

Effect of Parental encouragement on self confidence

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Abstract

Present study design to investigate the effect of parental encouragement on self confidence and to differentiate between male and female subjects. The sample of the study consisted of 50 male and 50 female classified into 25 with high parental encouragement and 25 with low parental encouragement as per 2x2 factorial design. The subjects were selected from various schools of Nagpur City from the age group of 16 to 18. For measuring self confidence test constructed by Basavanna's was used and for measuring parental encouragement, scale developed by Dr. R. R. Sharma was used. To analyze the data; Mean, SD and Two Way ANOVA was used. The finding of the study reveals that, male subjects found more self-confident than female subjects. However, subjects belong to high parental encouragement exhibited high self-confidence.

Key Words: Self Confidence, Parental Encouragement ,

INTRODUCTION

The term "adolescence" is a social construct, like other developmental phases in human growth and development, but unlike others, it breeds a lot of ambiguity. However, some experts view the term as a construct applied by adult members of the society to describe the person who is in the transition to acquire biological features peculiar to the adult population group. The term is derived from the Latin word meaning to 'grow up' or 'to grow into maturity'. Adolescence begins with the onset of physiologically normal puberty, and ends when an adult identity and behaviour are accepted. This period of development corresponds roughly to the period between the ages of 10 and 19 years, which is consistent with the World Health Organization's definition of adolescence. Those responsible for providing healthcare to adolescents must allow sufficient flexibility in this age span to encompass special situations such as the emancipated minor or the young person with a chronic condition leading to delayed development or prolonged dependency. According to Stanley Hall (1904) adolescence is a marvelous new birth, for the higher and more completely human traits are now born. Adolescence is a period of marked change in the person's cognitive, physical, psychological, and social development and in the individual's relations with the people and institutions of the social world. In essence, the meaning of adolescence and the ages at which it begins and ends, differ from culture to culture. Papalia (1993) defined adolescence as one yet in the nest and vainly attempting to fly while its wings have only pin feathers. Selman (1980) and Buhrmester and Furman (1987) stated that adolescence introduces a period of transition in family and social role expectations coupled with increase in the range and intimacy of social relationships. Patil (2003) reported that adolescence is accompanied by some stress, related to school, family and peers, and this stress can at times be difficult to control.

In some situations, the term is used interchangeably with youth even though they are significantly different. Adolescence like youth is a unique period of joy, vigour, opportunities as well as challenges as the individual begins to appreciate more vividly phenomena in his or her environment in a more personal manner (Ikorok, 2004). Adolescence is a period of change more rapid than at any other time in human development

other than infancy. For the adolescent, this period is a dramatic challenge, one requiring adjustment to changes in the self, in the family, and in the peer group and also in the institutions. At the stage of adolescence many biological, social and psychological changes occur. In physical changes there is growth in height and weight, anatomical development, growth of arms and legs, their hands, feet and nose seem to play an important part in adolescent development.

The marked physical and emotional growths of adolescents result in strains that frequently precipitate. Stress and anxiety as reflected in physiological, psychological and social behaviour. The period of adolescence is most closely associated with the teenage years, although its physical, psychological and cultural expressions can begin earlier and end later. For example, although puberty has been historically associated with the onset of adolescent development, it now typically begins prior to the teenage years and there have been a normative shift of it occurring in preadolescence, particularly in females. Physical growth, as distinct from puberty (particularly in males), and cognitive development generally seen in adolescence, can also extend into the early twenties. Thus chronological age provides only a rough marker of adolescence, and scholars have found it difficult to agree upon a precise definition of adolescence. Adolescence also brings some emotional changes in the individuals. These changes are often accompanied by emotional tensions. The adolescence is exposed to new social situations, patterns of behaviour and societal expectations, which brings a 2 Introduction sense of lack of confidence. It increases the incidence of depression. They show the tendency of impulsive urge to take immediate actions, which often leads to risk taking behaviour. Their body image can bring a sense of fun, pride, shyness or unhappiness, changes in habitual pattern of behaviour, attitude and personality. There are marked changes in social interest. They use new set of values in selection of friends and social grouping. Along with these changes adolescence also brings in negative syndrome like self centred, showing off, emotional immaturity, stubbornness, irritability, unsatisfactory relationship with the family members and others and conflict with family and others. The period shows rapid shift between self confidence, self esteem and well being.

PARENTAL ENCOURAGEMENT

Parents are the first and lifelong teachers and guides of their children. Parents are children's primary advocates and their lifelong security. The first and foremost duty of parents is to look after their children in the best possible way to take interest in their welfare and to see their progress. Successful parenting entails both effective components - in terms of commitment, empathy and positive regard for their children. Parents' character, dedication, education, creativity, special concern and responsibility are the major factors of child's development.

Parents play a significant role in the development of the personality of the child. The parent help the child, guide them so that they may not feel disheartened at a particular point of difficulty. The entire treatment may be influenced by individual traits, but their 2 content and direction. It may be in the form of parental approval or it may be in the form of asking the child to modify their behavior. Children who receive high acceptance, encouragement and less control perform better in all spheres of life and feel more competent than those children whose parents were more controlling and less accepting (Rekha, 2014).

The family is very significant role in the development of an individual. When both parents are alive and they provide a good environment for the child, the personality of the child grows well. Healthy family cast healthy impact on the growing body, mind and heart of the child. Aspirations are greatly influenced by personal characteristics such as foresight, frustration, tolerance and ability to delay gratification of wishes, self-esteem, ambition and temperament. The family as a major socialization institution has been generally considered an important social component for the development of children and adolescents (Osborne &

Gette, 1982). It is regarded as a social environment where one's sense of self is formed through the kinds of intimate and intensive interactions that occur among family members. Self-concept determines the levels of aspiration of a student, whether a student has high, low or realistic level of aspiration is mostly determined by their self-concept. Almost all parents have ambitions for their children often unrealistically high. These are often influenced by thwarted parental ambitions and parents desire to have their children rise on the social ladder. Because in modern life, where both of the parents are working; they don't have much time to interact with their children; children spend more time outside the home or spend their time watching television or using internet. The parents provide all facilities to their children in turn have very high expectations, without realizing the natural potential of the child.

Encouragement is recognizing, accepting, and conveying faith in a child for the mere fact that they exists. With encouragement, a child feels worthwhile and appreciated regardless of the results they achieve. Parental encouragement refers to the treatment originating from parents towards the child with a view to enhance the possibilities of future occurrences of good behaviour by care, concern, approval and guidance. Parental encouragement is of great significance in developing psychological as well as academic behaviour of a child (Kaushal, 2014). Hoover-Dempsey and Sandler (2005) concluded that parents and families do many different things when they help their children with school work. They encourage their child.

- When they doesn't feel like doing school work
- To try new ways to do school work when they are having a hard time.
- 9 • To be aware of how they are doing with school work
- When healthy circle and a soft boundary for the adolescents to move around,

iii. Parental encouragement on health aspects A parent is a caretaker of the offspring in their own species. Parents are in a unique position to influence the health of their children. Parent has the duty to care for and nurture 11 their offspring. The child has the right to receive this care and nurture and the obligation to yield to reasonable parental guidance and supervision. Most parents know the basics of keeping children healthy, like offering them healthy foods, making sure they get enough sleep and exercise and insuring their safety. Providing quality and nourishing meals in child care is extremely important for young children. Children need healthful meals to maintain healthy lifestyles and to grow and develop (Lofton & Nettles, 2010). Nutrition is an essential component of adolescent health care. Two important transformations occur during adolescents that may cause significant changes in a teenager's nutritional needs (Neinstein, 2008).

iv. Parental encouragement on moral support Family communication is both a pillar and an index of family health that surfaces in the storm and stress of adolescence. Adolescents must be given and feel real freedom to discuss their problem with parents. Adolescents need encouragements in the form of praise, expressed interest and rewarded effort. The traditional family values are harmony, filial piety, mutual obligation, hard work, obedience and discipline. Children are expected to be loyal and to respect parents and all elders. The parents passed their traditions through telling about themselves to their children who welcomed these experiences. This helped the children to be determined to succeed. The parent's stories provide their children with social and cultural tools to protect themselves. Culture shapes what parents believe and what practices they employ to socialize their children for academic achievement.

v. Parental encouragement on decision-making Decision making is one of the most important skills for children need to develop to become healthy and mature adults. Decision making is crucial because the decisions of children 12 make dictate the path that their lives take. Teaching children to make their own decisions has several benefits. When they make a good decision, they can gain the greatest amount of satisfaction and fulfilment because they chose it. When the children make bad decisions, they may suffer for it, but they can learn from the experience and make better decisions in the future (Taylor, 2009).

1.3.3 Factors affecting parental encouragement there are many factors that affect parental encouragement, which are as given below: a)

Upbringing: Most parents learn parenting practices from their own parents and practice them on their children without looking at the desirable or undesirable consequences it may result. b) Socio-economic status:

In lower socio-economic status parents are more concerned that their children conform to society's expectations, create a home atmosphere in which it is clear that parents have authority over children, use physical punishment more in disciplining their children, and are more directive and less conversational with their children. Higher socio-economic status parents are more concerned with developing children's initiative and delay of gratification, create a home atmosphere in which children are more nearly equal participants and in which rules are discussed as opposed to being laid down in an authoritarian manner, are less likely to use physical punishment, and are less directive and more conversational with their children. c) Parental education: If both mother and father are educated they will be able to look after the educational needs better than uneducated parents. If parents are educated and cultured they are capable of developing interest in education, right attitude towards education, and help in clearing concepts in their adolescent children. Thus, children whose parents have a good educational background have well developed personality. On the other hand if parents are uneducated they are not able to teach their children and are also unable to provide guidance in various spheres of life. d) Parenting style: Diana Baumrind has described four types of parenting style: Authoritarian parenting places firm limits and control on the child and allows little verbal exchange. Authoritative parenting style encourages children to be independent but still places limits and controls on their actions. Neglectful parenting is a style, in which the parent is much uninvolved in the children's social incompetence, especially has poor self-control, low self-esteem, immature and may be alienated from the family. Indulgent parenting is a style of parenting in which parents are highly involved with their children but place few demands and controls on them. e) Emotions: Parents who expressed positive emotions had children who were high in social competence (Boyum & Parke, 1995). So children's social competence is linked to the emotional lives of their parents. Parental support and acceptance of children's emotions is related to children's ability to manage their emotions in positive ways (Parke, 2004). f) Time and effort: Parent's time spent with children and continuous effort is important for the proper development of child.

ENCOURAGEMENT: (Meaning and Definition) Encouragement has been defined in many ways. Some say it is the stimulation of actions towards a particular objective where previously there was little or no attraction to that objective. Some believe that encouragement is a process in which the learner's internal energies or needs are directed towards various goals and objects in his environment. Encouragement is a combination of force which initiates, directs and sustains behaviour towards a goal. Hence, it can be said that encouragement is that internal condition of the individual which generates activity in the individual and continues till the goal is reached. Scientists have provided many varied definitions of the concept of motivation.

These are as follows:-

Mc. Donald - "Motivation is an energy change within the person characterized by affective arousal and anticipatory goal relations."

Gates- "The problem of motivation lies at the very heart of a ground educational programme in a free society..... Motivation is indispensable to learning. It represents the antecedent, dynamic back for both original behaviour and its modification".

Maslow- "Motivation is constant, never ending fluctuating and complex and that it is an almost universal characteristic of particularly every organisation state of affairs."

Skinner- "Motivation is the super-highway to learning."

Atkinson- "The term motivation refers to the ground of tendency to act to produce one or more effects."

Woodworth- "A motive is a state of the individual which disposes him for certain behaviour and for seeking certain goals."

Thomson- "Motivation is the art of creating interest in the child where there has been no such interest or where it is yet unfelt by the child."

Good- "Motivation is the process of arousing, sustaining, and regulating."

Parental Encouragement (Meaning):

Parental encouragement as a term in education has very explicitly been defined by Rossi (1965) in these words:- "When father and Mother approve or appreciate any activity related to education or revoke any hurdle felt by the student in the process, or guide him the right and wrong - this entire spectrum activity comes within the purview of parental encouragement." Parental encouragement is of great importance in the all round development of the child.

Role of Parents in Child's Life:

(i)

Developing habits: - Parents play an important role in developing the habits of his/her parents. A child can organize his habits and form good habits only when the parents provide adequate guidance.

Motivating- Through motivation parents can fulfil the desires, needs, goals, aspirations, wish, aims, ambition etc. of his/her child.

Shaping and moulding the character:- The parents have a wonderful power to shape and mould the character of their child by giving proper guidance. As a child is like the clay and parents are the potter. They can shape and mould their child in the proper direction.

(iv)

Reducing tensions:- Around the parents one finds the precious objects of juvenile affection and happiness. All the tensions and worries melt in the air, when an individual receives the proper advice for the problem.

(v)

Developing the feeling of discipline:- Discipline is a precious thing. If the world is a building, discipline is the foundation of its pillars. All the members of the family live and act according to the direction of the head of the family to lead a happy life. This is from where a child learns discipline.

(vi)

Choosing the career: - A wrong man can never shine in a wrong profession as a square peg can never be fitted into a round hole. The parents alone can choose the right career for their children. For this the parents should invariably take into account the dislikes and likes, tastes and temperament and the physical fitness of their children. Making responsible citizens: - students are the future citizens of a country. If the parents are the responsible citizens, their children will also be.

(vii) Giving proper and timely advice:- A child gets advice from his parents in every sphere of life. The proper advice helps a child to lead a successful life.

(viii) Building strong character:- In the character building of the children parents take an active part. Here are some of the examples like Mahatma Gandhi, Indira Gandhi, Shivaji etc who were influenced by the character of their parents. So we can say that the parents are the one who can motivate to build up the strong character. The traits of the parent's character are generally seen in the character of their children.

(ix)

Giving moral values: - A child learns the moral values from his parents.

Parents always cherish pure and noble thoughts and feelings.

(x)

Achieving the desired goal: - Nothing is impossible if one gets proper direction, motivation and energy. Parents help their child to achieve their desired goal.

(xi)

(xii)

Inspiring to do right: - Parents are the stores of humanly gems, who come out of them and glorify the world with their deeds of honour and valour. A child gets the inspiration to do the right deeds by his/ her parents.

Helping in the Intellectual development of the child - This can be done through the creation of an intellectual environment in the home. Such environment is created when the parents are lovers of knowledge, collectors of good books and respecters of learned people.

(xiii) In providing religious education - Parents provide religious education to the children. The parents make the children conversant with the life histories of religious leaders, mythologies, legends and the religious precepts, etc. The children are given education regarding their duties and responsibilities as individuals and as social beings. The feeling of love, sympathy, cooperation, mercy, benevolence etc. is developed in them. Parents teach their children to say their daily prayers, worship in the religious shrines, pay respect to the elders and show devotion to God.

(xiv) In Making the children conversant with the facts of life: - Parents direct the attention of the children towards household affairs so that they become conversant with the basic needs of life.

(xv) In providing opportunities for the free expression of the child's desires and urges: - In the education of the child, the proper training of his innate urges and desires is of very great importance. The parents carefully remove the doubts of the children. The curiosity is satisfied through proper explanations or activities.

xvi) In paying desirable attention to the physical health of the child: - Parents, by providing proper opportunities for the physical development of the child cooperate very greatly in providing him proper education.

(xvii) Helping to differentiate between right and wrong: - Parents are the one who help their ward to differentiate between right and wrong.

(xviii) In taking right decisions:- If a child gets muddled up, the parents try to guide through their personal experiences. In doing school homework/projects/assignments: - Right from the beginning of the school days parents mentor their child and help them in their school work. **(xxi) Help to reduce peer pressure:-** Parents are the strong pillars of the family. They are always with their children to guide them. **(xxii) Making aware of traditions and customs of their society:-** A child learns the traditions and customs by imitating his parents right from his childhood.

Symptoms of Encouraged Behaviour: When a child is encouraged he :- (i) Shows his eagerness to do the activity. (ii) Tries consistently to get his goal. (iii) Feels greater energy and gets excited to complete his work or activity. (iv) Feels relaxed after the achievement of goal and his tensions are reduced. Does not feel disturbed but he will try to concentrate his attention on the activity by adopting every possible method. (vi) Feels enthusiastic and more energetic. (vii) Thinks positively and becomes optimistic.

Parental support is highly related to children's self confidence (Harter; 1996) Children of parents who are affectionate also develop the trait of co-operation, emotional stability, obedience and cheerfulness but children from strict parental behaviour have bad traits as non-co-operation, quarrelsome spirit etc. (Anderson; 2003). According to Neil (2005), self-esteem and self-efficacy in combination is what constitute self-confidence. Neil (2005) defines self esteem as general feeling of self-worth or self-value. Self-confidence is an individual's characteristic (a self-construct) which enables a person to have a positive or

realistic view of themselves or situations that they are in (Sieler, 1998). Many factors affect the development of self-confidence. Parents' attitudes play an important role to develop the self confidence of adolescents. When parents provide acceptance, children receive a solid foundation for good feelings about themselves (Goel & Aggarwal; 2012). Parents help to establish the social behaviour of their adolescents but it is the peer group which influences the leadership, [9:44 pm, 31/3/2025] Jaya Golatkar: Parental involvement influences a child's feeling of confidence, his motivational level and his ability to perform with the sense of achievement in life. Children take doubtlessly parents as model for achievement behaviour and aspiration. Achievement motivation is developed in early relationship between a child and his parents. In early years of his life, if the growing child receives a good amount of recognition, praise and reward for his accomplishments, he develops a sense of achievement. In a multidimensional model proposed by Grolnick and Slowiaizek (1994) Parental involvement is broadly defined as the allocation of resources by the parents to child in a given domain. Parental involvement takes many forms including the provision of a secure and stable environment, intellectual stimulation, parent child discussion and high aspiration related to good citizenship, contact with school to share information, participation in school events and participation in the work of the school. Parents are the primary socialization agents and exert enormous influence in shaping the personality of their children. Parental encouragement refers to the treatment originating from the parents towards the child with a view to enhance the possibilities of future occurrence of good behaviour by care, concern, approval and guidance. Sears (1957) revealed that the warm, democratic and encouraging parents had brighter children than those who were cold and discouraging.

Parents can provide optimal facilitative environment conducive to the overall development of the child. Parental influence may not be felt in a specific situation, but the attitudes and ideas repressed day after day inevitably leave their mark. Parental emotional and practical support predicts positive outcomes like high social cognition, better self-esteem and intellectual competence. Positive parenting behaviour protects the adolescents from subsequent substance use and problem behaviour (Cleveland et al., 2005). Close parent-adolescent relationship are crucial for adolescents mental wellbeing, increased communication gap deteriorates their mental health.

A closely-knit, contented family unit is a cherished ideal for adolescents' sound mental health. Adolescents express themselves better when their parents were warm and more involved in their children's lives. A warm cohesive family with low level of interpersonal conflicts do a better job of meeting children's physical and psychological needs than families characterized by high levels of conflict and disengagement from each other. Valuing each other in a family is great, but not enough. Family members who do not spend time together are also disadvantaged, because daily interactions increase the sense of cohesion in the families and provide opportunities for resolving minor conflicts.

The parental encouragement defined as an approval and appreciation of their wards activity when they were satisfied with him in relation to his attainment of education. Parental involvement and encouragement have influences on academic achievement and success.

Discussion and encouragement when children are younger also increase the likelihood of their ultimately graduating from high school (Howell and Frese 1982). Parental interest may be shown by the presence of "Study aids" such as encyclopaedias and dictionaries in the home, also related to the likelihood of staying in school (Ekstorm et al., 1986). Number of parents may not be as important as the nature of parenting. Parenting disciplines, control, monitoring, concern, encouragement and consistency consistency are all aspects of parent-child relationships that have been linked to academic achievement in adolescents.

It is well recognized that if pupils are to maximize their potential in schooling, they will need the full support of their parents. Parents, the broader family, peer groups, neighbourhood influences, school etc. all are implicated in shaping children's progress towards their self fulfilment. Intelligence is not the only determinant of academic achievement.

SELF CONFIDENCE

Self confidence is the confidence one has in oneself, one's knowledge, and one's abilities. It is the confidence of the type: "I can do this". "I have the ability to do this". Self confidence is the one thing that is much more important than many other abilities and traits. If one does not have self confidence, what one do will never become fruitful at all? The fruits of what one does without self confidence are lost. The Merriam Webster's dictionary definition of self confidence is, "Confidence in oneself and in one's powers and abilities." Self confidence is essentially an attitude which allows us to have a positive and realistic perception of ourselves and our abilities. It is an attribute of perceived self. Self confidence refers to a person's perceived ability to take situations successfully without leaning on others and to have a positive self-evaluation (Breckenridge and Vincent 1965). In the words of Basavanna (

975), self confidence refers to an individual's perceived ability to act effectively in a situation to overcome obstacles and to get things go all right." Genuine self confidence is the forerunner of achievements. Self confidence integrates the powers of mind and body and focuses them towards the goal. Only such a concentrated energy can reach the goal. Self confidence is the first step to progress, development, achievement and success. Even if one has a lot of abilities and a lot of knowledge, if one do not have self confidence one cannot be a success. But, on the contrary, even if one has only average abilities and knowledge, if one has an unfailingly true self-confidence, chances are that one achieves what one want to. A self confident person perceives himself to be socially competent, emotionally mature, intellectually adequate, successful, satisfied, decisive, optimistic, independent, self-reliant, self-assured, forward moving, fairly assertive and having leadership qualities. Confidence is learned, it is not inherited. If one lacks confidence, it probably means that, as a child, one was criticized, undermined or suffered an inexplicable tragic loss, for which one either blamed one or were blamed by others. Confident people have deep faith in their future and can accurately assess their capabilities. They also have a general sense of control in their lives and believe that, within reason, they will be able to do what they desire, plan and expect, no matter what the foreseeable obstacle. This faith is guided by more realistic expectations. Even when their goals are not met, those confidences continue to be positive, believe in themselves and they accept their current limitations with renewed energy. Self confidence can be defined as having a positive, realistic self-image. With self confidence comes the ability to handle criticism, show affection, and be optimistic and assertiveness. Self confident people have a positive outlook and think positive thoughts about themselves, believing that their abilities match the tasks that they must take on. Emotional maturity and the ability to pragmatically evaluate capabilities are also markers of confidence.

Types of Confidence In today's scenario:

Three types of confidence may be found

- * False confidence is that when person who talks big and poses like a big shot. The person often takes big risks in an effort to either impress others or to assuage their own discomfort, and the result can be terrible.
- * True confidence, which does not depend on recent results. It is based on a deep sense of inner trust. The person who has a history of doing the right thing regardless the outcome. It means that they act in their own best interest and trust and understand that doing such over time has a positive impact on results.

* Temporary confidence, which is conditional on recent performance. The person whose self esteem is tied to their account equity, when a good run, they feel confident and take larger risks. And when performance is lousy they start grasping at anything.

Attributes of Truly Confident Person

A lot of people might believe that they are confident, depending on how they feel on any given day but confidence is not a fleeting thing that is here today and takes a holiday tomorrow confidence is all pervasive. It shows itself in every aspect of our lives. The way one view oneself, perceives one's world, approaches crises, the way one treats others, one's world, one's readiness to exercise, compassion and forgiveness and most important, the way one treats oneself. True confidence has following attributes:

* **Self-belief:** With self-love comes amazing self-belief in what is truly possible. People who think highly of themselves do not see barriers to achievement or obstacle in their paths. The main difference between a confident and low confident person: one believes that they have the power to affect their life; whereas the other looks to others do it for them.

* **Self love:** It is the first crucial attribute. If anyone has no self-love, has no confidence because it is the heart of confident; self-love and self-acceptance, which decides our self-esteem. Any lack of self-love is a prelude to misery and dissatisfaction with our lot.

Happiness begins from within and when one love oneself and do not seek the approval of anyone, one reach to the next attribute.

* **Happiness:** Confident people are truly happy with their life. It does not mean they are never sad. It means if they are down it lasts very briefly and then they are back up again.

They know they can always do something else and change the result people of low self esteem always blame themselves and reinforce that with even thoughts of their abilities, so they stay in the doldrums much longer. Above all, being contended with themselves and their bodies confident people tend to be truly happy, often cheerful and with a ready smile.

* **Comfort in themselves:** Confident people are happy in their own skin. They love who they are, do not wish to be anyone else and they seek no one's approval to whom they wish to be. That is a sure sign of a strong sense of belonging and personal security. They tend to do what they please without following the fashion or being lemmings. Being natural elders, they tend to set the pace for others and to inspire them.

* **Fearlessness:** Confident people tend to be pioneers, fearless in their approach and their actions it is not that they do not the usual fears of survival. Those with high self esteem are keen to get on with it so they tend to act first and be afraid later. Willing to take risks and to make sacrifices, they have very little fear in living their own life to the maximum.

* **Experiment:** Really confident people love to experiment, to try out new situations, innovate and create. They are always pushing the boundaries of their talents because of their self belief. Unlike people of low self esteem, confident ones do not care about making mistakes, because they know that's how they learn and grow. They are not worried about being wrong. but at arriving at a solution or a different result, no matter how many times they have to change their approach. Failure is not in their vocabulary significance. Negative and significant correlation was observed between parental encouragement and academic achievement of boys adolescent i.e. as the parental encouragement increases, academic achievement decreases. Hence on the basis of these results, formulated two hypotheses were accepted. It was recommended that parents need to be aware of the importance of their role in their children's academic achievement motivation so that they can provide the necessary facilities at home.

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Self-confidence refers to an individual's perceived ability to act effectively in a situation to overcome obstacles and to get things go all right (Basavanna, 1975). If parents encourage children's moves toward self-reliance, accept, and love their children when they make mistakes, children will learn to accept themselves and will be on their way to developing self-confidence. Parents' influences can be powerful in shaping feelings about one self. The purpose of this study was to determine the influence of parental encouragement on the self-confidence of adolescents. Present investigation provides an important perspective of the relationship between parental encouragement and self-confidence with respect to gender and location. The sample for the present study consisted of 800 adolescents in the age group of 16 to 18 years from Punjab who were enrolled in class 11th and 12th. Parental Encouragement scale developed by R. R. Sharma (1999) and Self Confidence Inventory developed by Rekha Gupta (2013) was used to collect the data. The results indicate a positive correlation between parental encouragement and self-confidence. The study revealed that parental encouragement for their children seems to have a strong influence on self-confidence. The results of the study are generally positive and have an important implication for educators and parents. Hence, parents should support the positive behaviour of their children to enhance their self-confidence.

SIGNIFICANCE OF STUDY

After reviewing the literature of earlier studies and keeping in mind the role of parental encouragement in building self confidence among adolescence this study is conducted. In childhood age the child is strongly influenced by parental encouragement. Parents' influences can be powerful in shaping feelings about one self. Parents' positive attitudes are crucial to children's feelings about themselves. When parents provide acceptance, children receive a solid foundation for good feelings about themselves. Excessively critical or demanding, overprotective parents make their children incapable, inadequate or inferior. If parents encourage children's moves towards self reliance and accept and love their children when they make mistakes, children will learn to accept themselves and will be on their way to develop self confidence.

OBJECTIVES IF THE STUDY

Considering variables under study following objectives are framed -

- * To study the effect of gender on self confidence.
- * To study the difference between male and female subjects on self confidence.
- * To access the effect of parental encouragement on self confidence.
- * To differentiate between high and low parental encouragement on self confidence.
- * To investigate the effect of interaction between gender and parental encouragement on self confidence.
- * To study the relationship between parental encouragement and self confidence.

HYPOTHESIS

In the light of objectives of study following hypothesis are formulated.

- * On self confidence, male and female subjects will differ from each other. However male subjects will found more self confident than its counterpart female subjects.
- * Subjects belong to high parental encouragement would show greater self confidence than subjects belong to low parental encouragement.
- * A significant interaction would exist between gender and parental encouragement on self confidence.
- * There exist a significantly positive correlation between high parental and self confidence.

REVIEW OF LITERATURE

Review of literature is a valuable guide to defining the problem recognizing its significance, data gathering methods, appropriate study design and source of data. This helps to sharpen the understanding of the problem area and provides a background for the research project. So the researcher must have up-to-date information about what has been thought and done in Review the area of his/her research. The success of any research work depends upon the understanding and familiarity of the investigator with the studies and literature related to the topic. In review of literature, the researcher attempts to explore what others have learnt about similar works and to gather information relevant to the research problem at hand. Since effective research is based upon past knowledge, the review of related literature helps to eliminate duplication of what has been explored by other researches in the same field. So review of literature is an inevitable part of any research study.

Geetika (2017) Self-confidence refers to an individual's perceived ability to act effectively in a situation to overcome obstacles and to get things go all right (Basavanna, 1975). If parents encourage children's moves toward self-reliance, accept, and love their children when they make mistakes, children will learn to accept themselves and will be on their way to developing self-confidence. Parents' influences can be powerful in shaping feelings about one self. The purpose of this study was to determine the influence of parental encouragement on the self-confidence of adolescents. Present investigation provides an important perspective of the relationship between parental encouragement and self-confidence with respect to gender and location. The sample for the present study consisted of 800 adolescents in the age group of 16 to 18 years from Punjab who were enrolled in class 11th and 12th. Parental Encouragement scale developed by R. R. Sharma (1999) and Self Confidence Inventory developed by Rekha Gupta (2013) was used to collect the data. The results indicate a positive correlation between parental encouragement and self-confidence. The study revealed that parental encouragement for their children seems to have a strong influence on self confidence. The results of the study are generally positive and have an important implication for educators and parents. Hence, parents should support the positive behaviour of their children to enhance their self-confidence.

Helen Cheng, Adrian Furnham (2002) This study is set out to examine to what extent peer relations, self-confidence, and school performance correlated with self-rated happiness (OHI) and loneliness (UCLA LS) in adolescents. Personality traits (EPQ), self-confidence

METHODOLOGY

SAMPLE

An effective sample of the study will comprises 100 subjects from the age of 16 to 18 years. The subjects will be selected randomly using simple random sampling procedure from various locality of Nagpur City. The subjects were classified as per combinations of 2x2 factorial design into four treatment groups (each group consist of 25 subjects). The socio-economic-status of subjects will not be considered while selecting subjects.

	High Parental Encouragement (B1)	Low Parental Encouragement (B2)
Male (A1)	A1B1 (n=25)	A1B2 (n=25)
Female (A2)	A2B1 (n=25)	A2B2 (n=25)

Tools Used

Parental Encouragement Scale (PES)

The scale is developed by Dr. R.R. Sharma. The scale consists of 50 items with three alternatives. The scale measures degree of encouragement which a child receives from his parents and it has been designed for the student population upon higher secondary stage.

The reliability of the scale was computed by split half method and was found to be 0.83.

Two indices of validity were worked out - Content Validity: The contents of item were critically examined by five judges specialised in the field of education, psychology and sociology. Convergent Validity: It was ascertained by correlating the score of this scale with Uniyal and Agrawal's scale. The coefficient of correlation was found to be .68. The parental encouragement scale can be administered individually as well as in group. There is no time limit of the completion of the scale however ordinarily an individual takes 25 to 30 minutes to complete it.

Self Confidence Inventory (SC)

This inventory was developed by Basavanna's (1975) to measure degree of self confidence. This inventory consists of 100 statements with true and false options. If statement is true as applied to you, respondent has to encircle around the appropriate word on the answer sheet. If the statement is false as applied to you encircle around the appropriate word on the answer sheet.

Reliability: The odd-even and split half reliability was computed for a sample of 200Ss; drawn randomly from the group of 800. The reliability coefficient, as corrected by Spearman Brown prophecy formula was found to be 0.94. Validity: Attempts have been made to establish construct validity for inventory. Significant for 0.01 levels.

VARIABLES UNDER STUDY

Independent variables: Gender (Male/Female) and Parental Encouragement (High/Low)

Dependent Variable: Self Confidence

RESEARCH DESIGN

Karlinger (1978) stated that, research design is the plan, structure and strategy of investigation conceived, so as to obtain answer to research question and to control variance. It is a detailed plan of the investigation. It is a blueprint of the detailed procedure of testing the hypothesis and analysing the obtained data. In this way design is contingent upon hypothesis and hypothesis is contingent upon problem. Hence the goodness of result depends upon the degree of congruency.

The factorial design is one, where all possible combinations of selected values of each independent variable are used to obtain more complete information about the main and interaction effect of two or more than two independent variables upon the dependent variables under study. It was Fisher (1926) who designated such a study based upon factorial designs as 'factorial experiments.' The variable used for classification of factorial design is called factor.

This is non-experimental ex-post-facto type of research. In order to study the main and interaction effect of two independent variables namely gender, parental encouragement on self confidence 2X2 Fractional Design is used.

STATISTICAL ANALYSIS OF DATA

Ensuring that the score obtained on dependent measures meet the assumption of normality, at stage one the data was treated by descriptive statistics i.e. Mean and Standard Deviation. Secondly, the data was analysed using Two Way ANOVA.

RESULTS AND DISCUSSION

Present research is carried out to investigate the effect of gender and parental encouragement self confidence of adolescence. In this study; each independent variable is dichotomised with a view of forming sub-groups to get the following main and interaction effects. The analysis of variance is based on 2x2 factorial experiments for which two levels of each independent variable are taken into account. With the permutation and combination of two independent variables, four subgroups (with 25 subjects in each cell) are formed. The factors are designated as main effect A for Sex (A1=Male/A2=Female), B for parental encouragement (B1=High/B2=Low) Thus, the combinations are - A1B1, A1B2, A2B1, A2B2.

To analyse the data and to determine the tenability of hypothesis, the data was analysed using descriptive as well as inferential statistics i.e. Mean, Standard Deviation and Two Way ANOVA. Results obtained are presented as under. On self confidence, treatment groups found varied on mean scores.

Table No. 4.1

Showing Mean and Standard Deviation values on Self Confidence

Treatment Groups	N	Mean	SD
A1B1	25	43.92	5.49
A1B2	25	31.12	5.80
A2B1	25	36.76	5.50
A2B2	25	24.92	4.82

Table No. 4.2

Showing summary of Three Way ANOVA on Self Confidence

Source	Sum of Square	df	Mean Square	F
A (Gender)	1115.560	1	1115.560	38.019**
B(PE)	3794.560	1	3794.560	129.32**
AXB	5.760	1	5.760	.196
ERROR	2816.880	96	29.343	
Total	124560.00			

Comparison between male and female subjects represented by main effect A averaged over two levels of B. F values for main effect A found highly significant $F = (38.01$

Because computed F value is quite greater than critical value needed to be significant at levels for df 1 and 96. Hence, from this result; it can be concluded that, male and female subjects differ on self confidence where male subjects found more self confident than female subjects (A1= 37.52, A2= 30.84) hence this hypothesis stands accepted

Comparison between high and low parental encouragements on self confidence also found significant. It is denoted by main effect B and averaged over two levels of A. The corresponding F ratio for this main effect is highly significant ($F = 129.32$, $df = 1$ & 96 , $p < .01$). Significant F ratio reveals that, on self confidence subjects belong to high and low parental encouragement are varied from each other. However, on this dimension, subjects with high parental encouragement scored high mean score ($B1 = 40.34$) whereas subjects belong to low parental encouragement scored low mean score ($B2 = 28.02$). This difference is significant and trustworthy, hence the hypothesis "subject with high parental encouragement develop greater self confidence than subjects having low parental encouragement" is accepted.

Interaction AXB found non-significant ($F = .196$, $df = 1$ & 96 , $p > .05$). Because obtained F-ratio is smaller than the value required to be significant at .05 levels. Since the obtained F value is less than the required critical value of F needed to be significant at least .05 levels, it can be concluded that, the individual seeking the parental nourishment of or let

can be conclude that, the mean difference between male and female score on self confidence short, main effect A and B are independent to each other. The magnitude of difference between Aland A2 for two levels of B is more or less similar. A fact, which has made this interaction non -significant.

Self confidence is the one thing that is much more important than many other abilities and traits. If one does not have self confidence, what one do will never become fruitful at all?

The fruits of what one does without self confidence are lost. Self confidence is essentially an attitude which allows us to have a positive and realistic perception of ourselves and our abilities. It is an attribute of perceived self. Self confidence integrates the powers of mind and body and focuses them towards the goal. Only such a concentrated energy can reach the goal.

Self confidence is the first step to progress, development, achievement and success. Even if one has a lot of abilities and a lot of knowledge, if one do not have self confidence one cannot be a success. But, on the contrary, even if one has only average abilities and knowledge, if one has an unfailingly true self-confidence, chances are that one achieves what one want to. A self confident person perceives himself to be socially competent, emotionally mature, intellectually adequate, successful, satisfied, decisive, optimistic, independent, self-reliant, self-assured, forward moving, fairly assertive and having leadership qualities. Confidence is learned, it is not inherited. If one lacks confidence, it probably means that, as a child, one was criticized, undermined or suffered an inexplicable tragic loss, for which one either blamed one or were blamed by others. Confident people have deep faith in their future and can accurately assess their capabilities. They also have a general sense of control in their lives and believe that, within reason, they will be able to do what they desire, plan and expect, no matter what the foreseeable obstacle. This faith is guided by more realistic expectations. Even when their goals are not met, those confidences continue to be positive, believe in themselves and they accept their current limitations with renewed energy. Self confident people have a positive outlook and think positive thoughts about themselves, believing that their abilities match the tasks that they must take on.

On self confidence, as far as gender difference is concerned, male and female subjects found varied from each other. However predominance of self confidence exist more among male subjects than female. It has been observed that from the review of earlier research findings, subjects belong to high parental encouragement are better on self confidence than subjects belong to low parental encouragement. The findings of the present study supported by earlier research review. Interaction between gender and parental encouragement failed to support the assumption of study. It was observed that, both the independent variables played its role independently while developing self confidence. Non-significant interaction denotes that the corresponding independent variables not functioning together while developing self-confidence

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CONCLUSIONS

Self Confidence

- * Significant variation exists between male and female individuals on self confidence. Male subjects found more self confident than female.
- * Individuals belong to high parental encouragement showed high self confidence than individuals belong to low parental encouragement.
- * Interaction between gender and parental encouragement failed to produce significant outcome. Both gender and parental encouragement played its role independently while developing self confidence.

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