



## Parental Encouragement to Higher Secondary Students in Thiruvannamalai District: An Empirical Analysis

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### ABSTRACT

*The present study focuses on the perspectives of parental role and their support to the higher secondary students. Students experience academic failure and become deviant. Hence an attempt is made to know the parental encouragement to higher secondary students. The present study was designed to make out the status of parental encouragement of +1 biology students. The sample consists of six hundred and twenty one XI standard students from Thiruvannamalai District of Tamilnadu. However, the rural and urban higher secondary biology students have significantly differed in parental encouragement. Similarly, the higher secondary students belonging to Tamil and English medium also significantly differed in their parental encouragement.*

**KEYWORDS :** Parental Encouragement, Higher Secondary Students, Biology Students, Rural and Urban Students, Tamil and English medium

### Introduction:

Every successful individual after reaching his/her goal finds that his/her success is because of the help and support of his/her parents. The support given by parents exerts significant influence on children's interests, aspirations, attitudes and achievement. According to Sekar, P. and Mani, S. (2013) everyone is indebted to many people who played inspirational roles in shaping their lives. People who get encouragement at the right time, and motivation aim higher and achieve more. However, the greatest motivators and role models of children are the parents. When parents are educated and ambitious, children also imitate them and develop a high degree of achievement drive. Strong and supportive parents contribute to the growth of strong and success oriented achievement drive in their children. Rashmi Garg et al. (2002) stated that positive family climate and parental encouragement foster a positive academic self-schema.

Parents have prime responsibility to play in allowing them to explore their wider social environment and to encourage the development of acceptable social skills. Encouragement building up cognitive and perception ability in a child is a major concern in the upbringing of the child. The way the parents encourage their children in cognitive learning is by exposing them to different cognitively stimulating activities and materials like pictured comic books, electronic media and day-to-day customs/events in the home (Sekar, P, 2013). Parents who are highly motivated and oriented lead to pivot the right learning environment at home. A variety of studies indicates that such parents are likely to place a high value on autonomy and independence, mastery, competence and achievement generally. According to Kathleen V. Hoover-Dempsey et al. (2001), parents' encouragement activities take many forms, from establishing structures for homework performance to teaching for understanding and developing student learning strategies. Operating largely through modeling, reinforcement, and instruction, parents' homework involvement appears to influence student success insofar as it supports student attributes related to achievement (e.g., attitudes about homework, perceptions of personal competence, self-regulatory skills). Laurence Steinberg et al. (1992) stated that the parental encouragement is much more likely to promote adolescent school success when it occurs in the context of an authoritative home environment.

### Need for the Study:

Our family system is a significant factor in the holistic development of children. Now-a-days due to the influence of western culture, urbanisation and break-down of joint family system into nuclear families, the healthy environment of our families have been disturbed. Very few parents are paying attention towards their family. The old authoritarian parent had no place in the modern world. Parents are to become more authoritative and democratic, trusting but not permissive, helping but not indulgent, friendly but firm, easy going but vigilant. Further, the academic achievement of the students depends upon the encouragement, support and interest shown by their parents towards their chil-

dren. In this research, the researchers made an attempt to know the parental encouragement to the higher secondary students.

### Statement of the Problem:

The present study is entitled as "PARENTAL ENCOURAGEMENT TO HIGHER SECONDARY STUDENTS IN THIRUVANNAMALAI DISTRICT: AN EMPIRICAL ANALYSIS".

### Objectives:

**The objectives of the present study are as follows:**

1. To find out whether there is any significant difference in parental encouragement of higher secondary students with respect to location of the school.
2. To find out whether there is any significant difference in parental encouragement of higher secondary students with respect to medium of instruction.

### Hypotheses:

**The following are the hypotheses of this study:**

1. There is no significant difference in parental encouragement of higher secondary students with respect to location of the school.
2. There is no significant difference in parental encouragement of higher secondary students with respect to medium of instruction.

### Research Design:

The researchers adopted survey method.

### Population:

Plus one (+1) students of higher secondary schools in Thiruvannamalai District, Tamilnadu, constitute the population of the study.

### Sample and Sampling Procedure:

Six hundred and twenty one XI standard biology students were selected by random sampling technique from the higher secondary schools located in Thiruvannamalai District of Tamilnadu.

### Instruments used for the study:

The researchers used the following tools in this research.

1. Personal Data Sheet developed by the Investigators.
2. The researchers adopted the Parental Encouragement Inventory (PEI) prepared and validated by Mohana Sekar (1980).

### Data Analysis:

The statistical techniques for the data collected varied in accordance with the nature of research hypotheses. Tables, differential counts are computed to answer the research hypotheses and by using the SPSS. The results of the analysis are presented in Tables 1 & 2.

**Results:****Table 1: Mean, SD and t-value on parental encouragement of higher secondary students with respect to location of the school.**

| Location of the School | N   | Mean  | SD     | t - value | Significance at 0.05 level |
|------------------------|-----|-------|--------|-----------|----------------------------|
| Rural                  | 264 | 42.89 | 10.478 | 2.395     | S                          |
| Urban                  | 357 | 44.85 | 9.740  |           |                            |

Note: S - Denotes Significant

**Table 2: Mean, SD and t-value on parental encouragement of higher secondary students with respect to medium of instruction.**

| Medium of Instruction | N   | Mean  | SD    | t - value | Significance at 0.05 level |
|-----------------------|-----|-------|-------|-----------|----------------------------|
| Tamil                 | 375 | 40.64 | 9.299 | 11.291    | S                          |
| English               | 246 | 49.16 | 9.054 |           |                            |

Note: S - Denotes Significant

**Major Findings:**

**From the analysis, the following major findings are observed:**

Table-1 indicates significant difference in parental encouragement of higher secondary students with respect to location of the school at 0.05 level. In parental encouragement, the urban area higher secondary school students have gained more mean score (M=44.85) when compared to the rural area higher secondary school students (M=42.89).

From Table-2, significant difference is noted in parental encouragement of higher secondary students with respect to medium of instruction at 0.05 level. In parental encouragement, the English medium higher secondary students have gained more mean score (M=49.16) when compared to the Tamil medium higher secondary students (M=40.64).

**Discussion and Conclusion:**

Present study was planned to know the parental encouragement of higher secondary students with respect to location of the school and the medium of instruction. In parental encouragement, the urban higher secondary school students have gained more parental encouragement when compared to the parental encouragement of rural higher secondary school students. It is supported by the findings of Tripati Bhargava (2012). But, the findings of Asika, D.P. & Amanpreet Jassar (2013) contradict with the present finding. However, urban and rural adolescents feel equally accepted and protected by their parents.

In the parental encouragement, the Tamil medium and English medium higher secondary students significantly differed. Moreover, English medium students get more parental encouragement than the Tamil medium students. This result further corroborates with the findings of Yadhav et al. (2004). In this aspect, the English medium students have gained more parental encouragement than the Tamil medium students.

**Recommendations:**

Based on the findings and conclusions from this study, the following recommendations are made for the improvement of parents' attitudes towards their wards. 1. Parents are the first teachers of the children at home. In this context, awareness to rural parents should be given that parental encouragement is essential for enabling the parents to understand the importance of parental encouragement to their wards well being and academic growth. 2. School authorities, especially the schools located in rural areas and offering Tamil medium education need to organise periodical meetings with parents and counseling them to pay attention towards their wards' education.

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