



## A study of parental involvement and level of aspiration among senior secondary school students

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### Abstract

Learning is complex; it begins at birth and continues throughout life. Parents are the first teacher and role models for their children and therefore have a strong influence on their learning. Yet studies continue to show that many parents are not aware of the importance they play in their child's education and have a limited understanding of their role in their children's learning. Parent's relationship with children from an early age has been found to equate with better outcomes what parents do is more important than who they are for children's early development. Evidence indicates that positive parent's child relationship continues to have a significant effect on achievement. IT has a positive effect on children's achievement even when the influence of background factors such as social class and family size have been taken into account. Parental engagement is a powerful lever for raising achievement in school, where parents and teachers work together to improve learning the gains in achievements are significant. Parents have the greatest influence on the achievement of children through supporting their support of learning within the environment that makes the maximum difference to achievement, parental engagement is positively influenced by the child's level of aspiration, the higher level of aspiration the move parents get involved so parents appear to have an important opportunity to influence their children's level of aspiration though the influence may be not of be as great as traditionally believed.

**Keywords:** level of aspiration, parent involvement, parent child relationship

### Introduction

Four decades of research have demonstrated that parent — child relationship significantly contributes, in a variety of ways, to improved student overall development. Although parent involvement has reached a “New level of aspiration” today as one of factors that can help improve the quality of schools aspiration doesn't always translate into implementation, commitment or creativity.” Much remains to be done. “Our society has simply become too complex for support entities to continue to function individually.” Schools, communities and parents must cooperate and work collaboratively to improve the learning experiences of all children, such an approach recognizes the significance of families” and the “contributions of schools” as a necessary framework” for working together in complementary efforts towards common goals” to maximize success for students as learner. While in general parent involvement improves student outcomes, variations have been found according to student's family cultures ethnicity and socioeconomic background. Several studies during the past decade have examined the relationship between student outcome and factors such as family culture, ethnicity and socioeconomic status similarly parent involvement at home has a more significant on children than parent involvement in school activities. The way in which parent can be involved in their children's education have broadened considerably over the past three decades beyond the traditional “big three”- Volunteer, Homework helper and fund raiser. What parents do in the home environment however remains significantly more important to student outcomes than what parents do in the school setting.

Involved parents also tend to enlist the support of others, become actively involved in community issues, and further their own education. For any parent who has children, their main role is to care and prepare their child for independent survival as an adult. We all begin completely dependent on our parent's and so if they raise us successfully we leave as self - respecting and self responsible adults. We are then able to confidently face and cope with the challenges of life of course not all adults are the same, as we each have differing levels of confidence, optimism, self-esteem and self-worth. Each of these characteristics is greatly influenced by how a child was raised and the type of parents that raised them. In general, it can be said that there are two main types of parents. The first are those who treat their children with love and respect. These types of parents are likely to produce children that grow up having the highest levels of aspiration and motivation. The second type of parents is those who treat their children without love or respect and these children are likely to grow up having the lowest levels of aspiration and motivation.

However, things are not quite as simple or straight forward as been described. A parent may treat their child with love and respect for example, but do it in the wrong way, because of this result a children have low level aspiration and motivation. So it is important to remember that childhood development can be influenced not only by what a parent does for their child, but crucially, how they do it.

Although parental involvement has the greatest effect in the early years, its importance to children's educational and literacy outcomes continues into the teenage and even adult's

years. For example, Feinstein and Symons (1999) found that parental interests in their child’s education were the single most powerful predictor of achievement at age 16. Children spend 15 percent of their lives from age live to 16 in school and 85 per cent with their families, parents and communities. Although adolescents desire independence and their time with their peers, they continue to rely on guidance from parents and other adults.

A survey of parents in 2007 has found variation in levels of parental involvement among different ethnic groups. Research shows that the earlier parents become involved in their children’s literacy practices, the more profound the results and the longer – lasting the effects. It is now accepted that the link between disadvantage and achievement is cumulative: When poorer children enter primary school despite early indications of potential, they tend to fall behind. Consequently, the chances of breaking cycles of poverty and deprivation are considerably reduced as children got older.

**Parental involvement and Student Motivation**

*Weihua Fan and Cathy M. Williams:* Despite the research support for the impacts of parental involvement on academic success, research addressing the relationship between parental involvement and student achievement motivation has been conducted less frequently. Generally speaking, research has indicated a positive link between parental involvement and students’ achievement motivation and attitudes (Gonzalez-DeHass *et al.*, 2005). However, evidence also suggests that different aspects of parental involvement have differential or even opposite effects on different elements of student achievement motivation. For example, students were found to be more engaged with school activities when their parents participated more frequently in school functions; however, they reported less engagement in school when parents initiated contact with school personnel more frequently (Izzo *et al.*, 1999). Grolnick and Slowiaczek (1994) discovered that not all aspects of parental involvement predicted student achievement motivation and called for further studies investigating various aspects of parental involvement and different elements of student achievement motivation. Similarly, Marchant *et al.* (2001) raised the point that parental involvement at home and at school differentially related to student motivation and suggested investigations of more relational aspects such as

parental involvement in academic and nonacademic activities. Gonzalez-DeHass *et al.* (2005) also suggested in their review that a wider range of parental involvement practices on student motivation should be investigated.

**Statement of the Problem**

**A study of parental involvement and Level of Aspiration among senior secondary School students.**

**Objective No. 1**

To compare the parental involvement among male and female senior secondary school students.

**Hypothesis No.1**

There is no significant difference in the parental involvement among male and female senior secondary school students.

**Table 1.1:** Mean, Standard Deviation and ‘t’ value of parental involvement among male and female senior secondary school students

Variables	N	Mean	S.D.	't'
Male Students	50	291.94	22.62	2.884**
Female Students	50	280.60	16.15	

\*\*Significant at 0.01 level of significance

Table 1.1 shows the difference between parental involvement among male and female senior secondary school students. The mean scores of male and female students on parental involvement are 291.94 and 280.60 respectively and the ‘t’ value (2.884) which is significant at 0.01 level of significance. It can be interpreted that male and female senior secondary students differ significantly regarding parental involvement. The higher mean scores of male students on parental encouragement shows that the parental involvement among male students was high as compared to female students.

**Objective No.2**

- To compare the level of aspiration among male and female senior secondary school students.

**Hypothesis No.2**

- There is no significant difference in the level of aspiration among male and female senior secondary school students.

**Table 1.2:** Significance of difference in mean of two dimensions of levels of aspiration of boy and girl students of high schools

dimensions of Levels of Aspiration	Number	Sex	Mean	S.D.	t-value
GDS (Goal Discrepancy Score)	50	Male	2.76	3.50	1.356(NS)
	50	Female	1.89	2.85	
ADS (Attainment Discrepancy Score)	50	Male	-.56	2.98	1.129(NS)
	50	Female	-1.27	3.29	

NS = Not Significant

From table 1.2, it is evident that the ‘t’-value on the first dimension of levels of aspiration, i.e., GDS of male and female senior secondary students is 1.356 which is not significant at any level of significance. It indicates that male and female senior secondary students do not differ significantly on GDS. Thus, the null hypothesis, i.e., “There is no significant difference in the level of aspiration among male and female senior secondary school students” is Retained. It

may, therefore, be concluded that no significant difference was found among male and female respondents regarding GDS.

From table 1.2, it is further revealed that the ‘t’-value on the second dimension of levels of aspiration, i.e., ADS of male and female senior secondary students is 1.129 which is not significant. It indicates that male and female senior secondary students do not differ significantly on ADS. Thus, the null

hypothesis, i.e., “There is no significant difference in the level of aspiration among male and female senior secondary school students” is accepted. It means that there is no significant difference in ADS of male and female senior secondary students.

### Objective No.3

To see the relationship between parental involvement and

level of aspiration among senior secondary school students.

### Hypothesis No.3

There is no significant relationship between parental involvement and level of among senior secondary school students

**Table 1.3:** Co-efficient of correlation between Parental Involvement and Level of Aspirations among senior secondary school students

Variables	Number	Means	SD's	Coefficient of correlation
Parental Involvement	100	286.27	20.37	0.392**
Level of Aspirations	100	1.40	4.71	

\*\*Significant at 0.01 level

Table 1.3 depicts that co-efficient of correlation between parental involvement and level of aspirations of senior secondary school students is 0.392 which is significant at 0.01 level of significance. So, the null hypothesis, i.e., “There is no significant relationship between parental involvement and level of aspiration among senior secondary school students” is rejected. Hence, there exists a positive correlation between these parameters. It indicates that parental involvement and level of aspirations of senior secondary school students are positively correlated with each other. So it could be concluded that senior secondary school students have more level of aspiration if they have more family involvement. It can be interpreted that higher the parental involvement, higher the level of aspiration of senior secondary school students and vice-versa.

### Design of the study

In the present study “Normal Survey Method” is used for investigation. Survey research deals with the characteristics, attitudes and behavior of individual or group of individuals called a sample. The success of the method depends upon the willingness and cooperativeness of the sample selected for the survey method requires the researches to be trained personnel, having manipulation and research insight the word “Survey” indicate gathering of data regarding condition. According to Webster Collegiate Dictionary, ‘Survey is “An inspection, often official to provide exact information, often a study of a respect to a certain condition or its prevalence.

### Sample

The sample of the study consisted of 100 senior secondary school selected randomly from two schools of Rohtak city.

### Tools Used

The selection of tool is very important for research. Although there are various data collect information about the school climate of student and his achievement but the investigator has used the following tools:

1. Parental Encouragement Test by Dr. Nalini Rao
2. Level of Aspiration Test by Dr. M.A. Shah and Dr. Mahesh Bhargava

### Collection of Data

After selection of the tools, the investigator visited the

selected senior secondary schools of Rohtak district. To ensure quick and complete return of questionnaire, these were personally given to the selected sample of senior secondary school students. Before giving the questionnaires, proper rapport was established with the subjects. Then the purpose of the questionnaire was explained to them.

### Statistical techniques Used

To achieve the objectives of study, data collected was statistically analyzed by using the following techniques. Descriptive statistics such as Mean, S.D., ‘t’ test and Karl Pearson Product Moment Correlation were used to analyze the data.

### Findings of the study

1. There is a significant difference of parental involvement between male and female senior secondary school students. Parental involvement was found more in male students as compared to the female students.
2. There is no significant difference in GDS and ADS (dimensions of level of aspirations) between male and female senior secondary school students.
3. There is a significant relationship between the parental involvement and level of aspiration among male and female senior secondary school students.

### Conclusion

In the present study, a significant difference was found in parental involvement of male and female senior secondary school students. It shows that still males were preferred by their parents as compared to female students in our society. So parents should not be partial regarding their children. In our study, no significant difference was found in level of aspirations. The findings revealed that male and female students did not differ on both the dimensions, i.e. GDS and ADS of level of aspirations. The findings of the study help the parents, teachers and policy makers how to work hard to help the offspring to set the aspiration level in perfect. The study also revealed positive correlation between parental involvement and level of aspirations among senior secondary school students. The education system should be so designed that it helps the students to realize their own capabilities and to direct accordingly, instead of imposing from outside irrespective of individual differences.

### Educational implications

The study in hand examined the parental involvement and level of aspirations among senior secondary school students. Parental involvement with children from an early age has been found to equate with better outcomes (particularly in terms of cognitive development). What parents do is more important than who they are for children's early development – i.e. home learning activities undertaken by parents is more important for children's intellectual and social development than parental occupation, education or income. This study also found significant differences in the parental involvement between male and female students. The parents were found more involved in male children. This may be due to the fact that in a conservative society daughters are still looked as liability, no doubt their position has improved a lot but still parents usually treat their sons more warmly and affectionately as compared to their daughters. The study can help the parents to know the parental involvement of their children. Parents can provide all the facilities for their educational and psychological development of the child accordingly.

The findings regarding level of aspirations shed light on the nature of aspiration of male and female students. The findings revealed that male and female students did not differ on both the dimensions, i.e. GDS and ADS of level of aspirations. The findings of the study help the parents, teachers, and policy makers how to work hard to help the offspring to set the aspiration level in perfect. The study also revealed positive correlation between parental involvement and level of aspirations among senior secondary school students. The education system should be so designed that it helps the students to realise their own capabilities and to direct accordingly, instead of imposing from outside irrespective of individual differences.

Though the study had its limitations of time and space, yet it gives us some very interesting and useful findings. We as parents and teachers by keeping these findings in view, can recognize the importance of parental involvement in the level of aspirations of school students and help them through special educational tasks.

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