



A Survey On Educational Aspiration Of Adolescents In Relation To Parental Involvement

Dr. Manjeet Kaur, Assistant Professor, department of Education, Doaba College, Jalandhar

Abstract

This paper studies the educational aspiration of the adolescents in relation to parental involvement. Objectives of the study were - to study the educational aspiration of male and female children and to study the educational aspiration of adolescents with high and low Parental Involvement. Sample of the study consisted of 400 students of 9th class from Punjab School Education Board selected by using lottery method. Data was collected by using Parent - Child Interaction scale developed by Nidhi Sharma, (2000), and Educational Aspiration scale by Dr. S. K. Saxena (1984). Collected data was analyzed by using descriptive statistical techniques such as mean, median and standard deviation and Two way analysis of variance (ANOVA). Results of the study revealed significant difference in educational aspirations of male and female adolescents and significant difference in educational aspiration with high and low parental involvement. It was found that there exists no significant interaction effect of gender and parental involvement on the educational aspiration of adolescents. It was also observed that the value of educational aspiration of male is more than the female adolescents and high parental involvement leads to more educational aspiration among male adolescents than female.

Introduction

Education is a weapon to develop the ability to meet each and every situation of life. It helps the learners in character building, enhancing their personality and making them capable, rationale, responsive and intelligent persons of the society. It also helps to become more knowledgeable about the world, more sensitive and eager to contribute to the civilizing process. It also develops the ability to discern opportunities and options confronted by people in their day-to-day activities. The formation of educational aspiration is an integral part of education which enables the learners to understand who they are and how they can function effectively for their own well being and betterment of the society (Kozol, 1984).

Aspiration

Aspiration means the goals which an individual sets for himself and has intense personal significance of these goals in his life or in which his ego is also involved. At the back of all desires and achievement, there is the motivation to do something better. It is also true that every person maintains many aspirations. But all these aspirations are not alike.

Aspiration is derived from the word 'Aspire', which refers to 'ambition' or 'desire' which has not yet been fulfilled and a man still working for it. Hence, aspiration is the level of performance that a person or a group of people's desires to reach at the top or complete a specific activity.

Aspiration can be defined as - anything from abstract wishes and dreams to concrete plans and expectations **(Atienza, 2006)**. In this study, educational aspiration stands for one's educational plan for the future. For the purpose of this study, it is the level of education that one plans to attain in his or her future. In other words, educational aspiration is the amount and type of education that someone would like to have. **(Atienza, 2006)**.

Level of Aspiration

The concept of level of aspiration was first introduced by **Hoppe (1930)**. It is a psychological construct which reflects a cognitive type of motivation of an individual. It may also be viewed in terms of the level of future performance in a familiar task. An individual's aspiration level represents not only the present level of a person at particular moment, but also what he would like to be at some point in the future.

Parental Involvement

The term "parental involvement" is the active engagement of parents in child's education, activities with in the school or outside the school, focusing on enhancing academic performance. Parents can support their children in their schooling by attending their school functions and responding to their school obligations. They can involve more by helping their children to improve school work, arranging appropriate study time and space, providing encouragement, modeling desired behavior such as reading for pleasure, monitoring homework and actively tutoring them at home.

Adolescents

The term adolescence comes from the Latin word "adolescence" which means "to grow" or "to grow to maturity". It covers the age span between 12 to 19 years. It is considered as a period of great stress and strain due to complex physical, emotional and psychological changes. It is the time period when there is the rapid physical growth, psychological changes and maturation. Mood swings, inability to think clearly, frustration, conflict, decreased self control and increased sensitivity are also common in this age.

Review of the Literature

Shute, Hansen, Underwood and Razzouk (2011) reviewed the relationship between parental Involvement and secondary school students' academic achievement. Sample of the study consisted of 270 Hong Kong students. Data was collected by using Questionnaire. Structural equation modeling was used to analyze the data. Results of the study revealed the positive relationship between high parental involvement and educational aspiration.

Castro, Casos, Martin, Lizasoain, Asencio and Gaviria (2015) studied the impact of parental involvement on students' academic achievement. Sample of the study consisted of kindergarten, primary and secondary school students between 2000 and 2013. It was a meta- analysis of 37 studies. Fisher's correlation coefficient was used and analysis was conducted by using heterogeneity of the magnitudes which were grouped according to different moderator variables. Results of the study showed that parental involvement was linked to high achievement when focusing on general supervision of children's activities. Strongest associations were found when parents have high academic expectations for their children, develop and maintain communication with children about their activities and help them to develop their reading habits.

Otani (2017) studied the relationship between parental involvement and adolescent's academic achievement and aspiration. Sample of the study consisted of middle school students, which were analyzed separately according to the adolescent's gender. Analysis was done by using generalized structural equation modeling. The results of the study showed that paternal involvement is associated with adolescent's academic outcomes. Adolescent's educational aspiration mediates the association between parental involvement and academic grades.

Objectives:

The study was designed to attain the following objectives:

1. To study the educational aspiration of male and female children.
2. To study the educational aspiration of adolescents with High and Low Parental Involvement.

Hypotheses

The study was designed to test the following hypotheses:

1. There will be no significant difference between the educational aspiration of male and female children.
2. There will no significant difference between the educational aspiration with High and Low Parental Involvement.
3. There will be no significant effect of parental background on the educational aspiration of male and female adolescent children.

DELIMITATIONS OF THE PROBLEM

The present problem was delimited to the following areas:

1. The study was restricted to the schools of Jalandhar District.
2. The study was restricted to the students of 9th class.

Sample

In order of conduct the present study, a list of PSEB schools was procured from DEO, Jalandhar. Ten schools were selected randomly from Jalandhar district by using the lottery method. Out of the selected schools, 40 students were selected from each school. Thus, sample of the study was restricted to 400 students of 9th class.

Tools used for Data Collection

Following tools were employed to collect the data for present study:

1. Parent – child interaction scale. (Nidhi Sharma, 2000)
2. Educational Aspiration scale by Dr. S. K. Saxena. (1984)

STATISTICAL TECHNIQUES

The following statistical techniques were employed to analyze the data:

1. Descriptive statistical techniques such as mean, median and standard deviation were used.
2. Two way analysis of variance (ANOVA) was used.

Analysis and Interpretation of Data

The collected data was analyzed as follows:

2X2 FACTORIAL DESIGN OF ANALYSIS OF VARIANCE ON THE SCORES OF EDUCATIONAL ASPIRATION OF ADOLESCENTS IN RELATION TO THEIR PARENTAL INVOLVEMENT

The mean of sub group for 2x2 factorial design on the scores of educational aspiration were calculated and are presented in the table 1.1(A) below.

TABLE 1.1 (A)

MEAN OF SUB GROUP OF ANOVA FOR 2X2 FACTORIAL DESIGN ON THE SCORE OF EDUCATIONAL ASPIRATION

	MALE	FEMALE	TOTAL
High PI	$M_1 = 36.535$ $N_1 = 84$ $\sigma_1 = 11.110$	$M_2 = 34.815$ $N_2 = 65$ $\sigma_2 = 10.492$	$M = 35.78$ $N = 149$
Low PI	$M_3 = 34.409$ $N_3 = 88$ $\sigma_3 = 10.402$	$M_4 = 30.330$ $N_4 = 57$ $\sigma_4 = 11.887$	$M = 32.81$ $N = 145$
Total	$M = 35.45$ $N = 172$	$M = 32.72$ $N = 122$	

In order to analyze variance, the obtained score were subjected to ANOVA. The results have been presented in table 1.1 (B) below.

TABLE 1.1 (B)

SUMMARY OF ANOVA FOR 2X2 FACTORIAL DESIGN ON THE SCORE OF EDUCATIONAL ASPIRATION OF ADOLESCENTS IN RELATION TO THEIR PARENTAL INVOLVEMENT

SOURCES OF VARIATION	DF	SS	MSS	F-RATIO
Treatment A (Gender)	1	530.527	530.527	4.3844 *
Treatment B (PI)	1	651.861	651.861	5.3800 *
Interaction A x B	1	152.575	152.575	1.2609
SSW	290	35090.616	121.002	1
Total	293	-	-	-

* Significant at 0.05 level of confidence

** Significant at 0.01 level of confidence

MAIN EFFECTS

Gender (A)

It may be observed from table 1.1 (A) that F-ratio for the difference of obtained scores between male and female students in relation to educational aspiration has been found significant at 0.05 level of confidence. Thus, the data provided sufficient evidence to reject the hypothesis (1) namely, **“There exists no significant difference between the educational aspiration of male and female children.”** It can be concluded from mean table that educational aspiration of male students is more than female students.

Parental Involvement (B)

It may be observed from table 1.1 (B) that F-ratio for the difference of obtained scores between high and low Parental Involvement in relation to educational aspiration has been found significant at 0.05 level. Thus, the data provided sufficient evidence for not to retain the hypothesis (2) namely, **“There exists no significant difference between the educational aspiration with high and low parental involvement.”** It can be concluded from mean table that educational aspiration is more in case of high parental involvement.

INTERACTION EFFECTS

Gender and Parental Involvement (A x B)

It may be observed from table 1.1 (B) that F-ratio for the difference of obtained scores between male and female in relation to their educational aspiration and parental involvement was not found significant at 0.05 and 0.01 level of confidence. Thus the data provided sufficient evidence to retain the hypothesis (3) namely, **“There exists no significant interaction effect of the gender and parental involvement on the educational aspiration of adolescents.”**

Major Findings

Educational Aspirations scores differ significantly in different gender.

1. It was found that there exists significant difference in educational aspiration of male and female adolescents.
2. It was found that there exists significant difference in educational aspiration with high and low parental involvement.
3. It was found that there exists no significant interaction effect of gender and parental involvement on the educational aspiration of adolescents.
4. The value of educational aspiration of male is more than the female adolescents.
5. It was found that high parental involvement leads to more educational aspiration among male adolescents than female.

Educational Implications

The present study was important in the field of education due to following points:

1. This study is helpful to know the different levels of educational aspirations among adolescents.
2. The findings of the study suggest that the high parental involvement have more positive effect on educational aspiration of the male adolescents.
3. The findings of the study suggest that male adolescents have more educational aspiration than female adolescents.
4. The findings of the study have implications for the work of counseling psychologists in the schools. Counseling psychologists working with secondary schools adolescents need to identify and consider the personality factors, academic achievement and some socio-cultural factors such - socio-economic status and demands from extended family of students when counseling those students who have problems with their educational attainment and educational aspiration. Based on the results from this study parental background alone is not enough to predict student's educational aspiration.

Suggestions

Following suggestions can be given for the further study:

1. Similar study can be conducted on large sample in order to get the better understanding of the relationship of these variables.
2. Similar study can be conducted in various districts.
3. The study can be conducted on primary and college students.
4. This study can further be extended to test the educational aspiration of rural and urban, govt. and private school students.
5. The study can also be carried out to know the relationship of occupational aspiration and parental expectation, socio-economic status and other variables like examination stress, parental encouragement, parenting style, family environment, emotional intelligence etc.
6. The same study can be replicated on the wider range of variables like socio-economic status, academic anxiety, etc.

References

Kozol, J. (1984). *The night is dark and I am far from home: A poetical indictment of the U. S. Public Schools*. New York, NY: Continuum Publishing Company.

Atienza, S. (2006). *“Breaking down the homogenized view of Asian American academic success: the effects of social capital on the educational aspirations and attainment of Asian American high school students”, a monograph in partial fulfillment of the requirements for the degree of master of arts, Schools of Education, Stanford University, Stanford, CA.*

Shute, V. J., Hansen, E. G., Underwood, J. S. & Razzouk (2011). A review of the relationship between parental involvement and secondary school students’ academic achievement. *Education Research International*, 10(2). DOI: 10.1155/2011/915326

Castro, M., Casas, E., Martin, E., Lizasoain, L., Asencio, E., & Gaviria, J. (2015). Parental involvement on student academic achievement: A meta-analysis. *Educational Research Review*, 14, 33-46.

Otani, M. (2017). Relationship of parental involvement and adolescents’ academic achievement and aspiration. OSIPP Discussion Paper 17E004, Osaka school of International Public Policy, Osaka University.

Koul, L (2019). *Methodology of Educational Research*. Vikas Publishing House, Noida.