

## A STUDY OF PARENTAL SUPPORT OF TRIBAL AND NON-TRIBAL FEMALE STUDENTS

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### ABSTARCT

The present study was conducted to study the parental support of female students of Chamba district of Himachal Pradesh. The study was conducted on 200 girls (100 of each tribal and non-tribal categories) studying in 9<sup>th</sup> and 10<sup>th</sup> classes in govt. schools. The sample was selected by means of random sampling technique. To conduct the study descriptive survey method of research was used. 'Parental Support Scale' developed and standardized by the investigator himself was used to study the parental support of female students. For the analysis and interpretation of data 't' test was used. In the present study it was found that parents of the female students of tribal and non-tribal communities take equal interest in them. Further the study revealed that parents of the female students of tribal and non-tribal communities differ significantly in parental behavior and making resource provisions for their female students. It was also found that in case of overall parental support the parents of the female students of tribal and non-tribal communities do not differ significantly.

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## Introduction

A new born baby is a helpless creature and is fully dependent on the family members for the satisfaction of his fundamental needs such as nourishment, protection and care. A child identifies himself with his parents or guardians and is influenced by their belief, attitudes, likes, dislikes, enthusiasms and inhibitions, value pattern etc. Parents should provide stimulation attitude and insight that support the development of each child's potential with the youngest of children. Home where the parents exhibit centre of love and affection is the best place for education and first school of child. Without mother's nourishment and father's care child are likely to suffer a lot. A child has emotional needs of affection, love, warmth, protection, acceptance, security, recognition from parents. Parents love and warm behaviour provides protection for the child. Consequently he learns behaviour patterns which will bring parental approval and in turn, gets parental love. Children deprived of affection suffer delay in physical development as well as other aspects of development.

## Concept of Parental Support

Parental support refers to assistance given to children to ease mental stress and unhappiness. This is one of the fundamental ways in which parents provide support to children. However, the manner in which they do this varies depending upon the child's physical and psychological capacities and on the parent's care giving abilities. Parental support is a way of maintaining physical and psychological closeness between child and parents. It is said that parents are ultimately responsible for helping children becoming independent and for creating a family environment that helps them developing the ability to be flexible in different surroundings. For these reasons parental support is vital not only to individual children but also to society at large. When parents use positive means to motivate and guide children become better family members, better social partners, and better citizens.

“Parental support is the interaction between parents and their children, includes positive behavior such as interest, support, open communication and parent child connectedness which help children to be autonomous and successful in shaping their own lives,” Way and Rossman (1997). Nandawana and Asawa (2006) have stated parental support is one of the most important contributions, which parents can make to the adolescents development. Greater the parental support greater will be the social competency (self esteem,

moral behavior, academic and vocational achievement). Support can be shown in several ways such as physical affection, companionship and sustained contact”.

### Review of Related Studies

Some of the latest researches related to the present study are discussed here.

**Duhan and Balda (2001)** found that the educated parents possess better skills in providing an enthusiastic and positive environment for the development of different concepts in children as they have better comprehension and understanding of aspirations and needs of their children. Further **Devi and Kiran (2002)** conducted a study on “Family Factors Associated with Scholastic Backwardness of Secondary School Children.” The main finding of the study was that both the mother’s and father’s education were found to have significant positive relationship with parental involvement in their children’s studies. **Moore and Zaff (2002)** in a study, building a better teenager, what works, undertook a comprehensive review of many contributing influences that adolescents who had warm, involved and active relationship with their parents did well in school, were academically motivated had better skills that help in making wise choices. A study conducted by **Neeraj (2002)** showed that there was a significant difference between boys and girls of vocational and academic streams in respect of family environment. Study conducted by **Bean, Bush, McKenry and Wilson (2003)** revealed that supportive behavior of African-American mother towards their adolescent’s children positively predicted both self-esteem and academic achievement. **Lakshmi and Karimulla (2007)** in their study found that the male and female rural parents are having a highly favorable attachment towards girl education without any significant difference between them. Study conducted by **Usha (2007)** indicated that boys and girls differ in their family acceptance and achievement. It was also concluded that rural and urban pupils differ significantly in family acceptance and achievement in Mathematics. **Nanda and Sidhu (2009)** in a study of the impact of parental encouragement on mental health of adolescents found a significant difference in the mean score of parental encouragement among adolescents. The study also indicated that there was no significant relationship between parental encouragement and mental health among adolescents of schools of Ludhiana district. **Kaur (2010)** concluded from her study that the male adolescents perceive an autocratic atmosphere in which many restrictions are imposed on them by the parents in order to discipline them. Female adolescents perceive their parents to be more protective of

them as compared to their male counterparts. **Kumar (2010)** in a study of parenting and role of parental support in adolescents stress concluded many of the stresses were interdependent. If the different components of support were adequately provided by parents and / or significant others in the family, the adolescents could surmount many of their stressors. In addition to providing support, parents should train the adolescents to give and receive social support since some people were found to be ineffective in extracting the support they need in spite of its availability. **Monika (2012)** conducted a study on “Effect of Gender and Academic Achievement on Mother Child Relationship” The results of the study indicated that boys and girls differ significantly in mother child relationship on symbolic punishment and object punishment areas of mother child relationship.

### Objectives

- 1) To compare the parental interest of tribal and non-tribal female students.
- 2) To compare the parental behaviour of tribal and non-tribal female students.
- 3) To compare the resource provisions of tribal and non-tribal female students.
- 4) To compare the overall parental support of tribal and non-tribal female students.

### Hypotheses

- 1) There is no significant difference in parental interest of parents of tribal and non-tribal female students
- 2) There is no significant difference in parental behaviour of parents of tribal and non-tribal female students
- 3) There is no significant difference in making the resource provisions of parents of tribal and non-tribal female students
- 4) There is no significant difference in overall parental support of parents of tribal and non-tribal female students

### Operational Definitions of the Terms Used

**Parental support:** It refers to the interaction between parents and their children, includes positive behavior such as interest, support, open communication and parent child connectedness which help children to be autonomous and successful in shaping their own lives.

**Tribal Students:** This term refers to the school students belonging to the Scheduled Tribes as notified by Himachal Pradesh State Government.

**Non-Tribal Students:** This term refers to the school students coming from different open castes residing in non-tribal areas of the district.

### Delimitation of the Study

The present study was delimited to a sample of 200 female students studying in 9<sup>th</sup> and 10<sup>th</sup> classes only. Further, the study was delimited to only govt. schools of Chamba district of Himachal Pradesh.

### Methodology

In the present study as per requirement of its objectives, the descriptive survey method of research was used.

### Population

In the present study population included all the school students studying in govt. schools of Chamba district in Himachal Pradesh.

### Sample

200 female students were selected by using random sampling technique. Initially 10 schools from tribal area and 10 from non tribal area were selected from Chamba district of Himachal Pradesh by using lottery method. Further 10 female students from each school were taken by using same technique.

### Tool used for Data Collection

For the data collection 'Parental Support Scale' developed and standardized by investigator himself was used. The scale is consisted of three dimensions namely (1) parental interest, (2) parental behaviour, (3) resource provisions. The scale is comprised of total 40 items, each dimension contain 14, 14 and 12 statements respectively. The split half reliability of the scale was found .79. The scale also has construct validity as items were selected having the 't' value equal or more than 1.75.

**Statistical Technique Used:** For the analysis of data 't' test was used.

**Analysis and Interpretation of Data**

For the comparison of tribal and non-tribal female students the ‘t’ values were calculated. The detailed description of ‘t’ values for different pairs of comparison along with their means and SE<sub>D</sub> is given in following table.

**‘t’ Values for Different Components and Overall Parental Support for Female Students**

Pairs of comparison	Mean	SD	Df	M1-M2	SE <sub>D</sub>	‘t’ Value
Parental Interest of tribal v/s Non-Tribal Female Students	11.37 11.68	2.05 1.99	198	0.31	.26	1.19
Parental Behavior of Tribal v/s Non-Tribal Female Students	10.13 9.61	1.56 2.13	198	0.52	.24	2.16*
Resource Provision of Tribal v/s Non-Tribal Female Students	10.06 10.73	2.12 1.90	198	0.93	.26	2.57*
Over all Parental Support of Tribal v/s Non-Tribal Female Students	31.56 32.02	4.09 4.91	198	0.46	.64	0.71

\* Significant at 0.05 level of significance

In above table the calculated value of ‘t’ for ‘parental interest’ of tribal and non-tribal parents towards female students is 1.19 for df 198, which is even less than the table value (1.97) of 0.05 level of significance. It signifies that tribal and non-tribal parents do not differ significantly in parental interest towards their female children. Thus the hypothesis no. 1, “There is no significant difference in parental interest of parents of tribal and non-tribal female students” is retained. To conclude, it may be said that the parents of female students of tribal and non-tribal communities take equal interest in them.

The calculated value of ‘t’ for ‘parental behavior’ of tribal and non-tribal parents towards female students is 2.16 for df 198, which is more than the table value (1.97) of 0.05 but less than the value (2.60) of 0.01 level of significance. It means that tribal and non-tribal parents differ significantly to some extent in their parental behavior towards their female



children/adolescents. Thus the hypothesis no. 2 “There is no significant difference in parental behavior of parents of tribal and non-tribal female students” is not retained at 0.05 but retained at 0.01 level of significance. To conclude, it may be said that the parents of female students of tribal and non-tribal communities differ to some extent in parental behavior towards them.

The calculated value of ‘t’ for ‘resource provision’ of tribal and non-tribal parents for female students is 2.57 for df 198, which is more than the table value (1.97) of 0.05 but less than the value (2.60) of 0.01 level of significance. It means that tribal and non-tribal parents differ significantly to some extent in making resource provisions for their female children/adolescents. Thus the hypothesis no. 3 “There is no significant difference in making the resource provisions of parents of tribal and non-tribal female students” is not retained at 0.05 but retained at 0.01 level of significance. To conclude, it may be said that the parents of female students of tribal and non-tribal communities differ to some extent in making resource provisions for them.

The calculated value of ‘t’ for ‘overall parental support’ of tribal and non-tribal parents towards female students is 0.71 for df 198, which is even less than the table value (1.97) of 0.05 level of significance. It signifies that tribal and non-tribal parents do not differ significantly in overall parental support for their female children. Thus the hypothesis no. 4, “There is no significant difference in overall parental support of parents of tribal and non-tribal female students” is retained. To conclude, it may be said that the parents of female students of tribal and non-tribal communities provide equal support parental support for them.

### **Conclusions and Findings**

The present study revealed that the parents of tribal and non-tribal female students do not differ significantly in their parental interest and overall parental support. Further study revealed that the parents of tribal and non-tribal female students differ significantly in parental behaviour towards their children. The parental behaviour of tribal parents towards female students is quite better as compared to the behaviour of non-tribal parents. The reason may be that non-tribal parents remain busy in their jobs and can't devote enough time to female students. Further the study revealed that parents of non-tribal female students make better resource provisions for their female children as compared to parents of tribal female students. The reason being that there are fewer resources available in the hands of tribal parents because of their poor finance and hard geographical conditions.

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