



EDUCATIONAL ASPIRATIONS AMONG SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR PERCEIVED PARENTAL ENCOURAGEMENT

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Abstract

The chief force behind an educational aspiration is parents, who are considered the primary source for shaping the interests of the child. In the very beginning of childhood the child starts learning from his home by taking inspiration from parents. Then comes the Teachers and the friends who also play a prominent role in influencing his level of aspiration. Parental encouragement is the particular behavior or boost shown by the parents at a particular time. It helps him in achieving his target. The present study was conducted on a sample of 500 adolescent to investigate the relation between Educational aspiration and Perceived Parental Encouragement. Two standardized tools Educational Aspiration Scale developed by the Investigator and Parental Encouragement Scale by Aggarwal (2010) were employed to collect the data.

Keywords- *Educational aspiration, Perceived Parental Encouragement, Male, Female, Government, Private.*



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INTRODUCTION

An educational aspiration is considered to be an important factor and characteristic not only in one's life for development but also for giving one direction as well. It can change the life of an individual by setting the goals of life. However the aspiration acquired at right time can change the total scenario of an individual's life. In an era of competition aspiration plays wonder in attaining excellence in a particular field of one's choice. Aspiration, being the chief characteristic of human life, sets platform for the individual to shape life according to the society in which he or she lives. Many challenges and pressures are forced by the society on an individual. If one wants to survive in society, one has to take all challenges and pressures bravely for one's existence. This can only be achieved with a strong passion and aspiration towards achievement of the goal. Remarkable results can be expected only if aspirations are developed at the right time in an individual's life. Adolescent period can produce wonderful results in the presence of strong aspiration. Directly or indirectly skills and their development depends upon the level of aspiration. Higher aspirations and high spirits help the individual to take every task seriously with energy and enthusiasm resulting in

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better and higher achievement and vice versa. Many students drop in the way. They feel discouraged and dishearten. But others wish to go further. They want to continue. They do not want to lose. Bisrell (1977) calls this desire the educational aspiration.

The three main sources of Educational aspirations are-

1. Parents
2. Teachers
3. Company or society

The chief force behind an educational aspiration is parents, who are considered the primary source for shaping the interests of the child. In the very beginning of childhood the child starts learning from his home by taking inspiration from parents. Then come the Teachers the friends who also play an prominent role in influencing his level of aspiration. Parental encouragement is the particular behavior or boost shown by the parents at a particular time. It helps him in achieving his target. Every child has his own interests, dreams, goals, objectives, towards which he is motivated at very early stage, but all this is achieved with the help and support of parents, they not only aspire him to work but also guide him right with their own experience and help to achieve those goals. Parental encouragement is a kind of boost provided by them to push their children to achieve success in life. Encouragement exists in many forms- it may be financial encouragement, emotional boost, and psychological encouragement. This is parental encouragement from which the journey of a child starts and accompanies him throughout the life to achieve his destination. It initiates and directs the behavior of the child and results in academic achievement, adjustment, performance and finally the destination that one targeted to achieve. The actions and enterprises of the children come forth in the habitat and surroundings of the family. Their origin, growth and fruitfulness are colored in the culture, views and dispositions of the family. As per Dinkinmeyer (1967) the influence of the family is the most pervasive of all influences.

DEFINING THE VARIABLES

Educational Aspirations

It is a kind of strong desire and motivation to achieve a certain level of education and it is also the touchstone on which the students measure and evaluate their performance. With the passage of time the student enhances his technique of contemplation, meditation and assumptions. The resolution and its settlement make him wiser. He feels disposed to do the

things. All these build his aspiration. Synder (1995) also says that the level of aspiration is determined by his level of thinking, determination and dedication. Every individual has set destination for him. He craves for the means and methods to reach there. He puts steps forward to attain the sought after. He wants to rise. Hurlock (1967) defined this longing and the goal as aspiration.

Parental Encouragement

There are situations when the child performs something new or upgrade his previous performance his parents appreciate or approve of it. They thus certify that the thing is good or needs further improvement. They may remind him of his problems or its solutions. Rossei (1965) says that such type of activity falls in parental encouragement. It is indispensable. The parental encouragement is one of the important aspects as well as the necessity of every Individual's life. Parents are considered the first preachers in the life of an individual for developing the sense of achieving goals .Parents develop enthusiasm in the child to achieve goal by boosting and shaping his behavior, attitude and capabilities.Children's activities must fall under the preview of the family. They must be exhilarated censured, guided and directed if necessary. It gives healthy effect on the child. As per Henderson & Berla(1994) the encompassing of the activities by the family is very productive for his behaviour.

REVIEW OF THE RELATED LITERATURE

Educational Aspirations

Baker and Mohammad (2004) conducted a study on the Academic Performance, Educational and Occupational Aspirations. Results of the study revealed that technical secondary school students have high educational aspiration. The majority plan to study for at least a bachelor's degree. No significant correlations were observed between educational aspirations and occupational aspirations. Students were moderately knowledgeable about the field of studies and the occupation they aspire for. Bhanu, V. L. (2006) undertook a study on 'Aspirations of Rural Youth and Their Attitude towards Rural Development Activities. Findings of the study revealed that there exists a significant relationship between dependent variable i.e. educational aspirations, occupational aspirations with independent variable i.e. education, mass media utilization, annual income and economic motivation. Further it was found that there is no significant relation between educational aspiration with rural youth and age. Burgess and Umana-Aponte (2011) investigated on – 'The impact of friendship Networks on Educational Aspirations'. It was found that U.K. adolescents from

disadvantaged families, with friends from high income families possessed significantly higher educational expectations and aspirations than those who were from low-income families without such friends.

PARENTAL ENCOURAGEMENT

Marchant et al., (2001) undertook the study on Canadian students to examine the impact of parental involvement on school achievement. 230 Canadian students constituted the sample. Findings revealed that student's academic achievement is highly influenced by parental encouragement. Garg, R., Kauppi, C., Lewko, J., & Urajnik, D. (2002) studied the structural model of educational aspiration. Results revealed that there exists a strong positive relationship between family climate and the parental encouragement with academic self esteem among the children. Aremu et al., (2006) examined the relationship among emotional intelligence, parental encouragement and academic achievement of the students. The study was conducted in 10 senior secondary schools of Ibadan in Nigeria on the sample of 500 adolescents consisting 250 males and 250 females. It was analyzed that there exists positive and significant relationship between parental encouragement with academic achievement of the adolescents.

JUSTIFICATION OF THE STUDY

There is the hand of parents behind every child's success, the path of child's life becomes easy to tread if he gets a continuous support and encouragement from his parents continuously. For the progress, success and achievement of the child, the parents should boost their ward's self esteem time to time, having faith in him. Parental encouragement is just like a treatment which in turn becomes the solution of every problem. It shows its results positively depending upon the level of encouragement given by the parents to their wards. So the present study focuses on finding the relationship between Educational aspiration and Perceived parental encouragement among Adolescents.

STATEMENT OF THE PROBLEM

Educational aspirations among secondary school students in relation to their perceived parental encouragement

DELIMITATION OF THE STUDY

The study was limited to 500 secondary school students collected from ten Districts of Doaba, Malwa and Majha Regions of Punjab.

Only Male and Female secondary school students belonging to 13 to 16 years of age was

taken for present study

OBJECTIVES OF THE STUDY

1. To study the Educational aspiration and Perceived Parental encouragement of secondary school students.
2. To compare the Educational aspiration and Perceived Parental encouragement of secondary school students with respect to Gender.

HYPOTHESES

H1 There exists no significant relationship between educational aspirations and Perceived Parental encouragement psychological well being of male secondary school students.

H2 There exists no significant relationship between educational aspirations and Perceived Parental encouragement psychological well being of female secondary school students.

H3 There exists no significant difference between Perceived Parental encouragement psychological well being of the male and female secondary school students on their educational aspirations.

SAMPLE

In the present study the researcher selected a sample of 500 secondary school students studying in various schools of Doaba, Malwa, Majha Regions of Punjab which was equally divided into Male and female secondary school students.

TOOLS TO BE USED

The following tools were used in present research:-

1. Educational Aspiration Scale was developed by the Investigator.
2. Parental Encouragement Scale by Aggarwal (2010)

STATISTICAL TECHNIQUES USED

1. Pearson's product moment coefficient of correlation was worked out to know the relationship among the variables.
2. For working out the difference, The Z value was calculated.

ANALYSIS AND INTERPRETATION

H1 : There exists no significant relationship between educational aspirations and perceived parental encouragement of **male** secondary school students.

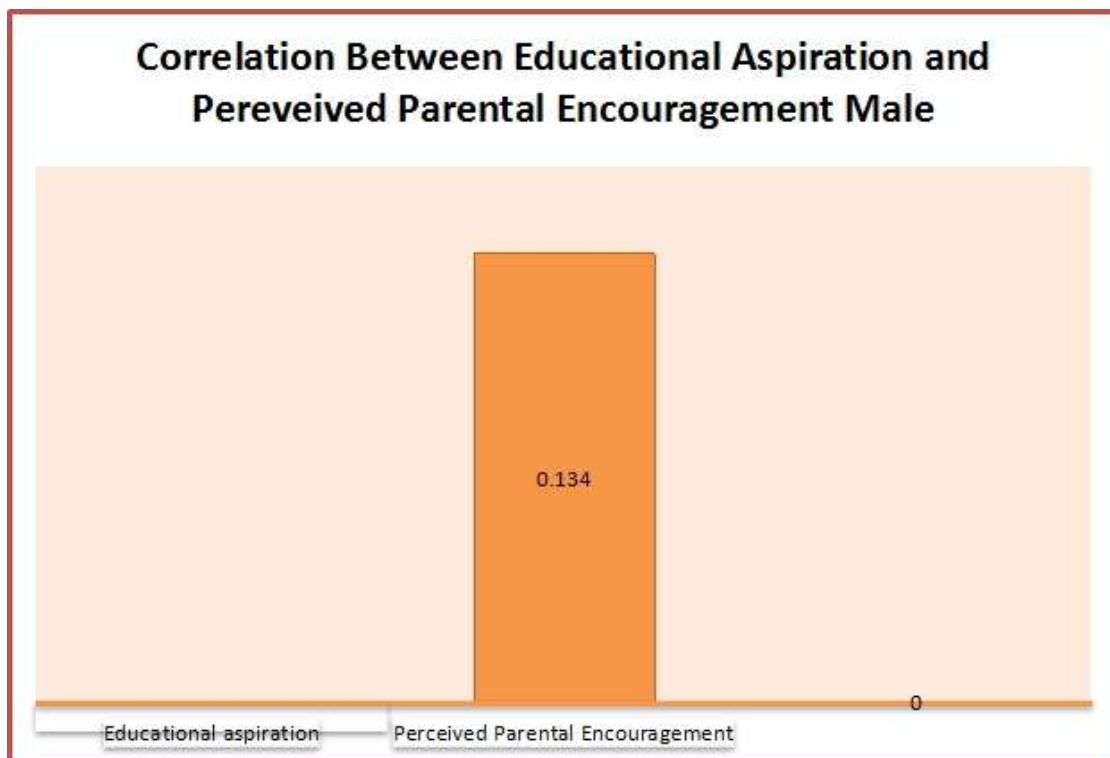
Table 1.1: Showing the coefficient of correlation between educational aspiration and perceived parental encouragement of male secondary school students (N=250).

Sr. No.	Variable	Category	r
1	Educational aspirations	Male	0.134*
2	Perceived parental encouragement		

* Significant at 0.05 levels

Table showing the coefficient of correlation between the variables educational aspiration and perceived parental encouragement of male secondary school students which came out to be 0.134 which is positive and significant at .05 level of confidence. This indicates that there exists a low positive relationship between educational aspirations and perceived parental encouragement of **male** secondary school students. Thus the hypothesis which stated that “there exists no significant relationship between educational aspirations and perceived parental encouragement of **male** secondary school students.” is rejected.

Figure 1.1: Showing the coefficient of correlation between educational aspiration and perceived parental encouragement of male secondary school students (N=250).



H2: There exists no significant relationship between educational aspirations and perceived parental encouragement of **female** secondary school students.

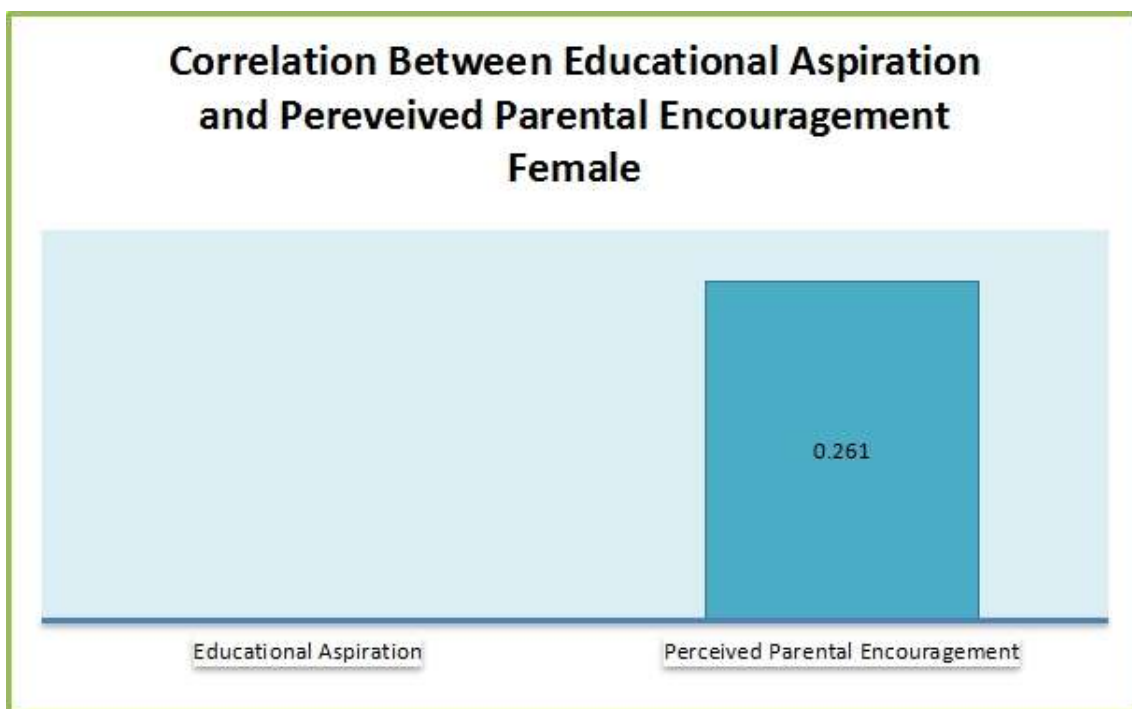
Table 1.2 : Showing the coefficient of correlation between educational aspiration and perceived parental encouragement of female secondary school students (N=250).

Sr. No.	Variable	Category	r
1	Educational aspirations	Female	0.261**
2	Perceived parental encouragement		

Significant at 0.01 level of significance

Table showing the coefficient of correlation between the variables educational aspiration and perceived parental encouragement of female secondary school students which came out to be 0.261 which is positive and significant at .01 level of confidence. This indicates that there exists a low positive relationship between educational aspirations and perceived parental encouragement of female secondary school students. Thus the hypothesis which stated that “there exists no significant relationship between educational aspirations and perceived parental encouragement of female secondary school students.” is rejected.

Figure 1.2 : Showing the coefficient of correlation between educational aspiration and perceived parental encouragement of female secondary school students(N=250).



H3 There exists no significant difference between perceived parental encouragement of the **male and female** secondary school students on their educational aspirations.

Table 1.3 : showing the significant difference between perceived parental encouragement of male and female secondary school students on their educational aspiration

Variable	Pearson's r	Fisher z	Z
Male secondary school students	0.134	0.135	1.53 not Significant at both the levels
'Female secondary school students	0.261	0.267	

Table reveals that the values of correlation between educational aspiration and perceived parental encouragement of male and female secondary school students are 0.134 and 0.261 respectively. These values were converted into Fishers' z coefficients and their difference (Z) was calculated. The Z value is 1.53 which is not significant. Male and female secondary school students thus do not differ in their relationship between educational aspiration and perceived parental encouragement. This leads to acceptance of hypothesis which states that "there exists no significant difference between perceived parental encouragement of the male and female secondary school students on their educational aspirations".

Figure 1.3 : showing the significant difference between perceived parental encouragement of male and female secondary school students on their educational aspiration

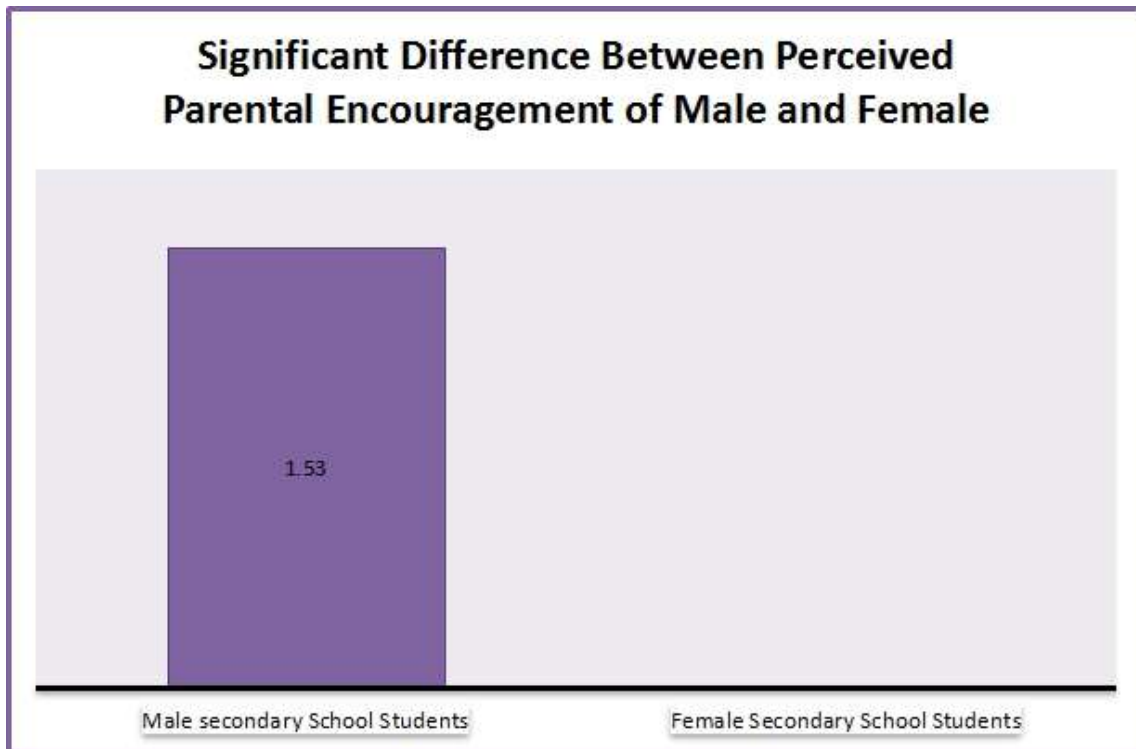


Table reveals that the values of correlation between educational aspiration and perceived parental encouragement of male and female secondary school students are 0.134 and 0.261 respectively. These values were converted into Fishers' z coefficients and their difference (Z) was calculated. The Z value is 1.53 which is not significant. Male and female secondary school students thus do not differ in their relationship between educational aspiration and perceived parental encouragement. This leads to acceptance of hypothesis which states that "there exists no significant difference between perceived parental encouragement of the male and female secondary school students on their educational aspirations".

FINDINGS

1. This indicates that there exists a low positive relationship between educational aspirations and perceived parental encouragement of male secondary school students.
2. This indicates that there exists a low positive relationship between educational aspirations and perceived parental encouragement of female secondary school students.
3. Male and female secondary school students thus do not differ in their relationship between educational aspiration and perceived parental encouragement.

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