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“STUDY OF CORRELATIONS IN GOVERNMENT SCHOOLS IN BATHINDA DISTRICT OF PUNJAB”

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ABSTRACT

The present study aims to explore the extent of relationship between academic achievement and parental encouragement of a sample of 394 government higher secondary school students (197 male students and 197 female students) being selected through simple random sampling technique. Agarwal parental encouragement Scale by Dr. Kusum Agarwal (1998) where as scores in school grades were considered for academic achievement. The study revealed a significant positive relationship between academic achievement and parental encouragement

INTRODUCTION

Home environment is an indispensable part of the society we live in. It refers to the climate prevailing in the home, which varies from culture to culture, society to society and family to family. It refers to all sorts of moral, ethical, emotional, social and intellectual values set up by the parents for their children in family environment. Members of the family are the most instinctive fundamental social group which includes parents and their children.

Researchers and policy makers have explored that family background is an important determinant of success in school. Parent child relationship at home allows parental encouragement to help promote the students to achieve academic success. A well rounded family and stable environment, is most likely to give a child positive future and influence. A positive influence supports a child usually to become a positive and prosperous student. Parental encouragement is said to be having an involvement in schoolwork, understanding of the interaction between parenting skills and student success in schooling and a commitment to consistent communication with educators about student progress. The term “parents” refers to biological parents, adoptive and stepparents and primary caregivers. Hence, from the above discussion can be concluded that parental encouragement influences the academic achievement of the student. Parental encouragement, involvement and



participation are sincere efforts by the parents in students' homework and school activities and communication with the educators for their progress.

Kaur Jasraj (2013) investigated a significant difference between the academic achievements of the students receiving high and low parental encouragement. The students receiving high parental encouragement showed better academic achievement than the students receiving low parental encouragement did.

Muola (2010) investigated the relationship between academic achievement motivation and home environment among standard eight pupils. The sample comprised of 235 Kenyan pupils between the age range 13 to 17 years from six urban and rural primary schools of Machakos district. Two questionnaires, the simple profile and home environment questionnaire, were used to gather data. Results showed that among all the variables parental encouragement was the only factor that was not significantly ($r = 0.03$) related to academic achievement motivation.

Jeynes (2007) undertook a meta-analysis including 52 studies, to determine the influence of parental involvement and encouragement on the educational outcomes of urban secondary school children of California. The results indicated that the influence of parental involvement overall was significant for secondary school children for both White and minority children.

STATEMENT OF THE PROBLEM

The study is designed to examine the extent of relationship that parental encouragement establishes with academic achievement of senior secondary school students in the selected districts of Punjab.

OPERATIONAL DEFINITIONS OF TERMS USED

PARENTAL ENCOURAGEMENT

Parental encouragement is the participation the parents in the management of school career and other school activities that can have direct influence on their child's academic achievement. In parental encouragement, we assume that parents show it by helping and guiding the child and coaxing him not to feel disheartened at a particular point of difficulty. "when further and mother approve or disapprove of any activity related to education or revoke any hurdle felt by the student in the process, or guide him the right or wrong-this entire spectrum activity comes within the purview of parental encouragement in this manner-treatment originating

from parents towards the child with a view to enhancing the possibilities of future occurrences of good behavior by care concern, approval by Dr. Kusum Agarwal.

ACADEMIC ACHIEVEMENT

Academic achievement is the academic success attained by an individual at the terminal stage a course.

OBJECTIVES

Objective-1: To examine the extent of relationship between academic achievement and parental encouragement of government senior secondary school male students.

Objective-2: To examine the extent of relationship between academic achievement and parental encouragement of government senior secondary school female students.

Objective-3: To examine the extent of relationship between academic achievement and parental encouragement of senior secondary school students of government schools.

HYPOTHESES

1. There exists significant relationship between academic achievement and parental encouragement of government senior secondary school male students.
2. There exists significant relationship between academic achievement and parental encouragement of government senior secondary school female students.
3. There exists significant relationship between academic achievement and parental encouragement of government senior secondary school students.

METHODOLOGY

Descriptive survey method was adopted. Data were collected from primary sources, i. e. senior secondary school students. Following tools were used to collect required information from the students of senior secondary schools of Punjab.

TOOLS USED

The investigator was used the scale as listed

1. Agarwal parental encouragement Scale by Dr. Kusum Agarwal (1998).
2. Personal data form.



SAMPLING PROCEDURE

For the present study, 19 senior secondary schools, which are affiliated to Punjab School Education Board, Mohali, were selected, making use of proportionate random sampling technique from the Bathinda and Mansa districts of Punjab. Further 15-25 senior secondary school students of class 10+2 from each school were selected randomly to collect the information regarding academic achievement and parental encouragement scale,. The total sample for the study comprised of 394 senior secondary school students. The sample included 197 senior secondary male students and 197 senior secondary female students. Collected data were tabulated and total score were obtained for each test.

STATISTICAL TECHNIQUES USED

Following statistical techniques were used as follows:

Simple linear Correlation

DELIMITATIONS OF THE STUDY

1. The dependent variable of the study was academic achievement and independent variables are parental involvement, social competence and achievement motivation only.
2. The study was delimited with regard to sample as well.
3. All the selected schools were affiliated to or recognized by Punjab School Education Board, Mohali (Punjab) only.

CONCLUSIONS

The present study was under taken with a view to find out the relationship between academic achievements in relation to parental encouragement among Senior Secondary School Students in selected districts of Punjab. For this purpose, the investigator has used Parental Encouragement Scale and Personal Data form the following conclusion can be drawn after discussing the results hypothesis wise:

The coefficient of correlation between academic achievement and parental encouragement among government senior secondary school male students is 0.39 which is significant at 0.01 and 0.05 level of significance. This means that there exists significant and positive relationship between academic achievement and parental encouragement among government senior secondary school male students.



The coefficient of correlation between academic achievement and parental encouragement among senior secondary school female students is 0.40 which is significant at 0.01 and 0.05 level of significance. This means that there exists significant and positive relationship between academic achievement and parental encouragement among government senior secondary school female students.

The coefficient of correlation between academic achievement and parental encouragement among government senior secondary school students is 0.40 which is significant at 0.01 and 0.05 level of significance. This means that there exists significant and positive relationship between academic achievement and parental encouragement among senior secondary school students.

EDUCATIONAL IMPLICATIONS

The present study points out that parental encouragement is positively and significantly related to academic achievement of senior secondary school students. Hence it is recommended that parents should take interest in the educational activities of their children. By implicating, the educational achievement of students could be enhanced. The parents are to be made aware that students should be provided sufficient encouragement and freedom to enhance their abilities.

The parents should be made aware of the high perceptive ability of children, especially, the adolescents with regard to involvement in studies. In addition, they should be made cautious of the association between excessive parental pressure for studies and low levels of academic interest, academic achievement and social competence.

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