



**A STUDY OF ACADEMIC ACHIEVEMENT IN RELATION TO PARENTAL ENCOURAGEMENT AND SELF-REGULATED LEARNING SKILLS AMONG SENIOR SECONDARY SCHOOL STUDENTS**

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**Abstract**

The study aims to find the relationship between parental encouragement and Self-regulated learning with Academic Achievement among senior secondary school students. A sample of 176 students (90 male and 86 female) by the use of simple random sampling collected from class XII students. Parental encouragement scale developed and standardized by Dr. Kusum Agarwal and Self-regulated learning Scale developed by Dr. Madhu Gupta were used for this study. Pearson Product moment correlation, t-test used for data analysis purpose. The present study revealed that a significant relationship exists between parental encouragement and academic achievement and an insignificant relationship between Self-regulated learning and academic achievement.

**Keywords:** Parental Encouragement, Self-Regulated Learning Skills, Academic Achievement, and Senior Secondary School Students.

**Introduction**

Academic achievement of students is the centre around which the whole education system revolves. The success and failure of students are measured in terms of academic performance in the respective class. Most of the parents have very high expectations from students with respect to their academic achievement, as they believe that better academic results may lead to better career options and future security. Academic Achievement is said to be the coinage of the great Greek Philosopher, Plato, according to whom "Academic achievement means the attainment level, at which a student functions in his or her school task through a regular curriculum in a fixed place to which he named as the academy". Achievement ordinarily means actual ability whereas capacity means potential ability. Academic achievement indicates how much knowledge and skills an individual has obtained in various school subjects.

There are various terminologies are used to explain academic achievement, academic aptitude, academic ability, academic aspiration, intelligence, achievement potential, educational motivation, academic performance, grade point average, academic status, academic attainment, academic skills, educational attainment, knowledge level, mathematic achievement, and reading achievement, etc.

**Parental Encouragement:**

Parental encouragement is one of the integral parts of parent treatment patterns. In recent days, to improve the academic achievement of their students, the parents facilitate and guide them so that the students may not feel discouraged at a particular point of difficulty. Parent participation in school activities can enhance student's learning, behavior and also lowers down their workload. Parents' attendance at extracurricular activities and personal educational support seem to influence students' educational expectations. Thus, in encouragement, the parent helps the child, guides him/her so that he/she may not feel disheartened at the time of difficulty, and provides the proper home environment for the psychological as well as the academic development of their children. The children who are encouraged by their parents towards studies and other activities are found to be shown better performance in test scores, academic achievement, attitude, and behavior than those who are rejected by their parents.

**Self-Regulated Learning:**

The main feature of Self-Regulated Learning (SRL) is metacognition. Metacognition refers to the awareness, knowledge, and control of cognition; the three processes that make up Metacognitive self-regulatory activities are planning, monitoring, and regulating (Pintrich, Smith, Garcia, McKeachie, 1991). Other aspects of SRL include time management, regulating one's own physical and social environment, and the ability to control one's effort and attention (Pintrich, 1995). "SRL is an active constructive process whereby learners set goals for their learning and monitor, regulate, and control their cognition, motivation, and behavior, guided and constrained by their goals and the contextual features of the environment" (Nicol, & Macfarlane-Dick, 2006). Corno and Mandinach (1983) have defined SRL as an effort to deepen and manipulate the associative network in a particular area and to monitor and improve that deepening process. It refers to the deliberate planning and monitoring of the Cognitive and affective processes that are involved in the successful completion of academic tasks. Bandura (1977) defined self-regulation, as the ability to control our own behavior and it is the workhorse of human personality.



### Objectives of the Study

1. To find out the relationship between dependent variable (Academic Achievement) and Independent variable Parental Encouragement.
2. To find out the relationship between dependent variable (Academic Achievement) and Independent variable (Self-regulated learning).
3. To evaluate the effect of Parental Encouragement Self-regulated learning and Academic Achievement of senior secondary school students.
4. To evaluate the effect of different level of Parental Encouragement on Academic Achievement.
5. To evaluate the effect of different level of Self-regulated learning on Academic Achievement.
6. To evaluate the effect of different level of Parental Encouragement on Academic Achievement of Boys and Girls separately.
7. To evaluate the effect of different level of Self-regulated learning on Academic Achievement of Boys and Girls separately.

### Hypotheses of the Study

- H<sub>0</sub>1. There is no significant relationship between dependent variable (Academic Achievement) and Independent variable Parental Encouragement.
- H<sub>0</sub>2. There is no significant relationship between dependent variable (Academic Achievement) and Independent variable (Self-regulated learning).
- H<sub>0</sub>3. There is no significant difference between parental encouragement, Self-regulated learning skills and academic achievement among boys and girls of senior secondary schools.
- H<sub>0</sub>4. There is no significant difference between the high average and low level of Parental Encouragement on Academic Achievement.
- H<sub>0</sub>5. There is no significant difference between the high average and low level of Self-regulated learning on Academic Achievement.
- H<sub>0</sub>6. There is no significant difference between the high average and low level of Parental Encouragement on Academic Achievement of Boys and Girls separately.
- H<sub>0</sub>7. There is no significant difference between the high average and low level of Self-regulated Learning on Academic Achievement of Boys and Girls separately.

### Significance of the Study

Students of senior secondary are in the period of rapid physiological as well as educational growth. It is a period of transition when the past will affect the present as well as the future. Family is the basic environment which prepares the young children for future responsibilities, and parental attitude is the key which makes environmental conditions favorable or unfavorable for the proper development of a young child. Parents are in a rush to provide all the monetary facilities to children in order to achieve high performances in academics, neglecting the fact that parental guidance is equally important for the overall development of a young child. Present-day world, where competitive struggle starts right from kindergarten, the youth is in quest of attaining desired be-fitting career. Pressure is at the peak at high school age.

Teenagers are confused due to physiological and psychological changes and overburdened due to contemporary challenges of the modern hi-tech era which is a highlighted problem and few studies have been carried out in this aspect of development in our country. The Carnegie Council on Adolescent Development (1989) estimated that about one-quarter of the adolescent population is at risk of academic failure and other problem behaviors with another quarter considered moderately at risk. Parents are baffled by the unexpected changes in their behaviors and yet unable to deal with them. So, there is a need to focus on this topic so as to help the society in future and to create a better understanding of the issue. The present study is an attempt to study certain factors such as Parental encouragement and Self-regulated learning in relation to academic achievement of senior secondary school students.

Here material resources such as TV, internet, media etc. are also discussed on account of parent-child connectedness. The age group concerned is 14-17 years which is a very crucial age and full of behavioral complexities. Parents or caregivers can build up positive relations with the adolescent, their problems, their development, their mindset create such conducive environment which can help the adolescent to perform well scholastically as well as behaviorally. It is the demand of today that our youth i.e., the future of our country performs their best and meet the growing standards internationally. Through this study, a lot of NGOs can create betterment plan in the field of adolescents who are in fostered care. Through this study, schools can arrange for counseling of parents whose children are low achievers or are going through behavioral problems.

The general parent community through this study can correct themselves right from the grassroots level i.e., husband and wife can avoid conflicts and arguments within the premises of the family then only they can better handle the job of parenting with a positive and healthy approach and can guide their children in the more polished atmosphere. Nevertheless, this is a very broad topic and cannot be covered in one step. So, further study can be undertaken in this field since very little study has been undertaken on this agenda in India.



Research Methodology

Sample: A sample of 176 students (90 male and 86 female) by the use of simple random sampling collected from class XII students.

Tools used for the study

Keeping the objectives of study in view, questionnaire technique was employed to study parental encouragement, Self-regulated learning and academic achievement of the senior secondary students. Standard questionnaires (scales) were used for measuring parental encouragement and Self-regulated learning. The questionnaires were translated into English for the convenience of the respondents.

Parental Encouragement Scale (PES)

Parental encouragement scale developed and standardized by Dr. Kusum Agarwal was used to measure the level of Parental encouragement of the students. The scale contains 80 items. Reliability of the scale varied across 0.82 to 0.80. Validity of the scale comes under 0.73 to 0.64 which shows high correlation.

Self-regulated learning Scale (SRLS)

Self-regulated learning Scale developed by Dr. Madhu Gupta was used where different dimension are considered for self-administering and self-reporting of senior secondary students contains 48 items. The scale developed and their items were selected on the basis of SRLS used by native students for their learning.

Reliability of the scale

On Split-Half Reliability it found 0.88 which is significant at 0.01 level of significance. Test-Retest Reliability was 0.982 which is significant at 0.01 level of significance. Internal Consistency was also checked and found significant at 0.01 level of significance

Validity

The dimensions of Self-regulated Learning ranged from 0.503 to 0.596 at 0.01 level the high significant correlations demonstrate their high validity.

Academic Achievement

For Academic Achievement XII<sup>th</sup> class students, 11th class final examination scores were taken as their academic achievement.

Statistical techniques used for this study:

Arithmetic Mean, Standard deviation, t-test and Correlation coefficient were used for this study.

Analysis and Interpretation of Data

➤ Relationship between Parental Encouragement and Academic Achievement of total sample.

H01 There is no significant relationship between parental encouragement and academic achievement of senior secondary students.

Correlation Table 1

Table with 4 columns: Variables, Categories, N, Adjustment. Rows include Parental Encouragement for All, Male, and Female.

Significant at 0.05 level Tab. r 0.05 =0.112\*

Significant at 0.05 level Tab. r 0.05 =0.067\*

Significant at 0.05 level Tab. r 0.05 =0.094\*

The relationship between Parental encouragement and Marks of the whole sample of 176 students is Positive (r=0.120) and it is statistically significant at 0.05 Level. This leads to conclude Parental encouragement and Academic achievement both are related to each other. It is also clear for Male students the table value (0.067) is lesser than the calculated value (0.194) which is significant. Thus, it can be concluded that the total male sample has a significant relationship between Parental Encouragement and Academic Achievement.



Females Observation as table value (0.094) is lesser than calculated value 0.182 is significant. So, both Male and Female have a positive and significant relationship in Parental Encouragement and Academic Achievement.

➤ **Relationship between Self-regulated learning Skills and Academic Achievement of total sample.**

**H<sub>02</sub>** There is no significant relationship between Self-regulated learning and academic achievement of senior secondary students.

**Correlation Table 2**

Variables	Categories	N	Adjustment
Self-regulated learning	All	176	0.104
	Male	90	0.088
	Female	86	0.047

Insignificant at 0.05 levels Tab. r 0.05 =0.171

Insignificant at 0.05 levels Tab. r 0.05 =0.412

Insignificant at 0.05 levels Tab. r 0.05 =0.666

The relationship between Self-regulated learning and Marks of the whole sample of 176 students is Positive (r=0.104) and it is statistically insignificant at 0.05 Level (0.171). This leads to conclude Self-regulated learning and Academic achievement both are not related to each other. Individual observation of Male students the table value (0.412) is bigger than the calculated value (0.088) which is insignificant. Thus, it can be concluded that the total male sample has no significant relationship between Parental Encouragement and Academic Achievement.

Observation of Girls as table value (0.666) is bigger than calculated value 0.047 is insignificant. So, both Male and Female have a positive and insignificant relationship in Self-regulated learning and Academic Achievement.

**‘t’- Test of Boys and Girls Individual Data**

➤ Difference between Parental Encouragements, Self-regulated learning and Academic Achievement of Boys and Girls of Senior Secondary School students.

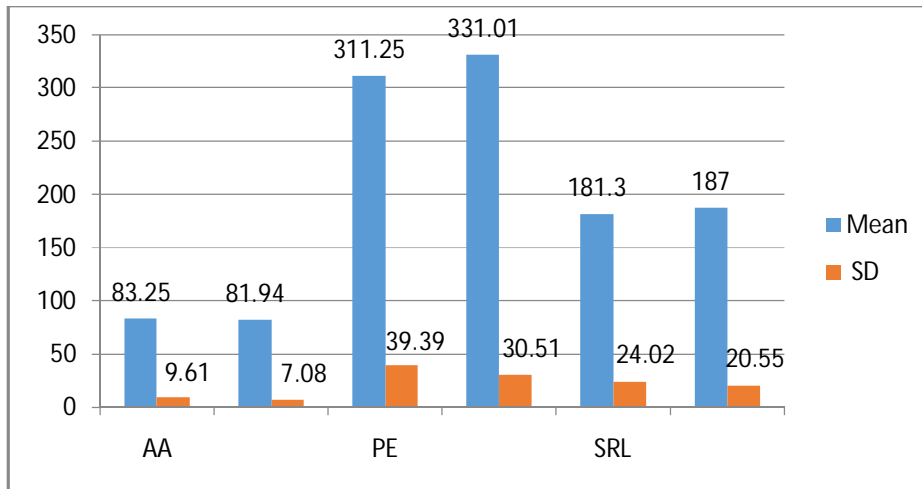
**H<sub>03</sub>** There is no significant difference between parental encouragement, Self-regulated learning skills and academic achievement among boys and girls of senior secondary schools’ students.

**Table 3**

Variables	Groups	N	Mean	SD	‘t’ Value	Df	Remarks
Academic Achievement	Boys	90	83.25	9.61	1.028	174	Insignificant
	Girls	86	81.94	7.08			
Parental Encouragement	Boys	90	311.25	39.39	3.707*	174	Significant at 0.01 level
	Girls	86	331.01	30.51			
Self-Regulated Learning	Boys	90	181.30	24.02	1.687	174	Insignificant
	Girls	86	187.00	20.55			

Table 3 exhibits the descriptive statistics entailing the Mean, standard deviation, and statistics of Academic achievement, Parental encouragement, and Self-regulated learning of boys and girls respectively. The description mentioned in the table elucidates that boys rank better than Girls in terms of Academic Achievement, by securing a mean score of 83.25 while the mean score of girls is 81.94. However, the t-value predicts the insignificant difference between the mean score of boys and girls in terms of Academic Achievement, as the ‘t’-value is lower than the table value of 2.58 at 0.01 level of significance. For Parental encouragement, Scores elucidates Girls are better in Mean 331.01 as boys 311.25, however, the ‘t’ value predicts a significant difference between mean scores of boys and girls in terms of parental encouragement, as the t-value is higher than the table value 2.58 at 0.01 level of significance.

The description mentioned in the table elucidates that girls rank better than boys in terms of Self-regulated learning, by securing a mean score of 187.00 while the mean score of boys is 181.30 as the ‘t’ value is lower than the table value of 2.58 at 0.01 level of significance.



**'t'- Test of All and Categorized Sample**

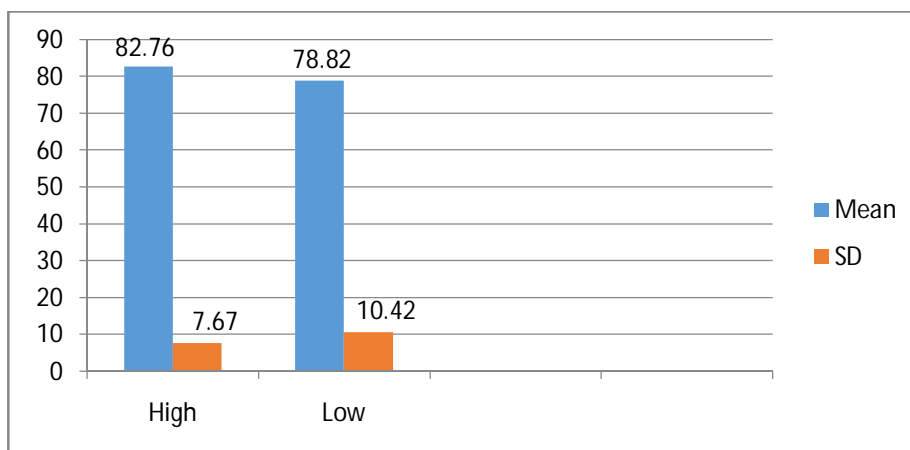
➤ **Difference between High and Low Parental Encouragements on Academic Achievement.**

**H<sub>04</sub>** There is no significant difference between High and Low scored parental encouragement groups on academic achievement among senior secondary school students.

**Table 4**

Variable Parental Encouragement	Groups	N	Mean	S.D.	df	't' Value	Remarks
High	All (M and F)	25	82.76	7.67	46	1.498	Insignificant
Low	All (M and F)	23	78.82	10.42			

It is evident from the table 4 that the calculated 't' value (1.498) for the mean difference of academic achievement of the high and low Parental Encouragement group is not significant. It can be said that no difference exists between the two compared groups in regard to their academic achievement. In other words, it can be concluded that both the groups performed equally on the measure of Academic Achievement.



➤ **Difference between High and Average Parental Encouragements on Academic Achievement of total sample.**

**H<sub>05</sub>** There is no significant difference between High and Average scored parental encouragement groups on academic achievement among senior secondary school students.

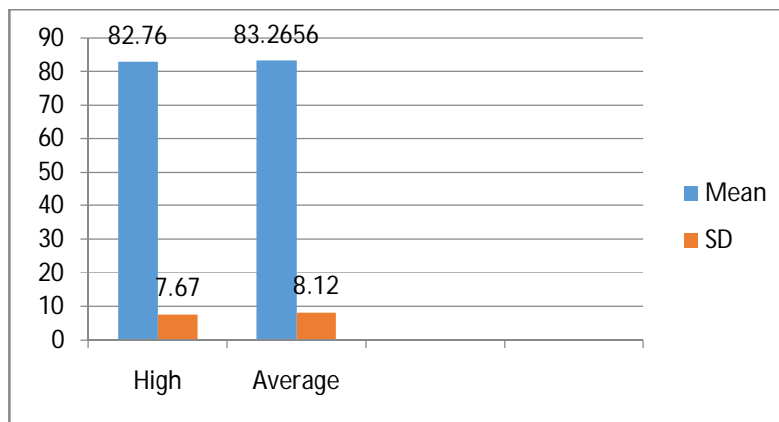


Table 5

Variable	Groups	N	Mean	S.D.	df	't' Value	Remarks
Parental Encouragement							
High	All	25	82.76	7.67	151	0.287	Insignificant
Average	All	128	83.26	8.12			

It is evident from table 5 that the obtained 't' value is 0.287. The mean difference of Academic Achievement of High and Average Parental Encouragement group is not significant. It can be said that no significant difference exists between the two compared groups in regard to their academic achievement.

In Other words, it can be summarized that both the compared group perform equally on the measure of their academic achievement.



➤ **Difference between Average and Low Parental Encouragements on Academic Achievement of total Sample.**

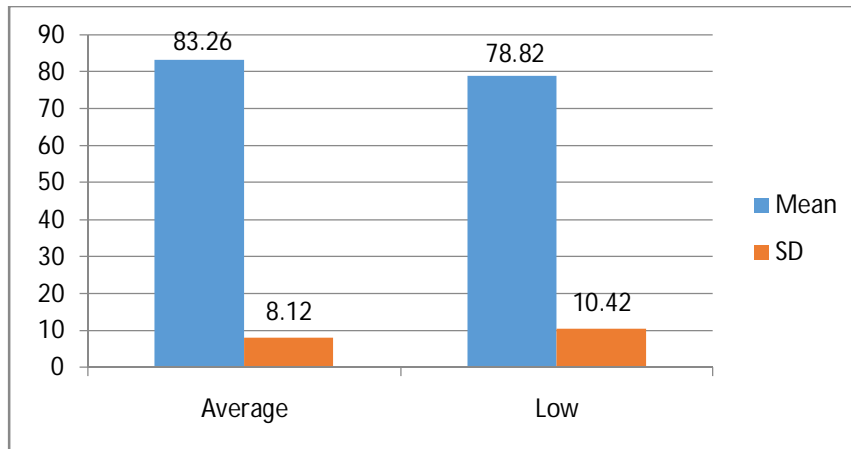
**H<sub>06</sub>.** There is no significant difference between Average and Low scored parental encouragement group on academic achievement among senior secondary school students.

Table 6

Variable	Groups	N	Mean	S.D.	df	't' value	Remarks
Parental Encouragement							
Average	All	128	83.26	8.12	149	2.305*	Significant
Low	All	23	78.82	10.42			

Table 6 exhibits that the obtained 't' value is 2.305 for the mean difference of academic achievement of Average and Low Parental Encouragement Group is significant at 0.05 levels of significance as the table value 1.96 which is lower than the calculated value. But 0.01 level of significance (2.58) comes lower and exists an insignificant. It can be said that the compared group exists a significant difference at 0.05 level and an insignificant at 0.01 level. Thus, it may be concluded that the Average students' group has a positive impact on Parental encouragement than the Low Parental Encouragement group in the measure of their academic achievement.





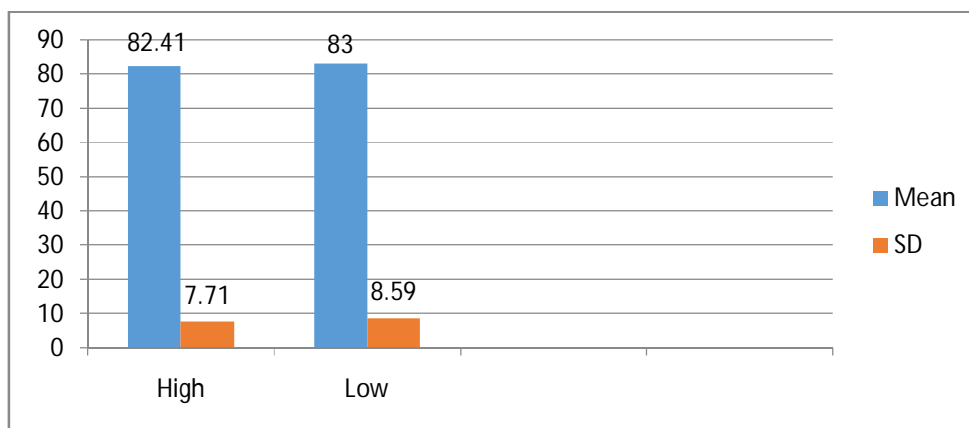
➤ **Difference between High and Low Self-regulated learning skills on Academic Achievement of Senior Secondary School Students.**

**H<sub>07</sub>** There is no significant difference of High and Low scored Self-regulated learning on academic achievement among senior secondary school students.

**Table 7**

Variable Self-Regulated Learning	Groups	N	Mean	S.D.	df	't' Value	Remarks
High	All	31	82.41	7.71	53	0.263	Insignificant
Low	All	24	83.00	8.59			

Table 7 shows that the calculated 't' value is 0.263 for the mean difference of academic achievement of the high and low Self-regulated Learning group is not significant. It can be said that no difference exists between the two compared groups in regard to their academic achievement. Thus, it can be concluded that both the group performed equally on the measure of academic achievement.



➤ **Difference between High and Average Self-regulated learning skills groups on Academic Achievement of Senior Secondary School Students.**

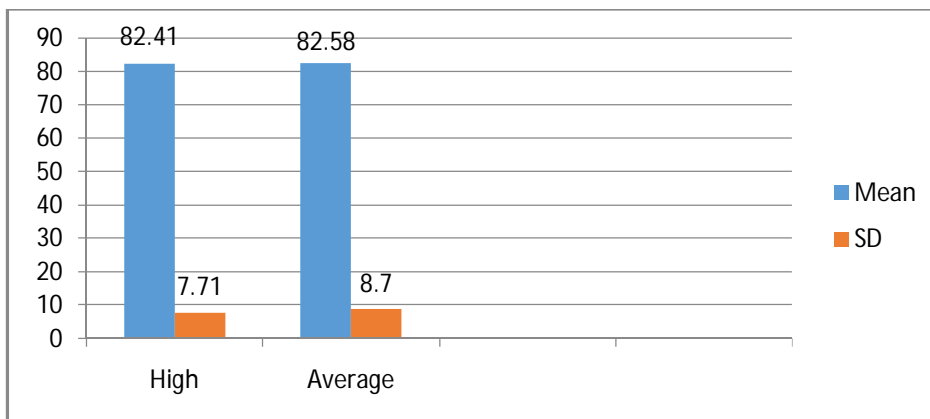
**H<sub>08</sub>** There is no significant difference of High and Average scored Self-regulated learning on academic achievement among senior secondary school students.



Table 8

Variable	Groups	N	Mean	S.D.	df	't' Value	Remarks
SRLS	All	31	82.41	7.71	150	0.098	Insignificant
Average	All	121	82.58	8.70			

The conclusion derived from table 8 that the 't' value is 0.098 for the mean difference of academic achievement of high and Average Self-regulated learning group is not significant. It can be said that no difference exists between the two compared groups in regard to their academic achievement. Thus, it can be concluded that both the group performed equally on the measure of academic achievement.



➤ **Difference between Average and Low Self-regulated learning skills group of Senior Secondary School Students on their Academic Achievement.**

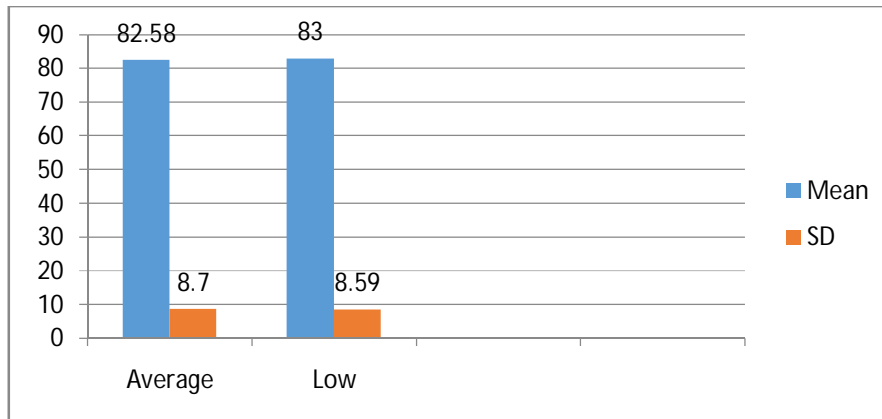
**H<sub>09</sub>** There is no significant difference of Average and Low scored Self-regulated learning on academic achievement among senior secondary school students.

Table 9

Variable	Groups	N	Mean	S.D.	df	't' Value	Remarks
SRLS	All	121	82.58	8.70	143	0.832	Insignificant
Low	All	24	83.00	8.59			

It is clear from table 9 that the obtained 't' value is 0.832 for the mean difference of academic achievement of the average and low Self-regulated learning group is not significant. It can be said that no difference exists between the two compared groups in regard to their academic achievement. Thus, it can be concluded that both the group performed equally on the measure of academic achievement.





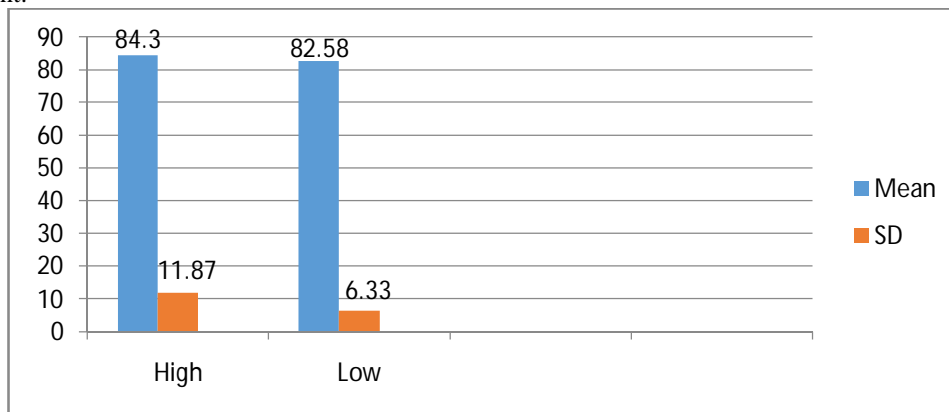
➤ **Difference between High and Low Parental Encouragement groups on Academic Achievement of only Boys Sample.**

**H<sub>010</sub>** There is no significant difference of High and Low scored parental encouragement of boys on academic achievement among senior secondary school students.

**Table 10**

Variable (Parental Encouragement)	Groups	N	Mean	S.D.	df	't' Value	Remarks
High	Boys	10	84.30	11.87	20	0.434	Insignificant
Low	Boys	12	82.58	6.33			

The conclusion derived from table10 that the obtained 't' value is 0.434 for the mean difference of academic achievement of high and low Parental Encouragement group is not significant. It can be said that no difference exists between the two compared groups in regard to their academic achievement. Thus, it can be concluded that both the group performed equally on the measure of academic achievement.



➤ **Difference between High and Average Parental Encouragements on Academic Achievement of only Boys sample.**

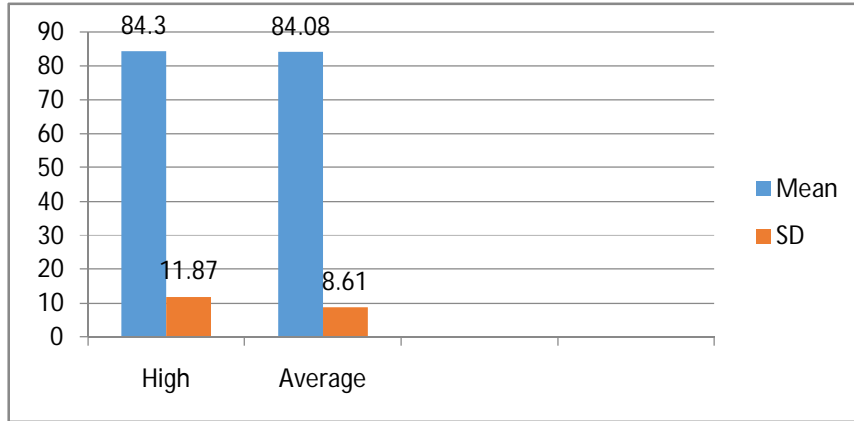
**H<sub>011</sub>** There is no significant difference of High and Average scored Parental Encouragement of boys on academic achievement among senior secondary School students.

**Table 11**

Variable (Parental Encouragement)	Groups	N	Mean	S.D.	df	't' Value	Remarks
High	Boys	10	84.30	11.87	76	0.069	Insignificant
Average	Boys	68	84.08	8.61			



It is evident from the table11 that the obtained 't' value is 0.069 for the mean difference of academic achievement of the High and Average Parental Encouragement group is not significant. It can be said that no difference exists between the two compared groups in regard to their academic achievement. Thus, it can be concluded that both the group performed equally on the measure of academic achievement.



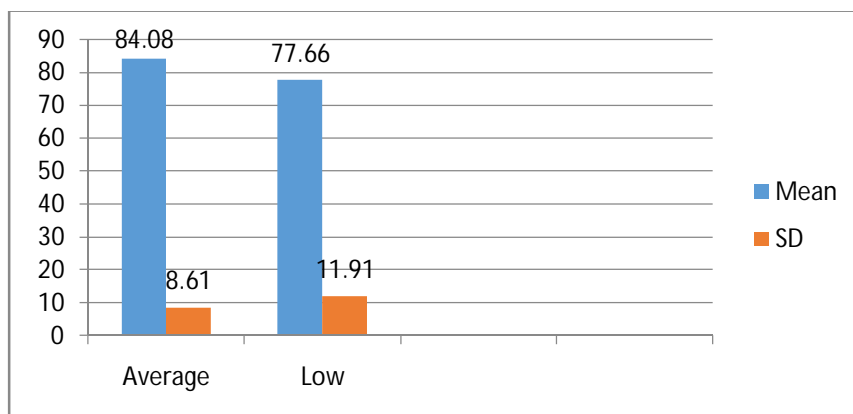
➤ **Difference between Average and Low Parental Encouragements groups on Academic Achievement of only Boys sample of senior secondary school students.**

**H<sub>0</sub>12** There is no significant difference of Average and Low scored parental encouragement of boys on academic achievement among senior secondary school students.

**Table 12**

Variable (Parental Encouragement)	Groups	N	Mean	SD	df	't' Value	Remarks
Average	Boys	68	84.08	8.61	78	2.241	Significant
Low	Boys	12	77.66	11.91			

Table 12 exhibit that the obtained 't' value is 2.241 for the mean difference of academic achievement of the Average and low Parental Encouragement group is not significant. It can be said that no difference exists between the two compared groups in regard to their academic achievement. Thus, it can be concluded that both the group performed equally on the measure of academic achievement.



➤ **Difference between High and Low Self-regulated learning on Academic Achievement of only Boys Sample of Senior Secondary School Students.**

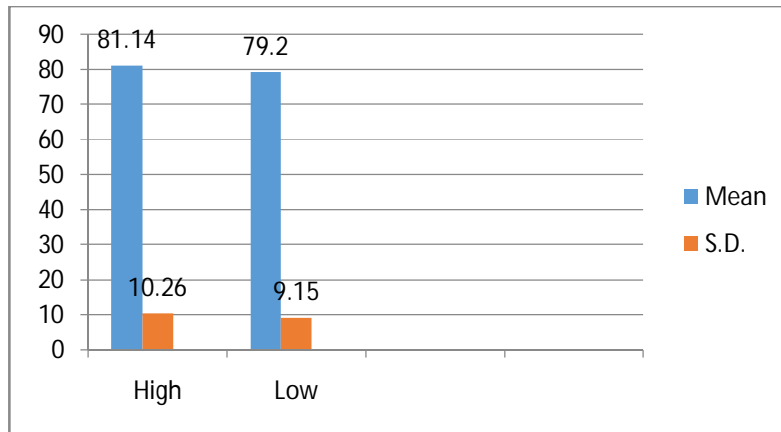
**H<sub>0</sub>13** There is no significant difference between High and Low Self-regulated learning groups on academic achievement among senior secondary school students.



**Table 13**

Variable (Self-regulated learning)	Groups	N	Mean	S.D.	df	't' Value	Remarks
High	Boys	12	82.58	6.33	22	0.478	Insignificant
Low	Boys	63	82.76	6.99			

It is evident from table 13 that the obtained 't' value is 0.478 for the mean difference of academic achievement of the High and low Self-regulated learning group is not significant. It can be said that no difference exists between the two compared groups in regard to their academic achievement. Thus, it can be concluded that both the group performed equally on the measure of academic achievement.



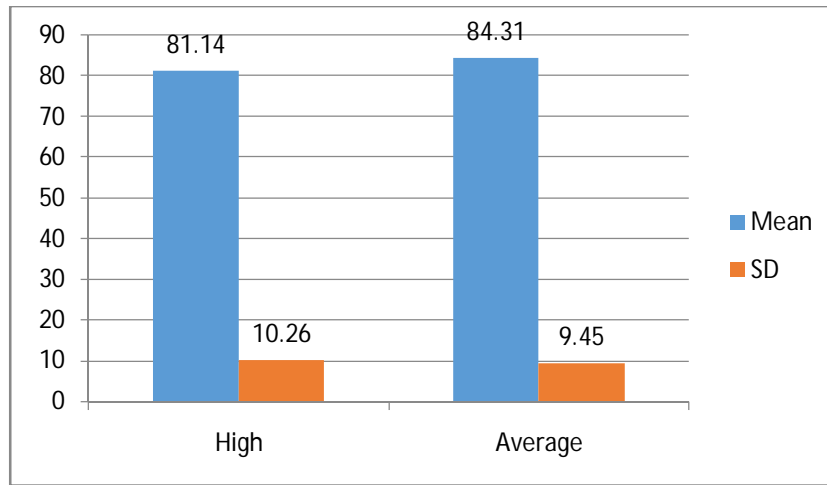
➤ **Difference between High and Average Self-regulated learning group of senior Secondary School Students on Academic Achievement of only Boys Sample.**

**H<sub>014</sub>** There is no significant difference between High and Average scored boys of Self-regulated learning on academic achievement among senior secondary school students.

**Table 14**

Variable (Self-regulated learning)	Groups	N	Mean	S.D.	df	't' Value	Remarks
High	Boys	14	81.14	10.26	78	1.125	Insignificant
Average	Boys	66	84.31	9.45			

It comes forward from table 14 that the obtained 't' value is 1.125 for the mean difference of academic achievement of the High and Average Self-regulated learning group is not significant. It can be said that no difference exists between the two compared groups in regard to their academic achievement. Thus, it can be concluded that both the group performed equally on the measure of academic achievement.



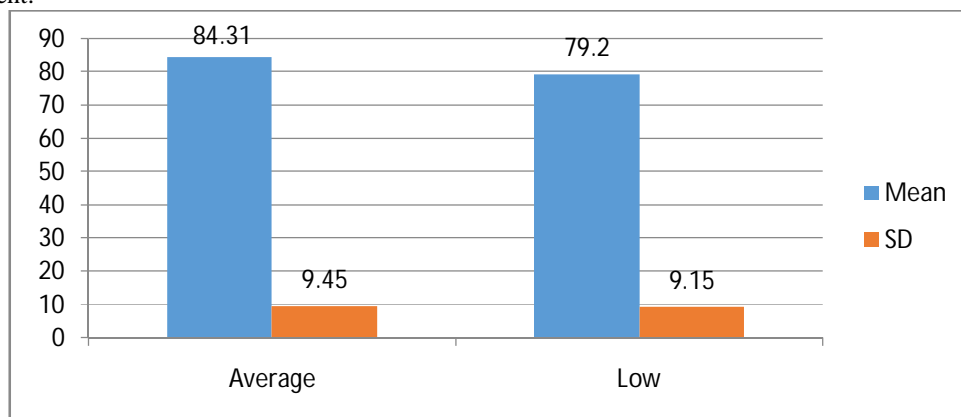
➤ **Difference between Average and Low Self-regulated learning Skills group on Academic Achievement of Senior Secondary School students (Boys) sample.**

**H<sub>0</sub>15** There is no significant difference between Average and Low Self-regulated learning Skills group (Boys) on academic achievement among Senior Secondary School students.

**Table 15**

Variable (Self-regulated learning)	Groups	N	Mean	S.D.	df	't' Value	Remarks
Average	Boys	66	84.31	9.45	74	1.602	Insignificant
Low	Boys	10	79.20	9.15			

It is evident from table 15 that the obtained 't' value is 1.602 for the mean difference of academic achievement of the Average and Low Self-regulated learning group is not significant. It can be said that no difference exists between the two compared groups in regard to their academic achievement. Thus, it can be concluded that both the group performed equally on the measure of academic achievement.



➤ **Difference between High and Low Parental Encouragement groups of Senior Secondary School Students (Girls) on Academic Achievement.**

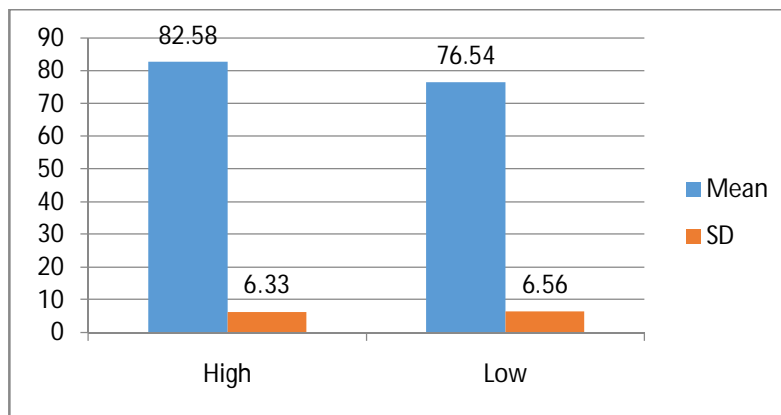
**H<sub>0</sub>16** There is no significant difference between High and Low Parental Encouragement groups on academic achievement among senior secondary school students.



**Table 16**

Variable (Parental Encouragement)	Groups	N	Mean	S.D.	df	't' Value	Remarks
High	Girls	12	82.58	6.33	21	2.245	Significant
Low	Girls	11	76.54	6.56			

Table 16 exhibits that the obtained 't' value is 2.245 which is near to the critical value of 2.58 at (0.01) level of significance and greater on 1.96 at (0.05) level of significance at 21 df. It means that the students of the High Parental Encouragement group of senior Secondary School students (girls) are performing better in their academic achievement at 0.05 level of significance. In other words, the High Parental Encouragement group performs better in comparison with the low Parental Encouragement group of girls of Senior Secondary School.

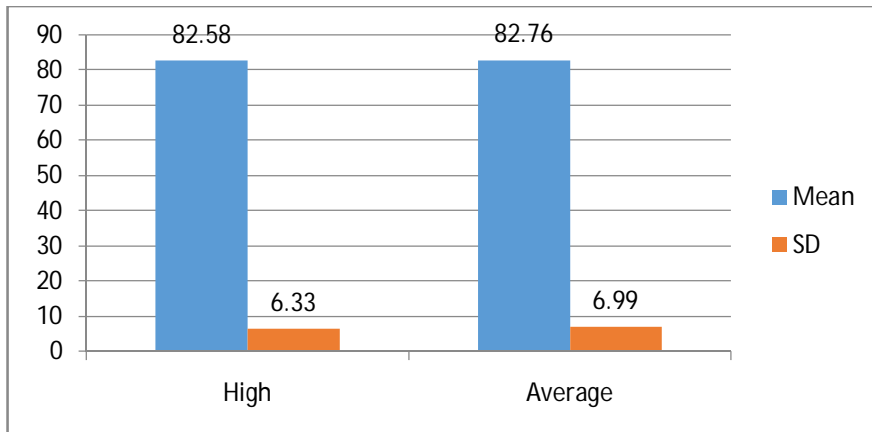


➤ **Difference between High and Average Parental Encouragement group of senior secondary school students (Girls) Sample. H<sub>0</sub>17** There is no significant difference between High and Average Parental Encouragement group of girls on academic achievement among senior secondary school students.

**Table 17**

Variable (Parental Encouragement)	Groups	N	Mean	S.D.	df	't' Value	Remarks
High	Girls	12	82.58	6.33	73	0.082	Insignificant
Average	Girls	63	82.76	6.99			

It is evident from table 17 that the obtained 't' value is 0.082 for the mean difference of academic achievement of high and low Parental Encouragement group is not significant. It can be said that no difference exists between the two compared groups in regard to their academic achievement. Thus, it can be concluded that both the group performed equally on the measure of academic achievement.



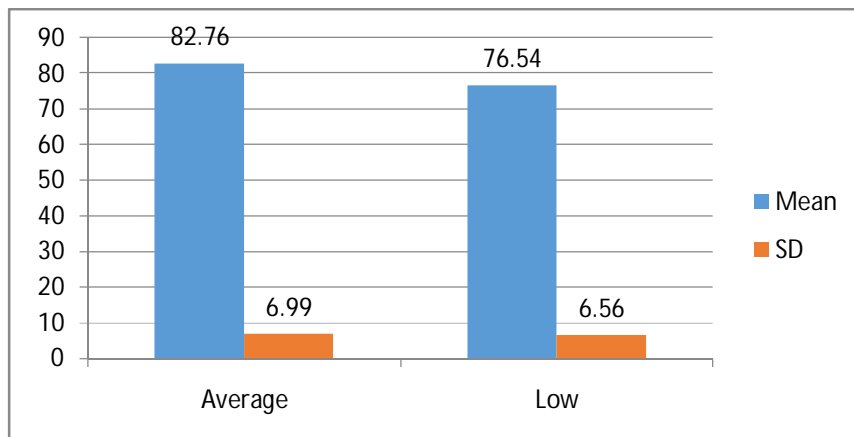
➤ **Difference between Average and Low Parental Encouragement group of Senior Secondary School students (girls) on Academic Achievement.**

**H<sub>0</sub>18** There is no significant difference between Average and Low scored girls of parental encouragement on academic achievement among senior secondary school students.

**Table 18**

Variable (Parental Encouragement)	Groups	N	Mean	S.D.	df	't' Value	Remarks
Average	Girls	63	82.76	6.99	72	0.008	Insignificant
Low	Girls	11	76.54	6.56			

It is evident from table 18 that the obtained 't' value is 0.008 for the mean difference of academic achievement of the Average and low Parental Encouragement group is not significant. It can be said that no difference exists between the two compared groups in regard to their academic achievement. Thus, it can be concluded that both the group performed equally on the measure of academic achievement.



➤ **Difference between High and Low Self-regulated learning Skills group of girls Sample on Academic Achievement.**

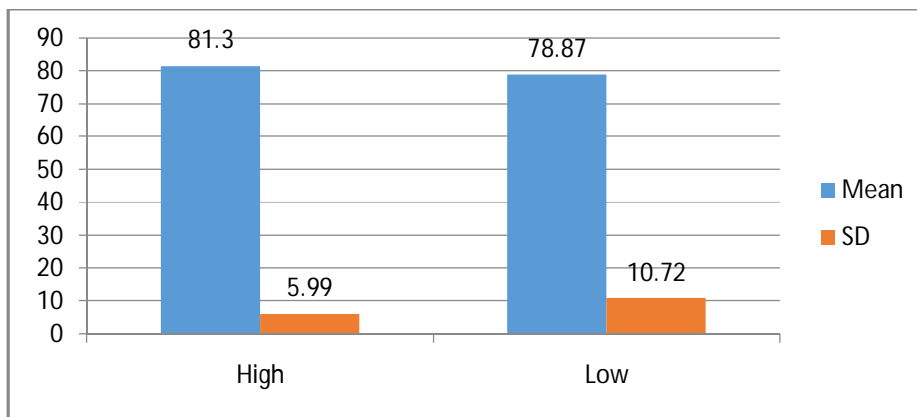
**H<sub>0</sub>19** There is no significant difference between High and Low Self-regulated learning skills group of girls on Academic Achievement among senior secondary school students.



**Table 19**

Variable (Self-regulated learning)	Groups	N	Mean	S.D.	df	't' Value	Remarks
High	Girls	20	81.30	5.99	26	0.450	Insignificant
Low	Girls	8	78.87	10.72			

It is evident from table 19 that the obtained 't' value is 0.045 for the mean difference of academic achievement of high and low Self-regulated learning group is not significant. It can be said that no difference exists between the two compared groups in regard to their academic achievement. Thus, it can be concluded that both the group performed equally on the measure of academic achievement.



➤ **Difference between High and Average Self-regulated learning Skills (Girls) Sample on Academic Achievement.**

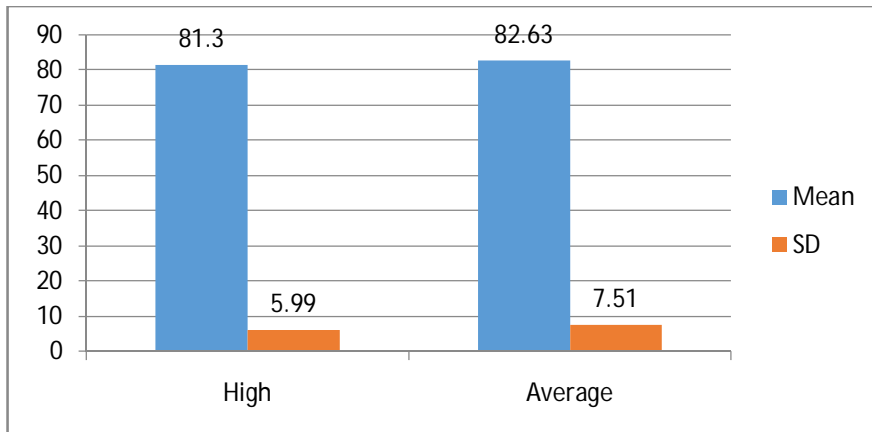
**H<sub>020</sub>** There is no significant difference between High and Average Self-regulated learning Skills senior secondary school students (girls) on Academic Achievement.

**Table 20**

Variable Self-regulated learning	Groups	N	Mean	S.D.	df	't' Value	Remarks
High	Girls	20	81.30	5.99	64	0.487	Insignificant
Average	Girls	46	82.63	7.51			

It is evident from table 20 that the obtained 't' value is 0.487 for the mean difference of Academic Achievement of high and Average is not significant at (0.01) and (0.05) level of significance respectively. It can be said that no difference between the two compared groups in regard to their academic achievement. In other words, it can be concluded that both groups performed equally on the measure of academic achievement.





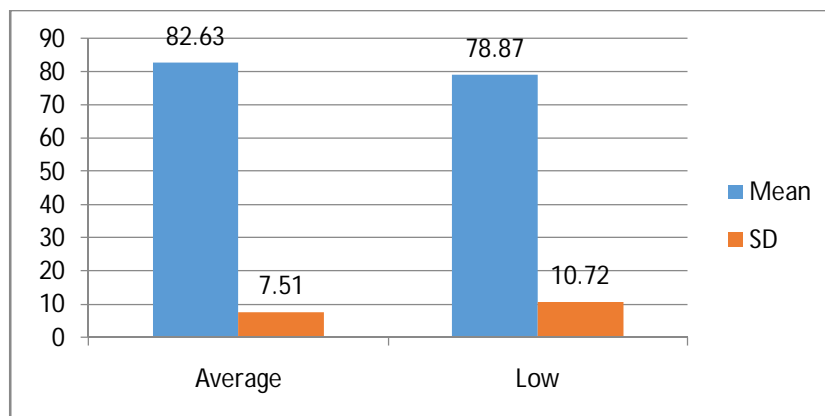
➤ **Difference between Average and Low Self-regulated learning Skills group (Girls) on Academic Achievement.**

**H<sub>0</sub>21** There is no significant difference between Average and Low Self-regulated learning group of Girls on academic achievement among senior secondary school students.

**Table 21**

Variable	Groups	N	Mean	S.D.	df	't' Value	Remarks
Self-regulated learning Skills							
Average	Girls	46	82.63	7.51	52	0.227	Insignificant
Low	Girls	8	78.87	10.72			

It is an exhibit from table 21 that the obtained 't' value is 0.227 for the mean difference of academic achievement of the Average and low Self-regulated learning group is not significant. It can be said that no difference exists between the two compared groups in regard to their academic achievement. Thus, it can be concluded that both the group performed equally on the measure of academic achievement.



**Findings**

The obtained findings of this study are being presented here in accordance with the hypotheses formed for achieving the objectives of the study.

1. The present study revealed that a significant relationship exists between parental encouragement and academic achievement and an insignificant relationship between Self-regulated learning and academic achievement.
2. It is found that there is no significant mean difference exists between boys and girls in academic achievement.
3. There is a significant difference exists between means of boys and girls in their Parental encouragement.
4. Mean score of Self-regulated learning shows no significant difference exists between boys and girls.



5. There is no significant difference exists between high and average parental encouragement groups in the measure of their academic achievement.
6. There is no significant difference exists between high and low parental encouragement groups in the measure of academic achievement.
7. There is a significant difference exists between means of the average and low group in the measure of their academic achievement.
8. There is no significant difference exists between high and average Self-regulated learning groups in the measure of their academic achievement.
9. There is no significant difference exists between high and low Self-regulated learning groups in the measure of their academic achievement.
10. There is no significant difference exists between average and low Self-regulated learning groups in the measure of their academic achievement.
11. While measuring academic achievement among boys who have high and average parental encouragement do not show a significant difference.
12. It is found that there is no significant difference exists between the mean score of boys having high parental encouragement and low parental encouragement. It shows that boys having high parental encouragement have similar academic achievement as low parental encouragement.
13. While measuring the academic achievement of girls group who have average and low parental encouragement showing no significant difference.
14. While measuring academic achievement among boys who have high and average Self-regulated learning skills do not show a significant difference.
15. While measuring the academic achievement of girls group who have high and low Self-regulated learning skills showing no significant difference.
16. While measuring the academic achievement of girls group who have average and low Self-regulated learning skills showing significant difference.
17. While measuring academic achievement among girls who have high and average parental encouragement do not show a significant difference.
18. It is found that there is significant difference exists between the mean score of girls having high parental encouragement and low parental encouragement. It shows that girls having high parental encouragement are better academic achievement than low parental encouragement. The findings were in agreement with the findings of Agarwal (1989), Neeraj (2002), Devi and Kiran (2002), and Sharma (2002).
19. While measuring the academic achievement of girls group who have average and low parental encouragement showing no significant difference.
20. While measuring the academic achievement among girls who have high and average Self-regulated learning skills do not show a significant difference.
21. While measuring the academic achievement of girls group who have high and low Self-regulated learning skills showing no significant difference.
22. While measuring the academic achievement of girls group who have average and low Self-regulated learning skills showing no significant difference.

**Conclusion**

The study was conducted on senior secondary school students (boys and girls) with respect to academic achievement in relation to their parental encouragement and Self-regulated learning in the present study it is found that academic achievement and parental encouragement are interrelated to some extent and found positive relationships with academic achievement and Self-regulated learning further it shows significant difference exists between boys and girls in academic achievement in relation to their parental encouragement which show if girls get ample parental encouragement can improve their academic achievement.

**Educational Implications**

In view of the findings of the study the investigator is inclined to give the following educational implications for the present study:

- The children should be encouraged by their parents towards their studies so that they can have higher degrees of academic achievement.
- Parents should attend regularly parent-teacher meetings to know the well beings of their children, it reinforces the view in the child’s mind that school and home are connected and that school is an integral part of the whole family’s life.
- Students should be motivated by the teachers to plan their study for the attainment of good Academic Achievement as the senior secondary stage is the age of entering in career-oriented streams.



- As the child grows his needs and aims also change so that the parents should encourage their children accordingly.
- Proper motivation should be provided to the students by their parents so that to be better in their academics.
- The parents should be friendly in nature so that the children can share their school problems with them and they can find their solution.
- The over-ambitious attitude of parents and teachers affect the academic achievement of the students. Thus, parents and teachers should have realistic expectations from students.
- Guidance services should be provided to parents to understand their children's strengths and weaknesses and assist them to utilize their strengths and improve upon their weaknesses. An encouraging and supportive environment of the home is expected to produce a positive influence on the academic achievement of the students.
- There should be healthy interaction exists between students and teachers so that they can share their ideas and views in a democratic environment.
- In addition to planned conditions, students should also be allowed to engage in activities that will allow them to use self-regulative strategies in unplanned conditions.
- Teachers must demonstrate confidence in the abilities of the students and encourage self-study to carry out their academic responsibilities.
- Family support is always instrumental in the entire life of an individual including educational achievement. Parents should be made aware of their fact and encouraged to support their children especially when they perform below expectation, they should not make any comparison of their child with other students.
- Teachers should adopt various strategies of teaching to introduce the element of variety in the learning process.
- In last the sincere effort of the students and supports of parents, teachers and educational institutions will definitely help to enhance the academic achievement of the students.

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