



## **A STUDY OF THE EFFECT OF PARENTAL ENCOURAGEMENT ON THE SELF-CONCEPT OF ADOLESCENTS OF UTTAR PRADESH**

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“A Child’s mind is the fertile soil in which the seeds will grow. But how he’ll blossom, what he’ll be, depends on what we sow.”

Parenting is as old as creation itself and yet it continues to baffle generations of parents. The birth of a child brings to mind happiness and fulfillment but raising children in modern times is a Herculean task. A parent is forever on a journey of exploration, something that can be learnt only through tears and smiles. The personality of the child depends on parent’s behavior, child-rearing practices and interaction with them. Children from encouraging parents are more self-accepting and accepted by their peers. Warm, democratic and encouraging parents have brighter children than those who are cold and discouraging. Encouragement accompanied by democratic attitude on the part of parents lead to the participation of child in the family discussion and independence of the child as a person.

In the new millennium, parents are focused, committed and concerned. they rear children in a planned and organized way. A 2002 Pathfinders study of 10,000 married women in 38 towns across India shows that 35 percent of women hope that their children would do better than them (Chopra, 2004). This has led to popularity of various workshops, life skill coaching, mental ability training and counseling sessions which claim to help parents dramatically to improve the emotion, mental and spiritual development of the children. The ‘Infant Siddha Programmers’ (ISP) in Mumbai, ‘The Activity Company’ in Chennai are such workshops. Internet facilities like [indiaparenting.com](http://indiaparenting.com) and [mushformums.com](http://mushformums.com) claim to have over 5000 members and as many as 30,000 to 50,000 visitors per day (Chopra, 2004).

However, parenting becomes difficult especially when dealing with children in their adolescence. Further, with the advancement of new technologies, the role of parents is gradually changing. Today's children particularly those in the metros, are not only net-savy but conversant with a host of issues that their parents' generation was not. Their concerns and interests go far beyond their immediate environment as they are now members of the global community.

Parental encouragement refers to the treatment originating from parent's towards the child with a view to enhance to possibilities of future occurrences of good behavior by care, concern, approval and guidance. Maccoby and Martin (1983) found that parental warmth and consistency in child rearing are associated with positive development outcomes in children. Hence, family is the most important agency of socialization and children are largely the result of the environment in which they have been reared and the dominating feature of this environment is always the parent. While home climate affects all areas of the adolescents' life, certain areas are especially influenced by family relationships. When the home climate is characterized by affection, acceptance, trust and tolerance, the adolescents will develop a wholesome self-concept.

'Self-concept' is an organized collection of beliefs and feelings about oneself. The 'self' emerges as an organization of personal meanings through learning and experience. Findings of Panwar (1986) stated that children brought up in homes where there was more cordial and warm relationship between the parents; where the children thought that their parents accepted them, developed positive self-concept. Further, a study reported that parental influence interacted with self-concept of the child which later has a greater impact in their attitude towards career choice (Chandna, 1990).

Numerous studies have highlighted the dilemma of parent-child relationship in modern society, where standard of living is very high as a result both parents have to go out of the house to earn. But little is known about how adolescent reacts to such situation where inspired of living with their parents they are not there for them. The dual role of mothers as homemakers and crisis managers is a common feature in the metros. Whether this new role of mother as a working woman affects the self-concept of children or not, is observed in the study of Sharma (1986) which revealed that concentration, confidence and self-control level of the children of working mothers were found to be more than those of non working mothers. Further, Singh (2004) reported that the total self-concept of hostlers was found to be higher than that of the non hostlers. Findings of such studies reveal that the present

generation is totally non dependent on their parents for minor help and would rather look upon their peer groups or internet. Hence, schools, organizations and government should conduct workshops on 'parental involvement programmes' and various other programmes to improve the self-concept and personality of children. The present study is an effort to identify, understand and provide counseling to those adolescents who lack parental encouragement, set unrealistic goals and suffer from poor self- concept.

### **STATEMENT OF THE PROBLEM**

“A study of the effect of parental encouragement on the self-concept of adolescents of Uttar Pradesh.”

### **OBJECTIVE**

To study of the effect of parental encouragement on various dimensions of self-concept viz., physical, social, temperamental, educational, moral, intellectual and total self-concept viz., physical, social, temperamental, educational, moral, intellectual and total self-concept of the students.

### **HYPOTHESES**

Students differentiated on the basis of parental encouragement (high, average and low) would not differ significantly on:

(i) physical (ii) Social (iii) Temperamental (iv) Educational (v) Moral (vi) Intellectual (vii) Total self-concept

### **METHODOLOGY**

The normative survey method was employed in the present investigation.

### **SAMPLE**

A multistage random sampling procedure was followed in the selection of the sample. The sample comprised of 800 students of secondary and higher secondary schools of Uttar Pradesh.

### **TOOLS**

The tools used for the investigation were:-

1. Parental Encouragement Scale by R.R. Sharma (1997) and
2. Self-Concept Questionnaire by R.K. Saraswat (1989, 95)

The parental encouragement scale (PES) has been developed and standardized by Dr. R.R. Sharma. The scale contains 40 items with three response alternatives. The reliability of the scale was measured firstly by split half method and the value was found to be 0.83. Secondly, two test-retest reliabilities were determined-one after an interval of 2 weeks and

the other after 4 weeks. The values of these two reliabilities were found to be 0.73 and 0.76 respectively. Two indices of validity of the Parental Encouragement Scale were worked out i.e. content and convergent validity. For content validity, the content of each item was examined critically by 5 judges specialized in the field of Education, Psychology and Sociology whose opinion confirmed that the scale is a fairly valid tool. For establishing convergent validity, the scale was correlated with that of Uniyal and Agarwal's Parental Encouragement Scale. The coefficient of correlation was found to be 0.68.

The self-concept Questionnaires has been developed and standardized by R.K. Saraswat. It consists of 48 items and provides 6 separate dimensions of self-concept, viz., physical, social, intellectual, moral, educational and temperamental self-concept. It also gives a total self-concept score. Reliability of the inventory was found by test-retest method, and it was found to be 0.91 for the total self-concept measure. Reliability coefficients of its various dimensions vary from 0.67 to 0.88. For establishing the validity of the test, content and the construct validity were derived. Items of highest agreement and not less than 80 % of agreement were selected. Thus, the tool is fairly valid.

#### **ADMINISTRATION AND SCORING PROCEDURE**

After selecting the schools to be undertaken for the study, the researcher obtained the permission from the concerned Principals to collect the data from questionnaires and then explained the mode of filling it. The questionnaires were then scored according to the instructions given in the manual.

#### **STATISTICAL TREATMENT**

1. The total scores were tabulated and analysis of Varance i.e. ANOVA was applied to interpret the results.
2. In order to simplify the work of the calculation of 't' and comparing it with the table value every time, critical difference (CD) at 5 % level of significance was calculated.

#### **RESULTS AND DISCUSSION**

The three groups formed on the basis of parental encouragement were tested by employing ANOVA on various dimensions of self-concept and total self-concept as given in table 1.

**Table-1 ANOVA on Self-Concept**

<b>Dimension of Self-Concept</b>	<b>Source or Variation</b>	<b>df</b>	<b>Sum of Squares</b>	<b>Mean of Squares</b>	<b>F. Value</b>
Physical	Among group	2	197.73	98.86	6.5**
	Within group	797	12018.17	15.08	
Social	Among group	2	416.48	208.24	13.85**
	Within group	797	11980.07	15.08	
Temperamental	Among group	2	560.14	280.07	15.56**
	Within group	797	14344.75	17.998	
Educational	Among group	2	1244.55	622.27	31.46**
	Within group	797	15767.55	19.78	
Moral	Among group	2	162.08	81.04	6.36**
	Within group	797	10154.14	12.74	
Intellectual	Among group	2	182.62	91.31	6.62**
	Within group	797	10990.96	13.79	
Total	Among group	2	14625.01	7312.50	29.49**
	Within group	797	197607.08	247.94	

**\*\* Significant at 0.01 level**

Table-1 shows the effect of parental encouragement on physical, social, temperamental, educational, moral, intellectual and total self-concept. The obtained ‘F’ values are 6.5, 13.85, 15.56, 13.46, 6.36, 6.62 and 29.49 respectively which statistically significant at .05 and .01 levels of confidence. This demonstrates that the three groups (high, average and low parental encouragement groups) differ significantly on all dimensions of self-concept.

**Table-2: Comparison of Means obtained on different dimensions of Self-Concept of High and Low Parental Encouragement Groups**

Sl. No.	Dimension of Self-concept	Group Comparison	Mean	Mean Difference	Critical Distance	Level of Significance at 0.05
1.	Physical	High Vs Low	29.11 27.68	1.43	0.76	S
2.	Social	High Vs Low	30.43 28.34	2.09	0.76	S
3.	Temperamental	High Vs Low	31.42 29.00	2.42	0.83	S
4.	Educational	High Vs Low	32.35 28.77	3.58	0.86	S
5.	Moral	High Vs Low	31.84 30.54	1.30	0.70	S
6.	Intellectual	High Vs Low	27.04 25.78	1.26	0.72	S
7.	Total	High Vs Low	182.35 170.02	12.33	3.09	S

**High PE - N = 175**

**Low PE - N = 211**

**S- Significant at 0.05 level of significance**

The extreme groups i.e. high and low parental encouragement groups were selected for the purpose of comparison. When low parental encouragement group was compared with high parental encouragement group on physical dimension of self-concept, the two groups differed significantly at .05 level of confidence (mean difference 1.43 > critical difference 0.76). Hence, the null hypothesis stating that ‘student receiving high, average and low parental encouragement would not differ significantly on physical dimension of self-concept’ is rejected. This result is consistent with the past research in which studies have cited that children receiving love and affection are physically stronger. On the contrary, rejection and hatred leads to dwarfism. In a study, children living in orphanages were physically shorter and feeble. The researcher is of the opinion that children whose parents provide maximum encouragement are physically superior to those receiving low amount of encouragement.

The mean scores of low and high parental encouragement group on social dimension of self-concept are 28.34 and 30.43 respectively. This demonstrates that the groups compared differ significantly at .05 level of confidence (mean difference 2.09 > critical difference 0.76). hence, the null hypothesis is rejected. The researcher feels that students receiving high parental encouragement are socially adjusted than their counterpart. They are social, cooperative, friendly, cheerful and confident. “Carison (1963) concluded that children from

encouraging parents are more self-accepted and accepted by their peers. Studies by Symonds (1938, 1949) and Amusable (1952) and Sahay (1991) also support this view. Baldwin, Kolhorn and Breese (1945) stated that encouragement accompanied by democratic attitude on the part of parents lead to the participation of child in the family discussion" (Pandey, 2001).

A perusal of table-2 suggests that when students receiving low and high level of parental encouragement was compared on temperamental dimension of self-concept, the two groups differed significantly at .05 level of confidence (mean difference 2.42 > critical difference 0.83). Hence, the null hypothesis is rejected. Studies have shown that parent-child relationship has profound place in shaping the psychological makeup of the children. Hence, parental acceptance, warmth and support were positively related to favorable emotional development of children. In examining the two groups on educational dimension of self-concept, it was found that they differed significantly at 0.05 level of confidence (mean difference 3.58 > critical difference 0.86). The researcher is of the opinion that parental support and encouragement are correlated with children's competence and is also a contributory factor to the development of competence in the children. This finding is supported by the findings of Saraswat (1982) and Anshu (1988).

Student receiving high parental encouragement (mean-31.84) are superior on moral values than those receiving low parental encouragement (mean-30.54). This supported by the view that the parents are role model to their children. If parents inculcate the values of right and wrong, the children will reflect the same pattern of behavior. Hence, parental acceptance is positively related with moral judgment of children. Hoffman (1963) concluded that children whose mothers use inductive discipline i.e. who explain the consequences of their actions develop a sense of self-control and self-direction. Contradictory to this finding, it was found out that there is no correlation between parental attitude and parental disciplinary practices and moral maturity (Bisht, 1998). When low and high parental encouragement groups were compared on intellectual, a bearing of self-concept, they showed significant difference at .05 level of confidence (mean difference 1.26 > critical difference 0.72). The researcher is of the view that encouraging parents show concern about their child's performance. They help to develop creative thinking and problem solving behavior in their children. They accept healthy discussion in family matters. As a result, the child receiving constant encouragement and support from their parents are more intelligent, have higher cognitive level and can easily adjust themselves in critical situations. The present finding is in conformity with the findings of Agarway (1987) and Rawat (1994).

A perusal of table 2 indicates that the two groups differ significantly on total self-concept (mean difference 12.33 > critical difference 3.09). hence, there is significant difference between the thwo groups at .05 level of confidence. The hypothesis stating that 'student receiving high, average and low parental encouragement would not differ significantly on total self-concept' is, therefore, rejected. The mean scores reveal that the group receiving maximum parental encouragement are superior on total self-concept than those receiving low parental encouragement. This finding is in conformity with those of Agarwal (1986) and Panwar, (1986) who stated that positive behavior of both parents contribute in developing positive self-concept and hence in performing better.

### **FINDINGS**

1. The three groups differed significantly on physical, social, temperamental, moral, educational and intellectual dimensions of self-concept.
2. Students receiving high parental encouragement were superior on total self-concept than those receiving low parental encouragement.

### **EDUCATIONAL IMPLICATION**

1. Findings and conclusions of the present study show that parental encouragement plays an important role in the development of the child's self-concept.
2. The study is also helpful to parents and teachers to understand the nature and problems of adolescents. It is helpful educationalists to explore the probabilities of reformatory steps to be taken up in the educational system thereby selling the parents, teachers and students.
3. By providing them security and yet giving them independence in their decision making, parents can help their adolescent children to develop their personality to a fuller extent thus giving them a positive attitude and progressive vision for their adult life.

### **CONCLUSION**

Tin the development of the child's personality there are three forces- 'the organism' (child), 'the environment' (family environment/parental encouragement) and 'self'. Change in 'self' is revealed from how one sees 'oneself' and the world as one acquires knowledge, skills, attitude and roles. This awareness of 'self' is to a great extent dependent on the parents who should provide congenial environment to them. Parents should encourage their child to take responsibility for their education, to explore their capacities, participated in



extracurricular activities and develop self-concept and leadership skills. hence, the new age parent has to re-invent themselves drastically to keep in tune with the changing times.

### **SUMMARY**

It was found that the children of parents whose married life is good and harmonious are well adjusted. Adjustment of such children, on the contrary, those children who came from such homes where there is a lack of love, negative and low level of self-concept was found in those children.

In the present research, with this approach the effect of the encouragement of their parents on the male attitude of adolescents has been studied, for this. 800 boys studying in Upper Secondary Classes X and XII of Uttar Pradesh have been selected by the snowball sampling method and for the level of encouragement of the parents, it is divided into three categories such as high, middle and low, it is known from the findings that.

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