
**A STUDY OF THE ATTITUDE OF ADOLESCENT STUDENTS OF HARYANA
STATE IN RELATION TO PARENTAL ENCOURAGEMENT**

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Abstract:

Adolescence is the most crucial period of an individual's life. This is the period of physical and psychological maturation when an adolescent is expected to establish his own identity and prepare for adulthood by developing skills necessary for socially acceptable behaviour. Parental encouragement affects the whole personality of adolescents. Parental encouragement has a great impact on the attitude (Pessimistic and Optimistic) and Study Habits of adolescents. The present study was a descriptive survey, which was conducted on school-going students of senior secondary classes in five different districts, i.e., *Sirsa, Fatehabad, Hissar, Bhiwani, and Rohtak*, in Haryana state. The present investigation aims to study the attitude of adolescent students in Haryana State in relation to their parental encouragement. It is impossible to cover all school-going adolescents (male and female) of 11th and 12th grade students in selected districts. The study was limited to 600 adolescent students in senior secondary classes. Further, these samples were divided into two equal groups based on gender and locality, i.e., 300 boys and 300 girls, and 300 rural and 300 urban adolescent students.

Keywords: Adolescent, Optimistic Attitudes, Pessimistic Attitudes, Study Habits, Gender (Male and Female), Parental Encouragement.

Introduction

Education is the process of developing the capacities and potentials of the individual so as to prepare that individual to be successful in a specific society or culture. From this perspective, education is serving primarily as an individual development function. Education begins at birth and continues throughout life. It is constant and ongoing.

Adolescence is a critical period in human development, marked by significant physical, cognitive, and emotional changes. During this phase, individuals are particularly susceptible to various external influences, and one of the most crucial factors shaping their attitudes and behaviors is parental encouragement. The proposed study aims to explore and understand the attitudes of adolescent students in Haryana State concerning parental encouragement and its potential impact on their overall development

Adolescence, commonly defined as the transitional period between childhood and adulthood, is characterized by heightened self-awareness, exploration of personal values, and the formation of identity. During this developmental juncture, external influences play a crucial role in shaping the attitudes that will mold an individual's future trajectory. Among these influences, parental encouragement emerges as a potent force that can either propel adolescents towards positive growth or impede their development.

Parental encouragement is one of the aspects of parent treatment patterns. In encouragement, the parents help the child, guide him and coax him so that he may not feel disheartened at a particular point of difficulty. The entire treatment may have many individual traits. But their contents and direction are the same give encouragement to the child. It may be in the form of approval or it may be in the form of asking the child to modify his behaviour. By effect, parental encouragement should create approach behaviour.

Study Habits are the way of studying whether systematically or unsystematically. Every individual has his own habit of study. So, study habits affect the achievement of students in different ways. Study habits refer to activities carried out by a teacher during the learning process to improve learning. Study habit covers all related aspects of study such as home environment, reading and note taking, planning for studies, preparation for examination, habits and attitudes towards studies. Educationists believe that good study habits are the gateway to knowledge of wisdom.

Justification of the Study:

The educational landscape plays a pivotal role in the lives of adolescents, serving as a significant arena where attitudes are cultivated and nurtured. Understanding the correlation between parental encouragement and attitudes within the educational context can provide valuable insights for educators, policymakers, and parents alike. Such insights can inform the development of targeted interventions aimed at creating an educational environment that fosters positive attitudes and holistic development. The investigator did not find any study on parental encouragement and optimistic & pessimistic attitudes of adolescents. So, this inspired the investigator to undertake the present study.

Statement of the Problem:**A STUDY OF THE ATTITUDE OF ADOLESCENT STUDENTS OF HARYANA
STATE IN RELATION TO PARENTAL ENCOURAGEMENT****Objectives of the Study:**

1. To compare the parental encouragement of adolescent students in relation to gender (Male and Female).
2. To compare the parental encouragement of adolescent students in relation to locality (Rural and Urban).
3. To compare study habit attitude of adolescent students in relation to gender (Male and Female).
4. To compare study habit attitude of adolescents in relation to locality (Rural and Urban).
5. To compare the optimistic attitude of adolescent students in relation to gender (Male and Female).
6. To compare the optimistic attitude of adolescents in relation to locality (Rural and Urban).
7. To compare the pessimistic attitude of adolescent students in relation to gender (Male and Female).

8. To compare the pessimistic attitude of adolescent students in relation to locality (Rural and Urban).
9. To study the relationship between parental encouragement and study habit attitude of adolescent students.
10. To compare the relationship between parental encouragement and study habit attitude of adolescent students in relation to gender (Male and Female).
11. To compare the relationship between parental encouragement and study habit attitude of adolescent students in relation to locality (Rural and Urban).
12. To study the relationship between parental encouragement and optimistic & pessimistic attitude of adolescents.
13. To compare the relationship between parental encouragement and optimistic & pessimistic attitude of adolescent students in relation to gender (Male and Female).
14. To compare the relationship between parental encouragement and optimistic & pessimistic attitude of adolescent students in relation to locality (Rural and Urban).

Hypotheses for the Study:

1. There is no significant difference in the mean scores of parental encouragementsof adolescent students in relation to gender (Male and Female).
2. There is no significant difference in the mean scores of parental encouragements of adolescent students in relation to locality (Rural/Urban).
3. There is no significant difference in the mean scores of study habit attitude of adolescent students in relation to gender (Male and Female).
4. There is no significant difference in the mean scores of study habit attitude of adolescent students in relation to locality (Rural and Urban).
5. There is no significant difference in the mean scores of optimistic attitudes of adolescent students in relation to gender (Male and Female).
6. There is no significant difference in the mean scores of optimistic attitudes of adolescent students in relation to locality (Rural and Urban).

7. There is no significant difference in the mean scores of pessimistic attitudes of adolescents in relation to gender (Male and Female).
8. There is no significant difference in the mean scores of the pessimistic attitude of adolescent students in relation to locality (Rural and Urban).
9. There is no significant relationship between parental encouragement and study habit attitudes of adolescents.
10. There is no significant relationship between parental encouragement and study habit attitudes of adolescent students in relation to gender (Male and Female).
11. There is no significant relationship between parental encouragement and study habit attitudes of adolescent students in relation to locality (Rural and Urban).
12. There is no significant relationship between parental encouragement and optimistic & pessimistic attitudes of adolescent students.
13. There is no significant relationship between parental encouragement and optimistic & pessimistic attitudes of adolescent students in relation to gender (Male and Female).
14. There is no significant relationship between parental encouragement and optimistic & pessimistic attitude of adolescent students in relation to locality (Rural and Urban).

Delimitation of the study:

1. The present study was delimited to the 11th & 12th class students of Senior Secondary schools.
2. The present study was delimited to rural and urban area senior secondary schools.
3. The study was limited to five districts i.e. Sirsa, Fatehabad, Hissar, Bhiwani, and Rohtak of Haryana State.
4. The study was delimited to 600 students, i.e., 300 male and 300 female.
5. The study was delimited to 600 students, i.e., 300 rural and 300 urbans.
6. The study was delimited to adolescent students of Haryana State only.

Design And Procedure of The Study:

Methodology: In the present research, the Survey Method was used by the researcher

Population and Sample: The present study was a descriptive survey, which was conducted on school-going students of senior secondary classes in five different districts, i.e., *Sirsa, Fatehabad, Hissar, Bhiwani, and Rohtak*, in Haryana state. The study was limited to 600 adolescent students in senior secondary classes. Further, these samples were divided into two equal groups based on gender and locality, i.e., 300 boys and 300 girls, and 300 rural and 300 urban adolescent students

Tools Used: In the present study following tools were used:

- Parental Encouragement Scale (PES) by DR. R.R. SHARMA
- Optimistic-Pessimistic Attitude Scale by D.S. PRASHAR
- Study Habits Inventory by PALSANE & SHARMA

Statistical Techniques Used: The statistical techniques employed to concise picture of the whole data, so that it can be easily comprehended. It is employed to test the hypothesis in the study. Mean, Standard Deviation (S.D.), C.R. Ratio and coefficient of correlation are calculated in the present study

Discussion of The Results:

In the light of the analysis of data and interpretation of results of the present investigation as already discussed in the previous chapter. The findings in this Research on the bases of analysis and interpretation of data are given below:

- ***In Hypothesis No. 01:*** There exists a significant difference between parental encouragement of male and female adolescent students because the calculated value CR is greater than the standard table value at both levels of significance. The mean of male adolescent students regarding parental encouragement is higher than that of female adolescent students regarding parental encouragement. Therefore, the parental encouragement of male adolescent students and Hypothesis No. 01 are rejected.
- ***In Hypothesis No. 02:*** There is a significant difference between parental encouragement for urban and rural students because the calculated CR value is greater than the standard table value at both levels of significance. The mean parental encouragement of urban adolescent students is higher than that of rural adolescent students regarding parental encouragement. Therefore, the parental encouragement of urban adolescent students is greater than the parental encouragement of rural adolescent students, and Hypothesis No. 02 is rejected.

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- ***In Hypothesis No. 03:*** There exists a significant difference between the study habit attitude of female and male adolescent students because the calculated CR value 't' is greater than the standard table value at both levels of significance. The mean study habit attitude of female adolescent students is higher than the study habit attitude of male adolescent students. Therefore, the study habit attitude of female adolescent students is greater than that of male adolescent students, and Hypothesis No. 03 is rejected.
 - ***In Hypothesis No. 04:*** There is a significant difference between the study habits and attitudes of urban and rural adolescent students because the calculated CR value is greater than the standard table value at both levels of significance. The mean study habit attitude of urban adolescent students is higher than the study habit attitude of rural adolescent students. Therefore, the study habit attitude of urban adolescent students is greater than the study habit attitude of rural adolescent students, and Hypothesis No. 04 is rejected.
 - ***In Hypothesis No. 05:*** There is a significant difference between the optimistic attitudes of male and female adolescent students because the calculated CR value is greater than the standard table value at both levels of significance. The mean optimistic attitude of male adolescent students is higher than the mean optimistic attitude of female adolescent students. Therefore, the optimistic attitude of male adolescent students is greater than the optimistic attitude of female adolescent students, and Hypothesis No. 05 is rejected.
 - ***In Hypothesis No. 06:*** There is a significant difference between the optimistic attitude of urban and rural adolescent students because the calculated CR value is greater than the standard table value at both levels of significance. The mean optimistic attitude of urban adolescent students is higher than the mean optimistic attitude of rural adolescent students. Therefore, the optimistic attitude of urban area adolescent students is greater than the optimistic attitude of rural adolescent students, and Hypothesis No. 06 is rejected.
 - ***In Hypothesis No. 07:*** There exists a significant difference between the pessimistic attitudes of female and male adolescent students because the calculated CR value is greater than the standard table value at both levels of significance. The mean pessimistic attitude of female adolescent students is higher than the mean pessimistic attitude of male adolescent students. Therefore, the pessimistic attitude of female adolescent students is greater than the pessimistic attitude of male adolescent students, and Hypothesis No. 07 is rejected.
 - ***In Hypothesis No. 08:*** There is a significant difference between the pessimistic attitude of rural and urban adolescent students because the calculated CR value is greater than the standard table value at both levels of significance. The mean pessimistic attitude of rural adolescent students is higher than the pessimistic attitude of urban adolescent students.

Therefore, the pessimistic attitude of rural adolescent students is greater than the pessimistic attitude of urban adolescent students, and Hypothesis No. 08 is rejected.

- ***In Hypothesis No. 09:*** There is a significant correlation between parental encouragement and the study habit attitude of adolescent students because the calculated value of the coefficient of correlation was found to be significant, which is greater than the standard table value at both levels of significance. Therefore, hypothesis No. 09 is rejected. There is a positive correlation between parental encouragement and the study habits and attitudes of adolescent students.
- ***In Hypothesis No. 10:*** There is a significant correlation between parental encouragement and the study habit attitude of adolescent students in relation to gender (male and female), because the calculated value of the coefficient of correlation was found to be significant, which is greater than the standard table value at both levels of significance. Therefore, Hypothesis No. 10 is rejected. There is a positive relationship between parental encouragement and study habit attitude in relation to gender (male and female).
- ***In Hypothesis No. 11:*** There is a significant correlation between parental encouragement and the study habit attitude of adolescent students in relation to locality (urban and rural), because the calculated value of the coefficient of correlation was found to be significant, which is more than the standard table value at both levels of significance. Therefore, Hypothesis No. 11 is rejected. Parental encouragement and study habits of adolescent students in relation to their locality (urban and rural).
- ***In Hypothesis No. 12:*** There is a significant correlation between parental encouragement and the optimistic-pessimistic attitude of adolescent students because the calculated values of the coefficient of correlation were found to be significant, which is more than the standard table value at both levels of significance. Therefore, Hypothesis No. 12 is rejected. There is a positive correlation between parental encouragement and the optimistic-pessimistic attitude of adolescent students.
- ***In Hypothesis No. 13:*** There is a significant correlation between parental encouragement and the optimistic-pessimistic attitude of adolescent students in relation to gender (male and female), because the calculated value of the coefficient of correlation was found to be significant, which is more than the standard table value of both levels of significance. Therefore, hypothesis No. 13 is rejected. There is a positive correlation between parental encouragement and the optimistic-pessimistic attitude of adolescent students in relation to gender (male and female).
- ***In Hypothesis No. 14:*** There is a significant correlation between parental encouragement and the optimistic-pessimistic attitude of adolescent students in relation to locality (urban and

rural), because the calculated value of the coefficient of correlation was found to be significant, which is more than the standard table value at both levels of significance. Therefore, hypothesis No. 14 is rejected. There is a positive correlation between parental encouragement and the optimistic-pessimistic attitude of adolescent students in relation to locality (urban and rural).

Conclusion:

1. There exists a significant difference between parental encouragement of male and female adolescent students because the calculated value CR is greater than the standard table value at both levels of significance.
2. There is a significant difference between parental encouragement for urban and rural students because the calculated CR value is greater than the standard table value at both levels of significance.
3. There exists a significant difference between the study habit attitude of female and male adolescent students because the calculated CR value 't' is greater than the standard table value at both levels of significance.
4. There is a significant difference between the study habits and attitudes of urban and rural adolescent students because the calculated CR value is greater than the standard table value at both levels of significance.
5. There is a significant difference between the optimistic attitudes of male and female adolescent students because the calculated CR value is greater than the standard table value at both levels of significance.
6. There is a significant difference between the optimistic attitude of urban and rural adolescent students because the calculated CR value is greater than the standard table value at both levels of significance.
7. There exists a significant difference between the pessimistic attitudes of female and male adolescent students because the calculated CR value is greater than the standard table value at both levels of significance.
8. There is a significant difference between the pessimistic attitude of rural and urban adolescent students because the calculated CR value is greater than the standard table value at both levels of significance.

9. There is a significant correlation between parental encouragement and the study habit attitude of adolescent students because the calculated value of the coefficient of correlation was found to be significant, which is more than the standard table value at both levels of significance.
10. There is a significant correlation between parental encouragement and study habit attitude of adolescent students in relation to gender (male and female), because the calculated value of the coefficient of correlation was found to be significant, which is more than the standard table value at both levels of significance.
11. There is a significant correlation between parental encouragement and the study habit attitude of adolescent students in relation to locality (urban and rural), because the calculated value of the coefficient of correlation was found to be significant, which is more than the standard table value at both levels of significance.
12. There is a significant correlation between parental encouragement and the optimistic-pessimistic attitude of adolescent students because the calculated values of the coefficient of correlation were found to be significant, which is more than the standard table value at both levels of significance.
13. There is a significant correlation between parental encouragement and the optimistic-pessimistic attitude of adolescent students in relation to gender (male and female), because the calculated value of the coefficient of correlation was found to be significant, which is more than the standard table value of both levels of significance.
14. There is a significant correlation between parental encouragement and the optimistic-pessimistic attitude of adolescent students in relation to locality (urban and rural), because the calculated value of the coefficient of correlation was found to be significant, which is more than the standard table value at both levels of significance.

Suggestions for Further Research:

- The present study was limited to only five districts, i.e., Sirsa, Fatehabad, Hissar, Bhiwani, and Rohtak, of Haryana state. The investigation may be conducted at the state level by taking other districts of the state into account.
- Research on A study of the attitude of adolescent students in Haryana State in relation to parental encouragement is still in the exploratory stage, and few studies have been conducted to find conclusions. In order to come to any conclusion, more and more studies should be conducted.

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- The current study was conducted to determine the relationship between male and female adolescent students from rural and urban areas. A comparative study may be carried out by taking other states of India.
 - A study may also be conducted by taking samples of male and female adolescent students belonging to general, schedule caste, and backward class categories.
 - Instead of taking the variables of attitude, study habit, optimism, pessimism, and parental encouragement, studies may also be conducted on some other variables such as satisfaction, home environment, personality, anxiety, creativity, intelligence, adjustment, etc. of the adolescents.
 - A study may also be conducted on the adolescents of some other group, i.e., students studying at the middle, secondary, diploma/degree college, or university levels.
 - A study may also be conducted on the students of different streams, i.e., arts, science, and commerce, belonging to other areas.
 - A similar study may be conducted on a large sample in order to test the reliability of the findings of the present study.

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