

# Impact of Parental Encouragement on Self-Confidence of Adolescents

Geetika

Research Scholar, Desh Bhagat University, Mandi Gobindgarh  
arora.geetika2@gmail.com

## Abstract

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 11<sup>th</sup> and 12<sup>th</sup>. 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.

## Introduction

Parental encouragement is most important factor in contributing the life of present generation. This is because the norms of society are learned by the child, firstly in family and then at school. 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). 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). It refers to a person's expectation of his or her ability to achieve a goal in a given situation and is a very influential factor in ensuring a person's potential (Stevens, 2005). In other words, a person with a high self-confidence has a realistic view of themselves and their capability which makes them persistence in their endeavors'. 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.

Mother has more opportunity than the father to influence her offspring's psychological growth and behaviour. Tradition also favours the mother's influence, since child rearing in our culture is generally recognized as primarily mother's privilege and responsibility (Thomson;1990). 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). Further, Goel and Aggarwal (2012) cited thatlack of

self confidence is not necessarily related to lack of ability. It is the result of focussing too much on the unrealistic expectations and standards of others, especially parents and society

Parents help to establish the social behaviour of their adolescents but it is the peer group which influences the leadership, independence and competitive spirit of an adolescent (Asher and Coil, 1990). Parental attitude of acceptance, concentration and avoidance as contributively factor to develop self-confidence among adolescents and it was observed that parental attitude played very much important role to develop the self confidence among adolescents (Kalra; 1992). Attitude of parents as an indicator of self-confidence of adolescents (Renu ;1995).Ferry, Tamara (2000)showed that Parental encouragement in math and science significantly influenced self-confidence and outcome expectations. Result supported the role of family context (Tamara; 2000). Social support from parents serves as one of the primary influences of youth physical- activity related behaviours (Beets & Michael; 2010).

### Objectives

1. To find out the significant relationship between parental encouragement and self-confidence of adolescents.
2. To determine gender wise relationship between parental encouragement and self-confidence of adolescents.
3. To determine significant difference in mean score of achievement of self-confidence inventory with respect to locality.
4. To determine significant difference in mean score of achievement of self-confidence inventory with respect to socio-economic status.

### Hypothesis

1. There will be significant relationship between parental encouragement and self-confidence of adolescents.
2. There is no significant difference in mean score of achievement of self-confidence inventory with respect to gender.
3. There is no significant difference in mean score of achievement of self-confidence inventory with respect to locality.
4. There is no significant difference in mean score of achievement of self-confidence inventory with respect to socio-economic status.

### Sample

In present study, a sample of 800 adolescents from different schools of Punjab has been taken who were enrolled in 11<sup>th</sup> and 12<sup>th</sup> class.

### Tools

In the present study parental encouragement scale was used developed by R. R. Sharma (1999). The scale consists of 40 items with three responses alternatives. Rekha Gupta's Self confidence Inventory (SCI) has been designed in Hindi to assess the level of self confidence among adolescents and adults. The abbreviated name has been used so that the respondent may not decipher the real purpose of the test. The lower the score, the higher would be the level of self-confidence and vice-versa.

### Data Analysis

The data was analyzed by using parametric statistics. Mean, S.D., co-relation and one way ANOVA was used for the analyzed of the data.

Table No. 1

Relationship between Parental Encouragement and Self-confidence of Secondary School Students (N=800)

**Relationship between Parental Encouragement and Self Confidence of Secondary School Students (N=800)**

Variables	Maximum score	Mean score	SD	r	Level of significance
Parental Encouragement	87	51.02	14.44	-0.11	Not Significant
Self Confidence	65	30.83	8.28		

Table No. 1 represents the relationship between parental encouragement and self confidence of adolescents. The mean score of parental encouragement and self confidence is 51.02 and 30.83 respectively with the value of standard deviation is 14.44 and 8.28 respectively and the co-efficient of correlation between parental encouragement and self confidence of adolescents is -0.11. We can infer that there is not significant relationship between parental encouragement and self confidence. More the parental encouragement lesser will be the self-confidence but to very low level.

Table No.2

Comparison of Mean Achievement of Adolescents with respect to gender on the Basis of their Achievement on Self-Confidence Inventory

Variables	N	Mean	SD	t-value
<b>Gender</b>				
Boys	400	30.53	9.01	3.28*
Girls	401	32.57	8.60	

From Table No. 2 it can be seen that mean and SD for senior secondary school boys (N=400) on self confidence inventory are 30.53 and 9.01 respectively and the mean and SD for senior secondary school girls (N=401) are 32.57 and 8.60 respectively. Further the t-value for the variable i.e. gender is found to be 3.28 which is significant at 0.01 level. It shows that mean achievement score on self-confidence inventory with respect to gender is significant. In this context the hypothesis ( $H_0$ ) namely, 'there is significant difference in mean score of achievement on self-confidence inventory with respect to gender' is accepted.

Table No. 3

Comparison of Mean Achievement of Adolescents with respect to location on the

## Basis of their Achievement on Self-Confidence Inventory

Location				
Rural	340	30.63	10.15	0.57
Urban	461	30.97	6.56	

From the Table No. 3 it can be seen that mean and SD for rural senior secondary school students (N=370) are 30.63 and 10.15 respectively and the mean and SD for urban senior secondary school students (N=461) are observed to be 30.97 and 6.56. Further the t-value for the variable i.e. location (rural/ urban) is found to be 0.57 which is not significant at 0.01 level. It shows that mean score on self confidence inventory with respect to location differ significantly. In this context the hypothesis ( $H_0$ ) namely, 'there is no significant difference in mean score of achievement on self-confidence inventory with respect to location' is accepted.

**Table No. 4**

Comparison of Mean Achievement of Adolescents with respect to socio-economic status on the Basis of their Achievement on Self-Confidence Inventory

Occupation of Father				
Agriculture	189	30.68	9.52	0.11
Businessman	433	30.59	10.22	
Laborer	179	30.99	6.60	

\*Significant at 0.01 level

From Table No. 4 it can be seen that mean and SD for occupation of father whose occupation is agriculture (N=189) respectively. Mean and SD for the father who are businessmen (N=433) are 30.59 and 10.22 respectively and Mean and SD for the father who are labours (N=179) are to be observed 30.99 and 6.60. Further the t-value testing significant mean difference of occupation of father is found to be 0.011 which is not significant at 0.01 level. It shows the mean achievement scores on self-confidence inventory with respect to occupation of the father does not differ significantly. In this context the hypothesis ( $H_0$ ) namely, 'there is no significant difference in mean score of achievement on self confidence inventory with respect to occupation of the father' is accepted.

**Conclusion**

Self-confidence is a result of parental encouragement. The analysis of data revealed that the adolescents with more parental encouragement adolescents have more self confidence. There is significant positive relationship between parental encouragement and self confidence. Mean achievement score on self-confidence inventory with respect to gender is significant. In this context the hypothesis ( $H_0$ ) namely, 'there is significant difference in mean score of achievement on self-confidence inventory with respect to gender' is accepted. Mean achievement scores on self-confidence inventory with respect to occupation of the

father does not differ significantly. In this context the hypothesis ( $H_0$ ) namely, 'there is no significant difference in mean score of achievement on self confidence inventory with respect to occupation of the father' is accepted. Mean score on self confidence inventory with respect to location differ significantly. In this context the hypothesis ( $H_0$ ) namely, 'there is no significant difference in mean score of achievement on self-confidence inventory with respect to location' is accepted. Achievement mean scores on parental encouragement scale with respect to occupation of the father differ significantly. In this context the null hypothesis namely, 'there is no significant difference in mean score of achievement on Parental encouragement scale with respect to socio-economic statuses is rejected.

### References

- Anderson, L.I. & Trewin, N.H. (2003). An Early Devonian arthropod fauna from the Windyfield chert, Aberdeenshire, Scotland. *Palaeontology*, 46, 467-510.
- Michael, W. Beets (2010). Parental Social Support and the Physical Activity-Related Behaviours of Youth: A Review.
- Neil (2005). Definitions of various self constructs: self-esteem, self-efficacy, self-confidence and self-concept. Assessed <http://wilderdom.com/self/> on June 14, 2009.
- Seiler (1998). Mellin and Green Pseudodifferential operators associated with non-compact edges. *Integral Equations Operator Theory Theory*, 31:214-245.
- Stevens (2005). *Journal of Modern Literature*, 72-86.
- Tamara, R. Ferry (2000). The Role of Family Context in a Social Cognitive Model for Career-Related Choice Behaviour: A Math and Science Perspective. *Journal of Vocational Behaviour*, 57, 3, 348-364.
- Thomson (1990). *Philosophical Transactions of the Royal Society of London*, 330, 601-616.