

A Study on the Effect of Parental Encouragement on Academic Performance of Tribal Adolescent Girls of Assam



Education

KEYWORDS : Academic Performance, Parental Encouragement, Scheduled tribes

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ABSTRACT

In the present study an investigation was made to find out the effect of parental encouragement of tribal adolescent girls of Assam on their academic performance. The Researcher had selected 350 secondary school girls giving representation to types of school management and family type. The parental encouragement scale developed by R.R. Sharma was used as tool and academic performance scores has taken from school record. Pearson's product moment correlation was applied to find out the relationship and 't' test was applied to find out the significance of difference between different variables. The study found that there is a positive correlation between academic performance and parental encouragement of tribal adolescent girls of Assam. The study also found that there is a significant difference in the parental encouragement of tribal adolescent girls belonging to nuclear and joint family.

INTRODUCTION:

Parents are signing an unwritten contract to protect and provide all to their children needed to live a healthy and happy life and later on written the contract by their behavior towards children in day today life. Parenting can be simply defined as the process or the state of being parents. Parenting thus has been described as the style of child's upbringing in relation to a privilege or responsibility of both mother and father, together or independently to prepare a child for the society and culture (Veenes, 1973). Studies already proved that parental encouragement and involvement in children's educational activities is considered as most important for their all-round growth and better academic performance. Encouragement always has a positive effect. Parent's frequent encouragement and supportive words and action raise their self-confidence which helps the child to improve better. Research revealed that high levels of parental encouragement and involvement in educational activities have positive effects on children's academic performance. Adolescent is a very crucial period of one's life and parent's love, care, support and encouragement help a child to overcome all the difficulties in school life. In encouragement, the parents understand, guide and help the child to deal with all difficult situations and make it better tomorrow.

Need and Importance of the Study:

Jawaharlal Nehru maintained "education of boys is the education of one person but education of girls is the education of the entire family." This statement highlights the need and importance of girl's education for all time to come. Still in 21st century in many communities of India, girl's education is a matter of negligence particularly among tribal communities. In Assam also tribal education of girls is suffering from many hurdles. As they are having very less educated person in their communities and among them most are the first generation learners, in that case to provide education to the girl child is found to be very rare. But due to some initiative taken by the government, autonomous council and NGO's now opportunities are providing to them which create awareness among tribal masses about education of both boys and girls. Tribals staying in urban areas realized the need and importance of education for their child irrespective of boy or girl. Review of related literature clearly indicates the evidences regarding the association of academic performance and parental encouragement but none of the study was found pertaining to tribal adolescent girls of Assam. So, the researcher felt the need to undertake a research in the area of parental encouragement and its effect on the academic performance of tribal adolescent girls of Assam.

REVIEW OF RELATED LITERATURE:

Anjana Negi and Rana Maikhuri (2016), made a study on parental encouragement and academic achievement among adolescent and the findings of the study reveals that parental encouragement and academic achievement is positively correlated. Hafiz Muhammad et al. (2013), Daniela Porumbu et al. (2012) and David R. Toper et al. (2010), made an investigation on the parental involvement on academic performance and academic activities of secondary school students. The result shows parental involvement and their impact on academic success of students. The researcher was concluded that there was a significant association between the level of parental involvement in their children's academic activities and the level of academic achievement of students. Srinivasan K.K. (2011), undertaken a study on the analysis of parents-participating association and children's academic performance of Kerela. The main findings exposed that academic achievement of a students is based on the proper functioning of PPA, parental involvement in both curriculum and co-curricular activities of school. The various researches done on this area have proved the association between parent's positive involvement and child's high academic achievement.

OPERATIONAL DEFINITION:

Academic Performance: Academic performance is the outcome of the instruction provided by the teacher to the students in schools which is determined by the grades or marks and requires a series of planned and organized experiences. In the present study academic performance is defined on the basis of the scores obtained by tribal adolescent girls studying in VIII, IX and X standards in the four main subjects English, Mathematics, Science and Social Studies in the school annual examination.

Parental Encouragement: Encouragement or fosterage means aiding the development of something or raising someone to give their best. It is an act of giving hope, showing interest or providing mental and resource support to someone in the path of achievement. Rossi (1965, as cited in Joshi, Asha, 2001) defined the parental encouragement as an approval and appreciation of their wards activity when they were satisfied with him in relation to his attainment of education.

OBJECTIVES OF THE STUDY:

- To find out the relationship between academic performance and parental encouragement of tribal adolescent girls of Assam.
- To find out the significant differences of parental encouragement of tribal adolescent girls when they are classified according to their types of school management and family type.

HYPOTHESES:

- There is no significant relationship between academic performance and parental encouragement of tribal adolescent girls of Assam.
- There is no significant difference of parental encouragement of tribal adolescent girls when they are classified according to their types of school management and family type.

SAMPLE:

Simple random sampling method was used for the selection of sample. A total of 350 tribal adolescent girls studying in class VII, IX and X standard were selected, out of which 175 tribal girls studying at government and 175 tribal girls studying at government aided school of Assam.

TOOL USED:

To test the hypotheses formulated for the present study, the researcher used Parental Encouragement Scale by R.R. Sharma to collect the data from tribal adolescent girls of Assam.

STATISTICAL TECHNIQUE USED:

The statistical techniques used for the analysis of data were Pearson's coefficient of correlation method to find out the relationship between academic performance and parental encouragement of tribal adolescent girls and the 't' test to find out the significance of the mean difference between two groups.

ANALYSIS AND INTERPRETATION:

In order to present the result systematically the hypothesis wise interpretation has been presented in tables.

Hypothesis: 1 -There is no significant relationship between the academic performance and parental encouragement of tribal adolescent girls of Assam.

Table-1 showing the variables, 'r' value and their significant level

SL. No.	Category	No. of students	df (N-2)	'r' Value	P Value	Level of significance
1.	Academic Performance	350	348	0.892	0.000*	(P<0.01) Significant at 0.01 level
2.	Parental Encouragement	350	348			

The above table shows that the obtained 'r' value is greater than the table value at 0.01 level and proved that parental encouragement is highly correlated with academic performance, hence the null hypothesis is rejected. The rejection of the null hypothesis shows that there is a significant correlation between academic performance and parental encouragement of tribal adolescent girls of Assam.

Hypothesis:2- There is no significant difference between parental encouragement of tribal adolescent girls of Assam belonging to joint and nuclear family.

Table-2: Result of Mean, SD, t -value of tribal adolescent girls belonging to joint and nuclear family with respect to parental encouragement.

SL. No.	Gender	No. of students	Mean	S.D	't' Value	P Value	Level of Significance
1.	Joint Family	100	40.63	4.91	21.53	0.000*	(P<0.01) Significant at 0.01 level
2.	Nuclear Family	250	54.51	6.61			

The above table shows that the obtained 't' value is greater than the table value at 0.01 level and hence the null hypothesis is rejected. The rejection of the null hypothesis shows that there is a significant difference between parental encouragement of tribal adolescent girls of Assam belonging to joint and nuclear family.

Hypothesis: 3- There is no significant difference between the parental encouragement of government and government aided tribal adolescent girls of Assam.

Table-3: Result of Mean, SD, t -value of government and government aided tribal adolescent girls with respect to parental encouragement.

SL. No.	Gender	No. of students	Mean	S.D	't' Value	P Value	Level of Significance
1.	Government	175	50.90	8.62	0.75	0.452	(P>0.05) Not Significant
2.	Government Aided	175	50.19	8.98			

The above table shows that the obtained 't' value is lower than the table value at 0.05 level and hence the null hypothesis is accepted. The acceptance of the null hypothesis shows that there is no significant difference between tribal adolescent girls studying at government and government aided school of Assam with respect to their parental encouragement.

DISCUSSION OF RESULTS:

From the above results, it can be concluded that there is a high positive correlation between academic performance and parental encouragement of tribal adolescent girls of Assam. Studies have also shown that parental involvement and parental encouragement of girl adolescent has immense effects on their academic performance (Saikia, L.R. and Kalia, S. 2008, Aggarwal, K.L. and Pandey, S.K., 1997).

Hypothesis proves that there is a significant difference between the parental encouragement of tribal adolescent girls belonging to joint and nuclear family. Parental encouragement of girls belonging to nuclear family is showing better than the joint family which has positive impact on their academic performance (Qaiser Suleman and Dr. Ishtiaq Hussain et. al). The result also highlighted that there is no significant difference of parental encouragement found between the tribal adolescent girls studying at government and government aided school of Assam. The tribal adolescent girls studying at government and government aided school are coming from the same socio-economic status background so accordingly parental involvement, parental encouragement and parent's attitude towards the education of their girl child are almost similar.

EDUCATIONAL IMPLICATIONS:

The findings of the study concluded that parental encouragement is positively correlated with academic performance of tribal adolescent girls. Hence it is recommended that parents should take interests in the educational activities of their girls and should treat equally to boys. The tribal parents should realise the need and importance of education of their daughters as there is no difference between genders as per their capabilities. So, the school authority should organise parents-teacher meeting every month to aware the tribal parents towards their role in girl child's academic performance and to create a healthy educational environment at home. At the same time subject wise progress card should be given to parents to see their children's educational development. A strategy need to be

undertaken for interpersonal interaction between families and school members where parents and teachers assume mutual responsibility for girl's educational outcome. In that case teacher plays a role of psycho pedagogical counsellor for the parents in realising the need of care and encouragement of their girls for better educational performance.

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