IMPACT OF PARENTAL ENCOURAGEMENT ON ACADEMIC PERFORMANCE AND ACADEMIC ANXIETY OF RURAL ADOLESCENTS

Thesis

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(Minor Subject: Extension Education)

By

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CERTIFICATE - I

This is to certify that the thesis entitled **"Impact of Parental Encouragement on Academic Performance and Academic Anxiety of Rural Adolescents"** submitted for the degree of Master of Science in the subject of **Human Development** (Minor subject: **Extension Education**) of the Punjab Agricultural University, Ludhiana, is a bona fide research work carried out by **Kanu Priya (L-2008-H.Sc. 229-M)** under my supervision and that no part of the thesis have been submitted for any other degree.

The assistance and help received during the course of investigation have been fully acknowledge

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CERTIFICATE – II

This is to certify that the thesis entitled **"Impact of Parental Encouragement on Academic Performance and Academic Anxiety of Rural Adolescents"** submitted by **Kanu Priya (L-2008-H.Sc.-229-M)** to the Punjab Agricultural University, Ludhiana, in partial fulfilment of the requirements for the degree of M.Sc. in the subject of **Human Development** (Minor subject: **Extension Education**) has been approved by the Student's Advisory Committee along with Head of the Department after an oral examination on the same.

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ABSTRACT

The investigation entitled **'Impact of Parental Encouragement on Academic Performance and Academic Anxiety of Rural Adolescents'** aimed to explore the level of parental encouragement of rural adolescents and its impact on their academic performance and academic anxiety. The study was based upon a sample of 200 (100 boys and 100 girls) adolescents in the age range of 13-16 years belonging to Punjabi origin, nuclear and middle socio economic status families. The sample was randomly drawn from four Government High and Senior Secondary Schools selected purposively from rural areas of Ludhiana district. A list of adolescents (both boys and girls) along with their marks obtained in previous examination was prepared from the school records. The respondents were equally divided into two groups of high performers (>70% marks) and low performers (<45% marks). Socio Economic Status Scale by Bharadwaj (2001) was used to judge the socio-economic status of rural families. The Academic Anxiety Scale by Singh and Gupta (1984) was used to assess the academic anxiety and Parental Encouragement Scale by Agarwal (1999) was used to measure perceived parental encouragement by the adolescents.

Results indicated a significant association between perceived parental encouragement, academic performance and academic anxiety. Academic anxiety was found to be high for both the performance categories. Further it was found that academic performance and age were significantly associated with parental encouragement and academic anxiety. Non significant age and gender differences for parental encouragement and academic anxiety were found. Further parental encouragement was significantly and positively correlated with academic performance and academic anxiety. As perceived parental encouragement increased, academic performance and academic anxiety also increased.

Key Words: Parental Encouragement, Academic Performance, Academic Anxiety, Adolescence

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Signature of Major Advisor **Signature of the Student**

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CHAPTER I

INTRODUCTION

Modern age is often called the age of stress and strain. It is common phenomenon of every day life, which is unavoidable. Today stress and anxiety is commonly seen on the faces of people in their taut nerves and in their behavior and actions. Stress and tension stalk the lives of all; A school child feels stressed when he does not do well in an arithmetic test. Adolescents feel lost, confused and lack directions in today's world. The demands of life are so pressing that hardly few can escape the trap of stress. Positive stress and anxiety keep us on toes and when coupled with relaxed enhance our performance. Anxiety is harmful only when it exceeds the limit. Then it starts inhibiting our creativity, health and general feelings of well being and becomes a source of concern. Today, anxiety is not only troubling adults but has also started taking adolescents and children in its claws. Their heavy school bags, neck to neck competition, parental aspirations and pressures are proofs of their stressful life.

Youth today are living in an increasingly anxiety ridden atmosphere. They lived in a world where nothing seems to be guaranteed with certainty and at the same time they are expected to perform at every front, the main beings the academics. Adolescents often suffer with academic anxiety. The reason behind this is that the adolescents manifest more future orientations, career consciousness and therefore undergo feelings of anxiety at some phase of their lives. Another reason behind this can be the pressure that parents impose on adolescents for performing academically well.

Adolescents often lack in academic motivation and performance, as their attention is divided among a lot many things like creating an identity for themselves, peer group, heterogeneous relations, fashion and incessant environment etc. Once out of elementary school, they find their teachers, parents and peers putting a new emphasis on deadlines, academics and mastery of large amounts of information. Although a certain amount of anxiety is necessary to get motivated and excel for an individual, but it becomes harmful when one begins to over react the situation.

We are living in an examination conscious age where children are often categorized on the basis of their academic performance. In our society academic achievement is considered as key criteria to judge one's total potentialities and capabilities. Therefore it is becoming more and more pressing for the individuals to have good academic achievement. Even while seeking

admission in professional courses the factor considered is a good academic performance. Hence children perceive examination and results to be an indicator of their worth.

In such a competitive milieu, education is assuming an increasingly significant role. In order to meet the ever changing demands of the society the educational system is being revolutionized. This has resulted in scholastic development of the individual. Achievement in one or other field is crucial for each individual. That is why academic achievement has always been a crucial area and main centre of educational research.

The term "Academic Achievement" is made up of two words, academic and achievement. The word "academic" has been derived from "academy" which means a school where special types of instructions are imparted. So, "academic" would mean any activity or action that is scholastic in nature. The term "achievement" refers to accomplishment or attainment. The term "academic achievement" thus means the level of proficiency attained in scholastic or academic work. Robinson and Traw (1980) define academic achievement as the "True status or level of person's learning and his ability to apply what he has learned." According to them achievement would not only include acquisition of knowledge and skills, but also attitudes, interests, values and other aspects of achievement provides an index of both accomplishments as well as shortcomings of the individual in academic domains.(Shanahan and Walberg, 1985)

The justification of measuring academic achievement is based on two fundamental assumptions of psychology firstly, there are differences with in the individual from time to time known as behavior oscillation, that is academic achievement of same individual differs from time to time, from one class to another, from one educational level to another. Secondly, there are individual differences, individuals of same age group and grade differ in their potential abilities and academic proficiency whether these are measured by teacher's grading or marks obtained in tests and examinations.

Academic achievement appears to be an outcome of a large numbers of determinants interacting with each other like home environment, maternal care, relation with parents, parental education, attitude towards teacher and education (Mohan 1986). The interplay of these factors results at times in students of undoubted average or above average abilities flopping where as students of low or average abilities excelling in their academic achievement. Academic achievement of students differs from each other. The issue has been growing more and more insistent everywhere in our country, the situation has become even more poignant after

independence considering the enormous motivational efforts for the improvement of standards in our educational institutions.

In order to have good academic achievement, adolescents often suffer with academic anxiety. Generally, anxiety is one which is aroused by some temporary condition of the environment, such as examination, accident, punishment etc. Academic anxiety is a kind of state anxiety which relates to the impending danger from the environment of the academic institutions including teachers, certain subjects etc. Now days, the victims of academic anxiety are adolescents (Singh and Gupta 1984). Academic anxiety is a state of mental distress with respect to some frustration associated with academic failure or even an awareness of possibility of such failure (Gupta and Khan1987). In context of school, academic anxiety means a pervasive sense of urgency to learn all those things which are prescribed by the school (Shah, 1988).

The term anxiety has accompanied homosapiens right from the time they have evolved. Although in the earlier times also it was a part and parcels of their lives, with the changing era anxiety and stress have overpowered their whole being and have started hampering their potentialities and capabilities. Anxiety is a painful uneasiness of mind concerning impending or anticipated threat faced by an adolescent. It is apt to arise whenever some strong continuing desires appears likely to fail to attain its goal. It is marked by apprehension, uneasiness and forbidding from which the individual cannot escape. It is accompanied by a feeling of helplessness because the anxious person faces block unable to find a solution for problem.

The adolescent age is referred to as the “Age of anxiety”. It is true so, because the present society is becoming with speed, competition, rivalries, economic up-heaves, ecological balances etc and thus man today is anxiety prone. It is important to investigate the nature and arrange of anxiety among adolescents boys and girls. This may help the adolescent boys and girls to overcome anxiety. Adolescence is indeed marked by greater turmoil than the preceding and the subsequent stages of life. The adolescent year is a period of “storm and stress" of a passion and rebellion against adult authority. Sociologist have emphasized the rapidity of social change in contemporary, industrial societies, creating environment, that in combination with the psychological and cognitive changes that occur during adolescence, make this a difficult time for adolescents and their families (Seff,1990).

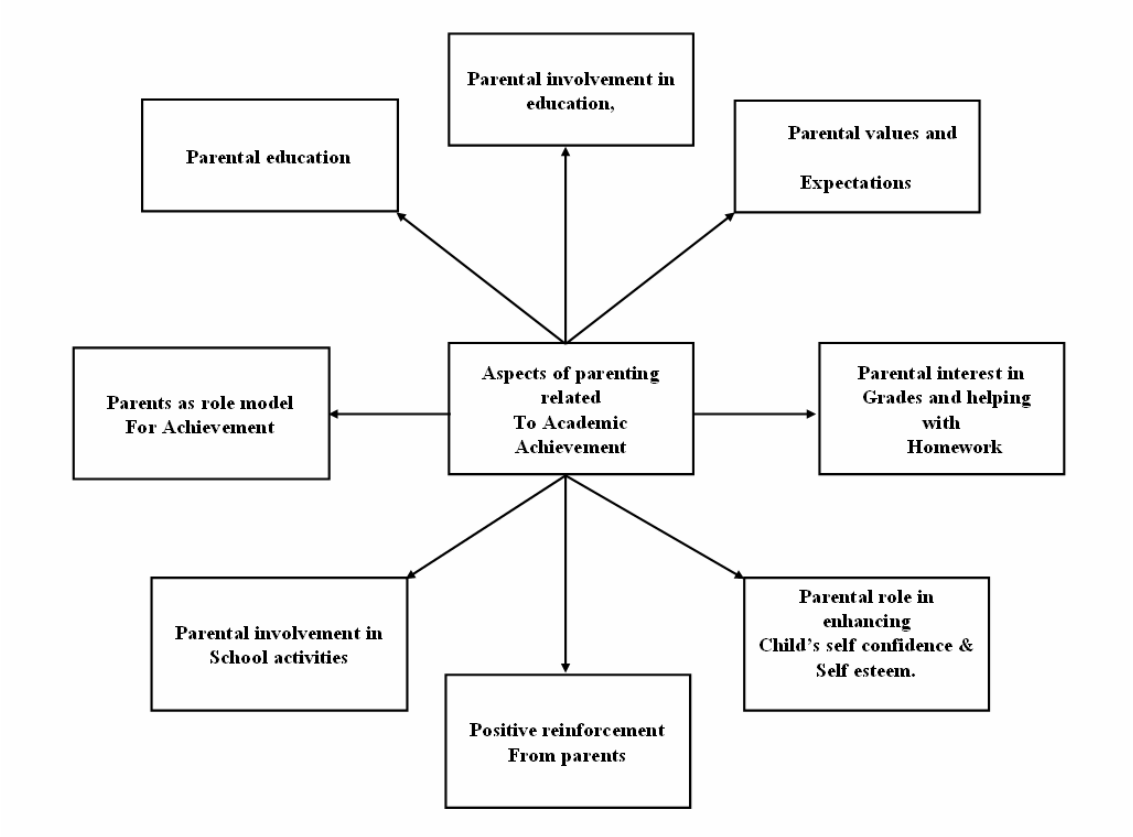
Anxiety often develops from repeated and varied worries. The more often the adolescent worries and more anxious he becomes. When the cultural and social group places high value on appearance, popularity, academic achievement, or on being like others of the same age group,

anxiety is likely to develop, if the adolescents feels that he has not measured up to the cultural and social expectations. So it becomes very important for parents and teachers to develop a positive and healthy attitude towards them, It is imperative to guide them in making decision where they are confused, anxious or unable to find any situation. As adolescent is a passing phase, it should be tackled by the parents and teachers sympathetically and sensibly.

Adults, teenagers and children, all face stress and anxiety in this fast paced world. For teenagers, this could be due to homework and studies, in addition to relationships. In this competitive society where parents strive hard to compete with others on higher income, students are faced with expectations to score high in school and are judged upon the numbers of 'A' grades that they score. Such a student is more likely to be favored by both teachers and parents. Katyal (1999) examined the relationship of parental aspirations, parental attitudes with academic stress among adolescents boys and girls (aged 17-18 years). The study showed that the majority of boys and girls showed moderate to high levels of academic stress.

In this context, parents have an important role to play because it is believed that parents care, concern, guidance and influence or a word, "Parental encouragement" has an effect on the educational development of the child. In parental encouragement, we assume that parents show it by helping and guiding the child and coaxing him not to feel dishearten at a particular point of difficulty. Rossi (1965) defined parental encouragement as "when father and mother approve or disapprove of any activity related to education or revoke any hurdle felt by the student in the process, or guide him the right or wrong- this entire spectrum activity comes in the purview of parental encouragement". Therefore, it is a treatment originating from parents towards the child with a view to enhancing the possibilities of future occurrence of good behavior by care, concern, approval and guidance. Proper parental encouragement if provided will help the adolescent to face lesser academic anxiety and perform better in exams. On the other hand, if parents excessively pressurize the adolescents for getting good marks, the adolescent may feel depressed and suffer with anxiety. Children with anxiety at school may act out disruptive behaviors. This can include talking, skipping class, forgetting assignments, fighting and even substance abuse to produce an altered state of mind. Parents may not recognize that their parental limits or expectations may exacerbate the symptoms of anxiety. Here parental support and encouragement is critical as anxiety and resulting problems may lead to depressed mood, lowered self esteem and impaired family and peer relationships. Parents, educationists and researchers widely agree that parenting influences play an important role in determining academic achievement of adolescents.

Three dimensions of parental involvement found to be related positively to achievement outcomes are parental values and expectations, interest in grades and helping with homework (Paulson1994).



Parental involvement influences a child's feeling of confidence, his motivation level and his ability to perform with the sense of achievement in school. Children take doubtlessly parents as models for achievement behavior and aspirations. Achievement motivation is developed in early relationship between a child and his parents. In early years of his life, if the growing child receives a good amount of recognition, praise and reward for his accomplishments, he develops a sense of achievement. Moreover, research has shown that what parents do at home is important in middle and high school years. Such actions as enforcing the completion of homework and restricting television viewing are important parent practices for adolescent students.

In a multidimensional model proposed by Grolnick and Slowiaczek(1994) Parental involvement is broadly defined as the allocation of resources by the parent to the child in a given domain. More specifically, in the context of schooling, they describe three types of involvement i.e. Behavioral, Cognitive-intellectual, and Personal. The behavioral aspect of parental involvement encompasses actual participation in such school activities as parent teacher meetings

and in home based activities, such as helping with assignments. Cognitive intellectual involvement includes exposing the child to intellectual stimulation, such as books and current events. Personal involvement refers to maintaining knowledge of the child's academic situation and activities.

Parental education, family income and parental encouragement and involvement are all associated with higher student achievement. However when socio-economic status is controlled for, parental involvement is the only variable with an appreciable positive impact on high school student's educational attainment. Adolescents whose parents read to them during early childhood and set aside a special location for their children to study also demonstrated higher educational attainment than their peers. Most relevant parental involvement has greatest positive impact, when initiated early in child's educational career and meaningful when parents who hold high expectations for their teens, communicate with them clearly, and encourage their adolescents to work hard in order to attain them, can make a difference in student's success.

It is well documented that parental involvement and parenting have a variety of intellectual, academic and social outcomes. There are strong reasons for understanding the way adolescents perceive parental encouragement and how it relates to their academic achievement. Therefore the present study has been planned with following objectives.

Objectives

1. To study the level of Parental Encouragement, Academic Performance and Academic Anxiety among rural adolescents.
2. To study the age and gender differences in Parental Encouragement, Academic Performance and Academic Anxiety among rural adolescents.
3. To study the Impact of Parental Encouragement on Academic Performance and Academic Anxiety of rural adolescents.

Hypothesis

1. There is significant difference in Parental Encouragement and Academic Anxiety among high and low performers.
2. There are significant age and gender differences in Parental Encouragement, Academic Performance and Academic Anxiety.
3. There is a positive impact of Parental Encouragement on Academic Performance and Academic Anxiety.

Keywords

1. **Parental Encouragement:** It is a treatment originating from parents towards the child with a view to enhancing the possibilities of future occurrence of good behavior by care, concern, approval and guidance.
2. **Academic Performance:** Academic performance is the ability to study and remember facts and being able to communicate your knowledge verbally or down on paper.
3. **Academic Anxiety:** It is a kind of state anxiety which relates to the impending danger from the environments of the academic institutions including teachers, certain subjects etc. Now days, the victims of academic anxiety are adolescents (Singh and Gupta 1984).
4. **Academic Achievement:** The level of proficiency attained in scholastic work.
5. **Adolescence:** The period of physical and psychological development from the onset of puberty to maturity. It is a turbulent phase characterized by mood swings, impulsive behavior, and blurred concept of self identity, fantasies, violent behavior, anxiety states, complex and difficult interpersonal relationship.

CHAPTER-II

REVIEW OF LITERATURE

Reviewing the literature is an integral part of any research study. It provides a base for planning and implementing any research problem and to know what has already been accomplished in a particular sphere and related areas of significance and what needs to be done further. So it is desirable to review the relevant literature while handling a research problem. A brief resume of studies related to the present investigation have been presented under following sub headings:

2.1 Parental encouragement among adolescents.

2.2 Academic anxiety among adolescents.

2.3 Gender differences in academic anxiety.

2.4 Parental encouragement and academic anxiety.

2.5 Parental encouragement and academic performance.

2.6 Academic performance among adolescents.

2.7 Academic performance and academic anxiety.

2.1 PARENTAL ENCOURAGEMENT AMONG ADOLESCENTS

The National Longitudinal study by Jeynes (1992) assessed the effects of parental involvement on academic achievement of African American 12^{th} grade youth. Results of the study indicated that parental involvement had a positive and not negative impact on the educational outcomes of these youth. However on including the variables of socio-economic strata in the analysis, it was seen that this influence was no longer statistically significant. Results also indicated that parents were slightly more likely to be involved in the education of their daughters than their sons.

A study conducted by Steinberg *et al* (1992) on 'Impact of Parenting Practices on adolescent achievement: Authoritative parenting, school involvement, and encouragement to succeed' on a sample of 6400 American 14-18 years old adolescents. Results showed that authoritative parenting leads to better school performance and stronger school engagement in adolescents. Parental involvement is much more likely to promote adolescent's school success

when it occurs in the content of an authoritative home environment. Further it was revealed that adolescents, whose parents are warm, firm and democratic, achieve more in school. In a similar study conducted by Henderson and Berla (1994) reported that all forms of parental involvement have positive effects on students achievement.

On the basis of study conducted by Lerner, *et al* (1995) it was concluded that parents role is to provide adolescents with a safe, secure, nurturing, loving and supportive environment, one that allows them to develop knowledge, values, attitudes and behaviors necessary to become adults, who make a productive contribution to self, family, community, and society. Trusty (1999) found that if students' believed their parents communicated with them and supported their learning in 8^{th} grade, they were more likely to have plans to contribute their higher education two years post high school graduation.

In another research project by Carter and Wojtkiewicz (2000) a sample of 25,000 students from grade 8^{th} were studied. The study analyzed differences in parental expectations faced by sons and daughters. It was found that generally daughters experience more parental involvement than sons. This further suggested that parental involvement depends on the gender of the child. Parents, educators and casual observers widely agreed that parenting influences play an important role in determining the intellectual, educational, and social outcomes of children and youths (Wade, 2004).

On the basis of study conducted by Bansod (2007) on 'Effect of Family Climate on Students Scholastic Achievement' reported significant effect of parental involvement on children's scholastic achievement.

A study conducted by Kumar and Gupta (2009) on effect of parent participation on Children's Scholastic Achievement' revealed that firstly, parental participation is highly conducive to scholastic achievement, secondly Female respondents are superior to male respondents in scholastic achievement, and thirdly, socio economic status is highly conducive to children's scholastic achievement.

In nutshell, majority of the above mentioned studies point out that parental involvement had a positive and not negative impact on the educational outcomes of youth. Parental involvement has greatest positive impact on student's achievement. It has been concluded that academic achievement increases when parents are involved in their children's education. Warm, safe, secure, nurturing, loving and supportive environment from parents, plays an important role in determining student's scholastic achievement. The findings revealed that the more intensively

involved the parents are, greater the positive impact on their child's future success. Some of the studies showed gender differences in parental expectations faced by sons and daughters. It was found that generally daughters experience more parental involvement than sons.

2.2 ACADEMIC ANXIETY AMONG ADOLESCENTS

West and Willis (1982) studied academic stress among early and mid adolescents in England and United States. Study showed that the extent of Academic Stress was similar across the samples from both the cultures. Four factors emerged: Parental stress, peer stress, importance of school and fear of failure. These factors were common among adolescents in both countries. Common variance for other factors was roughly equivalent in both samples except for peer pressure.

Weidy *et al* (1987) showed that in kindergarten**,** academic tasks that children were unable to handle caused the next to most severe symptom to trauma (due to separation or loss of parents resulting in anxiety). It is known that children with high anxiety tend to experience more negative stressful life events than those children with low anxiety (Kashani *et al*, 1990).

On the basis of study conducted by Balasubramaniam (1994) on 'A study of academic achievement in relation to achievement values and anxiety' reported that male students in private schools show higher level of achievement anxiety than male student in Govt. schools.

Bector (1995) conducted a study on Govt. and Public School Children with regard to academic stress. Results indicated that Govt. school subjects and public school subject do not differ in their level of academic stress. While Mann (1995) conducted a comparative study on govt. and public school children with regard to academic stress. She took 120, 12th class students (60 from govt. and 60 from public schools). Results revealed that the public school students are more stressed than govt. school students.

A study by Chang *et al* (2007) was conducted on a sample of 254 college students which was aimed at examining predictors of worry among students. Various predictors of worry were examined such as perfectionism dimensions, behavior inhibition systems and behavior activation systems. It was also seen whether perfectionism was a unique predictor of worry when BAS and BIS were also present. Results of the study revealed that as compared to other predictors, perfectionism dimensions were more robust predictors of worry (anxiety) among students.

In nutshell, Anxiety is rampant in modern societies. In extreme cases of anxiety, people become so anxious that their behavior become maladjusted and it leads to harmful consequences.

It is especially common in adolescents and can be said that academic stress is tightening its grip on all adolescents coming in its scenario. Number of above mentioned studies revealed that factors like family pressures, cut throat competition with peer group, social stress, school adjustment, perfectionism dimensions are some of the factors that are contributing to academic anxiety among adolescents.

2.3 GENDER DIFFERENCES IN ACADEMIC ANXIETY

Although girls have been found to be better in terms of achievement and ability to study hard as compared to boys, still they are found to be more anxious than their male counterparts (Wolfenden and Pumfrey, 1986).

On the basis of study conducted by Zareena *et al* (1988) on 'Anxiety Among Adolescents' including 725 adolescents. Results suggested that more number of females suffer from high anxiety group than their counterparts. While, Kalawati (1992) found that majority of girl respondents were moderately anxious for studies followed by those who were very anxious. Very few per cent of the girl respondents were found to be less anxious for studies.

A study conducted by Adwere and Curtis (1993) on 'A confirmatory factor analysis of a four factor model of adolescents concerns' reported that adolescent girls are very anxious and have pressures of grades. In a study of high educational expectations and low achievement stability of educational goals across adolescent. Trusty and Jerry (2000) found that female students where more anxious than male students.

Sarladevi and Devraj (2001) examined the gender differences in examination stress and manifest anxiety of class X, XII, M.Sc. and vocational students. 50 students (25 boys and 25 girls) were selected in the final sample. Findings revealed that girls were having more of examination stress and anxiety as compared to boys.

In an another study (Science World, 2002) it was found that 42% of male students experiencing problems in getting good grades reported difficulty in handling stress as compared to 69.8% of females.

Contradictory results have also been reported in a study conducted by Ojha (2005) which revealed that 25% boys have extremely high anxiety whereas only 6.7% girls have high academic anxiety.

A study conducted by Bhansali and Trivedi (2008) on 'Is Academic Anxiety Gender Specific: A comparative study' revealed that considerable amount of academic anxiety prevailed

amongst the sample. It was seen that girls on whole had more incidences and intensity of academic anxiety in comparison to boys.

A study was conducted by Mahajan and Sharma (2008) on 'A Comparative Study on Anxiety Pattern Among Adolescent Girls and Boys'. The purpose of the study was to explore the anxiety among adolescent boys and girls. The study revealed that girls were found to be more anxious about their marks and percentage as compared to the boys.

In nutshell, majority of the above mentioned studies point out that maximum of girls face more examination stress and academic anxiety than boys. Girls are more anxious about their marks and percentage as compared to boys. However few of them concluded that boys have extremely high anxiety.

2.4 PARENTAL ENCOURAGEMENT AND ACADEMIC ANXIETY

A study by Elkind (1987) revealed that children faced an increased pressure to excel in academics, sports and interpersonal skills. Apart from this, they had to fulfill not only their own aspirations, but also the unfulfilled dreams and wishes of their parents. This created unhealthy stress in them and made their adolescent years stressful.

An exploratory study of stressors and symptoms by Omizo *et al* (1988) revealed 5 stressors cited most by intermediate and high school students as general adolescent problems, family problems, school related problems, future, and peer pressure. The school related problems which were specified by the participants were: teachers not liking them fear of failing, not getting homework done and failing to meet parental expectations. In addition to the above mentioned factors, other factors like writing term papers, test-anxiety, poor study skills, excessive academic load, professor and classroom environment were reported to be the cause of academic stress which in turn forms a major part of general stress in adolescent students.

Dhaliwal and Goyal (1995) studied 255 rural 10^{th} class girls. They reported that over expectations in terms of academic achievement on part of parents resulted anxiety in the respondents.

A study on factors contributing to Academic Stress among the adolescents in years 8 through to 12 was conducted by Jones (1996) on a sample of 550 science students. Observations were also made for whether these factors vary across ethnicity, sex and grade. Four significant factors were found to contribute to Academic stress. These were peer pressure, parental pressure, importance of school and fear of failure. Among these factors, parental pressure was found to be

consistent across all variables.

Where as study conducted by Verma (1996) reported that there is significant effect of fear of examination on academic anxiety. The reason could be that the high expectations imposed by the family put adolescents under extreme pressure.

Katyal (1999) examined the relationship of parental aspirations, parental attitudes with academic stress among adolescent boys and girls (aged 17-18 years). The study showed that majority of boys and girls showed moderate to high levels of academic stress. This increased with hostility, rejection and an authoritarian attitude of parents.

In nutshell, above mentioned researches highlight the expectations imposed by family and parents on adolescents regarding career, academics, sports and interpersonal skills. It has been concluded that high parental expectations and pressure were associated with negative characteristics and maladaptive outcomes among adolescents which further contribute academic anxiety in them as they had to fulfill not only their own aspirations, but also the unfulfilled dreams and wishes of their parents. This created unhealthy stress in them and made their adolescent years stressful.

2.5 PARENTAL ENCOURAGEMENT AND ACADEMIC PERFORMANCE

At the most basic level social learning theory (Bandura1977) indicates that a child who observes their parents engaging in activities supportive of the educational process will learn to value education themselves.

In middle and high schools (age13-18years) parental involvement declines (Lucas and Lusthaus, 1978). This may be due to the adolescent's push for autonomy.

A positive impact of parental involvement on student achievement on all grades and levels has been extensively documented across several decades (Henderson1987). Parental involvement appears to be correlated with age of the child. Parental involvement in elementary schools (age5-12years) tends to be more welcomed, occurs more frequently than in secondary schools. It includes such things as parents volunteering in the classroom and reading to their child at home (Epstein, 1987).

A study conducted by Sinha *et al* (1988) on 'Scholastic Achievement: A study of high and low achievers with special reference to their intelligence and family variables'. They studied the relationship of scholastic achievement with intelligence and certain socioeconomic variables. fifty high achieving and fifty low achieving undergraduate students of B.SC (Math's) were

administered Ravens' Standard Progressive Matrices and a semi structured Performa relating to family and personal variables. Scholastic achievement was found to be significantly associated with intelligence, socioeconomic status, sibling position and other family variables.

Parental involvement remains an important influence on student achievement at high school level. It has been shown that students who have dropped out of high school report that their parents rarely helped them with homework or attended school functions (Rumberger et al, 1990).

Clark (1993) found that parents of high and low achievers engaged in similar behavior; they talked to their children about home work, read to their children, and monitored completion of classroom assignments. High achievers, however, were more involved in home learning activities and these students spent more time focused on homework supported by their parents. Clark concluded that all parents were enacting some positive behaviors that contributed to student success; however, to be academically successful, students apparently needed parents or other adults to expose them to a wide variety of additional supportive behaviors. A study conducted by Hollified (1994) found that it is also more difficult for parents to have contact with their child's teacher in middle and high schools, if the child no longer has one teacher but many.

On the basis of study conducted by Srivastava (1995) on effect of the parent-child relationship perception upon the academic achievement of Vth class pupils, it was revealed that parents loving and disciplining, dominant, protecting behavior affects positively upon pupils' academic achievement, whereas parents' rejecting and punishing behavior negatively affect pupil's academic achievement. However, the pupils, parent-child relationship affects either positively or negatively their academic achievement.

A study conducted by Jain and Mishra (1998) on Impact of Socialization on academic achievement: study of adolescents relates child rearing variables to the academic achievement of adolescents of 8th to 10th standards. The academic achievement of adolescents was measured by using the school records. Regression analysis revealed that the parental responsiveness was the only factor which significantly and positively contributed to academic achievement.

According to Drake (2000) as a result of home-school partnership, students demonstrate higher levels of academic achievement, parents become more supportive of their children and teachers perceive parents as being more helpful.

Gutaman and Midgley (2000) found that the combinations of parents' involvement at home with teacher's support for learning or parental involvement and student sense of belonging had a significant positive effect on grade point averages (GPA) for students who had transitioned to middle school. In this study, students reported on three influences : Parent involvement (talking to students about school, checking home work, attending school functions, volunteering at school), teacher support (helping students, being supportive rather than critical) and sense of belonging (feeling accepted, respected and included at school). No single influence had an effect on student grades.

The study conducted by Jordan *et al* (2000) revealed that home support for learning programs and interventions were associated with improved student's achievement. The more families support their children's learning and educational progress, both in quantity and over time, the more their children tend to do well in school and further their education after graduation (Sanders and Herting 2000).

A study conducted by Chao (2001) examined the effect of parent adolescent relationships on school performance of adolescents. Over 500 adolescents both from Chinese and European decent took part in the study. They completed measures of (1) Parenting Styles (2) Parent adolescent closeness and (3) School performance. The results showed that authoritative parenting relationship closeness had a positive impact on school performance of European-American and Chinese students. The benefits of authoritative parenting on European-American families were explained in terms of relationship closeness.

Home support for learning programs and interventions are associated with improved student achievement. Family involvement that is linked to student learning has a greater effect on achievement than general forms of involvement such as volunteering and decision making. Finally, the continuity of family involvement over time seems to have a protective effect on youth as they progress across school years (Christenson and Sheridan 2001).

Similarly Marchant *et al* (2001) found that when parents communicate their values about education and learning, students in middle schools were more motivated and had higher perceived academic competence.

Using longitudinal data from the longitudinal study of American Youth (LSAY), Shumow and Miller (2001) conducted comprehensive interviews with parents of 60 students in middle schools in urban, rural and suburban settings. They found that parents of struggling or average students assisted more at home with school work than parents of successful students; the

latter group of parents was involved more at school. Although at home involvement was related to positive student attitudes about school, a negative relationship between at home involvement with grades and test scores emerged. Students felt it was important to perform well at school when parents were more involved at home.

Henderson and Mapp (2002) concluded that parent involvement was associated positively with grades and test scores; parents with high involvement ratings tended to have children with higher grades and test scores. It was noteworthy that this finding was similar for all family income levels and backgrounds.

Saksena (2002) reported that parents unconsciously pressurize their children with a lot of expectations, bombarding them with pressure of academic performance and also being 'smart' at extracurricular activities.

In recent study from Davis, (2005) the relation of parent's educational attainment to children's academic achievement was found to be indirectly related through parent's education, expectations and specific parenting behaviors. Accounts of parental expectations for academic achievement have been linked to more positive adult outcomes, suggesting that parental expectations for school success translate into better academic performance for children.

Stoebber *et al* (2007) conducted a study on a sample of 121 ninth grade students. In the study, students were asked to complete measures for perfectionism at school, perceived parental pressure to be perfect, motivation, school achievement and well being. Results of the study revealed that parental pressure to be perfect was associated with negative characteristics and maladaptive outcomes among students. Apart from this, perceived parental pressures were also found to cause somatic complaints among students.

In nutshell, The literature cited above depicts that parent child relationships play an important role in influencing the academic achievement of children. The findings revealed that parents loving and disciplining, dominant, protecting behavior affects positively upon pupils academic achievement, whereas parent's rejecting and punishing behavior negatively affect pupil's academic achievement. However, the pupils, parent-child relationship affects either positively or negatively their academic achievement. Some studies showed that perceived parental pressures were also found to cause somatic complaints among students. The more of parents' involvement with teacher support had a significant positive effect on their children's learning and educational progress.

2.6 ACADEMIC PERFORMANCE AMONG ADOLESCENTS

Ameerajan (1980) revealed that boys showed better academic performance than girls. In a similar study Young and Shorr (1986) reported that boys showed significantly better academic performance than girls.

Srivastava (1988) conducted a study on 540 high school pupils and results of his study revealed that urban boys scored slightly more than urban girls whereas in rural areas girls scored more than boys in verbal creativity.

Research strongly indicated that home school partnership can have beneficial effects on students learning, student achievement, attitudes, homework and aspirations (Maccoby 1992; The National Education Association of Higher Levels of Achievement, 1997).

Educational statistics have indicated that females are outperforming males at all levels of the school system, attaining more school and post-school qualifications, and attending university in higher numbers (Alton-Lee & Praat 2001)

Saunders *et al* (2004) conducted a study on Gender differences in self-perceptions and academic outcomes: a study of African American high school students. The findings revealed that African American males and females experience the school environment very differently. Males are much more frequently behind in school for their age, typically have lower grades in reading and conduct and are more likely to have failed one or more grades than females.

On the basis of study conducted by Sud and Sujata (2006) on "Academic performance in relation to Self-Handicapping, Test Anxiety and Study Habits of High School Children", it was found that self handicapping and anxiety have adverse influence on academic performance of school children.

Holland (2006) suggested that creative performance at the high school level occurs more frequently among students who are independent, intellectual, expressive, asocial, consciously original, and who have high aspirations for future achievement.

In a study conducted by Gibbs *et al* (2008) on 'Gender differences in educational achievement from birth to age 25' reported that there was a small but pervasive tendency for females to score better than males on standardized tests and to achieve more school and post-school qualifications.

The value of socio-economic factors for predicting academic achievement seems to be especially supported by research. White (1986) and Morakinyo (2003) indicate the existence of a relationship between socio-economic status and academic achievement. White (1986) in a meta analysis of 620 correlation coefficient from 100 students indicates that a definite relationship exists between SES and academic achievement. He noted that the frequency obtained correlation ranged from 0.10 to 0.70 that is positive relationship which means as one factor increases the other also increases.

In nutshell, above mentioned studies revealed that academic achievement and better performance were associated with home school partnership, independency, intelligence, study habits, expressiveness, high future aspirations and socio-economic status of adolescents. Some of the studies showed gender differences in academic achievement. It can be concluded that in some areas boys showed better academic performance than girls but recent studies revealed that girls outshine boys in academics.

2.7 ACADEMIC PERFORMANCE AND ACADEMIC ANXIETY

It appears that male students are more reluctant than females to ask their teachers or counselors for assistance or to express their anxiety about academic pressures; for fear that these acts are “unmanly” (Glidewell, 1978).

It has been recognized that anxiety plays significant role in student's learnings and academic performance (Tobias, 1979), and it was argued that the way an individual reacts to a threatening situation depends very much on the nature of the threat and on how the individual has teamed to deal with the threat. More importantly anxiety has been known to have both “facilitating" and "debilitating" effects on academic achievement.

Phillips and Endler (1982) found that academic success usually depends upon students' ability to adapt to academic situations. Generally speaking it is assumed that students who feel competent will not be much threatened by stressful academic demands but to one's surprise at all levels of education, students are generally anxious over examinations.

Bandhwar and Pratap (1987) conducted a study on academic stress in children. They revealed that many children, who are very bright, admit that they have to face stress and tensions in life. They first cannot get away from them as they want most out of life, a good job, a huge big house, a chauffeur driven car etc. Perhaps in case of children once labeled bright, there is

constant stress and high expectations from parents and teachers side of high level of performance, which cause academic stress.

Campbell and Svenson (1992) studied academic stress among college students. College students experience high stress at predictable times of each semester due to academic commitment, financial pressures, and lack of time management skills. When stress is perceived negatively or becomes excessive, it can affect both health and academic performance.

Pramod and Shanti (1996) suggested that anxiety have a predictive value on academic performance. Brain (1997) investigated the effect of test anxiety on academic performance. It is believed that students with high test anxiety as well as those students with low test anxiety will have lower academic performance. Therefore, those students with moderate levels of test anxiety will perform the best.

The American Psychological Association Help Center (2004) showed transition of students from Elementary to Junior High School. Various factors such as complex social environment, larger classes, measurement of performance etc. interact to make this transition difficult. All these factors contribute to academic anxiety as well.

A study conducted by Kaplan *et al* (2004) on School related stress in early adolescence and academic performance three years later: the conditional influence of self expectations, suggested that students in high stress school environments, an increase in academic expectations may serve to increase their school-related stress and impede their academic performance.

In nutshell, Academic performance and academic anxiety both are related**.** Some of the studies concluded that bright students often face constant stress and tensions because of high expectations from parents and teachers side of high level of performance. Anxiety plays significant role in student's learning's and academic performance. When stress is perceived negatively or becomes excessive, it can affect both health and academic performance. To some extent, academic success usually depends upon students' ability to adapt to academic situations and how he teamed to deal with the threat. Thus anxiety has been known to have both "facilitating" and "debilitating" effects on academic achievement.

Thus the available literature depicts an intricate association between parental encouragement, academic performance and academic anxiety. Family is one of the important determinants of academic performance among adolescents. Perceived parental encouragement affects positively upon pupil's academic achievement, while perceived parental pressures affect

negatively their academic achievement and High parental expectations contribute academic anxiety. Gender differences are also seen in perceived parental encouragement, academic performance and academic anxiety. Girls experience slightly more involvement and encouragement from their parents than the boys that's why girls perform better in their academics and face more academic anxiety.

CHAPTER-III

MATERIALS AND METHODS

The present study was undertaken to explore the level of parental encouragement of rural adolescents and its impact on their academic performance and academic anxiety. A systematic procedure was designed for conducting the investigation, analysis and interpretation of data. The research methodology adopted for conducting the present study has been discussed under the following sub headings:

3.1 Locale of the study

3.2 Selection of the sample

3.3 Research Instrument

3.4 Pre testing

3.5 Collections of Data

3.6 Statistical Analysis of Data.

3.1 LOCALE OF THE STUDY

The sample for the present study was randomly drawn from four Government High and Senior Secondary Schools selected purposively from rural areas of Ludhiana district.

Name of the school

1. Government High School, Ayali Kalan.
2. Government Senior Secondary School, Baddowal.
3. Government Senior Secondary School, Dakha.
4. Government High School, Mullanpur.

3.2 SELECTION OF THE SAMPLE

Size

The sample comprised of 200 adolescents in the age range of 13-16 years, studying in classes 8^{th}, 9^{th}, & 10^{th} standard. The sample was divided to have equal number of boys (n=100) and girls (n=100).

Selection

The sample size for the present study comprised of 200 students belonging to Punjabi origin, nuclear and middle socio economic status families. List of Government High and Senior Secondary schools of Ludhiana district was procured from District Education Officer, Ludhiana. The schools located in the rural areas of Ludhiana district were purposely selected. Out of these rural schools, the required numbers of schools were randomly selected. A list of adolescents (both boys and girls) in the age range of 13-16 years (were further divided in two age groups i.e. 12.5-14.5 years and 14.5-16.5 years respectively) along with their marks obtained in previous examination was prepared from the school records. They were then divided into two groups of high performers (>70% marks) and low performers (<45% marks). Thus a total of 200 adolescents equally distributed over both the gender and performance categories were randomly selected. Only those respondents constituted the final sample that fulfilled the following criteria.

Criteria of selection

- Adolescents were belonged to Punjabi origin family.
- The families were intact and nuclear.
- The families were of middle socio- economic status.

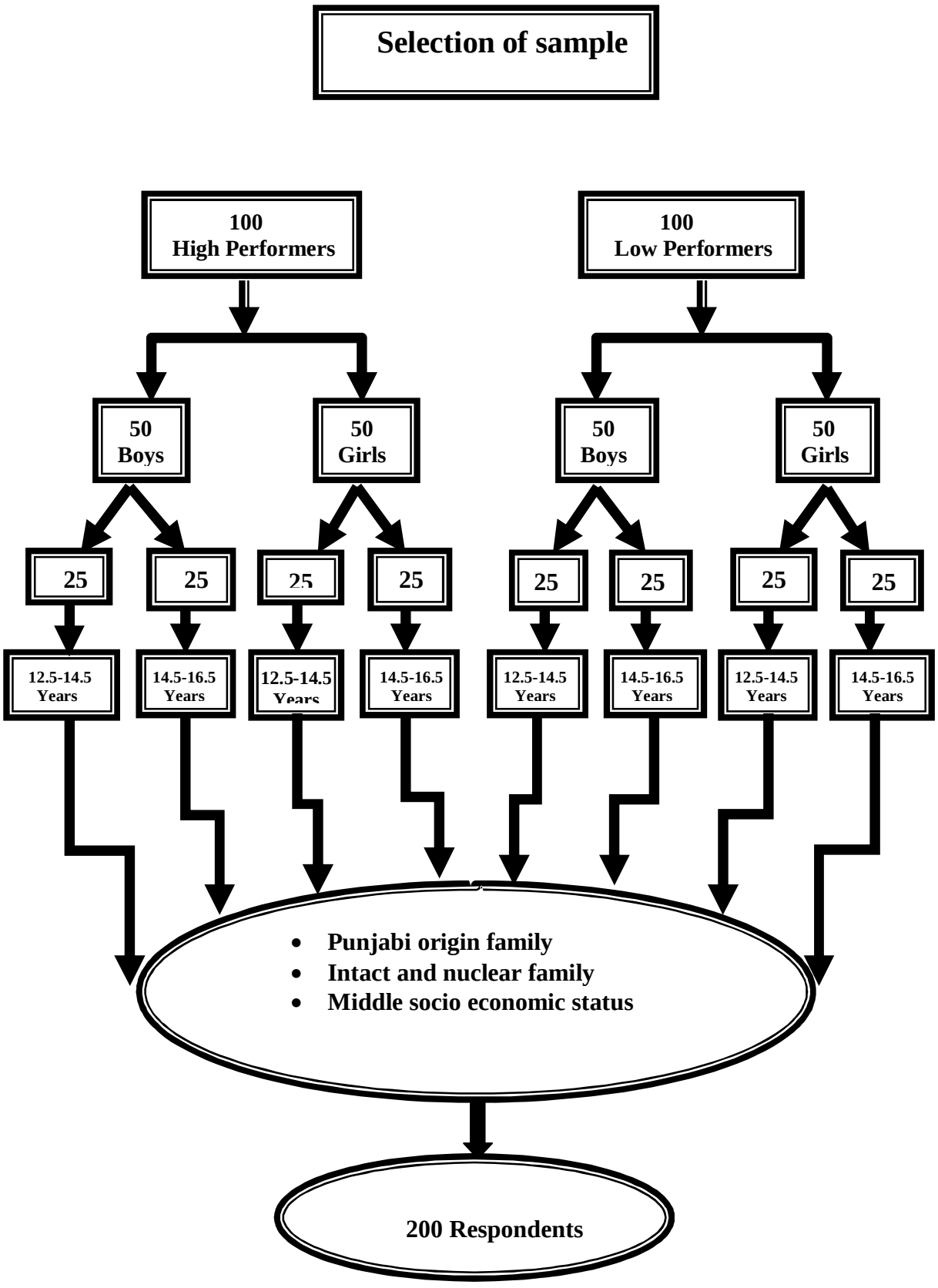


Fig.1 Flow chart showing division of sample

3.3 RESEARCH INSTRUMENT

The following standardized tools were used to collect relevant data for the present study.

3.3.1 Socio Economic Status Scale

The Socio Economic Status Scale developed by Bhardwaj R L (2001), was used to judge the socio economic status of the respondents. This scale is meant for measuring the socio economic status by collecting information regarding the following seven dimensions: Social Perspective, Professional Perspective, Educational Perspective, Property Perspective (whole family), Monthly Income Perspective (whole family) and Caste. Each item is scaled from very high, high, ordinary, low and very low.

S.No	**Category**	**Scores**
1	Upper Class	70 and above
2	Upper Middle Class	60 - 69
3	Middle Class	40 -59
4	Upper Lower Class	30 - 39
5	Lower Class	29 and below

In the present investigation this scale was administrated individually and information was collected by using questionnaire distribution method. Scoring was done by following the instructions given in the manual of the test.

3.3.2 Academic Anxiety Scale for Children

The Academic Anxiety Scale for Children developed by Singh and Gupta (1984) was used to assess the academic anxiety of school going adolescents for the present study. There are 20 problem statements in the test written in informal language and also comprised 2 types of items i.e. positive and negative. In the present investigation scale was administrated individually and information was collected by questionnaire distribution method. Each question carries two responses i.e. “yes” and “no”. The respondents recorded their responses by marking tick mark on either of two. Each item of the test was scored as either 1 or 0. All positive items which were endorsed by the subjects as “yes” and all negative items no. 4, 9, 16, & 18, which were endorsed by the subjects as “no” are given a score of 1. A score of zero was allotted to all other answers. The entire scores were summed up and were used to assess the academic anxiety level of each

adolescent. The academic anxiety levels were categorized into 3 levels i.e. High Anxiety, Average, and Less Anxiety. These were analyzed through the use of score ranges. The categories according to the scores are given below:-

S.No	Category	Scores
1	Low Anxiety	5-10
2	Average Anxiety	10-15
3	High Anxiety	15-20

3.3.3 Agarwal Parental Encouragement Scale

Agarwal Parental Encouragement Scale has been developed by Agarwal (1999) was used to measure quantitatively the parental encouragement as perceived by the adolescents. This test contains a total number of 80 questions written in informal language. In the present investigation this scale was administrated individually and information was collected by using questionnaire distribution method. The scale was scored accurately by hand as per instructions given in the manual. Each item was scored on five point rating scale viz Always, Most Often, Frequently, Sometimes, Never and were scored as 5, 4,3,2,1 respectively. The respondents were to tick on any one of the five responses applicable to him/ her, depending upon the degree of perceived parental encouragement. The range of scores for different categories is given below:

S.no	Category	Scores
1	Low parental encouragement	220-285
2	Average parental encouragement	285-350
3	High parental encouragement	350-400

3.4 PRE TESTING

Pre testing of all the tools/tests was done to find out the nature of responses and clarity of statements. The tests were administered on 10 children. It was found that children had difficulty in understanding English language. Therefore, the English tests were translated into Punjabi, and were simplified and were again administered on group of 10 children who were not included in

the final sample. It was found that all the subjects were capable of answering independently, except few small queries.

3.5 COLLECTION OF DATA

The investigator approached the school principals through a letter of request which clarified the purpose of the study. After the permission for the study, respondents were approached in the school itself. During the first visit Bharadwaj's Socio Economic Status Scale was distributed and was used to select the respondents who fulfilled the inclusion criteria. During the next visit, the purpose of the study was made clear to the selected adolescents. They were asked to fill up the questionnaires by giving true responses. They were also ensured that whatever information they provide will be used purely for research purpose and would be kept confidential. Standardized scales were administered to collect relevant information from adolescents. Each student was first distributed Agarwal Parental Encouragement Scale in the class itself and were asked to fill it individually. The same procedure was followed for the Academic Anxiety Scale for Children. The data for all the variables were collected by using distributed questionnaire method.

3.6 STATISTICAL ANALYSIS OF DATA

Data was analyzed by using the following statistical techniques:

3.6.1 Frequency and percentages

Frequencies and percentages were worked out to find the distribution of respondents according to their socio-personal characteristics, levels of parental encouragement, academic performance and academic anxiety.

3.6.2 Arithmetic Mean

It was obtained by adding up all the scores and dividing their total by number of observations.

Formula: $\overline{X} = \frac{\sum X_i}{N}$

$\overline{X}$ = Arithmetic mean

$\sum X$ = Sum of all variables

N = Number of items

3.6.3 Standard Deviation

It is most widely used measure of dispersion of a series. It is defined as the square root of arithmetic mean of the squares of deviations of individual observations from their arithmetic mean. It was worked by using the following formula:

$$\textbf{S. D} = \sqrt{\frac{\sum (X - X)^2}{N}}$$

Where,

S.D = Standard Deviation

X = Individual Observations

$\overline{X}$ = Mean of X values

N = Number of items

3.6.2 Chi square test

Chi square test is used to test the statistical independence of two variables when the data is arranged in a two way table known as contingency table.

$$\chi^2 = \left[\frac{(fo - fe)^2}{fe} \right]$$

fo = observed frequency

fe = expected frequency

Formula for fe:

$$fe = \frac{\text{Row total x Column total}}{\text{Grand total}}$$

Formula for calculating degree of freedom for χ^2 is

d.f. = (number of rows -1) (number of columns -1)

During analysis, it was found that some of the theoretical frequencies were less than 5, those frequencies were combined with the proceeding or succeeding frequency so that the condition is satisfied. This was done due to the fact χ^2 distribution is a continuous distribution but this character is not maintained for a theoretical frequency less than 5.

3.6.3 t test

$$t = \frac{\overline{X} - \overline{X}}{S\sqrt{\left(\frac{1}{n_1} + \frac{1}{n_1}\right)}}$$

Where

$$S = \sqrt{\frac{\sum_{i=1}^{n_1}(X_i - \overline{X}_i)^2 + \sum_{j=1}^{n_1}(X_j - \overline{X}_2)^2}{n_1 + n_2 - 2}}$$

X_1 = Mean score of group 1

X_2 = Mean score of group 2

n_1 = Number of subjects in group 1

n_2 = Number of subjects in group 2

t = Value of t-statistic

$(n_1 + n_2) - 2$ = Degree of freedom

3.6.4 Karl Pearson's Coefficient of Correlation (r)

Karl Pearson Coefficient of Correlation was used to measure the Impact of Parental Encouragement on Academic Performance and Academic Anxiety of Rural Adolescents.

$$r = \frac{N\sum xy - \sum x \sum y}{\sqrt{\left[N\sum x^2 - (\sum x)^2\right]}\sqrt{\left[N\sum y^2 - (\sum y)^2\right]}}$$

Where,

$\sum x \sum y$ = Product of $\sum x$ and $\sum y$

$\sum xy$ = Summation of product of x and y series

$\sum x$ = Summation of all observations in x series

$\sum y$ = Summation of all observations in y series

$\sum x^2$ = Summation of square of x series

$\sum y^2$ = Summation of square of y series

N = Number of all observations

CHAPTER IV

RESULTS AND DISCUSSION

The present study was conducted to investigate the level of Parental Encouragement, Academic Performance and Academic Anxiety of rural adolescents in the age group of 13-16 years, age and gender differences and to study the impact of Parental Encouragement on Academic Performance and Academic Anxiety of rural adolescents. The results of the present investigation are discussed under the following heads:

4.1 Socio personal characteristics of the adolescents.

4.2 Assessment of the levels of perceived parental encouragement, academic anxiety and academic performance in adolescents.

4.3 Age and gender differences in levels of perceived parental encouragement, academic anxiety and academic performance.

4.4 Impact of parental encouragement on academic performance and academic anxiety of rural adolescents.

4.1 SOCIO PERSONAL CHARACTERISTICS OF THE RESPONDENTS

The socio personal characteristics of the respondents are systematically depicted by the data presented in Table 4.1 & Fig 2 have been discussed under the following headings:-

Gender: The respondents were uniformly distributed over both the genders i.e. 50 percent (100) males and 50 percent (100) females.

Age: It is evident from the table that in both the genders, respondents were equally divided in the age group i.e. 50% 12.5-14.5years and 50% in14.5-16.5 years.

Father's education: It was found that in case of father's education, it was found that majority of male respondents' fathers were matriculate (35%), while 27 percent had education up to plus two level. Further it was found that 19 percent of the respondents' fathers were educated below matric level, while 17 percent had completed their graduation and there were only 2 percent of the fathers who were educated up to post graduate level. As far as the education level of the fathers of female respondents was concerned, it was found that 34 percent of the fathers were matriculate followed by 31 percent of the fathers who were plus two passed, 18 percent were educated below matric level, 14 percent were graduates and only 3 percent were post graduate.

Table 4.1: Socio-personal characteristics of the respondents

Characteristics	**Male n =100**	**Female n=100**	**Total Sample N=200**
Gender	**100 (50.00)**	**100 (50.00)**	**200 (100.00)**
Age (years)			
12.5-14.5	50 (50.00)	50 (50.00)	100 (50.00)
14.5-16.5	50 (50.00)	50 (50.00)	100 (50.00)
Father's education			
Below Matric	19 (19.00)	18 (18.00)	37 (18.50)
Matric	35 (35.00)	34 (34.00)	69 (34.50)
Intermediate	27 (27.00)	31 (31.00)	58 (29.00)
Graduate	17 (17.00)	14 (14.00)	31 (15.50)
Post graduate	2 (2.00)	3 (3.00)	5 (2.50)
Mother's education			
Below Matric	25 (25.00)	27 (27.00)	52 (26.00)
Matric	43 (43.00)	35 (35.00)	78 (39.00)
Intermediate	15 (15.00)	21 (21.00)	36 (18.00)
Graduate	14 (14.00)	15 (15.00)	29 (14.50)
Post graduate	3 (3.00)	2 (2.00)	5 (2.50)

Father's occupation			
Government service	23 (23.00)	20 (20.00)	43 (21.50)
Private service	6 (6.00)	6 (6.00)	12 (6.00)
Business	71 (71.00)	74 (74.00)	145 (72.50)
Mother's occupation			
Government service	10 (10.00)	8 (8.00)	18 (9.00)
Private service	13 (13.00)	19 (19.00)	32 (16.00)
Self employed	9 (9.00)	8 (8.00)	17 (8.50)
Housewife	68 (68.00)	65 (65.00)	133 (66.50)
No. of siblings			
0-1	19 (19.00)	10 (10.00)	29 (14.50)
1-2	54 (54.00)	60 (60.00)	114 (57.00)
2-3	24 (24.00)	30 (30.00)	54 (27.00)
4 and above	3 (3.00)	0	3 (1.50)

From total sample, the data indicate that 34.5 percent of respondents' fathers had education up to matric level, 29 percent were plus two passed, 18.5 percent were below matric level, 15.5 percent were graduates and only 2.5 percent fathers were post graduates.

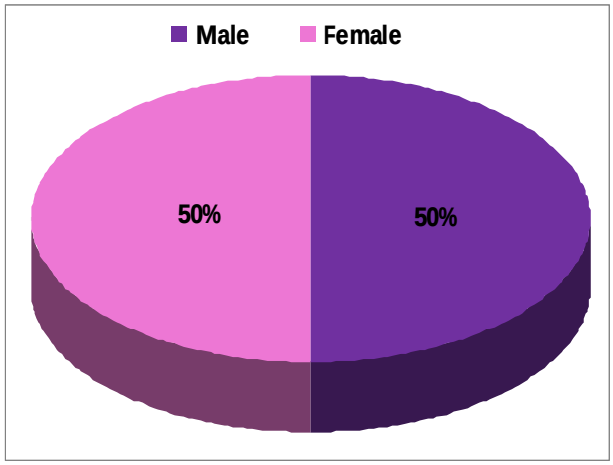
Mother's education: The trend of education level of mothers revealed that majority of male respondents' mothers (43 %) were educated up to matric level, 25 percent were educated below matric level, 15 percent had education up to plus two and 14 percent were graduates. Only few of the mothers (3 %) were found to be educated up to post graduate level. While in case of mothers of female respondents 35 percent were matric passed, 27 percent were below matric, 21 percent

were plus two passed, 15 percent were graduates and only 2 percent had education up to post graduation level. Similarly data of total sample revealed that majority of respondents' mothers (39% and 26 %) had education up to matric level and below matriculation, 18 percent were intermediate, while 14.5 percent were graduates and there were only 2.5 percent of mothers who had completed their post graduation level.

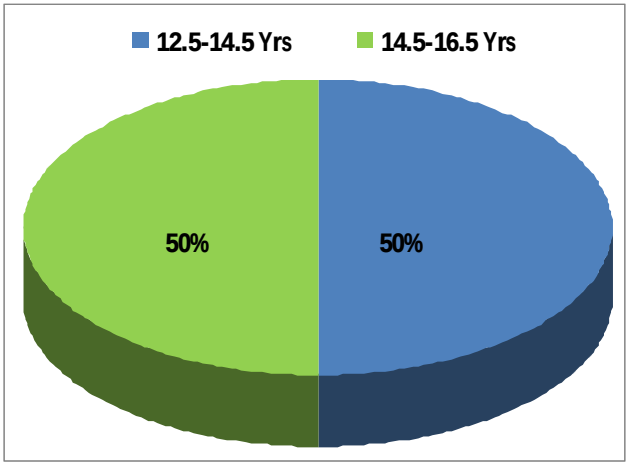
Father's occupation: The table further reflects on the occupation of parents and it was observed that majority of respondents fathers (72.5%) were doing business (farmers, cloth, chemist, stationary shop etc), while 21.5 percent and 6.00 percent were in government service and in private service respectively (teacher, clerk accountant, helper, cashier, manager, assistant manager, supervisor etc). As far as the occupation of fathers of male respondents is concerned, it was found that 71 percent were in business followed by government job (23%) and private job (6.00%). Further it was found that majority of fathers of female respondents were engaged in business (74%) followed by 20 % fathers who possessed government job. There were only 6 percent of the fathers, who were engaged in private jobs.

Mother's occupation: It was found that majority of male respondents' mothers were housewives (68%), followed by private service (13%), government service (10%) and self employment (9%). In case of female respondents majority of mothers (65%) were also found to be housewives, 19 percent were in private service and equal percentage of mothers i.e. 8 percent were self employed and in government service. From the total sample it is apparent that there were 66.5 percent of mothers who were housewives, 16 percent were engaged in private job, 9 percent were doing government job and 8.5 percent were self employed (parlor, boutique, etc).

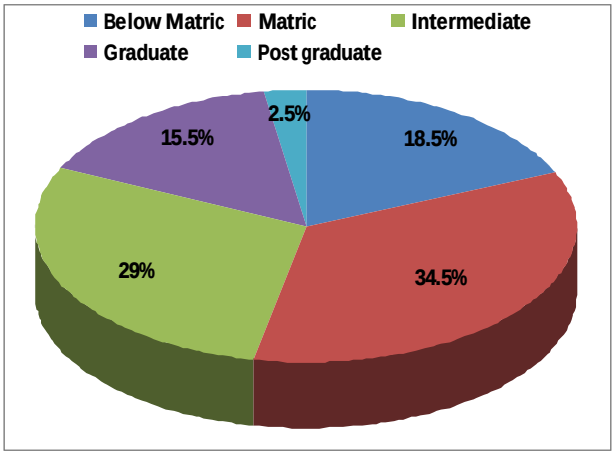
Number of siblings: Data indicated that majority of male respondents (54%) had two siblings, followed by 24 percent, 19 percent and 3 percent were having three, one and four and above no. of siblings. While 60 percent and 30 percent of the female respondents were having two and three siblings respectively, 10 percent had one sibling where as none of the female respondents had four and above. On the whole, it was revealed that 57 percent of total sample had two siblings, 27 percent had three siblings, 14.5 percent had one sibling, and only 1.5percent had four and above siblings.



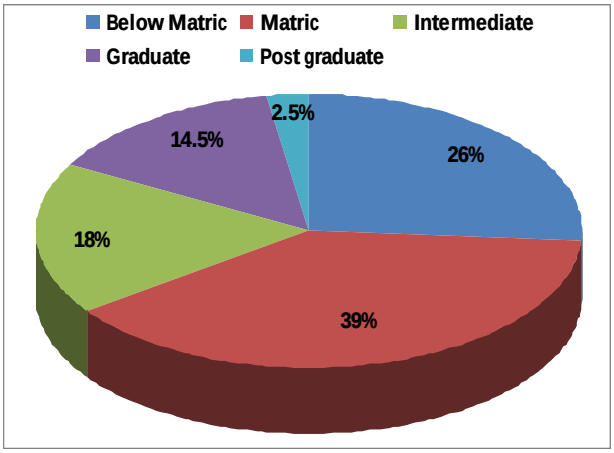
Gender



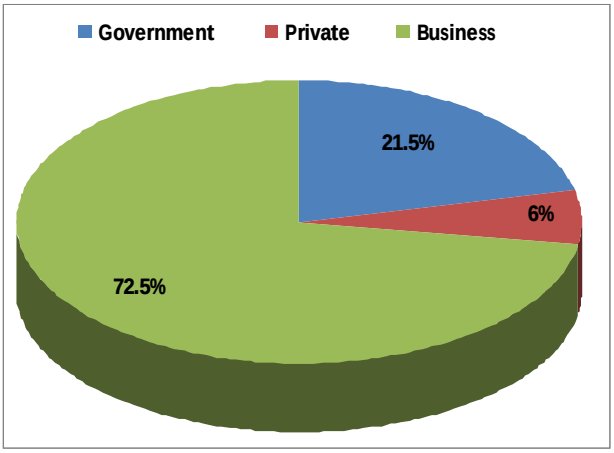
Age



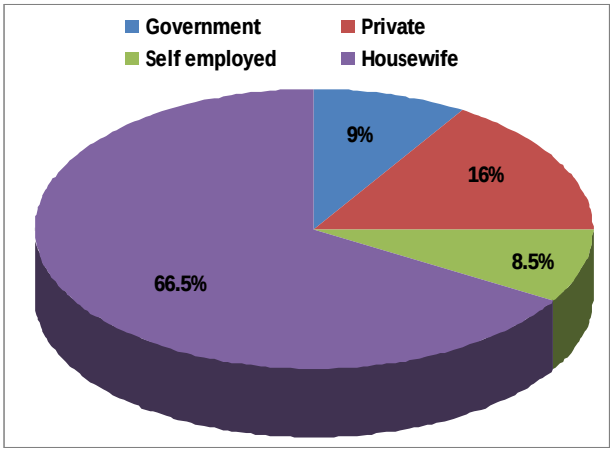
Father's Education



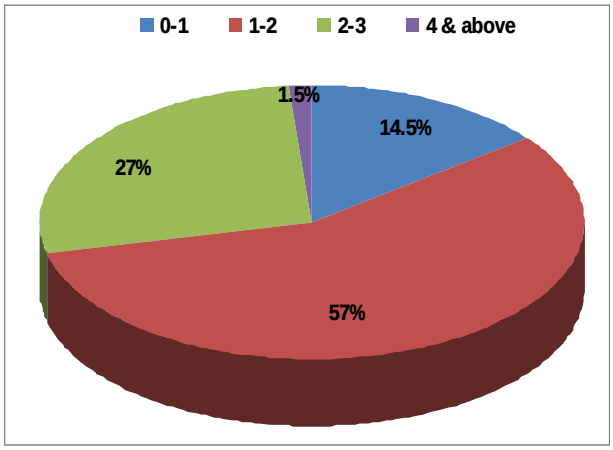
Mother's Education



Father's Occupation



Mother's Occupation



No. of Siblings

Fig 2: Socio-personal characteristics of the respondents

4.2 ASSESSMENT OF THE LEVEL OF PARENTAL ENCOURAGEMENT, ACADEMIC PERFORMANCE AND ACADEMIC ANXIETY AMONG ADOLESCENTS

Table 4.2.1: Percentage distribution of respondents with regard to perceived parental encouragement and academic performance

(N=200)

Levels of Parental Encouragement	Academic Performance		Total
	Low Performance	High Performance	
Low	17 (17.00)	5 (5.00)	**22 (11.00)**
Average	33 (33.00)	23 (23.00)	**56 (28.00)**
High	50 (50.00)	72 (72.00)	**122 (61.00)**
Total	**100**	**100**	**200**
χ^2 = 12.29**			

Figures in parentheses indicate percentage
** Significant at 1% level

Table 4.2.1 & Fig 3 represents percentage distribution of respondents with regard to perceived parental encouragement and academic performance**.** It is indicated by the results that 17 percent of the low performers perceived low parental encouragement, while 33 percent had normal parental encouragement. Majority of low performers (50 %) perceived high parental encouragement. As compared to low performers least number of high performers (5%) had low level of parental encouragement, followed by 23 percent had average level of parental encouragement. It is evident from the findings that parental encouragement bears a significant influence over the performance of the rural adolescents. Maximum of high performers (72%) perceived high level of parental encouragement. From the total sample data indicates that 61 percent of the adolescents perceived high level of parental encouragement, followed by 28 percent having average level and only 11 percent of adolescents perceived low level of parental encouragement. A significant (χ^2= 12.29 $p<0.01$) association was found between academic performance and perceived parental encouragement. High encouragement from parents was found to be significantly related with the high academic performance of the respondents. Christenson (2003) mentioned that support and encouragement provided by parents promote student's progress in school. Student progress is facilitated when parents give verbal support and praise; provide the adolescent with regular, explicit feedback; talk directly about schoolwork and

activities; and teach problem solving and negotiation skills. In a similar study Henderson and Berla (1994) reported that all forms of parental involvement have positive effects on student's achievement. A study conducted by Steinberg *et al* (1992) on 'Impact of parenting practices on adolescent achievement showed that authoritative parenting leads to better school performance and stronger school engagement in adolescents. Parental involvement is much more likely to promote adolescent's school success when it occurs in the content of an authoritative home environment. Further it was revealed that adolescents, whose parents are warm, firm and democratic, achieve more in school. Similarly Bansod (2007) reported significant effect of parental involvement on children's scholastic achievement.

Table 4.2.2 : Percentage distribution of respondents with regard to academic anxiety and academic performance

(N=200)

Levels of Academic Anxiety	**Academic Performance**		**Total**
	Low Performance	**High Performance**	
Low	20 (20.00)	7 (7.00)	**27 (13.5)**
Average	34 (34.00)	30 (30.00)	**64 (32.00)**
High	46 (46.00)	63 (63.00)	**109 (54.5)**
Total	**100**	**100**	**200**
χ^2 = 9.16*			

Figures in parentheses indicate percentage
* Significant at 5% level

Results presented in table 4.2.2 & Fig 4 is showing percentage distribution of respondents with regard to academic anxiety and academic performance. It was found that majority of low performers (46%) were reported to have high level of academic anxiety, followed by 34 percent of the adolescents having average level of academic anxiety and only 20 percent of the low performers had low academic anxiety. On other hand, only 7 percent of high performers had low level of academic anxiety, 30 percent had average level of academic anxiety while majority of high performers (63%) were subjected to have high academic anxiety. A look at the total score it was found that 54.5 percent of adolescents were reported to have high level of academic anxiety, followed by 32 percent having average and only 13.5 percent of the adolescents had low academic anxiety.

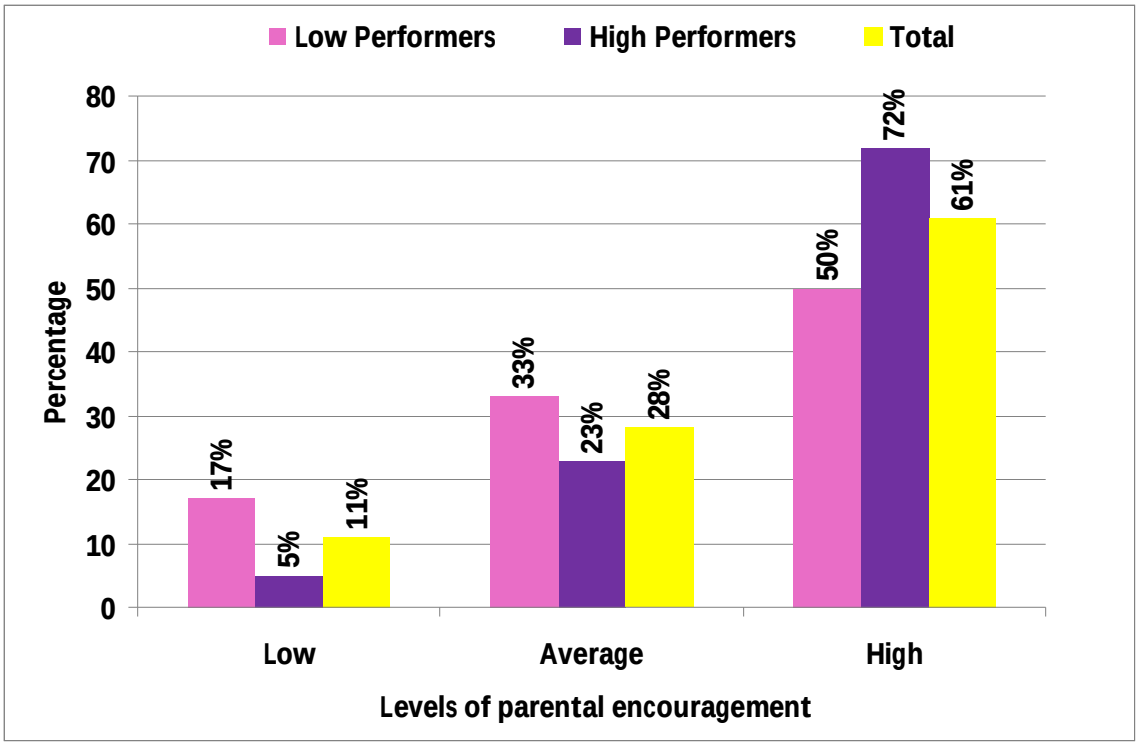


Fig 3: Percentage distribution of respondents with regard to perceived parental encouragement and academic performance

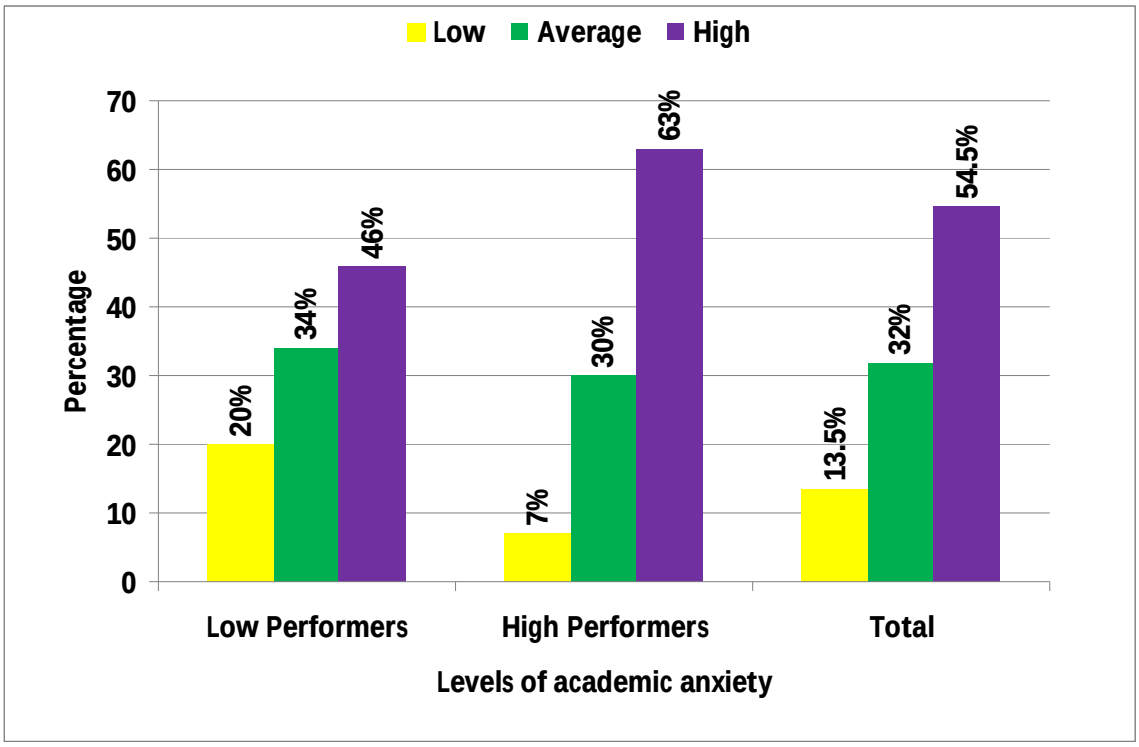


Fig 4: Percentage distribution of respondents with regard to academic anxiety and academic performance

A significant association (χ^2 = 9.16 $p<0.05$) was observed between academic performance and various levels of academic anxiety. It was found that academic anxiety was higher for both the performance categories i.e. 46 percent for low performers and 63 percent for high performers. According to American Psychological Association Help Center (2004) various factors such as complex social environment, larger classes, measurement of performance etc. make transition of students from elementary to junior high school difficult. All these factors contribute to academic anxiety as well. The results are inline with the findings of Bhansali and Trivedi (2008) who reported that desiring and requiring academic achievement creates a situation of continuous stress and anxiety for the adolescents. Zeidner (1998) also found that every year, millions of students under-perform in school and university because of heightened test anxiety. Some individuals will be relatively calm when it comes to completing a test, whilst others will generally "perceive examinations as more dangerous or threatening and experience more intense levels of state anxiety when taking tests" (Spielberger & Vagg 1995). Oluwole (2000) also found that the degree of self-efficacy and anxiety manifested by learners determine their academic performance.

Table 4.2.3: Percentage distribution of respondents with regard to perceived parental encouragement and academic anxiety

(N=200)

Levels of Parental Encouragement	**Academic Anxiety**			**Total**
	Low Anxiety	**Average**	**High Anxiety**	
Low	2 (13.33)	9 (60.00)	4 (26.7)	**15** **(7.5)**
Average	8 (22.22)	13 (36.11)	15 (41.67)	**36** **(18.00)**
High	8 (5.4)	19 (12.7)	122 (81.8)	**149** **(74.5)**
Total	**18**	**41**	**141**	**200**
χ^2 = 40.39**				

Figures in parentheses indicate percentage
** Significant at 1% level

Table 4.2.3 & Fig 5 illustrates percentage distribution of perceived parental encouragement and academic anxiety of adolescents. On observing the data, it becomes clear that there is a significant relationship between parental encouragement and academic anxiety as maximum number of high anxious adolescents (81.8%) had high parental encouragement, followed by

average anxious (12.7%) and low anxious (5.4%). In case of average parental encouragement only 22.22 percent adolescents were reported to have low level of academic anxiety, followed by average anxious (36.11%) and high anxious (41.67%). Regarding low parental encouragement, only 13.33 percent of adolescents had low anxiety, 60.00 percent were average anxious and 26.7 percent were found to have high academic anxiety. From the total sample it was found that majority (74.5%) of the adolescents who were suffered with academic anxiety, were perceiving high level of parental encouragement, followed by 18 percent were perceiving were average level and only 7.5 percent were perceiving low level of parental encouragement. A significant (χ^2=40.39 $p<0.01$) relationship was found between different levels of perceived parental encouragement and academic anxiety of rural adolescents. Once out of elementary school adolescents find their teachers, parents, and peers putting a new emphasis on deadlines, academics and mastery of large amounts of information. Verma (1996) reported that there is significant effect of fear of examination on academic anxiety. The reason could be that the high expectations imposed by the family put adolescents under extreme pressure.

Thus the first hypothesis that there is a significant difference in parental encouragement and academic anxiety among high and low performers is rejected.

4.3 AGE AND GENDER DIFFERENCES IN VARIOUS LEVELS OF PARENTAL ENCOURAGEMENT, ACADEMIC PERFORMANCE AND ACADEMIC ANXIETY AMONG ADOLESCENTS.

Table 4.3.1: Age differences among adolescents across various levels of parental encouragement

(N=200)

Levels of parental Encouragement	**Age**				**t-value**
	12.5-14.5 years (n=100)		**14.5-16.5 years (n=100)**		
	Mean	**S.D. (±)**	**Mean**	**S.D. (±)**	
Low	269.15	12.41	270	10.27	**0.89** ^{NS}
Average	330.32	17.7	328.5	19.2	**0.75** ^{NS}
High	365.79	9.05	367.38	12.08	**0.4** ^{NS}
Total	**338.66**	**39.57**	**354.74**	**28.41**	**0.001** ^{NS}

NS = Non Significant

Table 4.3.1 & Fig 6 shows the age differences in various levels of parental encouragement of adolescents. The results revealed that the mean score of adolescents who were in the age group of 14.5-16.5 years perceiving low parental encouragement was found to be higher i.e. 270 than

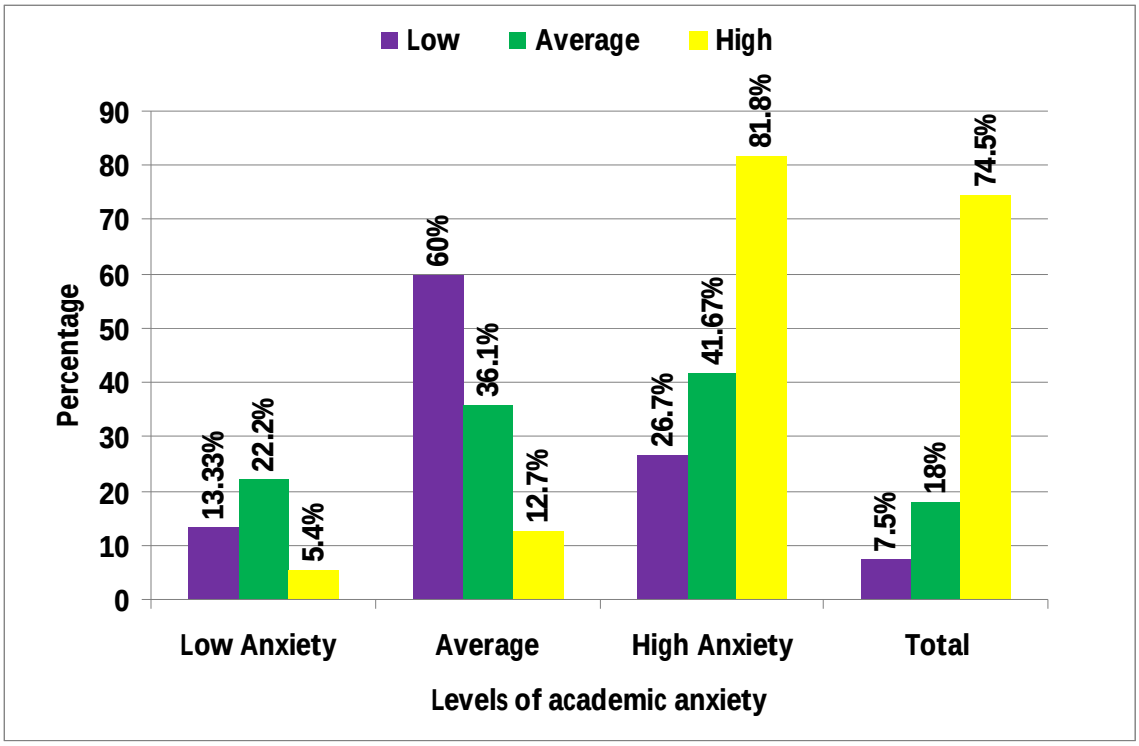


Fig 5: Percentage distribution of respondents with regard to perceived parental encouragement and academic anxiety

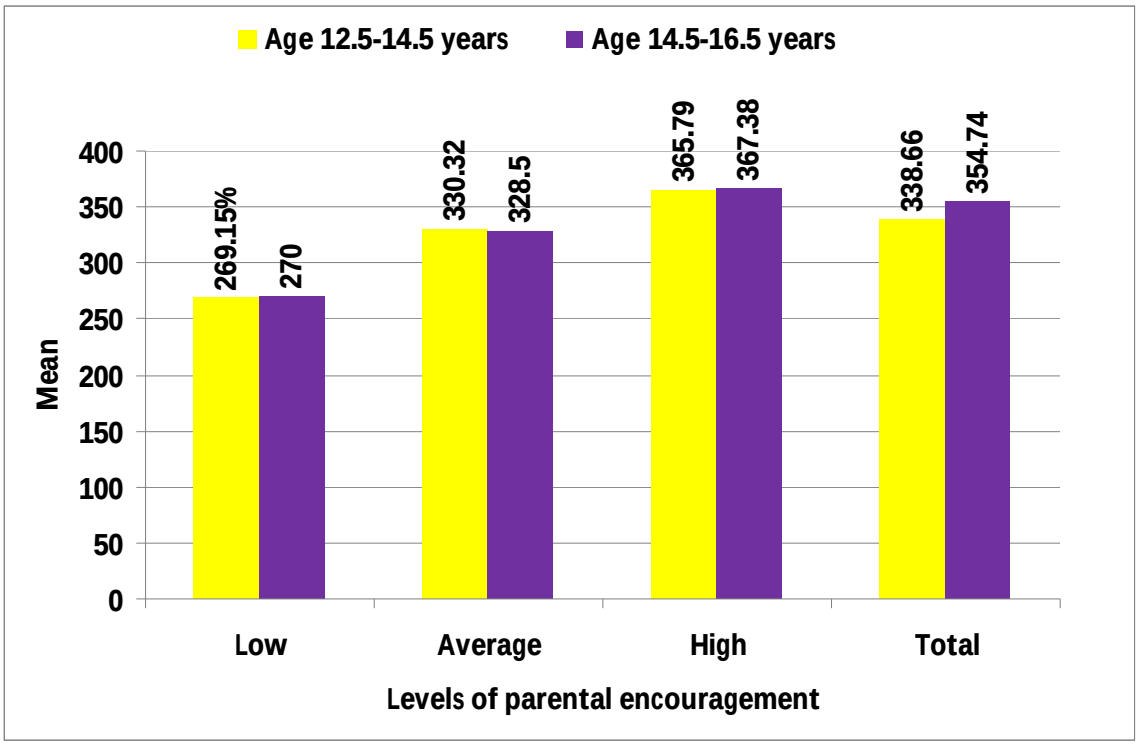


Fig 6: Age differences among adolescents across various levels of parental encouragement

their counterparts in the age group of 12.5-14.5 years having mean score of 269.15. Similarly in case of high level of parental encouragement, the mean score of adolescents who were in the age group of 14.5-16.5 years were comparatively higher (367.38) than the 12.5-14.5 years of adolescents whose mean scores were found to be 365. On the contrary, In the case of average parental encouragement, it was found that the adolescents who were falling in the age group of 12.5-14.5 years of age had higher mean score (330.32) as compared to the mean score (328.5) of adolescents who were in the age group of 14.5-16.5 years. The t value for all the three levels were found to be non significant i.e. for low level of parental encouragement it was t= 0.89, for average parental encouragement it was t= 0.75 and for the high level of parental encouragement it was found to be t= 0.4. A look at the mean scores of all the levels of parental encouragement clearly shows that the adolescent of higher age group (14.5-16.5) perceive more of low and high parental encouragement except for normal parental encouragement where the lower age group (12.5-14.5) adolescents perceive more than their counter parts. No significant age differences were found between different levels of parental encouragement when the age group as a whole was considered (t=0.001). The table clearly indicates that the mean scores of 14.5-16.5 years age group were higher (354.74) as compared to the age group of 12.5-14.5 years where the mean score was found to be 338.66. This shows that parental encouragement for both the age groups is same. Because of the changing scenario, now a day, parents provides similar facilities, opportunities and emotional inputs to their children irrespective of their ages. As in the case of the present study where it is found that both the age groups are receiving same amount of parental encouragement. A study conducted by Ziegler (1987) has shown that parental involvement in younger and older children is equally important.

Table 4.3.2: Age differences among adolescents across various levels of academic anxiety

(N=200)

Levels of Academic Anxiety	**Age**				**t value**
	12.5-14.5 years (n=100)		**14.5-16.5 years (n=100)**		
	Mean	**S.D. (±)**	**Mean**	**S.D. (±)**	
Low	7.53	1.59	8.2	1.30	**0.41** ^{NS}
Average	12.68	1.28	12.22	1.16	**0.25** ^{NS}
High	16.83	0.97	17.026	1.11	**0.26** ^{NS}
Total	**14.52**	**3.58**	**15.72**	**2.77**	**0.008** ^{NS}

NS = Non Significant

Table 4.3.2 & Fig 7 deals with the age differences in various levels of academic anxiety among adolescents. It was found that the mean score of less anxious adolescents who were in the age group of 14.5-16.5 years were comparatively higher (8.2) than the mean score (7.53) of adolescents who were in the age group of 12.5-14.5 years. Similarly in case of high level of academic anxiety the mean score of the adolescents who were in the age group of 14.5-16.5 years was comparatively higher (17.026) than their counterparts (16.83) who were in the age range of 12.5-14.5 years. The table further depicts close difference between the mean scores of both the age groups having average level of academic anxiety i.e. 12.68 for the 12.5-14.5 years of age group and 12.22 for the 14.5-16.5 years of age group. Non significant differences were observed in all the three levels of academic anxiety i.e. low anxiety (t=0.41), average anxiety (t=0.25) and high anxiety (t=0.26). A look at the mean scores of all the levels of academic anxiety clearly shows that the adolescents of higher age group (14.5-16.5) had more of low and high academic anxiety except for average level of anxiety where the lower age group (12.5-14.5) adolescents had more than their counterparts. It is clear from the table that the mean score of academic anxiety in 14.5-16.5 years was higher (15.72) than in 12.5-14.5 years (14.52) and the non significant differences were observed (t=0.008) between both the age groups. It means that anxiety among adolescents is very common and natural. Be it about self, career, academics or any other issue, the adolescents undergo feelings of anxiety. Adolescents today are living in an increasingly anxiety ridden atmosphere and expected to perform at every front main being the academics. The results with regard to educational achievement are also in line with those obtained from other studies by Lashkaripour (2006), Mwamwenda (1994), Comunian (1993). All have reached the conclusion that educational achievement and test anxiety level have a reverse ratio. It means that as test anxiety level increases, educational achievement decreases and vice-versa.

Table 4.3.3: Differences in academic performance of adolescent boys across various levels of parental encouragement

(N=100)

Levels of Parental Encouragement	**Academic Performance (Boys)**				**t value**
	Low Performance (n=50)		**High Performance (n=50)**		
	Mean	**S.D. (±)**	**Mean**	**S.D. (±)**	
Low	39.26	3.74	70.16	0.19	**5.35***
Average	40.93	1.55	71.7	1.28	**5.64***
High	42.83	1.67	73.93	3.21	**3.85***
Total	**41.55**	**2.58**	**73.12**	**2.94**	**4.78***

*Significant at 5% level

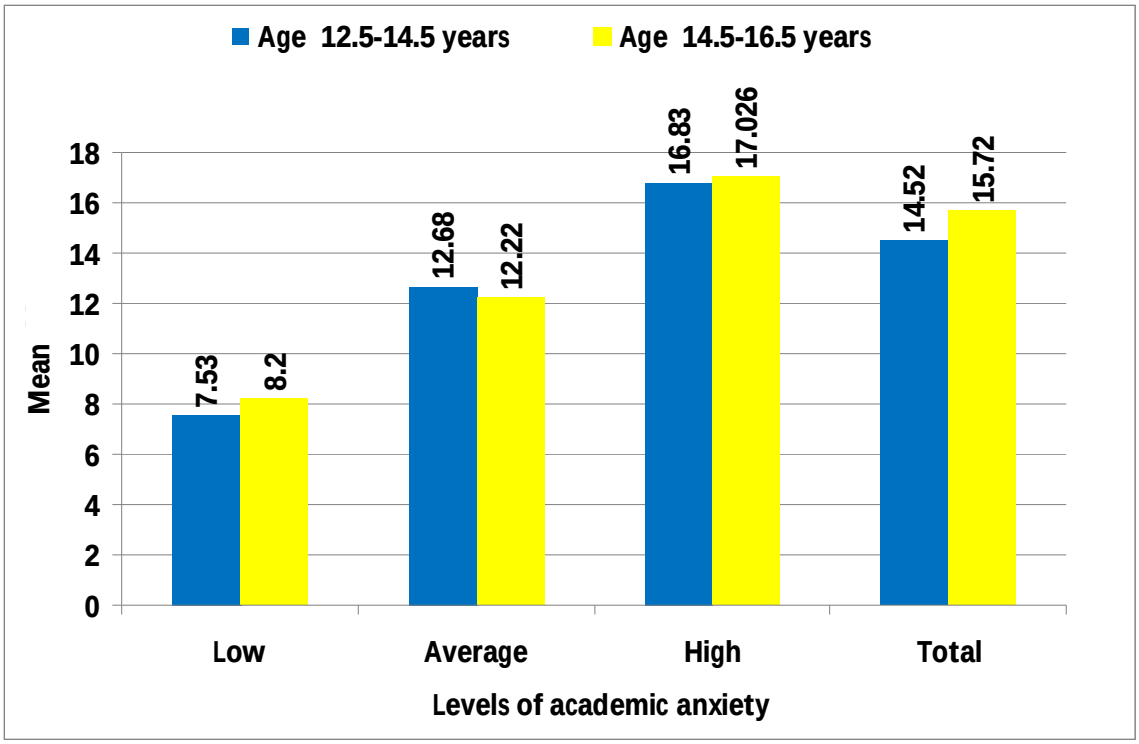


Fig 7: Age differences among adolescents across various levels of academic anxiety

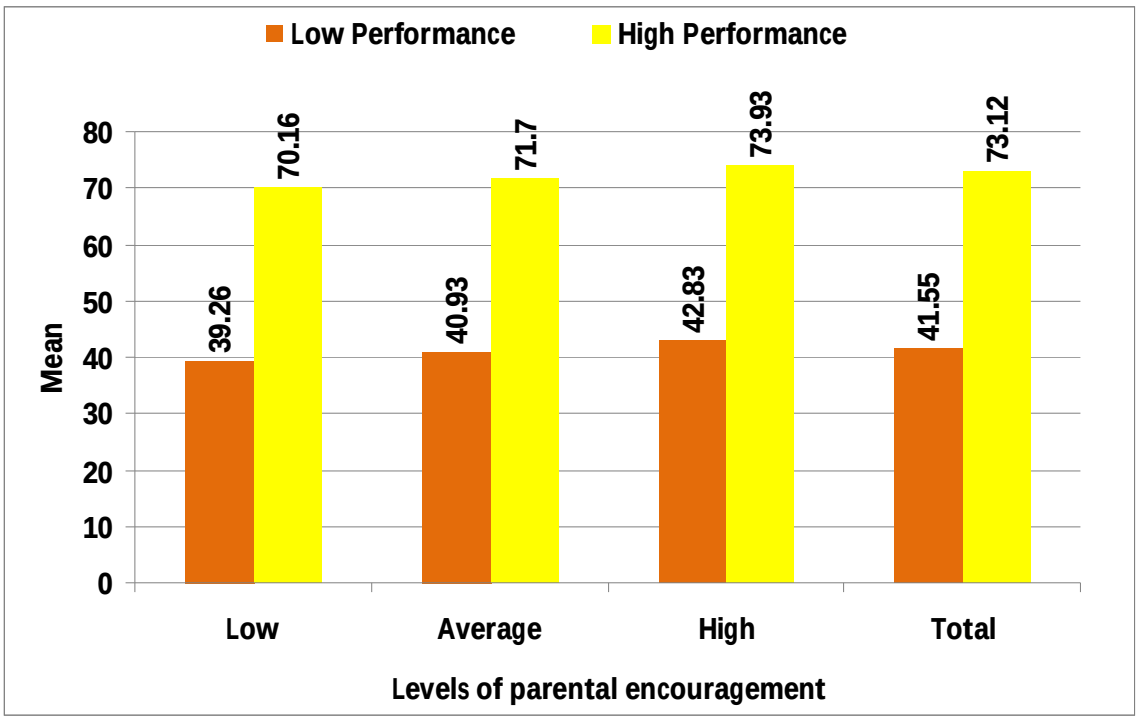


Fig 8: Differences in academic performance of adolescent boys across various levels of parental encouragement

Table 4.3.3 & Fig 8 elucidates the performance wise differences of adolescent boys across various levels of parental encouragement. It is clear from the results that mean scores of high performers at all levels of parental encouragement i.e. low 70.16, normal 71,7 and high 73.93 are more than the mean scores of low performers at all levels of parental encouragement i.e. low 39.26, normal 40.93 and high 42.83. The calculated t value for low, average and high level of parental encouragement was 5.35, 5.64 and 3.85 respectively which was found to be significant at 5% level of significance. Further it was found that the mean scores of the total high performers were more (73.12) than the low performers (41.55). A significant ($t= 4.78$, $p<0.05$) differences were observed between low performer and high performer boys with respect to various levels of parental encouragement. It means that the high performing boys are significantly different from low performing boys with regard to different levels of perceived parental encouragement. Chandra Mullar (1998) also found that gender differences in scores on mathematics achievement tests were small but consistent among high school seniors. Gender differences in Grade 8 test scores and gains from Grade 8 to 10 were found only when parental involvement was controlled. The relationship between parental involvement and achievement is similar for girls and boys and diminishes over the course of high school to the point that parental involvement has essentially no relationship to the gains in achievement made by seniors.

Table 4.3.4: Differences in academic performance of adolescent girls across various levels of parental encouragement

(N=100)

Levels of Parental Encouragement	**Academic Performance (Girls)**				**t value**
	Low Performance (n=50)		**High Performance (n=50)**		
	Mean	**S.D. (±)**	**Mean**	**S.D. (±)**	
Low	39.53	3.88	70.11	0.17	**1.04** ^{NS}
Average	40.55	2.17	71.27	1.15	**8.68 ***
High	42.83	1.67	73.66	3.06	**1.13** ^{NS}
Total	**41.546**	**2.58**	**73.07**	**2.97**	**9.75***

* Significant at 5% level
NS = Non Significant

This section deals with the performance wise differences of adolescent girls across various levels of parental encouragement with respect to low performance and high performance. It is clear from table 4.3.4 & Fig 9; the mean scores of high performers were higher (70.11) than the mean

scores of low performers (39.53) where parental encouragement was perceived to be low. Further the calculated t value was observed to be 1.04, which reveals non significant differences between both the performance categories for low level of parental encouragement. Similarly, in case of high level of perceived parental encouragement, mean scores of high performers were comparatively higher (73.66) than the low performers (42.83). Here also non significant differences was observed (t=1.13). On the contrary, in case of average parental encouragement significant difference (t=8.68, $p<0.05$) was found between the two categories of performance. Results further revealed that significant differences (t=9.75, $p<0.05$) existed between low performers and high performers, with respect to perceived parental encouragement. It shows that the girls who perceived higher level of parental encouragement were also performing well in their academics. Saunders et al (2004) revealed that African American males and females experience the school environment very differently. Males are much more frequently behind in school for their age, typically have lower grades in reading and conduct and are more likely to have failed one or more grades than females.

In a study conducted by Gibbs et al (2008) reported that there was a small but pervasive tendency for females to score better than males on standardized tests and to achieve more school and post-school qualifications.

Table 4.3.5: Differences in academic performance of adolescent boys across various levels of academic anxiety

(N=100)

Levels of Academic Anxiety	**Academic Performance (Boys)**				**t value**
	Low Performance (n=50)		**High Performance (n=50)**		
	Mean	**S.D. (±)**	**Mean**	**S.D. (±)**	
Low	40.54	3.71	71.38	1.45	**1.83** ^{NS}
Average	40.85	2.54	71.81	1.32	**1.22** ^{NS}
High	43.07	1.71	74.09	3.06	**3.39***
Total	**41.77**	**2.72**	**73.37**	**2.88**	**1.59** ^{NS}

* Significant at 5% level
NS = Non Significant

Table 4.3.5 & Fig 10 illustrates performance wise differences of adolescent boys across various levels of academic anxiety. It is clear from the results that mean scores of high performers at all levels of academic anxiety i.e. low, average and high anxious are more (71.38,71.81 and 74.09 respectively) than the mean scores of low performers at all levels of academic anxiety (low 40.54, average 40.85 and high anxious 43.07). The calculated t value for low, average and high level of

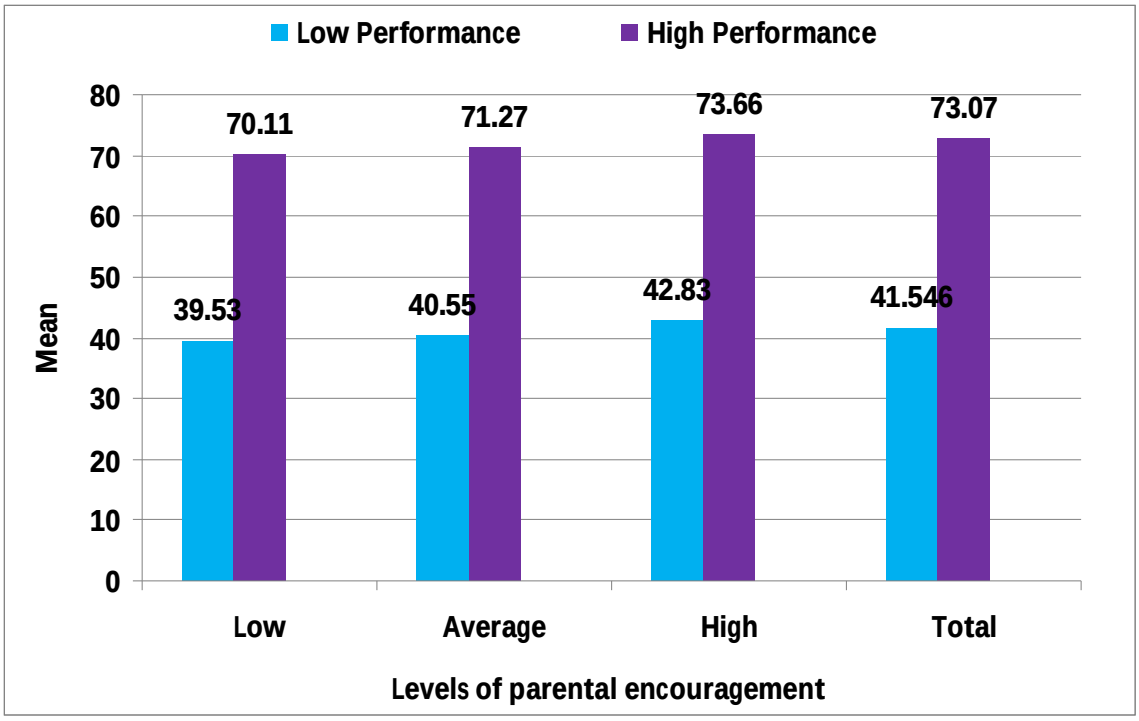


Fig 9: **Differences in academic performance of adolescent girls across various levels of parental encouragement**

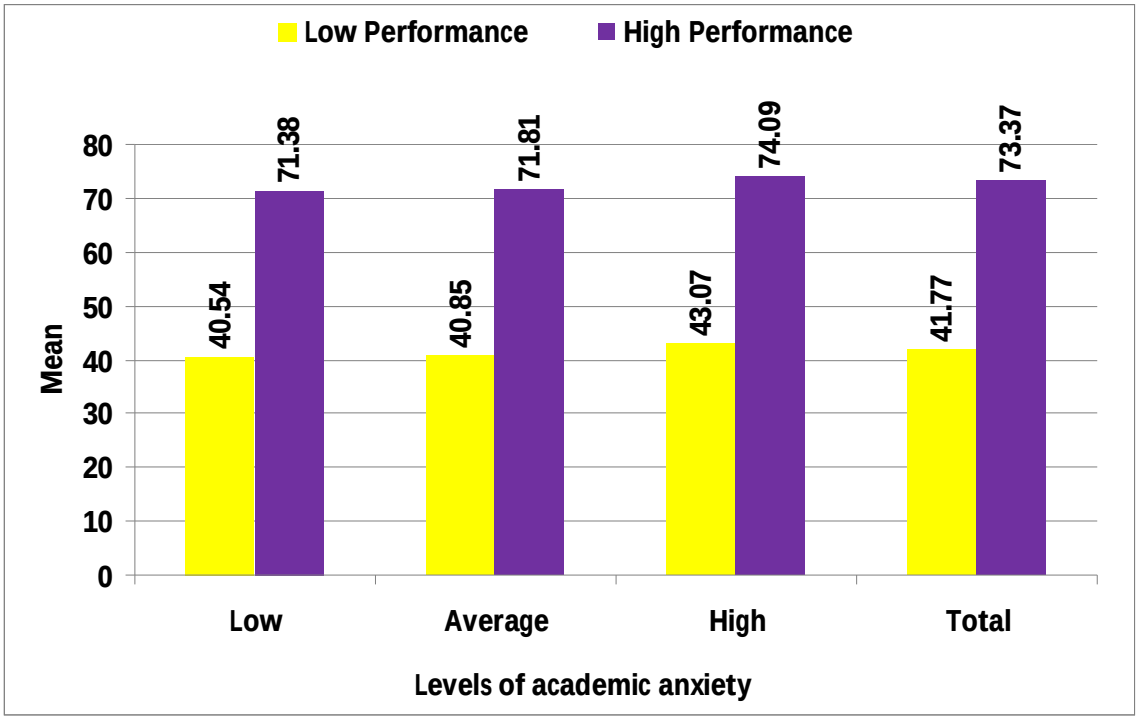


Fig 10: **Differences in academic performance of adolescent boys across various levels of academic anxiety**

academic anxiety was 1.83, 1.22 and 3.39 respectively. A significant difference (t=3.39, p<0.05) was observed between low performers and high performers who were experienced high level of academic anxiety. Non significant differences (t=1.59) were observed between low performer and high performer rural adolescent boys with respect to all three levels of academic anxiety. It means that academic anxiety was same for both the performance categories except high level of academic anxiety where a significant difference (t=3.39, p<0.05) was found between mean scores of low performers (43.07) and high performers (74.09). It appears that male students are more reluctant than females to ask their teachers or counselors for assistance or to express their anxiety about academic pressures; for fear that these acts are "unmanly" (Glidewell, 1978).

Table 4.3.6: Differences in academic performance of adolescent girls across various levels of academic anxiety

(N=100)

Levels of Academic Anxiety	Academic Performance (Girls)				t value
	Low Performance (n=50)		High Performance (n=50)		
	Mean	S.D. (±)	Mean	S.D. (±)	
Low	39.56	3.27	73.01	1.35	**8.01***
Average	41.41	1.82	72.04	1.24	**4.69***
High	43.03	1.96	72.86	2.22	**9.01***
Total	**41.82**	**2.57**	**72.54**	**1.87**	**1.86** ^{NS}

* Significant at 5% level

NS = Non Significant

Table 4.3.6 & Fig 11 presents the performance wise differences of adolescent girls across various levels of academic anxiety. The results revealed non significant differences (t=1.86) between low performers and high performers, as the total mean score of high performers (72.54) were higher than the mean score (41.82) of low performers. Further significant difference (t=8.01, p<0.05) were observed between low performers and high performers with respect to low level of academic anxiety. Here also, the mean score of high performer girls (73.01) was comparatively higher than the mean scores of low performers (39.56). Similarly, in case of average level of academic anxiety, mean scores of high performers were more (72.04) than that of low performers (41.41). A significant differences was also observed (t=4.69, p<0.05). The mean score of high performers was higher (72.86) as compared to low performers (43.03) who were subjected to be

high anxiety levels. The calculated t value (t=9.01, p<0.05) showed significant differences between the two with respect to academic anxiety. Mohsen R and Mansoor T (2009) revealed that female students have a higher level of test anxiety in contrast to male students. The average of test anxiety score among female students was higher. Also a statistically significant negative correlation was observed between test anxiety and academic achievement. There was no meaningful relationship between test anxiety and years of study.

Table 4.3.7: Gender differences in the age group of 12.5-14.5 years with respect to parental encouragement, academic performance and academic anxiety among adolescents

(N=100)

	Boys (n=50)		**Girls (n=50)**		
	Mean	**S.D. (±)**	**Mean**	**S.D. (±)**	**t value**
Parental Encouragement	350.42	25.9	349.08	23.58	**0.78** ^{NS}
Academic Performance	54.38	18.38	52.65	19.45	**0.65** ^{NS}
Academic Anxiety	13.64	3.43	14.98	2.44	**0.03** ^{NS}

NS = Non Significant

Table 4.3.7 & Fig 12 elucidates the gender differences in the age group of 12.5-14.5 years with respect to parental encouragement, academic performance and academic anxiety among adolescents. It is clear from the table that in case of perceived parental encouragement the mean scores of boys (350.42) were more than that of girls i.e. 349.08. Although no significant gender differences were observed. Similarly in case of academic performance the mean scores of boys (54.38) were more than the mean scores of girls i.e. 52.65 although here also non significant gender difference was found. Further it was found that in case of academic anxiety the mean scores of girls (14.98) were more than their counterparts i.e. 13.64. The calculated t value for parental encouragement, academic anxiety and academic performance was 0.78, 0.65 and 0.03 respectively which was found to be non significant at 5% level of significance. Results show no significant differences between boys and girls of 12.5-14.5 years of age group with respect to parental encouragement, academic performance and academic anxiety. Hill and Sarason (1966) found that anxiety increases across the middle and high school years.

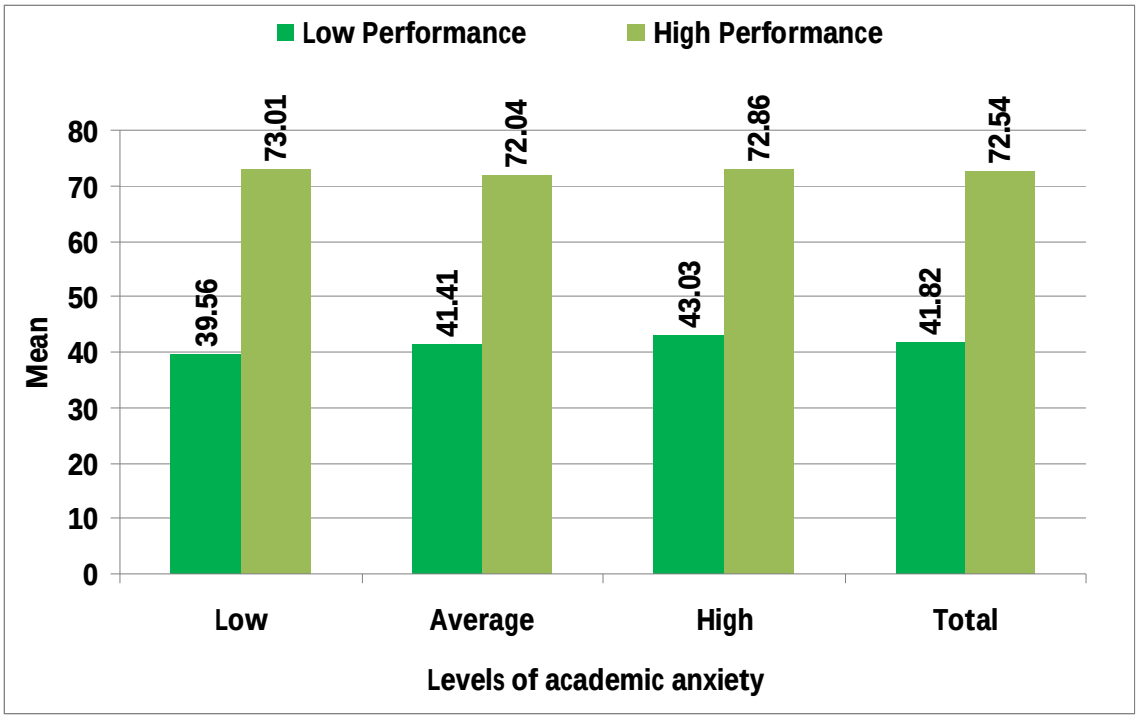


Fig 11: **Differences in academic performance of adolescent girls across various levels of academic anxiety**

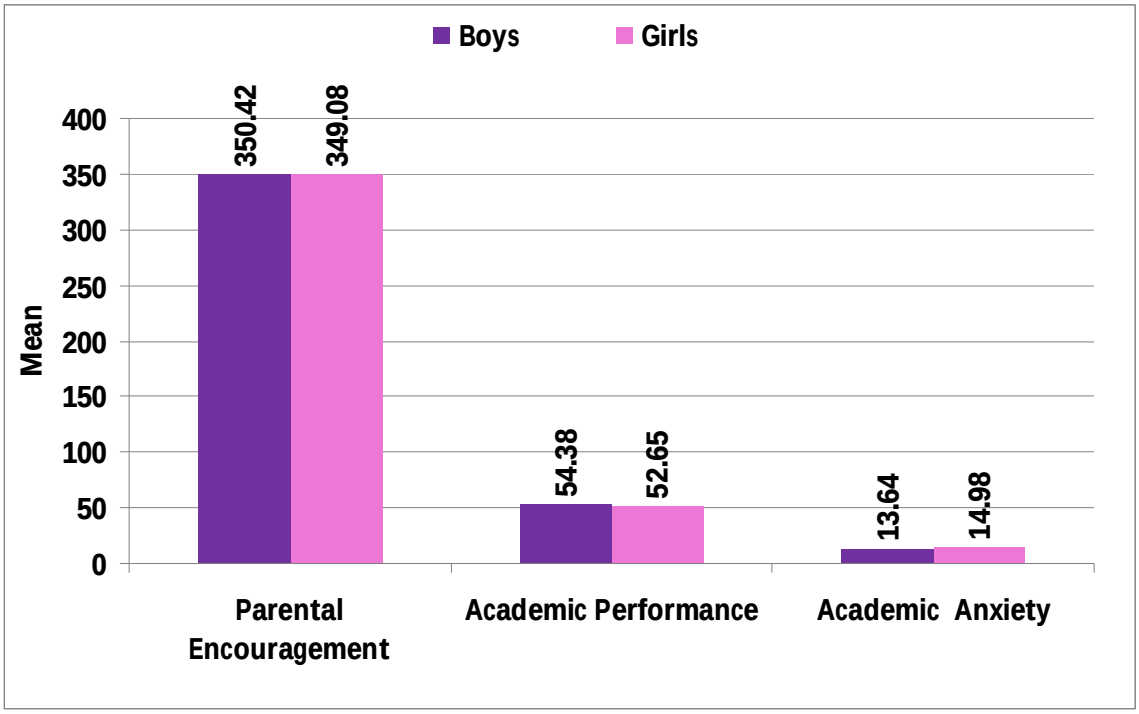


Fig 12: **Gender differences in the age group of 12.5-14.5 years with respect to parental encouragement, academic performance and academic anxiety among adolescents**

Table 4.3.8: Gender differences in the age group of 14.5-16.5 years with respect to parental encouragement, academic performance and academic anxiety among adolescents

(N=100)

	Boys (n=50)		Girls (n=50)		t value
	Mean	**S.D. (±)**	**Mean**	**S.D. (±)**	
Parental Encouragement	326.74	38.48	346.8	28.34	**0.004** ^{NS}
Academic Performance	55.63	18.36	57.30	19.44	**0.66** ^{NS}
Academic Anxiety	13.38	2.6	13.64	2.81	**0.63** ^{NS}

NS = Non Significant

Table 4.3.8 & Fig 13 presents the gender differences for the age group 14.5-16.5 years with respect to parental encouragement, academic performance and academic anxiety among adolescents. It is clear from the table that although non significant gender differences were found for perceived parental encouragement. A look at the mean scores reveal that perceived parental encouragement of girls (346.8) were more than that of boys (326.74) in case of parental encouragement. Similarly in case of academic performance the mean scores of girls (57.30) were higher than the mean scores of boys i.e. 55.63. Further it was found that in case of academic anxiety the mean scores of girls (13.64) were slightly higher than their counterparts (13.38).The calculated t value for parental encouragement, academic anxiety and academic performance was 0.004, 0.66 and 0.63 respectively which was found to be non significant at 5% level of significance. Results show no significant differences between boys and girls of 14.5-16.5 years of age group with respect to parental encouragement, academic performance and academic anxiety. Hill and Wigfield (1984) reported that anxiety continues to develop in school as children face more frequent evaluation, social comparison and experience of failure, anxiety becomes a problem for more children as they get older. Wigfield (1994) estimated that as many as 10 million of children in their childhood years and adolescent years experience significant evaluation anxiety.

Table 4.3.9: Overall gender differences with respect to parental encouragement, academic performance and academic anxiety among adolescents

(N=200)

	BOYS (n = 100)		GIRLS (n = 100)		
	Mean	**S.D. (±)**	**Mean**	**S.D. (±)**	**t value**
Parental Encouragement	338.58	34.74	347.94	25.96	**0.03** ^{NS}
Academic Performance	55.004	18.29	54.97	19.49	**0.99** ^{NS}
Academic Anxiety	13.51	3.03	14.31	2.70	**0.05** ^{NS}

NS = Non Significant

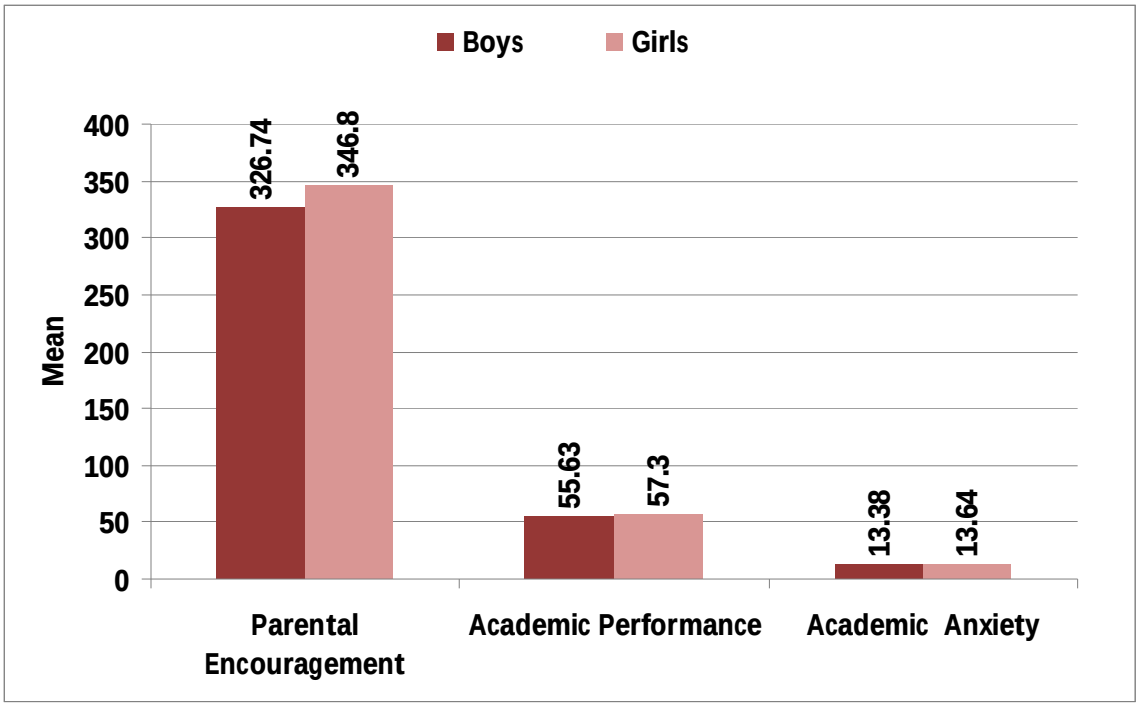


Fig 13: **Gender differences in the age group of 14.5-16.5 years with respect to parental encouragement, academic performance and academic anxiety among adolescents**

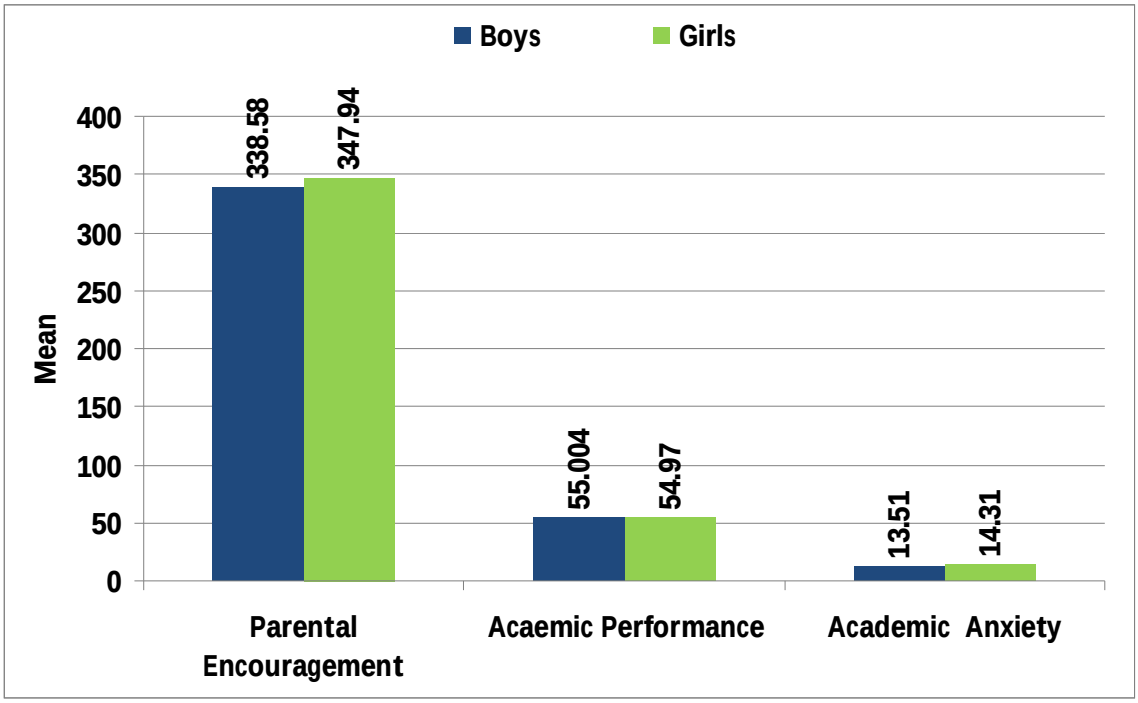


Fig 14: **Overall gender differences with respect to parental encouragement, academic performance and academic anxiety among adolescents**

Table 4.3.9 & Fig 14 elucidates overall gender differences among rural adolescents with respect to parental encouragement, academic performance and academic anxiety. The results show that in case of perceived parental encouragement and academic anxiety the mean scores of girls (347.94 and 14.31 respectively) is higher than that of boys (338.58 and 13.51). Although no significant gender differences were found. While in case of academic performance the mean scores of boys (55.004) were more than the mean scores of girls i.e. 54.97. The calculated t value for parental encouragement, academic anxiety and academic performance was 0.03, 0.99 and 0.05 respectively which was found to be non significant at 5% level of significance. Results show no significant differences between boys and girls with respect to parental encouragement, academic performance and academic anxiety. Ogunkola (2008) reported in his study that there is no significant difference in level of parental involvement in male and female children academic activities. However, this study corroborates that of Keith *el at* (1998) who reported that there is no significant difference in parental involvement influence on students' achievement across gender. In this study, there is also no significant difference between male and female students' achievement in science. Results of the study conducted by Sarladevi and Devraj (2001) examined the gender differences in examination stress and manifest anxiety of class X, XII, M.Sc. and Vocational students. Findings revealed that girls were having more of examination stress and anxiety as compared to boys. But our results show no significant gender differences with respect to academic anxiety.

Thus the second hypothesis that there are significant age and gender differences in parental encouragement, academic performance and academic anxiety also stands rejected.

4.3 IMPACT OF PARENTAL ENCOURAGEMENT ON ACADEMIC PERFORMANCE AND ACADEMIC ANXIETY OF RURAL ADOLESCENTS

Table 4.4.1: Association between age and parental encouragement among adolescents

(N=200)

Levels of Parental Encouragement	**Age**		**Total**
	12.5-14.5 years	**14.5-16.5 years**	
Low	20 (20.00)	5 (5.00)	**25**
Average	22 (22.00)	20 (20.00)	**42**
High	58 (58.00)	75 (75.00)	**133**
Total	**100**	**100**	**200**
$\chi^2 = 11.268^{**}$			

Figures in parentheses indicate percentage

** Significant at 1% level

Table 4.4.1 elucidates the association between age and various levels of parental encouragement among adolescents. The two age groups considered were 12.5-14.5 years and 14.5-16.5 years. It was found that there were 20 percent of adolescents perceiving low parental encouragement were in the age group of 12.5-14.5 as compared to 5 percent of adolescents who were in the age group of 14.5-16.5 years. Similarly in the case of average level of parental encouragement it was found that the number of adolescents in the age group of12.5-14.5 years was 22 percent and in the age group of 14.5-16.5 years was 20 percent. It was further found that majority of the adolescents in both the age groups i.e. 58 percent in the age group of 12.5-14.5 years and 75 percent in the age group of 14.5-16.5 years perceived high level of parental encouragement. A significant (χ^2 = 11.268, p< 0.01) association was found between age and various levels of parental encouragement among rural adolescents. This shows that parental encouragement and age both are related to each other. Maximum number of adolescents perceived high parental encouragement. Perceived parental encouragement level increases with increase in age. Walberg (1984) found that family correlates of positive academic achievement for elementary and secondary level students include: (a) parental interest in children's academic and personal growth, strong parental encouragement of academic pursuits, (b) fostering children's interest and skill in reading and math's, (c) orienting a student's attention to learning opportunities, and (d) recognizing and encouraging the child's special talents. On the contrary results of the study by Epstein, (1987) reported that parental involvement appears to be correlated with age of the child. Parental involvement in elementary schools (age 5-12years) tends to be more welcomed occurs more frequently than in secondary schools. It includes such things as parents volunteering in the classroom and reading to their child at home. Similarly Lucas and Lusthaus, (1978) reported that in middle and high schools (age13-18years) parental involvement declines**.** This may be due to the adolescent's push for autonomy.

Table 4.4.2: Association between age and academic anxiety among adolescents

(N=200)

Levels of Academic Anxiety	**Age**		**Total**
	12.5-14.5 years	**14.5-16.5 years**	
Low	15 (15.00)	5 (5.00)	**20**
Average	22 (22.00)	18 (18.00)	**40**
High	63 (63.00)	77 (77.00)	**140**
Total	**100**	**100**	**200**
χ^2 = 6.8*			

Figures in parentheses indicate percentage
* Significant at 5% level

Table 4.4.2 depicts the association between age and various levels of academic anxiety among adolescents. The two age groups considered were12.5-14.5 years and 14.5-16.5 years. Results revealed that 15 percent of adolescents in the age group of 12.5-14.5 years and 5 percent in the age group of 14.5-16.5 years were experienced low levels of academic anxiety. Further it was found that 22 percent of adolescents, who were subjected to average level of anxiety, were in the age group of 12.5-14.5 years and a comparatively less percentage of adolescents i.e. (18%) were in the age group of 14.5-16.5 years. It was further found that majority of the adolescents in both the age groups i.e. 63 percent in the age group of 12.5-14.5 years and 77 percent in the age group of 14.5-16.5 years perceived high level of academic anxiety. The table clearly depicts that academic anxiety increases with increase in age. Academics are the major source of anxiety among adolescents because they manifest more future orientations. A significant (χ^2 = 6.8**,** $p<0.05$) association was found between age and various levels of academic anxiety of rural adolescents. It is clear from the result that age affects the academic anxiety, as the adolescents in both the age groups are facing high level of academic anxiety. But on a contrary it was found that older children were less anxious about their school work overall and procrastinated more than younger on homework (Milgram and Toubiana 1999).

Table 4.4.3: Association between academic performance and perceived parental encouragement among adolescent boys

(N=100)

Levels of Parental Encouragement	**Academic Performance (Boys)**		**Total**
	Low Performance	**High Performance**	
Low	10 (20.00)	2 (4.00)	12
Average	15 (30.00)	15 (30.00)	30
High	25 (50.00)	33 (66.00)	58
Total	**50**	**50**	**100**
χ^2 = 6.44*			

Figures in parentheses indicate percentage
* Significant at 5% level

Table 4.4.3 shows the association between academic performance and various levels of parental encouragement among adolescent boys. The results indicate that there were 20 percent of low performers perceiving low level of parental encouragement, as compared to 4 percent of high performers perceiving low parental encouragement. It was found that an equal number (30%) of

low performing boys as well as high performing boys reported average level of perceived parental encouragement. Further it was found that majority of high performers (66%) and majority of low performers (50%) perceive high parental encouragement. The significant (χ^2 = 6.44, $p<0.05$) association existed between academic performance and various levels of parental encouragement. It was found that perceived parental encouragement was higher for both the performance categories. Results of the present study are in line with the results of The National Longitudinal study by Jeynes (1992) who also reported that parental involvement had a positive and not negative impact on the educational outcomes of these youth. Results also indicated that parents were slightly more likely to be involved in the education of their daughters than their sons.

Table 4.4.4: Association between academic performance and perceived parental encouragement among adolescent girls

(N=100)

Levels of Parental Encouragement	**Academic Performance (Girls)**		**Total**
	Low Performance	**High Performance**	
Low	7 (14.00)	3 (6.00)	**10**
Average	18 (36.00)	8 (16.00)	**26**
High	25 (50.00)	39 (78.00)	**64**
Total	**50**	**50**	**100**
χ^2 = 8.51*			

Figures in parentheses indicates percentage
* Significant at 5% level

Table 4.4.4 presents the association between academic performance and various levels of parental encouragement among adolescent girls. It was found that 14 percent of low performers perceived low level of parental encouragement, as compared to 6 percent of high performers who also perceived low level of parental encouragement. Similarly in case of average level of parental encouragement 36 percent of the girls were low performers and 16 percent were reported to be high performers. The table further depicts that majority of high performers (78%) had high level of perceived parental encouragement as compared to 50 percent of low performers. A significant association (χ^2 = 8.51, $p<0.05$) was observed between academic performance and various levels of parental encouragement. It was observed that for both the performance categories, perceived parental encouragement was at higher level. It means as the parental encouragement increases, academic performance also increases. The results are in line with the findings of Kumar and Gupta (2009) who reported that female respondents are superior to male respondents in scholastic

achievement. Srivastava (1988) revealed that urban boys scored slightly more than urban girls whereas in rural areas girls scored more than boys in verbal creativity.

Educational statistics have indicated that females are outperforming males at all levels of the school system, attaining more school and post-school qualifications, and attending university in higher numbers (Alton-Lee & Praat 2001)

Table 4.4.5: Association between academic performance and academic anxiety among adolescent boys

(N=100)

Levels of Academic Anxiety	**Academic Performance (Boys)**		**Total**
	Low Performance	**High Performance**	
Low	10 (20.00)	5 (10.00)	**15**
Average	18 (36.00)	10 (20.00)	**28**
High	22 (44.00)	35 (70.00)	**57**
Total	**50**	**50**	**100**
$\chi^2 = 6.92$*			

Figures in parentheses indicates percentage
* Significant at 5% level

Table 4.4.5 depicts the association between academic performance and various levels of academic anxiety among adolescent boys. Data revealed that in case of low academic anxiety the percentage of low performers (20%) was more as compared to high performers (10%). Similarly it was observed that 36 percent of low performers were experiencing average level of academic anxiety, than the high performers (20%). Further it was found that majority of high performers (70%) reported to be highly anxious than their counterparts in the category of low performers (44%). A significant association ($\chi^2 = 6.92$, $p<0.05$) was observed between academic performance and academic anxiety among adolescent boys. It was clear from the results that the adolescent boys who performed better in their academics experienced more incidences of suffering from academic anxiety. The results are in line with the findings of Ojha (2005) who revealed that boys have extremely high anxiety as compared to girls.

Table 4.4.6: Association between academic performance and academic anxiety among adolescent girls

(N=100)

Levels of Academic Anxiety	Academic Performance (Girls)		Total
	Low performance	High performance	
Low	10 (20.00)	2 (4.00)	**12**
Average	16 (32.00)	20 (40.00)	**36**
High	24 (48.00)	28 (56.00)	**52**
Total	**50**	**50**	**100**
$\chi^2 = 6.08$*			

Figures in parentheses indicate percentage
* Significant at 5% level

Table 4.4.6 depicts the association between academic performance and various levels of anxiety among adolescent girls. The table clearly depicts a significant association ($\chi^2 = 6.08$, $p<0.05$) between academic performance and academic anxiety. It was found that the majority of high performing girls (56%) as compared to low performing girls (48%) were subjected to be having high anxiety. Further 40 percent of high performer girls had average anxiety than 32 percent of low performer girls. Therefore we can say that in case of both high and average levels of academic anxiety, the percentage of high performers were more than the low performers. Where as in the case of low level of academic anxiety there were 20 percent of the low performer girls were subjected to have low anxiety, which was comparatively higher than high performer girls (4%). It was clear from the results that academic anxiety and academic performance both are related, one affects another. For both the performance categories academic anxiety was found to be maximum at higher level i.e. 48 percent for low performers and 56 percent for high performers. Trusty and Jerry (2000) found that female students where more anxious than male students. Sarladevi and Devraj (2001) revealed that girls were having more of examination stress and anxiety as compared to boys. Bhansali and Trivedi (2008) revealed that considerable amount of academic anxiety prevailed amongst the adolescents. It was seen that girls on whole had more incidences and intensity of academic anxiety in comparison to boys. Mahajan and Sharma (2008) revealed that girls were found to be more anxious about their marks and percentage as compared to the boys.

Table 4.4.7: Association between academic anxiety and parental encouragement among adolescent boys

(N=100)

Levels of Parental Encouragement	Academic Anxiety (Boys)			Total
	Low	Average	High	
Low	1 (12.5)	5 (62.5)	2 (25.00)	**8**
Average	4 (25.00)	6 (37.5)	6 (37.5)	**16**
High	4 (5.26)	9 (11.84)	63 (82.89)	**76**
Total	**9**	**20**	**71**	**100**
$\chi^2 = 19.84^{**}$				

Figures in parentheses indicate percentage
** Significant at 1% level

The present table (Table 4.4.7) deals with association between various levels of parental encouragement with academic anxiety of adolescent boys. It is clear from the table that majority of the boys who perceived low level of parental encouragement, were subjected to average level of academic anxiety(62.5%) followed by high anxious (25%) and low anxious (12.5%) adolescents. In case of average level of parental encouragement, it was found that majority of boys (37.5%) were either highly anxious or average anxious boys. On the contrary it was found that only 25 percent of the adolescents who perceived average level of parental encouragement were less anxious. Whereas 82.89 percent of highly anxious boys perceived high parental encouragement followed by average anxious (11.84%) and less anxious adolescents (5.26%) perceiving high parental encouragement. A significant association ($\chi^2 = 19.84$, $p<0.01$) was also observed between various levels of parental encouragement and academic anxiety. The results revealed that the rural adolescent boys, who perceived high parental encouragement, were also subjected to have higher level of academic anxiety. It means that they were encouraged to perform well in their academics. Boys are said to have more academic anxiety as compared to girls. Traditionally it is the males who are supposed to be primary breadwinners and so boys are more concerned about doing well in academics to ensure better jobs. Quang et al (1996) reported that males, worrying about where to live or getting job were the two most endorsed stressful life events.

Table 4.4.8: Association between academic anxiety and parental encouragement among adolescent girls

(N=100)

Levels of Parental Encouragement	Academic Anxiety (Girls)			Total
	Low	Average	High	
Low	1 (14.28)	4 (57.14)	2 (28.57)	**7**
Average	4 (20.00)	7 (35.00)	9 (45.00)	**20**
High	4 (5.47)	10 (13.69)	59 (80.82)	**73**
Total	**9**	**21**	**70**	**100**
$\chi^2 = 16.53^{**}$				

Figures in parentheses indicate percentage
** Significant at 1% level

Table 4.4.8 shows the association between academic anxiety and parental encouragement of adolescent girls. It was found that majority of adolescent girls (57.14%) perceiving low parental encouragement had average level of anxiety, followed by highly anxious (28.57%) and less anxious (14.28%). Further it was observed that majority of girls (45%) who had high level of academic anxiety, perceived average level of parental encouragement followed by average anxious (35%) and less anxious (20%). As in case of boys, similar results were also found for girls. Maximum (80.82%) of adolescent girls who were perceiving high parental encouragement were reported to be highly anxious, while 13.69 percent had average level of anxiety, and only 5.47 percent were found to be less anxious. A significant association ($\chi^2 = 16.53$, $p<0.01$) existed between various levels of parental encouragement with academic anxiety of rural adolescent girls. It was clear from the results that adolescent girls who perceived high parental encouragement were subjected to high levels of academic anxiety. It was found that as the parental encouragement increases, anxiety among adolescents were also increases. Girls are also more prone to anxiety, be it their looks, marriage or the self esteem. But today's girls are getting involved in the frenzy of competition and career worries too. As a result even for girls, the emerging source of anxiety is the increasing dreams and aspirations regarding their independence and career along with the usual concerns regarding looks, mate selection, and marriage. All these make them more vulnerable to emotional pressures, which are found to be the causes of high academic anxiety. Dhaliwal and Goyal (1995) studied 255 rural 10^{th} class girls and reported that over expectations in terms of academic achievement on parts of parents resulted anxiety in the respondents.

Table 4.4.9: Association between academic anxiety and parental encouragement among low performing boys

(N=50)

Levels of Parental Encouragement	Academic Anxiety (Boys)			Total
	Low	Average	High	
Low	1 (25.00)	3 (75.00)	0 (0.00)	**4**
Average	2 (25.00)	3 (37.5)	3 (37.5)	**8**
High	2 (5.26)	5 (13.16)	31 (81.57)	**38**
Total	**5**	**11**	**34**	**50**
$\chi^2 = 13.63^{**}$				

Figures in parentheses indicate percentage

** Significant at 1% level

- *The theoretical frequencies were less than 5, so frequencies were combined with the proceeding or succeeding frequency so that the condition is satisfied.*

Table 4.4.9 elucidates the association between academic anxiety and parental encouragement of low performer boys. The table clearly depicts a significant association (χ^2 = 13.63, $p<0.01$) between academic anxiety and parental encouragement. It is clear from the table that majority of boys who were perceiving low parental encouragement were subjected to average level of academic anxiety (75%), a less percentage of low performing boys were reported to have low level of academic anxiety (25%) and none was found to be highly anxious in this category of parental encouragement. The data further revealed that 25 percent of adolescents, who perceived average level of parental encouragement, were subjected to have low level of academic anxiety where as an equal percentage i.e. 37.5 percent having average level of parental encouragement had average and high level of academic anxiety. Further it was observed that majority (81.57%) of boys perceiving high level of parental encouragement, were highly anxious, while 13.16 percent had average level of anxiety, and 5.26 percent were found to be less anxious. The results revealed that parental encouragement of low performing boys were significantly associated with the academic anxiety. As they perceived high parental encouragement, their anxiety was also at higher level. Katyal (1999) found similar results while examining the relationship of parental aspirations, parental attitudes with academic stress among adolescent boys and girls (aged 17-18 years). Majority of boys and girls showed moderate to high levels of academic stress. This increased with hostility, rejection and an authoritarian attitude of parents.

Table 4.4.10: Association between academic anxiety and parental encouragement among high performer boys

(N=50)

Levels of Parental Encouragement	**Academic Anxiety (Boys)**			**Total**
	Low	**Average**	**High**	
Low	0 (0.00)	2 (50.00)	2 (50.00)	**4**
Average	2 (25.00)	3 (37.5)	3 (37.5)	**8**
High	2 (5.26)	4 (10.53)	32 (84.21)	**38**
Total	**4**	**9**	**37**	**50**
$\chi^2 = 8.64^*$				

Figures in parentheses indicate percentage
* Significant at 5% level

- *The theoretical frequencies were less than 5, so frequencies were combined with the proceeding or succeeding frequency so that the condition is satisfied.*

Table 4.4.10 elucidates the association between various levels of academic anxiety with parental encouragement among high performer rural adolescent boys. It was found that an equal percentage (50%) of the adolescents who perceived low parental encouragement was having either average level of academic anxiety or high anxiety. While none was found to be have low level of academic anxiety. In case of average level of parental encouragement an equal percentage of (37.5%) of high performer boys perceived either high or average level of academic anxiety. While 25 percent were in low level of academic anxiety. Further the results revealed that majority (84.21 %) of adolescents who perceived high level of parental encouragement were reported to have high level of academic anxiety, followed by average level of academic anxiety (10.53%) and low level of academic anxiety (5.26%). A significant (χ^2 = 8.64, $p<0.05$) association was observed between various levels of academic anxiety and parental encouragement. The results revealed that parental encouragement of high performing boys were significantly associated with the academic anxiety. As they perceived high parental encouragement, their anxiety was also goes on increasing. Burnett and Fanshawe (1997) revealed that academic stress and anxiety of students comes mostly from exams, tests, intense competition with other students, and also from parental encouragement and expectations. Parental support delivered to children during times of high academic stress appeared to heighten student anxiety levels (Leung et al, 2009).

Table 4.4.11: Association between academic anxiety and parental encouragement among low performer girls

(N=50)

Levels of Parental Encouragement	**Academic Anxiety (Girls)**			**Total**
	Low	**Average**	**High**	
Low	1 (25.00)	2 (50.00)	1 (25.00)	**4**
Average	2 (22.22)	3 (33.3)	4 (44.4)	**9**
High	2 (5.41)	5 (13.51)	30 (81.08)	**37**
Total	**5**	**10**	**35**	**50**
$\chi^2 = 8.32$*				

Figures in parentheses indicate percentage
* Significant at 5% level

- *The theoretical frequencies were less than 5, so frequencies were combined with the proceeding or succeeding frequency so that the condition is satisfied.*

Table 4.4.11 depicts the association between various levels of academic anxiety with parental encouragement among low performing rural adolescent girls. The table clearly depicts the significant association (χ^2 = 8.32, $p<0.05$) between academic anxiety and parental encouragement. An equal percentage (25%) of girls who perceived low parental encouragement were subjected to either low level of academic anxiety, or high level of academic anxiety. High percentages of low performing girls (50%) were found to have average level of academic anxiety. The data further revealed that 22.22 percent of adolescents who perceived average level of parental encouragement, were subjected to have low level of academic anxiety where as 33.3 percent had average level of academic anxiety and 44.4 percent were subjected to have high level of academic anxiety. Similar to the findings of the previous tables it was observed that majority (81.08%) of girls who perceived high level of parental encouragement, were highly anxious while 13.51 percent had average level of academic anxiety and 5.41 percent of the girls were found to be less anxious. The results revealed that parental encouragement of low performing girls were significantly associated with the academic anxiety. It was found that perceived parental encouragement of low performing girls was significantly associated with all the three levels of academic anxiety. As the perceived parental encouragement increases, their anxiety level also increases. Gregory (2009) found that encouragement and expectations from parents, teachers and other adults produce stress and anxiety in teenagers. When parents communicate high expectations for academic or extracurricular performance, teenagers feel stressed and anxious.

Table 4.4.12: Association between academic anxiety and parental encouragement among high performer girls

(N=50)

Levels of Parental Encouragement	Academic Anxiety (Girls)			Total
	Low	Average	High	
Low	0 (0.00)	2 (66.67)	1 (33.3)	**3**
Average	2 (18.2)	4 (36.4)	5 (45.4)	**11**
High	2 (5.55)	5 (13.89)	29 (80.5)	**36**
Total	**4**	**11**	**35**	**50**
$\chi^2 = 6.82$*				

Figures in parentheses indicate percentage
* Significant at 5% level

- *The theoretical frequencies were less than 5, so frequencies were combined with the proceeding or succeeding frequency so that the condition is satisfied.*

Table 4.4.12 shows the association between various levels of academic anxiety with parental encouragement among high performer girls. It is clear from the results that majority of high performing girls (66.67%) who were perceiving low level of parental encouragement were found to have average level of academic anxiety, followed by adolescent girls who had high level of academic anxiety (33.3%), while none of them was found in low level of academic anxiety. In case of average level of parental encouragement majority of girls (45.4%) were in high level of academic anxiety, while in average and low level of academic anxiety were 36.4 percent and 18.2 percent respectively. Here also, similar results have been found that the girls who were perceiving high level of parental encouragement were found to be maximum (80.5%) in high level of academic anxiety, followed by average and low level of academic anxiety i.e. 13.89 percent and 5.5 percent respectively. A significant ($\chi^2 = 6.82$, $p<0.05$) association was observed between levels of academic anxiety with parental encouragement among high performing girls. It was found that perceived parental encouragement of high performing girls was significantly associated with all the three levels of academic anxiety. As the perceived parental encouragement increases, their anxiety level also increases. Everson et al 1991 reported that there was a gender effect on worry and emotionality test anxiety for high achieving students. Overall, females were reported to be more subject to test anxiety than males; and females experienced higher worry than emotionality, while males reported little difference between the two dimensions. Katyal (1999) examined the relationship of parental aspirations, parental attitudes with academic stress among adolescent boys and girls (aged 17-18 years). The study showed that majority of boys and girls showed moderate to high levels of academic stress. This increased with hostility, rejection and an authoritarian attitude of parents.

Table 4.4.13: Correlation coefficient between parental encouragement and academic performance and parental encouragement and academic anxiety

(N=200)

Parental Encouragement	Academic Performance	Academic Anxiety
	.673*	**.759***

* Significant at 5% level

Table 4.4.13 shows the correlation coefficient between parental encouragement on academic performance and academic anxiety. It is clear from the table that academic performance and academic anxiety were having positive correlation with parental encouragement. A positive correlation was found between parental encouragement and academic performance. The correlation coefficient was found to be .673*. Similarly a positive correlation coefficient (.759*) was found between parental encouragement and academic anxiety. This clarifies that as the perceived parental encouragement increases, academic performance and academic anxiety of adolescents also increases. High parental encouragement positively affects the academic performance of adolescents. That's why in order to become academically successful they experienced more anxiety. Verma (1996) reported that there is significant effect of fear of examination on academic anxiety. The reason could be that the high expectations imposed by the family put adolescents under extreme pressure. Elkind (1987) revealed that children faced an increased pressure to excel in academics, sports and interpersonal skills. Apart from this, they had to fulfill not only their own aspirations, but also the unfulfilled dreams and wishes of their parents. This created unhealthy stress in them and made their adolescent years stressful.

Henderson and Mapp (2002) concluded that parent involvement was associated positively with grades and test scores; parents with high involvement ratings tended to have children with higher grades and test scores. Falson and Trudeau (1991) found no evidence of gender effects on parental encouragement in mathematics and girls' anxiety about mathematics reflects general test anxiety. They further revealed that boys outperform girls in some tests while girls outperform boys on other. Chandra Mullar (1998) also found that gender differences in scores on mathematics achievement tests were small but consistent among high school seniors. Gender differences in Grade 8 test scores and gains from Grade 8 to 10 were found only when parental involvement was controlled. The relationship between parental involvement and achievement is similar for girls and boys and diminishes over the course of high school to the point that parental involvement has essentially no relationship to the gains in achievement made by seniors.

Hence the third hypothesis that there is a positive impact of parental encouragement on academic performance and academic anxiety is accepted.

CHAPTER-V

SUMMARY

Academic achievement is considered as key criteria to judge one's total potentialities and capabilities. Therefore it is becoming more and more pressing for the individuals to have good academic achievement. We are living in an examination conscious age where children are often categorized on the basis of their academic performance. Hence children perceive examination and results to be an indicator of their worth. Success in examination is seen as a passport to a successful life and a determinant of the future of the child. Failure in examination is viewed as catastrophe. In order to have good academic achievement, adolescents often suffer with academic anxiety. Academic anxiety is a kind of state anxiety which relates to the impending danger from the environment of the academic institutions including teachers, certain subjects etc. Now days, the victims of academic anxiety are adolescents (Singh and Gupta 1984). Adolescent is the second decade of Human Development. It is a transitional state in which an adolescent is stepping into a world which is full of competition. Adolescents often suffer with academic anxiety because they manifest more future orientations, career consciousness and therefore undergo feelings of anxiety at some phase of their lives. Another reason behind this can be the pressure that parents impose on adolescents for performing academically well. Although a certain amount of anxiety is necessary to get motivated and excel for an individual, but it becomes harmful when one begins to over react the situation. In this context, parents have an important role to play because it is believed that parental care, concern, guidance and influence or in a word, "parental encouragement' has an effect on the educational development of the child. Rossi (1965) defined parental encouragement as "when father and mother approve or disapprove of any activity related to education or revoke any hurdle felt by the student in the process, or guide him the right or wrong - this entire spectrum activity comes within the purview of parental encouragement." Proper parental encouragement if provided will help the adolescent to face lesser academic anxiety and perform better in exams. On the other hand, if parents excessively pressurize the adolescents for getting good marks, the adolescent may feel depressed and suffer anxiety. Based on this premise the present research study entitled “Impact of Parental Encouragement on Academic Performance and Academic Anxiety of Rural Adolescents” was undertaken with following specific objectives:

- To study the level of Parental Encouragement, Academic Performance and Academic Anxiety among rural adolescents.

- To study the age and gender differences in Parental Encouragement, Academic Performance and Academic Anxiety among rural adolescents.
- To study the impact of Parental Encouragement on Academic Performance and Academic Anxiety of rural adolescents.

The study was conducted on 200 adolescents (13-16 years) equally distributed over both the genders and performance categories. The adolescents selected were belonging to Punjabi origin, nuclear and middle socio economic status families. List of Government High and Senior Secondary schools of Ludhiana district was procured from District Education Officer, Ludhiana. The schools located in the rural areas of Ludhiana district were purposely selected. Out of these rural schools, the required numbers of schools were randomly selected. A list of adolescents (both boys and girls) in the age range of 13-16 years(were further divided in two age groups i.e. 12.5-14.5 years and 14.5-16.5 years respectively) along with their marks obtained in previous examination was prepared from the school records. They were then divided into two groups of high performers (>70% marks) and low performers (<45% marks).

Each subject was first administered Socio-economic Status Scale (Bharadwaj 2001) to select the adolescents' belonging to middle socio-economic strata to constitute the purposive sample. These selected adolescents were then administered Academic Anxiety Scale for Children (Singh and Gupta 1984) to assess the academic anxiety of school going adolescents and Agarwal Parental Encouragement Scale (Agarwal 1999) was used to assess perceived parental encouragement by adolescents.

Percentages, Arithmetic Mean, Standard Deviation, t-test, Chi-square test and Karl Pearson's Coefficient of correlation were used to analyze the data.

The results and salient findings of the present investigation are summarized as below:

- ❖ Majority of the parents of the selected adolescents were matric passed. Majority of the fathers were engaged in business and majority of mothers were housewives. Further it was found that majority of adolescents had two siblings.
- ❖ The results revealed significant association between academic performance and perceived parental encouragement. High encouragement from parents was found to be associated with the high academic performance of the respondents.
- ❖ A significant association existed between academic performance and academic anxiety among adolescents. It was found that academic anxiety was higher for both the performance categories.
- ❖ The study indicated significant relationship between perceived parental encouragement and academic anxiety of rural adolescents. Higher the parental encouragement more was

the academic anxiety because parental expectations put too much pressure on a child causing unnecessary stress. Pressure of study, expectations of parents, and competition amongst peers make them highly anxious.

- Significant association existed between age and parental encouragement among adolescents. Majority of the adolescents in both the age groups perceived high level of parental encouragement.
- No significant age differences were found between different levels of parental encouragement. Both the age groups are receiving same amount of parental encouragement.
- Majority of the adolescents in both the age groups had high level of academic anxiety. It was revealed that academic anxiety increases with increase in age.
- Non significant differences were observed among all the three levels of academic anxiety. It is clear from the results that age affects the academic anxiety. It was observed that both the age group suffers high level of academic anxiety.
- Adolescent boys in both the performance categories perceived high parental encouragement.
- Low performing and high performing adolescent boys were found to be significantly different from each other with respect to various levels of parental encouragement.
- In case of rural adolescent girls, significant association was observed between academic performance and parental encouragement. It was observed that for both the academic performance categories, perceived parental encouragement was at maximum. It means as the parental encouragement increases, academic performance also increases.
- Low performing and high performing adolescent girls were found to be significantly different from each other with respect to various levels of parental encouragement.
- Boy's performance showed a significant association with various levels of academic anxiety. Majority of high performing and low performing adolescent boys reported high level of academic anxiety. Adolescent boys who were performing better in their academics had more incidences of having academic anxiety.
- In case of girls, significant association was observed between academic performance and academic anxiety. Majority of high performer and low performer girls were reported to be highly anxious. Adolescent girls who were performing better in their academics had more incidences of having academic anxiety.
- Significant difference was observed between low performing and high performing adolescent girls with respect to all levels of academic anxiety.

- A significant association was observed between various levels of parental encouragement and academic anxiety. The results revealed that the rural adolescent boys, who perceived high parental encouragement, were also subjected to high level of academic anxiety. It means that they were encouraged to perform well in their academics. That's why they experienced high academic anxiety. Higher the parental encouragement more was academic anxiety.
- The significant association existed between various levels of parental encouragement with academic anxiety of rural adolescent girls. It was clear from the results that adolescent girls who perceived high parental encouragement were subjected to high academic anxiety.
- In case of low performing boys significant association was also observed between academic anxiety and parental encouragement. The results revealed that low performing boys with high anxiety levels perceive high parental encouragement.
- Similarly high performing boys perceiving high parental encouragement experienced high level of academic anxiety.
- Perceived parental encouragement of low performing girls was significantly associated with all the three levels of academic anxiety. As the perceived parental encouragement increases, their anxiety level also increased.
- High performing girls also showed significant association between various levels of academic anxiety and parental encouragement. It depicts that academic anxiety increases with increase in perceived parental encouragement.
- Non significant gender differences were found with respect to parental encouragement, academic performance and academic anxiety in two age groups. It means that parental encouragement, academic performance and academic anxiety were same for both the genders in both the age groups. Overall gender differences among rural adolescent shows non significant differences.
- Academic performance and academic anxiety were found to have a positive correlation with parental encouragement. As perceived parental encouragement increases, academic performance and academic anxiety also increase.

CONCLUSION

The study concludes that association between age and various levels of parental encouragement among adolescents showed significant association which was higher than association between age and various levels of academic anxiety. If parents fostering children's academic and personal growth, their interests and skills, recognize and encourage their special talents than they can perform better in academics, which further leads to academic anxiety among adolescents. No significant difference was found between both the age groups i.e. 12.5-14.5 years and 14.5-16.5 years with respect to parental encouragement and academic anxiety. It means that parental encouragement for both the age groups is same, because of the changing scenario, now a day's parents provides similar facilities and opportunities to their children irrespective of their ages. Similarly anxiety among adolescents is very common and natural in every age.

Further the association between both the performance categories i.e. high performers and low performers with various levels of parental encouragement among adolescent girls was found to be higher than boys. Results indicate that parents were slightly more likely to be involved in the education of their daughters than their sons. Significant difference was observed between performance and various levels of parental encouragement among adolescent boys. It means that high performing boys are significantly different from low performing boys with respect to different levels of perceived parental encouragement. In case of girls also a significant difference was observed between both the performance categories with respect to perceived parental encouragement except low level and high level of parental encouragement. The t value for girls was found to be higher than that of boys.

Association between performance and various levels of academic anxiety of adolescent boys was higher than the girls. Boys are said to have more academic anxiety as compared to girls. Traditionally it is the males who are supposed to be primary breadwinners, establishing their identity and have reason to be worried about academics which is almost a ticket to their job aspirations. Even for the girls, the emerging source of anxiety is the increasing dreams and aspirations regarding their career, independence, marriage and self esteem. Non significant differences were found between low performer and high performer boys and girls with respect to academic anxiety. It means that boys and girls manifest academic anxiety in both the performance categories.

A significant association was observed between various levels of academic anxiety and parental encouragement. But the adolescent boys showed higher significant association than that of girls. This may be due to that with reference to Indian culture boys manifested more futuristic orientations than girls, and therefore boys have more academic anxiety than girls.

Further it was found that the association between academic anxiety and parental encouragement of low performer boys was higher than the high performer boys. Similarly low performer girls showed higher significant association between various levels of academic anxiety with parental encouragement than the high performer girls. Certain amount of academic anxiety is necessary for an individual to get motivated and excel. But it becomes harmful when one begins to over react to a situation. Excessive parental pressure upon children to excel, especially academically, results decreased performance in school.

Non significant gender difference was observed in the age group of 12.5-14.5 years and also in 14.5-16.5 years with respect to parental encouragement, academic performance and academic anxiety among rural adolescents. Similarly overall gender differences were also showed non significant differences with respect to parental encouragement, academic performance and academic anxiety. It means that both the boys and girls were equally perceiving parental encouragement at every age, thus they had equal chance to perform better in academics and that's why both the genders were faced academic anxiety.

Overall purview of the results shows that performance was associated with parental encouragement and academic anxiety. As the parental encouragement and academic anxiety increases, performance also goes better. Parental encouragement and academic anxiety are associated with each other. It was seen that academic anxiety was higher at the higher level of parental encouragement.

Some of the limitations of the study were:

1. The present study was limited to the Government High and Senior Secondary Schools of Ludhiana district.
2. The sample included respondents from middle socio economic status, Punjabi origin families.
3. Present study was limited to the adolescents in the age range of 13-16 years.
4. The present study was limited to nuclear and intact families only.

Some suggestions for conducting further research in this area are as enumerated below:

1. A similar study can be conducted on urban adolescents.
2. A comparative study between urban and rural adolescents can be conducted to see difference in perceived parental encouragement, academic performance and academic anxiety.

3. A comparative study between adolescents from nuclear and joint families and belonging to different income groups can be undertaken.
4. A comparative study could be conducted among private and government school children.

Implications of the present study are given below:

1. The study provides information about perceived parental encouragement, academic performance and academic anxiety among rural adolescents and how parental encouragement affects the performance of an individual and how much anxiety than he / she will suffered.
2. It can be helpful in orienting counseling and guidance programmes in schools to improve academic performance by lowering academic anxiety.
3. Parents can be guided to encourage and appreciate their child because their view helps their child to get motivated and to perform well in academics and face less anxiety.
4. The results would be helpful to psychologists, counselors, psychiatrics, human development experts, social workers, parents, and teachers so that they can help adolescents to overcome their anxiety and can achieve academic success.
5. Counseling and guidance programmes in schools can be planned to lower their academic anxiety and raise their academic performance.

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