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Impact of Parental Encouragement on the Adjustment of Secondary School Students

Manjinder Singh

Research Scholar, Department of Education and Community Service
Punjabi University, Patiala, India
E-mail: mannjindersingh@gmail.com

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Abstract: *Parental encouragement is one of the important factors having positive influence on the behaviour pattern and performance of the adolescents and the present study aimed at exploring its impact on the adjustment of secondary school students. The data for the study was collected from 300 secondary school students of Punjab with the help of parental encouragement scale and adjustment inventory. The t-test results revealed significant differences in the parental encouragement and adjustment of secondary school students with respect to gender and locale. The parental encouragement of urban secondary school students was found to be significantly better than rural students. On the other hand adjustment of rural secondary school students was found to be significantly better than urban students. The parental encouragement was significantly and positively related to adjustment in case of female and urban secondary school students. In other words the positive and significant relationship of parental encouragement with adjustment of secondary school student is gender and locale specific. The implications of the study are discussed in the light of results and suggestions made to deal effectively with situation.*

Keywords: *Parental Encouragement, Adjustment, Secondary School, Urban & Rural Area*

Introduction

Parental encouragement is one of parental treatment patterns that help the child, guide him, so that he 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). A study conducted on 10,318 Wisconsin high school seniors by using correlation, path and cross-tabular analysis. The study revealed that parental encouragement had a powerful intervening variable between socio-economic class background and intelligence of the child and his educational aspirations (Sewell and Shah, 1968). Parental encouragement and academic achievement are positively related to each other, good parental encouragement lead to good academic achievement (Devi and Kiran, 2002).

Parental encouragement in children's education appears to be associated with a wide range of desirable outcomes among secondary school students including fewer behaviour problems (Zellman and Waterman, 1998). 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 home work); (iii) Parent's level of education have the positive impact on adjustment and school performance. The poor parent-child relationship may lead them on wrong path. Home and school are probably the two institutions which have the for reaching influence on our lives. More congenial home environment, less parental domination and systematic parental encouragement have been found to be responsible for better adjustment and school performance (Taylor, Clayton & Rowley, 2004). 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 encouragement positively affects the school performance of the students in reading mathematics, science and the behaviour of the students, their school attendance, attitude and adjustment to school. Parental encouragement and involvement in their children's education takes on various forms such as parents may be involved by volunteering at school, communicating with school, partaking in school decision-making or encouraging learning at home (Sanders and Sheldon, 2009). Children from favourable home environment are rated as above the average in social adjustment, personality traits, achievement, play, but children behaviour from unfavourable home environment something is seriously abnormal (Ahmad and Nigam, 2009). Parental encouragement is of great significance in developing psychological as well as academic behaviour of a child. Parental encouragement i.e. supporting and encouraging style of involvement and adjustment was positively associated with school achievement and vice versa. Parental expectation and parental beliefs are positively associated with children's school achievement (Areepattamannil, 2010).

Students need full support, participation and encouragement of the parents to maximize the academic performance (Ghazi, 2010). There is the strong evidence that parental encouragement continuous is a very powerful variable to increase the school performance. In this direction a study examined the impact of father's style of dealing with their children at home and their overall school performance. Paternal involvement and encouragement was positive significant relationship with school performance of the children (Kazmi, 2011).

The parental encouragement is a predictor of academic achievement of college students. In this direction the study revealed that students who receive high parental encouragement are better academic performance than the students who receive less parental encouragement. The study strongly recommended that parents should take interests in all the educational activities of the children for better school performance and adjustments (Kaur, 2013). 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 helped to improve the social skills of their child (Lata, 2013).

Objectives of the Study

1. To study the parental encouragement and adjustment of secondary school students.
2. To find out the gender wise and location wise differences in parental encouragement and adjustment of secondary school students.
3. To find out the gender wise and location differences in the relationship between parental encouragement and adjustment of secondary school students.

Hypotheses of the Study

1. There will be significant gender difference in parental encouragement among secondary school students.
2. There will be significant difference in the parental encouragement of secondary school students of urban and rural areas.
3. There will be significant gender difference in adjustment of secondary school students.
4. There will be significant difference in adjustment among secondary school students of urban and rural areas.
5. There will be significant relationship between parental encouragement and adjustment among secondary school students with regard to gender and locale.

Methodology of the Study

In the present study 300 secondary school students 150 from rural areas and 150 from urban areas were selected. Equal proportion of male (150) and female (150) students were included in sampling of the study. Parental Encouragement Scale (PES) (R.R. Sharma, 1988) was used to collect the data. The scale contains 40 items with three response alternatives from 0 to 2. Higher scores on the PES reveal greater amount/higher degree of parental encouragement and vice-versa. Adjustment inventory for college students (AICS) (Sinha and Singh, 1980) was used. The inventory has 102 items with 'yes' or 'no' responses with five different category of adjustment: 'A' for excellent, 'B' good, 'C' average, 'D' unsatisfactory, 'E' very unsatisfactory adjustment. Low score indicate satisfactory adjustment and students scoring high tend to be unsatisfactorily adjusted.

The Results

Descriptive statistics namely mean, median, SD were done to explain distribution of parental encouragement and adjustment scores of students. The t-test and co-efficient of co-relation ‘r’ were applied to analyse the data. The results are given hereunder:

A. Parental Encouragement of Secondary School Students vs. Locale and Gender

The means and SDs of parental encouragement score of secondary school students along with t-values for locale and gender given are below in the Table I.

Table-1: Mean Score of Parental Encouragement among Secondary School Student’s with Respect to Location and Gender

Group		N	Mean	SD	SE _D	t-ratio
Locale	Urban	150	66.60	7.41	0.70	3.58**
	Rural	150	64.06	4.53		
Gender	Male	150	64.40	9.38	0.97	1.91
	Female	150	66.26	8.83		

***p < 0.01*

Table-1 shows that the mean score of secondary school students of urban areas came out to be 66.60 with SD 7.41 and rural area is 64.06 with SD 4.53. The t-value testing the significance of mean difference in the two groups is found to be 3.58 which is significant at 0.01 level of confidence. Hence hypothesis, “there will be significant difference in mean scores of parental encouragement of secondary school students of urban areas and rural areas” stands accepted. Table-1also shows that the mean score of parental encouragement of male secondary students found to be 64.40 with SD 9.38 and of female found to be 66.26 with SD 8.83. The t-value testing significance of mean difference in the parental encouragement of male and female secondary school students is came out to be 1.91 which is not significant at 0.05 level. Hence hypothesis, there will be significant gender difference in the mean scores of parental encouragement of secondary school students” stands rejected.

B. Adjustment of Secondary School Students vs. Locale and Gender

The means and SDs of adjustment score of secondary school students along with t-values for locale and gender are given below in the Table-2.

Table-2: Mean Score of Adjustment Among Secondary School Students with Respect to Location and Gender

Group		N	Mean	SD	SE _D	t-ratio
Locale	Urban	150	35.46	7.89	1.03	3.63**
	Rural	150	39.20	9.66		
Gender	Male	150	35.13	7.99	1.03	4.27**
	Female	150	39.53	9.08		

*** p < 0.01*

The table-2 shows that the mean scores of adjustment of secondary school students of urban and rural areas come out are 35.46 with SD 7.89 and 39.20 with SD 9.66 respectively. The t-

value testing significance of mean difference between two groups of urban and rural areas found to be 3.63 which is significant at 0.01 level of confidence. Hence hypothesis, "There will be significant difference in the mean score of adjustment among adolescents of secondary school students of urban and rural areas" stands accepted.

Table-2 shows that mean score of adjustment of male secondary school students found to be 35.13 and female found to be 39.53; SD for male and female students came out to be 7.99 and 9.08 respectively. The t-value between the male and female found to be 4.27 which is significant at 0.01 level of confidence. This shows that there exists significant difference in the mean scores of adjustment of secondary school students with respect to sex. Hence hypothesis, "There will be significant gender difference in the mean scores of adjustment among secondary school students", stands accepted.

C. Relationship of Parental Encouragement with Adjustment of Secondary School Students

The coefficient of correlation of parental encouragement with adjustment scores of secondary school students with regard to gender and locale are given in the Table-3.

Table-3: Coefficients of Correlation between Parental Encouragement and Adjustment among Secondary School Students

Group		N	r
Gender	Total	300	0.064
	Male	150	0.119
Locale	Female	150	0.154*
	Urban	150	0.161*
	Rural	150	0.071

* $p < 0.05$

The table-3 shows that co-efficient of correlation of parental encouragement with adjustment is found to be 0.064 which is not significant at 0.05 level. This indicates that parental encouragement does not seem to be significantly related to adjustment among secondary school students in total. Hence, hypothesis, "there will be significant relationship between parental encouragement and adjustment among secondary school students" stands rejected. The table-3 shows that co-efficient of co-relation of parental encouragement with adjustment of male secondary school students was found to be 0.119, not significant at 0.05 level. The co-efficient of co-relation of parental encouragement with adjustment of female secondary school students were found to be 0.154, significant at 0.05. This indicates that parental encouragement is significantly related to adjustment only among female students. Hence, hypothesis stating, "There will be significant relationship between parental encouragement and adjustment among secondary school students with respect to their gender" stands partially accepted in case of female secondary school students and rejected in case of male secondary school students.

The table-3 also shows that co-efficient of co-relation of parental encouragement with adjustment of secondary school students of urban areas found to be 0.161 which is significant at 0.05 level. This indicates that parental encouragement is significantly related to adjustment

among students of urban areas. This relationship in urban areas can be explained in terms of exposure in the education level. SES and attitude of the parents which helps the secondary school students of urban areas to overcome stressful and conflicting situations and hence better adjustment. The table-3 further shows that co-efficient of co-relation of parental encouragement and adjustment of rural areas came out to be 0.071 which is not significant at 0.05 level. Hence the hypothesis stating that “*There will be significant relationship between parental encouragement and adjustment among secondary school students with respect to their local*” stands partially accepted in case of urban secondary school students and rejected in case of rural secondary school students.

Major Findings

- i. Parental encouragements of secondary school students show significant difference with regard to locale. Parental encouragement of urban students was found to be more favourable than rural students.
- ii. There exists no significant difference in the mean scores of parental encouragement among secondary school students with respect to gender. The mean score of parental encouragement of female secondary school students was not significantly higher than male secondary school students.
- iii. There exists significant difference in the mean adjustment scores among adolescents with respect to locale. The mean score of adjustment secondary school students of rural areas were found to be more favourable than urban areas.
- iv. The mean adjustment score of female secondary school students was significantly higher than male secondary school students.
- v. No significant relationship was found between parental encouragement and adjustment among secondary school students.
- vi. No significant relationship between parental encouragement and adjustment was found with respect to male secondary school students.
- vii. There exists significant relationship between parental encouragement and adjustment among female secondary school students. Parental encouragement was significantly related to adjustment among female students.
- viii. There exists significant relationship between parental encouragement and adjustment among urban secondary school students. Parental encouragement is significantly related to adjustment among urban secondary school students.
- ix. There exists no significant relationship between parental encouragement and adjustment among rural secondary school students.

Educational Implications

The study has revealed the significant difference in parental encouragement as well as adjustment among secondary school students of urban and rural areas. Therefore there is dire need for the teachers and educators to take into account the factors causing poor adjustment. The findings of the study provide help to the parents; educators; university, college and school teachers to help their wards to channelize their energy in useful and productive arenas. The parents can be guided to provide congenial environment and favourable attitude towards

their children at home and understand their children at intellectual and emotional level.

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