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STUDY OF PARENT ENCOURAGEMENT AMONG X STANDARD STUDENTS

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ABSTRACT :

Parents play an important role in all round development of the child. The emotional attachment and the intimacy between parents and their children give a sense of security to the children and help in the development of a positive self concept. Parental encouragement is one of the aspects of parent behavior patterns with children. In encouragement the parents help the child in such a way that s/he may not feel discourage at a particular point of difficulty. Parental encouragement goes a long way in helping the children to achieve better in different spheres of life. In the present investigation, an attempt has been made to study the relationship of gender as determinants of parental encouragement among adolescents. The study was conducted on 100 adolescents (50 boys and 50 girls) in the age range of 14-16 years residing in urban areas of Dhule district of Maharashtra. PES-s (Parental Encouragement Scale) developed by R. R. Sharma was used to measure the parental encouragement as perceived by the X Standard adolescent students. The test contained a total number of 40 items. There is Significant difference existed in parental encouragement of Backward and Non Backward students. There is significant difference between academic achievement and parent encouragement.



KEYWORDS : Parent encouragement, 10th standard students.

INTRODUCTION

Students' spends their maximum time with their parents. So parental encouragement and their behavior plays very important role in the all round development of child and so, it is one of the important aspects of parent behavior patterns with child. Encouragement received from parents is an incomparable motivating factor for a child where he/she would engage with more enthusiasm and fighting spirit. This parental encouragement will not only push forward psychologically a child but remains as a great impact throughout the life of child forever. Children strive for parental encouragement and approval in every activity they involve. The entire treatment may have many individual traits. But their contents and direction are the same to give encouragement to the child. It may be in the form of approval or it may be in the form of asking the child to modify his behavior. By effect, parental encouragement creates approach behavior. In case, it creates avoidance behavior in the child that accounts to discouragement. Parental encouragement as a term in education has very explicitly been defined by Rossi (1965) in these words: "When father and mother approve or appreciate any activity related to education or revoke any hurdle felt by the student in the process, to guide him the right and wrong this entire spectrum activity comes within the purview of parental encouragement". Parental encouragement is of great significance in

developing psychological as well as academic behavior of a child.

Loving parents always play vital role in the development of their children, who will succeed in school and college, carrier and life Endeavour's. During the high school years, the students begin to find their way in life; they discover their interests, aptitudes, goals and dreams. When parents take a true interest in the discovery process, the bond between parents and children can be greatly strengthened. High level of parental encouragement, measured by knowledge of their children's activities in school and frequent visit to the school, have positive effects on the children's academic achievement (Kao, 1995). Further Sui-Chu and Williams (1996) in their study reveals that parental encouragement should be emphasized with parents action at home, such as communications with their off springs and supervision on their activities. Also parental encouragement generally termed as parental involvement has to present in every aspect of the child i.e. in their activities. Academic achievement, the vital factor for children for pursuing higher education or for carrier development is greatly influenced by encouragement of their parents. Parents, the first teacher at home, induce interest to learn, inspire them and energizes the children when they are fed up or if they are tired of a long study hours. Also the parent's remains a strength gaining factor if they stand behind them literally and virtually, their children when they face initial failures.

SIGNIFICANCE OF STUDY:

Adolescence period is of rapid growth. It is a transition period of emotionally and physically. In which the past will affect the present as well as their future. It is expected that the parents provides the basic environment which prepares them for future responsibilities, and also parents attitude towards them is very important to makes family environmental conditions favorable or unfavorable for proper development of a teen age child. Parents feel that to provide all the facilities and needs are sufficient to perform in examination. But they are neglecting the fact that the parental guidance and support is equally important for overall development these teen age children. In Present scenario, in the world where competitive struggle starts right from the beginning of education and Parent expectation and pressure is on peak during X standard and XII standard. Adolescent girls and boys are confused due to physiological and psychological changes and over burdened due to high expectations of parent and contemporary challenges of modern hi-tech era and parent and have problem that how to deal the situation some time anger may cause suicide of the child 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 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. School failure and the almost inevitable un employment or under employment that follows is among the most serious of these problems. The cost to society and to individual is high. These range from individual aspects of learning such as behavior problems or cognitive deficiencies to family factors such as parenting techniques to social issues as poverty and cultural differences. Since adolescence is the most highlighted age group of today they are thought to be troublesome and problematic age group. Parents are baffled by the unexpected changes in their behaviors and are 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.

Mehta et al., (2005) has found that Boys have poor emotional adjustment than girls. Girls have less sensitization tendency than boys which might be due to the difference in parental treatment of boys and girls. Girls are expected more to have control on their feelings and are not expected to express their frustration and anger. It is not the sex of the sibling but the mere presence of sibling affects the adjustment of adolescents. Here in this study Parent encouragement refers to the treatment originating from parents towards the child with a view to enhance the possibilities of future occurrences of good behavior by care, concern, approval and guidance.

OBJECTIVES OF THE PRESENT STUDY:

The following are the objectives formulated for the present study:

1. To find out the level of parental encouragement of standard X school students.

2. To find out whether there is any significant difference in the parental encouragement scores of std. X high school students with regard to sub samples of Gender i.e. Boys and Girls and also sub samples of Backward and Non Backward students.
3. To find out whether there is any significant difference in the parental encouragement scores of std. X high school students with regard to sub samples of the family members and parental encouragement.
4. To find out whether there is any significant difference in the academic achievement and parent encouragement of std. X school students.

HYPOTHESIS OF THE STUDY:

- There is no significant difference in the mean score of Parent Encouragement of Backward Class and Non Backward Class of standard X students.
- There is no significant difference in the mean score of Parent Encouragement of boys and girls of standard X students.
- There is no significant difference between the mean score of number of family members and parent encouragement of standard X students.
- There is no significant difference between the mean score of number of family members and different levels of parent encouragement of Standard X students.
- There is no significant difference between the mean score of Academic Achievement and Parent Encouragement of standard students X.

SAMPLE:

For the present study, 100 students of standard X were selected from the one school of Dhule district. In which 50 boys and 50 girls were selected.

TOOL:

Standardized tool is used to measure the Parental Encouragement. Test is prepared by Shri. R. R. Sharma, Srinagar (Garhwal). The reliability of the scale was measured firstly by split half method and the value was found to be 0.83. The validity of the PES was ascertained by correlating the scores of this scale with Uniyal and Agrawal's PES. The coefficient of correlation was found to be .68. This indicates that the scale is fairly a valid tool.

Academic achievement score is collected from the recent exam conducted by the school of the concern students and it is considered as academic achievement of those students, who are participated in the PES's parent encouragement test.

Statistical Tools: Researcher used statistical tools for data analysis like mean, standard deviation, variance, ANOVA, F Value, F Critical Value etc. were used.

DATA ANALYSIS:

The Mean value of the whole group found to be 62.72 which is shown that the overall parental encouragement level is average. There is no significant difference found between the means of Boys (Male) and Girls (Female) students. Where as it is found that no of boys and girls found below average P.E. is more than that of above average P.E. students.

The details of Average of P.E. of Girls and Boys and No. of boys and girls on different levels of parental encouragement are given in the following table.

Average of P.E.				Count of P.E.(in %)		
Row Labels	Girls	Boys	Grand Total	Girls(in %)	Boys(in %)	Grand Total
AVERAGE P.E.	64.93	66.75	65.84	28 (56)	28 (56)	56
HIGH P.E.	72.17	73.00	72.29	6 (12)	1(2)	7
LOW P.E.	57.17	57.83	57.57	12(24)	18(36)	30
VERY HIGH P.E.	78.00	77.00	77.50	1(2)	1(2)	2
VERY LOW P.E.	38.33	41.00	39.40	3(6)	2(4)	5
Grand Total	62.6	62.8	62.72	50	50	100

Hypothesis-1: There is no significant difference in the mean score of Parent Encouragement of Backward and Non Backward students of standard X students.

Following table shows the ANOVA of parental encouragement of the Backward and Non Backward of

SUMMARY

Groups	Count	Sum	Average	Variance
BC	43	2692	62.60	94.48
NON BC	57	3580	62.80	36.91

ANOVA

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	1.00	1	1.00	0.016	0.90	3.94
Within Groups	6035.16	98	61.58			
Total	6036.16	99				

P-value is greater than alpha value ($0.0 < 0.05$), means null hypothesis is accepted. Hence it is found that there is no significance difference found between the mean score between the BC and non BC students on the parent encouragement.

Hypothesis- 2: There is no significant difference in the mean score of Parent Encouragement of Girls and Boys of standard X.

Following table shows ANOVA of the Parental encouragement of Girls and Boys students.

SUMMARY

Groups	Count	Sum	Average	Variance
Girls	50	3130	62.60	72.94
Boys	50	3142	62.84	50.22

ANOVA

Source of Variation	SS	Df	MS	F	P-value	F crit
Between Groups	1.44	1	1.44	0.02	0.88	3.94
Within Groups	6034.72	98	61.58			
Total	6036.16	99				

P-value is greater than alpha value 0.05 ($0.88 > 0.05$), means null hypothesis is accepted. Hence it is found that there is no significance difference found between the mean score between the Girls and Boys

students on the parent encouragement.

Hypothesis-3: There is no significant difference between the Number of family members and Parent Encouragement of standard X students.

SUMMARY				
<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>
PE	100	6272	62.72	60.97
FAMILY MEMBERS	100	530	5.3	4.98

ANOVA						
<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	164852.82	1.00	164852.82	4999.24	0.00	3.89
Within Groups	6529.16	198.00	32.98			
Total	171381.98	199.00				

P-value is less than alpha value 0.05, means null hypothesis is rejected. It implies that means vary across parent encouragement and family members.

Hypothesis- 4: There is no significant difference between the Number of family members and different levels Parent Encouragement of standard X students.

SUMMARY				
<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>
Very Low P.E.	5	26	5.2	0.7
Low P.E.	30	182	6.07	8.55
Average P.E.	56	260	4.64	0.89
High P.E.	7	36	5.14	1.48
Very High P.E.	2	13	6.5	4.5

ANOVA						
<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	43.23	4	10.81	3.28	0.014	2.47
Within Groups	312.88	95	3.29			
Total	356.11	99				

P-value is less than alpha value 0.05 ($0.014 < 0.05$), means null hypothesis is accepted. Hence it is found that there is significance difference found between the mean score between the No. of family members and different levels of parent encouragement of X standard students.

Hypothesis- 5: There is no significant difference between the academic achievement and parental encouragement of standard X students.

SUMMARY

<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>
Achievement	100	5276.54	52.77	234.59
Parental Encouragement	100	6272.00	62.72	60.97

ANOVA

<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	4954.70	1.00	4954.70	33.53	0.00	3.89
Within Groups	29260.64	198.00	147.78			
Total	34215.35	199.00				

P-value is less than alpha value 0.05 ($0.0 < 0.05$), means null hypothesis is to be rejected. Hence it is found that there is significance difference found between the mean score of academic achievement and parent encouragement of standard X students.

FINDINGS OF THE STUDY:

- The parental encouragement of Standard X high school students of entire sample is average.
- There is significant difference between the mean score of number of family members and parent encouragement of Standard X students.
- There is significant difference between the mean score of number of family members and different levels of parent encouragement of standard X students.
- There is no significant difference between Backward Class and Non Backward Class of X students in respect of their parental encouragement.
- There is no significant difference between Girls and boys of standard X students in respect of their parental encouragement.
- There is significant difference between the mean score of academic achievement and parent encouragement of standard X students.

SUGGESTIONS AND RECOMMENDATIONS:

- From the overall study it seems that in this 21st century parents are equally treated to boys and girls.
- There is need of arrangement of parent workshop to train them to encourage their children. For that school may take initiative to arrange such type of programs under the parents-teacher association. It will benefit for the betterment of the future of their children and betterment of the society.
- Also parents must involve such type of workshops to enrich themselves.
- It is well known that if students are to maximize their potential in schooling, they will need the full support from their parents. Parents, the broader family, peer groups, neighborhood influences, school etc. all are implicated in shaping children's progress towards their self-fulfillment. Intelligence is not the only determinant of academic achievement. High motivation and engagement in learning have consistently being linked to reduced dropout rates and increased level of student's success.
- Healthy Family environment and encouragement is very important in the development of the students' career. There must be daily interaction and communication between parents with the child. And positive involvement in their progress.

CONCLUSION:

Thus the study reveals that the parental encouragement is average and there exist a significant relationship between parental encouragement of Backward Class and Non Backward Class students. Also there exist a significant relationship between parental encouragement of girls and boys. So to enhance the

relationship to a better form the Parents, the first teacher at home, must induce interest to learn, inspires and energizes the children when they are fed up (or) if they are tired of a long study hours. Also the parents should remain as a strength gaining factor if they stand behind (Literally and virtually) their children when they face initial failure.

In India, Family is a first institution from ages but it has changed drastically from the last few years. Its structure, functions and characteristics are going to be changed especially in India. This change in Indian family set up can be attributed to economic factors and the other factors are like nuclear family, industrialization, urbanization, mobility or cultural factors like growth of democratic ideals, priorities are changed. Importance is given to getting more and more money, decline of religious orthodoxy etc.

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