

Educational Adjustment of Adolescents in Relation to their Parental Encouragement

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Abstract

The present study was designed to find out the relation between educational adjustments of adolescent in relation to their parental encouragement. The sample consisted of 200 adolescents of Ludhiana district only. Descriptive survey method was used. Educational Adjustment Inventory by S. Rani and B.B. Singh and Parental Encouragement Scale by Dr. R.R. Sharma were used as research tools. Data was collected and interpreted, the results of which have been reported in this paper.

KEYWORDS: Educational Adjustments, Parental Encouragement, Adolescents.

Introduction

An adolescent is a product of refinement and culture in all dimensions. Adolescents are not emotionally organised for their social tasks and roles. This leads to many problems in their adjustment and Educational adjustment is one of them. Good parents produce good children. This means parents play a role of guidance worker to inspire the students to do fruitful activities related to education. The scholastic achievement of the children is based on the rearing and providing care to them by their parents.

Parental encouragement takes many forms including good parenting in the home, including the provision of a secure and stable environment, intellectual stimulation, parent child discussion, good models of constructive social and educational values and high aspirations relating to personal fulfillment and good citizenship, contact with schools to share information, participation in school events and participation in the work of the school.

Educational adjustment

An educational adjustment is something that the school does specifically to help a child to learn for the purpose of the Education. All adjustments being made should maximise the child's ability to achieve educational outcomes. Through the school's normal progress review processes, the effectiveness of adjustment in terms of planned outcomes will be discussed.

According to **Shaffer, L.S.** "Adjustment is the process by which living organism maintain a balance between with his needs and the circumstances that influence the satisfaction of these needs."

According to **Coleman, James C.** "Adjustment is the outcome of the individual's attempts to deal with the stress and meet his needs, also his efforts to maintain harmonious relationships with the environment."

Parental encouragement

Parental encouragement has great effect on the scholastic achievement of the child. Parents play a very significant role in shaping the child's personality. The child who

has a positive trusting relationship with his parents is likely to be confident in his interaction with others.

It is well established fact that parents play a significant role in the process of the development of the child. Child rearing and parenthood are considered to be professional in the modern era.

Parental encouragement is the backbone of individual's life. So, if parents are encouraging and supportive then children would be motivated towards high achievement and success.

Rossi (1965), "When father and mother approve or appropriate any activity related to education or revoke any hurdle felt by the student in the process or guide him the right and wrong - This entire spectrum of activity comes with in the preview of parental encouragement."

Sharma (1988), referred parental encouragement to, "the treatment originating from parents towards the child with a view to enhance the possibilities of future occurrence of good behaviour by care, concern, approval and guidance.

Need and Significance of the Study

An adolescent is the stage when the student faces many problems in adjustment. Adolescents have to make adjustment in every field or area. Educational adjustment is one of them. For educational adjustment an adolescents needs much parental encouragement.

Parental encouragement can improve educational adjustment of adolescents. In schools or colleges the adolescents have to adjust with the climate of the school, with their friends, curriculum, teachers etc. To adjust with all these without facing any problem, the family climate of adolescents should be positive. The positive attitude better. If the parents will not be supportive to their children, the child face many problems in adjustment.

In adolescents age children used to be stressed, depressed and frustrated due to many other problems which becomes an obstacle in their educational adjustment of adolescents in relation to their parental Encouragement.

Operational definition of the key terms

Educational Adjustment

Adjustment is the process by which living organism maintain a balance between with his needs and the circumstance that influence the satisfaction of these needs.

Parental Encouragement

When father and mother approve or appreciate any activity related to education or revoke and hurdle felt by the student in the process or guide him the right and wrong. This entire spectrum of activity comes with in the preview of Parental Encouragement.

Objectives of the study

1. To find out the difference in educational adjustment of male and female adolescents.
2. To find out the difference in educational adjustment of rural and urban adolescents.
3. To find out the difference in parental encouragement of male and female adolescents.
4. To find out the difference in parental encouragement of rural and urban adolescents.
5. To study the relationship between educational adjustments and parental encouragement of adolescents.

Hypotheses

1. There will be significant difference in educational adjustment of male and female adolescents.
2. There will be significant difference in educational adjustment of rural and urban adolescents.
3. There will be significant difference in parental encouragement of male and female adolescents.
4. There will be significant difference in parental encouragement of rural and urban adolescents.
5. There will be significant relationship in educational adjustment and parental encouragement of adolescents.

Sample

The Sample includes 200 adolescents. The investigator has classified classify the sample into equal categories of Urban and rural and male and female adolescents of Ludhiana district.

Tools

Following tools were used in the Present Study

1. Educational Adjustment Inventory by S. Rani and B.B. Singh.
2. Parental Encouragement Seale by Dr. R.R. Sharma.

Design of the study

Descriptive survey method has been used.

Delimitations

1. The sample was drawn from adolescents of Ludhiana district only.
2. It was limited of 200 adolescents only.
3. The study was delimited to 100 urban and 100 rural adolescents only and further into male and female adolescents only.
4. The study was delimited to two variables i.e. educational adjustment and parental encouragement only.

Statistical techniques

1. The statistical techniques such as mean, median, mode and correlation were applied.
2. T-ratio was computed to know Significance of difference in various groups of adolescents.

3. Correlation was used to know the relationship between two variables.

Analysis and interpretation of data

To investigate the significance of difference between the means, if any, educational adjustment and parental encouragement of adolescents, the adolescents were assessed in terms of the Adjustment Inventory by Seema Rani and Parental Encouragement Scale by R.R. Sharma and t-test was employed.

Table 1. Significance of the Difference between Means of Educational Adjustment of Male and Female Adolescents.

S.No.	Group	Variable	N	M	S.D	SE _M	t-ratio
1.	Male	Educational Adjustment	100	6.76	3.71	0.37	1.32
	Female		100	6.06	3.77	0.38	

Table 1 revealed that

The mean scores of educational adjustment of male and female adolescents as 6.76 and 6.06 respectively. The t-ratio is 1.32 with $d_f = 198$ which is not significant at .05 level of confidence. This revealed that no significant difference exists between mean scores of educational adjustment of male and female adolescents. Therefore the hypothesis 1 stating that there will be significant difference in educational adjustment of male and female adolescents stands rejected. The reasons may be that both male and female are getting equal educational opportunity which leads to same educational adjustment.

Table 2. Significance of the Difference between Means of Educational Adjustment of Rural and Urban Adolescents.

S. No.	Group	Variable	N	M	S.D	SE _M	t-ratio
1.	Rural	Educational Adjustment	100	5.99	2.99	0.30	1.59
	Urban		100	6.83	4.35	0.44	

Table 2 revealed that

The mean scores of educational adjustment of rural and urban adolescents as 5.99 and 6.83 respectively. The t-ratio is 1.59 with $d_f = 198$ which is not significant at .05 level of confidence. This revealed that no significant difference exists between mean scores of educational adjustment of rural and urban adolescents.

Therefore the hypothesis 2 stating that there will be significant difference in educational adjust of rural and urban adolescents stands rejected. The reasons may be that now a days educational facilities in rural and are available in urban areas. That is why no significant difference was found the educational adjustment rural and urban adolescents.

Table 3. Significance of The difference between Means Parental Encouragement of Male and Female Adolescents.

S.No.	Group	Variable	N	M	S.D	SE _M	t-ratio
1.	Male	Parental Encouragement	100	59.63	9.53	0.95	0.94
	Female		100	58.19	12.04	1.20	

Table 3 revealed that

The mean scores of parental encouragement of male and female adolescents as 59.63 and 58.19 respectively. The t-ratio is 0.94 with $d_f = 198$ which is not significant at .05 level of confidence. This revealed that no significant difference exists between mean scores of parental encouragement of male and female adolescents.

Therefore the hypothesis 3 stating that there will be significant difference in parental encouragement of male and female adolescents stands rejected. The reasons for the results may be that no time is changed which changed the thinking of parents also. Parents are equally treating this children counterpart thus are males or females. That is why no significance difference was found in parental encouragement of male and female adolescents.

Table 4. Significance of The difference between Means Parental Encouragement of Rural and Urban Adolescents.

S.No.	Group	Variable	N	M	S.D	SE _M	t-ratio
1.	Rural	Parental Encouragement	100	53.60	9.98	1.00	7.95*
	Urban		100	64.22	8.95	0.89	

*Significant at .01 level

Table 4 revealed that

The mean scores of parental encouragement of rural and urban adolescents as 53.60 and 64.22 respectively. The t-ratio is 7.92 with $d_f = 198$ which is significant at .01 level of confidence. This revealed that a significant difference exists between mean scores of parental encouragement of rural and urban adolescents.

Therefore the hypothesis 4 stating that there will be significant difference in parental encouragement of rural and urban adolescents stands accepted.

As the mean score of parental encouragement of urban adolescents was higher than that of rural adolescents, it may further be concluded that urban adolescents have high parental encouragement than their rural counterparts. The urban adolescents are having high parental encouragement than rural also, The reason can be that parent in urban areas are giving over love, affection to their children are encourage in all field of life in comparison to the rural parents. That is why significance difference was found in parental encouragement of rural and urban adolescents.

Table 5. Coefficient of Correlation between Parental Encouragement and Educational Adjustment of Adolescents (N=200)

Category	N	R
Male	100	0.43**
Female	100	0.33**
Urban	100	0.34**
Rural	100	0.34**
Total	200	0.37**

**Significant at .01 level

*Significant at .05 level

Table 5 shows that

The coefficient of correlation between educational adjustment and parental encouragement of male adolescents as 0.43 which is significant at .01 level of confidence which shows that there exists significant positive relationship between educational adjustment and parental encouragement of male adolescents.

The coefficient of correlation between educational adjustment and parental encouragement of female adolescents as 0.33 which is significant at .01 level of confidence which shows that there exists a significant positive relationship between educational adjustment parental encouragements of female adolescents.

The coefficient of correlation between educational adjustment and parental encouragement of rural adolescents as 0.34 which is significant at .01 level of confidence which shows that there exists a significant positive relationship between educational adjustment and parental encouragement of rural adolescents.

The coefficient of correlation between educational adjustment and parental encouragement of urban adolescents as 0.41 which is significant at .01 level of confidence which shows that there exists a significant positive relationship between educational adjustment and parental encouragement of urban adolescents.

The coefficient of correlation between educational adjustment and parental encouragement of adolescents as 0.37 which is significant at .01 level of confidence which shows that there exists, a significant positive relationship between educational adjustment and parental encouragement of adolescents.

Therefore the hypothesis S stating that there will be significant relationship between educational adjustment and parental encouragement of adolescents stand accepted.

Conclusions

The results indicate that

1. No significant difference exists between mean scores of educational adjustment of male and female adolescents.
2. No Significant difference exists between mean scores of educational adjustment of rural and urban adolescents.
3. No significant difference exists between mean scores of parental encouragement of male and female adolescents.
4. A significant difference exists between mean scores of parental encouragement of rural and urban adolescents.

5. There exists a significant positive relationship between educational adjustment and parental encouragement of male adolescents.
6. There exists a significant positive relationship between educational adjustment and parental encouragement of female adolescents.
7. There exists a significant positive relationship between educational adjustment and parental encouragement of rural adolescents.
8. There exists a significant positive relationship between educational adjustment and parental encouragement of urban adolescents.
9. There exists a significant positive relationship between educational adjustment and parental encouragement of adolescents.

Educational implications

1. The present study can be useful in understanding the educational adjustment of adolescent's students.
2. Educational adjustment of adolescent student helps the parents, teachers, school administrators to guide them.
3. The present study in its complete form can prove quite helpful to teachers, guidance works, counselors, educational planners and parents as well as equip them with valuable knowledge about the educational adjustment of adolescent student and its relation to their parental encouragement.
4. The knowledge of parental encouragement is of great importance in designing educational programmes to suits the needs of students.
5. The present study can help the teachers in evaluating the educational adjustment and parental encouragement of adolescents.

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