

A STUDY OF PARENTAL ENCOURAGEMENT OF SENIOR SECONDARY STUDENTS

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ABSTRACT

This study was carried out to find out the difference in parental encouragement of senior secondary students studying in public and private schools and in relation to gender in Bathinda. The sample of 200 students was taken, out of which 100 were boys and 100 were girls. The data was subjected to statistical analysis and the results revealed that no significant difference exists in parental encouragement of students studying in public and private schools but there is significant difference in parental encouragement in relation to gender

Key words- Parental Encouragement, senior secondary, school students

Home is the oldest and most important informal active agency of education. It is the foundation of all social organizations. It plays very important role in the education of child. As soon as the child is born, he takes shelter in the home and then gradually he starts learning to walk, talk etc, and education is must for all round development of child. It cannot be imparted effectively by the school alone. There are other agencies such as home, family, society etc. which go a long way in educating the child and in helping him in his harmonious development. Pastalozzi is of the view that "Home - center of love and affection, is best place for education and the first school of child".

Parental encouragement has great impact on the child. As on the bank of the sea, shells lie useless, but when a raindrop comes in its contact it becomes in precious pearl. In the same way, the encouragement given by parents in the family can make a child, normal child well adjusted and self-confident and can help the child to develop positive study habits. It is succinctly by Over Street (1959) "The unique power of family stems from the fact that it gets the new human being first, before any other institutions has a chance to make an impression upon him and it remains the child's environment for so long time that it's designs for living tend to move into him before the world outside has many consistent

chance to exert a modifying influence.

The influence of parental involvement overall is significant for secondary school children for both White and minority children, Jeynes (2007). Parental encouragement had positive and significant relationship with academic achievement, Murphy (2009). Parents' encouragement, discussion of importance of education and educational affairs had direct positive influence on achievement motivation, Ghazi et al. (2010). Parental involvement predicts students' achievement in financial accounting, Adetayo and Kiadese (2011). Fathers' involvement had positive significant relationship with academic achievement for the academic achievement, Kazmi (2011).

Objectives of the Study

- I. To compare the level of Parental Encouragement given to the students studying in Public and Private Schools.
- II. To compare the level of Parental Encouragement given to boys and girls studying in Sen. Sec. Schools.

Methodology

Descriptive survey method was used to collect the response for the subjects.

Sample

The sample consisted of 200 (both boys and girls)

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belonging to the 12th grade of Bathinda district. The students were selected from both Private and Public Schools.

Measure

Parental Encouragement scale by Aggarwal

Statistical Treatment

Mean, Standard Deviation and t-test and ANOVA was calculated to find out the significance of mean difference.

Analysis and Interpretation

Table1: Showing the Mean, S.D. and t-value for parental Encouragement of Public and Private school students.

Type	N	Mean (M)	Standard deviation (S)	Mean difference (D)	t value
Govt.	100	322.17	28.92	7.65	1.92
Non-Govt.	100	329.82	27.41		Not significant

Table 1 shows that the mean scores possessed by Public school students come out to be 322.17 with standard deviation 28.92. The mean score possessed by Private school students comes out to be 329.82 with standard deviation 27.41. The t-value comes out to be 1.92 which is non-significant at both the levels. Thus null hypothesis has been accepted. It means *there is no significant difference in the level of parental Encouragement of students studying in Public and Private schools.*

This may be due to congenial home environment of both Public and Private school students. The other reason may be the educational

on the variable parentalTo achieve first objective “To compare the level of parental encouragement given to the students studying in Public and Private Schools”, the hypothesis framed was “There is no significant difference in the level of Parental Encouragement of students studying in Public and Private Schools”. The students were compared on the variable parental encouragement.

level of parents. If both the parents are well educated they motivate their children in right manner. Therefore there is no significant difference in the level of parental encouragement of students studying in Public and Private schools.

To achieve the second objective “To compare the level of parental encouragement given to boys and girls studying in Public and Private Schools”, the hypothesis framed was “There is no significant difference in the level of Parental Encouragement of boys and girls studying in Public and Private Schools”. The students were compared on the variable parental encouragement.

Table2: Showing the MSS, F-value for parental Encouragement of students studying in govt. and non-govt. schools in relation to Gender

Source of variance	Sum of squares (SS)	df	Mean Sum of squares (MSS)	F-value	Remarks
Between	17693.85	3	5897.952	8.118	
A (Type)	2929.13	1	2926.13	4.028	Not significant
B (Gender)	10672.6	1	10672.6	14.69**	Significant at 0.01 level

AXB (Type gender)	4095.13	1	4095.13	5.637	Notsignificant
Within	142399	196	726.526		
Total	160093	199			

** 0.01 Significant at 0.01 level.

The Table 2 shows that the F-value for B ('gender' means boys and girls) comes out to be 14.69. The table value for F-ratio with (1, 196 dt) at 0.01 level is 6.75. The obtained value (14.69) is

greater than table value (6.81). Thus the results are significant at 0.01 level. Therefore t-test is used to find out the difference between the parental encouragement of boys and girls.

Table 2.1: Showing the Mean, S.D. and t-value for parental Encouragement of boys and girls.

Type	N	Mean	Standard deviation	SED	t value	Remarks
Boys	100	322.17	28.92	14.61	3.761**	Significant at 0.01 level
Girls	100	329.82	27.41			

* Significant at 0.05 level

** Significant at 0.01 level

It is evident from Table 2.1 that the mean score for boys comes out to be 318.69 with standard deviation 27.78. The mean score for girls comes out to be 333.3 with standard deviation 27.15. The t-value comes out be 3.761. The obtained value is compared with 1.96 and 2.58 at 0.05 and 0.01 level. The obtained value (3.761) is greater than 1.96 and 2.58. Therefore results are significant at 0.01 level. It means there exists difference in the level of parental encouragement given to boys and girls.

It may be concluded from above table that there is significant difference in parental encouragement given to boys and girls. Thus null hypothesis "There is no significant difference in the level of Parental Encouragement given to boys and girls studying in Senior Secondary Schools" is rejected.

Findings of the study

1. There is no significant difference in parental encouragement of students of Public and Private schools.
2. There is significant difference in parental encouragement of boys and girls.

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