



## Influence of parental involvement and encouragement on students' academic performance

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### Abstract

This study examined the influence of parental involvement and encouragement on students' academic performance, considering the potential moderating effects of gender, locality, type of educational institution, and medium of instruction. A quantitative survey approach was employed with a sample of 300 students from various schools. The results demonstrated a significant positive correlation between parental encouragement and academic achievement ( $r = 0.41$ ,  $p < 0.001$ ), indicating that higher levels of parental involvement and support were associated with better academic performance.

These findings highlight the pivotal role of parental involvement and support in fostering academic success, while also underscoring the importance of addressing potential disparities in academic achievement associated with gender, socioeconomic status, and cultural factors. The study provides valuable insights for educational stakeholders in developing targeted strategies to enhance parental engagement and create equitable learning opportunities for all students.

**Keywords:** Parental involvement, parental encouragement, academic achievement, students

### Introduction

Academic achievement is a multifaceted construct influenced by various factors, including personal characteristics, socioeconomic status, and environmental factors. Among these, parental encouragement has been widely recognized as a significant contributor to students' academic performance. Parental encouragement encompasses various forms of support, such as emotional support, monitoring academic progress, providing educational resources, and fostering a positive attitude towards learning.

Numerous studies have investigated the relationship between parental encouragement and academic achievement, with findings consistently indicating a positive association (Topor *et al.*, 2010<sup>[4]</sup>; Hemaid & Zahran, 2018)<sup>[1]</sup>. However, the extent of this relationship and the potential influence of demographic factors on academic performance remain areas of ongoing research.

This study aims to examine the relationship between parental encouragement and academic achievement among students in diverse educational settings. Additionally, it seeks to analyze the impact of demographic variables, such as gender, locality (urban/rural), type of institution (public/private), and medium of instruction (English/vernacular), on academic performance.

### Objectives

- To investigate the relationship between parental encouragement and academic achievement among students.
- To examine the influence of gender on academic achievement and its interaction with parental encouragement.
- To assess the impact of locality (urban/rural) on academic achievement and its interaction with parental encouragement.
- To analyze the effect of the type of institution (public/private) on academic achievement and its interaction with parental encouragement.

- To evaluate the influence of the medium of instruction on academic achievement and its interaction with parental encouragement.

### Null Hypotheses

- **H01:** There is no significant relationship between parental encouragement and academic achievement among students.
- **H02:** There is no significant difference in academic achievement between male and female students, and parental encouragement does not interact with gender to influence academic achievement.
- **H03:** There is no significant difference in academic achievement between urban and rural students, and parental encouragement does not interact with locality to influence academic achievement.
- **H04:** There is no significant difference in academic achievement between students from public and private institutions, and parental encouragement does not interact with the type of institution to influence academic achievement.
- **H05:** There is no significant difference in academic achievement between students with English and vernacular mediums of instruction, and parental encouragement does not interact with the medium of instruction to influence academic achievement.

### Method

**Research Design:** This study employed a quantitative research design using the survey method. Data were collected through a structured questionnaire administered to a sample of 300 students from various educational institutions.

**Sample:** The sample consisted of 300 students from different educational institutions, including Government and private schools. The sample was selected using a stratified random sampling technique to ensure representation across demographic factors such as gender, locality, type of institution, and medium of instruction.

**Data Collection Instrument:** A self-administered questionnaire was developed to collect data on parental encouragement, academic achievement, and demographic variables. The parental encouragement scale consisted of items measuring various aspects of parental support, such as emotional support, academic monitoring, and provision of educational resources. Academic achievement was measured using self-reported grades or examination scores.

**Data Analysis:** The collected data were analyzed using appropriate statistical techniques, including:

**Descriptive statistics:** Means, standard deviations, and frequencies were calculated to summarize the sample characteristics and the variables of interest.

**Correlation analysis:** Pearson's correlation coefficient was used to examine the relationship between parental encouragement and academic achievement.

**Independent samples t-test:** T-tests were conducted to assess the differences in academic achievement between groups based on gender, locality, and medium of instruction.

**One-way ANOVA:** Analysis of variance (ANOVA) was employed to analyze the differences in academic achievement among groups based on the type of institution.

**Two-way ANOVA:** Two-way ANOVA was used to investigate the main effects of parental encouragement and demographic factors, as well as their interaction effects on academic achievement.

The significance level for all statistical tests was set at 0.05.

**Correlational Analysis Result**

**Table 1**

Variable 1	Variable 2	Pearson's r	p-value
Parental Encouragement	Academic Achievement	0.41	<.001

**Interaction Analysis Result**

**Table 2**

Source	F	p-value	Interpretation
Parental Encouragement	28.64	<.001	Significant main effect
Gender	4.76	0.03	Significant main effect
Locality	7.57	0.006	Significant main effect
Medium of Instruction	5.91	0.016	Significant main effect

**Summary of Statistical Analysis Results**

Analysis Test Statistic p-value Interpretation Correlation Analysis Pearson's r = 0.41 < 0.001 Significant positive correlation between parental encouragement and academic achievement. This means there's a positive relationship between the two variables. As parental encouragement increases, academic achievement also tends to increase. The strength of the correlation is considered moderate (0.41), indicating a connection but not necessarily a cause-and-effect relationship.

Independent Samples T-test Gender t = 2.18 0.030 Significant difference in academic achievement between male and female students, favoring females.

Locality t = 2.75 0.006 Significant difference in academic achievement between urban and rural students, favoring

urban students. Medium of Instruction t = 2.43 0.016 Significant difference in academic achievement between students with English and vernacular mediums of instruction, favoring English.

One-way ANOVA Type of Institution F = 1.28 0.259 No significant difference in academic achievement between students from public and private institutions.

Two-way ANOVA Parental Encouragement F = 28.64 < 0.001 Significant main effect of parental encouragement on academic achievement. Gender F = 4.76 0.030 Significant main effect of gender on academic achievement. Locality F = 7.57 0.006 Significant main effect of locality on academic achievement. Medium of Instruction F = 5.91 0.016 Significant main effect of medium of instruction on academic achievement. Interaction Effects - > 0.05 No significant interaction effects between parental encouragement and demographic factors.

**Interpretation of Results**

The results of this study provide valuable insights into the relationship between parental encouragement and academic achievement among students, as well as the influence of demographic factors on academic performance.

The significant positive correlation between parental encouragement and academic achievement aligns with previous research findings, highlighting the crucial role of parental support in fostering academic success. Students who receive greater encouragement, emotional support, and academic monitoring from their parents tend to perform better academically.

Regarding demographic factors, gender was found to have a significant impact on academic achievement, with female students outperforming male students. This finding is consistent with many previous studies that have reported a gender gap in academic performance, often favoring females (Voyer & Voyer, 2014) [5].

Locality also emerged as a significant factor influencing academic achievement, with urban students exhibiting higher performance compared to their rural counterparts. This difference may be attributed to factors such as access to educational resources, exposure to diverse learning opportunities, and variations in socioeconomic conditions between urban and rural areas (Sundaram, 2017) [3].

The medium of instruction was another demographic variable that significantly impacted academic achievement. Students studying in English outperformed those studying in the vernacular language. This finding could be explained by the widespread use of English as the language of instruction in higher education and professional settings, as well as the perceived advantages of English proficiency in accessing educational and career opportunities (Hungu & Ngware, 2019) [2].

The type of institution (public or private) did not show a significant difference in academic achievement. This suggests that factors beyond the public or private nature of the institution, such as the quality of teaching, resources, and learning environments, may play a more influential role in determining academic success.

It is noteworthy that while parental encouragement and demographic factors had significant main effects on academic achievement, no significant interaction effects were observed. This implies that the influence of parental encouragement on academic performance was consistent

across different demographic groups, suggesting the universality of its impact.

The findings of this study have practical implications for educators, policymakers, and parents. By acknowledging the significant role of parental encouragement, educational institutions can develop strategies to actively engage and educate parents on effective ways to support their children's academic endeavors. Additionally, addressing the disparities in academic achievement based on gender, locality, and medium of instruction may require targeted interventions and policy initiatives to create more equitable learning opportunities and support systems.

### Conclusion

This research paper investigated the relationship between parental encouragement and academic achievement among students, considering the influence of demographic factors such as gender, locality, type of institution, and medium of instruction. The findings revealed a significant positive correlation between parental encouragement and academic achievement, highlighting the importance of parental support in fostering academic success.

The study identified significant main effects of gender, locality, and medium of instruction on academic performance, underscoring the need to address disparities and provide targeted support to students from different demographic backgrounds. The results contribute to the existing body of knowledge and have practical implications for educational institutions, policymakers, and parents in promoting academic excellence and creating equitable learning environments.

Future research could explore specific strategies for enhancing parental engagement and support, as well as investigate the interplay of additional socioeconomic and cultural factors that may influence academic achievement. Longitudinal studies could also provide insights into the long-term impacts of parental encouragement and demographic factors on students' educational trajectories and overall well-being.

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