The Relationship Between Parental Encouragement and Social Development of Adolescents

Dr. Dharti Tiwari[1], Harpreet Kaur[2]

[1]Academic Counselor, IGNOU
[2]MA.in Psychology (Clinical), TEFL Certified Educator

Abstract

Social development means acquisition of the ability to behave in accordance with social expectations. Social development is a continuous process covering the total life span of an individual. It entails acquiring specific skills which facilitate the development of effective social relationships. It does not happen automatically or suddenly. It is a time-consuming process requiring conscious effort, adequate motivation, and requisite opportunities. A child may be tanned social if he behaves in a socially approved manner, plays the role which society prescribes for him and has favourable attitudes towards people and social activities. Susan and Felner (2007) conducted a study on "The Effects of Family Environment and Parent-child Relationship on School Adjustment during the Transition to Early Adolescence. Parents must manage the basic education of the child in emotional, personal, and social matters. Home atmosphere is also responsible for child's personality development, adjustment outside the home, success in school as well as in adult life. Because home is the child's first social environment, it sets the pattern for his attitudes towards people, things, and life in general. Parental involvement and encouragement have influences on academic achievement and success. Parenting disciplines, control, monitoring, concern, encouragement and consistency are all aspects of parent-child relationships that have been linked to academic achievement in adolescents. Authoritative parenting style characterized by warmth, interest and concern along with clear rules and limits has positive effects on grades, whereas studies suggest that neglectful styles has most negative effects on grades.

Keywords: Social development, adolescents, parental engagement

Chapter-1
INTRODUCTION
A child may be tanned social if he behaves in a socially approved manner. plays the role which society prescribes for him and has favorable attitudes towards people and social activities. Social development means acquisition of the ability to behave in accordance with social expectations, Social development is a continuous process covering the.total life span of an individual It entails acquiring specific skills which facilitate the development of effective social relationships. It does not happen automatically or suddenly. It is a time-consuming process requiring conscious effort* adequate motivation, and requisite opportunities. Like all aspects of development, social development also has. a pattern. This manifests itself in the emergence of an orderly sequence of social behaviour.

Parents must manage the basic education of the child in emotional, personal, and social matters, Young children who are raised democratically are active and socially outgoing. In a democratic home, there is not only freedom but also a high level of interaction between parents and children through the spontaneous expression of warmth. In short analysis, the reward and punishment situations in the home should enable the child to predict which responses will be expressed and which will be inhibited in situations outside the home. In this way, the struggle between feelings of trust and mistrust is worked out in relation to the parents and it is by family members that this autonomy and initiative characteristic of our society is encouraged or denied Proper and adequate affection, freedom and necessary

control over the child's behaviour will produce a better adjusted and socialized child A happy home life encourages the child the feeling of security, cooperativeness and the ability to play with the group.

Home atmosphere is also responsible for child's personality development, adjustment outside the home, success in school as well as in adult life. Because home is the child's first social environment, it sets the pattern for his attitudes towards people, things, and life in general, Furthermore, because the child identifies himself with the family members he loves, imitates their patterns of behaviour and learns to adjust life as they adjust. The pattern established in the omen may be changed and modified as the child grows older, but it will be a difficult task to completely eradicate it.

Believe that the moment they secure a seat in a good school, their responsibility is over and expect the school to assume total responsibility for their wards. The situation is even truer where both the parents work and have very little time to spend with their wards. The gap between how the children behave and how they should behave is decided by the quality of good parenting. Here is an excellent opportunity for the parents to play their role effectively.

Younger children will often use the word "friend" to refer to any other child whom they happen to know. However, as children mature and become adolescents they begin to differentiate friends from acquaintances, indicating a more mature understanding of the qualitatively different ways to know another person. Likewise, youth develop the capacity to form closer, more intimate relationships with others.

Youth must also learn to balance multiple relationships that compete for their time, energy, and attention. Instead of just a single teacher and coach as in grade school, there are now several teachers and several coaches each with different requirements and priorities. New communication technologies enable youth to create and to maintain social bonds in completely different ways: e.g., email, chat rooms, mobile phones with "texting, online social networks such as Facebook@ and Twitter% video communication such as Skype@ and online gaming. These technologies have dramatically expanded the size and complexity of social networks by: 1) changing the way youth relate to one another, 2) increasing the amount of time spent staying connected with one another and, 3) redefining what it mean to be a "friend." In fact, it is quite possible to have a 'virtual' friendship without ever having direct face-to-face personal contact. Parents are often amazed and confused by these vastly different means of socializing and connecting with others.

Different type of parenting style
Child psychologists like Baumrind (1971) have done extensive research in the area of parenting styles. They have found the methods can be broken down intofour main categories: authoritarian, permissive and authoritative (also known as balanced or democratic) and uninvolved. No one style is correct, and many parents will use techniques from all four parenting-styles.

1. Authoritarian

Parents who are authoritarian believe in structure, while not being abusive, they set high standards of behaviour for their children and require obedience. Adherents to this parenting style get little input from their children when making decisions. This style may be good for children with behavioral or conduct disorders because they need structure and authority.

2. Permissive

While not being neglectful or careless, permissive parents let their children make many decisions. They use this parenting style to encourage creativity and spontaneity in their children. These parents use reasoning rather than authority when setting limits. This is a good parenting style for withdrawn children, but not for rebellions or aggressive children.

3. Authoritative

The authoritative style of parenting is often seen as the best. These parents are not particularly firm or permissive. They also will set high standards for their children but leave some of the decision-making up to each child. These parents reason with and listen to their children but don't hesitate to insist on certain behaviors and limits. This parenting style works well with middle-of-the-road children who are neither thy nor aggressive

4. Uninvolved

Parents are overwhelmed by several stresses in their lives and do not have time and energy to spare for their children. As a results, they may respond to the demand of the children, which are easily accessible. In extreme cases, uninvolved parenting is a form of child maltreatment called neglect attitude. It is likely to be characteristics of depressed parents with many stresses in their lives e.g. marital conflict, employment, little or no social support and poverty.

5. Encouragement

Encouragement or fosterage means aiding the development of something or raising someone to be an accepted members of the community. Parent adolescent relations, parental attachment, parental influence, parental relationship, parental love, parental support, parent and child traction, parent child communication, parental attitudes, parent child rapport, parent child decision, parent child conversation, parent child conflict resolution, parent child dialogue, portal involvement, parental aspirations, parent child understanding, parental expectations, parental permissiveness parental role(Knapp, 1993)

Parental encouragement

Parental encouragement of academic activity

Parental encouragement on social activity

Parental encouragement on health aspects

Parental encouragement on moral support

Parental encouragement on decision-making

SOCIALIZATION

Socialization is an umbrella concept that refers to a wide range of topics frequently bound together in the most tenuous manner. Socialization is a process by which individuals are taught to live, think and behave in a society according to social expectations. This socialization process begins very early in life and continues throughout the life of an individual. According to 'A Concise Psychological Dictionary of Petrovsky, A.V., and Yarshevsky M.G., 'Socialization is a historically conditioned process and is die result of assimilation and active reproduction by an individual of social experience in activity and

communication According to Ogbum, "Socialization is the process by which the individual learns to conform to the norms of the group"

FACTORS RESPONSIBLE FOR SOCIAL DEVELOPMENT OF CHILDREN

A house or dwelling has main dimension ,therefore it is said A house is build by hands ; But A home is build by hearts.

According to Hayward (1975), "Home is a lable applied voluntarily and selectively to one or more environments to which a person feels some attachment"

The child first learns to relate himself to the- society through his/her members of the family. In a home, parents and children are expected to extend mutual love and support and the ethics of togetherness.

Rousell therefore said, "Home gives the child the experience of affection and of a small community in which he/she is important. He/she has also the experience of relation with people of both the sexes and different ages, and of the multifarious business of adult life" .Thus, it is in the family that the child initiates his/her first social relationships, in which and through which he/she acquires and organises his/her experiences

The way the parents or other caretakers organise the child's physical environment are thought to be as important as the physical setting itself. Favourable cognitive development and social development have been associated with the predictability and regularity of home environments, that is, with homes where things have their time and place -

Language plays a significant role in the social development of children, because language is the basic tool for social communication, for better understanding among individuals and groups. The type of vocabulary developed by children depends on home training, socio-economic status, parents education and occupation and also on the use of socially approved words with correct pronunciation before the child. Culture of the family is also a powerful factor for socialization of the child, because a human being is not only a social being but is also a cultural being.

Media programme also helps the growth and development of social behaviour of young children. Through the various types of media programme, children can easily understand and acquire social norms, manners, expectations and their expected role in the society according to their age. Children can follow and understand difficult concepts relatively easily through media programmes.

According to Zita Polsky peers perform the following functions -

1. They act as confidants.
2. They enhance the child's sense of self identity.
3. They act as models for appropriate behaviour.
4. They reinforce appropriate sexual identifications.
5. They provide emotional support.
6. They are sources of information.
7. They help children to learn social sensitivity.

They provide opportunity for learning conformity and loyalty to group rules without the

Chapter-2
REVIEWS OF RELATED LITERATURE
Following are some reviews of related literature for the proposed study:

Review of Literature is the review of the past researches which have been conducted in same field. The review is done in order to have an idea about the extent of research work done in particular field and to have a glance about the results of the previous researches. This helps in selecting the tentative objectives for further study

Nguyen et. al. (2020) examine the association between parenting styles and El among Vietnamese adolescents. This is a cross-sectional school survey using multilevel regression analyses controlling for potential confounders and school cluster effects. The principal data sources were the Trait Emotional Intelligence Questionnaire-Adolescent Short Form, which has been translated into Vietnamese, and the locally validated Parental Bonding Instrument, which assesses three main parenting styles: warmth, overprotectiveness, and authoritarianism. Results from 1,593 students revealed that boys had significantly higher overall El, Well-Being, and SelfControl subscale scores than girls. The warmth of parents during childhood was associated with higher El, while overprotectiveness and authoritarianism from mothers were associated with lower El among adolescents. This study supports the impact of parenting styles on El. The warmth and care from both mother and father will benefit the emotional development of their children in Vietnam.

Fernandes (2016) examined the resilience and emotional intelligence in adolescents perceiving their parents as showing either functional or dysfunctional patterns of parenting. It also seeks to assess the nature of behavior displayed by dysfunctional parents. The Measure of Parental Style

(MOPS) and The Emotional Intelligence Scale were administered to a sample of 100 adolescents

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belonging to an age range of 16 to 19 years. Data was analyzed using percentages, as well as, ttest was applied to measure difference in resilience and emotional intelligence between the two groups. Results obtained revealed that a greater majority of dysfunctional parents used overcontrolling behavior as compared to abusive and indifferent behavior. Besides, lower level of resilience was found among adolescents with dysfunctional parenting. Findings also indicate that dysfunctional parenting was associated with lower level of emotional intelligence and functional parenting with higher levels of Emotional Intelligence.

Thakre (2016) examines the impact of permissive parenting style, authoritarian parenting style, and authoritative parenting style on aggression and emotional intelligence among adolescents. The participants of the present study consists of 261 adolescents of both genders within the age range of 13 to 15 years, studying in classes 7th, 8th and 9th standard of English medium schools in Mumbai. They were assessed by using three different tools namely parental authority questionnaire (Buri,1992), aggression questionnaire (Buss & Perry, 1991) and emotional intelligence test (Sharma, 2004). Participants were divided in three groups based on the high score obtained in the three parenting styles i.e. permissive, authoritarian, and authoritative for understanding the impact of parenting styles on study variables. One way ANOVA was administered to test the hypotheses. The results indicated no significant difference between the adolescent's aggression and emotionål intelligence on parenting styles.

Abdollahi, Talib& Motalebi (2015) examined the association between perceived parenting styles and emotional intelligence in Iranian boy students. The sample size was 188 boy students (age from 16 to 19) were chosen by a multi-stage cluster sampling method. Students filled out

Parental bonding instrument (PBI), and Assessing Emotions Scale (AES). To analyze the data,

Pearson correlation coefficient and multivariate regression analysis were used. The findings

revealed there were positive associations between affectionate constraint parenting style, and optimal parenting style with high ability of emotional intelligence, and negative associations existed between affectionless control style and neglectful parenting style with high ability of emotional intelligence. The affectionate constraint parenting style was a powerful predictor of high ability of emotional intelligence, and neglectful parenting style was a plausible predictor of low ability of emotional intelligence in adolescents.

Batool & Bond (2014) designed a study to examine the relationship between parents' emotional intelligence and adolescents' aggression, through the mediation of parenting styles. Two hundred and twenty-five undergraduate students (113 boys & 112 girls; age 17-18 years), from four universities in Pakistan, participated with their parents. The Parenting Styles and Dimensions Questionnaire and the Scale of Emotional Intelligence were completed by parents. The Aggression Questionnaire was completed by their adolescent offspring. Mediational path analysis supported their hypothesized model. Results indicate that emotional intelligence of parents indirectly links to aggression among offsprings, through parenting styles. It was concluded that emotional intelligence training will help parents to improve their parenting styles, and it will lower the risk of aggression in their children.

Choksi (2014) has studied influence of emotional intelligence on the academic performance of the students of standard 8th and 9th of Surat city with their parental support. To measure the Emotional Intelligence, the tool i.e. Emotional Intelligence Scale was prepared and standardized by the researcher. Eighth and ninth standard students of Gujarat Board and Central Board were selected as sampled students. The population of the present research was that of eighth and ninth standard students of English medium schools of Gujarat Board and Central Board of Surat city.

The researcher concluded that academic achievement is affected by several factors, of which

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emotional intelligence is a crucial component. As emotional intelligence can be developed through proper guidance, efforts should be made to include emotional intelligence into school curriculum. Thus, in adolescent age, emotional intelligence should be incorporated into the general study programmed and made compulsory for all students irrespective of their boards. In terms of educational quality and resources, it can be emphasized that new educational programs should focus on development of social and individual values such as close and intimate relationships, consciousness, collaboration, confidentiality, tolerance, respect, love, empathy, leadership, and etc.

Bindu and Aruna (2014) studied the relationship between parental encouragement and process skills in social studies. The major findings were, there is significant difference between government and private, urban and rural students in the case of parental encouragement. Urban students get 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. Private school students have high process skills than government school students. Significant positive correlation found between parental encouragement and process skills in social science for rural students. There is no significant relationship exists in the process skills and parental encouragement for private school students. There is a significant positive correlation exists between parental encouragement and process skills for rural and government students.

Hernandez and Valentina (2008) made an investigation on the effectiveness of parental involvement in the academic success of Latino students in middle school. The results showed that, there is significant

positive relationship between parent involvement and student academic achievement. More specifically, as parent involvement increased, the letter grade reported significantly increased. However, the study did not find a relationship between parents' educational aspirations of their children and student academic achievement. Further, analysis revealed that females reported significantly higher levels of parent involvement than did males and that as the number of children increased, the level of parents' educational aspirations (behaviours) of their children significantly decreased.

Bevill and Cheryl (2008) made a study on the effect of parental involvement upon student achievement and student diligence: A study of students and parents in Grenada. The results indicated that, there were statistically significant relationships between parental involvement and achievement. No statistically significant relationship was found between parental involvement and income. The study found a statistically significant relationship between concentration and assimilation of the student and achievement. There was also a statistically significant relationship between responsibility of the student and achievement. The linear combination of student discipline and parental involvement were significant predictors of achievement. A significant difference was found in achievement between females and males.

Bishop and Eric (2008) investigated the differences on the effects of parental influence on the self-efficacy of first-generation and second-generation college students. The results showed that,significant differences between the first and second-generation students in several areas, primarily as it related to parental influence in the following factors namely support, help and intellectual development. All of the differences were in the direction of the second-generation students. However, no significant differences were found between the groups as the parental influence relates on the self-efficacy of the students.

Loera and Gustavo (2007) studied the Latino parental aspirations and literacy practices related to children's reading engagement. The results indicated that, parental literacy resources were positively related to their children's motivational outcomes. While parental involvement in reading was positively and significantly related to children's motivational outcomes. Parental involvement in schooling was not significantly related.

Sowell and Leigh (2007) explored a study on the relationship of parental influence on student career choice of biology and non-biology majors enrolled in a freshman biology course. The findings revealed that, students indicated the desire to help others, peers, salary and skill as influencing their career choice. In regard to various parental influences, mother's occupation was the only construct found as a statistically significant influence on a student's decision to major in science.

Jenkins and Karnard (2005) examined the influence of parental attachment, gender and academic major choice on the career decision-making self-efficacy of firstyear African American college students". The results showed that, trust and alienation had low significant correlation and there were no correlation found when parental communication was examines. There is no relationship between parents' educational background and students' ability to make good career decision making skills. The relationship between gender, the gender of the parent who influenced the student the most in the student's career decision making and no significant relationships existed.

Bindu (2002) carried out a research on parental involvement: an index of quality of education at primary level. The results revealed that, the parental involvement and achievement are positively related. Significant difference in achievement is found when high parental involvement group and

average parental involvement group were compared. There is no significant difference in achievement found when average parental involvement group and low parental involvement group were compared. Parental involvement is found to be higher for boys than the girls. On the basis of locality, parental involvement is found to be higher for urban pupils than that of rural pupils. On the basis of management of institution, parental involvement is found to be higher for pupils studying in private schools than that in government schools.

Rehm (2000) made a study on parental encouragement, protection and advocacy for MexicanAmerican children with chronic conditions. The major Findings include description of the process, "Keeping My Child Close to Me," by which parents, particularly mothers, provided protection, encouragement and advocacy for their chronically ill child. Families were close and willing to jointly sacrifice to meet their special needs; however, some strains resulted from differences in perceptions between spouses and lack of attention to siblings during times of focus on the child with a chronic condition.

Chapter-3
SIGNIFICANCE OF THE STUDY

Parents are baffled the unexpected changes in their behaviour and yet unable to deal with them. So there is a need to focus on this topic so as to help the society in future and to create a better understanding of the issue.

The parents serve as the first socializing agents for their children. During the preschool years, the family is the most influential socializing agency. The family sets the stage for the development of many important personality characteristics, providing experiences both within and outside the home. The customs, traditions and beliefs of our society are first learnt within the family Here, the child first observes and then intenializ.es the values Of the parents. Social, political and religious beliefs and customs arc transmitted via the family Socialization is carried out in different ways by different people and in a variety of social contexts. Parents, playmates, siblings, teachers and the peer group are responsible for the socialization of the child at different stages of growth.

The present study is an attempt to study the parental encouragement i.e. parental attitudes education, involvement, dominating or submissive and parent-child relations on social development of child finally what is the impact of both the variables on the performance of adolescents in education,Through this study schools can arrange for counselling of parents whose children are low achievers or are going through behavioural problems. The general parent community through this study can correct themselves right from the grass root level

i.e. husband and wife can avoid conflicts and arguments within the premises of the family then only they can better handle the job of parenting with a positive and healthy approach and can guide their children in more polished atmosphere.

Chapter-4
RESEARCH METHODOLOGY
STATEMENT OF THE PROBLEM

The research problem is 'THE RELATIONSHIP BETWEEN PARENTAL ENCOURAGEMENT AND SOCIAL DEVELOPMENT OF ADOLESCENTS".

RESEARCH DESIGN

The research design of the present study will be to assess the relationship between parental encouragement and social development of adolescents in South Delhi. The variables of the study will be measure through standardized tools with descriptive survey method.

RESEARCH METHOD

Descriptive survey method will be employed **Variables**

Independent variables:

Parental encouragement and Social Development

Dependent variables:

Gender (male and female) and type of (nuclear family/full family)

OBJECTIVES OF THE STUDY

The following objectives are formulated for the present study.

To compare the Social Development among male and female adolescents in nuclear family

To compare the Social Development among adolescents of nuclear family and full family

To compare the parental encouragement among male and female adolescents in full family

To compare the parental encouragement among adolescents of nuclear family and full family e To study the relationship between Social Development and parental encouragement among adolescents of nuclear family and full family

HYPOTHESIS OF THE STUDY

The following hypotheses are formulated for the present study:

The following hypotheses are formulated for the present study: -

H 01 : There will be no significant difference in Social Development among male and female student in secondary school

H 02: There will be no significant difference in Social Development among student of private and government secondary school

H 03 : There will be no significant difference in parental encouragement among male and female student in secondary school

H 04: There will be no significant difference in parental encouragement among student of private and government secondary school

H 05 : There will be no significance relationship between Social Development and parental encouragement among students of secondary school

POPULATION

Adolescents of age group 14-16 years of private and Government Secondary Schools affiliated to CBSE board in South Delhi will constitute the population of the study.

Sample

For the present study, 120 adolescents (60 nuclear family and 60 full family) of IXth class will constitute the sample. Of these, 30 shall be male and 30 shall be female students, from both school categories.

Sampling techniques

Stratified random sampling technique will be adopted to draw the sample. Sample layout
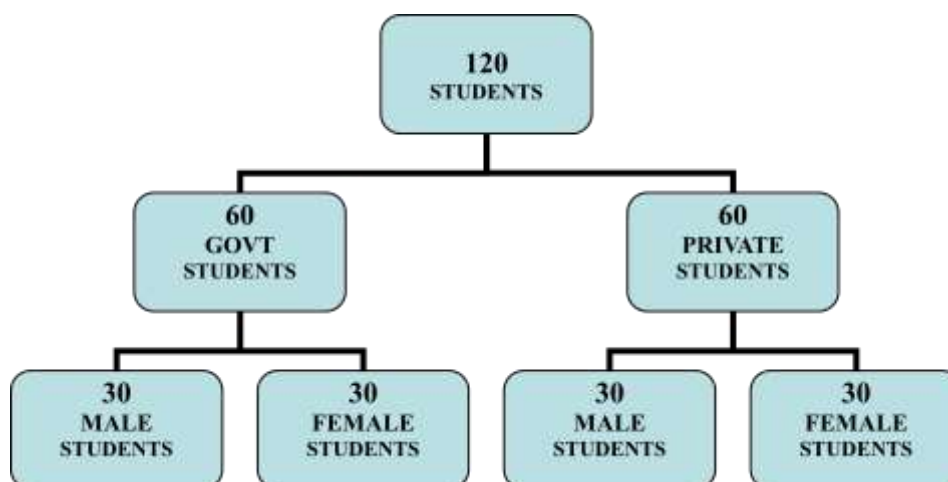
PROCEDURE FOR DATA COLLECTION

To ensure better response, co-operation, genuine interest and personal contact, the investigator will go personally to each school. parents of these families will be contacted and their help will be sought for the administration of the tools and collection of data and dates will be fixed for the collection of data, The investigator will try his best to build a report with all respondents. All the two set of tests will be given to each student and the instructions will be given to the adolescents so that they can finish up their tests at right time and without facing any problem.

TOOL USED FOR DATA COLLECTION

• The parental encouragement scale by Dr. RR Sharma

The parental encouragement scale developed by Dr. R.R. Sharma (1988) has been

used in the present study, which was having 40 questions. Care was taken to ensure that the respondents do not consult one another while filling their responses,

Scoring: There were three response alternatives in each item of the scale. The subjects had to choose only one alternative The marks were allotted as (A) 0, (B) 1, (C) 2. Thus, the total score of each item ranged from 0 to 2/ whereas grand total of PES ranged from O to 80. Higher scores of PES reveal greater degree of parental encouragement, whereas lower scores reveals the lower parental encouragement.

Every respondent was asked to fill both the questionnaires simultaneously. Reliability

The reliability of the scale was measured 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 values of these two reliabilities were found to be .73 and .76 respectively. The above three sets of reliability coefficients are presented in Figure 2

Figure-2 Indiæs of Reliability of PES

Split half method (N=50)	Test re test method	
	Time gap of 2 weeks (N=50)	Time gap of 4 weeks (N=50)
.83	.73	.76

Validity

Two indices of validity of the PES were worked out.

1 Content Validity: The contents of each item of the PES was critically examined by 5 judges specialized in the field of education, psychology and sociology. The opinion of these judges confirmed that the PES was sufficiently valid instrument.

2 Convergent Validity The validity of the PES was ascertained by correlating the scores of this scale with Uniyal and Agrawal [i]s PES. The coefficient of correlation was found to be .68. This indicates that the scale is fairly a valid tool.

• A self-constructed questionnaire will be use to assess the social develQment of adolescents.

STATISTICAL ANALYSIS

In this proposed study, various statistical tool and techniques will be used according to the requirement of the study. Percentage, Mean, S.D.. 't[e]test and Pearson Coefficient of correlation will be calculated.

Chapter -5
DATA ANAYSIS AND INTERPRETATIONS

This chapter introduce analysis of raw data of variables. This chapter divided into three parts.

1. Differential analysis

The first part will analysis the difference in social Development and parental encouragement among students of secondary school with regard to their gender and type of school using t-test.

2. Correlational analysis

The second part will analysis the relationship of social Development and parental encouragement among students of secondary school using pearson correlation.

PART I

DIFFERENTIAL ANALYSIS

5.1 COMPARISON OF SOCIAL DEVELOPMENT AND PARENTAL
ENCOURAGEMENT BETWEEN GENDER (MALE AND FEMALE) AND TYPE OF FAMILY
(GOVT. AND PRIVATE)

Table 5.1.1: Mean, S.D. and 't' ratio between Male and Female respondents computed on the basis of their social development (N =120)

| Group Statistics							
	Gender	N	Mean	Std. Deviation	Std. Error Mean	t-value	p-value
Social Development	MALE	60	50.18	5.18	.734	1.87*	0.063
	FEMALE	60	48.24	5.14	.728		

*Si ni wan 0.05 level with d =118
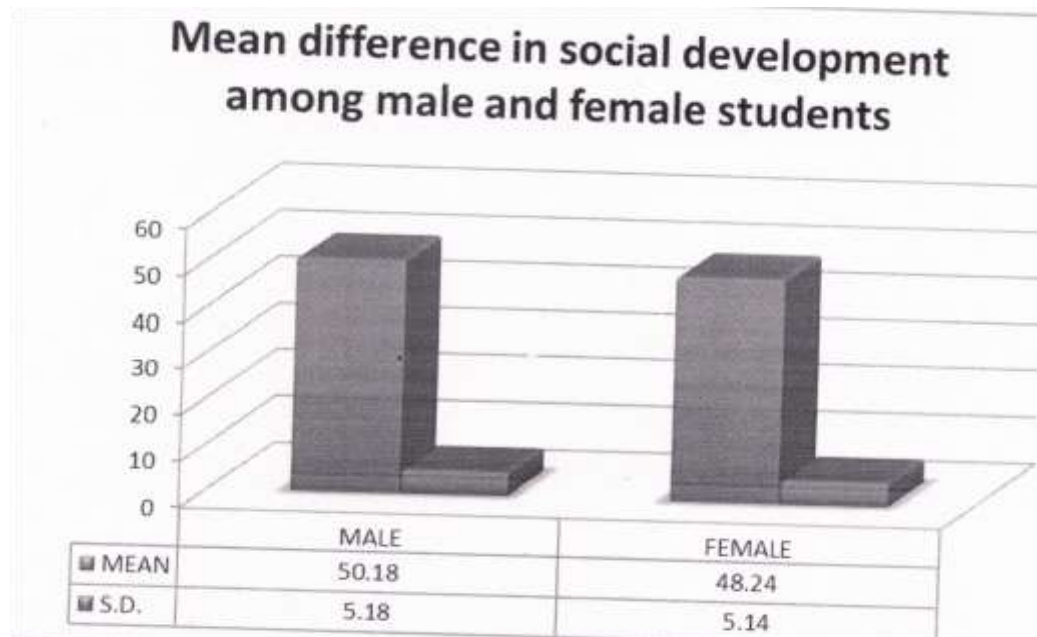
Graph 5.1: Mean difference in social development among male and female students

The table above shows that the calculated p-value (0.063) is greater than significant level (u .05) and 't' value 1.87 with df (118) is significant at 0.05 level. The mean value of male students (50.18) higher than female students (48.24) and differ significantly. Thus, null hypothesis which is state that "There is no significant difference in social development among male and female student in secondary school" accepted. This result encounter with study of Meshkat and Nejati (2017) attempted to determine whether students from different genders are different in social development and its related components. Results showed that there was no significant difference between the genders on their total score measuring social development, but the genders did tend to differ in emotional self-awareness, interpersonal relationship, self-regard, and empathy with females scoring higher than males. Self-regard, a component where males usually score higher, has yielded different results.

Table 5.1.2: Mean, S.D. and 't' ratio between respondents belongs to govt. and private school computed on the basis of their social development (N =120)

Group Statistics							
	TYPE OF SCHOOL	N	Mean	Std. Deviation	Std. Error Mean	t-value	p-value
Social development	GOVT.	60	45.82	4.114	.582	$-8.49^@$	0.00
	PRIVATE	60	52.60	3.865	.547		

@Jnsi ni Ican 0.05 level with d =118
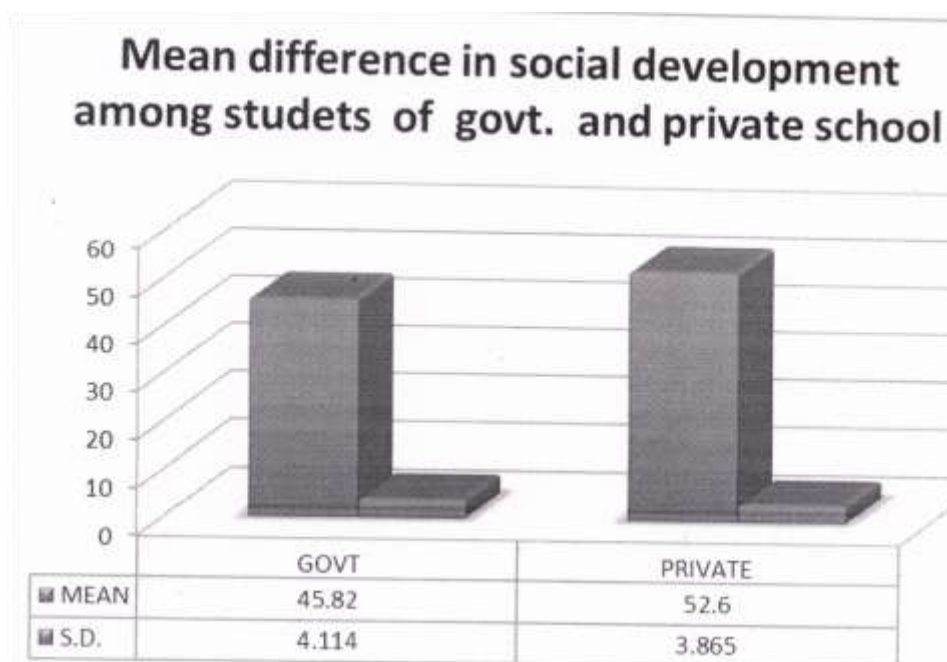
Graph 5.2: Mean difference in social development among student of private and government secondary school

The table above shows that the calculated p-value (0.00) is less than significant level (a = 0.05)and 't' value -8.49 with df(118) is significant at 0.05 level. The mean value of students of govt. school (45.82) lower than students of private school (52.60) but not differ significantly. Thus,null hypothesis which is state that "There is no significant difference in social developmentamong student of private and government secondary school" rejected. This result encounter with study of Kumar and Suruchi Minz (2016) examine the Social development and Academic Achievement of Secondary School Students. The findings of the study revealed that there is a positive correlation between social development and academic achievement of the secondary school students. The study further reveals that there is a significant difference found between private and government secondary school students in respect to both social development and academic achievement.

Table 5.1.3: Mean, S.D. and 't' ratio between Male and Female respondents computed On the basis of their parental encouragement (N-120)

| Group Statistics							
	Gender	N	Mean	Std. Deviation	Std. Error Mean	t-value	p-value
Parental Encouragement	MALE	60	40.40	5.22	.738	1.91*	0.058
	FEMALE	60	38.52	4.56	.645		

*Significant@0.05 level with df-118
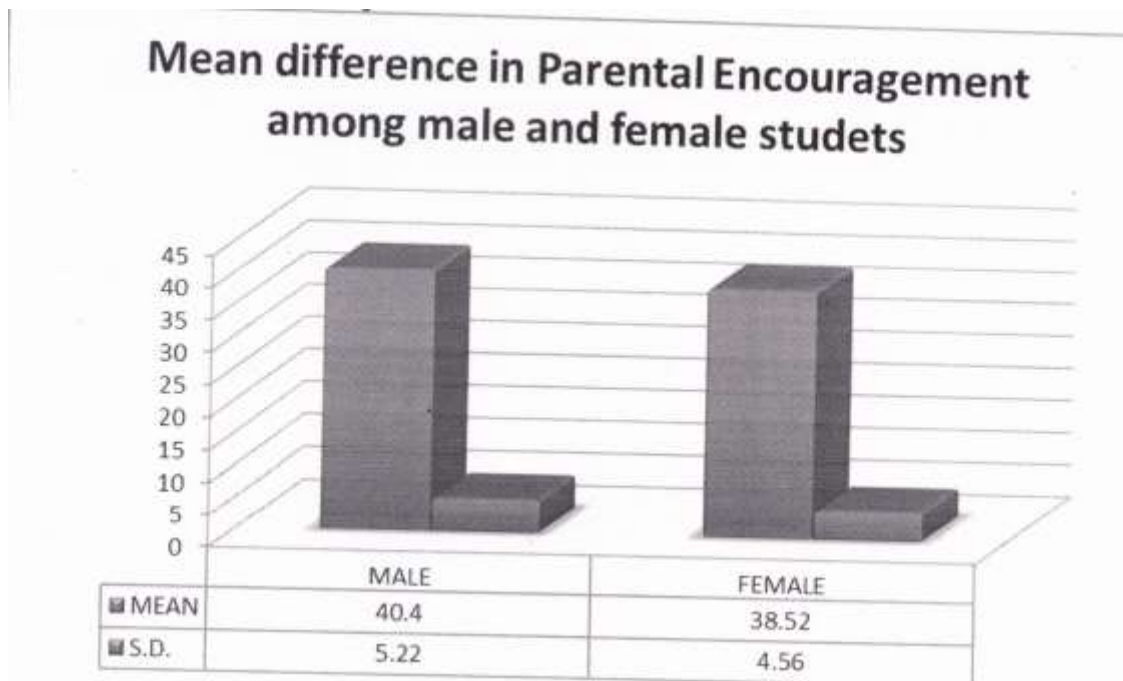
Graph 5.3: Mean difference in parental encouragement among male and female students

The table above shows that the calculated p-value (0.058) is greater than significant level (u 0.05) and 't' value 1.91 with df (118) is significant at 0.05 level. The mean value of male students (40.40) higher than femqle students (38.52) and differ significantly. Thus, null hypothesis which is state that "There is no significant difference in parental encouragement among male and female student in secondary school" accepted. This result encounter with studyof Akhter and Pandey (2018) study parental encouragement on the academic achievement of secondary level students. The findings of the study revealed that male secondary students have perceived high parental encouragement as compared to female students.

Table 5.1.4: Mean, S.D. and 't' ratio between respondents belongs to govt. and private school computed on the basis of their Parental Encouragement (N=120)

Group Statistics							
	TYPE OF SCHOOL	N	Mean	Std. Deviation	Std. Error Mean	t-value	p-value
Parental Encouragement	GOVT.	60	35.94	3.073	.582	$-10.03^@$	0.00
	PRIVATE	60	42.98	3.894	.547		

@Insignifican@0.05 level with d =118
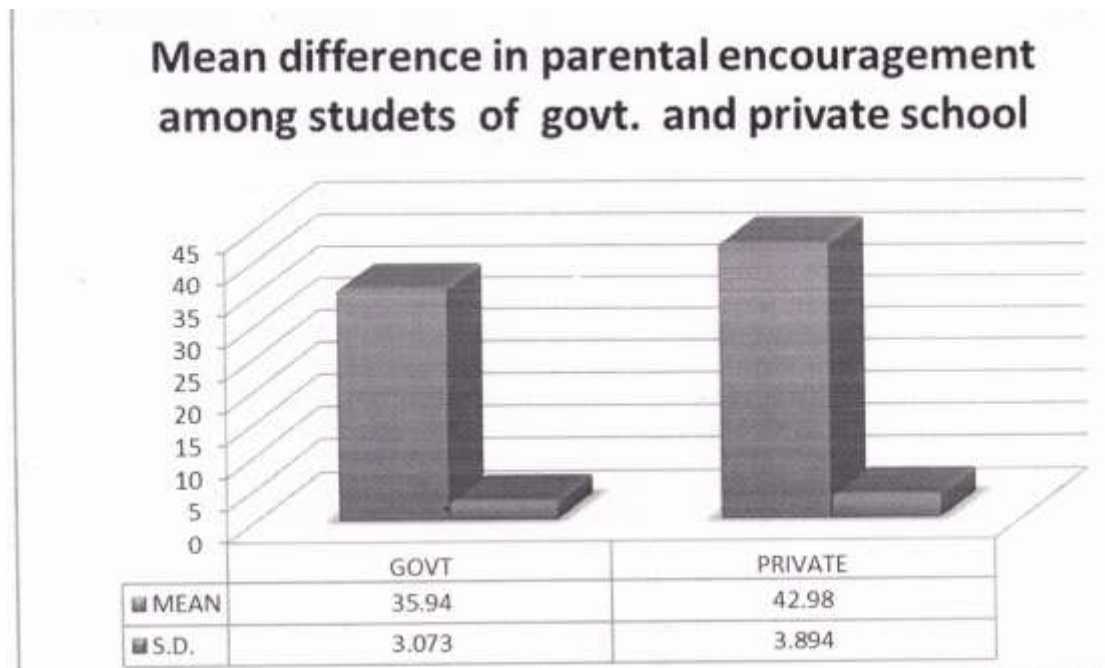
Graph 5.4: Mean difference in parental encouragement among student of private and government secondary school

The table above shows that the calculated p-value (0.00) is less than significant level (u = 0.05) and 't' value -10.03 with df (118) is significant at 0.05 level. The mean value of students of govt. school (35.94) lower than students of private school (42.98) but not differ significantly.

Thus, null hypothesis which is state that "There is no significant difference in parental encouragement among student of private and government secondary school" rejected. This result encounter with study of Lawrence & Barathi (2016) aims to probe the relationship between Parental Encouragement and Academic Achievement of Higher Secondary School Students. The result shows that there is significant difference in parental encouragement among student of private and government secondary school.

PART II

CORRELATIONAL ANALYSIS

5.2 RELATIONSHIP BETWEEN SOCIAL DEVELOPMENT AND PARENTAL ENCOURAGEMENT AMONG STUDENTS OF SECONDARY SCHOOL

Table 5.2.1: Showing relationship (Correlation Coefficient Values) between social development and parental encouragement among students (N=120)

Correlations			
		Parental Encouragement	Social development
Parental Encouragement	Pearson Correlation	1	.888**
	Sig. (2-tailed)		.000
		120	120
Social development	Pearson Correlation	.888**	1
	Sig. (2-tailed)	.000	
		120	120

**. Correlation is significant at the 0.01 level 2-tailed

The table 5.2. I reveals that the co-efficient of correlation between social development and parental encouragement among students is .888, which is significant at 0.01 level of significance and the calculated p-value (0.00) is less than significant level (u = 0.01). Thus, hypothesis which was formulated earlier i.e. "There is no significance relationship between social development and parental encouragement among students of secondary school" is accepted. So, the variables i.e. social development and parental encouragement are significantly and positively correlated with each other. This result encounter with the study Jain, P. (2013) assess the level of Parental Encouragement and Social development among rural and urban school children. Results revealed that Parental encouragement was found to be significantly associated with social development of adolescents.

CHAPTER 6
CONCLUSION

After processing the data, obtaining and interpreting the results in previous chapter, the findings have been delimited and discussed in present chapter. These findings can be generalized to the extent of representatives of the sample and methodology employed in the study. In this chapter, the results are discussed to show how these findings are concurrent with some of the empirical studies already conducted in the field. At places, some of the observations did not concur with the findings of some investigators. In such cases, attempts have been made to fathom plausible reasons for these disagreements. Keeping the major findings in view, the educational implications of the study have been Worked out. But these findings and implications do not fit in all the concerns of study. As such some suggestions have been given for the further research. This chapter is, therefore, devoted tofocusing the findings, conclusion, discussion of results of the study and for indicating their implications and suggestions for further studies or research.These are presented below in the same sequence.

MAIN FINDINGS
CONCLUSION
MAIN FINDINGS

Based on the analyses and interpretations in the previous chapter the following findings have been drawn out:

- The calculated p-value (0.063) is greater than significant level (u 0.05) and 't' value1.87 with df (118) is significant at 0.05 level. The mean value of male students (50.18) higher than female students (48.24) and differ significantly.

- The calculated p-value (0.00) is less than significant level (a 0.05) and 't' value -8.49 with df (118) is significant at 0.05 level. The mean value of students of govt. school (45.82) lower than students of private school (52.60) but not differ significantly.

- The calculated p-value (0.058) is greater than significant level (u 0.05) and 't' value
  1.91 with df (118) is significant at 0.05 level. The mean value of male students (40.40) higher than female students (38.52) and differ significantly.

- The calculated p-value (0.00) is less than significant level (u 0.05) and 't' value -10.03 with df (118) is significant at 0.05 level. The mean value of students of govt. school (35.94) lowers than students of private school (42.98) but not differ significantly.

- The co-efficient of correlation between social development and parental encouragement among students is .888, which is significant at 0.01 level of significance and the calculated p-value (0.00) is less than significant level (u 0.01).

CONCLUSION

Based on analysis and interpretation of data it may be concluded from the results that:

- There is no significant difference in social development among male and female student in secondary school;
- There is significant difference in social development among student of private and government secondary school;
- There is no significant difference in parental encouragement among male and female student in secondary school;
- There is significant difference in parental encouragement among student of private and government secondary school;
- There is significance positive relationship between social development and parental encouragement among students of secondary school.

CHAPTER 7
DELIMITATIONS AND SUGGESTIONS
DELIMITATION OF THE PRESENT STUDY

- The present study was delimited to South Delhi region.
- Further, study was delimited, to Students of private and Government Secondary Schools affiliated to CBSE board.
- The study was to students of age group of 14-16 years
- The study was delimited to Xth class of secondary school students only

The study was delimited to 120 students ofIXth class of South Delhi.

SUGGESTIONS

Any research work cannot come out'the final form of a problem, because it is very difficult for a researcher to touch all the aspects of a problem. So the suggestions for further researches in this direction may not be kept out of place here. They can be emanated as follows.

It is scientifically proved that the success of individuals' work is 80% dependent on emotional intelligence and only 20% on intelligent quotient.

Parental encouragement and their socio-economic background of the students can also be considered in further studies.

Influence of parental encouragement on health care among residential and non residential students.

It helps psychologists, parents, college, guidance workers and counselor and also for educational administrators.

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