

# An analytical study of parental encouragement among college students of Aizawl district

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**Abstract:** *Effective acquisition of parental encouragement will enhance the child's productivity, self-efficacy and thereby building self-confidence and positive attitude. This paper examined Parental encouragement of college students in Aizawl city. The sample constituted of 300 students (150 male and 150 female) from five colleges in Aizawl city. Dr. Kusum Agarwal's (APES) Parental Encouragement scale (1999) was used to measure Parental Encouragement of the students. Stratified random sampling was used for the present study. Data were analyzed by using mean, SD, T-test of significance and Anova. Major findings of the study shows that (i) the college students of Aizawl district have an average level of parental encouragement (ii) the findings also reveals that there exist significant differences at 0.05 level between male and female college students in their parental encouragement. (iii) it was also found that there exist no significant differences with reference to different streams of study, viz. Arts, science and commerce.*

## 1. INTRODUCTION:

Parents are responsible for shaping the personality of a child and they are responsible for the child's basic care, direction, protection and guidance. Parents are the child's first teacher because they are the one who take care and nurse their child, and so they know their child better than anyone else. Parents want their children to become successful in life; one of the most important roles of parents is to provide encouragement, support and access to the activities that enable the child to master key developmental task.

The bringing up of children is a permanent need of all societies, and the particular way in which it is done is a cultural pattern of that society. A child grows up to fit in his society and the society of the child begins with his family, which defines the context in which a child receives his early socialization. If parents want to provide optimal facilitative environment conducive to the cognitive development of children, they should be well aware that they play an important role in the overall development of their children. Zhou et al. (2005) stated 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.

Parental Encouragement is of great significant in developing psychological and social behavior of a student to survive in this complex world. Children whose parents are involved in their education have many advantages. They have better grades, test score, long term high academic achievement, attitudes and behavior than those with disinterested parents. According to Rossi (1965), Parental Encouragement means "When father and mother approve or disapprove of any activity related to education or revoke any hurdle felt by the student in the process, or guide right or wrong"

### 1.1 Brief History of Education in Mizoram

In the past, the land of Mizo was annexed to the British Empire. The Mizos were without written language and totally illiterate. Most of the knowledge were disseminated at 'Zawlbuk or Bachelor's Dormitory,' a traditional school of the Mizos in the primitive days.

The first formal type of education in Mizoram was started in 1894 by two British Christian missionaries – Rev. J. H. Lorraine and Rev. F. W. Savidge in Aizawl. At the beginning there were only two students in this school. When four years had passed, this school was closed down as the missionaries had to leave the Lushai Hills. On 15<sup>th</sup> February 1898, another missionary – Rev D. E Jones from Wales who came to Aizawl in 1897 opened a school in Aizawl. This was the first school of formal education in Mizoram which continue, grow, and developed into a full-fledged recognized school.

In Mizoram, type of schools are divided into different categories based on their school management - Central Government (purely central and SSA), State Government, Local Body, Schools Aided by State Government and Local Body (Deficit, Council Deficit, Adhoc Aided, Council Aided), Private Unaided (Lump-sum Aided and Purely Private). At present, there are 3461 elementary schools with 251723 students, and 18747 teachers in Mizoram. Out of these schools, 198 state government elementary schools and 227 purely private elementary schools presently

exist in Aizawl city. The number of enrolment of students in the state government schools is 11,038 with 1384 teachers and purely private elementary school has covered 227 schools with 49700 students and 2571 teachers in Aizawl city (Annual Publication, 2015-2016, Directorate of School Education, Government of Mizoram).

## 1.2 Meaning of Parental Encouragement

The word “parenting” is derived from the Latin verb ‘parere’ which means “to bring forth or produce” (My Etymology, 2008). In human beings, parenting is usually done by the biological parents of the infant sometimes the government or society takes a responsibility as well. In many cases, orphaned and abandoned children receive parental care from non-parent blood relations. Others may be adopted, raised by fosters care, or be placed in an orphanage home.

Human beings are different from other living beings. When a child is born, he is fully dependent with his parents or other persons. The infant needs protection, care, guidance, support, encouragement in physically, mentally and emotionally. An individual has basic needs for his survival of the organism and psychological needs, physiological needs, emotional needs for his overall development. Parents are responsible to provide all his basic needs, if his needs are not satisfied a child may face adjustment problem. Thus, it is clear that parents play a very important role in the overall development of a child.

The term ‘parental encouragement’ is slightly new in psychological research perspective. Many research studies had been conducted in relation to parental encouragement, therefore, it can be assumed that parental encouragement means to succor the child by coaxing him not to feel disheartened at a particular point of difficulty. The encouragement may be given in the form of approval or in the form of asking the child to modify his/her behavior. In whatever way the parents encourage their children, it has a lasting effect on their way of thinking and doing. Parents have an important role to play towards their children because it is believed that parent’s care, concern, guidance are very productive for all round personality development of the child.

Parental encouragement refers to protection, guidance, care-giving, support which we have received from our parents in a positive manner. It is the process of developing and supporting the emotional, social, physical and intellectual development of a child from infancy to maturation. Some parents are very supportive and encouraging for their children, some parents may not get involved in their child’s life. Parental encouragement goes a long way in helping and guiding the children to achieve better in different ways of life. There are different types of parenting styles – Psychologist Baumrind, D. (1991) identified four patterns of parenting styles; Authoritative parenting styles, Authoritarian parenting styles, Permissive parenting styles, and Uninvolved parenting styles.

*Authoritative parents* are open, warm, flexible, listen to their children but firm and steady. They encourage their children to be independent but maintaining limits and controls on their actions. When children break the rules, they are disciplined in a fair and consistent manner. According to Baumrind, children of authoritative parents tend to have a happier dispositions, have good emotional control and regulation, develop good social skills, are self-confident about their abilities to learn new skills.

*Authoritarian parents* display little warmth and are highly controlling and demanding. They are strict disciplinarians, use a restrictive, punitive style and insist that their child follow parental directions. Failure to follow such rules usually results in punishment. According to Baumrind (1991) these parents “are obedience- and status-oriented, and expect their orders to obey without explanations.”

*Permissive parents* are very warm and open but not demanding and not in a firm position. They are lenient and passive in their parenting. These parents rarely discipline their children because they have relatively low expectations of maturity and self control.

*Uninvolved parents* are not open nor involve in their children’s life and do not place any demands on their children. They tend to be neglectful and sometimes they do not meet their children’s basic needs and may expect children to raise themselves. Children may not receive any nurturing or guidance and they lack parental attention and encouragement. These children tend to lack self-control, have low-esteem and are less competent than their peers.

There are different types of parenting styles, some parents are positive, warm and encouraging for their children and some are neglectful and inattentive to their children’s life. The roles of the parents have much influence on their children’s life in a positive and negative way. The involvement of a parent on a child determines the future of their life. Family environment is of crucial importance in the first education received by children, in this family parental encouragement or parenting styles play a vital role in the life of a child.

Rossi (1965) defined Parental Encouragement as, “When father and mother approve or disapprove of any activity related to education or revoke any hurdle felt by the student in the process or guide him at right or wrong-this entire spectrum activity comes within the purview of parental encouragement”.

According to Sekar, P. and Mani (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 achievement 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 supportive parents contribute to the growth of strong and successful oriented achievement drive in their children”.

“Parental encouragement may be different from culture to culture and society to society. But encouragement will always have a positive effect. Successful parents frequently use words of encouragement and supportive actions to show their children how to make improvements. They show their love and cheer their children on to perform at their best. Parental encouragement is the degree to which the child perceives his parents as encouraging”. (Sewel and Shah, 1968).

## 2. REVIEW OF RELATED LITERATURE:

**Codjoe, H.M. (2007)** examined the *importance of home environment and parental encouragement in the academic achievement of African-Canadian Youth*. Results of the study show that students have an advantage in school when their parents encourage and support their school activities, and they lay the groundwork for their students’ success in school by building their children’s self-confidence, self-concept, and self-reliance.

**Bala, Renu (2010)** studied *risk taking behavior among adolescents in relation to family values and parental encouragement*. The study was descriptive survey method, which was conducted on adolescents studying rural and urban institutes of 4 districts in Punjab. The tools used were Risk Taking Questionnaire by Sinha & Arora, Family Values Questionnaire by the investigator, and Parental encouragement scale by Sharma (1998). The finding revealed that there was significant difference between male and female adolescents on parental encouragement in risk taking behaviour and no significant difference between rural and urban adolescent on their parental encouragement in risk taking behavior.

**Govin Pingale,V (2012)** examined the *role of parental encouragement socio economic status and gender on self-concept, self-ideal disparity and adjustment of adolescents*. The sample consisted of 320 students from 6 Junior colleges (3 urban and 3 rural areas) of Aurangabad district, the age range was 16-18 years. Tools used were- 1) Parental Encouragement Scale by Dr. R.R.Sharma. 2) Self Evaluation Scale by Dr. Been Awasthi 3) Self ideal disparity scale by Mukherji. 4) Socio economic scale by Janbandhu. The result revealed that Parental encouragement was highly significant among the adolescents. It was also showed that the three independent variables namely parental encouragement, socio economic status and gender were either directly or indirectly interdependent on each other on self- concept, self- ideal disparity and adjustment of adolescents.

## 2. Objectives of the study:

- To find out the level of parental encouragement among college students in Aizawl District.
- To compare the level parental encouragement with reference to their gender.
- To compare the level of parental encouragement among college students with reference to their streams of study.

### 2.1 Hypotheses

“Hypothesis serves the important function of linking together related facts and information and organising them into whole.” (Good, 1972). The path of the research is enlightened by the following hypotheses in the study, which were formulated by the investigator.

Based upon the above objectives the following hypotheses are formulated for the investigation.

- There is no significant difference between male and female college students in Aizawl District in parental encouragement level.
- There is no significant difference among college students of Aizawl District with reference to streams of study in their parental encouragement level.

## 3. METHODOLOGY:

The research design is the skeleton that gives the necessary strength and shape to any research study. The methodology and procedure followed by the investigator in the present study is discussed in the following manner: -

### 3.1 Sample of the study/Participants

Stratified random sampling was used for selecting the sample of the study. The sample comprises of 300 students from five (5) Degree Colleges of Aizawl district selected randomly. Out of which 100 students of three streams i.e. Govt.J.Thankima College and Aizawl North College (Arts), Pachhunga University College and

Government Zirtiri Residential Science College (Science) and Government Hrangbana College and Pachhunga University College (Commerce) were selected. Further each stream of study 50 males and 50 females were selected randomly for the present study.

The final sample consists of 300 students, 150 female and 150 male. The detailed sample split up is shown in table 1.

**Table - 1**  
**DISTRIBUTION OF SAMPLE OF COLLEGE STUDENTS IN AIZAWL DISTRICT.**  
**(COLLEGE WISE DISTRIBUTION)**

Sl.No	Name of College	No. of Male	No. of Female	Total No. of students
1.	Government J.Thankima College	25	25	50
2.	Government Aizawl North College	25	25	50
3.	Government Hrangbana College	25	25	50
4.	Pachhunga University College	25	25	50
5.	Pachhunga University College	25	25	50
6.	Government Zirtiri Residential Science College	25	25	50
	Total	150	150	300

**Table - 2**  
**DISTRIBUTION OF THE SAMPLE IN STREAM WISE OF COLLEGE STUDENTS IN AIZAWL DISTRICT.**

Sl.No	Stream	No. of students	Total
1.	ARTS	Male	50
		Female	50
2.	COMMERCE	Male	50
		Female	50
3.	SCIENCE	Male	50
		Female	50
TOTAL			300

### 3.2 Tool used for data collection

Agarwal Parental Encouragement Scale (1999) developed by Dr. Mrs. Kusum Agarwal, Reader in Education, H.N.B. Garhwal University, Srinagar.

A list of 80 statements is given in the tool. There are five alternative response of each statement.

#### Scoring the Scale Items

Always	Most Often	Frequently	Sometimes	Never
5	4	3	2	1

Thus, the total weighted score of APES ranges from 80-400. The total weighted score, if high, reveals greater amount of parental encouragement whereas lower scores indicate the lower degree of parental encouragement.

### 3.3 Procedure of Data Collection:

The investigator personally visits each college and administers the questionnaire scheduled after taking necessary permission from the Principal of each college. The researcher explains clearly the purpose of the visit and rapport was established to clear about the tests. They were told that the results would be kept strictly confidential. The investigator read out the instruction written in the test book and the students are requested to respond all the questions in Parental encouragement scales. After that, the investigator collected all the questionnaires for analysis. The scores of the two tests were calculated and tabulated.

### 3.4 Statistical Techniques Used:

Statistical techniques are very essential for research. It helps the investigator to analyse and interpret the data systematically. Data were analyzed using quantitative method such as:

- Mean and standard deviation to study the level of parental encouragement among the college students.
- 't'-test to find out the significance of differences between male and female of respondents.

- ANOVA to find out the significance difference in different streams of respondents.

**4. FINDINGS AND INTERPRETATION:**

Objective-wise findings are presented as below:

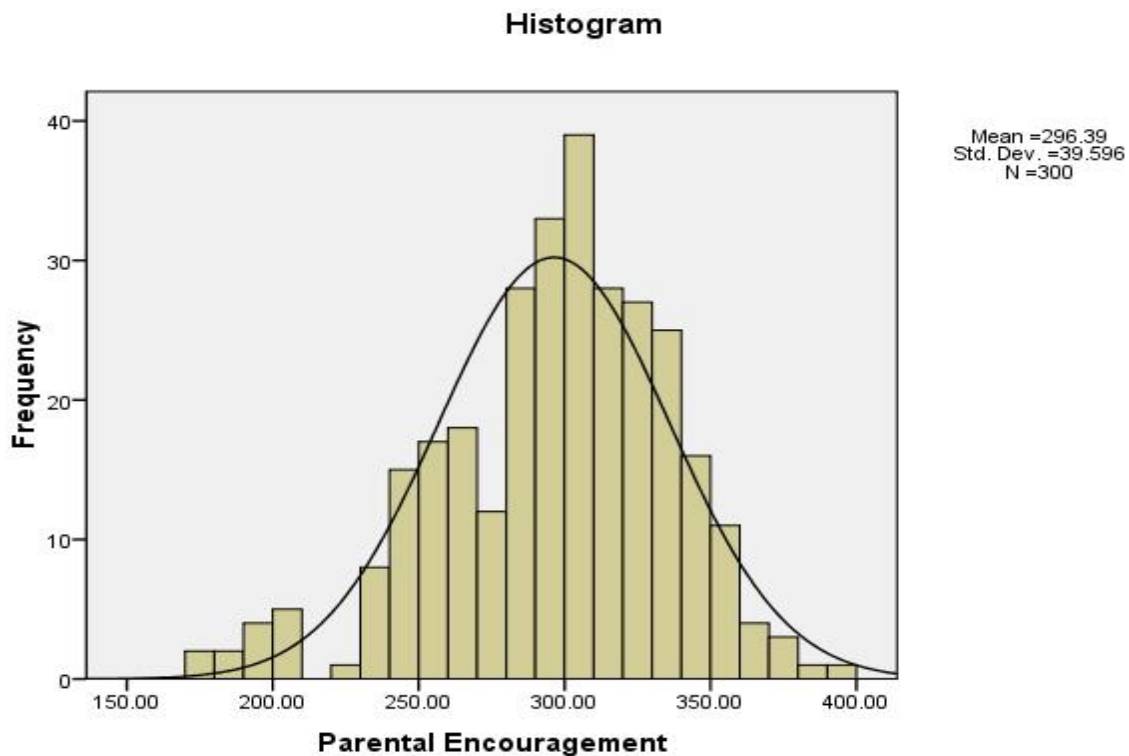
**Objective 1:** To find out the level of parental encouragement of college students of Aizawl District.

The findings of objective 1 as presented in table 3 and figure 1 reveals that the total mean and standard deviation of the parental encouragement scores of the college students are 296.39 and 39.59 respectively. It is thus interpreted that they are in average category as per norms of the scale. Therefore, it can be inferred that college students of Aizawl district. The distribution has a skewness of 0.141 and kurtosis of 0.39. A histogram of the distribution is given below.

*Table-3*  
 Descriptive statistical scores on parental encouragement of College students in Aizawl District

Variable	N	Mean	SD	Variance	Skewness	Std. Error of Skewness	Kurtosis	Std. Error of Kurtosis
	Valid							
Parental Encouragement	300	296.39	39.59	1568	-0.563	0.141	0.39	0.281

*Figure-1*  
 Histogram of Parental Encouragement scores



*Table 4*  
 Level of Parental Encouragement among college students of Aizawl District

Levels of PE	Score
High (335.98-400)	44 (14.66%)
Average (256.9-335.97)	208 (69.34%)

Low (80-256.8)	48 (16%)
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(Figure in parenthesis are given in percentage)

The above table reveals that only 44 students (14.66%) are having high level of parental encouragement, many of the students 208 (69.34%) are having average level of parental encouragement, 48 students (16%) are having low level of parental encouragement.

**Objective 2:** To compare the level parental encouragement with reference to their gender.

Table 5

Result of the independent sample t-test- parental encouragement with reference to gender

Variable	Gender	N	Mean	t-value	Significance
Parental Encouragement	Boys	150	290.64	2.56	0.011*
	Girls	150	302.21		

NS - Not Significant, \*- Significant at 0.05 level, \*\*- Significant at 0.01

The perusal of table 5 shows the results of the comparison of parental encouragement scores of college students between boys and girls. The t-value 2.56 reveals that the mean difference is significant at 0.05 level. The above table depicts the mean comparison and thus interpreted that there is a significant difference between the mean scores of boys and girls in their parental encouragement. From the mean scores it is also inferred that college girls are having higher parental encouragement than the college boys. Therefore, the hypothesis 1, which reads as, “There is no significant difference between male and female college students in Aizawl District in parental encouragement level” stands rejected.

**Objective 3:** To compare the level of parental encouragement among college students with reference to their streams of study

Table 6

Summary of Results of ANOVA-Parental Encouragement with reference to stream of study

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7643.807	2	3821.903	2.461	.087
Within Groups	461151.340	297	1552.698		
Total	468795.147	299			

The table given above shows the summary of ANOVA while comparing the parental encouragement of students based on stream of study. It is clear from the table that the F value 2.462 (p>0.05) is not significant. The multiple comparison table is given below.

Table-7- Multiple comparisons- Parental Encouragement v/s stream of study.

Dependent Variable	(I) Stream of Study	(J) Stream of Study	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Parental Encouragement	Arts	Science	-5.66000	5.57261	.311	-16.6268	5.3068
		Commerce	6.69000	5.57261	.231	-4.2768	17.6568
	Science	Arts	5.66000	5.57261	.311	-5.3068	16.6268
		Commerce	12.35000*	5.57261	.027	1.3832	23.3168
	Commerce	Arts	-6.69000	5.57261	.231	-17.6568	4.2768
		Science	-12.35000*	5.57261	.027	-23.3168	-1.3832

Table 6 explains the multiple comparisons of mean scores based on stream of study of students. It is inferred that there is no significant mean difference in any of the pairs in their parental encouragement.

## 5. DISCUSSIONS & CONCLUSIONS:

Some of the discussions and conclusions are drawn from the analysis of data are given below:

- The present study revealed an average parental encouragement among college students of Aizawl district so it can be concluded that more encouragement, responsiveness and healthy congenial environment should be given by parents of college students in Aizawl district. The same study was conducted by Basir and Basir (2016) on parental encouragement among Kashmir adolescents and found out that they have average level of parental encouragement and significant differences was found between rural and urban adolescents in parental encouragement.
- From the present study it can be concluded that since there were significant differences between male and female college students of Aizawl district on parental encouragement, female students have been found higher parental encouragement among as compared to their male counterparts more emphasis and initiative on parental care and encouragement should be provided to male college students in Aizawl district. Parent-Teachers Programme (PTP) should be organized in colleges. Guidance and orientation for improving child rearing practices to make parents aware about the psychological and emotional well beings of their college children can also be organized by PTP. Carter and Wajthiwick (2000) after studying the parental encouragement on a sample of 25,000 eight grade students concluded that parental encouragement depends on the gender of the child, generally daughters experience more parental involvement than sons.
- It can also be concluded that there were no significant differences on parental encouragement with reference to stream of study which indicated that all the college students from different streams of study were equally encouraged by their parents. Thus, from the findings of the study provided by the investigators, it may be remunerative for educators, administrators and stakeholders to involve all parents in the psychological well-being of their children so as to foster positive learning outcome of children in their education as they are the future generation.

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