

A Study of Parental Encouragement, Educational Adjustment and Academic Achievement among Adolescent Students of District Anantnag

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ABSTRACT

Parental encouragement is a process which is undertaken by the parents to direct the child's behavior towards higher academic progress. The major role of the parents is to provide encouragement, support and access to the activities that enable the child to master all-round development of personality. The present study is conducted on a sample of 300 secondary school students, equally distributed on the basis of gender and locale, selected through stratified random sampling method from district Anantnag of south Kashmir. The requisite data was collected by administering Parental Encouragement Scale by Kusum Aggarwal (1999), Educational Adjustment Inventory by S. Rani and B.B. Singh and student's previous year marks were taken as academic achievement. The gathered data was put under statistical tests like Mean, SD, t-test and Coefficient of correlation. The findings of the study revealed a significant difference in parental encouragement on the basis of gender and locale in which the result goes in favour of boys and urban students. Significant difference was also found in educational adjustment on the basis of locale but no significant difference was found on the basis of gender. Furthermore, significant positive correlation was found in parental encouragement with academic achievement and educational adjustment with academic achievement.

Keywords: Parental Encouragement, Educational Adjustment, Academic Achievement, Rural, Urban, Secondary School Students.

Success in both the personal and professional spheres can only be attained through education. Education is a means of acquiring a variety of knowledge and abilities. It is a gradual and ongoing process that aids in knowledge acquisition. It begins at birth and lasts till death. Every person's life is significantly impacted by their education. A quality education is beneficial and will always brighten our future. It gives us a wealth of information across many different subjects, which boosts our confidence. Only someone with a strong education who is successful in both their personal and professional lives can become a decent citizen. Our ability to think critically and make the best decisions is aided by knowledge, but without a strong education, all of this would fall short. In order for

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students to function at their highest level academically, they need the family's and parents' full support. Parental encouragement exhibits one of the most fundamental forms of reward that is attention, making it a form of reward. Parental encouragement is one of the parenting styles that supports and mentors the child so that he won't become discouraged when facing a particular challenge. It is a significant factor in how a child develops both intellectual and psychological behaviour. In other words, it refers to the parenting style used to increase the likelihood that young people would behave well in the future through concern, care, approval, and guidance (**Sharma, 1988**). Parents always want the best for their child and always want their child to live a better life than they did. Always wanting the best for their children and for them to have a better life than they did, parents always want the best for them. Although parents try to give their kids as many resources as they can, this sometimes has a negative impact on the kids' academic performance. Parental encouragement is the motivation parents provide their kids to be actively involved in their academic lives. Parental encouragement is crucial for the development of children's lives. Additionally, it prepares children for life's upcoming difficulties. Rossi defined parental encouragement as “when both the parents approve or disapprove of any activity related to education or revoke any obstacle felt by the student in the process, or guide him the right or wrong- this whole spectrum activity comes in the purview of parental encouragement”. Apart from the elements such as a student's intelligence, motivation, and attitudes, the school and family environment also have a significant impact on student's academic achievement during their academic career (**Alomar 2006**). Higher Socio economic status, educational level of parent, and amount of their care to children are all linked to better academic achievement in adolescents (**Masud et al. 2019**). Therefore, parents should establish a happy and productive home environment where children can follow their academic interests because they are the people with whom children spend most of the time. Parents who understand their child's learning difficulties, feelings and wishes, and who set academic goals keeping in view their children's abilities, play the role of a friend, a guide, a teacher, and positively motivate their children to learn. As a result, children are relieved of anxiety and encouraged to learn in order to achieve academic success (**Nguyena et al. 2021**). During adolescence, students are at high emotion and expectation out of world pleasure. Parents are the prime well wishers for children to excel in academic field. Parental encouragement will bring out marvelous change in academic performance. Generally, children are the closest to their parents as the latter nurture the holistic growth and development of their children. Thus, parental encouragement is important in shaping the child's beliefs about his abilities in achieving academic progress (**Lawrence & Barathi, 2016**). As the world moves towards advancement, the responsibility of the students to further their education becomes more imperative in order to meet the societal and parental expectations. Consequently, parental support would be considered as one of the most powerful and protective factors for the students to maintain academic excellence (**Moral-García, Urchaga-Litago, Ramos-Morcillo, & Maneiro, 2020**).

The term adjustment may be defined as a stable condition of life when human beings are more or less in harmony with personal, biological, emotional, psychological, social and educational needs and with the demands of the atmosphere. Thus, the process by which a living creature maintains a balance between its needs and the external factors that affect how those needs are met is known as adjustment. Finding and implementing behavioural modalities that are appropriate for the environment or the changes in the environment is the process of adjustment. According to **Shaffer, L.S.** “Adjustment is the process by which living organism maintain a balance between with his needs and the circumstances that

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influence the satisfaction of these needs.” According to **Coleman, James C**, “Adjustment is the outcome of the individual's attempts to deal with the stress and met his needs, also his efforts to maintain harmonious relationships with the environment”. The term educational adjustment describes how a person fulfills their obligations in regard to their education and achieves this objective. A deliberate response to conditions at family, school, and work refers to educational adjustment that aids the person's development into a good person. An educational adjustment is something the school specifically does to assist child's learning for educational purposes. The goal of all modifications should be to maximise the child's potential for academic success. The success of adjustment in terms of intended results will be discussed through the school's regular progress review procedures. A well-adjusted child is one whose personality development follows a healthy course of socialisation and who is not adversely influenced by interactions such as conflicts, emotions, etc. (**Sangeeta et al., 2012**).

The success of any school is determined by student accomplishment levels as well as the dedication and attitudes of instructors and school administrators. The importance of teachers in a learning environment is critical for students' academic development. The educational objective that is met by a pupil refers to academic achievement. Academic success is the result of education and is measured by how well a student, instructor, or institution has met its educational objectives. The information and abilities that students have acquired in their academic disciplines are referred to as academic achievement. Academic achievement is defined as a student's performance in academics as assessed by their knowledge acquisition capacity or level of competence in the assigned school work, as indicated by grades or units based on the student's performance on standardised tests. **Halawah (2006)** is of the opinion that completing class assignments in a classroom environment is the best way to attain academic success. It is often evaluated using teacher evaluations, classroom tests, and exams held by educational boards or by academic institutions. Academic success has a good relationship with parental support and motivation. **Good (1959)** defined academic achievements as, “the knowledge attained or skills developed in the school subjects usually designed by test scores or marks assigned by the teacher”. In the area of education, schools are vitally essential. They lay down strong foundations on which pupils can gain the skills they need to live peaceably in their society. By giving students a top-notch learning environment, efficient operation of schools enhances the learning process. A successful learning process enables students to produce information, develop a love of learning, and acquire critical life skills. Academic performance is improved by students in nice learning environments than in less appealing ones (**Baafi 2020**).

REVIEW OF THE RELATED LITERATURE

Areepattamannil, 2010 is of the opinion that Parental expectation and parental beliefs are positively related with children's school achievement. **Ghazi, 2010** explored that Students need full support, participation and encouragement of the parents to maximize the academic performance. **Kazmi, 2011** was of the opinion that paternal involvement and encouragement has positive significant relationship with school performance of the children. **Mani (2013)** found that rural and urban higher secondary biology students significantly differ in parental encouragement. **Taylor, Clayton & Rowley, 2004** also revealed that favourable home environment, less parental domination and systematic parental encouragement have been found to be responsible for better adjustment and school performance. (**Devi and Kiran, 2002**) also found a positive correlation between parental encouragement and academic achievement, as good parental encouragement lead to good academic achievement. (**Ahmad**

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and Nigam, 2009) exposed that children from favourable home environment are rated as above the average in social adjustment, personality traits, achievement, play, but children from unfavourable home environment are seriously abnormal. **(Lata, 2013)** indicated in his study that low parental involvement with their wards negatively affects cooperation and conversation skills and parents which are highly involved with their children helped to improve the social skills of their children. **Nommay (1988)** opined that parent's encouragement played a significant role in predicting academic achievement through cognitive development of their children. **Huebner and Howell (2003)** revealed that female students at higher education were significantly differed in parental encouragement as compared to male students. **Paran and Tibli (2009)** revealed that student's motivation to learn is greatly enhanced by parental encouragement. **Munyi (2013)** conducted a study to explore the influence of parenting styles on academic performance of 2089 adolescents. The outcomes of the study indicated that the students who are having experienced and authoritative parenting style showed best performance. **Payal and Kang (2014)** conducted a study to find the relationship of locale and gender as determinants of parental encouragement among adolescents on a sample of 200 students. The findings revealed that there is significant difference between boys and girls in parental encouragement. Also significant difference in parental encouragement was found between rural and urban respondents. **Mishra (2015)** found the impact of Parental encouragement on Academic achievement in middle school students. The outcomes of the study unveiled that there is significant impact of parental encouragement on academic achievement of boys and girls of high and low parental encouragement groups and finally concluded that parental encouragement enhances academic achievement. **Sharma Anuradha et al; (2014)** discovered that there is significant and positive relationship between parental encouragement and academic achievement among adolescent students. The study also revealed that male and female students differ in parental encouragement in which the result goes in favour of female students. **Jain Payal et al; (2014)** also found a significant gender differences in parental encouragement, whereas significant differences were also found in the parental encouragement between rural and urban students. **Kaur Jasraj (2013)** revealed that there is significant difference between the academic achievement of the students receiving high and low parental encouragement. The students receiving high parental encouragement showed good academic achievement than the students receiving low parental encouragement. **Bhargava, (2012)** found that parental encouragement significantly contributes in developing psychological as well as academic achievement. **(Raju & Rahamtula, 2007)** opined that poor school adjustment leads to low academic achievement, behavioral problems, irrelevant educational aspirations and even school dropout. **Basu (2012)** revealed that when secondary school pupils' adjustment was compared across gender, type of family structure, and medium of instruction, there were extremely significant disparities. **Bano and Naseer (2014)** revealed that social adjustment and academic achievement are significantly related each other. Hence it was concluded that parents play a significant role for higher need achievement of their children.

Operational definition of the terms:

- **Parental encouragement:** it is defined as the process undertaken by the parents to initiate and direct the behavior of their children towards higher academic achievement. In the present study it refers to the score obtained by the students on Parental Encouragement Scale by Kusum Agarwal (1999).
- **Educational adjustment:** it refers to a process by which child's abilities are maximized to achieve educational goals. It is something that the school does

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especially for assisting the child to learn for the purpose of education. In the present study it refers to the score obtained by the students on educational adjustment inventory prepared by S. Rani and B.B. Singh.

- **Academic achievement:** in the present study it refers to the total marks obtained by the students in the annual previous year examination.
- **Adolescents:** adolescents in the present study refers to the 10th class students enrolled in govt institutions of district Anantnag of south Kashmir.

Objectives

- To study parental encouragement, educational adjustment and academic achievement among adolescent students.
- To find significant difference between adolescent boys and girls in parental encouragement.
- To find significant difference between adolescent boys and girls in educational adjustment.
- To find significant difference between rural and urban students in parental encouragement.
- To find significant difference between rural and urban students in educational adjustment.
- To find the correlation between parental encouragement and academic achievement among adolescent students.
- To find the correlation between educational adjustment and academic achievement.

Hypothesis

- There is no significant difference between boys and girls in parental encouragement.
- There is no significant difference between boys and girls in educational adjustment.
- There is no significant difference between rural and urban students in parental encouragement.
- There is no significant difference between rural and urban students in educational adjustment.
- There is no significant correlation between parental encouragement and academic achievement among students.
- There is no significant correlation between educational adjustment and academic achievement.

METHODOLOGY

Present study was conducted on 300 secondary school adolescents (10th class), equally distributed on the basis of gender and locale. The sample was collected through stratified random sampling technique from various govt institutions of district Anantnag with the help of Parental Encouragement Scale by Kusum Agarwal (1999) which consisted of 80 statements in total. It is a five point Likert type scale where the responses are assigned numerical values ranging from 1 to 5. The higher score indicates higher parental encouragement and the lower score is the indication of lower parental encouragement. Thus the total scores are weighted from 80 to 400. For educational adjustment, educational adjustment inventory prepared by S. Rani and B.B. Singh is used. Previous year score cards were considered as their academic achievement of the respondents.

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Scoring the scale items of parental encouragement

Always	Most often	Frequently	Sometimes	Never
5	4	3	2	1

Statistical treatment

Descriptive statistics like mean, SD, t-test and Pearson’s coefficient of correlation were applied for statistical analysis of the data.

Table 1: Mean comparison of adolescent boys and girls on parental encouragement.

Group	N	M	SD	t-value	Level of sig.
Boys	150	104.74	35.04	3.04	sig at 0.01
Girls	150	90.48	45.61		

Table 1 shows the mean comparison of adolescent boys and girls on parental encouragement. The calculated value (3.04) is greater than 2.58 at 0.01 level of significance. This indicates that there is significant difference between boys and girls on parental encouragement. Hence, the null hypothesis, “there is no significant difference between boys and girls on parental encouragement stands rejected”.

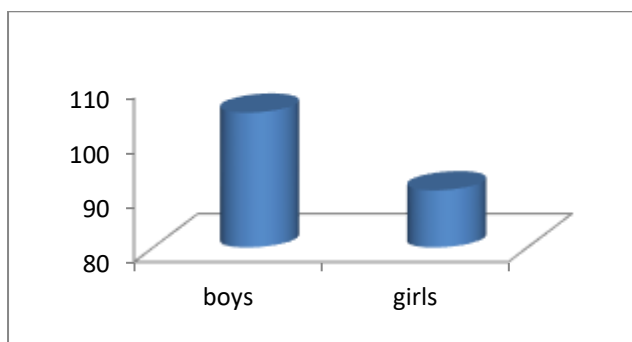
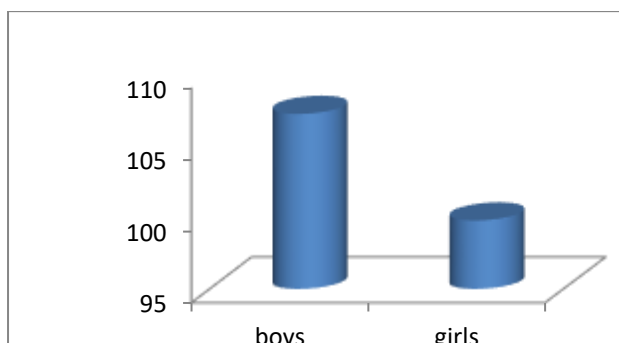


Table 2: Mean comparison of adolescent boys and girls on educational adjustment.

Group	N	M	SD	t-value	Level of sig.
Boys	150	107.25	37.70	1.83	NS
Girls	150	99.79	32.51		

Table 2 shows the mean comparison of adolescent boys and girls on educational adjustment. The calculated value (1.83) is less than 2.58 at 0.01 level. Hence there is no significant difference in educational adjustment on the basis of gender. Thus, the null hypothesis, “there is no significant difference between adolescent boys and girls on educational adjustment” stands accepted.



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Table 3. Mean comparison of rural and urban students on parental encouragement.

Group	N	M	SD	t-value	Level of sig
Rural	150	103.31	47.72	5.00	sig at 0.01
Urban	150	127.29	34.27		

Table 3 represents mean comparison of rural and urban students on parental encouragement. The calculated t-value (5.00) is greater than tabulated value (2.58) at 0.01 level of significance which shows that there is significant difference between rural and urban adolescent students on parental encouragement. Hence, the null hypothesis, “there is no significant difference between rural and urban adolescent students on parental encouragement” stands rejected.

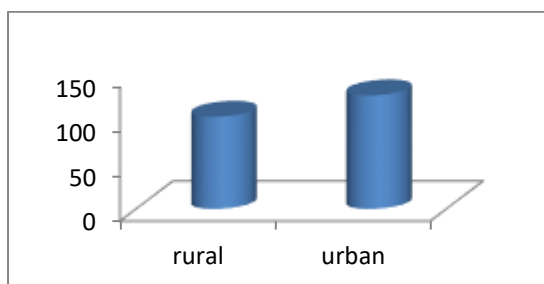


Table 4: Mean comparison of rural and urban students on educational adjustment.

Group	N	M	SD	t-value	Level of significance
Rural	150	110.42	31.30	5.50	Sig at 0.01
Urban	150	127.71	22.57		

Table 4 shows the mean comparison of rural and urban students on educational adjustment. The calculated value (5.50) is greater than table value (2.58) at 0.01 level which indicates that there is significant difference between rural and urban students on educational adjustment. Hence, the null hypothesis, “there is no significant difference between rural and urban students on educational adjustment” stands rejected.

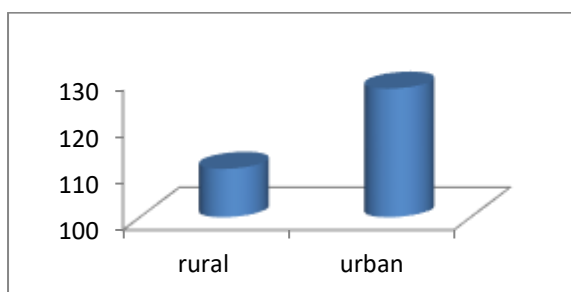


Table 5: Relationship between parental encouragement and academic achievement among adolescent students:

Variables	Coefficient of correlation (r)	Level of significance
Parental encouragement Vs Academic achievement	0.43	Sig. at 0.01

Hence from table 5, there is significant positive relationship between parental encouragement and academic achievement which reveals that as the parental encouragement

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increases there is corresponding increase in academic achievement. Hence, the hypothesis, “there is no significant correlation between parental encouragement and academic achievement” stands rejected.

Table 6: Relationship between educational adjustment and academic achievement among adolescent students.

Variables	Coefficient of correlation (r)	Level of significance
Educational adjustment Vs Academic achievement	0.49	Sig at 0.01

From table 6, there is significant positive relationship between educational adjustment and academic achievement among adolescent students which indicates that better the educational adjustment among the students the higher will be their academic achievement. Hence the null hypothesis, “there is no significant correlation between educational adjustment and academic achievement among adolescent students” stands rejected.

Findings

- There is a significant difference in parental encouragement between adolescent boys and girls and boys showed higher parental encouragement as compared to girls.
- There is a significant difference in parental encouragement between rural and urban adolescent students and urban students showed higher parental encouragement as compared to rural students.
- There is no significant difference in educational adjustment between adolescent boys and girls.
- There is significant difference in educational adjustment between rural and urban adolescent students where urban students showed better educational adjustment than rural students.
- There is a positive correlation between parental encouragement and academic achievement among adolescent students.
- There is a positive correlation between educational adjustment and academic achievement.

DISCUSSION

Parental encouragement or assistance is the backbone of individual’s life. Parents are effective role models for their children when they plan and spend quality time with their children, encourage and facilitate their overall growth and development. The present study explored that there is significant difference in parental encouragement on the basis of gender in which the results go in favour of boys. The same results were found by **Jain Payal et al; (2014)**, **Payal and Kang (2014)** and **Huebner and Howell (2003)**. The present study also revealed high parental encouragement among urban students than the rural students which is supported by **Singh (2015)**, **P. Sekar et al; (2013)**, **Jain Payal et al; (2014)** who found significant difference on the basis of locale in parental encouragement. Present study also explored that no significant difference exists in educational adjustment on the basis of gender which is supported by **Maureen et.al. (2011)** and **Dalal and Sheetal (2021)**. The present study also found a significant difference in educational adjustment between rural and urban students but the opposite results were founded by **Kaur,et.al (2019)**, who found no significant difference in educational adjustment on the basis of locale and find a positive correlation between educational adjustment and parental encouragement. The study also

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revealed positive correlation between parental encouragement and academic achievement which is also supported by **Bhawna and Kaur (2015)**. The study also revealed a positive relationship between educational adjustment and academic achievement which is supported by **Gold (1978), Arnold (1997)**.

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Conflict of Interest

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