



Academic Achievement among Adolescent Students

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Abstract : The present study was conducted to study the academic achievement of adolescent students in relation to their parental encouragement. The population of the study were taken by purposive sampling. A sample of 200 adolescent students (100 from government and 100 from private schools) studying 10th class of private and government schools located at Vijayawada of Krishna District of Andhra Pradesh. "Parental Encouragement Scale (PES)" developed and standardized by Dr. R. R. Sharma (1988) was used to collect the data from students. The study revealed that, government and private schools adolescent students do not differ significantly in their parental encouragement. The adolescent boys from government and private schools do not differ significantly while on other hand, government and private schools adolescent girls differ significantly in their parental encouragement. In the end it was also found that there does not exist any significant relationship between the academic achievement and parental encouragement of adolescent students.

Key words: Academic achievement, Adolescent students, Parental encouragement

Introduction

The Goal of education is the production of good quality citizen who later contribute to the community and finally to the country as a whole. Adolescents are the future of nation. Adolescence is a period of intensive growth and development with respect to physical, cognitive, social, emotional and sexual aspect of child's personality. Adolescence often termed as the age of storm and stress, has so many conflicting situation and problems of adjustment. Adolescents have very special and distinct needs, which can no longer be over-looked. Parental encouragement is essential for adolescent students as they are the future of the country.

Academic Achievement: Dictionary of psychology, Chaplin (1965) defined educational or academic achievement as specified level of attainment or proficiency in academic work as evaluated by the teachers, by the standardized test or by a combination of both. Good (1959) defined academic achievement as, "The knowledge, attitude and skills developed in the subjects, usually designed by test scores or remarks assigned by the teacher."

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Parental Encouragement

Parental encouragement is one of the aspects of parent treatment patterns. In recent years, to improve the quality of education and their academic achievement, the parents help and guide them so that the students may not feel disheartened at a particular point of difficulty. Parent participation in school activities can enhance student's learning, behavior and also lowers down their workload. The study of academic achievement of high school students in relation to their parental encouragement is very complex in nature. Today, it has become a major issue. In order to improve the academic achievement of the students, it is necessary to improve the quality of education.

Parental encouragement refers to a clear and overt attempt by either or both parents to influence their children towards education. Parental encouragement seems to have many dimensions and can be measured from many perspectives (i.e. those of parents, adolescents and teachers). Aspects of family functioning, such as parent-child relationships, relationships between parents, parents behaviour with children and children's perception of parents, seems to be related to educational outcomes and expectations. Parents' attendance at extracurricular activities and adolescents' perceptions of parents' personal educational support seems to influence adolescents' educational expectations. Thus, in encouragement, the parent help the child, guide him / her so that he / she may not feel disheartened at the time of difficulty and provides the proper home environment for the psychological as well as the academic development of their children.

The present study focuses on the academic achievement of adolescent students in relation to their parental encouragement, and therefore, the researcher feels that the parents and adolescent students will be the forerunners who will benefit immensely from the study. In today's time, adolescent students face a number of problems and hurdles in their school with respect to their relationship with peers and teachers, their academic achievement, organizational process in school etc. The researcher feels that this study will motivate teachers and parents of adolescent students to provide better learning environment for their students and to their children.

OBJECTIVES OF THE STUDY

To compare the government and private schools adolescent students in their academic achievement.

To compare the government and private schools adolescent boy students in their academic achievement.

To compare the government and private schools adolescent girl students in their academic achievement.

To compare the government and private schools adolescent students in their parental encouragement.

To compare the government and private schools adolescent boy students in their parental encouragement.

To compare the government and private schools adolescent girl students in their parental encouragement.

To establish the relationship, if any, between the academic achievement and parental encouragement of adolescent students.



HYPOTHESES OF THE STUDY

Government and private schools adolescent students do not differ significantly in their academic achievement.

Adolescent Boys from government and private schools do not differ significantly in their academic achievement.

Adolescent girls from government and private schools do not differ significantly in their academic achievement.

Government and private schools adolescent students do not differ significantly in their parental encouragement.

Adolescent boys from government and private schools do not differ significantly in their parental encouragement.

Adolescent girls from government and private schools do not differ significantly in their parental encouragement.

There is no significant relationship between the academic achievement and parental encouragement of adolescent students.

DESIGN AND METHOD

In order to accomplish the objectives of the present study, the descriptive survey method of research was used

Population and Sample of the Study:

In the present study was done on 10th class adolescent students of private and government schools located at Vijayawada of Krishna District of Andhra Pradesh. A sample of 200 adolescent students (100 from government and 100 from private schools) were taken by purposive sampling.

Tool Used:

“Parental Encouragement Scale (PES)” developed and standardized by Dr. R. R. Sharma (1988) was used to collect the data from students.

Statistical Techniques Used:

In the present investigation the investigator has used both the descriptive and inferential statistical techniques like Mean, Standard Deviation, Standard Error Deviation, ‘t’-test and Pearson’s r.

DELIMITATION FOR THE STUDY

This study is delimited to 200 adolescent students (100 from government and 100 from private schools) studying 10th class of private and government schools located at Vijayawada of Krishna District of Andhra Pradesh only.

ANALYSIS AND INTERPRETATION OF DATA

Table 1. Significance of Difference in the Academic Achievement of Government and Private schools adolescent students

Group	N	Mean	S.D	SED	Df	‘t’	Remarks
Government	100	74.93	67.15	12.31	197	5.09	Significant at 0.01 Level
Private	100	438.21	102.73				



Hence, the hypothesis, "Government and private schools adolescent students do not differ significantly in their academic achievement." was rejected. In other words, it may be concluded that, government and private schools adolescent students differ significantly in their academic achievement.

Table 2. Significance of Difference in the Academic Achievement of adolescent boys from Government and Private High Schools

Group	N	Mean	S.D	SED	Df	't'	Remarks
Government school Boys	39	73.56	5.23	15.96	103	3.08	Significant at 0.01 Level
Private school Boys	67	423.22	104.00				

Hence, the hypothesis "adolescent boys from government and private schools do not differ significantly in their academic achievement" was rejected. In other words, it may be concluded that, government and private school adolescent boys differ significantly in their academic achievement.

Table 3. Significance of Difference in the Academic Achievement of adolescent girls from Government and Private Schools

Group	N	Mean	S.D	SED	Df	't'	Remarks
Government Girls	61	375.80	76.74	16.74	91	5.14	Significant at 0.01 Level
Private Girls	33	468.63	82.49				

Hence, the hypothesis "adolescent girls from government and private schools do not differ significantly in their academic achievement" was rejected. In other words, it may be concluded that, government and private school adolescent girls differ significantly in their academic achievement.

Table 4. Significance of Difference in the Parental Encouragement of Government and Private school adolescent students

Group	N	Mean	S.D	SED	Df	't'	Remarks
Government	100	65.73	8.70	1.15	197	1.57	Not-Significant
Private	100	63.75	7.50				

Hence, the hypothesis, "Government and private school adolescent students do not differ significantly in their parental encouragement" was accepted. In other words, it may be concluded that, government and private school



adolescent students do not differ significantly in their parental encouragement.

Table 5. Significance of Difference between Government and Private school adolescent Boys on their Parental Encouragement

Group	N	Mean	S.D	SED	Df	't'	Remarks
Government Boys	39	66.50	8.24	1.62	104	0.79	Not-Significant
Private Boys	67	64.58	7.14				

Hence, the hypothesis, "adolescent boys from government and private schools do not differ significantly in their parental encouragement" was accepted. In other words, it may be concluded that, government and private school adolescent boys do not differ significantly in their parental encouragement.

Table 6. Significance of Difference between Government and Private schools adolescent girls on their Parental Encouragement

Group	N	Mean	S.D	SED	Df	't'	Remarks
Government Girls	61	65.64	9.55	1.84	92	2.63	Significant at 0.05 Level
Private Girls	33	61.33	8.68				

Hence, the hypothesis, "adolescent girls from government and private schools do not differ significantly in their parental encouragement" was rejected. In other words, it may be concluded that, government and private schools adolescent girls differ significantly in their parental encouragement.

Table 7. Product Moment Coefficient of Correlation between Parental encouragement and Academic achievement of adolescent students

Group	N	df	R
Parental encouragement Academic achievement	200	196	0.006

Hence, the hypothesis that "There is nosignificant relationship between the academic achievement and parental encouragement of adolescent students." is accepted.

FINDINGS

After the analysis and interpretation of data the result shows that government and private schools adolescent students

differ significantly in their academic achievement, along with this the government and private schools adolescent boys as well as girls differ significantly in their academic achievement respectively. The study further revealed that, government and private schools adolescent students do not differ significantly in their parental encouragement. , government and private



schools adolescent boys do not differ significantly in their parental encouragement while on other hand, government and private schools adolescent girls differ significantly in their parental encouragement. In the end it was also found that there does not exist any significant relationship between the academic achievement and parental encouragement of adolescent students.

CONCLUSION

The children should be encouraged by their parents towards their studies so that they can have the higher degrees of academic achievement. Proper home and class environment should be provided to the child for the good academic

achievement. Proper motivation should be provided to the children by their parents and teachers so that to be better in their academics. Besides the parental encouragement, the curriculum construction also shows its effect on the academic achievement of students. Guidance services should be provided to parents as well as students related to their problems to enhance their academic achievement. There should be healthy interaction between students and teachers so that they can share their ideas, views with each other. Teachers should enhance the interest of students towards studies by creating creative environment and by providing maximum opportunities to the students.

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