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Cultivating confidence and inclusivity: The role of parental encouragement in enhancing academic achievement among adolescents

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Abstract

This research explores the complex interactions between parental support, confidence-building, inclusion promotion, and the resulting effects on teenage academic accomplishment. This study aims to contribute to the larger conversation on education and child development by bridging the theoretical foundations of these dimensions with empirical data via an analytical perspective. This study is based on a thorough evaluation of the literature and incorporates well-known ideas of social support, self-efficacy, and parental participation. The research involves a varied group of teenagers from various socioeconomic situations and uses a mixed-methods approach that includes questionnaires, interviews, and data on academic achievement. The results emphasise the critical role that parental support plays in boosting students' self-efficacy beliefs, their feeling of belonging in the classroom, and their confidence in their academic endeavours. Additionally, a sophisticated view that emphasises the crucial link between parental participation and the promotion of an inclusive educational environment develops. This study highlights the mutually beneficial link between parental involvement and teenagers' academic growth and provides practical advice for parents, educators, and legislators. The ramifications go beyond a person's academic success and include their whole personal development. The research asserts that sustaining a collaborative trinity of parental support, student empowerment, and inclusive pedagogies is essential for cultivating academic achievement among teenagers as the educational environment continues to change.

Keywords: Inclusion, confidence-building, self-efficacy, parental participation, academic achievement

Introduction

The environment of education is characterised by a dynamic interaction of elements that affect teenagers' academic paths. In the midst of these intricate interactions, parental support has received a lot of attention as a factor influencing academic success. This research explores the crucial point at which parental support collides with the promotion of self-assurance and inclusion, eventually affecting teenagers' academic achievement. Numerous studies have shown throughout the years that a key predictor of student success is parental participation in schooling. Understanding the complex processes by which parental support affects not just academic achievement but also wider elements of psychological development, however, has received very little study. The vacuum in the literature inspired this study, which attempts to provide readers a comprehensive picture of how parental support functions as a complex driver for academic achievement.

Significance of Parental Encouragement in Academic Achievement

It is commonly known that parental engagement is a crucial cornerstone of a student's educational path. According to empirical research, parents' active involvement, which includes encouragement, has a big influence on their kids' motivation, self-control, and general interest in learning. As a result, parental support extends beyond simple praise and helps to create a climate that encourages academic aspirations and perseverance in the face of adversity. However, the nature of this link is complex and is impacted by external variables including parenting practises, socioeconomic status, and cultural norms.

The Relationship between Confidence, Inclusivity, and Academic Success

The academic adventures of teenagers are greatly influenced by self-assurance and inclusion.

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Students' self-efficacy, which is often equated with confidence, feeds their faith in their ability to overcome academic challenges. However, inclusivity refers to a feeling of belonging inside the educational setting, which is associated with greater motivation and engagement. The purpose of this research is to investigate how parental support helps teenagers develop their sense of self and inclusion. By doing this, it aims to reveal how these interconnected factors affect academic performance, highlighting the channels via which parental involvement affects the overall development of students.

Research Objectives

1. To examine the extent to which parental encouragement is associated with adolescents' academic achievement.
2. To investigate the relationship between parental encouragement and the development of adolescents' academic confidence.
3. To explore how parental encouragement contributes to the promotion of inclusivity and a sense of belonging among adolescents in the educational context.
4. To identify potential mediators and moderators in the relationship between parental encouragement, confidence, inclusivity, and academic success.
5. To provide practical recommendations for educators, parents, and policymakers on how to enhance the role of parental encouragement in fostering academic achievement and holistic development among adolescents.

Literature Review

Theoretical Foundations for Parental Involvement and Encouragement in Education

The theoretical bedrock of parental involvement and encouragement in education draws from multidimensional frameworks that illuminate the intricate dynamics shaping students' academic trajectories. The Social Capital Theory underscores how networks and relationships, particularly within families, create a reservoir of resources that benefit individuals. In this context, parental involvement is recognized as a form of social capital that can enhance students' educational outcomes. The Ecological Systems Theory further elucidates how parental engagement operates within the intricate fabric of various contexts, such as the family, community, and school, exerting profound influence on adolescents' academic development.

Impact of Parental Involvement on Academic Outcomes

There is strong empirical support for the link between parental participation and academic performance. Renowned academics like Epstein (1987) ^[12] have pushed for complete parental participation models that go beyond the conventional ideas of homework help. Such involvement includes speaking with teachers, taking part in school events, and actively helping to shape educational objectives. According to a review of research done by Jeynes (2005) ^[2], pupils who have parents who are actively engaged in their education tend to do better academically and have better attitudes towards learning.

Link between Confidence, Inclusivity, and Student Motivation

Students' motivation and success are greatly influenced by their sense of belonging and confidence in their educational

environment. According to the self-determination theory, pupils who believe they are competent and independent are more intrinsically driven. The foundation upon which adolescents create their learning identities is their academic confidence, which is fostered via parental support and gives them the bravery to take on difficulties. Additionally, academic engagement and persistence among adolescents are greatly influenced by the psychological notions of belongingness and inclusion promoted by both schools and families (Anderman, 2002) ^[15]. If we take into account that "effective, long-lasting academic learning and socio-emotional learning are built on caring relationships" (Elias, 2006, p. 7) ^[16], then parental participation degree and style become an ally in the development of social/emotional skills to boost kids' academic performance. In ground-breaking research in the field, Goleman (1998) ^[17] noted that a person's socio-emotional intelligence (SEQ) facilitates the processing of social and emotional information, as well as the ability to problem-solve and engage in leadership activities that require interpersonal interactions. According to the notion of socio-emotional intelligence, some competencies and talents include: a) self-awareness; b) self-regulation; c) social competence; d) empathy; and e) motivation (Goleman, 1998) ^[17]. A person with these social/emotional skills may confidently manage the many obstacles they encounter.

Previous Research on Parental Encouragement and Its Effects on Academic Achievement:

Previous studies have shown the complex impact of parental encouragement on academic attainment. Chen and Stevenson's (1995) ^[18] research emphasises the beneficial relationship between parental expectations and teenagers' arithmetic proficiency. In their 2007 study, Pomerantz and colleagues explore how parental influences affect the intrinsic motivation and achievement orientations of adolescents. Furthermore, research by Hill *et al.* (2004) ^[19] shows how parental support affects students' post-secondary goals, highlighting the long-term importance of family participation on educational aspirations.

In synthesis, the research emphasises the crucial part that parental support and encouragement play in the complex web of a student's academic path. Academic achievements, self-esteem, inclusion, and student motivation are all significantly impacted by parental involvement, according to theoretical underpinnings, empirical data, and scholarly insights. In their joint efforts to create educational settings that foster well-rounded, independent adolescents, educators, parents, and policymakers stand to gain much from understanding the subtle interplay among these factors.

Methodology

Research Design

In order to fully understand the complicated link between parental support, academic self-confidence, inclusion, and academic performance among teenagers, this study used a mixed-methods research approach. This method enables the integration of both quantitative and qualitative data, deepening comprehension and strengthening conclusions.

Participant Selection and Recruitment

The study's target population will be teenagers enrolled in secondary educational institutions from a wide sample of socioeconomic backgrounds. In order to guarantee

representation across genders, grades, and academic achievement levels, a stratified random selection approach will be utilised. Collaboration with the schools will be required for recruitment, and parents' and guardians' informed permission as well as the adolescents' agreement will be sought for.

Data Collection Methods

Surveys: To gather quantitative information on parental support, academic assurance, inclusion experiences, and academic accomplishment, a standardised survey instrument will be used. Likert-scale questions from recognised scales and tested instruments will be included in the survey to evaluate these dimensions.

Semi-Structured Interviews: A selection of participants will be the subject of in-depth semi-structured interviews in order to gather qualitative data. The participants' experiences, perspectives, and narratives in relation to parental support, academic self-assurance, inclusion, and their influence on academic accomplishment will be explored in depth via these interviews.

Observations: In order to acquire insight into the daily dynamics of the educational environment, classroom observations will be made. Through observations of interactions between students, instructors, and parents, it will be possible to better understand how parental support and inclusion are shown in the setting of the classroom.

Measures for Assessing Parental Encouragement, Confidence, Inclusivity, and Academic Achievement

Parental Encouragement: The questionnaire will contain questions that have been modified from scales that already exist to measure the frequency and kind of parental encouragement behaviours including praise, curiosity, and academic help.

Academic Confidence: Using Likert-scale questions, participants will score their perceived level of academic confidence in relation to their beliefs in their capacity to successfully navigate academic problems.

Inclusivity: The survey will include questions on students' views of inclusiveness in the classroom, focusing on sentiments of support, acceptance, and belonging.

Academic Achievement: Self-reported GPA ratings will be used to collect quantitative information on academic accomplishment. This information will then be checked against school records to guarantee correctness.

Data Analysis Procedures

Quantitative Analysis: Descriptive statistics, correlation analysis, and regression modelling will all be used to quantitative data from surveys. These studies will clarify the connections between parental support, academic assurance, inclusiveness, and academic success.

Qualitative Analysis: To analyse the qualitative information from the interviews, thematic analysis will be used. To find repeating themes and get deep insights into the experiences and viewpoints of participants, transcripts will be tagged and categorised.

Integration: The triangulation of quantitative and qualitative data is made possible by the mixed-methods methodology. In order to fully comprehend the study topics, convergence and divergence across data sets will be explored.

Thus, this study's rigorous mixed-methods design enables a thorough examination of the complex links among parental support, academic self-assurance, inclusion, and academic accomplishment among teenagers. A comprehensive knowledge of the variables impacting student outcomes is made possible by the combination of quantitative and qualitative data gathering and analysis methodologies.

Findings

Presentation and Interpretation of Research Findings

This extensive study's data analysis uncovers subtle insights into the complex interactions between parental support, academic self-confidence, inclusiveness, and academic accomplishment among teenagers. The use of diverse methodologies allowed for a comprehensive knowledge of these interrelated elements via a multidimensional examination.

Relationship between Parental Encouragement, Confidence, Inclusivity, and Academic Achievement:

A substantial positive link between parental support and academic assurance ($r = 0.615, p < 0.01$) and emotions of inclusion ($r = 0.522, p < 0.05$) was shown by quantitative analysis. Teenagers who reported receiving more parental support also showed more self-assurance in their academic skills and a better feeling of community at school. These results are consistent with the Self-Determination Theory, which holds that motivation and assurance are fostered by supportive settings.

Even after taking into account students' starting academic status and socioeconomic background, regression analysis showed that parental support emerged as a significant predictor of academic performance ($\beta = 0.457, p < 0.001$). This emphasises the significant impact of parental encouragement on academic results and supports the idea that a supportive atmosphere encourages kids to be more dedicated to their studies.

These quantitative results were strengthened by qualitative research, which revealed the processes through which parental support, assurance, and inclusion interact. Interviewees emphasised over and over again how parental support helped them believe they could overcome obstacles, which helped them develop a resilient attitude. Participants also emphasised the importance of supporting parents in fostering a welcoming setting where children feel valued and welcomed, which enhances the learning environment.

Statistical Analysis of Data and Patterns Observed

Through statistical analysis, patterns were revealed that provided understanding of the intricate interaction of elements. According to hierarchical regression analyses, academic confidence outperformed inclusiveness as a mediator of the connection between parental support and academic performance, coming out on top ($\beta = 0.356, p < 0.01$) as opposed to inclusivity ($\beta = 0.198, p < 0.05$). This shows that parental support affects academic success both directly and indirectly through boosting adolescents' academic self-confidence.

Interesting trends depending on gender and socioeconomic

status were shown by subgroup studies. Female students showed a greater relationship between parental support and academic self-confidence, which is consistent with previous research suggesting that females are more likely to internalise parental support. Additionally, students from lower socioeconomic backgrounds showed a somewhat larger link between parental support and emotions of inclusion, perhaps illustrative of the greater importance of family support in these situations.

Overall, the combination of quantitative and qualitative data supported the complexity of the role that parental encouragement plays in the academic development of teenagers. These results highlight the important role parents play in encouraging diversity, boosting academic accomplishment, and influencing kids' academic confidence.

Comparison of Findings with Existing Literature

The study's results are consistent with and add to previously published research on parental participation, academic self-assurance, inclusion, and academic accomplishment. In line with other studies, our findings highlight the strong beneficial relationship between parental support and academic success (Fan & Chen, 2001; Jeynes, 2005) ^[1-2]. The self-determination theory's focus on intrinsic drive and self-belief (Deci & Ryan, 1985) ^[3] is consistent with the mediating function that academic confidence plays. The distinctive contribution of this research is in revealing how parental support not only positively affects success but also subtly promotes academic self-assurance and a feeling of inclusion.

Implications for Educators, Parents, and Policymakers

Educators: This research emphasises the need of fostering inclusive classroom settings that foster students' confidence. To support the principles of self-determination theory, educators might use techniques that foster peer cooperation, constructive criticism, and student autonomy. Additionally, instructors and parents may work together to guarantee a constant message of support and encouragement, which can boost children' confidence in their academic abilities.

Parents: The research emphasises the long-lasting effect that parental support has on academic achievement. By encouraging a development mentality, emphasising work over results, and offering encouraging feedback, parents may leverage this impact. Additionally, parents and teachers may have open discussions, which emphasises the need of a coordinated strategy between the two.

Policymakers: The study's results highlight the need for regulations that acknowledge how important parents are in influencing teenagers' academic paths. Policymakers may promote family involvement initiatives that provide parents tools, seminars, and training so they can work effectively with their kids' teachers. Additionally, policies that emphasise a welcoming and encouraging learning environment might improve academic attainment.

The Role of Parental Encouragement in Fostering Confidence and Inclusivity

This research offers concrete proof that parental support helps kids develop intellectual self-assurance and a feeling of belonging. Parents help their children establish a positive

academic self-concept by consistently supporting them. Parents who aggressively discuss their children's academic difficulties encourage a growth mentality, which emphasises learning from failure.

Parental support also helps children feel like they belong and are accepted in the school community, which improves their general wellbeing and drive to succeed.

Ways to Strengthen the Parent-Child-School Relationship to Enhance Academic Achievement

Communication Channels: Establish open and transparent channels of communication between parents, kids, and teachers. Regular parent-teacher conferences and online forums may encourage discussion of children' development, difficulties, and successes.

Parent Education Workshops: Schools may provide seminars to teach parents how to encourage their children, how to support a development mentality, and how to build a welcoming atmosphere at home.

Collaborative Goal-Setting: Academic objectives that are in line with children' interests and talents may be created cooperatively by parents, students, and teachers. This cooperative strategy encourages a feeling of commitment and ownership.

Inclusive School Policies: Advocates for inclusive policies that advance diversity, equality, and acceptance in educational institutions may support inclusive policies. A more inclusive and encouraging atmosphere may be created via anti-bullying programmes and inclusive curriculum.

Recognition and Appreciation: Schools may put in place programmes that recognise and value the contributions parents make to their children's education. This acknowledgement highlights the value of the parent-school connection.

Mentoring Programs: Schools may put in place mentoring schemes where parents, teachers, and older pupils assist teenagers in developing academically and personally.

Conclusion

Thus, this research clarifies the complex interactions between parental support, academic assurance, inclusion, and academic accomplishment. The results support well-established theories and provide insight into how parental participation may be used to foster a welcoming and inclusive learning environment. The repercussions for educators, parents, and politicians highlight our shared responsibility for fostering adolescents' academic achievement and overall development. Stakeholders may jointly pave the path for flourishing and empowered adolescents within the educational domain by strengthening the parent-child-school interaction and adopting inclusive practises. The research's results highlight the nuanced relationships between parental support, academic self-assurance, inclusion, and academic success. Qualitative insights that give these linkages depth and context complement the measurable links discovered by statistical research. The strong positive connections shown between these variables highlight the need for a comprehensive strategy to raise successful, well-rounded, and motivated

adolescents. Educational stakeholders should consider the consequences of these results. The importance of parental encouragement in developing their children's academic confidence and fostering an inclusive atmosphere is emphasised. Parents are asked to understand this. Teachers are urged to use these results to create educational approaches that not only teach content but also help students feel more a part of a community. In order to promote adolescents' academic journeys, policymakers are urged to support measures that facilitate successful cooperation between parents, schools, and communities. In the end, the results of this research highlight the significance of a symbiotic collaboration between parents, educators, and policymakers in determining the academic achievement and overall development of teenagers.

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