



A STUDY OF PERCEIVED PARENTAL ENCOURAGEMENT OF HIGH SCHOOL STUDENTS IN RELATION TO LOCALITY, CASTE AND PARENTAL INCOME

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Abstract

Parents play an important role in all round development of the child. Parental encouragement plays a major role in determining the attitude, behaviour and self-image of the child. Adolescence is a period of dramatic change. Parental support and encouragement is critical in adolescence as anxiety and resulting problems related to adolescence may lead to depressed mood, lowered self esteem and impaired family and peer relationships. 200 students (100 rural and 100 urban) of 14-16 year (class 9th and 10th grade) from Government schools of Kurukshetra District of Haryana were included in sample. Parental Encouragement scale (PES) developed by Dr. R.R.Sharma was used to collect the data. t-test and ANOVA was used to analyse the data. Findings indicated that high school students do not differ significantly in getting parental encouragement in terms of locality, caste and parental income.



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Parents play important role in the family. It is the responsibility of parents to imbibe good values in children. Parents play an important role in all round development of the child. Parental encouragement also contributes a lot in the development of the child and purgation of his inherent qualities (Varshney 2007). The emotional bondage and the intimacy between parents and their children give a sense of security to the children and helps in the development of a positive concept of self. Parental encouragement plays a major role in determining the attitude, behaviour and self-image of the child. Rossi (1965) defined parental encouragement as “when father and mother approve or disapprove of any activity related to education or revoke any hurdle felt by the student in the process, or guide him the right or wrong- this entire spectrum activity comes in the purview of parental encouragement”. Therefore, it is a treatment originating from parents towards the child with a view to enhancing the possibilities of future occurrence of good behavior by care, concern, approval and guidance.

Adolescence is a period of dramatic change that often sets the stage for losses in positive feelings of self-worth or self-esteem. Adolescents often lack in academic motivation and performance, as their attention is divided among a lot many things like creating an identity for themselves, peer group, heterogeneous relations, fashion and incessant

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environment etc. Relationships with parents, peers and teachers are usually more positive with a healthy dose of self-esteem. In adolescence, school/college experience plays and support from parents have an important role in the development of self-perception and can have powerful and long lasting effect on the self-esteem of the adolescents. Proper parental encouragement if provided will help the adolescent to face lesser academic anxiety and perform better in exams. On the other hand, if parents excessively pressurize the adolescents for getting good marks, the adolescent may feel depressed and suffer with anxiety. Here parental support and encouragement is critical as anxiety and resulting problems may lead to depressed mood, lowered self esteem and impaired family and peer relationships. Mattanah et al. (2011) also said that close and supportive relationships of adolescents with their parents are important source of positive self-esteem. Parental support has been found to predict global self-esteem similarly across both the genders (Rueger et al., 2010). So keeping in view the above facts, the present investigation was undertaken with the following objectives:

OBJECTIVES

The objectives of the present study were:

1. To study the significance of difference between perceived parental encouragement of rural and urban high school students.
2. To study the significance of difference between perceived parental encouragement of high school students coming from general, backward class and scheduled caste families.
3. To study the significance of difference between perceived parental encouragement of high school students coming from families having high, middle and low parental income.

HYPOTHESES

1. There will be no significant difference between perceived parental encouragement of rural and urban high school students.
2. There will be no significant difference between perceived parental encouragement of high school students coming from general, backward class and scheduled caste families.
3. There will be no significant difference between perceived parental encouragement of high school students coming from families having high, middle and low parental income.

RESEARCH METHOD:

SAMPLE

The study was conducted in Kurukshetra district of Haryana state where two Government high Schools from rural area and two from urban area were selected. From each of the four selected schools of rural and urban area of Kurukshetra, 200 students (100 rural and 100 urban) of 14-16 year (class 9th and 10th grade) were included in final sample.

TOOLS USED

Selected adolescents were assessed to know their level of parental encouragement by using Parental Encouragement Scale (PES) by Dr. R.R.Sharma (1988). Data of general, backward class and scheduled caste information were collected from school records. Data of parental income were collected from the students.

PROCEDURE

First of all permission was taken from the principals of the school for the collection of data. The purpose of the study was explained to the participants and consent to participate was obtained from all the participants involved. All the participants were administered the Parental Encouragement Scale in an organised classroom setting.

Different Statistical techniques were used to analyse the data. t-test and ANOVA were used to know the significance of difference between perceived parental encouragement of high school students coming from different groups.

RESULTS

Table1. Difference between perceived parental encouragement of rural and urban high school students

Sr. No.	Locality	N	Mean	SD	df	t-value	Level of significance
1	Urban	100	64.00	9.38	198	1.78	Not significant
2	Rural	100	66.11	7.18			

Table shows that no significant difference exists in the perceived parental encouragement of high school students of urban and rural locality. t-value (1.78) is less than the t-critical value at 0.05 level and 198 degree of freedom. Though rural students were found to have more parental encouragement (M=66.11) than urban students, the difference is not statistically significant. Therefore null hypothesis that there will be no significant difference between perceived parental encouragement of rural and urban high school students is accepted.

Table 2. Difference between perceived parental encouragement of high school students coming from general, backward class and scheduled caste families.

Sr. No.	Sources of Variation	df	Sum of squares	Mean squares	F	Level of Significance
1	Between the groups	2	390.47	154.73	2.22	Not significant
2	Within the groups	197	13748.92	69.79		
3.	Total	199	14058.39			

Table 2 shows that the calculated value of $F=2.22$ is not significant at df 2 and 197. Therefore it can be concluded that general category, backward class and scheduled caste high school students do not differ significantly in terms of perceived parental encouragement. Hence second null hypothesis is accepted.

Table 3. Difference between perceived parental encouragement of high school students coming from families having high, middle and low parental income

Sr. No.	Sources of variation	df	Sum of Squares	Mean squares	F	Level of Significance
1	Between the groups	2	335.38	167.69	2.41	Not Significant
2	Within the groups	197	13723.01	69.65		

Table 3 shows that F value of 2.41 is not significant at df 2 and 197. So it is concluded that difference between perceived parental encouragement of high school students coming from families having high, middle and low parental income is not statistically significant. Therefore null hypothesis 3 is accepted.

IMPLICATIONS

The findings can give an insight to teachers about the level of parental encouragement which the students are getting from their parents. Keeping in view the findings of the study the teachers can discuss with parents the strategies to increase parental encouragement for development of students. Guidance and counselling programmes could be planned for parents by different agencies (schools, NGOs, welfare department) to emphasize the role of positive parental encouragement. Better parental encouragement can contribute to better learning and better adjustment of the students in family, school and society.

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