

STUDY OF PARENTAL ENCOURAGEMENT IN RELATION TO MENTAL HEALTH OF SECONDARY SCHOOL STUDENTS

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ABSTRACT

The study examined the Parental Encouragement in relation to Mental Health of Senior Secondary School Students. The study was conducted on 200 students 100 boys and 100 girls of rural and urban area of District Ludhiana of Punjab. Tools used for Mental Health Battery (MHB) by Dr. Arun Kumar Singh and Dr. Alpana Sen Gupta; Parental Encouragement Scale (PES) by R. R. Sharma. After analysis of the result, it was found that the study revealed a significant relationship between parental encouragement and mental health of all students and among boys. No significant relationship between parental encouragement and mental health among girls' students and rural students. The study revealed that significant relationship between parental encouragement and mental health of urban students. Girls of Ludhiana distt. were highly attained parental encouragement as compare to boys and urban students were more psychologically solid than rural.

KEYWORDS: Parental Encouragement and Mental Health.

INTRODUCTION:

“Life represents a continuous chain of struggle for existence and survival.” (Darwin)

The place of education has become very important in the fast changing world. It is education which develops the individual. Education pulls out a person from darkness, ignorance by developing his individuality in all the Physical, mental, emotional and social aspects. Mental development is one of the most important aims of education. Mental health controls the overall functioning of the personality. It is influenced by various factors like heredity, home environment, society, desires, aspiration and parental encouragement. Parents exercise a great influence on both the personal and school life of children. Parental encouragement is one of the aspects of parent's treatment patterns. In encouragement, parents help the child, guide him and coax him so that he may not feel dishearten at a particular point of difficulty. So children are greatly influence by parents. If the parents are encouraging and supportive they would be motive towards high achievement and success.

Parental encouragement is great significance in developing psychological as well as academic behavior of a student to survive in this complex world is accepted as a natural potentially of student. Parental encouragement promotes social growth of a child. Children whose parents are involved in their education have many advantages. They have better grades, test scores, long term academic achievement, attitudes and behavior than those with disinterested mothers and fathers.

Mental health may be referred as a sound mental condition or a state of psychological well being or freedom from mental disease.

OBJECTIVES:

- ❖ To study the parental encouragement of boys and girls students.
- ❖ To study the parental encouragement of rural and urban students.
- ❖ To study the mental health of boys and girls students.
- ❖ To study the mental health of rural and urban students.
- ❖ To study the relationship between parental encouragement and mental health of secondary school students.
- ❖ To study the relationship between parental encouragement and mental health of secondary school girls students.
- ❖ To study the relationship between parental encouragement and mental health of secondary school boys students.
- ❖ To study the relationship between parental encouragement and mental health of rural secondary school students.
- ❖ To study the relationship between parental encouragement and mental health of urban secondary school students.
- ❖ To study the relationship between parental encouragement and mental health of rural and urban students of secondary school.

HYPOTHESIS:

1. There exists no significant difference between parental encouragement of boys and girls students.
2. There exists no significant difference between parental encouragement of rural and urban

students.

3. There exists no significant difference between mental health of boys and girls students.
4. There exists no significant difference between mental health of rural and urban students.
5. There exists no significant relationship between parental encouragement and mental health of secondary school students.
6. There exists no significant relationship between parental encouragement and mental health of secondary school girl's students.
7. There exists no significant relationship between parental encouragement and mental health of secondary school boy's students.
8. There exists no significant relationship between parental encouragement and mental health of rural secondary school students.
9. There exists no significant relationship between parental encouragement and mental health of urban secondary school students.

DESIGN:

In the investigation, descriptive survey method will be employed to find the relationship between mental health and parental encouragement. t-ratio will be used to find the difference in the parental encouragement and mental health of boys and girls, students of rural and urban area secondary schools.

SAMPLE:

The present study will be conducted on 200 students of secondary schools. The sample will comprise of 100 boys and 100 girls students of urban and rural area.

TOOLS:

I. Mental Health Battery (MHB) by Dr. Arun Kumar Singh and Dr. Alpana Sen Gupta (2005)
Both temporal stability reliability Emotional Stability (0.876), Over-all Adjustment (0.821), Autonomy (0.767), Security-Insecurity (0.826), Self-Concept (0.786), Intelligence (0.823) and internal consistency reliability of MHB Emotional Stability (0.725), Over-all Adjustment (0.871), Autonomy (0.812), Security-Insecurity (0.829), Self-Concept (0.861),

Intelligence(0.792) were computed. VALIDITY of MHB against the different tests was 0.681.

II .Parental Encouragement Scale (PES) BY R.R Sharma, The reliability of the scale was measure firstly by split half method and the value was found to be 83. Secondly, two test-retest reliabilities were determined-one after an interval of 2 weeks and the other of 4 weeks. The value of these two reliabilities were found to be .73 and .76 respectively. The validity of the PES was ascertained by correlating the scores of this scale with Uniyal and Agrawal's PES. The coefficient of correlation was found to be .68. This indicates that the scale is fairly a valid tool.

STATISTICAL TECHNIQUE:

After data is collected, it must be processed and analyzed to draw proper inference. However valid, reliable and adequate the data may be these don't serve any worthwhile purpose unless it is carefully edited, systematically classified and tabulated, scientifically analyzed, interpreted and rationally concluded.

1. The Mean, Standard Deviation and t value for the variables under reference.
2. The correlation to find out the inter-relationship between parental encouragement and mental health of the secondary school students.

INTERPRETATION OF HYPOTHESIS :-

HYPOTHESIS :-1 There exists no significant difference between parental encouragement of boys and girls students.

TABLE -1

GENDER	N	MEAN	S.D.	$S.E_D$	't' RATIO	LEVEL OF SIGNIFICANCE
BOYS	100	61.09	11.01	1.54	0.668	$P \leq 0.01$
GIRLS	100	62.92	10.8			$P \leq 0.05$

Table shows mean value of parental encouragement of boy's students is 61.09 and of girl's students is 62.92. Standard deviation of boy's students is 11.01 and of girl's students is 10.8. The t-ratio comes out to be 0.668. By referring the table, 't' value at 0.05 level is 1.98 and at 0.01 level is 2.63 which is high than calculated value at both levels. Hence there is no significant

difference. Hypotheses-2 stands accepted. Mean score of girls were higher than boys; it means girls were more parental encouragement than boys.

HYPOTHESIS:-2 There exists no significant difference between parental encouragement of rural and urban students.

TABLE -2

LOCALITY	N	MEAN	S.D.	S.E _D	't' RATIO	LEVEL OF SIGNIFICANCE
URBAN	100	64.58	9.57	01.5	3.43	P > 0.01
RURAL	100	59.43	11.6			P > 0.05

Table shows mean value of parental encouragement of rural students is 59.43 and of urban students is 64.58. Standard deviation of rural students is 11.6 and of urban students is 9.57. The t-ratio comes out to be 3.43. By referring the table, 't' value at 0.05 level is 1.98 and at 0.01 level is 2.63 which is less than calculated value at both levels. Hence it is concluded that there exist a significant difference. Hypotheses-2 stands rejected at both 0.05 levels and 0.01 level of confidence. Mean score of urban students were higher than rural, it means urban students were more parental encouragement than rural.

HYPOTHESIS:-3 There exists no significant difference between mental health of boys and girls students.

TABLE -3

GENDER	N	MEAN	S.D.	S.E _D	't' RATIO	LEVEL OF SIGNIFICANCE
Boys	100	75.17	7.73	1.32	.58	P ≤ 0.01
Girls	100	74.41	10.65			P ≤ 0.05

We observed that mean value of Mental Health of boy's is 75.17 and of girl's is 74.41. Standard deviation of boy's students is 7.73 and of girl's students is 10.65. The t-ratio comes out to be 0.58. By referring the table, 't' value at 0.05 level is 1.98 and at 0.01 level is 2.63 which is high than calculated value at both levels. Hence there is no significant difference. Hypotheses-3 stands accepted at both 0.05 levels and 0.01 level of confidence. Mean score of boys were higher than girls, it means boys were more psychologically solid than girls .

HYPOTHESIS:-4 There exists no significant difference between mental health of rural and urban students.

TABLE -4

LOCALITY	N	MEAN	S.D.	S.E _D	't' RATIO	LEVEL OF SIGNIFICANCE
Rural	100	71.02	9.03	1.2	6.28	P> 0.01
Urban	100	78.56	7.95			P> 0.05

We observed that mean value of mental health of rural students is 71.02 and of urban students is 78.56. Standard deviation of rural students is 9.03 and of urban students is 7.95. Hence there is no significant difference. Hence it is concluded that there exist a significant difference. Hypotheses-2 stands rejected at both 0.05 levels and 0.01 level of confidence. Mean score of urban students were higher than rural; it means urban students were more psychologically solid than rural.

HYPOTHESIS:-5 There exists no significant relationship between parental encouragement and mental health of secondary school students.

TABLE -5

VARIABLES	N	MEAN	r	LEVEL OF SIGNI
Parental Encouragement	200	62.01	0.229**	$P \geq 0.05$
Mental Health	200	74.79		

** Significant at 0.05 level

Table 5 reveals that coefficient of correlation between the scores of parental encouragement and mental health of 200 secondary school students is 0.229**, which is significantly higher than the table value of coefficient of correlation 0.138 at 0.05 level of significance.

Therefore, it can be concluded that there exists significant correlation between parental encouragement and mental health of secondary school students. Hence, the hypothesis is rejected.

Therefore, it can be concluded that there exists significant correlation between parental encouragement and mental health of urban students of secondary school.

Hence, the hypotheses-9 which states “there exist no significant relationship between parental encouragement and mental health of urban students of secondary school” is rejected.

CONCLUSIONS:

On the basis of the study the following results have been drawn: ;

1. Girls of Ludhiana distt. were highly attained parental encouragement as compare to boys.
2. Urban students were more encouraged than rural by the parents.
3. Boys were more psychologically solid than girls .
4. Urban students were more psychologically sound than rural.
5. The study reveals a significant relationship between parental encouragement and mental health of secondary school students.
6. The study reveals that there is no any significant relationship between parental encouragement and mental health of girls’ students.
7. The study reveals that there is a significant relationship between parental encouragement and mental health of boys’ students.
8. The study reveals no significant relationship between parental encouragement and mental health of rural students.
9. The study reveals a significant relationship between parental encouragement and mental health of urban students.

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