



## Effect of Parental Encouragement on Emotional Quotient of Students of Higher Secondary Schools

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### ABSTRACT

*The main aim of present study is to study the "Effect of parental encouragement on emotional quotient of students of higher secondary schools, for this researcher selected 200 students of class 9th from govt. higher secondary schools of Jabalpur city. normative survey method is applied for the study. For the collection of data two Tools were applied Parental encouragement scale by R.R. Sharma, and Emotional Intelligence test by Dr. Anita soni and DR. Ashok Sharma. the results indicates that there is significant difference of Effect of parental encouragement on emotional quotient between boys and girls of govt. higher secondary schools.*

**KEYWORDS :** Parental Encouragement, Emotional Quotient, Higher secondary school students

### INTRODUCTION-

The world is becoming more and more competitive. The desire for high level for academic achievement puts a lot of pressure on teachers and schools, including the educational system in general and on students in particular. Parents desire that their children climb the ladder of performance to as high a level of achievement as possible, which puts a lot of pressure on students. As career competition grows even more fierce in the working world, the importance of students doing well in school has caught the attention of parents, legislators and government education departments alike. Although education is not the only road to success in the working world, much effort is made to identify, evaluate, track and encourage the progress of the students in schools. Parents care about their child's academic performance because they believe good academic results will provide more career choices and job security.

### Parents:

A parent (from Latin: *Parens* = parent) is a caretaker of the offspring in their own species. In humans, a parent is the mother or the father figure of a child (Note: "child" refers to offspring, not necessarily age).

### Encouragement

Encouragement or fosterage means aiding the development of something or raising someone to be an accepted members of the community. The act of giving hope or support to someone, „Boost“!

**Synonyms of parental encouragement:** Parent adolescent relations, parental attachment, parental influence, parental relationship, parental love, parental support, parent and child interaction, parent child communication, parental attitudes, parent child rapport, parent child discussion, parent child conversation, parent child conflict resolution, parent child dialogue, parental involvement, parental aspirations, parent child understanding, parental expectations, parental permissiveness, parental role (Knapp, 1993).

### Parental Encouragement

Rossi (1965, as cited in Joshi, Asha, 2001) defined the parental encouragement as an approval and appreciation of their wards activity when they were satisfied with him in relation to his attainment of education.

Parental involvement and encouragement have influences on academic achievement and success. Discussion and encouragement when children are younger also increase the likelihood of their ultimately graduating from high school (Howell and Frese 1982). Consistency of parental encouragement through the high school years is positively related to attending college but less predictive of attendance of a two year college than a four year college (Conklin and Dailley, 1981). Parenting disciplines, control, monitoring, concern, encouragement and consistency are all aspects of parent-child relationships that have been linked to academic achievement in adolescents. Authoritative parenting style characterized by warmth, interest and concern along with clear rules and limits has positive effects on grades,

whereas studies suggest that neglectful styles has most negative effects on grades. Many parents honestly believe that the moment they secure a seat in a good school, their responsibility is over and expect the school to assume total responsibility for their wards.

**Emotional Quotient (E.Q.)** is the ability to recognize one's own and other people's **emotions**, to discriminate between different feelings and label them appropriately, and to use **emotional** information to guide thinking and behavior.

Therefore, each one of us must develop the mature emotional intelligence skills required to better understand, empathize and negotiate with other people — particularly as the economy has become more global. Otherwise, success will elude us in our lives and careers.

### Objectives of study-

1. To study the effect of High Parental encouragement on emotional quotient of govt .higher secondary school students with respect- ed to their gender.
2. .To study the effect of Low Parental encouragement on emotional quotient of govt .higher secondary school students with respect- ed to their gender.

### Hypothesis of the study-

1. There is no significance difference of effect of High parental en- couragement on emotional quotient of govt. .higher secondary school students with respected to their gender.
2. There is no significance difference of effect of Low parental en- couragement on emotional quotient of govt.. .higher secondary school students with respected to their gender.

**Methodology of study-**For this study normative survey method applied, 200 students of different govt. schools are selected by random sampling method, in which 100 boys and 100 girls selected.

### Tools used -

- 1: Emotional Intelligence test: This inventory is constructed by Dr. Ani- ta Soni and Dr. Ashok Sharma in 2009. This inventory explains the five basic dimensions of emotional intelligence.
2. "Parental Encouragement Scale (PES)" developed and standardized by Dr. R. R. Sharma (1988) was used to collect the data from stu- dents.

### ANALYSIS AND INTERPRETATION OF DATA-

Researcher applied parental encouragement test on boys and girls of govt. higher sec. school and divided them in two groups high parental encouragement group and low parental encouragement group, Then compare results of E.Q. between high parental encouragement groups of boys and girls and low parental encouragement group of boys and girls.

**Table No-1**  
**Effect of High Parental Encouragement on E.Q. of govt. schools students**

High Parental Encouragement	N	Mean	Std.Dev.	C.R	P Value $\wedge$
Boys	47	84.47	16.52	1.20	>0.05
Girls	23	73.74	14.87		

Degree of Freedom-68 At 0.05level= 2.00 &, 0.01 level= 2.66

The Table no -1 shows that there is no significant difference of high parental encouragement on E.Q. between boys and girls of high sec. schools at 0.05 level, because the p value is greater than the value of C.R. at the .05 level of significance which is 1.20. Means of boys of high parental encouragement group is 84.47 and girls is 73.74 .

**Table No-2**  
**Effect of Low Parental Encouragement on E.Q. of govt. schools students**

Low Parental Encouragement	N	Mean	Std.Dev.	C.R	P Value $\wedge$
Boys	26	86.66	12.96	2.49	<0.05
Girls	33	77.09	14.72		

Degree of Freedom & 57

At 0.05level= 2.00 &, 0.01 level= 2.66

The above table no. 2 indicates that there is significant difference of parental encouragement on E.Q. between boys and girls of govt. higher sec. school at 0.05 level because the p value is smaller than value of C.R. which is 2.49 and the mean value of boys group is 86.66 and girls group is 77.09 .

**Results And Discussion-**

The objectives of study was to To study the effect of Parental encouragement on emotional quotient of govt. higher secondary school students with respected to there gender in the results researcher found that in high Parental encouragement group between boys and girls there is no significant difference so the first hypothesis There is no significance difference of effect of High parental encouragement on emotional quotient of govt. higher secondary school students with respected to there gender is proved but in groups of low parental encouragement between boys and girls a significant difference found researchers second hypothesis There is no significance difference of effect of Low parental encouragement on emotional quotient of govt. higher secondary school students with respected to there gender is not proved.

**Conclusion-**

Results of study indicates that in high parental encouragement boys and girls shows almost equally balanced emotional behavior because

emotional intelligence (EQ) is more important than one's intelligence (IQ) in attaining success in their lives and careers. As individuals our success and the success of the profession today depend on our ability to read other people's signals and react appropriately to them. in positively encouraged atmosphere develop the mature emotional intelligence skills in children which equired to better understand, empathize and negotiate with other people — particularly as the economy has become more global. Otherwise, success will elude us in our lives and careers.

But in low parental group a significant difference found because girls are more sensitive then boys negative parental encouragement makes them emotionally weak it reduces thre self confidence also which effect their whole life and career.

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