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Emotional Adjustment of Adolescent in Relation To Parental Encouragement At Secondary School Level

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Abstract

This study investigated the level of emotional adjustment among adolescents in relational to parental encouragement. The study was a descriptive survey and the population comprised of all senior secondary school students. A sample of 100 students made up of boys and girls were involved in the study. Patil (1989) 'Adolescent's Emotional Adjustment Inventory' and Parental encouragement scale by Dr. R. R. Sharma (1988)was adopted by the researchers to collect relevant data. The data collected were analyzed by using t-test to test the hypotheses while product moment method of correlation was used to find relationship. The results reveal that there is a significant difference in parental encouragement and emotional adjustment of secondary school students with respect to gender but there is a negative correlation between parental encouragement and emotional adjustment of adolescents.

Keywords: Adjustment, Emotional Adjustment, Secondary School Students

Introduction

In the modern era, the entire world is convincing that education is the gateway to advancement. The technological progress leads to liberalization, globalization and privatization of the whole which no doubt paves the way for the development of the country but it also increases the competitions for the individual. Each is having unique capabilities, attitude, potentialities react exclusively to the situation. The primary process of education is to solve life's personal, social and economic problem. The human individual adopts himself to his environment and maintains his existence. Emotional Adjustment is an outcome, or an individual's efforts to deal with stress

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and meet his needs. Good education and proper care make a significant contribution to the emotional adjustment of adolescence. So the educational process and parents should be aimed at developing adjustment pattern among adolescents.

Emotional adjustment

Emotional development is one of the significant aspects of human growth and development. Emotions like love anger, fear etc. play a significant role in the event of a child's personality. Etymologically the word 'emotion' is derived from the Latin Word 'Emovere' which means to stir up, to agitate. Not only his physical growth and development are linked with his emotional makeup, but his irrational behavior and experiences also control his intellectual, social moral and aesthetic development. The emotional experiences in the life of human beings help them to know about emotions. The adolescent age is a period of intense strain and stress. It is challenging for adolescents to exercise control over their emotions. The sudden functioning of sexual glands and an increase in physical energy makes them restless. Adolescents are not consistent in their emotions. Emotions during this stage fluctuate very quickly, very happy at one time and at another time they are sad, and all this happens in a short time, so there is too much uncertainty like their emotional states, so there is a need for the training of emotions and proper channelization of emotional energy

Parental encouragement

Education of the child starts from the home; parents are their first teachers. The primary responsibility of the parents is to enable the child to master all-round development of personality. Parents are natural teachers because they know their children better than others. The parents play a significant role in the success of their children. Parents know their children's strength and interest. So children receive support, encouragement and guidance from their parents and it helps the children to explore their interests and try to do better in future. Parental assistance is one of the significant elements which decide the behavior of the child. As far as the family climate is concerned, the family offers specific roles, which are interdependent. Out of the long list, three relationships are of particular importance, and they are sibling’s relationship, parental attitude towards adolescents and adolescent's relationship with their parents, family member’s acts as were spectators and siblings tense them. So, in such a complicated situation it is the parents who a positive approach and actions. But for many reasons parents are confused about how much authority, leniency and freedom etc. they should exercise. A good level of an adolescent's

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emotional adjustment is more dependent upon how he interacts with his parents than any socialisingfactor. A parent is a caretaker of the family and nourishes their child.

Reviews of related studies

The study conducted by Ross and Fuertes (2010) reported that attachment of both father and mother predicts the emotional adjustment of adolescents. Kalimoorthly (2008), Well and Micheal (2010), Uma Maheswari and Lily (2013) Highlighted the significance of parental encouragement on the emotional adjustment of students. Peerzada and Yousuf (2016) reported that urban students have higher parental encouragement and academic achievement than rural students. Therefore, on the basis of thorough analysis of literature, it was found that most of the studies conducted were correlational studies and provided mixed results using varied samples from different levels of education. It is also generally observed that the higher parental encouragement among students tends to make them more effective in the classroom. It implies that there is a need to further test the relationship between these variables and to bring more light in explaining the role of parental encouragement in emotional adjustment of adolescents.

Significance of the study

The purpose of the present study is to deal with the emotional adjustment level of adolescent. At the stage of adolescence students begin to think more seriously. Day by day life is becoming fast and complex. To make an emotional adjustment in life, parental encouragement is very important. There is the need to study and understand the variable that is directly or indirectly related to the emotional adjustment of adolescents. Like School environment, home environment, parental educational, parental encouragement etc. residing the importance and influence of parental encouragement on adolescences emotional adjustment, the investigator decided to undertake this research. Moreover lack of studies in this area also encouraged her to probe into it. This probes the investigator to check whether parental encouragement is related to emotional adjustment of adolescence or not.

Objectives of the study

1) To study the difference in parental encouragement level of secondary school students with respect togender.
2) To study the difference in emotional adjustment level of secondary school studentswith respect to gender.

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3) To study the relationship between parentalencouragement and emotional adjustment among adolescent girls.
4) To study the relationship between parentalencouragement and emotional adjustment among adolescent boys.

Hypotheses of the study

1) There is no significant difference between the parental encouragement level of boys and girls at the Secondary School level.
2) There is no significant difference between the emotional adjustment level of boys and girls at the Secondary School level.
3) There is no significant relationship between the parental encouragement and emotional adjustment of adolescent girls.
4) There is no significant relationship between the parental encouragement and emotional adjustment of adolescent boys.

Methodology

For the current study descriptive survey method used in which emotional adjustment is dependent variable and parental encouragement is independent variable.

Sample of the study

The sample for the present study consisted of 100 secondary school students and selected by convenience sampling. The sample was balanced among boys and girls to study.

Tools used in the study

The following tools have been used for data collection in the present study

1. Adolescents Emotional Adjustment inventory by Dr. R.V. Patil (1987)
2. Parental encouragement scale by Dr. R. R. Sharma(1988)

Results and Discussion

Objective 1 To study the difference in parental encouragement level of secondary school students with respect to gender

To achieve the objective, to study the difference in parental encouragement level of secondary school students with respect to gender, a t-testwas applied.

Table 1 showing the mean, standard deviation and t-value of parental encouragement between male and female secondary school students.

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Gender	N	Mean	S.D	t- value	Interpretation
Male	50	52.48	11.68	3.31	Significant at the levels of 0.05 and 0.01
Female	50	60.1	11.34		

Table 1 shows the mean, standard deviation of male secondary school students in parental encouragement is 52.48 and 11.68 and female secondary school students are 60.1 and 11.34. The calculated t-value between the groups is 3.31. The calculated t value is large as compared to the t-critical at 0.05 level of confidence (1.98) and 0.01 level of confidence(2.63). So, the results reveal that there is a significant difference in parental encouragement of secondary school students with respect to gender.

Discussion and verification of hypothesis no. 1

It is clear that the calculated t-value is high as compared to t critical at 0.05 and 0.01 levels of confidence. So hypothesis, i.e. there is no significant difference between the parental encouragement level of boys and girls at secondary school level, is rejected. Also,objective 1, to study the difference in parental encouragement level of secondary school students on the basis of gender, is achieved.

Objective 2 To study the difference in the emotional adjustment level of secondary school students with respect to gender.

In order to achieve the objective, to study the difference in the emotional adjustment level of secondary school students with respect to gender, a t-testwas used.

Table 2 showing the mean, standard deviation and t-test of emotional adjustment between male and female secondary school students

Gender	N	Mean	S.D	t-value	interpretation
Male	50	49.92	3.37	2.29	Significant at 0.05 level
Female	50	51.62	4.06		

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Table 2. showing the mean, standard deviation of male secondary school students in emotional adjustment is 49.92 and 3.37 respectively. The group of female secondary school students scored slightly more in emotional adjustment with mean 51.62 and standard deviation of 4.06. The calculated t-value is 2.29. The calculated t-value is large as compared to t critical at 0.05 level of confidence (1.98). So, the results reveal that there is a significant difference in the emotional adjustment of secondary school students with respect to gender.

Discussion & verification of the hypothesis

It is clear that the calculated t-value is high as compared to t critical at 0.5 level of confidence (1.98). So hypothesis, i.e. there is no significant difference between emotional adjustment level of boys and girls at secondary school level, is rejected. Also,objective 2, to study the difference in emotional adjustment level of secondary school students with respect to gender, is achieved.

Objective 3 To study the relationship between parental encouragement and emotional adjustment of adolescent girls

In order to achieve the objective to study the relationship between parental encouragement and emotional adjustment among adolescent girls, the Pearson product moment correlation was applied.

Table 3.showing the relationship between parental encouragement and emotional adjustment of adolescent girls

Variable	**N**	**Mean**	**r**	**interpretation**
Parental encouragement	50	60.1	-0.04	Negative correlation
Emotional adjustment	50	51.62		

Table 3. shows the meanscore of adolescent girls in parental encouragement and emotional adjustment is 60.1 and 51.62 respectively. The calculated r is less compared to the critical value at both levels 0.05(0.19) and 0.01(0.25) of confidence. So the result reveals that there is a negative correlation between parental encouragement and emotional adjustment of adolescents.

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Discussion and verification of the hypothesis

It is clear that the calculated r-value is very low as compared to a critical value at both levels of confidence. So hypothesis, i.e. there is no significant relationship between parental encouragement and emotional adjustment of adolescent girlsis accepted. Also, the objective, to study the relationship between parental encouragement and emotional adjustment among adolescent girls is achieved.

Objective 4 To study the relationship between parental encouragement and emotional adjustment of adolescent boys

In order to achieve the objective to study the relationship between parental encouragement and emotional adjustment of adolescent boys, the Pearson product moment correlation was applied.

Table 4. showing the relationship between parental encouragement and emotional adjustment among adolescent boys

Variable	N	Mean	r	Interpretation
Parental encouragement	50	52.48	0.38	Less positive correlation
Emotional adjustment	50	49.92		

Table 4. shows the meanscore of adolescent boys in parental encouragement and emotional adjustment is 52.48 and 49.92 respectively. The calculated r is more as compared to the critical value at both levels 0.05(0.19) and 0.01(0.25) of confidence. So the result reveals that there is a less positive correlation between parental encouragement and emotional adjustment of adolescent boys.

Discussion and verification of the hypothesis

It is clear that the calculated r-value is high as compared to a critical value at both levels of confidence. So hypothesis, i.e. there is no significant relationship between parental encouragement and emotional adjustment of adolescent boys is rejected. Also, the objective, to

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study the relationship between parental encouragement and emotional adjustment among adolescent boys is achieved.

Major findings and conclusions of the study

The following were the major findings of the present study

1. Parental encouragement level was found different among boys and girls of the secondary school.
2. Emotional adjustment level of secondary boys and girls was different.
3. The relationship between parental encouragement and emotional adjustment was found negative among adolescent girls.
4. The relationship between parental encouragement and emotional adjustment was found less significant among adolescent boys.

Conclusion

Based on the results of this study, it is concluded that secondary school students have different level of emotional adjustment, and therefore there is no significant difference in their emotional adjustment and parental encouragement on the basis of gender. However, in today's educational system, students' emotional adjustment behaviour controls almost all activities. Therefore, there is a need for good adjustment to enrich students' success and give them a sense of pride and self-satisfaction.

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