



## PARENTAL ENCOURAGEMENT-AN INDISPENSABLE FACTOR IN CHILDS' DEVELOPMENT-AN INVESTIGATION

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### **Abstract**

*In the present study the level of parental encouragement of the high school students were assessed through a scale constructed and validated by the investigator. For conducting the study, stratified random sampling technique has been used in the selection of the sample of as many as 400 high school students. Findings reveal that parental encouragement level of high school students as entire and sub sample wise as gender, type of family and parents' educational qualification are average. It was also found that there is significant difference in parental encouragement scores with regard to gender and parents' educational qualification. There is no significant difference in parental encouragement scores with regard to type of family.*

**Key Words: Parental Encouragement, High School Students.**

### **Introduction**

Encouragement is a affective factor which means “to cheer on”, sustain, give support to, urge (or) to stimulate. As suggested by Anderson et al. (2003). Parents play a vital role in their child’s affective experience of all types of curricular (includes, co-curricular and extracurricular) activities. Encouragement contributes to children enjoying their activities and enjoyment of participating is an important motivator. Children who do not receive encouragement may do not likely to reap other associated benefits, such as skill development and positive peer interaction.

Encouragement received from parents is an incomparable motivating factor for a child where he/she would engage with more enthusiasm and fighting spirit. This factor-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. Tulloh (2015) suggests that what it covers to the successful coaching of young people (or) a child, encouragement and support is the key.

Loving parents play vital role in the development of their parents who will succeed in college, carrier and life endeavors. 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 in different ways as

1. Learn About and Try to Understand the Hopes and Dreams of Each Child -
2. Listen with Empathy --
3. Provide Active support -
4. Encourage Student Performance

Successful parents frequently use words of encouragement and supportive actions to show their children how to make improvements. They show their love and cheer their children to perform at their best. Even when that performance falls short, they offer encouragement and support. These parents understand that their children will not be good at everything. Therefore, they encourage their children to explore their interests do their best and try to learn how to do better next time. Effective parents encourage their children to broaden their experiences by anticipating in every activity they involve. Thus the encouragement in the right amount would motivate students to do better in school and can help them identify a potential direction.

Parental encouragement is required for a child in way and forms as

#### **1. In Academic Enhancement**

Every step the child makes to improve in academics should be well supported and guided by his/her parents which would stimulate them to go further.

#### **2. In Behaviour Management**

Parental encouragement is required to form a new behaviour (or) to ratify the existing one which would be shape a permanent behaviour for the child. Encouragement may be positive (or) negative (i.e. in the way to rectify the mistakes and not in the harsh form) rendered by the parents creates a permanent mark in the behaviour of the child.

#### **3. In Facing Challenges and Crisis Situations**

The child has to be mode bold enough and be supportive in their actions if they face any kind of difficulties in life and all endeavors. Parents have to believe their childs' capability and prepare them to face any disturbances, by themselves without walking in their shoes.



#### 4. In New Efforts and Activities

Parents have to encourage their child to new things (or) initiate them to do so. Also they has to encourage the efforts mode by child thysel to create a new thing (or) a new way to solve a problem though it may be a failure.

#### 5. In Providing Congenial Environment

A conductive and supportive atmosphere created by the parents directly creates a positive energy in their child so that they would shine in every walk .Thus in total, parental encouragement has a great influence on the child's (Psychological, Sociological, Physical& Moral) development in turn enhances the all-round development of the child.

### Objective of the Study

The following are the objectives formulated for the present study.

1. To assess the level of parental encouragement of the high school students not only for the entire sample but also sub sample wise as Gender(Male/Female),Type of family(Joint/Nuclear)and parents' educational qualification (Illiterate/school education/college education).
2. To find out whether there is any significant difference in the parental encouragement of high school students with regard to the sub samples such as Gender (Male / Female), Type of family (Joint/Nuclear) and parents' educational qualification (Illiterate/school education/college education).

### Hypotheses of the Study

The following were the hypotheses framed from the formulated objectives

1. The level of parental encouragement of high school students with regard to entire and sub sample wise is low.
2. There is no significant difference between the parental encouragement scores of high students with regard to gender and type of family.
3. There is no significant difference between the parental encouragement scores of high students with regard to parents' educational qualification.

### Method of study

To assess theparental encouragement of the high school students which can be assessed through observations in the form of longitudinal study Yun Zhou et al. (2012), Gott fried, Adele Eskeles et al. (2009), Katherine W. Bauer et al. (2011) (or) through survey method by seeking responses from parents (or) the child, Richard, A (2001), Muthamizselvan, M. (2009) and Dhamodharan, P.(2011). Here as the investigator adopted survey method, the responses were sought from high school students about their parental encouragement through a scale constructed and validated by the investigator and assessment were made based on the scores on the scale. So to assess the parental encouragement, the investigator with the help of the guide constructed the parent encouragement scale, after a thorough study of various concepts of theories related to parental encouragement, the investigator decided to frame components (or) dimensions of the scale as the encouragement

- a) in academic enhancement
- b) in behaviour management
- c) in facing challenges and crisis situations
- d) in new efforts and activities
- e) in providing congenial environment

### Sample of the Study

The stratified random sampling technique has been used in the selection was used to collect the data from a sample of 400 high school students in Tiruvallur District in Tamilnadu State.

### Scoring Procedure

The percentile norms have been calculated by the investigator and are given in the following table

**Table- 1 shows percentile Norms for the Parental Encouragement Scale**

Percentiles	N	Score Range	Interpretation
Below P <sub>25</sub>	26	271 & below	<b>Low</b>
P <sub>25</sub> -P <sub>75</sub>	47	272-339	<b>Average</b>
AboveP <sub>75</sub>	27	340 and above	<b>High</b>



### Analysis and Interpretation Data

The following statistical techniques have been used in the present study

- (i) Descriptive Analysis
- (ii) Differential Analysis

The analysis and interpretation are given the following tables

### Hypothesis1

1. The level of parental encouragement of high school students with regard to entire and sub sample wise is low.

**Table-2, Showing the Mean and Standard Deviation scores of parental encouragement of high school students**

Sl. No.	Variables	Number	Mean	Standard Deviation
1	Entire	400	306.93	33.54
2	Gender	Male	295.29	32.79
		Female	317.60	31.79
3	Type of Family	Joint family	301.78	35.24
		Nuclear family	307.95	33.43
4	Parental Educational Qualification	Illiterate	294.05	36.75
		School Education	310.78	32.25
		College Education	309.11	32.27

Table 2 shows the mean and standard deviation for parental encouragement score of entire sample are 306.93 and 33.54 respectively, the mean values of male and female high school students are found to be 295.29 and 317.60 respectively and the standard deviations are 32.79 and 31.79, the mean values of joint family and nuclear family high school students are found to be 301.78 and 307.95 respectively, the standard deviations are 35.24 and 33.43 and mean values of high school students parental educational qualification illiterate, school education and college education are found to be 294.05, 310.78 and 309.11 respectively. The standard deviations are 36.75, 32.25 and 32.27. which totally indicates that the mean scores and the sub samples lies between than the average value (272-339). It is concluded that the parental encouragement of high school students as entire and sub samples are average. Therefore the hypothesis is rejected. Hence, **it is inferred that the parental encouragement of high school students as entire and sub samples are in an average level.**

### Hypothesis 2

There is no significant difference between the parental encouragement scores of high school students with regard to gender and type of family.

**Table-3, Showing the Mean and Standard Deviation scores of parental encouragement of high school students with regard to gender and type of family**

Variable	Sub samples	N	Mean	SD	't' Value	Level of Significance at 0.05 level
Gender	Male	200	295.29	32.79	6.91	Significant
	Female	200	317.60	31.79		
Type of family	Joint	82	301.78	35.24	1.42	Not Significant
	Nuclear	318	307.95	33.43		

In order to find out whether there is any significant difference between male and female high school students in respect of their parental encouragement, 't' value is calculated. The 't' ratio found to be 6.91 at 0.05 level and it is represented in table 3. The 't' value is higher than the table value. Hence the stated hypothesis is rejected and it is inferred that **there is significant difference between male and female high school students in respect of their parental encouragement.**

In order to find out whether there is any significant difference between joint family and nuclear family high school students in respect of their parental encouragement, 't' value is calculated. The 't' ratio found to be 1.42 at 0.05 level and it is represented in table 3. The 't' value is lesser than the table value. Hence the stated hypothesis is accepted and it is inferred that



there is no significant difference between joint family and nuclear family high school students in respect of their parental encouragement.

### Hypothesis 3

There is no significant difference between the parental encouragement scores of high students with regard to parents' educational qualification.

**Table-4, Showing the Mean and Standard Deviation scores of parental encouragement of high school students with regard to parental educational qualification**

Variable	Parents' educational qualification	N	Mean	SD	'F' Value	Level of Significance at 0.05 level
Parental Encouragement	Illiterate	101	294.05	36.75	9.31	Significant
	School Education	272	310.78	32.25		
	College Education	27	309.11	32.27		

In order to find out whether there is any significant difference among high school students belonging to different parental educational qualification in respect of their parental encouragement; 'F' value is calculated. The 'F' ratio found to be 9.31 at 0.05 levels and it is represented in table 4. The 'F' value is higher than the table value. Hence the stated hypothesis is rejected. It is inferred that **there is significant difference among high school students parental encouragement in respect of their parental educational qualification.**

### Findings of the Study

1. The parental encouragement of high school students as entire and sub samples are in an average level.
2. There is significant difference between the parental encouragement scores of high school students with regard to gender.
3. There is no significant difference among high school students parental encouragement in respect of their type of family.
4. There is significant difference among high school students parental encouragement in respect of their parental educational qualification.

### Conclusion

The parental encouragement of high school students of entire and sub sample wise is found to be in average level. To further increase the level of parental encouragement it should be realized that successful parents frequently use words of encouragement and supportive actions to show their children how to make improvements. They should show their love and cheer their children to perform at their best. Even when that performance falls short, they offer encouragement and support. The parents must understand that their children will not be good at everything. Therefore, they encourage their children to explore their interests do their best and try to learn how to do better next time. Effective parents encourage their children to broaden their experiences by anticipating in every activity they involve. Thus the encouragement in the right amount would motivate students to do better in school and can help them identify a potential direction

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