

Case Study

Case Study of Relation Between Parental Encouragement and Self-Concept among Senior Secondary School Students

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ABSTRACT

The aim of this study was twofold: firstly, to investigate the perceived parents involvement, and to examine the relationship among home environment variables (fathers' educational level, mothers' educational level, and perceived family involvement), motivation, gender and self-concept of Senior Secondary level students and gender effect on students' self-concept. The data was collected from about 100 senior secondary students, 50 boys and 50 girls of class XI and XII of Vishwa Bharati Public School, Greater Noida. Their age ranged between 15 to 17 years. The results show how high or extremely high parental encouragement leads to a high self-concept of students. The overall self-concept includes Power self-concept, Social self-concept, Ability self-concept, Physical self-concept and Psychological self-concept of senior secondary students. Confidence of a student is determined to a great extent by the home environment. Therefore, parents must accompany their children through their crucial walk of life during class XI and XII, especially during these two years when they have to do stream selection and career choices, a positive parental support boosts the confidence, removes confusion, reduces fear of failure and provides clarity. It may be concluded from the study that there is a relationship between parental encouragement and self-concept of Senior Secondary students but the relationship is not very strong because parental encouragement is not the only criteria to develop self-concept. When we say self-concept, it includes self-concept of one's academic ability, social image, physical ability, mental ability and psychological ability. One's marks in examination, position and acceptance in the class, one's idea about his or her looks and complexion, one's knowledge of one's stamina or skills, one's notion about one's strengths and weaknesses contribute to forming one's self-concept. It cannot be purely pinned to the amount of parental encouragement received. Secondly, a parent may be judged as encouraging if he/she provides monetary support, physical accompaniment and moral boost to one's children. But that is not enough. Parent's own ability to help in academics, sports or learning other skills also contribute to building one's self-concept. If parents lack education, experience and exposure they may not be able to be sufficiently involved in enabling the child to excel in different areas. Excellence and success is directly proportionate to high self-concept. Mothers play a major role in influencing and shaping the child. If a mother is not educated, they fail to make an impact on the children. Children of educated mothers have a higher self-concept than the others. Most of the mothers of the Senior Secondary students of Vishwa Bharati Public School, Greater Noida are either Class XII pass or Undergraduates from villages or small towns. So, their influence does not

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really contribute to building or boosting the self-concept of the Senior Secondary level children. Greater Noida is away from the metropolitan city of Delhi and its advancement has not reached Greater Noida. Students are aware that they lag behind in many areas in comparison to students who study in Delhi. This awareness further affects the self-concept of the students. Social sites update us of the latest developments. Though not that developed, there is no student who does not have an access to internet today. Students of Greater Noida know how advanced the world is and how much more they are to achieve or attain to be at par with Senior Secondary students in cities or across the globe. Coming on to self-concept between boys and girls, there was a time when studies revealed that boys have a higher self-concept in comparison to girls because of the patriarchal structure of the society. But this mindset is changing even in villages and small towns. With widespread awareness, government schemes, parental encouragement and realisation, girls are given equal encouragement in homes. In fact, in many areas girls are seen to be performing better than boys. In CBSE Class XII girls outperform boys by 3.29% in 2022. Otherwise also, girls tend to achieve higher than boys as they pay more attention to coursework, take care to present their work neatly, following all compliances and are better at meeting deadlines. Eventually, they are favoured by teachers as they are more cooperative and obedient. These classroom experiences boost the confidence of girls. That is why the self-concept of girls was as good as that of boys.

Keywords: *Parental Encouragement, Self-Concept, Parents Education, Parents Involvement, Parenting, Socio-Economic Status, Educational Status And Family Support, Teenagers, Students of Class XI And XII, Senior Secondary Level Children, Adolescence, The Following Competence And Skills Go A Long Way In Successful Parenting, Parent-Child Relationship, Desirable Behavior, Praise and Encouragement, Managing Misbehavior, Monitoring Behaviours, Personal Communication, Constructive Feedback and Support, Adaptation, Collaborative Problem Solving, Relationship Happiness, Positive Parenting*

In 2019, when women accounted for 51.8 percent of all workers employed in management, professional, and related occupations, it is evident that their presence with their children had minimised and there has been a chasm and this gap is only growing with educated mothers, who are striving to pursue their careers. The father being the bread-earner is anyways out of the house most of the time. He has little interaction with the children. Due to absence of parental presence both physically and emotionally when children are going through teenage, it is greatly affecting their self-concept. Senior Secondary includes students of classes XI and XII. At this stage, children are between 16 to 18 years of age. It is a crucial phase of life. They need constant guidance and an assurance that they have their parents or elders to depend on. In the fast-growing economy and city life, this much-needed touch is missing. The growing indiscipline and rebellion in senior secondary school students is a sign of absence of guidance at home, lack of education about one's culture and social behaviour. It all stems from an unhealthy perspective about oneself. To prove their strength, presence and prominence, senior secondary level students indulge in disobedience, indiscipline and acts of rebellion. Also, cases of depression and suicide among senior secondary school students are on the rise in urban places for lack of parental encouragement. CBSE has made it mandatory for schools to appoint Counsellors in schools. The guidance and accompaniment needed by the students in these two years of their academic life is partially met by schools. But a parent's involvement is irreplaceable.

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Parental Encouragement refers to the encouragement, support and accompaniment given by parents to children during their childhood and adolescence. Their involvement goes a long way in the formation of sound mental health in children. It further influences their academic achievement. Most importantly, social support especially from parents is very important in building confidence and a right perspective about oneself. It is important for forming self-concept. It can be in the form of guidance, concern, care, an approval by them and can act as a driving force for the children to take a particular decision in life. Parents' guidance, care and support especially in the area of education can make or mar the career of the children. Parent's timely support and guidance can work wonders. In fact, parental encouragement can help the child in overcoming various difficulties in life. Parental encouragement is one such aspect pertaining to home which helps the child to develop good ideas, habits, modes of thinking and behaviour which makes the task of the school easy and ensure good study habits in children. Parental encouragement can be in different forms such as attending school functions, responding to the school obligations, involvement in children school work, arranging for appropriate study, time and space, moulding desired behaviour and guiding them as per the instructions of teachers. Parental encouragement enables children to feel accepted and wanted even if they face rejection or failure at school or among peers. This assurance is highly boosting during adolescence. It influences not only their mental health but also their performance in activities and general social behaviour. It involves a number of understanding of developmental process and learning of temperaments, intelligence, personality patterns, inter personal action and socialization abilities of the adolescents. Parental encouragement is essential for children to be successful not only in school but also later in life.

Self-concept is how we perceive our behaviours, abilities, and unique characteristics. Our self-perception is important because it affects our motivations, attitudes, and behaviours. In the senior secondary level, students are already bombarded by academic pressure, peer - pressure, hormonal changes and the yearning to prove oneself. This is the time when self-concept is built. A positive self-concept makes a happy and confident person. Self-concept has been referred by Lowe as "One's attitude towards self" and by Pederson as "Organised configuration of perceptions of self". It is basically one's perception of oneself.

Social learning theory, proposed by Albert Bandura, emphasizes the importance of observing, modelling, and imitating the behaviours, attitudes, and emotional reactions of others. Social learning theory considers how both environmental and cognitive factors interact to influence human learning and behaviour. Children observe the people around them behaving in various ways. This is illustrated during the famous Bobo doll experiment (Bandura, 1961).

In society, children are surrounded by many influential models, such as parents within the family, characters on children's TV, friends within their peer group and teachers at school. These models provide examples of behaviour to observe and imitate, e.g., masculine and feminine, pro and anti-social, etc. Based on social learning theories parents influence their children's cultural participation by setting a "good" cultural example, and, second, by actively accompanying their children. Besides this, if a parent sees a little girl consoling her teddy bear and says, "What a kind girl you are!" this is rewarding for the child and makes it more likely that she will repeat the behaviour. Her behaviour has been reinforced (i.e., strengthened). Parental encouragement reinforces desirable behaviour.

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Self-concept is an individual's knowledge of who he or she is. According to Carl Rogers, self-concept has three components: self-image, self-esteem, and the ideal self. Self-concept is active, dynamic, and malleable. It can be influenced by social situations and even one's own motivation for seeking self-knowledge.

Central to Rogers' personality theory is the notion of self or self-concept. This is defined as "the organized, consistent set of perceptions and beliefs about oneself." The self is the humanistic term for who we really are as a person.

REVIEW OF LITERATURE

Behaviorally, adolescence is associated with volatile emotions and boundary-testing behavior as individuals explore and assert personal identity, learn to navigate peer relationships, and transition to independence.

(<https://www.apa.org/pubs/highlights/peeps/issue-88>)

The adolescent years are characterized by the maturation of emotional and cognitive abilities that provide the developing individual with capacities needed for independent functioning during adulthood. During adolescence, maturing individuals show increasing capacity to attend selectively to information and to control their behavior. This period of growth is marked by an increased ability to read social and emotional cues and an increased appreciation and dependence on interpersonal relationships.

(Emotional and cognitive changes during adolescence Deborah Yurgelun-Todd Current Opinion in Neurobiology)

A recent report indicated that 47% of high school dropouts cited boredom and lack of interest in their classes as a major reason for leaving school (Bridgeland, DiJulio, & Morison, 2006). Statistics like these have directed the attention of researchers and practitioners to students' interest in academics as an important component of academic motivation that facilitates learning (Eccles, Wigfield, & Schiefele, 1998). Given previous research showing declines in academic interests over time (Eccles, Wigfield, & Schiefele, 1998) and links between interests and school drop out, understanding the correlates of academic interests is an important area of research. Prior work suggest that parents play a key role in their offspring's achievement-related beliefs and academic outcomes (Eccles-Parsons, Adler, & Kaczala, 1982; Linver & Davis-Kean, 2005; Wentzel, 1998).

The Role of Parental Characteristics in Academic Motivation

A growing body of literature supports the idea that parents play an important role in students' academic motivation and achievement (Davis-Kean, 2005; Eccles, Adler, & Kaczala, 1982; Jacobs, et al. 2005; Jacobs & Eccles, 2000). For example, Jacobs and Bleeker (2004) examined parents' math-promotive behaviors and found that mothers who purchased more math and science toys and were more involved in their children's math and science activities had children who reported greater interest in math six years later. Parental expectations also have been positively related to youth's academic motivation and achievement (Chen & Stevenson, 1995; Davis-Kean, 2005; Patrikakou, 1997). Davis-Kean (2005) for example, asked parents how much schooling they expected their offspring to complete. Results showed that children had higher reading and math achievement scores when their parents expected them to go farther in school.

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From an observational learning perspective (Bandura, 1986) parents also serve as role models of behaviors and values within the academic domain. One study found that parents' reports of their own participation in math, science, and computer activities were positively associated with their children's participation in these same activities (Simkins, Davis-Kean, & Eccles, 2005). Parents may also model achievement-related motivation or behaviors via their interest in academic subjects. In the present study we examined the extent to which mothers' and fathers' encouragement showed youth's level interest in academics as well as changes in youth's academic interests from middle childhood through late adolescence.

2005 APA

When mothers held high expectations for their offspring's educational attainment and accompanied them through their choices, their offspring had higher average levels of academic interests.

When mothers' own interests in academics were low, adolescents showed declines in academic interests across the junior high transition. However, when mothers' interests in academics were high, adolescents did not exhibit a significant decline in academic interests across the junior high transition.

Fathers' education level and mothers' education expectations were important predictors of adolescents' interest in academics. Specifically, when adolescents had more educated fathers, they declined less in their academic interests. Additionally, when mothers had higher expectations for their offspring's educational attainment, youth had higher overall levels of academic interests. The differential effects of these parent characteristics may have to do with the different roles of fathers and mothers within the family. By virtue of their educational status and occupational prestige, fathers may determine the family's social class more so than mothers and social class is an important correlate of achievement and motivation. Mothers on the other hand, are often directly involved in their children's school and engage in more monitoring of their children's daily experiences. It may be that mothers' involvement in these ways makes their expectations for their offspring's achievement more salient than are fathers' expectations.

Effect of Parent's Education on Children

(<https://www.frontiersin.org/articles/10.3389/fpsyg.2021.752802/full#ref57>)

Parental involvement is a key component of both traditional face-to-face and non-traditional forms of online education, including public schools, charter schools, and homeschooling (Green and Hoover-Dempsey, 2007). Russell (2004) argued that parental involvement in online education may be more important than in traditional schools. Besides, parental education level has a very important influence on parents' involvement in their children's learning (Krenz, 2010). The same is true for family size, specifically, the number of children (Aldosari, 2021).

Family factors, such as parental education level, family economic status, and family size, influence children's development (Cen and Aytac, 2017). Parental education level affects their children throughout their lives (Fischer, 2013) and has an indelible impact on children's academic development (Gurung et al., 2021).

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Fan and Chen (2001) demonstrated that parental expectations and involvement in their children's educational achievement have a consistent and positive impact on students' academic growth. Hill and Tyson (2009) demonstrated the importance of families, home-school relationships, and parental involvement in promoting achievement at the elementary and secondary levels.

The socioeconomic status of the family, the area where the family is located, and the parents' level of education have different degrees of influence on parental involvement. Parents of high socioeconomic status tend to continue to pay attention to their children's academic performance (Arens and Jude, 2017). Families with high socioeconomic status also tend to be located in developed areas and to have high levels of education. Most parents in such households have a higher level of parental involvement

The relationship difficulties that are frequently experienced and recounted by students are lack of interaction and feedback, difficulty to initiate and maintain communication, ambiguity of posted messages, technical problems disrupting conversations, etc. In this sense, a number of studies highlight the need to reduce the feeling of isolation, disconnection, solitude, and the lack of personal attention and support reported by students in online learning, as these factors are recognized as some of the principal causes of dropout and failure in e-learning (Contreras-Castillo, Favela, Pérez-Fragoso, & Santamaría-del-Angel, 2004; Faerber, 2002; Kim, Liu, & Bonk, 2005; Mullen & Tallent-Runnels, 2006; Young, 2006).

Rationale of the Study

During the Senior Secondary level children are in the transition period from childhood to adulthood. One can encounter stress and storm during this period due to physical, emotional intellectual and social change. During this phase of hormonal changes and consequent behavioural changes they need to be listened to, understood and supported. This is the time when their grades are going to decide their career, the places they will travel, the colleges and universities they will study in, the people they will meet and most importantly for an Indian parent, the salary they will earn. Good scores obtained in XI and XII decides their future. The pressure increases from all sides to the children. The students are at an emotional high due to their adolescent period and expectations from parents, relatives and friends. Undoubtedly, none but the parents are the prime well-wishers for these children. Encouragement, support, understanding, companionship of parents can bring out marvellous change in their mental health, self-perception, general well-being, confidence, motivation and even academic performance. Parents love, care and guidance can bring out tremendous change in the behaviour of the children.

Sociological factors in dynamics of personality purely state that parental encouragement and involvement in children influences their personality. Education of children fetches the life skill for betterment of future. Through education is the contributing factor for one's development, if this education is given properly to the children in early years, it would make them contributing members of the society.

The present study focuses on the parental encouragement and academic achievement of senior secondary students. This study is the need of the hour. It attempts to bring out how different background, dwelling in rural or urban, socio-economic status, educational status and family support influence the self-concept of children. The study is not only relevant but

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much needed to explore and present in what way and how parental encouragement brings change in self-concept of senior secondary students.

METHODOLOGY

Statement of the Problem

The independent variable is parental encouragement, and the dependent variable is self-concept of Senior Secondary level students. This research will study parental encouragement and its influence on the self-concept of Senior Secondary school students.

Research Problem

The present research aims to study the encouragement of parents and interpersonal relationship with Senior Secondary level students and its impact on the self-concept of their children in several areas which include power self-concept, social self-concept, ability self-concept, physical, and psychological self-concept.

Objectives

- To assess parental encouragement and self-concept among Senior Secondary level students.
- To assess the relationship between parental encouragement and self-concept among Senior Secondary level girls.
- To assess the relationship between parental encouragement and self-concept among Senior Secondary level boys.
- To assess the relationship between parental encouragement and self-concept among Senior Secondary level students of rural areas.
- To assess the relationship between parental encouragement and self-concept among Senior Secondary level students of urban areas.
- To suggest the ways to enhance parental encouragement and self-concept among Senior Secondary level students.

Hypotheses

- There is significant relationship between parental encouragement and the overall self-concept of Senior Secondary school students.
- There is significant relationship between parental encouragement and the overall self-concept of Senior Secondary school boys.
- There will be no significant relationship between parental encouragement and the overall self-concept of Senior Secondary school girls.
- There will be no significant relationship between parental encouragement and the overall self-concept of Senior Secondary school rural students.
- There will be no significant relationship between parental encouragement and the overall self-concept of Senior Secondary school urban students.
- To suggest the ways to enhance parental encouragement and self-concept among Senior Secondary level students.

Operational Definition

Parental Encouragement: Dr. Kusum Agarwal states that a child grows up to fit in his society and the society of the child begins with his family. If parents want to provide optimal facilitative environment conducive to the cognitive development of the children, they should play an important role in the educational process of their children. Rossi (1965) defined the

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term 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 the right or wrong – this entire spectrum activity comes within the purview of parental encouragement”. Dr. Kusum Agarwal defines Parental Encouragement as treatment originating from parents towards the child with a view to enhancing the possibilities of future occurrence of good behaviour by care, concern, approval and guidance.

Self-concept: Dr. R. S. Saraswat and Gaur (1981) described self-concept as individual’s way of looking at himself which signifies his ways of thinking, feeling and behaving. Perkins referred to it as, “Those perceptions, beliefs, feelings, attitudes and values which the individual views as part of characteristics of him/her self. Kinch described self-concept as, “The organization of qualities the individual has about him/herself” and Brownfain called it as “a system of central meaning the individual has about him/herself and his /her relation to the world around him/her.” In broad terms self-concept can be defined as a person’s perception of him/herself. The perceptions are formed through his/her experience with his/her environment and would be influenced by the environment, and significant others.

Senior Secondary School students: Students studying in Classes 11 and 12 are called Senior Secondary students. It is an important developmental stage, characterized by marked physiological and mental changes in an individual.

METHOD: CO-RELATION METHOD

Research Design

Sample:

- Size of sample: 50 boys and 50 girls
- Randomly selected from Science, Commerce and Humanities
- Location: Vishwa Bharati Public School, Greater Noida

Tools:

The following tools will be used to assess the parental encouragement and self-concept of Senior Secondary School students.

A) Name of the tool: PARENTAL ENCOURAGEMENT SCALE

B) Author: DR. KUSUM AGARWAL

C) No. of items: 80

D) Dimensions: Academics, Co- curricular activities, Discipline, Emotional Encouragement

E) Scoring Procedure: The scale can be scored accurately by hand. The responses of the subjects were assigned numerical values ranging from 1 to 5, depending upon the degree of parental encouragement.

Always	Most often	Frequently	Sometimes	Never
5	4	3	2	1

The total weighted score of Parental Encouragement Scale ranges from 80 to 100. If high, it reveals a greater amount of Parental Encouragement where as lower scores reveal lower level of Parental Encouragement.

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F) Reliability: There are two indices of reliability. First, its reliability was determined by K. R. Method (.79), secondly two test – retest reliabilities were determined after an interval of 3 months (.82) and after 6 months (.80)

Validity: 100 parents and (their children) 100 students were given the Parental Encouragement Scale. Correlation was found high (.73).

Norms: z- score norms were developed for parents of boys and girls. They were graded from A to J .021 and above denoted extremely high level of Parental Encouragement and -0.21 showed extremely low level of Parental Encouragement.

A) Name of the tool: SELF-CONCEPT RATING SCALE

B) Author: DR.R.S. SARASWAT

C) No. of items: 57

D) Dimensions: 5 – Power Self-concept, Social Self-concept, Ability Self-concept, Physical Self-concept, Psychological Self-concept

E) Scoring Procedure: Three digits 1,2, 3 are assigned as Low, Average and High self-concept respectively.

Dimension	Range of scores	Categories	Remark
Power Self-concept	Above 26	High Self-concept	Range of scores and their categories are common for all the 4 dimensions
Social Self-concept	Between 16 - 25	Average Self-concept	
Ability Self-concept	Below 15	Low Self-concept	
Physical Self-concept			
Psychological Self-concept	High Self-concept	Above 64	
	Average Self-concept	39 – 63	
	Low Self-concept	Below 38	

TOTAL SELF-CONCEPT SCORES	
High Self-concept	Above 146
Average Self-concept	88 -145
Low Self-concept	Below 87

F) Reliability: 83

Validity: Content and construct validity was established on the basis of judgement of the experts in the area of psychology, guidance and counselling.

DATA-ANALYSIS TECHNIQUES: t-test to self-concept of Senior Secondary School compare boys and self-concept of Senior Secondary School girls.

Co-relation of parental encouragement and self-concept of Senior Secondary School students.

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Limitation:

There are students of all three streams – Science, Commerce, Humanities. So, it is difficult to determine whether lack of parental encouragement is the only reason for lack of motivation and choice of stream. They are from both Rural and Urban background.

REFERENCES

Books

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The Conscious Parent: Transforming Ourselves, Empowering Our Children Paperback – 1 November 2010 by Shefali Tsabary (Author)

Self-concept by John Hattie

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Conflict of Interest

The author(s) declared no conflict of interest.

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