



CONSTRUCTION AND VALIDATION OF PARENTAL ENCOURAGEMENT INVENTORY

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ABSTRACT

The word, "Parental Encouragement" has been derived from the Latin Word "Stringer", which means to draw tight. The term is used to refer to hardship, strain, adversity or affliction. Various terms have been synonymously used with environment such as anxiety, frustration, conflict, pressure, and so on. Every human being has his/her own understanding of environment, because all demands of adaptability do evoke the stress phenomenon. A person makes efforts to encouragement himself somehow in his environment. In these efforts sometimes he achieves full success and sometimes only partial. On achieving partial success a person tries to find other means of Parental Encouragement. When he fails in his effort he does not find himself adjusted. In this situation, according to Chaube (1985), abnormality appears in his behavior. Abnormality points out towards some mental illness or worry.

KEYWORDS: Parental Encouragement , environment , anxiety, frustration, conflict.

INTRODUCTION

Parents play the significant role in process of moulding a child. Parents here we mean both mother and father. Human development is continuous and cumulative process. Recent findings in psychology and education have clearly revealed that the first six years of the child grew fast and mind also developed in the same way and after six will also slightly difficult till the age of 17. A full integration of childcare and education will be brought. Recognising the holistic nature of child and development namely Nutrition, Health, Social, Mental, Physical, Moral and emotional development are all equally to be kept in the mind by the members of the both home and educational institutions.

Children's parents are their first models as well as their first teacher. Parental love is vital factor in self development but over protection may lead to a sense of irresponsibility and lack of self-control.

There is a need for a change in approach of our social customs, traditions and attitudes of the male members. The need for change from narrow nationalism to universalism, understanding pluralism and from autocracy to democracy in its various manifestations places enormous responsibilities on teachers and parents.

NEED AND IMPORTANCE OF THE STUDY

Education can play a vital role in strengthening emotional integration. It is felt that education should not only aim at imparting knowledge but should develop all aspects of student's personality. It should be broaden the outlook, foster a feeling of oneness and nationalism and a spirit of sacrifice and tolerance. So that narrow group interests are submerged in the larger interests of the country. It is felt that participation in co-curricular activities helps in the growth of a well-balanced and well-adjusted personality. It creates a

group feeling of oneness and brotherhood, broadens the outlook and develops a catholicity of spirit and tolerance, which are necessary for good citizenship.

OBJECTIVES OF THE STUDY

- To develop a research tool to measure the Parental Encouragement of Higher secondary students.

DESCRIPTION OF THE TOOL

Parental Encouragement Scale for Higher Secondary Students has been constructed by the investigator. A lot of literature on Parental Encouragement, tool construction procedures was used for the construction of the tool. The Parental Encouragement was construct a test the investigate collected verity of information regarding the Parental Encouragement of Higher secondary students from exports in the education, teachers handling, Higher secondary students books, journals and related studies. The tool has been prepared on 5-point Likert scale. The total number of statement is 80 were prepared in English. The scale can be scored accurately by hand. The responses of the subjects were assigned numerical values, ranging from 1 to 5, depending upon the degree of perceived parental encouragement.

Table 1: Scoring the Scale Items

Always	Most Often	Frequently	Sometimes	Never
5	4	3	2	1

Thus, the total weightage score of APES ranges from 80 to 400. The total weighted score, if high, reveals greater amount of parental encouragement whereas lower scores indicate the lower degree of parental encouragement.

ITEM ANALYSIS

The model/draft tool prepared by the investigator was administered on a sample of 100 higher secondary students. Higher secondary students were asked to mark their opinion among the given alternatives. Each statement has three alternative responses; namely yes, cannot say and no. Scoring was done for all the statements.

Item analysis was adopted for the final selection of statements. The total scores were calculated separately and they were arranged in the descending order. The top 25% and the bottom 25% of scores alone were taken into account. The difference in means of the high and low groups for each item was tested for significance by computing the t-values. Items with t-value of 1.96 and above were selected for the final tool. Thus, the final tool contains 68 items; the list of items with the t-value is presented in Table-2.

Table 2: Item Analysis for Parental Encouragement Scale

Statement Numbers	t-value	Selected/Not Selected
1.	3.115	Selected
2.	2.574	Selected
3.	1.410	Not Selected
4.	.770	Not Selected
5.	2.220	Selected
6.	3.417	Selected
7.	6.661	Selected
8.	3.513	Selected
9.	.853	Not Selected
10.	2.095	Selected
11.	2.098	Selected

12.	2.171	Selected
13.	1.188	Not Selected
14.	5.239	Selected
15.	4.792	Selected
16.	7.535	Selected
17.	2.806	Selected
18.	2.723	Selected
19.	.524	Not Selected
20.	2.384	Selected
21.	2.840	Not Selected
22.	2.223	Selected
23.	9.961	Selected
24.	6.953	Selected
25.	2.750	Selected
26.	8.191	Selected
27.	4.402	Selected
28.	2.685	Selected
29.	9.250	Selected
30.	7.067	Selected
31.	1.921	Not Selected
32.	5.994	Selected
33.	2.466	Selected
34.	3.429	Selected
35.	7.035	Selected
36.	.586	Not Selected
37.	2.883	Selected
38.	3.021	Selected
39.	2.105	Selected
40.	6.073	Selected
41.	6.671	Selected
42.	2.299	Selected
43.	.959	Not Selected
44.	8.077	Selected
45.	3.412	Selected
46.	2.039	Selected
47.	9.543	Selected
48.	2.127	Selected
49.	3.471	Selected
50.	5.806	Selected
51.	6.767	Selected
52.	2.171	Selected
53.	7.107	Selected
54.	2.033	Selected
55.	3.685	Selected
56.	4.166	Selected
57.	2.035	Selected
58.	2.256	Selected

59.	5.366	Selected
60.	4.564	Selected
61.	2.411	Selected
62.	2.344	Selected
63.	6.454	Selected
64.	.531	Not Selected
65.	6.033	Selected
66.	5.465	Selected
67.	3.050	Selected
68.	2.865	Selected
69.	3.823	Selected
70.	2.217	Selected
71.	5.658	Selected
72.	.096	Not Selected
73.	3.214	Selected
74.	2.188	Selected
75.	6.731	Selected
76.	3.200	Selected
77.	.562	Not Selected
78.	1.085	Selected
79.	7.992	Selected
80.	3.049	Selected

RELIABILITY

The reliability of test can be defined as the correlation between two or more sets of scores on equivalent tests from the same group of individuals. A test score is called reliable when we have reasons for believing the score to be stable and trust worthy. Stability and trust worthiness depend upon the degree to which the score is an index of "true-ability" free from chance error.

Test-retest (repetition) method was used to arrive at the reliability of the tool. Repetition of a test is the simplest method of determining the agreement between the two set of scores; the test is given and repeated on the same group; and correlation was computed between the first and second set of scores. Given sufficient time between the two tests the administration results show the stability of the test scores. The value of correlation co-efficient shows that there is high positive degree of correlation between the two tests and are given in Table-3.

Table 3: Reliability Co-efficient of Parental Encouragement

S.No.	Method of Reliability	Values
1.	Test-retest (Repetition)	0.791
2	Split-Half	0.602

VALIDITY

The appropriateness, meaningfulness and usefulness of the specific inferences made from test scores. In research, if findings are to be appropriate, meaningful and useful, they need to be valid. The first essential quality of valid test is that it should be highly reliable. Besides, the content or face validity, the investigator intended to arrive intrinsic validity. Guilford (1950) defined the intrinsic validity as "the degree to which a test measures what it measures." The square root of reliability gives the intrinsic validity. Therefore, the intrinsic validity of Parental Encouragement is 0.88.

DESCRIPTION OF THE FINAL TOOL

The final tool with 68 statements was prepared in English. The final tool has been prepared on a 5-point Likert scale. Initially, all statements were prepared in English. The scoring procedure for the statement on the tool is as follows the scale can be scored accurately by hand. The responses of the subjects were assigned numerical values, ranging from 1 to 5, depending upon the degree of perceived parental encouragement. Table-4 gives the details of the weightage.

Table 4: Scoring the Scale Items

Always	Most Often	Frequently	Sometimes	Never
5	4	3	2	1

Thus, the total weightage score of APES ranges from 68 to 340. The total weighted score, if high, reveals greater amount of parental encouragement whereas lower scores indicate the lower degree of parental encouragement. The minimum score for the tool is '68' and maximum score of the tool is '340'.

CONCLUSION

This research tool focuses on gathering information about the Parental Encouragement. Parental Encouragement plays a vital role in effecting a change or otherwise it becomes an indicator for effecting a change. This research tool will be of immense use for the Parental Encouragement leadership of Higher secondary students, which will throw light upon the Parental Encouragement. The present study has focused only on the main effects of psychological variables and demographic variables on Parental Encouragement. Future studies may be conducted to find out the interaction effect of psychological and demographic variables through appropriate methods. Parental Encouragement is a very important element for human beings. Parental Encouragement goes along with maturation. Matured people encouragement well and immature people will have Parental Encouragement which will create problems within the individual as well as with people who are living around him. The prolongation of Parental Encouragement results in mental disorder and therefore for healthy living Parental Encouragement is an important psychological Phenomenon that every human being requires most.

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