



## **COMPARATIVE STUDY OF PARENTAL ENCOURAGEMENT AMONG PHYSICALLY ABLED AND PHYSICALLY DISABLED STUDENTS OF RANCHI**

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### **ABSTRACT**

The present study aims to assess the comparative study of parental encouragement among physically able and physically disabled students. The sample of the study consists of 08 students (4 physically abled and 4 disabled) and was taken on a random basis. The tools were used to achieve the goal of the present study: PDQ and the Parental Encouragement Scale. The result revealed that physically disabled students have high parental encouragement.

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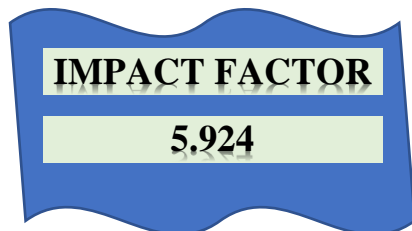
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## **INTRODUCTION**

Parental encouragement encompasses the positive support and guidance that parents provide to their children. It involves fostering a nurturing environment where children's interests, efforts, and achievements are acknowledged and celebrated. This support includes active engagement in a child's activities, offering resources for growth, providing constructive feedback, and promoting autonomy. Parental encouragement contributes significantly to a child's self-esteem, motivation, and overall development, empowering them to explore their passions, set goals, and navigate challenges with confidence.

**Definition of Parental encouragement**

Parental encouragement refers to the positive support, guidance, and affirmation that parents provide to their children. It involves showing genuine interest in a child's interests, activities, and pursuits and actively supporting their efforts to learn, grow, and achieve their goals. Parental encouragement can manifest in various ways:

- 1. Positive Reinforcement:** Parents offer praise and recognition for their child's achievements, efforts, and improvements. This can boost a child's self-esteem and motivation.
- 2. Active Engagement:** Parents show interest in their child's activities, hobbies, and passions. They may attend events, ask questions, and engage in conversations to better understand and support their child's interests.
- 3. Providing Resources:** Parents may invest time, money, and effort to provide their children with the necessary tools, equipment, or educational resources to pursue their interests or talents.
- 4. Supporting Exploration:** Parents encourage their children to explore different activities and interests, even if they change over time. This helps children discover their strengths and passions.
- 5. Offering Constructive Feedback:** Parents provide feedback in a constructive and supportive manner, helping children understand their strengths and areas for improvement without discouraging them.
- 6. Setting Realistic Goals:** Parents help their children set achievable goals and work toward them step by step, fostering a sense of accomplishment and perseverance.
- 7. Emotional Support:** Parents offer a safe and nurturing environment where children feel comfortable sharing their thoughts, concerns, and experiences.
- 8. Celebrating Effort:** Parents emphasize the value of hard work, dedication, and effort, regardless of the outcome. This teaches children that the process itself is valuable and rewarding.
- 9. Modelling Behavior:** Parents lead by example, demonstrating qualities such as determination, resilience, and a positive attitude, which children can emulate.
- 10. Encouraging Autonomy:** Parents allow their children to make choices and decisions regarding their interests. Parental encouragement plays a crucial role in shaping a child's self-confidence, motivation, and overall well-being. When children feel supported and validated by their parents, they are more likely to take on challenges, pursue their passions, and develop a positive self-image.

**Factors affecting parental Encouragement**

Parental encouragement can be influenced by various factors, which can either enhance or hinder the support that parents provide to their children. These factors can vary based on individual, cultural, and societal contexts. Some key factors that can affect parental encouragement include: helping them develop a sense of autonomy and responsibility.

**1. Cultural Beliefs and Norms:** Different cultures may have varying beliefs about how children should be raised and what types of activities are valued. These cultural norms can impact the level and type of encouragement parents provide.

**2. Parental Upbringing:** Parents' own experiences and upbringing can shape their parenting styles and attitudes towards encouragement. Those who received strong encouragement themselves are more likely to provide it to their own children.

**3. Socioeconomic Status:** Financial stability can influence parents' ability to provide resources and opportunities for their children's interests. Higher socioeconomic status can often lead to more opportunities for encouragement.

**4. Parental Education:** Parents with higher levels of education might have a better understanding of the importance of encouragement and how to effectively provide it.

**5. Time Constraints:** Busy schedules and work demands can limit the amount of time parents have to actively engage in their children's activities or hobbies.

**6. Parent-Child Relationship:** The quality of the parent-child relationship can impact the level of open communication and trust, which in turn affects how well parents can understand and support their children's interests.

**7. Gender Stereotypes:** Societal expectations around gender roles can affect the types of activities parents encourage their children to pursue. Stereotypes about "appropriate" interests for boys and girls can influence parental encouragement.

**8. Peer Pressure:** Children's interactions with peers and friends can impact their interests and passions. If peers do not value a particular interest, children may be less likely to pursue it, affecting the encouragement parents provide.

**9. Personal Values and Beliefs:** Parents' personal beliefs about achievement, success, and happiness can shape the goals and activities they encourage in their children.



**10. Media and External Influences:** Media portrayals of success, beauty, and achievement can shape parents' perceptions of what is valuable and worthy of encouragement.

**11. Parental Stress and Well-being:** Parents who are experiencing stress or personal challenges may have less emotional capacity to provide consistent encouragement to their children.

**12. Cultural and Socioeconomic Pressures:** External pressures to conform to certain societal standards or to prioritize academic or career success can impact the amount of time and energy parents allocate for encouragement.

Understanding these factors can help parents, educators, and policymakers create environments that promote positive parental encouragement and support the healthy development of children's interests and talents.

#### REVIEW OF LITERATURE

**Ghazi, 2010** explored that Students need full support, participation and encouragement of the parents to maximize the academic performance.

**Kazmi, 2011** was of the opinion that paternal involvement and encouragement has positive significant relationship with school performance of the children.

**Mani (2013)** found that rural and urban higher secondary biology students significantly differ in parental encouragement.

**Taylor, Clayton & Rowley, 2004** also revealed that favorable home environment, less parental domination and systematic parental encouragement have been found to be responsible for better adjustment and school performance.

**Devi and Kiran, (2002)** also found a positive correlation between parental encouragement and academic achievement, as good parental encouragement led to good academic achievement.

**Ahmad and Nigam, (2009)** exposed that children from favorable home environment are rated as above the average in social adjustment, personality traits, achievement, play, but children from unfavorable home environment are seriously abnormal.

**Lata, (2013)** indicated in his study that low parental involvement with their wards negatively affects cooperation and conversation skills and parents which are highly involved with their children helped to improve the social skills of their children.



**Nommay (1988)** opined that parent's encouragement played a significant role in predicting academic achievement through cognitive development of their children.

**Huebner and Howell (2003)** revealed that female students at higher education were significantly differed in parental encouragement as compared to male students.

**Paran and Tibli (2009)** revealed that student's motivation to learn is greatly enhanced by parental encouragement.

**Munyi (2013)** conducted a study to explore the influence of parenting styles on academic performance of 2089 adolescents. The outcomes of the study indicated that the students who are having experienced and authoritative parenting style showed best performance.

**Payal and Kang (2014)** conducted a study to find the relationship of locale and gender as determinants of parental encouragement among adolescents on a sample of 200 students. The findings revealed that there is significant difference between boys and girls in parental encouragement. Also, significant difference in parental encouragement was found between rural and urban respondents. **Mishra (2015)** found the impact of Parental encouragement on A academic achievement in middle school students. The outcomes of the study unveiled that there is significant impact of parental encouragement on academic achievement of boys and girls of high and low parental encouragement groups and finally concluded that parental encouragement enhances academic achievement.

**Sharma Anuradha et al; (2014)** discovered that there is significant and positive relationship between parental encouragement and academic achievement among adolescent students. The study also revealed that male and female students differ in parental encouragement in which the result goes in favors of female students.

**Jain Payal et al: (2014)** also found a significant gender differences in parental encouragement, whereas significant differences were also found in the parental encouragement between rural and urban students.

**Kaur Jasraj (2013)** revealed that there is significant difference between the academic achievement of the students receiving high and low parental encouragement. The students receiving high parental encouragement showed good academic achievement than the students receiving low parental encouragement.

**Bhargava, (2012)** found that parental encouragement significantly contributes in developing psychological as well as academic achievement.



**Raju & Rahamtula, (2007)** opined that poor school adjustment leads to low academic achievement, behavioral problems, irrelevant educational aspirations and even school dropout.

**Basu (2012)** revealed that when secondary school pupils' adjustment was compared across gender, type of family structure, and medium of instruction, there were extremely significant disparities.

**Bano and Naseer (2014)** revealed that social adjustment and academic achievement are significantly related each other. Hence it was concluded that parents play a significant role for higher need achievement of their children.

## **METHODOLOGY**

This chapter deals with the methodology adopted in the present study. It describes the methods used in the study, variables involved, the sample of the study, the tools used for the data collection. procedure of data collection and scoring and for the analysis of data. The present methodological chapter has been divided into 4 (four) sections. The first section presents "Statement of the problem. "Second section is related with "Objective and Hypotheses" of the study. Third section states with sample and used in study. Fourth and last section contains the Tools, "Data collection procedure to test the hypotheses. A Comparative study of parental encouragement among physically abled and disabled students of Nirmala College Ranchi.

### **Statement of the problem**

Comparative study of parental encouragement among abled and disabled Students of Nirmala College Ranch.

### **Objectives of the present study: "**

The first objective of the study was to study the level of parental encouragement in physically abled and physically disabled students. " To study the difference between physically abled and physically disabled students in their parenting encouragement level.

### **Hypotheses of the study:**

The level of parental encouragement will vary in physically abled and disabled students.

There will be significant difference between physically abled and disabled students in their parental encouragement.

### **Sample:**



The sample of the study consisted of 8 students, classified as 4 physically abled and 4 physically disabled (all students are female) and was selected randomly. The entire sample was collected from Nirmala College. Their age ranges from 18 years to 20 years.

**Tools:** The following tools were used to achieve the goal of the present study

- a) Personal Data Questionnaire
- b) Parental encouragement scale

**Personal Data Questionnaire:** This questionnaire was prepared by the investigator for collecting Information about: Respondents name, father's name, Date of birth. Gender, Area: Rural or urban, family type, class, college/university, location: state or personal, Brother / sister, etc.

**Parental encouragement scale:**

The parental encouragement scale by **Dr. (Mrs.) Kusum Agarwal** was used to measure the parental encouragement of the respondent. In this test there are total 80 items. There are five alternative answers for each Item. In parental encouragement all items are positive. There is total 80 items. The reliability is 0.82

**Reliability**

Two indices of reliability of the scale were found out. Firstly, its reliability was determined by **K.R. Method (.79)**, secondly, two test-retest reliabilities were determined after an interval of three months (.82). and the other after an interval of six months (.80).

**Validity**

For determining validity of the **APES**, it was given to 100 parents and 100 students belonging to those parents respectively. Their separate responses were correlated and when correlation was found high (.73), it was assumed that the scale measures what it designs to measure. In order to establish internal validity, the responses of each item were correlated with the total responses which have shown satisfactory correlation (.64),

**Procedure of Data collection**

The entire process of sample collection and data collection was completed in very simple way. On the basis of information given in **PDQ** selected response sheets had been classified into five sub groups according to sample design after that eight cases were randomly selected by using simple random method for each of the five sub groups.





During data collection some precaution is taken by researcher:

Environment was kept peaceful.

" To fill the questionnaire, instructions were given carefully & in simple language, any technical word was not used by researcher.

" No time was fixed.

Classification of subjects is done carefully according to sample criteria.

" Any subject who don't fulfilled selection criteria is not included in sample.

" Scoring of all finally selected answer sheets was done according respective to the manual's standard procedure, in the respective manuals of the test.

#### **Plan of Analysis.**

Considering the Aim & Hypothesis the following suitable statistical techniques were used to analyses the obtain data.

" Mean

#### **DISCUSSION**

One of the important objectives of the present study was to examine the levels of Parental encouragement students. To of abled and disabled college achieve objective Parental administered on encouragement scale was them. Students were group. Mean categorized into high and low Number and score on Parental Encouragement Scale was 355.12. well as Percentage of college students in total sample (8) as in 2 subgroups of sample was calculated.

#### **SCORING:**

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 perceived parental encouragement. Table 2 gives the details of the weightage.

#### **Scoring table-1**

Always	5
Most often	4





Frequently 3

Sometimes 2

Never 1

Thus, the total weighted score of APES ranges from 80 to 100. The total weighted score, if high, reveals greater amount of parental encouragement whereas lower scores indicate the lower degree of parental encouragement. The respondents may be classified into five categories on the basis of scores attained on the scale.

Total mean in Parental Encouragement of abled and disabled students:

Table 2

TOTAL	Physically abled		Physically disabled	
	N	Mean	N	Mean
	4	333.5	4	376.75

In table no 2 shows that as compared to physically abled and physically disabled students, have better level of adjustment. The mean score of physically abled students is 333.5, whereas the mean score of physically disabled students is 376.75. With the help of the scores and table no. 2 it is clear that physically disabled students have high parental encouragement.

### CONCLUSION:

Thus, it is clear that physically disabled students have high Parental

### RECOMMENDATION:

Parents obtain the prerequisite skills to provide support to abled students physically through resources provided in More recommendations.

parental encouragement is needed for physically abled

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