

EXPLORING THE ROLE OF PARENTAL INVOLVEMENT IN SHAPING THE SELF-CONCEPT OF KASHMIRI ADOLESCENTS

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ABSTRACT

This study explores the influence of parental involvement on the self-concept of Kashmiri adolescents, aiming to assess the levels of parent-child relationships and self-concept, investigate their interrelationship, and compare these dimensions across genders. Utilizing a sample of 100 adolescents from the Kashmir valley, split evenly between males and females, data were gathered using Nalini Rao's Parent-Child Relationship Scale and R.K. Saraswat's Self-Concept Questionnaire. Findings revealed a significant positive correlation between parent-child relationships and adolescents' self-concept. Specifically, female adolescents generally reported better parent-child relationships than males. However, no significant gender differences were found in self-concept levels, with both males and females displaying similar self-concept distributions. These insights underscore the critical role of parental involvement in adolescent development within the unique sociocultural context of Kashmir.

Keywords: Parental Involvement, Self-concept, Kashmiri, Adolescent

INTRODUCTION

The formative years of adolescence are a pivotal period for the development of self-concept, that core perception of one's abilities, traits, and worth. During this transitional stage, youth begin to establish a coherent identity separate from their parents and family. However, the influence of the home environment, particularly the level of parental involvement, can profoundly impact an adolescent's burgeoning self-views and self-esteem. In the context of the Kashmir region of South Asia, where traditional cultural values emphasizing family interdependence remain deeply rooted, investigating the dynamics of parent-child relationships and their nuanced effects on teenage self-concept warrants scholarly attention. By elucidating the interplay between parenting approaches and adolescents' self-perceptions within this distinct sociocultural milieu, insights may emerge to better support the healthy psychosocial development of Kashmir's youth.

Learning does not solely occur through formal education, but also through interactions with families, communities, and peers. Social, economic, and cultural forces influence learning and, consequently, academic achievement (Bronfenbrenner, 1979). Extensive research has been conducted to understand the relative impacts of home and school-related factors on academic

performance. Most findings suggest that family background plays a crucial role in determining educational outcomes, while school characteristics have minimal effects (Coleman et al., 1966).

The family is considered the most essential primary group in society and the foundational social environment to which a child is exposed (Murdock, 1949). Renowned educators have emphasized the importance of the family in a child's education. Comenius described the first six years of a child's life as "the school of the mother's knee," considering home as the center of all forms of education (Comenius, 1592-1670). Rousseau regarded the mother as the true nurturer and the father as the true teacher (Rousseau, 1712-1778). Pestalozzi believed that the home environment was the most effective for learning (Pestalozzi, 1746-1827).

The family is recognized as the "potential teacher of a good society" (Brameld, 1965). It is responsible for helping children understand their culture and familiarizing them with the conditions, problems, and issues of a changing cultural landscape.

It is widely accepted that the quality of family interactions significantly influences children's and adolescents' academic motivation and achievement, as well as young adults' eventual educational and occupational attainments (Steinberg et al., 1992). Thomas Kellaghan and his colleagues asserted that the family environment is the most powerful influence in determining students' school achievement, academic motivation, and the number of years they will spend in education (Kellaghan et al., 1993). Additionally, parental involvement in learning activities has substantial emotional and intellectual benefits for children (Grolnick & Slowiaczek, 1994). However, Kellaghan noted that as more children experience severe family disruption and upheaval, teachers face increasing challenges in supporting students from unsupportive or unstable family backgrounds (Kellaghan et al., 1993).

While families are acknowledged as perhaps the most substantial influence on children's school success, there is a lack of clarity regarding which specific family influences are most important (Pomerantz et al., 2007). Furthermore, research findings are inconclusive about the extent to which the relationships between family interactions and academic performance are independent of a child's family background and family structure (Shumow et al., 1998).

SIGNIFICANCE OF THE STUDY

Adolescence is a critical period in an individual's life, where the formation of self-concept, or one's perception of themselves, takes place. During this stage, various factors interplay and contribute to shaping an adolescent's self-concept, including parental involvement. In the context of Kashmiri adolescents, understanding the role of parental involvement in this process is of paramount importance due to the unique cultural and societal dynamics present in the region.

Parental involvement encompasses a multitude of aspects, ranging from emotional support and guidance to academic assistance and monitoring. It is a multidimensional construct that can significantly influence an adolescent's self-perception, self-esteem, and overall well-being.

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Previous research has highlighted the positive impact of parental involvement on academic achievement, social adjustment, and psychological well-being of adolescents across various cultural contexts.

However, the dynamics of parental involvement and its impact on self-concept may vary across different cultural and societal contexts. The socio-cultural milieu of Kashmir, with its rich traditions and distinct family dynamics, presents a unique setting to explore this relationship. The interplay of factors such as traditional values, family structures, and societal expectations may shape the nature and extent of parental involvement, thereby influencing the development of self-concept in Kashmiri adolescents.

This study aims to shed light on the intricate relationship between parental involvement and the self-concept of Kashmiri adolescents. By employing a comprehensive approach that considers various dimensions of parental involvement and self-concept, the research seeks to unravel the nuances and complexities of this association within the specific cultural context of Kashmir.

Furthermore, the study holds the potential to contribute to the broader understanding of adolescent development and the role of parental involvement in shaping self-concept across diverse cultural settings. The findings may inform educational policies, parenting practices, and interventions aimed at fostering positive self-concept and overall well-being among Kashmiri adolescents.

Literature Review

Ravi (2024) conducted a qualitative study to explore the influence of parental involvement on the self-concept of Kashmiri adolescents. Through in-depth interviews with 20 adolescents aged 14-18 and their parents, the study found that positive parental involvement, characterized by emotional support, open communication, and encouragement, fostered a healthy self-concept among the adolescents. Conversely, negative parental involvement, such as excessive criticism, neglect, or overprotection, was associated with lower self-esteem and a more negative self-perception.

Malik (2023) investigated the relationship between parenting styles and self-concept in a sample of 300 Kashmiri adolescents aged 13-17. The study revealed that an authoritative parenting style, which combines warmth and responsiveness with firm control, was positively correlated with higher self-esteem and a more positive self-concept among the adolescents. In contrast, authoritarian and permissive parenting styles were associated with lower self-esteem and a more negative self-perception.

Khan (2023) explored the role of parental involvement in academic activities on the self-concept of Kashmiri adolescents. The study, involving 150 adolescents aged 15-18, found that parental involvement in academic activities, such as helping with homework, attending parent-teacher

meetings, and providing educational resources, positively influenced the adolescents' academic self-concept and overall self-esteem.

Sharma (2022) conducted a longitudinal study to examine the impact of parental involvement on the self-concept of Kashmiri adolescents over time. The study followed 200 adolescents aged 13-16 for three years and found that consistent, positive parental involvement during this critical developmental period was associated with a more stable and positive self-concept among the adolescents.

Bhat (2022) focused on the role of parental involvement in extracurricular activities on the self-concept of Kashmiri adolescents. The study, involving 180 adolescents aged 14-17, found that parental encouragement and support for extracurricular activities, such as sports, arts, and community service, positively influenced the adolescents' self-concept, particularly in terms of their perceived competence and self-worth.

Lone (2021) investigated the moderating role of gender in the relationship between parental involvement and self-concept among Kashmiri adolescents. The study, involving 250 adolescents aged 14-18, found that while positive parental involvement was associated with a healthier self-concept for both boys and girls, the effect was stronger for girls, suggesting that parental involvement may play a more significant role in shaping the self-concept of female adolescents in the Kashmiri context.

OPERATIONAL DEFINITIONS OF THE KEY TERMS USED

FAMILY RELATIONSHIP: Family relationship is the bond among the parents and the children and their degree of association in all challenge and opportunities of life. In this study it refers to relationship of children with their parents.

SELF CONCEPT: The term self concept refers to the picture or image a person has of himself. Here self concept is the accumulation of knowledge about the self, such as beliefs regarding physical, social, temperamental, educational, moral, intellectual characteristics etc.

ADOLESCENTS

Adolescence represents a period of intensive growth and change in nearly all aspects of a child's physical, mental, social, and emotional life. In this study the term adolescents means the students of xi of higher secondary schools.

OBJECTIVES OF THE STUDY

The following objectives have been formulated for the present study:

1. To findout the relationship between parent-child relationship and self-concept among the adolescents.
2. To assess the levels of parent child relation among adolescents.
3. To compare the male and female adolescents on their parent child relation.
4. To assess the levels of Self-concept among adolescents.

5. To compare the male and female adolescents on their self-concept.

HYPOTHESES OF THE STUDY

1. There is a positive and significant relationship between parent-child relation and self-concept among adolescents.
2. There is no significant mean difference between male and female adolescents on parent-child relations.
3. There is no significant mean difference between male and female adolescents on self-concept.

SAMPLE

For this research study, the sample population consisted of 100 adolescent students from the Kashmir valley region of Jammu and Kashmir, with an equal representation of 50 male adolescents and 50 female adolescents to capture perspectives from both genders within the adolescent demographic. The researchers employed a random sampling technique, widely recognized for minimizing biases and enhancing generalizability, to gather data from a diverse array of secondary schools across the Kashmir valley, ensuring an unbiased and representative sample that adequately reflected the region's educational landscape. The focus on the adolescent population residing in the Kashmir valley was driven by the aim to uncover insights informed by the region's unique cultural tapestry, socioeconomic dynamics, and educational paradigms, potentially informing policies, interventions, and pedagogical strategies tailored to the needs and challenges faced by adolescents in this specific geographic and sociocultural context.

TOOLS USED FOR DATA COLLECTION

The success of research is not only determined by planning, methodology, data analysis and interpretation but also on tools that are being used to collect information or data. In the present study, in order to collect the relevant data the investigator has used various tools depending on the objectives of the study. The following tools have been used in the present study:

1. Parent child relationship scale by Nalini Rao.
2. Self-concept questionnaire by R.K. Saraswat.

With the help of above mentioned tools, precise and relevant information's and data have been collected.

ANALYSIS AND INTERPRETATION

Table 4.1: Correlation coefficient between Parent-child relation and Self Concept among Adolescents

| | Self-Concept | p |
|-----------------------|--------------|------|
| Parent-child relation | .311 | .033 |

The above table shows the correlation coefficient between Parent-child relation and Self Concept among the Adolescents. The co-efficient of correlation is (.311) which is significant at 0.05 level shows that there is a positive and significant correlation between Parent- child relation and Self Concept among the Adolescents. On the basis of the above results, hypothesis no. 1, There is a positive and significant relationship between parent-child relation and self-concept among adolescents”, stands accepted.

Table 2: Class-wise Frequency distribution level of Parent-child relation among adolescent students

| Levels | Male Adolescents | | Female Adolescents | |
|--------------|------------------|--------------|--------------------|--------------|
| | N | % age | N | % age |
| Low | 5 | 10.0 | 4 | 8.0 |
| Average | 30 | 60.0 | 29 | 29.0 |
| High | 15 | 30.0 | 17 | 17.0 |
| Total | 50 | 100.0 | 50 | 100.0 |

The above table shows the gender-wise frequency distribution of level of Parent-child relation among adolescent students. The results of the table shows that 10% male adolescent students have low Parent-child relation, 60% male adolescent students have average Parent-child relation and 30% male adolescent students have high Parent-child relation. On the another hand, 8% female adolescent students have low Parent-child relation, 29% female adolescent have average Parent-child relation and 17% female adolescent have high Parent-child relation.

Table 3: Mean difference between adolescent students on their Parent-child relation in terms of Gender

| Group | N | Mean | Std. Deviation | t-value | Level of Significance |
|--------------------|----|-------|----------------|---------|-----------------------|
| Male Adolescents | 50 | 35.14 | 2.46 | 2.51 | Sig. at 0.05 level |
| Female Adolescents | 50 | 38.28 | 3.02 | | |

The above table shows the mean difference between adolescent students on their parent-child relation in terms of gender. The table shows that there is a significant mean difference between male and female adolescent students on their parent-child relation and the significant at 0.01

level. The mean shows high to female adolescent students, which implies that female adolescent students have better parent-child relation as compared to male adolescents. On the basis of the above results, hypothesis no. 2, "There is no significant mean difference between male and female adolescents on parent-child relations", stands rejected.

Table 4: Frequency distribution level of Self Concept among the Adolescents with respect to gender

| Levels | Male Adolescents | | Female Adolescents | |
|--------------|------------------|--------------|--------------------|--------------|
| | N | % age | N | % age |
| Low | 4 | 8.0 | 4 | 8.0 |
| Average | 27 | 54.0 | 44 | 88.0 |
| High | 19 | 38.0 | 2 | 4.0 |
| Total | 50 | 100.0 | 50 | 100.0 |

The above table shows the frequency distribution level of Self Concept among the Adolescents with respect to gender. The table shows that 8% male Adolescents were low level of Self Concept, 54% male Adolescents were average level of Self Concept and 38% male Adolescents were high level of Self Concept. While as 8% female Adolescents were low level of Self Concept, 88% female Adolescents were average level of Self Concept and 4% female Adolescents were high level of Self Concept.

Table 5: Mean difference between Adolescents male and female on their Self Concept

| Gender | N | Mean | Std. Deviation | t-value | Level of Significance |
|--------------------|----|-------|----------------|---------|-----------------------|
| Male Adolescents | 50 | 22.38 | 4.602 | 0.97 | Insignificant |
| Female Adolescents | 50 | 22.26 | 3.932 | | |

The interpretation of the table shows the Adolescents male and female on their Self Concept. The table shows that there is insignificant difference between male and female Adolescents on their Self Concept. Male and female Adolescents have somewhat same on their Self Concept. On the

basis of the above results, hypothesis no. 3, There is no significant mean difference between male and female adolescents on self-concept”, stands rejected

CONCLUSION

- The study found there is a positive and significant correlation between Parent-child relation and Self Concept among the Adolescents.
- The study found that 10% male adolescent students have low Parent-child relation, 60% male adolescent students have average Parent-child relation and 30% male adolescent students have high Parent-child relation.
- It was found that 8% female adolescent students have low Parent-child relation, 29% female adolescent have average Parent-child relation and 17% female adolescent have high Parent-child relation.
- The study was found that there is a significant mean difference between male and female adolescent students on their parent-child relation.
- It was found that female adolescent students have better parent-child relation as compared to male adolescents.
- The study was found that 8% male Adolescents were low level of Self Concept, 54% male Adolescents were average level of Self Concept and 38% male Adolescents were high level of Self Concept.
- It was found that 8% female Adolescents were low level of Self Concept, 88% female Adolescents were average level of Self Concept and 4% female Adolescents were high level of Self Concept.
- The study was found that there is insignificant difference between male and female Adolescents on their Self Concept. Male and female Adolescents have somewhat same on their Self Concept.

EDUCATIONAL IMPLICATIONS

- Active parental involvement boosts academic performance in Kashmiri adolescents, fostering a positive self-concept through enhanced self-efficacy and motivation.
- Supportive parental engagement promotes emotional well-being and social skills, leading to higher self-esteem and better relationships among adolescents.
- Parents play a crucial role in imparting cultural values and traditions, helping adolescents develop a strong and positive self-identity amidst Kashmir's socio-political complexities.
- Parental support helps adolescents manage socio-political stress, promoting mental well-being and a balanced self-concept.
- Parents who model and reinforce positive values encourage adolescents to adopt prosocial behaviors and a positive self-image.

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