

Parent's encouragement and Student Achievement at primary level: A correlational study

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Abstract

This research study explores the intricate and vital connection between parental encouragement and student achievement within the context of primary education. The primary level of education serves as the foundation for a child's academic journey, making it imperative to understand how parental involvement and support can influence the educational outcomes of young learners. The goal of this study is to investigate the extent to which parental encouragement impacts student achievement at the primary level. A diverse sample of parents and primary-level students has been recruited to participate in this study, allowing for a comprehensive investigation into the relationship between parental encouragement and academic success. The quantitative phase involves the distribution of surveys to parents in order to determine their level of involvement, support, and encouragement in the education about their child. These surveys were also capture key demographic information to identify any potential influencing factors. Concurrently, standardized test scores and academic records of the participating students were examined to gauge their academic achievements. The findings from this research shed light on the significance of parental encouragement as a contributing factor to student achievement at the primary level. This study also aims to identify best practices and strategies that parents can employ to provide effective support to the education of their children. Ultimately, the results of this research will inform educational policymakers, school administrators, teachers, and parents on the importance of fostering a positive home-school partnership to enhance the academic success of primary-level students.

Keywords: Parental Attitude, Gender Preferences, Annual Evaluation, academic achievement, Primary Level

Introduction

Parents are constantly striving to provide the greatest possible future for their children, wishing for them to enjoy more prosperous lives than they did. While parents seek to provide numerous resources for their children, there may be times when this excess has unforeseen negative repercussions for their education. The inspiration comes from parental encouragement and additional support given to children by their parents, promoting their active participation in academic activities. It plays an important part in molding a child's life path and preparing them to face the difficulties of the future. This includes, among other things, gaining a thorough understanding of developmental processes, understanding individual temperaments, nurturing intelligence, fostering personality development, facilitating positive interpersonal interactions, and promoting socialization. Learning does not take place simply in the classroom; it also takes place in the home. Educators must actively involve parents in order to ensure that kids are encouraged to engage in home learning. Parental encouragement is critical in laying the road for children's success in school and in their future pursuits in the field of further secondary education. According to research, parental involvement and encouragement in schooling are associated with a variety of positive outcomes, including: i) Academic performance have improved, as seen by higher grades and test scores. ii) Improved school attendance. iii) Higher completion rates for homework assignments. iv) Positive attitudes and actions at school and at home have increased.. v) Graduation rates have increased. vi) Increased college enrollment. vii) Higher overall student success. viii) Attitudes toward education and individual topic areas have improved. ix) More time for homework and studying. x) Self-concept and self-esteem are improved. Lawrence and Barathi (2016) are cited.

Further, what parents feel about education has a big impact on the way their kids learn and succeed in school. An attitude is an evaluation of something or someone's beliefs, feelings, or desired conduct that can be either good or negative. It is a social orientation, a fundamental propensity to react positively or negatively to something. (Pratma & Firmansyah,, 2021).

The purpose of this study was to discover how parental support affects students' ability to perform in school. The target was the primary level.

Because of advances in science and technology, life has grown overly complex in our fast-paced era. With the increased emphasis on technology and the challenges of international economic competitiveness, parents, educators, businesses, and municipal, state, and federal administrations are all fighting to foster educational advancement to help our children thrive. Parents are extremely important in a child's existence. A child's future is influenced by the impact of their parents. The initial and crucial environment is the family in which a kid experiences, observes, and learns about emotional interactions. Parenting requires abilities such as overcoming the different threats that kids may experience and leading them in the right

direction. When educators and families work together to support education, youngsters often learn more efficiently and achieve success. One facet of parent treatment patterns is parental encouragement. In recent years, parents have helped and guided their pupils to improve their academic accomplishment so that students are not dissatisfied with a specific area of trouble. Parental participation in school activities may lessen teachers' burden and enhance conduct and learning in the classroom. Educational results and objectives seem to be linked to aspects of family functioning, including parent-child connections, parent-child interactions, parent-child conduct, and children's impressions of their parents. Adolescents' expectations for their education appear to be influenced by parents' participation in extracurricular activities and how they perceive their parents' individual educational assistance. Thus, in encouragement, the parent helps the child, guides him/her so that he/she does not feel disappointed in times of struggle, and offers a suitable home environment for their children's psychological and intellectual development. Children who are supported by their parents to pursue academics and other interests outperform those who are rejected by their parents in terms of test scores, academic accomplishment, attitude, and behavior. Although the current study focuses on primary-level pupils' academic progress in relation to parental support, The study's primary beneficiaries, according to the researcher, will be parents and pupils.

Researchers have conducted a considerable number of studies to examine the correlation between children's academic success and parental encouragement. Research by Agarwal (1975), Agarwal (1986), Salunke (1979), Devi and Kiran (2002), and others shows a positive correlation between academic success and parental support. However, Pyari (1980), Arora (1988), Gupta (1989), and Samal (1990) discovered that parental support had no discernible impact on kids' academic advancement. Furthermore, it was discovered by Grover (1979), Agarwal (1989), Neeraj (2002), and Sharma (2002) that there is a considerable difference between students' academic progress and parental encouragement. According to research by Lakshmi and Karimulla (2007) and Kaur (2010), parents encourage their daughters' academic endeavors. Therefore, the purpose of this study is to ascertain how parental support affects the academic achievement of primary school students. The present study aims to get parents of elementary school students to consider if they are providing their kids with the necessary assistance.

Statement of the Problem

As modernity came into being, the various needs of society came into the fast and numerous. To meet up these needs, hard work and time is more required. In this way, the parents of the children are also involved these types of activities as well as they have under the influence of social norms and have no proper time for their children and prefer to facilitate, because of their

professional responsibilities or struggling for livelihood may result in poor performance of their children since they cannot get any encouragement from their parents. Normally, it is observed that parents' encouragement for their children can affect their children's performance. The absence of proper time for children is persistently creating hindrances to the children for their bright future.

Objectives of the Study

The main objectives of the study are:

1. Analyze the female student achievement towards parents' encouragement at primary level.
2. Analyze the male student achievement towards parents' encouragement at primary level.
3. Correlation between student achievement and parents' encouragement at primary level.

Hypotheses of the Study

H⁰¹ There is no significance relationship between correlation of student achievement and parents' encouragement at primary level

Research Questions

1. What are the female student achievement and parent encouragement at primary level?
2. What are the male student achievement and parent encouragement at primary level?

Significance of the Study

This research is a great example for parents who are buried in their everyday tasks and are unable to give their kids the attention they need. The results of the current study have a favorable influence on student academic achievement. According to the results of the current study, parents who are actively involved in their kids' education and have encouraged their children have a substantial and good effect on their development, behavior, motivation, and academic success. When their parents are engaged in their academic work, from kindergarten to high school, their children are more likely to attend school, behave better, and perform academically better, and attend better schools.

Review of literature

Juvert N. Paler et al. (2019) examined "Parenting Style and Student Task Performance." Parenting style refers to parental tactics for raising children. This research looks at the influence of parental styles on student task performance. The purpose of this study is to investigate the association between parenting styles and the mode of learning of primary school students. The findings show that parental approaches are related to students' academic achievement.

Dandagal, S.N. and Yarriswami, M.C. (2017). A Study of Family Climate in Relation to Academic Achievement of Secondary School Students. Family is a small unit of Society, a scholastic system that determines a child's performance, child care, and socialization. Family climate determines a child's aptitude, skill, adjustment capacity, self-esteem, safety, and behavioral habits. These factors improve their learning performance. Such intrinsic factors have an impact on academic achievement. The researcher studies concern of a child's intrinsic object in home climate to assess curriculum achievement and problem accommodation. The climate and academic achievement have a very close link.

The study "Parental Support for Learning and High School Students' Academic Motivation and Persistence in Mathematics" was conducted in 2015 by Sarita Y. Shukla¹, Angela K. Tombari¹, Michae D. Toland, and Fred W. Danner. This study looked at the relationship between students' personal goal orientations and classroom perseverance in mathematics and how they regarded their parents' support for their education at home. These results show that kids' academic desire and tenacity for mathematics in the classroom are considerably positively correlated with at-home parental support for learning. Over time, this may lead to an improvement in high school students' mathematical achievement.

Parents continually strive to provide the greatest possible life for their children. Parents' caring, nurturing, and mentoring can influence substantial changes in their children's behavior. According to Lawrence and Barathi (2016), parental encouragement refers to the motivation and additional assistance provided by parents in order for their children to actively engage in their academic pursuits. Both encouragement and attention are important components in the learning process, as they serve to inspire pupils and stimulate their eagerness to study.

According to Gardner (1985), as referenced by Karimkhanlui (2006, p. 93), it was suggested that while students' perception of their parents' support may not have a direct correlation with their classroom performance, it significantly bolsters their eagerness to learn and their motivation when they receive appropriate encouragement from their parents. In fact, across various studies, parental encouragement has been defined in diverse ways, spanning a variety of home and school-based behaviors and actions. According to Henderson and Mapp (2002), this encompasses parental aspirations, expectations, attitudes, and beliefs about their child's education. In essence, parental involvement in a student's learning process provides substantial support to students and helps them in their journey toward creating a better future.

Parental encouragement, as described by Meador (2012, p. 31), is the amount to which parents engage with and support their child's educational path and school life. A large proportion of parents actively participate in their child's

learning experience, frequently contributing aid in the classroom and obtaining insight into their child's academic talents and weaknesses.

According to Rosenbusch (1987, p. 3), parents' ideas on language have a critical influence in shaping their children's attitudes toward a second language and overall academic achievement..

Parents have a responsibility parents encourage their children to continue their education because their primary role is to offer a great education for their children. As Aly (2000, p. 25) points out, parents share responsibility for their children's education as adults, because children are nurtured under the care of their mother and father. Children learn about education from their parents at a young age. When parents and the surrounding environment provide encouragement, all students are more motivated to succeed academically. In essence, this emphasizes the active role of The importance of parental involvement in children's education, as well as creating a strong and pleasant relationship with the school. Sanders and Sheldon (2009) emphasize that school success is dependent on the development of strong and good relationships with kids, parents, educators, classmates, and the community. As a result, parents want to ensure a brighter future for their children by actively participating in their children's educational path.

The cornerstone of parental participation in children' education, according to Durisi and Bunijevic (2017), begins at home, where parents establish a secure and caring atmosphere, offer suitable learning opportunities, provide support, and cultivate a positive image of schooling. As a result, it has been discovered that parents can influence the development of their offspring.

Similarly, Ahmad and Hamdan (2014) highlight the importance of parental encouragement and support in education, emphasizing their ability to affect a student's willingness to continue their educational journey.

MATERIALS AND METHODS

Current study is quantitative in nature, Researcher visited schools personally and explain questionnaires to the respondents. Convenience sampling technique was used to acquire data. The research population was more than 16,000 so sample should be 1% that is 384. The population of the study was parents' and students of public and private schools in the city of Rawalpindi. For data collection, a self-created questionnaire was used. SPSS-16 was used for statistical analysis.

Discussion of the findings

Table 1 shows frequency and percentage study variables of students with respect to age, gender, class, socioeconomic status and family system. Males who were 192 (50%) are equal in number as compared to females who were also 192 (50%). Students of lower socioeconomic class were 140 (36.4%) which are more than students in upper socioeconomic class who were 84 (21.8%) and highest is middle socioeconomic class who were 160 (41.6%). Chiefly, students in nuclear family system were 200 (52%) which is slightly higher than joint families who were 184 (48%).

Table: 1

Demographics	M(SD)	<i>f</i>	%
Age range			
Gender	Male	192	50
	Female	192	50
Classes	5 th	384	100
Socioeconomic status	Lower	140	36.4
	Middle	160	41.6
	Upper	84	21.8
Family type	Nuclear	200	52
	Joint	184	48

Table: 2**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation	Std. Error
Parents Encouragement	383	1.00	4.50	1.6505	.02956	.57846
Student Achievement	384	1.00	3.71	1.7695	.02444	.47888

Table: 3**Correlation between variables:**

Table no. 3 depicts there is a relationship between parental encouragement and academic accomplishment. The correlation between to variables was found to be positively correlated.

	1	2
P.E	-	.810**
S.A	.810**	-

Discussion

The attitudes of the parents have a big impact on how well their kids do in school. Students whose parent show more appreciation and encouragement despite their busy schedule of offices and work, they tend to score more than those students who achieve less encouragement from parents. Due to population growth and overpopulation, parents now place a higher priority on literacy and contraception than ever before. Only two parents are unemployed, and 22 make less than \$10,000 a month. The majority of parents are graduates or self-employed. Parents foster motivation in their

children through attending parent-teacher conferences, sharing success stories, and doing so. They participate in educational events, keep an eye on what happens at school, and enforce household rules. Parents should refrain from talking about the ups and downs of life since adolescence helps kids deal with issues more effectively. Reading increases vocabulary, reading comprehension, and general knowledge, creating successful generations.

Conclusion

In terms of homework, assignments, and extracurricular activities, parents are extremely important to their children's academic and extracurricular lives. Children's general growth depends on them reading books, completing their assignments on time, and talking about new vocabulary. Regular homework inspection by parents can help their kids perform better academically. Positive activities, including talking about new terms, promote imagination and problem-solving. Teachers serve as mentors for students, and regular attendance is essential for academic achievement. Children's performance can be enhanced and their involvement in school activities can help them achieve higher academic results. Parents ought to be happy with their kids' schools and take an interest in their homework.

Implications for Education:

Given the study's findings, the researcher is inclined to provide the following educational outcomes for the current study:

- Parents should encourage their kid to study so that they can reach high rank in academic achievement.
- To make sure their kids are doing well in school, parents should often visit their kids' classrooms. This strengthens the child's belief that education is an essential aspect of life for the entire family and that home and school are intimately intertwined.
- A child's needs and objectives change as they become older, and parents should support them in accordance with these changes.
- Parents should provide adequate motivation to their children in order for them to excel academically.
- Parents should provide appropriate incentives to their children in order for them to excel academically.