

3. To examine effect of gender, locale and caste on problem solving ability of secondary school students.

Hypothesis

H₀:- There would be no significant effect of gender, locale and caste on problem solving ability of secondary school students.

Methodology

The descriptive survey method has been applied for the study.

Sample:-

Sample of 1200 secondary school students has been selected for the study.

Tool:-

A problem solving ability scale developed and standardized by Dr L.N.Dubey has been applied to collect the data. The scale is having high reliability and high validity.

Results and discussion :-

After the collection of data, it is tabulated, and analysed with statistical treatment and shown in the table 1, reflects the respective result showing in table 1.

Table 1
Table showing problem solving ability of secondary school students,
2×2×3 ANOVA.

Source of variance	Sum of squares	df	Mean square	F- values
Gender	1552.51	1	1552.51	21.077**
Locale	5411.65	1	5411.65	28.599**
Caste	951.521	2	475.761	9.057**
Gender×locale	36.605	1	36.605	2.047
Locale×caste	1040.148	2	520.074	3.78*
Caste×gender	1734.579	2	867.289	12.49**
Gender×locale×caste	422.137	2	211.068	1.089
Error	105452.978	1188	88.765	
Total	116602.135	1199		

Where, ** significant at .01 level

*significant at.05 level

While observing the results in table 1, all the main effects are found to be significant on problem solving ability of secondary school students.

i.e Gender effect. F- value 21.077, df 1, 1188,

Locale effect, F-value is 28.599, df=1, 1188,

Caste effect, F value-9.057, df=2, 1188

So it can be said that hypothesis H₀ is rejected with respect to all the main effects. i.e. gender, locale and caste.

Mean score on gender, locale and caste on problem solving ability of secondary school students are shown in table 2

Table 2
Mean score on gender, locale and caste on problem solving ability

Groups	Gender		Locale		Caste		
	Male	Female	Urban	Rural	General	SC	ST
Scores on problem solving ability	51.04	48.76	52.03	47.78	50.64	50.572	48.65

Male students (M=51.04) have high problem solving ability as compared to the female students (M=48.76)

The findings are supported by Patterson (2003) where male Excel to female but the findings are contradictory to the findings given by Eshak (2000), Farooq M . Shah S.(2008), R.Ravana, Blessings, Merry, Julie (2007), Effeandy, Zakaria, Normoh, Yousoof (2009), where no significant differences found between male and female students. Urban students (M=52.03) showed better problem solving ability than rural (M=47.78) on problem solving ability. In all caste , General (M=50.64), SC (M=50.52) and ST students showed least problem solving ability (M=48.65).

When observed first order interaction, gender × locale (F=2.047, df= 1, 1188) found insignificant at 0.05 level of significance , whereas the joint effect of gender and caste (F=12.49, df=2, 1188) significant at .01 level of significance also , joint effect of locale and caste is (F=3.78, df=2, 1188) found significant at .01 level of significance. So the hypothesis Ho is accepted with respect to joint effect of gender and locale and rejected with respect to joint effect of gender and caste as well as joint effect of locale and caste.

Mean score analysis of problem solving ability with respect to Locale and Caste is shown in the table 3

Table 3
Mean score analysis on problem solving ability, gender × locale

Caste Locale	Caste →			Total	
	General	SC	ST		
Locale ↓	Urban	52.74	53.69	49.65	52.03
	Rural	48.54	48.14	47.65	48.11

from the above, table it revealed that in urban in all castes , general caste students (M= 52.74) SC student (M=53.69) and ST castes (M=49.65) showed better problem solving ability than rural, in general caste (M= 48.54 , in SC students M=48.14 and in ST students M= 47.65 respectively. In urban students, students showed highest problem solving M= 53.69 , general caste Students (M= 52.74) showed better on problem solving ability than ST students (M=49.65). In Rural Students, no difference found in all castes on problem solving ability. ST students lag behind General And SC students.

Mean score analysis on problem solving ability with respect to gender and caste shown in table 4

Table 4

Caste Gender	General	SC	ST	Total
Male	51.41	50.76	51.34	51.17
Female	52.08	47.29	48.03	49.13

Among male students, general caste and ST caste showed no difference on problem solving ability as their problem solving ability mean score are $M=51.41$ & 51.34 respectively whereas SC male students showed least problem solving ability. Among female students general caste Students showed highest problem solving ability ($M=52.08$) whereas SC and ST female students showed $M=47.29, 48.03$ respectively which is less than general caste female students.

When compared Castewise, in general caste female students (52.08) excel to make ($M=51.41$) on problem solving ability, In both SC and ST, Male ($M=50.76$ & 51.34) excel female students ($M=47.29$ & 48.03) on problem solving ability.

The third Order interactional effect that is gender \times locale \times caste on problem solving ability is found to be insignificant as ($F=2.378, df=2, 1188, P>.05$) hence hypothesis H_0 is accepted with respect to third order interactional effect of gender locale and caste on problem solving ability of secondary school students.

Conclusion:

As we go through the result, it has been found that male excel female on problem solving ability reason may be gender disparity in academic as well as the educational environment provided to female students differently by giving less importance academically than the male students. Urban excel rural on problem solving ability as there are so many opportunities in the urban area to develop the skills related to mathematics as the questionnaire is related to Maths problems so it may be the reason that score of urban is higher than rural... Also seen that general caste Students are better on problem solving ability than SC and ST students, the reason behind may be the social situations of the backward needs in awareness of mathematics SC in urban areas showed highest problem solving ability reason may be

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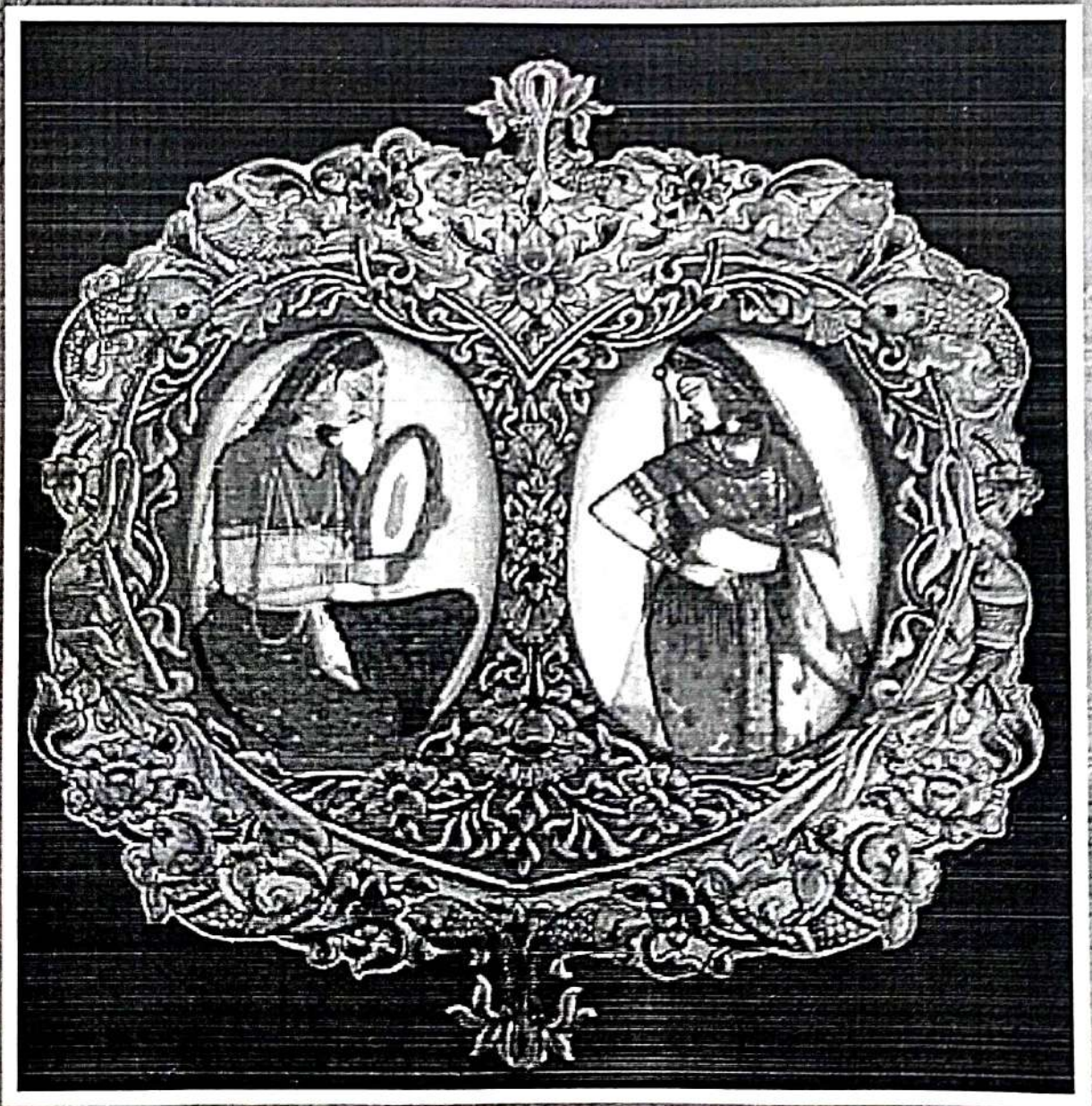


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PARENTAL ENCOURAGEMENT AND ITS RELATED CONCEPTS-A REVIEW.

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ABSTRACT

The present review is about the *PARENTAL ENCOURAGEMENT AND ITS RELATED CONCEPTS-A REVIEW*. As the Parental encouragement is the inspiration or extra-boosting given by the parents to the children for their active involvement in academic life. Parental encouragement plays an important role in the formation of life of children. It also enables them to face the future challenges of life. The parents passed their traditions through telling about themselves to their children who welcomed these experiences. This helped the children to be determined to succeed. The parent's stories provide their children with social and cultural tools to protect themselves. Culture shapes what parents believe and what practices they employ to socialize their children for academic achievement. Parents who expressed positive emotions had children who were high in social competence. After taking review of related literature, the study is chosen for research purpose because of curiosity of researcher to find whether parental encouragement put its effect on emotional stability, social maturity and self expression of adolescents.

Key Words:-Parental Encouragement, Adolescents

INTRODUCTION

Today society is based on competition in which everybody has the desire to perform as perfectly as possible and that is why inspiration, encouragement and support of parents make him more positive and confident. The amount of parental attention, encouragement is clearly a critical aspect in the child's development. The pressure of parents' desire for achievements puts a lot of tension and stress on teachers as well as students, and overall disturbs the entire education system. Sociologists and Psychologists all have the same opinion that the family has the most important influence on the growth and development of the child. Parents are liable for determining the behavior of a child and they are mainly responsible for a child's vital care, support, direction, defense and supervision. Parents generate an important basis of satisfaction for the child's social and emotional needs. Parental encouragement is certainly the most significant feature of a child's personal and psychological development, especially few educators, counselors and administrators completely understand this fact. Parental encouragement is of enormous implication in emerging positive emotional as well as collective demands.

Mostly motivation and self-confidence can be developed by the support of parents and teachers. The amount of parental attention, encouragement and cooperation is clearly a vital aspect in developing academic achievement, which is later helpful for the child's growth and progress. The social values and norms of an individual depend mainly upon the attention, concern, approval and interest shown by the parents in the development of their children. Educationists, sociologists and psychologists each and every one agrees upon the same opinion that the parents have the most considerable influence on the successful life of the child.

Parental encouragement is the inspiration or extra-boosting given by the parents to the children for their active involvement in academic life. Parental encouragement plays an important role in the formation of life of children. It also enables them to face the future challenges of life. Bhargava, (2012) parental encouragement is of substantial importance in developing psychological as well as

academic success. Parents play a key role for higher need achievement of their children. According to Kathleen and Hoover-Dempsey (2001), parental encouragement activities take various forms, from establishing structures for home assignment, performance in teaching, understanding and developing student education strategies. Operating mainly through modelling, reinforcement, and instruction parents' assignment involvement appears to affect student's success so far as it contributes to student quality related to achievement (e.g., attitudes about homework, perceptions of personal ability, self-regulatory skills). Rossi (1965) believes that, "when father and mother agree or disagree with any activity-related to education or revoke any obstacle felt by the students. Lalrinmawii (2017).

Students need encouragement, confidence and intelligence to learn about everything which comes in their way. People with high levels of parental encouragement develop better confidence become socially skilful and excel in every walk of life. Parental encouragement That is why, it is important for both parents, and educators, to understand why promoting and encouraging from an early age of life is imperative. Epstein, (1994) ment to their children a remarkable joy and responsibility. The part of parents is all-encompassing to include the role of mentor. Usually parent and caregivers are a child's first teacher. This role does not vt in the process of development, or direct him the right or wrong. Lanish exists when children enter school; in fact, parents play a critical role in the education of their children. Working with the school, parents and caregivers can help create collaborative partnerships that support all aspects of a child's achievement at school. Increase parental participation in their child's education has many positive implications, including increase achievement levels. Keeping pace with the growing system of education, parental encouragement self-confidence and social intelligence is very important. Encouragement is recognizing, accepting and conveying faith in a child for the mere fact that they exist. With encouragement, a child feels worthwhile and appreciated regardless of the results they achieve. Parental encouragement refers to the treatment originating from parents towards the child with a view to enhance the possibilities of future occurrences of good behavior by care, concern, approval and guidance. Parental encouragement is of great significance in developing psychological as well as academic behavior of a child (Kaushik, 2014). Hoover- Dempsey and Sandler (2005) concluded that parents and families do many different things when they help their children with school work.

They encourage their child.

- When they doesn't feel like doing school work
 - To try new ways to do school work when they are having a hard time.
 - To be aware of how they are doing with school work
 - When they had trouble doing school work
 - To look for more information about school subjects
 - To develop an interest in school work
 - To believe that they can do well in school
- Providing a positive home environment which encourages the children's exploration, curiosity, and confidence, being responsive to children's learning patterns, interests, and needs, setting and following up on high but reasonable expectations for children's behavior and learning; and taking an active role in helping children adjust and succeed in the school environment are all a part of parents' role to motivate children's learning readiness and academic achievement (Smith et al, 1994).

Components of parental encouragement

The parental encouragement has five components namely academic activities, social activities, health aspects, moral support and decision-making which are as given below.

- i. Parental encouragement on academic activities Parents have been identified as a critical force

their children's education. The parental encouragement was positively related to students' academic achievement. That is when parents showed an interest in their child's education by being actively involved, students were more likely to seek challenging tasks, persist, and experience satisfaction in their school work. (Gonzalo-Pineda, 2002). Children whose parents are involved in their formal education have many advantages. They have better grades, test scores, long term academic achievement, attitudes and behaviour than those with disinterested mothers and fathers. (Henderson, 1988). Parents should ensure attendance at the Parent-Teacher Association (PTA) meetings and school day of their child's school. It should be considered as an opportunity to demonstrate the importance of parent's attachment to schooling and academic achievement. Intermittent contacts with teachers serve a monitoring function that allows them to receive feedback about their child's academic performance, attitudes to studies and self regulatory skills. The parents believe success in school depends mostly on effort. Therefore, they encouraged hard work and participation in activities related to academic achievement.

So the parents encouraged their children to spend more time on school work.

ii. Parental encouragement on social activities many children have difficulty making friends for a variety of reasons. Children may have poor social skills, be shy, be hyper, have atypical interests, or come from a different background than their classmates which may challenge them socially. Unfortunately, their ability to help students make friends at school may be limited by time and activity constraints. Parents have an opportunity to encourage social development through a variety of means. Parents should become acquainted with their child's friends and influence their child's choice of friends so as to reduce risk factors (Small, 1990). It is a healthy attitude among parents to accept the child's friends, interact with them and their parents and make occasional visits to their families so as to ensure a healthy circle and a soft boundary for the adolescents to move around.

iii. Parental encouragement on health aspects A parent is a caretaker of the offspring in their own species. Parents are in a unique position to influence the health of their children. Parents have the duty to care for and nurture their offspring. The child has the right to receive this care and nurture and the obligation to yield to reasonable parental guidance and supervision. Most parents know the basics of keeping children healthy, like offering them healthy foods, making sure they get enough sleep and exercise and ensuring their safety. Providing quality and nourishing meals in child care is extremely important for young children. Children need healthful meals to maintain healthy lifestyles and to grow and develop (Lofton & Nettles, 2010). Nutrition is an essential component of adolescent health care. Two important transformations occur during adolescents that may cause significant changes in a teenager's nutritional needs (Neinstein, 2008).

iv. Parental encouragement on moral support Family communication is both a pillar and an index of family health that surfaces in the storm and stress of adolescence. Adolescents must be given and feel real freedom to discuss their problems with parents. Adolescents need encouragement in the form of praise, expressed interest and rewarded effort. The traditional family values are harmony, filial piety, mutual obligation, hard work, obedience and discipline. Children are expected to be loyal and to respect parents and all elders. The parents passed their traditions through telling about themselves to their children who welcomed these experiences. This helped the children to be determined to succeed. The parent's stories provide their children with social and cultural tools to protect themselves. Culture shapes what parents believe and what practices they employ to socialize their children for academic achievement.

v. Parental encouragement on decision-making is one of the most important skills children need to develop to become healthy and mature adults. Decision making is crucial because the decisions children make dictate the path that their lives take. Teaching children to make their own decisions has several benefits. When they make a good decision, they can gain the greatest amount of satisfaction

and fulfillment because they chose it. When the children make bad decisions, they may suffer for it, but they can learn from the experience and make better decisions in the future (Taylor, 2009).

Factors affecting parental encouragement There are many factors that affect parental encouragement, which are as given below: a) Upbringing: Most parents learn parenting practices from their own parents and practice them on their children without looking at the desirable or undesirable consequences it may result.

b) Socio-economic status: In lower socio-economic status parents are more concerned that their children conform to society's expectations, create a home atmosphere in which it is clear that parents have authority over children, use physical punishment more in disciplining their children, and be more direct and less conversational with their children. Higher socio-economic status parents are more concerned with developing children's initiative and delay of gratification, create a home atmosphere in which children are more nearly equal participants and in which rules are discussed as opposed to being laid down in an authoritarian manner, are less likely to use physical punishment, and are less directive and more conversational with their children.

c) Parental education: If both mother and father are educated they will be able to look after the educational needs better than uneducated parents. If parents are educated and cultured they are capable of developing interest in education, right attitude towards education, and help in clearing concepts, in their adolescent children. Thus, children whose parents have a good educational background have a well developed personality. On the other hand if parents are uneducated they are not able to teach their children and are also unable to provide guidance in various spheres of life.

d) Parenting style: Diana Baumrind has described four types of parenting style: Authoritarian parenting places firm limits and control on the child and allows little verbal exchange. Authoritative parenting style encourages children to be independent but still places limits and controls on their actions. Neglectful parenting is a style, in which the parent is much uninvolved in the children's social incompetence, especially has poor self-control, low self-esteem, is immature and may be alienated from the family. Indulgent parenting is a style of parenting in which parents are highly involved with their children but plays few demands and controls on them.

e) Emotions: Parents who expressed positive emotions had children who were high in social competence (Boyum & Parke, 1995). So children's social competence is linked to the emotional lives of their parents. Parental support and acceptance of children's emotions is related to children's ability to manage their emotions in positive ways (Parke, 2004).

f) Time and effort: Parent's time spent with children and continuous effort is important for the proper development of a child.

REVIEW OF RELATED LITERATURE

The major findings of the reviewed studies on the variable of parental encouragement revealed that (Sekar and Mani (2013), Hernandez and Valentina, 2008) there exists significant difference between the boys and girls of higher secondary students in their parental encouragement. Bindu and Aruna, (2011), Kishor, (2014) Bindu (2002) pointed out that parental encouragement is high for private students as compared to government school students. Urban students get more parental encouragement than rural students. Bindu and Aruna, (2014), Binulal (2012), Bindu (2002) proposed that urban students get more parental encouragement than rural students. Kaur (2013) Hernandez and Valentina (2008) focused on students received high parental encouragement show better academic achievement than the students are received low parental encouragement. Nadhi and Kotnala (2014) revealed urban adolescents both male and female have high parental encouragement which enhances their self-confidence. Poonguzhali and Raju (2015) examined the level of stu

involvement and parental encouragement and found that significant positive correlation exists between study involvement and parental encouragement. Hashmi, Kalid, Akhter and Shoaib (2014) conducted a research study to find out the impact of parental encouragement and found that there is less impact of parental encouragement on the academic performance of boys as compared to that of girls. Peerzada and Yousuf (2016) examined the study to compare rural and urban higher secondary school students on parental encouragement and academic achievement and found that there is less impact of parental encouragement on the academic performance of boys as compared to that of girls. Mahajan (2015) conducted the research to find out the relationship between academic anxiety and depicted that male and female students do not differ significantly on academic anxiety. Penjak and Karnincic (2015) examined the study and to analyse the difference in students on motivational patterns (attitudes, interests and parental encouragement) as foreign language and found that male students show a more positive attitude towards English on the level of parental encouragement. On the other hand, female students do not show interest in learning English on their parental encouragement but rather on their personal attitude towards English. Rathore and Sangwan (2015) conducted the study to find out the impact of parental encouragement on the self-concept of adolescents. The findings of the study highlighted that parental encouragement, residential area, family relationship with other members, age, maternal employment have significant impact upon self concept of adolescents. It was also found that adolescents who have high parental control and supervision have found to be higher on scholastic achievement. Negi and Maikhuri (2016) investigated the study to find out the relationship between parental encouragement and academic achievement of adolescents. Results of the study revealed that there is a significant difference in parental encouragement and academic achievement of adolescent boys and girls. It was also revealed that parental encouragement and academic achievement are positively correlated. Narad and Abdullah (2016) conducted the study with a view to compare parental encouragement and school environment and to analyze their relationship with scholastic achievement of senior secondary school students. Significant positive relationships were found between academic performance of senior secondary school girls on parental encouragement and school environment. Kamboj (2016) investigated the impact of parental encouragement of 11th class students in relation to their academic achievements there is a significant difference between male and female higher secondary school students on academic achievement on the basis of parental encouragement. Bindu and Aruna (2014) studied the relationship between parental encouragement and process skills in social studies. The major findings were, there is significant difference between government and private, urban and rural students in the case of parental encouragement.

CONCLUSION

Many studies have been conducted in this field exploring the factors which play a very important role in a child's every walk of life. Parents are like soil for plants, if well rooted, get proper food, and strength to fight against the storm with courage and bravery. The soil is able to cultivate fruitful plants, parents are like the soil who plays a dominant role in the formation of child's personality. So many variables like family, peers, teachers, stress, personality, support, values, involvement, undertaken for different researches, but no study has been done yet to find effect of parental encouragement on social maturity, emotional stability and self-expression, so researcher is eager to find out scientifically whether these three variables are affected in adolescents' life by impact of parental encouragement.

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