

## A Study on Parental Encouragement Among Adolescents



### Education

**KEYWORDS :** Parental Encouragement, Adolescents

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### ABSTRACT

*Parental encouragement is one of the important factors having positive influence on performance of the adolescents. The present study aimed at exploring the level of parental encouragement among adolescents and find out the difference of parental encouragement among adolescents on the basis of locality. For this purpose, Parental encouragement scale standardized by R.R.Sharma (2010) was administered on the sample of 200 adolescents. The main findings are: Adolescents have average level of parental encouragement and significant difference was found between rural and urban adolescents in their parental encouragement.*

### Introduction

Parental encouragement is one of parental treatment patterns that help the adolescents, guide them, so that they may not feel disheartened at a particular point of difficulty. It is an important input in developing psychological as well as academic behaviour of a child. In other words it refers to behaviour pattern of parents in child rearing practices to enhance the possibilities of future occurrences of good behaviour in young generation by care, concern, approval and guidance (Sharma, 1988). Desforges (2003) have discussed the three factors such as: (i) Parental support (e.g. the provision of parenting skills training, advice and guidance for parents) (ii) Family learning (e.g. as a parent of Governor, regarding to children, encouragement and help with homework); (iii) Parent's level of education have the positive impact on adjustment and school performance. A study conducted on the importance of home environment and parental encouragement in the academic achievement of African-Canadian youth. The results of the study revealed that parental encouragement and supportive home environment had positive influence on educational achievement and adjustment of the African-Black students (Codoe, 2007).

Parental expectation and parental beliefs are positively associated with children's school achievement (Aarepattamannil, 2010). Students need full support, participation and encouragement of the parents to maximize the academic performance (Ghazi, 2010). Paternal involvement and encouragement was positive significant relationship with school performance of the children (Kazmi, 2011). Another study highlighted that low parental involvement with their wards negatively affects cooperation and conversation skills and parents which are highly involved with their children helped to improve the social skills of their children (Lata, 2013). Mani (2013) found that rural and urban higher secondary biology students have significantly differed in parental encouragement.

Steinberg et al. (1992) stated that the parental encouragement is much more likely to promote adolescent school success when it occurs in the context of an authoritative home environment. Every successful individual after reaching his/her goal finds that his/her success is because of the help and support of his/her parents. The support given by parents exerts significant influence on children's interests, aspirations, attitudes and achievement. According to Sekar et al (2013) everyone is indebted to many people who played inspirational roles in shaping their lives. People who get encouragement at the right time, and motivation aim higher and achieve more. However, the greatest motivators and role models of children are the parents. When parents are educated and ambitious, children also imitate them and develop a high degree of achievement drive. Strong and sup-

portive parents contribute to the growth of strong and success oriented achievement drive in their children. Garg et al (2002) stated that positive family climate and parental encouragement foster a positive academic self-schema. Parents can provide encouragement and support for their children in various ways. They do not have to be rich or wealthy to offer encouragement and support in their children's learning process. Zhou et al (2005) suggested that parents who closely supervise and monitor how and when their adolescents spend their time or who their friends are, in fact are indirectly exerting influence and presenting encouragement to their children in their learning process.

### Objectives of the study

1. To explore the level of parental encouragement among adolescents.
2. To find out difference among adolescents in their parental encouragement on the basis of locality.

### Hypotheses of the study

1. There exists no significant difference between rural and urban adolescents in their parental encouragement.

### Method

The present study is descriptive in nature. Therefore 200 adolescents served as participants in this study from rural and urban areas with equal distribution of 100 rural adolescents and 100 urban adolescents. The age range of participants was from 15-16, years. Participants were drawn from eight secondary schools of district Pulwama from Kashmir division by using simple random sampling technique.

### Measure

Parental Encouragement scale standardized by R.R.Sharma (2010) was used to measure parental encouragement of adolescents.

### Procedure

The data was collected randomly from participants studying different schools of district Pulwama. First of all Investigator was established the rapport with the students before actual administration of the parental encouragement scale. Investigator was explained briefly but distinctly the purpose of the study and asked students to fill up general information's given in a separate Performa. The respondents were assured that their responses would be kept confidential. Due care was taken that the respondents did not leave any item unmarked. Finally, scoring of parental encouragement scale was done manually.

### Data analysis

### Results

**Table 1: Level of Parental Encouragement of Adolescents**

Levels	Parental Encouragement	
	N	Percentage
High	49	24.5%
Average	95	47.5%
Low	56	28.00%
Total	200	100%

**Table 2: Showing the summary of results of t-test for difference between rural and urban adolescents of Parental Encouragement**

Groups	N	Mean	SD	t-value	Result
Rural	100	45.90	9.73	4.44	Significant
Urban	100	52.71	11.83		

Significant at 0.01 level of significance

### Discussion

Table 1 shows percentage wise data of adolescents in parental encouragement. It is clear from the above table that majority of adolescent's falls in average level of parental encouragement. Overall parental encouragement is beneficial for student academic outcomes. Parents have unique position to influence the student and some important purposeful relations contains encouragement, daily routine, and discussion of students in regular basis, praise, warmth, limit setting, and intellectual stimulation. Sekar and Mani (2013) lend support to the results of the present study. They studied the influence of gender on parental encouragement of higher secondary school students. The results revealed that *rural and urban higher secondary students have significantly differed in parental encouragement*. The results found that students have average level of parental encouragement.

As we can seem in table 2, significant difference was found between rural and urban adolescents on composite score on parental encouragement. Therefore, the hypothesis which states that, "There exists no significant difference between rural and urban adolescents in their parental encouragement", stands rejected. The mean score indicates that urban adolescents scored higher parental encouragement than rural adolescents. Main reason for this result is that rural adolescents belonging to poor and low-socioeconomic status, their parents are mostly illiterate or less educated and are mostly associated with farming and labouring, therefore rural parents don't encourage their children toward education. Nidhi (2014) lend support to the results of the present study and results of this study indicate that rural adolescents, whether male or female, perceive less parental encouragement, which in turn leads to lesser self-confidence. On the contrary urban adolescents, whether male or female, perceive high parental encouragement which leads to higher self-confidence.

### Conclusion and Implications

Adolescents have average level of parental encouragement and significant difference was found between rural and urban adolescents in their parental encouragement. Urban adolescents have higher parental encouragement as compared to their rural adolescents. So parents should provide them a supportive, responsive and congenial environment at home so that the children feel free to share themselves and also to seek guidance for the difficulties which they experience in their learning process. The parents should be aware about the strength and weakness of their child so that they may not except beyond the potential of their child. This will also help them to develop level of educational aspiration.

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