

Relationship Between Learning Outcomes And Parental Encouragement Of Adolescents**Dr. (Mrs.) Gurdeep Kaur**

DAV College of Education

Ms. Jasdeep KaurDAV College of Education

Abstract

The topic of study is relationship between learning outcomes and parental encouragement of adolescents. The study was conducted on 200 adolescents studying in 12th class. The sample has been taken from different senior secondary schools of Fazilka district. Normative survey method was used in present study. Data were collected on parental encouragement scale by Sharma (2010). Academic achievement was the percentage of marks obtained by adolescents in 11th class. Non academic achievement scale was constructed and standardized by investigator itself. No significant relationship was found between academic achievement and parental encouragement and non academic achievement and parental encouragement. No significant difference was found in academic achievement of male and female adolescents. But there was significant difference in non academic achievement of male and female adolescents. there was no significant difference in non academic parental encouragement of male and female adolescents.

Introduction

Educationists are always interested to know the factors affecting learning outcomes of school children. Learning outcomes depend upon intellectual as well as emotional capacities of the learner besides conglomeration of various variables like learner's capacities, material to be taught, school and home environment, parental encouragement, study habits etc. As an informal agency of education, the support and backing of one's family plays a crucial role in enabling an individual to overcome anxiety. The encouragement given by parents splendidly affects the morale and achievement of an aspiring child. As we all know that human beings always need some sort of help or encouragement from their known ones so that they can feel secured and assured. This is especially true in the case of students because due to excessive stress and anxiety, they

become vulnerable. They always want their parent's encouragement in their studies. At present, there is a speculation that educational system is not fulfilling its purpose effectively. To ensure quality, there is a need to review the different criteria for determining the effectiveness of the educational system. Education should not be limited to teaching subjects as one can learn history, math, science and other subjects in school and to be a 'book-smart'. But education must help the students with knowledge and skills which are needed to participate effectively as members of a society and contribute towards the development of moral values and common identity.

LEARNING OUTCOMES

Learning outcome is the particular knowledge, skill, or behavior that a student is expected to exhibit after a period of study. All round development of the personality is the ultimate goal of education and therefore, the learning experiences provided in the school should contribute towards the achievement of this end. Accordingly the expected outcomes of learning cannot be limited only to the cognitive domain rather it is necessary to delineate learning outcomes expected in the affective and psychomotor domains also.

Gerberich (1964) distinguished ten dimensions of learning outcomes acquired by pupils as a result of their school and out of school learning. These are: skills, knowledge, concepts, understanding, application, activities, appreciations, attitudes, interest and adjustment. Thus, learning outcome is the specification of what a student should learn as a result of the period of specified and supported study.

Adam (2004) described “Learning outcome as a written statement of what the successful learner is expected to be able to do at the end of the module, course unit or qualification.”

CHARACTERISTICS OF LEARNING OUTCOMES

The characteristics of learning outcomes are:

1. It describes something which the learner does or produces.
2. It states the behavior which is observable.
3. It states the conditions under which the behaviour is to occur.
4. It states the standard which defines whether or not the specification has been attained.

All round development of the personality is the ultimate goal of education and therefore, the learning experiences provided in the school should contribute towards the achievement of

this end. Bhatnagar (1968) observed that there are many students who pass the examination, yet they fail to achieve as much as they can in terms of their ability. These students are known as underachievers. They are the persons who are quite capable, but fail to achieve in conformity with their capacity for several reasons, perhaps, certain non-intellectual factors, which facilitate better achievement. So, we can measure students learning outcomes in a better way by measuring their :

- Academic Achievement
- Non-Academic Achievement

ACADEMIC ACHIEVEMENT

The term 'Academic Achievement' has been derived from word 'Academy'. The meaning of word 'Academy' is a school where special types of instructions are imparted. Academic achievement is generally conceived as the marks obtained by students in different school subjects like science, mathematics, languages and social studies etc. which are a part of the curriculum prescribed for a particular class or age level. Academic achievement is the core of term education growth and perhaps none would deny the importance of academic achievement in child's life. Achievement in the school may be taken to mean any desirable learning that is observed in the students. Since the word desirable implies a value judgment, it is obvious that a particular piece of learning may be referred to as achievement or otherwise depending on where it is considered desirable or not. Achievement is thus used in broad sense; it is customary for schools and colleges to be concerned to a great extent with development of knowledge, understanding and acquisition of skills.

In recent years, academic achievement has come to occupy the central position. Sound development in academic front can be well matched with pillars on which entire future structure of personality stands. Importance of academic achievement can also be judged when we realize that happy life which we wish for every child would be impossible unless he had some skills in the intellectual and scholastic arts.

Good (1973) refers to the academic achievement as, "The knowledge attained or skills develop in school, usually designed by test-scores or marks designed by the teacher or both."

According to **Hurlock (1989)**, "Achievement are the scores obtained in the annual examination. It measures or assesses the status or level of person's skill, the range and depth of his knowledge or his proficiency in designed area of learning or behavior. It is measured and

assessed by achievement tests and compared to the percentile norms to evaluate on individual's performance. These tests may be created or may be standardized.”

NON-ACADEMIC ACHIEVEMENT

Non-academic achievement is the performance of the pupils in different activities in school apart from academic or scholastic activities such as, sports, cultural activities, literary activities, music, fine arts, craft work, NSS, NCC, scouting and guides etc. The primary function of education has been considered as the all round development of the child. All round development means mental, physical, psychological, spiritual and vocational development. The true aim of education can be fully realized by introducing co-curricular activities at every stage of education. The school is expected to develop qualities such as co-operation, team-spirit, self discipline, democratic attitude, desirable attitude towards manual work, creativity and so on. Young people can learn life- long lessons from participation in co-curricular activities as important as those taught in the classroom. However, many of these qualities can be developed through formal instructional processes in the classroom. So, there should be an appropriate balance between academic and non-academic activities, since one is incomplete without the other and also because it is difficult to imagine a school either with only academic activities or non-academic activities.

PARENTAL ENCOURAGEMENT

The bringing up of children is a permanent need of all societies. The particular way in which it is done is an indicator of the cultural pattern of that society. Child grows up to fit in his society and the society of child begins with his family, which defines, the context in which a child receives his early socialization. If parents want to provide optimal facilitative environment conducive to the cognitive development of the children, they should play an important role in the educational process of their children. It is generally believed that parental care, concern, guidance and influence, or in a word, parental encouragement has a significant effect on the educational development of child. The term parental encouragement is slightly new in psychological research perspective. In parental encouragement, we assume that parents show it by helping and guiding the child and coaxing him not to feel disheartened at a particular point of difficulty.

Rossi (1965) defined Parental encouragement as, “when father and mother approve and disapprove of any activity related to education or revoke any hurdle felt by the child in the

process, or guide him for the right or wrong, this entire spectrum activity comes within the purview of parental encouragement.”

According to **Rehberg (1966)** “Parental encouragement is an overt attempt by parents to influence their son to go to college.”

In the opinion of **Badony (2001)**, “Adolescents need their parents both for guidance and support during this crucial point in their life.”

The parental encouragement is much needed one for each and everyone, because it is the main thing which shapes the individual into well qualified person. If a person wants to attain a very big position in his/her life time, then he/she definitely needs parental encouragement, in spite of some external support. We can easily identify the difference between the individual who comes up with parental encouragement and the person who lives without it. Many survey and the researches are suggesting that good amount of parental encouragement to their children really molds the person in a finer way. Parents should support their wards by supporting them during critical time, speaking some positive words to them and so on. The parents serve as the first socializing agents within the family atmosphere and the family ranges the child learns what he is and what it is that his parents and siblings expect of him. Here the child first observes and then internalizes the values of the parents. Parental encouragement is considered as a very important determinant of a balanced personality of a child. Parental encouragement is one of the important contribution that parents can make to the adolescent's development. Home is the oldest and most important active agency of education. It is the foundation of all social organizations. It plays very important role in 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. Education is required for the all round development of the child. It cannot be imparted effectively by the school alone. There are other agencies such as home, family, society, etc. that go a long way in educating the child in helping him in his harmonious development. The home should be a place where its members are free to develop and express themselves. Since the child remains for most of the time in the home during the educational period. It is here that the foundation for a real and successful education can be built. Parents should try to remove the obstacles that stand in the way of progress of children and provide them with all facilities which are conducive to good education. Parental encouragement is one such aspect of parenting at home which helps the child to develop good ideas, habits, modes of thinking and behaviour which makes the task of

the school easy and ensure good study habits in children.

TITLE OF THE STUDY

Relationship Between Learning Outcomes And Parental Encouragement Of Adolescents

REVIEW OF RELATED LITERATUR

Khan (1978) conducted a study on effect of parental encouragement on educational interest. Study revealed that children who belong to the rural community got encouragement in comparison to the children who were from urban areas.

Cloed (2001) conducted a research on the topic Parental Involvement and Literary achievement. It was found in the study that parental activities at home (such as parents reading to their children, books in the home, library attendance, parent-child relationships) partially accounted for disparities in performance between children at school entry. Parent centered approaches such as Sheffield's ORIM framework and family literacy may raise parent's confidence in supporting the development of their children's literacy. Structured programmes that provide support for parents are effective in raising literary achievement with potential long term-effects. Parental involvement in school interventions require well thought out structures in order to be effective and to involve parents. Children including weak readers and additional language learners may benefit from parents listening to children read and structured programmes such as paired reading.

Diane (2001), studied the parental encouragement and expectations on children's academic performance. In this study, they explored that parental encouragement depends on the parents' self-esteem. As higher the level of parental self-esteem more encouragement will be given to children's academic achievement.

Jeynes (2007) undertook a meta- analysis including 52 studies to determine the influence of parental involvement and parental encouragement on the educational outcomes of urban secondary school children of California. The results indicated the influence of parental encouragement overall was significant for secondary school children for both white and minority children.

Codjoe (2007) conducted a research on the topic “The importance of home environment and parental encouragement in the academic achievement of African-Canadian youth”. The research focused on the educational experiences of African-Canadian youth. The researcher explore the poor academic performance of Black students, or issues and problems

related to their academic failure or to stereotype them as loud, lazy, criminal, athletic, deprived, dangerous and deviant. In contrast, the research looked at Black students in Alberta who have achieved academic success inspite of considerable adversity. The research concluded that home environment and parental encouragement contribute to academic success.

Kazmi (2011) evaluated the impact of father's style of dealing with their children at home and their academic achievement at school. The sample of the study consisted of 300 students, 300 fathers and 200 teachers, which were drawn randomly from urban and rural areas of district Mansehra of Pakistan. The undigenously designed questionnaire was used to collect data and academic achievement was taken from the classroom record. The results of this study revealed father's involvement had positive significant relationship with academic achievement of their wards.

Sharma and Tahira (2011) explored the influence of parental education, parental occupation and family size on science achievement of secondary school students in Western Uttar Pradesh in India. 1500 students were selected as a sample for the study and data was collected through questionnaire that assessed personal information and science achievement test developed by researchers themselves. The results indicated that family variables including parental education had significant relationship with the achievement of their children.

Kaur (2013) conducted a research on the topic “Encouragement as a predictor of academic achievement of college students”. Study was conducted through descriptive survey method. The study was confined to B.A second year students. The sample comprised of 100 B.A second year students of two districts of Punjab namely Patiala and Fatehgarh Sahib was selected for the study. Data was collected on Aggarwal Parental Encouragement scale by Dr. Kusum Aggarwal (1999) and Deo-Mohan Achievement Motivation Scale by Deo-Mohan (1986). It was found in the study that there existed a significant difference between the academic achievement of students receiving high and low parental encouragement. The students receiving high Parental Encouragement showed better academic achievement than the students receiving low Parental Encouragement.

Khosla and Singh (2013) conducted a study on “Parental encouragement of secondary school students in relation to examination anxiety. The sample consists of 175 students of secondary schools of Abohar, Bathinda, and Muktsar towns, which was selected randomly. Data was collected on Parental Encouragement Scale by R.R Sharma and Students

Examination Anxiety Test by Madhu Aggarwal. It was found in the study that there exists significant relationship between parental encouragement and examination anxiety of secondary school students.

OBJECTIVES OF THE STUDY

The study was conducted to achieve the following objectives:

1. To study the relationship between academic achievement and parental encouragement of adolescents.
2. To study the relationship between non-academic achievement and parental encouragement of adolescents.
3. To study and compare the academic achievement of male and female adolescents.
4. To study and compare the non-academic achievement of male and female adolescents.
5. To study and compare the parental encouragement of male and female adolescents.

HYPOTHESES

The following hypotheses were framed to achieve the objectives of the study:

1. There exists significant relationship between academic achievement and parental encouragement of adolescents.
2. There exists significant relationship between non academic achievement and parental encouragement of adolescents.
3. There exists no significant difference between the academic achievement of male and female adolescents.
4. There exists no significant difference between the non academic achievement of male and female adolescents.
5. There exists no significant difference between the parental encouragement of male and female adolescents

METHODOLOGY

Research design is a choice of an investigator about the components of his project and development of the certain components of the design. "If the scholar cannot describe his method, the chances are that it is too vague and general to yield him satisfactory results". Whenever a research is proposed to be conducted, it is but natural to adopt a proper plan of action for collecting data. It is also essential that a proper selection of tools is made. The statistical techniques that are to be applied for the purpose of analysis and interpretation of the

data need to be considered beforehand. Normative survey method had been used in the study. Learning outcome was dependent variable and parental encouragement was independent variable. Main purpose of the study was to see how far the independent variable affects the dependent variable.

SAMPLE OF THE STUDY

A sample of 200 adolescents studying in 12th class was taken for the present study from different senior secondary school of Fazilka district.

TOOLS USED

In order to test the hypotheses the following tools were used

1. Parental Encouragement Scale by Dr. R.R. Sharma (2010).
2. Academic Achievement wa the percentage of marks obtained by students in the 11th class.
3. Non-academic achievement scale was constructed and standardized by the investigator herself.

STATISTICAL TECHNIQUES USED

The following statistical techniques were used for analysis of data.

1. K-S Test was used to check the normality of data.
2. Product Moment Correlation was employed to determine the relationship between different variables.
3. t-test was employed to test the significance of difference between male and female adolescents with regard to different variables.

MAJOR FINDINGS OF THE STUDY

- To verify hypothesis 1 " There exists significant relationship between academic achievement and parental encouragement of adolescents" coefficient of correlation was computed between scores of academic achievement and parental encouragement of adolescents. Table 1 given below shows the results.

Table 1

Sr. No.	Variables	N	r	Level of Significance
1	Academic achievement	200	0.06	Not significant
2	Parental encouragement	200		

Table 1 shows no significant correlation between academic achievement and parental encouragement of adolescents.

To verify hypothesis 2 "There exists significant relationship between non academic achievement and parental encouragement of adolescents" coefficient of correlation was computed between scores of academic achievement and parental encouragement of adolescents. Table 2 given below shows the results.

Table 2

Sr. No.	Variables	N	r	Level of Significance
1	Non Academic achievement	200	0.07	Not significant
2	Parental encouragement	200		

Table 2 shows no significant correlation between academic achievement and parental encouragement of adolescents.

- To verify hypothesis 3 "There exists no significant difference between the academic achievement of male and female adolescents" t-ratio was computed between mean scores of male and female adolescents in respect of academic achievement. Table 3 given below shows the results.

Table 3

Sub sample	N	Mean	SD	SE _d	t- ratio	Level of significance
Male	100	68.71	7.31	1.04	0.99	Not significant
Female	100	67.68	7.36			

t-ratio in table 3 shows no significant difference between mean scores of male and female adolescents in respect of academic achievement.

- To verify hypothesis 4 "There exists no significant difference between the non academic achievement of male and female adolescents" t-ratio was computed between mean scores of male and female adolescents in respect of academic achievement. Table 4 given below shows the results.

Table 4

Sub sample	N	Mean	SD	SE _d	t- ratio	Level of significance
Male	100	76.28	12.84	2.02	2.01	Significant at .05 level
Female	100	76.22	15.57			

t-ratio in table 4 shows significant difference between mean scores of male and female adolescents in respect of non academic achievement.

- To verify hypothesis 5" There exists no significant difference between the parental encouragement of male and female adolescents" t-ratio was computed between mean scores of male and female adolescents in respect of parental encouragement. Table 5 given below shows the results.

Table 5

Sub sample	N	Mean	SD	SE _d	t- ratio	Level of significance
Male	100	64.61	7.73	1.17	0.65	Not Significant
Female	100	65.37	8.69			

t-ratio in table 5 shows no significant difference between mean scores of male and female adolescents in respect of non parental encouragement.

CONCLUSIONS OF THE STUDY

On the basis of analysis of data, the conclusions of the study are as follows

1. It is inferred from the study that there is no significant relationship between academic achievement and parental encouragement of adolescents. So hypothesis 1 stands rejected.
2. It is inferred from the study that there is no significant relationship between non academic achievement and parental encouragement of adolescents. So hypothesis 2 stands rejected.
3. It is inferred from the results that there is no significant difference in academic achievement of male and female adolescents. .So hypothesis3 stands rejected.
4. It is inferred from the results that there is significant difference in non academic achievement of male and female adolescents. So hypothesis 4 stands accepted.
5. It is inferred from the results that there is no significant difference parental encouragement of male and female adolescents. .So hypothesis 5 stands rejected.

Discussion of results

Educationists, Researchers and psychologists are always passionate to know the factors affecting learning outcomes of school children. The study bring quality in educational process, by reviewing the different criteria that determine the effectiveness of educational system. The study explore no significant relationship between academic achievement and parental encouragement variable. The study explore no significant relationship between non academic achievement and parental encouragement variable. The study explore significant difference in non academic achievement of male and female adolescents but no significant difference in academic achievement and parental encouragement variables among male and female adolescents.

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