

A STUDY OF PARENTAL ENCOURAGEMENT AS RELATED TO RISK TAKING BEHAVIOUR OF GRADUATE STUDENTS

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Abstract

The study was conducted to determine the relationship between parental encouragement of graduate students in relation to their risk taking behaviour. The participants were 600 degree college students of Haryana state studying in different streams viz. Art, Science, Commerce, Pharmacy and Education. Parental encouragement scale by Kusum Agrawal & Risk Taking Questionnaire (RTQ) by V.N.Sinha & P.N.Arora were used for the study. Mean, Standard Deviation and 'z' test were used for compare the values among different groups. The result of the study shows that the female students were significantly differ in parental encouragement than the male students studying at graduate level while the male and female students studying in professional and non professional courses at graduate level does not differ in parental encouragement.



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INTRODUCTION

Education is the major aspect of development of any modern society, since if there is a deficit of educated people then society will stop its further progress. Human beings are positive assets and precious natural resources, which needs to be cherished, nurtured and developed with care and dynamism. Education is meant to make one's life civilized, cultured and progressive in real sense. It helps a person to draw the best out of one's mind and spirit. It makes a person rational, innovative, constructive, right thinker, intelligent, independent and creator of new values. In fact, education is the process of developing the capacities and potentialities of the individual so as to prepare that individual to be successful in a specific society or culture. It imparts one with all the power of necessities in making a noticeable mark in any of the field.

The word parent have been derived from Latin word Prens, which means a caretaker of the offspring in their own species. On the other hand, parenting is a socialization process through which parents transfer their cultural values, beliefs, traditions, and norms as well as other socially and culturally desirable behaviour to their children, adolescents, and young adults to be good citizens of the society and for the attainment of adult competence. Parents

want only the best for their children. They help their children and guide their path to survive in this complex world. Parents encourage children to pick them up, move in a new direction, learn from the experience and also to try again whenever there seems its need. In fact, the primary role of a parent is to offer encouragement, support and proper guidance to their ward especially during the secondary school years as it is the time when students begin to find their way in life. It is generally shown that such children having good parent-children relationship have better grades, test scores, long term academic achievement, attitudes and behavior than those with disinterested mothers and fathers. However, some children are not enough lucky to receive proper parental encouragement.

Risk is a global phenomenon that lives within the individuals. There are many situations in which one faces the risk e.g. while driving, climbing a hill, taking on any important decision etc. It can be better understood in terms of uncertainty. Whatever we do there is an element of risk or uncertainty attached to the outcome. Certainty and uncertainty are the two extremes of the same continuum; and risk exists somewhere between the two. The quantum or degree of risk differs from situation to situation. Some risks are trivial and others are significant. Risk, then, is a desirable goal in which there is a lack of certainty or a fear of failure. Every action has an outcome. When we toss a coin there are two possible outcomes it lands either head or tail. When an action is followed by several outcomes, we have to decide about the desired outcome. In time of uncertainty, we decide whether to act or not. Hence, in one sense, risk can be defined as “a variation in the possible outcome”.

OBJECTIVES

1. To compare mean scores of Parental encouragement of male and female students studying at graduate level.
2. To compare mean scores of Parental encouragement of male and female students studying in professional courses at graduate level.
3. To compare mean scores of Parental encouragement of male and female students studying in non-professional courses at graduate level.

HYPOTHESES

1. There exists no significant difference in the Parental encouragement of male and female students studying at graduate level.
2. There exists no significant difference in Parental encouragement of male and female students studying in professional courses at graduate level.

3. There exists no significant difference in Parental encouragement of male and female students studying in non-professional courses at graduate level.

METHOD OF STUDY

The study was carried out to investigate to compare parental encouragement of the graduate students in relation to their risk taking behaviour. Accordingly survey method of research was used for the study.

SAMPLE

The sample consists of 600 students studying in professional and non professional courses at graduate level in degree colleges of Haryana State. A random sample of students from streams viz. Art, Science, Commerce, Pharmacy and Education has been taken to conduct the study.

TOOLS USED

Parental Encouragement Scale (PES) by Kusum Agrawal & Risk Taking Questionnaire (RTQ) by V.N.Sinha & P.N.Arora were used in the study to investigate the comparison between parental encouragement of the graduate students in relation to their risk taking behaviour.

STATISTICAL TECHNIQUES USED

The mean & Standard Deviation values were applied to test the significance of difference among groups which are under consideration for study. In order to compare different groups, 'z' tests were found in order to know the significant difference.

ANALYSIS OF DATA

Table – 1 Mean Score of Parental Encouragement of Male and Female Students Studying at Graduate Level

Students	N	Mean	S.D.	'z'
Male	300	42.51	6.21	6.93
Female	300	46.97	4.02	

From Table 1, it is evident that 'z' value is 6.93 which is significant at 0.01 level of significance with 598 degree of freedom. So, parental encouragement of male and female students studying at graduate level differs significantly. The mean score of parental encouragement of female students studying at graduate level is 46.97 which is significantly higher than male students studying at graduate level whose mean score is 42.51.

In this context Null hypothesis "There is no significant difference in parental encouragement of male & female students studying at graduate level" is rejected. It is

concluded that female students studying at graduate level possesses significantly higher parental encouragement than male students studying at graduate level.

Table – 2 Mean Score of Parental Encouragement of Male & Female Students Studying in Professional Courses at Graduate Level

Students	N	Mean	S.D.	'z'
Male	153	37.709	22.097	1.229
Female	147	36.104	5.090	

From the table 2, it is evident that 'z' value is 1.229 which is not significant at 0.01 level of significance with 598 degree of freedom. So, parental encouragement of male and female students studying in professional courses at graduate level does not differs significantly. The mean score of parental encouragement of male students studying in professional courses at graduate level is 37.709 which is slightly higher than female students studying in professional courses at graduate level whose mean score is 36.104.

In this context Null hypothesis "There exists no significant difference in Parental encouragement of male and female students studying in professional courses at graduate level" is accepted. It is concluded that male and female students studying in professional courses at graduate level does not possesses significant difference in parental encouragement.

Table – 3 Mean Score of Parental Encouragement of Male & Female Students Studying in Non-Professional Courses at Graduate Level

Students	N	Mean	S.D.	'z'
Male	148	34.927	4.807	1.943
Female	152	36.047	5.168	

From the table 3, it is evident that 'z' value is 1.943 which is not significant at 0.01 level of significance with 598 degree of freedom. So, parental encouragement of male and female students studying in non professional courses at graduate level does not differs significantly. The mean score of parental encouragement of male students studying in non professional courses at graduate level is 34.927 which is slightly higher than female students studying in non professional courses at graduate level whose mean score is 36.047.

In this context Null hypothesis "There exists no significant difference in Parental encouragement of male and female students studying in non-professional courses at graduate level" is accepted. It is concluded that male and female students studying in non professional courses at graduate level does not possesses significant difference in parental encouragement.

CONCLUSION

It is concluded that:-

- a) The female students studying at graduate level were possess significantly higher parental encouragement than the male students studying at graduate level.
- b) The male and female students studying in professional courses at graduate level were not possess significant difference in parental encouragement.
- c) The male and female students studying in non professional courses at graduate level were not possesses significant difference in parental encouragement.

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