



## Parental Encouragement and Academic achievement of children of working and non-working mothers of Kashmir

Masroofa Yousuf<sup>1</sup>, Dr. Najmah Peerzada<sup>2</sup>

<sup>1</sup> Research Scholar, School of Education & Behavioural Sciences, University of Kashmir, Jammu and Kashmir, India

<sup>2</sup> Assistant Professor, School of Education & Behavioural Sciences, University of Kashmir, Jammu and Kashmir, India

### Abstract

The present study examined the parental encouragement and academic achievement of children of working and non-working mothers of Kashmir. The sample of the study comprised of 600 children (in which 300 children of working mothers and 300 children of non-working mothers). Parental Encouragement Scale developed by Kusum Aggarwal (1999) was used. For statistical analysis mean, SD, t-test and Correlation was used. The results of the study revealed that children of working mothers have found higher parental encouragement than the children of non-working mothers. The result also revealed that there is no significant difference between children of working and non-working mothers on academic achievement.

**Keywords:** parental encouragement, academic achievement, working mothers and non-working mothers

### Introduction

Encouragement is the process of motivation which one gets from parents and always has positive impact on the outcomes of the children. Parental encouragement is the process which helps to improve weaknesses, so an individual attain high ideals of life. In parental encouragement parents direct their children to improve all round personality and become successful in all walks of life. Home is the basic institution where the child gets non-formal education and parents are treated as their primary teachers and remain their teachers throughout lifetime. The influence of parents upon the child comes from different child rearing practices, which shapes the whole personality pattern like values, morals and attitude. Verma (2017) <sup>[12]</sup> revealed that positive correlation was found between family climate and academic achievement, higher satisfactory the family climate higher is the academic achievement of adolescent students. In addition, positive insignificant correlation was found between parental encouragement and academic achievement of adolescent girls. It was also found that negative correlation was found between parental encouragement and academic achievement of adolescent boys i.e., if higher the parental encouragement, the academic achievement decreases.

Bashir and Majeed (2016) <sup>[2]</sup> revealed that there is a significant positive correlation between parental encouragement and achievement motivation of female adolescents. Further, the study revealed that government and private adolescent girls significantly differ on achievement motivation and parental encouragement. Further, it was also found that adolescent girls of private schools have found higher achievement motivation and parental encouragement when compared with adolescent girls of government schools. Sudhakar and Nelliypen (2016) <sup>[11]</sup> revealed that the parental encouragement and academic achievement was almost similar among high school students. It was also found that significant

positive correlation was found between the academic achievement and parental encouragement of high school students. Bhawna and Kaur (2015) <sup>[3]</sup> revealed that there was positive correlation was found between academic achievement and parental encouragement. The results also indicated that parental encouragement significantly contributes in the academic achievement of students. Further, it was also found that there was significant difference between male and female students on academic achievement. It is usually said that parents are the first teachers of their children and family is their primary school. Parental guidance has a vital significance in the life of their children, which in turn affect their confidence and academic career. Kishor (2014) <sup>[8]</sup> revealed that significant mean difference was found on parental encouragement and academic achievement of government and private high school students. It was also revealed that there was a positive correlation exists between parental encouragement and academic achievement. Gupta (2014) <sup>[5]</sup> depicted that significant positive correlation was found between parental encouragement and mental health. It was also revealed that significant positive relationship was found between parental encouragement and mental health of female rural students. The results also indicated that significant relationship exists between parental encouragement and mental health of urban students. Rural female students have attained high parental encouragement when compared with male urban students. Kaur (2013) <sup>[7]</sup> depicted that there was significant difference between the students perceiving high and low parental encouragement on academic achievement motivation. Students who perceive high parental encouragement showed better academic achievement motivation than the students who have low parental encouragement.

Educational achievement of the pupil refers to the ability attained and talent developed in the school subject. So,

educational achievement means the accomplishment of students in the academic subjects in relation to their knowledge attaining ability or degree of competency in the school subjects usually measured by uniform tests and articulated in grades or units based on pupil's performance. Feroz (2018) <sup>[4]</sup> revealed that positive correlation was found between student's outcome and self-esteem. Ogechukwu and Chika (2018) <sup>[10]</sup> depicted that boarding school students have found significantly high on academic achievement when compared with the day school students. Kumar and Chamundeswari (2015) <sup>[9]</sup> depicted that positive correlation was found between achievement motivation, study habits and academic performance of students. Halawah (2006) <sup>[6]</sup> opined that academic achievement is accomplished by actual execution of class work in the school setting. It is usually assessed by using teacher's ratings, class tests and examinations held by the educational institutions or by the educational boards.

### Need and Importance

Parents are liable for determining the behaviour of a child and they are mainly responsible for a child's vital care, support, direction, defence and supervision. Parents generate important basis of satisfaction for the child's social and emotional needs. Parental encouragement is certainly the most significant feature of a child's personal and psychological development, especially few educators, counsellors and administrators completely understand this fact. Parental encouragement is of enormous implication in emerging positive emotional as well as collective demands.

After making the survey of the related literature, it is obvious that many studies have been conducted, but the investigator locates the research gap and formulates the present research problem "Parental Encouragement and Academic Achievement of children of working and non-working mothers of Kashmir." In this view the researcher is interested to work on the present research problem.

### Objectives

The following objectives have been formulated for the present investigation:

1. To study and compare children of working and non-working mothers on parental encouragement.
2. To study and compare children of working and non-working mothers on academic achievement.
3. To find out the relationship between parental encouragement and academic achievement of children of working and non-working mothers.

### Hypotheses

The following hypotheses have been formulated for the present investigation:

1. There is a significant difference between children of working and non-working mothers on parental encouragement.
2. There is a significant difference between children of

working and non-working mothers on academic achievement.

3. There is a positive correlation between parental encouragement and academic achievement of children of working and non-working mothers.

### Definitions of Terms and Variables

**Parental Encouragement:** The parental encouragement in the present investigation referred to the scores obtained by sample subjects on Parental Encouragement Scale developed by Dr. Kusum Agarwal (1999) <sup>[1]</sup>.

**Academic Achievement:** Academic achievement for the present study means the aggregate marks obtained or attained by the sample students in all the subjects in their 8th class examination conducted by District Institute for Education and Training (DIET).

**Working Mothers:** Working mothers in the present investigation referred to educated women with educational qualification as 12<sup>th</sup> and above, and are engaged in external employment in any government, semi-government or private organization.

**Non- Working Mothers:** Non-working women in the present investigation referred to educated women with educational qualification as 12<sup>th</sup> and above, and are doing household chores but not engaged in any government, semi- government or private organization.

### Design of the Sample

The sample for the present study consisted of 600 children, in which 300 were children of working mothers selected by using purposive sampling technique and 300 were children of non-working mothers selected by using simple random sampling technique from various government and private high and higher secondary school of district Srinagar, Anantnag, Budgam and Pulwama. For the present study the sample was selected randomly from ten districts of Kashmir to ensure that each and every one in a population gets equal chance of being selected. The investigator guaranteed that discretion of the researcher should not interfere in the selection of the sample subjects from the population.

### Tools

The investigator used the following tools to collect the data:-

1. Agarwal Parental Encouragement Scale by Kusum Agarwal.
2. Academic achievement for the present study means the aggregate marks obtained by the sample subjects in all the subjects in their 8<sup>th</sup> class examination.

### Statistical Analysis

Following statistical techniques were used for the present study-

1. Mean.
2. Standard Deviation.
3. t -test.
4. Co-efficient of Correlation.

## Analysis and Interpretation

**Table 1:** Showing mean comparison between children of working and non-working mothers on Parental Encouragement (N=300 in each group)

Variable	Group	Mean	Std. Deviation	t-value	Level of Significance
Parental Encouragement	Children of working Mothers	348.55	25.02	2.74	Significant at 0.01 level
	Children of non-working mothers	343.16	23.31		

The perusal of the above table shows the mean comparison between children of working and non-working mothers on parental encouragement. The obtained t. value is (2.74) which reveal that there is a significant difference between children of working and non-working mothers on parental encouragement which is significant at 0.01 level. Children of working mothers get more encouragement like affection, approval, care,

concern, direction, guidance and financial support from their parents. Thus from the confirmation of the results from the above table, the hypothesis number one which reads as, there is a significant difference between children of working and non-working mothers on parental encouragement stands accepted.

**Table 2:** Showing mean comparison among children of working and non-working mothers on Academic Achievement (N=300 in each group)

Variable	Group	Mean	Std. Deviation	t-value	Level of Significance
Academic Achievement	Children of working mothers	87.34	8.27	1.25	Insignificant
	Children of non-working mothers	88.21	8.59		

The glance of the table shows the mean comparison between children of working and non-working mothers on academic achievement. The obtained t. value is (1.25) which indicates that there is no significant difference between children of

working and non-working mothers on academic achievement. The hypothesis number two which reads as, there is a significant difference between children of working and non-working mothers on academic achievement was rejected.

**Table 3:** Showing Relationship between Parental Encouragement and Academic Achievement among children of working and non-working mothers

Variables	Correlation	Level of Significance
Parental Encouragement Vs Academic Achievement	r = 0.36	Significant at 0.01 level

The perusal of the table shows the relationship between parental encouragement and academic achievement of children of working and non-working mothers. The table shows that there is a positive correlation ( $r=0.36$ ) between parental encouragement and academic achievement of children of working and non-working mothers, which is significant at 0.01 level. This reveals that higher the parental encouragement higher will be the academic achievement. The hypotheses number three which reads as, there is a positive correlation between parental encouragement and academic achievement of children of working and non-working mothers stands accepted.

that higher the parental encouragement higher will be academic achievement.

## Conclusion

1. The results revealed that there is significant mean difference between children of working and non-working mothers on parental encouragement. It was found that children of working mothers have found higher parental encouragement than their counter part.
2. The results indicated that there is no significant mean difference between children of working and non-working mothers on academic achievement. Both the groups get equal opportunity to achieve educational goals.
3. The correlation was found between parental encouragement and academic achievement of children of working and non-working mothers. It was depicted that there is a positive correlation between parental encouragement and academic achievement. This means

## Educational Implications

1. Children of non-working mothers were found to have low parental encouragement. Therefore, it is recommended that proper orientation and awareness programs should be organized for non-working parents so that they may become vital source of inspiration to their children.
2. Parents are the primary instructors for their children and are able to mould the children in best possible way. Children should be encouraged appropriately so they can develop good personalities.

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