

Parental encouragement as an indicator of self-concept of adolescents and its implication in higher education

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■ **ABSTRACT** : Through adolescence years, individual forge a personal identity, a self-concept, and an orientation toward achievement and a strong bonding with parents that will play a significant role in shaping their success in school, work, and life. Present study was undertaken to assess the predictors of self-concept and academic achievement of 13-15 year old adolescents and implication of that in higher education. The study was conducted in Hisar district of Haryana state. From each of the four selected schools of rural and urban area of Hisar, all boys and girls of 13-15 year were included in final sample. The results revealed that parental encouragement, residential area, and family relationship with neighbours, age, maternal occupation and adolescents spending time with grandparents as the significant predictors for self-concept of adolescents. Likewise academic class, self-concept, paternal occupation, number of siblings as the significant predictors for academic achievement of adolescents *i.e.* adolescents who were under parental support and supervision, had comparatively better self worth which ultimately leads a successful academic orientation. Adolescents having good parental support and higher level of self-concept will pursue higher education with great urge.

■ **KEY WORDS** : Adolescence, Self-concept, Parental encouragement, Maternal occupation, Higher education, Academic achievement, Support and supervision

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Adolescence is a period of dramatic change that often sets the stage for losses in positive feelings of self-worth or self-esteem. Relationships with parents, peers and teachers are usually more positive with a healthy dose of self-esteem. Children develop and maintain their self-concept through the process of taking action and then reflecting on what they have done and what others tell them about what they have done. In adolescence, school/college experience plays and

support from parents have an important role in the development of self-perception and can have powerful and long lasting effect on the self-esteem of the adolescents. Mattanah *et al.* (2011) also said that close and supportive relationships of adolescents with their parents are important source of positive self-esteem. Parental support has been found to predict global self-esteem similarly across both the genders (Rueger *et al.*, 2010). Hence Parental encouragement plays a major role

in determining the attitude, behaviour and self-image of the child. Students having higher level of self-esteem perform well in academics. So keeping in view the above facts, the present investigation was undertaken with the following objectives:

- To assess the predictors of self-concept of 13-15 Year old children.
- To study the various indicators of academic achievement of 13-15 Year old children.
- Implication of parental encouragement and level of self-concept in higher education.

■ RESEARCH METHODS

The study was conducted in Hisar district of Haryana state where two Government Senior Secondary Schools from rural area and two from urban area were selected. From each of the four selected schools of rural and urban area of Hisar, all boys and girls of 13-15 year (class 8th, 9th and 10th grade) were included in final sample. Respondents were interviewed in groups in their classroom setting to collect required information. Selected adolescents were assessed to know their level of parental encouragement by using Parental Encouragement Scale (PES) by Sharma (1971). Self prepared questionnaire was used to delineate socio-personal variables and self-Concept of children was judged by Children's Self –Concept Scale (CSCS) of Ahluwalia (1986). Regression analysis was used to analyze the data.

■ RESEARCH FINDINGS AND DISCUSSION

The findings of the present study as well as relevant discussion have been presented under following heads :

Stepwise regression to predict self-concept of adolescents from socio-personal variables :

The results of stepwise regression analysis predicting self-concept of adolescents are depicted in Table 1.

The regression model revealed parental encouragement, residential area, and family relationship with neighbors, age, maternal occupation and adolescents spending time with grandparents as the significant predictors for self-concept of adolescents. Parental encouragement in the step I alone contributed to 21 per cent of variance in self-concept of adolescents. The model for the parental encouragement was

significant, $F_{(1,200)} = 54.81$, $p < 0.05$ (Model I).

Various findings also confirm the above findings as Out of all the predictors' parental encouragement is one of the important predictor for self-concept of adolescents. Mattanah *et al.* (2011) also found that close and supportive relationships of adolescents with their parents are important source of positive self-esteem. Parental support has been found to predict global self-esteem across both the genders (Rueger *et al.*, 2010). Perceived maternal support and rigid control were the most consistent predictors of adolescents' adjustment. High level of maternal rigid control was related to adolescents' report of sympathy, social competence and self-worth (Laible and Carlo, 2004).

Stepwise regression to predict academic achievement of adolescents from socio-personal variables

The findings of stepwise regression analysis predicting academic achievement of adolescents are portrayed in Table 2.

The regression model revealed academic class, self-concept, paternal occupation, number of siblings as the significant predictors for academic achievement of adolescents.

Confirming the same Turner *et al.* (2009) reported that intrinsic motivation and self-efficacy predicted academic performance. Occupation of parents influenced the school performance of their children (Sharma and Tahira, 2011). Other than these Khan *et al.* (2014) examines the predictors of academic achievement of adolescents and educational encouragement from mother, father, sibling, friends and gender were found to be significant predictors for academic achievement.

Implications of parental encouragement and self-concept for higher education :

This thing get well confirmed through various research findings that the students who received higher parental encouragement and have better self-concept successfully leads in higher education and performs well in academics. Some of the findings are as follows:

- Parental involvement in children's education from an early age has a significant effect on educational achievement, and continues to do so into adolescence and adulthood (Marchant *et al.*, 2001).
- An authoritative parenting style emphasizing both responsiveness and demandingness appears

Table 1 : Stepwise regression to predict self-concept of adolescents from socio-personal variables (n=209)

Sr. No.	Model Socio-personal variables	Standardized co-efficient ()	Standard error	t-value	Adjusted R ²	F value
1.	Step I					
	Parental encouragement	0.46	0.06	7.40*	0.21	54.81
2.	Step II					
	Parental encouragement	0.48	0.05	7.79*	0.25	34.24
	Residential area	-0.20	1.26	-3.31*		
3.	Step III					
	Parental encouragement	0.47	0.05	7.73*	0.27	25.99
	Residential area	-0.20	1.24	-3.23*		
	Family relationship with neighbours	0.16	1.19	2.71*		
4.	Step IV					
	Parental encouragement	0.49	0.05	8.17*	0.30	22.12
	Residential area	-0.19	1.23	-3.12*		
	Family relationship with neighbour	0.17	1.17	2.84*		
	Age	0.17	0.76	2.80*		
5.	Step V					
	Parental encouragement	0.49	0.05	8.21*	0.31	19.35
	Residential area	-0.15	1.26	-2.38*		
	Family relationship with neighbours	0.16	1.16	2.72*		
	Age	0.18	0.76	3.07*		
	Maternal occupation	-0.15	1.87	-2.45*		
6.	Step VI					
	Parental encouragement	0.48	0.05	8.08*	0.33	17.19
	Residential area	-0.14	1.25	-2.29*		
	Family relationship with neighbours	0.17	1.16	2.93*		
	Age	0.19	0.75	3.16*		
	Maternal occupation	-0.14	1.87	-2.27*		
	Adolescents spending time with grandparents	0.13	0.32	2.15*		

* indicates significance of value at P=0.05

Table 2 : Stepwise regression to predict academic achievement of adolescents from socio-personal variables (n=209)

Sr. No.	Model Socio-personal variables	Standardized co-efficient ()	Standard error	t-value	Adjusted R ²	F value
1.	Step I					
	Academic class	0.20	0.99	2.95*	0.04	8.73
2.	Step II					
	Academic class	0.18	0.99	2.58*	0.06	7.06
	Self-concept	0.16	0.08	2.28*		
3.	Step III					
	Academic class	0.18	0.98	2.66*	0.08	6.45
	Self-concept	0.17	0.08	2.40*		
	Paternal occupation	0.15	0.90	2.23*		
4.	Step IV					
	Academic class	0.18	0.98	2.60*	0.09	6.00
	Self-concept	0.17	0.08	2.50*		
	Paternal occupation	0.15	0.89	2.15*		
	No. of siblings	-0.14	0.59	-2.08*		

*indicates significance of value at P=0.05

superior in fostering higher academic performance (Reitman *et al.*, 2002).

– High parental involvement led to higher achievement of adolescents in science, English and math's as compared to the group belonging to parents having low involvement (Ahuja and Goyal, 2006).

– The Parents who were perceived as being more acceptant and using less restrictive and hostile psychological control tended to have adolescents with higher academic success and competence (Lakshmi and Arora, 2006).

– An Authoritative parenting influences the academic performance of college students, and both intrinsic motivation and self-efficacy predicted academic performance (Turner *et al.*, 2009).

– There is a significant relationship between academic performance and perceived parental encouragement among adolescent boys and. high encouragement from parents was found to be associated with the high academic performance of the respondents (Priya *et al.*, 2011).

– Highly educated parents encouraged their children more to achieve. Findings also indicated positive relationship between academic achievement and parental education (Kohl *et al.*, 2000).

– High levels of parental expectations, consistent encouragement and actions to enhance learning opportunities in the home were all positively associated with students' high aspirations and college academic achievement (Catsambis, 2001).

– Academic self concept had consistent reciprocal effects with both achievement and educational attainment (Marsh and O' Mara, 2008).

– Kamble (2009) reported that the overall self concept was positively and significantly related to academic achievement, indicating that as the student's educational, intellectual and temperamental self-concept increases the academic achievement also improves.

Conclusion :

In the study, this study provides evidences that parental encouragement do play a vital role in promoting self-concept and academic performance of adolescence. Generation of youth demands parental time and concern, social interaction and sufficient availability of required resources to boost self-perception. In addition there are so many socio-personal variables which also contributed in enhancing level of psychological well being and

educational attainment of adolescents. Hence, the present investigation may have life-long implication for a child as well-rounded family and stable environment is most likely to give a child a positive future and influence. A positive parental influence supports a child usually to become a positive and prosperous student.

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