

Relationship between Parental Encouragement and Process Skills in Social Studies

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Abstract: The present study aims to find out the extend of relationship between parental encouragement and process skills of secondary school students. Representative sample of 1000 secondary school students were taken. The tools used were parental encouragement scale by Aruna and Bindhu (2011) and test of process skills in social studies by Aruna and Bindhu (2011). The data was gathered from 3 districts of Kerala state who belonging to standard IX. The stratified random sampling technique was used to collect the data. The data were collected from three category based on gender locality and type of management of school. Due representation was given for each category. Result show that parental encouragement is positively related to process skills of adolescent students. The study also reveals that there is local and management difference exists for parental encouragement and process skills in social studies.

Key words: Parental Encouragement, Process Skills.

I. Introduction

Parents of academically motivated achieving children have cordial relationship with their children. Research confirms that students have an advantage in school when their parents encourage and support their school activities. Parents of high achievers found to more trusting, rewarding, loving and showed more tolerance towards their children than parents of low achievers .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. Even when that performance falls short, they offer encouragement and support. And try to learn how to do better next time. Parental encouragement is the degree to which the child perceives his parents as encouraging (Sewel and Shah,1968) ^[1]. In encouragement, the parents help the child guide him and coax him so that he may not feel dishearted at a particular point difficulty.

Research confirmed that high levels of parental encouragement, mostly related to parental involvement, measured by knowledge of the child's activities in school and frequent contact with the school, have positive effects on children's academic achievements. The primary role of high school parents is to consistently offer loving, encouragement support and guidance. Loving parents play a critical role in the development of the young adults who will join college career and life endeavours. (Kaur, Jasraj 2013)^[2].

The most effective parents are usually active in their children school life. They belong to the PTA attend School, sport, activities and events, go to parent conference ,help with homework, and teach their children through minor difficulties. Parental encouragement is a significant and important predictor of achievement motivation of higher secondary students (Rasul and Kalita, 2007)^[3].

Effective parents encourage their children to broaden their experience by participating in school club sport and activities. They encourage that part- time work and community activities can be on effective way to expose their children to the real world.

The impact of fathers styles of dealing with their children at home had positive significant relationship with their children's achievement(Kazmi,2011)^[4] .According to Adetya and Kiadese parental involvement are the predictors of student's achievement in financial accounting (Kiadese,2011)^[5].The students who receive high parental encouragement are better at academic performance than the students who receive less parental encouragement (Kumar,2013)^[6].Every successful person after reaching his destination finds that his success is because of the helps of his parents .The motivation given by parents exerts significant influence on their interests, aspiration and achievement of the children. Under a meta analysis, including 52 studies, parental encouragement and supportive home environment laid positive influence on educational achievement of the black students. (Jaynes,2013)^[7]. In the study of a randomly selected cohert of a 10,318 wisconsin high school seniors, co-relational ,path ,and cross-tabular analysis show that socio-economic status, intelligence and parental encouragement all have substantial independent relationship to college plans of males as well as females and that neither intelligence nor parental encouragement individually or jointly can completely account for social class differences in college plans and parental encouragement is a powerful intervening variable between socio-

economic class background and intelligences of the child and his educational aspirations Parental encouragement appears to have its strongest effect on the college plans of males and females who score relatively high on intelligence and come from families occupying relatively high socio economic positions. Positive reinforcement source like gifts, prizes, curse of their favourite places, should be used to improve children performance. Generally instead of positive reinforcements negative reinforcement were used by parents to motivate children for forwards education. Because most of the parents are not well aware of their role for their children's education. Most parents do not help children in their home work or making arrangements for their tuition as well as children's participation is not encouraged in co-curricular activities in the school.

The term process skills as applied to social science stands for the intellectual skills need for scientific investigation attained by the students as a results or consequences of learning social science. The central aim of social studies according to reconstructionists is to develop the knowledge and skills needed to improve society. Responsible citizens can use modals and processes of thinking and decision making to solve problems and resolve issues. Thinking process may be referred to as cognitive processes, inquiry process or intellectual abilities or processes. Goals in this category give attention to developing ability to use modals of critical and creative thinking, to problem solving and decision making (Michaelis, 1980)^[8]. Concepts and thinking processes are linked together to generate focusing questions that move students from first level thinking to higher level thinking.

According to constructivist view point learning is social activity and learning is intimately associated with our connection with other human being, our teachers, our peers, our family as well as casual acquaintances. Families can play a significant role in encouraging higher order thinking with their kids and teens, even when having a casual conversation (Cathi Allen Simon, 2014)^[9]. Parental encouragement is a great significance in developing psychological as well as academic achievement. Parents play a significant role for higher need achievement of their children (Bhargava,2012)^[10].

II. Statement Of The Problem

Relationship between Parental Encouragement and Process Skills in Social Studies.

III. Variables Of The Study

The present study involved following variables

3.1 Independent Variable

For the present study Parental Encouragement was selected as independent variable.

3.2 Dependent Variable

Process skills in social studies were taken as dependent variable.

IV. Research Question

1. Whether there exist any significant difference in the mean scores of parental encouragement and process skills in social studies among secondary school students for the total sample and subsamples based on type of management of school and locality.
2. Whether their exist any relationship between parental encouragement and process skills in social studies for the total sample and subsample based on type of management of school and locality.

V. Hypotheses Of The Study

1. **There exist significant difference in the mean scores of parental encouragement and process skills in social studies among secondary school students for the total sample and subsamples based on type of management of school and locality.**
2. **There exists a significant relationship between parental encouragement and process skills in social studies for the total sample and subsample based on type of management of school and locality.**

VI. Methodology

6.1 Design of the Study

Stratified random sampling method is used for this study.

6.2 Instruments Used

6.2.1 Parental Encouragement Scale (Aruna and Bindu, 2011)

This is a likert type of 5 points scale consisting of 53 statements with selected aspects namely parental acceptance, care, support, motivation, praise, supervision at home communication, influence, guidance and involvement. Criterion related validity of this scale was well establish by the investigator. The Criterion related validity estimated as 0.76. The investigator compounded the reliability by test- retest method. The reliability coefficient obtained was 0.66. The index suggests that the scale is reasonably reliable.

6.2.2 Test of Process Skills in Social Studies (Aruna and Bindu, 2011)

This tool is constructed for the studies based on secondary school curriculum. The secondary school curriculum given much emphasis to process skills, rather than content orientation based on Blooms taxonomy of objectives. 10 different skills involved in the social science were taken for items preparation. They are measuring, classifies, generalizing, analysis, prediction, observation, synthesizing, evaluating, locate and inferring. The item test comprising of 38 multiple choice questions relating to skill in social studies. Content validity is established in this test based upon careful examination of course book, syllabus, objectives and the judgment of subject matter specialists. The reliability of the tool is established by test-retest method. The obtained reliability co-efficient of the tool is 0.79.

6.3 Sample

The total sample of the present study was 1000 adolescent students.

6.3 Procedure

The data was gathered from 3 districts of Kerala State who belonging to 9th standard. The stratified random sampling technique was used to collect the data. The data were collected from 3 category based on gender, locality and type of management of school. Due representation was given for each category.

VII. Statistical Techniques Used

Mean and standard deviation of the scores of parental encouragement and process skills are calculated for urban, rural, government and private adolescent students. 't' test was employed to compare the difference between the mean scores of urban and rural, government and private adolescent students.

Pearson product moment Co-efficient of correlation (r) Technique was employed to study correlation between parental encouragement and process skills of urban and rural, government and private adolescent students.

VIII. Results And Discussions

8.1 Result 1

Loving parents play a critical role in the development of the young adults. It is during the high school years the students began to find their way in life. When parents take a genuine interest in the discovery process, the bond between children and parents can be greatly strengthened.

The present study deals with relationship between parental encouragement and process skill of adolescent students. The results of present study have been presented in table 1-2. 't' value – correlation has been worked out so that to measure the parental encouragement and process skill.

Table 1 Data and Result of the Test of Significance in the Mean Scores of Parental Encouragement and Process Skills between Govt. and Private, Urban and Rural Adolescent Students

Variable	Sub Sample	N	Mean	SD	't' Value
Parental Encouragement	Rural	700	209.3	42.50	3.23
	Urban	300	217.4	28.14	
	Govt.	600	209.1	41.15	2.77
	Private	400	215	33.7	
Process Skill	Rural	700	27.9	7.8	10.81
	Urban	300	30.7	7.19	
	Govt.	600	27.7	7.95	10.12
	Private	400	32.1	7.21	

't' test was employed to compare the difference between mean scores of urban and rural, govt. and private students on the each of the two variables. Table No .1 shows that there is significant difference between govt. and private urban and rural students in the case of parental encouragement. The 't' value is 3.23 for urban and rural students which is significant at 0.01 level. At the same time the 't' value is 2.77 for govt. and private which is significant at 0.01 level.

Table also shows that the 't' value is 10.81 for urban and rural students which is significant at 0.01 level. The 't' value is 10.12 for govt. and private students which is significant at 0.01 level. Table shows that urban students gets more parental encouragement than rural students. At the same time urban students have high process skill than rural students. In the case of government and private students parental encouragement is high for private students as compared to government school students. The study reveal that private school students have high process skills than government school students. So it can be seen that parental encouragement has a significant influence on process skills.

8.2 Result 2

The relationship between parental encouragement and process skills in social studies for the sample of urban, rural, government and private school students is given in Table 2

Table 2 Details of Relationship between Parental Encouragement and Process Skills in Social Studies for the Sample of Urban, Rural, Government and Private School Students

Sl No.	Nature of Sample	N	R	't'	Significance
1	Urban	400	0.31	6.50	No
2	Rural	600	0.28	7.43	Yes
3	Govt.	600	0.28	7.68	Yes
4	PVT	400	0.02	0.98	No
5	Total	1000	0.22	6.93	Yes

Table.2 shows there is significant positive correlation between parental encouragement and process skills for total sample. The t-value is 6.93 which is significant at 0.01 level of significance. It means when parental encouragement increase the process skills also increase. Table shows that there is significant positive correlation between parental encouragement and process skills for urban samples. It is 6.50 and above the 0.01 level of significance. Significant positive correlation found between parental encouragement and process skills in social science for rural students. The t-value is 7.43 which is significant at 0.01 level of significances. It means when parental encouragement increase the process skills also increase. Table indicates there is significant positive correlation between parental encouragement and process skills of government schools students. The table reveals that the Co- efficient of correlation obtained between process skills in social studies and parental encouragement for private students are not significant even at .05 level.

The critical ratio obtained for private students lies below tabled value at 0.05 and 0.01 levels. There for there is no significant relationship exists in the process skills and parental encouragement for private school students. Results shows that there is a significant positive correlation exists between parental encouragement and process skills for rural and government students.

IX. Educational Implication And Conclusion

The study reveals that there is local difference exist for parental encouragement. Urban adolescent students show more parental encouragement than rural students. Process skills is high for urban students. Government school students have low parental encouragement and their process skills also low than private school students. It indicates that locale and type of school management have a significant influence on parental encouragement.

There is significant positive correlation founds between Parental encouragement and process skills for rural, govt. and total sample. Parental encouragement remarkably makes effect on process skills. The findings are in agreement with those of Agarwal (1998) ; Jeynes (2007); Sharma and Thahira (2011); Kumar (2013)^[11]; Bargava (2012); Devgun (2012)^[12] which showed high correlation between parental encouragement and academic Performance.

Today's society is in a state of continuous change. With every waking moment one is confronted with new information. Hence educators and administrators have put great emphasis on the attainment of the skills of acquiring and possessing information. The development of essential skills in every child should be an important outcome of the teaching of social science in schools .An increasing body of literature and research demonstrates the importance of parental practices and beliefs in influencing their children's academic performance and intellectual development. Providing an environment rich in cognitively stimulating materials, such as books and other learning materials can be instrumental in promoting intellectual development and literacy skill.

Disciplining in a positive manner, instead of physical punishment, can lead to stability in the home and facilitate cognitive development. Research suggested some activities that parents might use to promote their children academic successes are :talk with the child, try to read for at least fifteen minutes every day with the child, encourage the child to write and draw pictures about his or her experiences, maintain and communicate high expectations for the child's academic achievement ,praise the child conveying a positive feeling in voice, provide opportunities to meet other adults and children, help the child to learn study skills, establish good communication with the child's teacher, attend parent-teacher conferences, have a positive attitude towards school etc. In the present situation more research is needed to document the characteristics of the relationship between parenting practices and academic achievement and to assist educators and parents in identifying and implementing those practices that have the most positive influence on their child's performance.

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