

EFFECT OF PARENTAL ENCOURAGEMENT ON EMOTIONAL INTELLIGENCE OF IXTH GRADE STUDENTS STUDYING IN C.B.S.E. GOVERNMENT & PRIVATE SCHOOLS

Dr. Chitra Gupta¹ and Ms. Kalika Bhardwaj²

¹Assistant Professor-Mangalmay Institute of Management & Technology, Greater Noida, Uttar Pradesh

²Assistant Professor-Mangalmay Institute of Management & Technology, Greater Noida, Uttar Pradesh

ABSTRACT

Parental encouragement plays a decisive role in shaping the emotional and psychological development of children, particularly during early adolescence. In the present era of rapid urbanization, academic pressure, and shifting family dynamics, students at the secondary school level face increasing emotional and behavioural challenges. Early adolescents often struggle with identity formation, emotional regulation, and decision-making, making parental support a critical protective factor. Emotional Intelligence (EI), which encompasses the awareness, understanding, and management of emotions, has emerged as an essential component of students' holistic development and academic success. The present study investigates the effect of parental encouragement on the emotional intelligence of IXth grade students studying in C.B.S.E. government and private schools. Specifically, the study aims to examine the effect of parental encouragement on the emotional intelligence of male students studying in IXth grade and to determine its effect on the emotional intelligence of female students studying in IXth grade. The sample comprised 160 students (80 boys and 80 girls) selected through stratified random sampling. A descriptive survey method was employed. The Parental Encouragement Scale (APES) developed by Dr. Kusum Agarwal and the Mangal Emotional Intelligence Inventory (MEII) developed by Dr. S. K. Mangal and Mrs. Shubhra Mangal were used for data collection. Statistical techniques such as Mean, Standard Deviation, One-Way ANOVA, and t-test were applied for analysis and interpretation of data. The findings revealed a significant effect of parental encouragement on the emotional intelligence of both male and female IXth grade students. Students receiving higher levels of parental encouragement exhibited significantly better emotional intelligence compared to those receiving average or low encouragement.

Keywords: Parental Encouragement, Emotional Intelligence, Early Adolescence, Secondary School Students.

1. INTRODUCTION

In contemporary society, childhood and adolescence are no longer shaped by simple routines, predictable life paths, or limited expectations. Rapid socio-economic changes, globalization, and technological advancement have transformed the educational landscape into one marked by intense academic competition, constant

evaluation, digital exposure, social comparison, and rising parental and societal expectations. These transformations have profoundly influenced the psychological and emotional well-being of students, particularly those in early adolescence. Students studying in IXth grade generally belong to the age group of 13 to 15 years, which is widely recognized as a critical developmental phase characterized by accelerated emotional, cognitive, physical, and social changes. During this transitional stage, adolescents experience significant emotional fluctuations, heightened sensitivity to criticism, and an increased need for acceptance and validation from peers, parents, and teachers. The struggle for self-identity, combined with academic expectations and peer pressure, often results in confusion, stress, and emotional vulnerability. Adolescents begin to question their abilities, appearance, social standing, and future aspirations, making them more susceptible to emotional disturbances. At the same time, they are expected to perform well academically and adapt to changing social norms, which further intensifies emotional pressure. Despite these challenges, the present educational system continues to place predominant emphasis on cognitive achievement, examination performance, and intellectual development, often overlooking the importance of emotional growth. However, contemporary research in psychology and education has consistently demonstrated that emotional intelligence is as crucial as intellectual ability in determining academic success, mental health, social adjustment, and overall life satisfaction. Emotional intelligence equips students with the ability to recognize, understand, and manage their own emotions, as well as to empathize with others, handle interpersonal relationships effectively, and respond constructively to stress and adversity. Parental encouragement emerges as one of the most significant environmental and psychosocial factors influencing the emotional development of adolescents. Encouragement provided by parents in the form of emotional support, positive reinforcement, motivation, appreciation of efforts, empathetic listening, and constructive guidance fosters a sense of security and self-worth in children. Such supportive parental behavior helps adolescents develop resilience, emotional stability, self-confidence, and effective coping mechanisms. When parents acknowledge their children's feelings and provide reassurance during failures, adolescents are better able to regulate their emotions and face challenges with optimism. In urban and semi-urban contexts, however, parental encouragement often becomes inconsistent due to demanding work schedules, occupational stress, nuclear family structures, and limited quality time between parents and children. Although parents may have high aspirations for their children's success, emotional involvement and meaningful interaction may unintentionally diminish. This gap between parental expectations and emotional availability can negatively affect adolescents' emotional well-being, making them feel misunderstood, pressured, or emotionally isolated. Consequently, examining parental encouragement within such demographics becomes increasingly relevant and necessary. Emotional intelligence plays a pivotal role in enabling adolescents to understand their own emotional experiences, empathize with others, manage stress, and cope effectively with academic, social, and personal challenges. Adolescents who lack adequate emotional support from parents are more likely to exhibit anxiety, low self-

esteem, emotional instability, and difficulty in managing interpersonal relationships. In contrast, students who receive consistent parental encouragement tend to develop a positive self-concept, emotional maturity, and healthier emotional patterns, which contribute to better academic engagement and social adjustment. Against this backdrop, the present study seeks to examine how varying levels of parental encouragement influence the emotional intelligence of IXth grade students studying in C.B.S.E. Government & Private schools. By focusing on early adolescence, a stage marked by heightened emotional sensitivity and developmental vulnerability, the study aims to contribute to a deeper understanding of the role of parental behavior in shaping emotional competence. The findings of this study are expected to provide valuable insights for parents, educators, and policymakers in designing strategies that promote emotional well-being and holistic development among adolescents. Statement of the Problem **“Effect of Parental Encouragement on Emotional Intelligence of IXth Grade Students studying in C.B.S.E. Government and Private Schools.”**

Definitions of Key Terms

1. Parental Encouragement

Parental encouragement refers to the emotional, motivational, and psychological support provided by parents to their children. It includes appreciation of achievements, guidance during failures, positive reinforcement, emotional availability, and constructive feedback that motivates children to perform better and develop confidence.

2. Emotional Intelligence

Emotional intelligence is the ability of an individual to recognize, understand, manage, and utilize emotions effectively in oneself and others. It involves emotional awareness, empathy, emotional regulation, and interpersonal skills that contribute to personal and social effectiveness.

Objectives of the Study

1. To study the effect of parental encouragement on emotional intelligence of male students studying in IXth grade.
2. To determine the effect of parental encouragement on emotional intelligence of female students studying in IXth grade.

Hypotheses

Ho1: There is no significant effect of parental encouragement on emotional intelligence of male students studying in IXth grade.

H₀2: There is no significant effect of parental encouragement on emotional intelligence of female students studying in IXth grade.

Review of Literature

Studies on Parental Encouragement

A substantial body of research has highlighted the significant role of parental encouragement in shaping students' academic performance, emotional stability, and overall psychological development. Parental encouragement, expressed through emotional support, motivation, guidance, and appreciation, serves as a crucial external factor that influences students' attitudes toward learning and self-development.

Codjoe (2007) emphasized that a supportive home environment and active parental involvement play a vital role in enhancing students' motivation and psychological well-being. The study revealed that students who experienced warmth, encouragement, and positive reinforcement from parents demonstrated higher levels of confidence, emotional security, and academic engagement. Such supportive environments were found to reduce stress and foster a sense of belonging and emotional stability among students. Similarly, Kishore (2014) examined the influence of parental encouragement on the academic achievement of high school students and found a significant positive relationship between the two variables. The study highlighted that parental encouragement acts as a powerful motivational force that inspires students to set higher academic goals and persist despite challenges. Kishore further noted that students who perceived their parents as supportive and encouraging exhibited better self-discipline, academic interest, and emotional balance. Rafiq et al. (2013), in their study on secondary school students, reported that consistent parental encouragement significantly enhanced students' academic performance and self-confidence. The findings indicated that encouragement from parents not only improved academic outcomes but also strengthened students' belief in their own abilities. The study emphasized that students who received moral support and positive feedback from parents were more likely to display emotional resilience and proactive learning behaviors. Sekar and Mani (2013) explored the predictive role of parental encouragement in academic performance and emotional adjustment among higher secondary students. Their findings revealed that parental encouragement significantly contributed to students' emotional adjustment, helping them manage academic stress and interpersonal challenges more effectively. The study suggested that parental encouragement acts as a protective factor that buffers students against emotional disturbances and academic pressure. Collectively, these studies suggest that parental encouragement functions as a catalyst for positive developmental outcomes. It enhances emotional stability, fosters self-confidence, promotes motivation, and supports

healthy psychological adjustment among students. The literature clearly establishes parental encouragement as a crucial determinant of both academic success and emotional well-being.

Studies on Emotional Intelligence

Research on emotional intelligence has consistently underscored its importance in students' academic success, emotional regulation, and interpersonal effectiveness. Emotional intelligence enables individuals to perceive, understand, and manage emotions in themselves and others, thereby facilitating adaptive behavior and psychological well-being.

Chamundeswari (2013) reported a significant positive relationship between emotional intelligence and academic achievement among higher secondary students. The study revealed that emotionally intelligent students were better able to manage examination stress, maintain concentration, and adapt to academic demands. Such students also demonstrated enhanced problem-solving abilities and greater emotional control, contributing to improved academic performance. Sarita and Kataria (2014) examined the relationship between emotional intelligence and academic achievement among secondary school students and found that emotional intelligence played a crucial role in managing academic stress and maintaining positive social relationships. Their findings suggested that emotionally intelligent students exhibited better self-awareness, empathy, and emotional regulation, which helped them cope with peer pressure and academic challenges more effectively.

Lawrence and Deepa (2013) observed that emotional intelligence significantly contributed to better coping strategies and interpersonal relationships among adolescents. The study indicated that students with higher emotional intelligence were more resilient, emotionally stable, and capable of maintaining harmonious relationships with peers and teachers. These students were also found to exhibit lower levels of anxiety and emotional distress. The collective findings of these studies underline the critical importance of emotional intelligence during adolescence, a developmental period marked by emotional sensitivity and vulnerability. They also highlight the need to examine the factors that influence the development of emotional intelligence, particularly environmental variables such as parental encouragement. Understanding this relationship is essential for promoting emotional well-being and holistic development among adolescents.

Methodology

Research Method

The Descriptive Survey Method was employed in the present study. A quantitative approach was adopted to analyze the collected data.

Sample

The sample consisted of 160 IXth grade students (80 boys and 80 girls) selected from C.B.S.E. government and private schools. Stratified random sampling was used to ensure equal representation of both genders.

Tools Used

1. Parental Encouragement Scale (APES) by Dr. Kusum Agarwal
2. Mangal Emotional Intelligence Inventory (MEII) by Dr. S.K. Mangal and Mrs. Shubhra Mangal

Statistical Techniques

In order to analyze and interpret the data collected for the present study, appropriate statistical techniques were employed. These techniques helped in organizing the data, comparing group differences, and testing the formulated hypotheses. The mean provided a representative value of the scores obtained by different groups and facilitated comparison among high, average, and low parental encouragement groups. Standard deviation was used as a measure of dispersion to assess the variability of scores around the mean. It helped in understanding the extent to which individual scores differed from the average score, thereby indicating the consistency or spread of the data within each group. One-Way ANOVA was employed to examine whether there were statistically

significant differences in emotional intelligence among more than two independent groups, namely students receiving high, average, and low parental encouragement. The t-test was used to determine the significance of differences between the means of two groups at a time. In the present study, it was applied to compare emotional intelligence scores between High–Average, High–Low, and Average–Low parental encouragement groups wherever significant differences were indicated by ANOVA.

Analysis and Interpretation of Data

H01 - There is no significant effect of parental encouragement on emotional intelligence of male students studying in IXth grade.

Table– 1.1
Table showing Numbers, Means, Standard Deviation of High, Average and Low groups of Male Students Emotional Intelligence with respect to Parental Encouragement

Different Groups/Levels	High			Average			Low		
	N	M	SD	N	M	SD	N	M	SD
Male Students	15	61.73	7.41	37	60.72	8.45	28	53.53	6.47

The groups were classified on the basis of levels of parental encouragement, and the corresponding emotional intelligence scores were analyzed for each group. An examination of the mean scores revealed that there was only a marginal difference between the High and Average parental encouragement groups, with mean values of 61.73 and 60.72 respectively. However, both the High and Average groups obtained noticeably higher mean emotional intelligence scores when compared to the Low parental encouragement group, which recorded a mean score of 53.53. In order to determine whether these observed differences among the three-group means were statistically significant or occurred due to sampling fluctuations, One-Way Analysis of Variance (ANOVA) was employed. The summary of the ANOVA results is presented below.

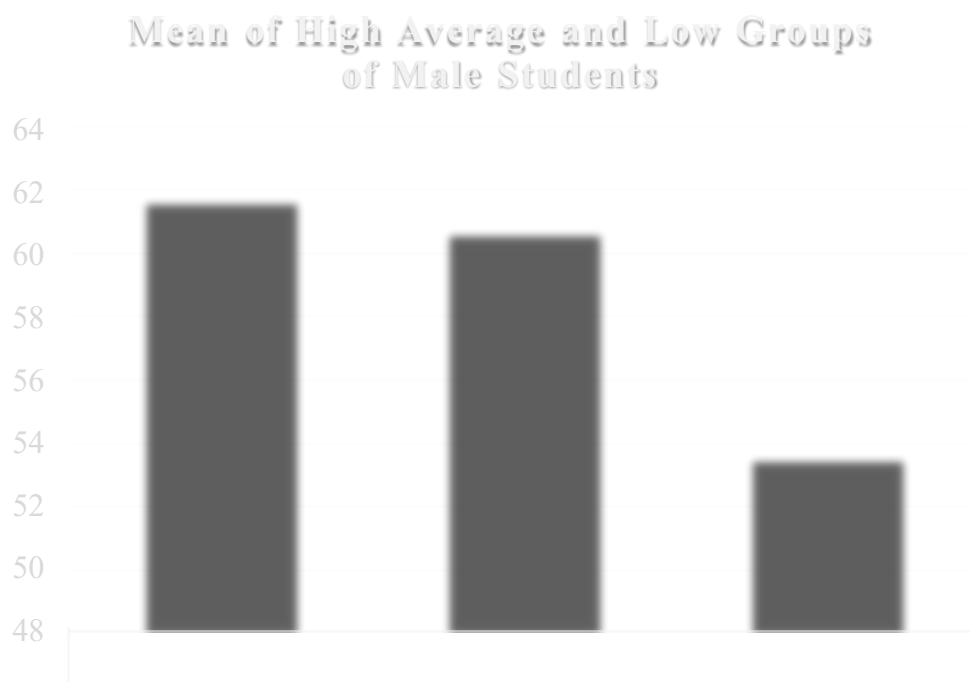


Table - 1.2
Table showing One Way ANOVA (Male Students)

Source of Variation	Sum of squares	df	Mean square variance	F – Ratio	Result
Between groups	1029.99	2	514.995	8.53	Significant P < 0.05
Within groups	4645.21	77	60.32		
Total	5675.2	79			

From the table presented above, it was found that the calculated F value was 8.53. This value was tested at the 0.05 level of significance and compared with the critical (table) F value of 3.11 at degrees of freedom (2, 77). Since the calculated F value was greater than the table value, it clearly indicated that the obtained result was statistically significant. Therefore, the null hypothesis (H_0), which stated that there would be no significant difference among the groups of male students, was rejected at the 0.05 level of significance. This result suggests that there existed a significant difference both between groups and within groups of male students. The variation observed among the group means was not due to chance alone, but rather reflected a real and meaningful difference among the male student groups under study.

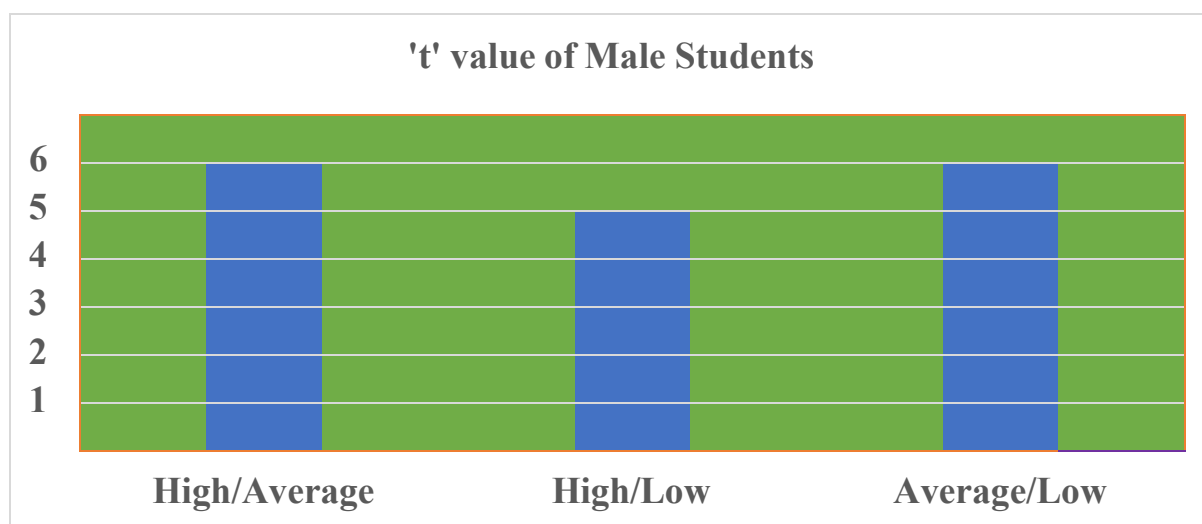
Table– 1.3
Table showing ‘t’ value of Male Students

Groups/Levels	Percentage	‘t’ value	Level of Significance
High/Average	73%/54%	5.98	P < 0.05
High/Low	70%/25%	4.87	P < 0.05
Average/Low	50%/17%	5.66	P < 0.05

To determine whether a significant difference existed between each pair of groups, the *t*-test was employed. The calculated *t* value between the High and Average groups was 5.98, which exceeded the corresponding table value of 1.98 at the 0.05 level of significance. This indicated a statistically significant difference between the High and Average groups. The percentage analysis further revealed that male students in the High group were more influenced by parental encouragement in terms of emotional intelligence when compared to those in the Average group.

Similarly, the *t* value computed between the High and Low groups was found to be 4.87, which was greater than the table value of 2.63 at the 0.05 level of significance. This result confirmed the presence of a significant difference between the High and Low groups. The percentage values showed that male students in the High group were more affected by parental encouragement on emotional intelligence than those in the Low group.

Further, when the *t* test was applied to compare the Average and Low groups, the calculated *t* value was 5.66, which exceeded the table value of 2.62 at the 0.05 level of significance, indicating a statistically significant difference between these two groups as well. The percentage analysis demonstrated that male students in the Average group were more influenced by parental encouragement on emotional intelligence compared to those in the Low group.



H₀₂: There is no significant effect of parental encouragement on emotional intelligence of female students studying in IXth grade.

Table– 2.1

Table showing Numbers, Means, Standard Deviation of High, Average and Low groups of Female Students' Emotional Intelligence with respect to Parental Encouragement

Different Groups/Levels	High			Average			Low		
	N	M	SD	N	M	SD	N	M	SD
Female Students	24	59.87	7.07	22	61.63	8.41	34	52.11	5.71

The groups were formed on the basis of levels of parental encouragement, and the scores of emotional intelligence were analysed accordingly for each group. An examination of the table revealed that the mean scores of the High and Average parental encouragement groups were relatively close to each other, with mean values of 59.87 and 61.63 respectively, indicating only a marginal difference between these two groups. However, both the High and Average groups recorded considerably higher mean scores on emotional intelligence when compared to the Low parental encouragement group, which had a mean score of 52.11.

In order to determine whether the observed differences among the mean scores of the three groups were statistically significant, a One-Way Analysis of Variance (ANOVA) was conducted. The summary of the ANOVA results is presented below.

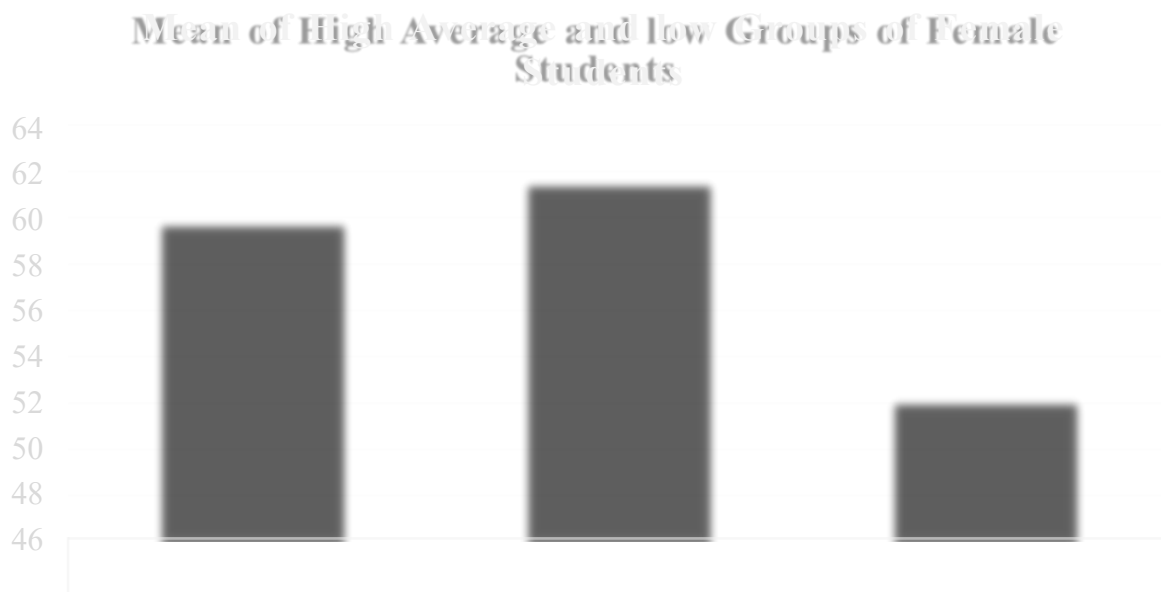


Table - 2.2
Table showing One Way ANOVA (Female Students)

Source of Variation	Sum of squares	df	Mean square variance	F – Ratio	Result
Between groups	1481.425	2	740.72	14.73	Significant P < 0.05
Within groups	3871.255	77	50.27		
Total	5352.68	79			

From the table presented above, it was observed that the calculated F value was 14.73, which was found to be significant at the 0.05 level. The corresponding critical (table) F value at $df = (2, 77)$ was 3.11. Since the calculated F value exceeded the table value, the null hypothesis (H_0)—which stated that there is no significant effect of parental encouragement on the emotional intelligence of female students studying in the IXth class—was rejected at the 0.05 level of significance.

The findings further indicate that a statistically significant difference existed among the mean scores of the female student groups. This confirms that the variation observed between groups and within groups of female students was significant, suggesting that parental encouragement has a meaningful influence on the emotional intelligence of female students.

Table– 2.3
Table showing ‘t’ value of Female students

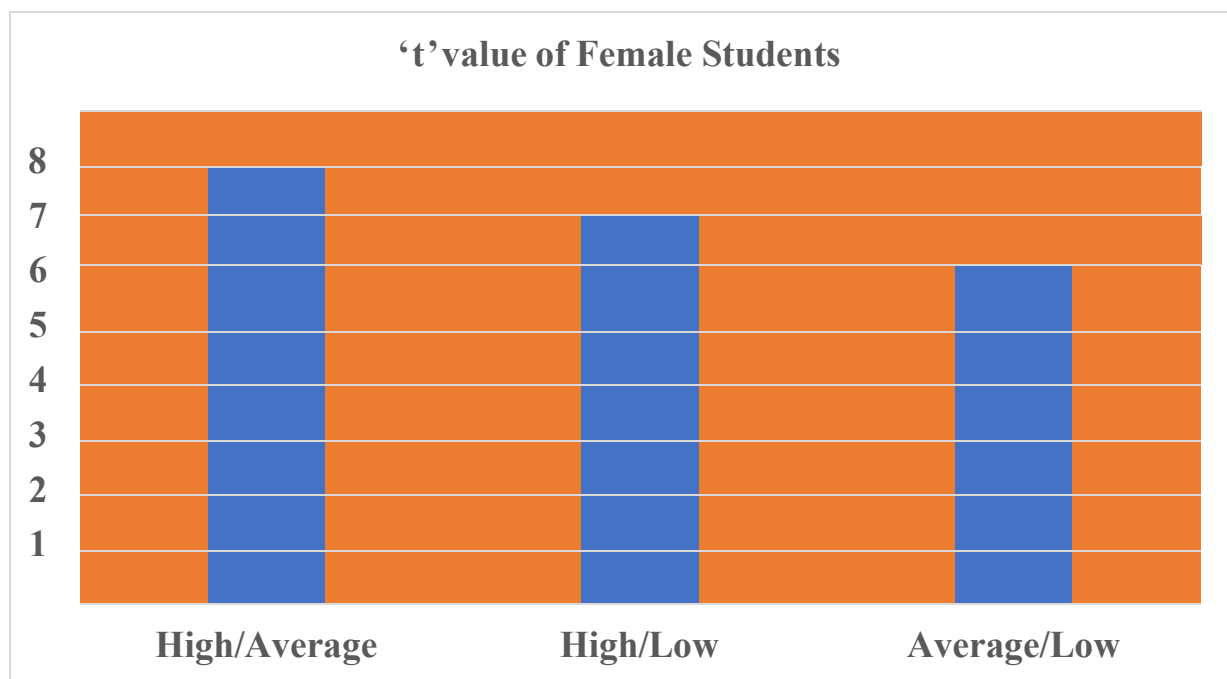
Groups/Levels	Percentage	‘t’ value	Level of Significance
High/Average	76%/57%	7.89	P < 0.05
High/Low	72%/23%	7.11	P < 0.05
Average/Low	52%/13%	6.20	P < 0.05

In order to examine whether a significant difference existed between each pair of groups, the t -test was applied. The calculated t value between the High and Average parental encouragement groups was 7.89, which exceeded the corresponding table value of 1.98 at the 0.05 level of significance. This result indicated a statistically significant difference between the High and Average groups. The percentage analysis further revealed that female students in the High

parental encouragement group were more influenced by parental encouragement in terms of emotional intelligence than those in the Average group.

Similarly, the t value computed between the High and Low groups was found to be 7.11, which was greater than the table value of 2.63 at the 0.05 level of significance. This confirmed the presence of a significant difference between these two groups. The percentage values indicated that female students in the High group were more affected by parental encouragement on emotional intelligence compared to those in the Low group.

Furthermore, when the t test was applied to compare the Average and Low groups, the calculated t value was 6.20, which exceeded the table value of 2.62 at the 0.05 level of significance, thereby indicating a statistically significant difference between the Average and Low groups. The percentage analysis demonstrated that female students in the Average group were more influenced by parental encouragement on emotional intelligence than those in the Low group.



Major Findings

1. Students receiving high parental encouragement exhibited significantly higher emotional intelligence than those receiving average or low encouragement.
2. Both male and female students showed similar patterns, indicating that parental encouragement benefits emotional intelligence irrespective of gender.
3. Early adolescence emerged as a critical period where parental emotional support plays a decisive role in emotional development.

Educational Implications

1. Parental Awareness and Training

Schools should organize parental awareness and parenting-skill development programs that emphasize emotional support, encouragement, and positive parenting practices.

2. Integration of Emotional Intelligence in Curriculum

Emotional intelligence education should be systematically integrated into the secondary school curriculum through life-skills education and value-based learning.

3. Teacher Training and Sensitization

Teachers should be trained to recognize students' emotional needs and to adopt classroom strategies that promote emotional intelligence and well-being.

4. Strengthening Home–School Collaboration

Regular and meaningful interaction between parents and teachers should be encouraged to jointly support students' emotional development.

5. Enhanced Counselling and Guidance Services

Counselling and guidance services at the secondary school level should be strengthened to support students with low emotional intelligence or inadequate parental encouragement.

6. Use of Emotional Intelligence Assessment Tools

Schools may periodically assess students' emotional intelligence to identify those requiring emotional support and timely intervention.

7. Promotion of Co-curricular Activities

Co-curricular and extracurricular activities such as group work, discussions, and role-play should be encouraged to foster emotional and social skills.

8. Policy and Administrative Support

Educational planners and administrators should incorporate parental involvement and emotional intelligence development into school policies and programs.

Recommendations

Suggestions for Parents

1. Consistent Emotional Support

Parents should provide a supportive and emotionally secure home environment by offering consistent encouragement, care, and understanding.

2. Positive Reinforcement of Effort

Greater emphasis should be placed on appreciating children's efforts and progress rather than focusing only on outcomes or achievements.

3. Open and Empathetic Communication

Parents should maintain open channels of communication with adolescents, listening empathetically to their concerns and emotional experiences.

4. Avoidance of Harsh Criticism

Harsh criticism, comparison, and unrealistic expectations should be avoided, as these may lead to emotional insecurity and reduced emotional intelligence.

Suggestions for Teachers

1. Identification and Support of Emotionally Vulnerable Students

Teachers should identify students who exhibit emotional difficulties and provide appropriate guidance or refer them for counseling when necessary.

2. Emotion-Focused Classroom Practices

Classroom activities should be designed to promote emotional awareness, empathy, cooperation, and positive peer relationships.

3. Promotion of Life-Skills and Well-being Programs

Practices such as yoga, meditation, mindfulness, and life-skills education should be encouraged to enhance students' emotional regulation and overall well-being.

Suggestions for School Administrators

1. Strengthening Counselling and Guidance Services

School administrators should ensure the availability of trained counsellors to address students' emotional and psychological needs at the secondary school level.

2. Organization of Parental Orientation Programs

Regular parental orientation and awareness programs should be conducted to highlight the importance of parental encouragement and emotional support in adolescents' development.

3. Teacher Capacity Building

Administrators should facilitate regular training and professional development programs for teachers focusing on emotional intelligence, adolescent psychology, and classroom management.

4. Integration of Emotional Intelligence Programs

Emotional intelligence development programs, including life-skills education, yoga, and mindfulness practices, should be formally integrated into the school timetable.

5. Creating a Supportive School Climate

Schools should promote a safe, inclusive, and emotionally supportive environment that encourages positive student-teacher and peer relationships.

6. Monitoring and Evaluation

Administrators should periodically monitor students' emotional well-being through assessments and feedback mechanisms and take necessary remedial measures.

Conclusion

The present study conclusively demonstrates that parental encouragement has a significant and positive influence on the emotional intelligence of IXth grade students. In today's urban and semi-urban educational contexts, adolescents encounter a growing range of academic pressures, social expectations, and emotional challenges, making emotional intelligence an essential skill for coping effectively. The findings indicate that parental support, expressed through consistent encouragement, positive reinforcement, and empathetic communication, plays a critical role in shaping students' ability to

understand, manage, and express their emotions appropriately. By fostering emotional intelligence, parents contribute not only to their children's academic success but also to their overall psychological well-being. Adolescents with high levels of parental encouragement are better able to develop resilience in the face of setbacks, self-confidence in their abilities, and emotional balance in social interactions. This, in turn, promotes constructive relationships with peers and teachers, enhances problem-solving and decision-making skills, and reduces vulnerability to stress and anxiety. Furthermore, the study highlights that parental encouragement is a crucial developmental resource, particularly in educational settings where external pressures can be intense and complex. By actively engaging in supportive and nurturing practices, parents can significantly influence their children's holistic development, ensuring that students are better prepared to navigate the challenges of adolescence and later life with emotional maturity and stability.

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