

# IMPACT OF PARENTAL INVOLVEMENT AND FAMILY CLIMATE ON EDUCATIONAL INTERESTS AND OCCUPATIONAL ASPIRATIONS OF XI CLASS STUDENTS

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## ABSTRACT

*This paper presents the results of an investigation aimed to explore the impact of parental involvement and family climate on educational interests and occupational aspirations among xi class students. The research was carried out on the random sample of 120 students of XI class of Abohar tehsil (Punjab), from government and private schools affiliated to P.S.E.B. The researcher used standardized tools for the study. The results revealed no significant difference in educational interests and occupational aspirations among XI class students due to parental involvement and family climate.*

## INTRODUCTION

According to 'ROUSSEAU' "Mother is the true nurse and father is true teacher". The family is the oldest, basic and fundamental unit of society. It consists of the husband, wife, and children together. Parental Involvement is most important and significant work of parents in child's education. The parental Involvement plays a vital role in accelerating and motivating the children education. Parental Involvement takes many forms including good parenting in the home, including the provision of a secure, and a stable environment, intellectual stimulation, parent child relationship, parent child discussion, good models of constructive social and educational value, and high aspiration relating to the personal fulfillment and good citizenship, and last a good family climate which

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encourages and develop the educational interest and prepares occupational aspiration of the child. Parental involvement is a combination of commitment and active participation on the part of the parents to the school and to students. Parents can support their children's schooling by attending school functions and responding to the school obligations. They can become more involved in helping their children to improve their work providing encouragement , arranging the study time appropriately, modeling desires , behavior monitoring and actively tutoring children at home.

Stree Priya (2009) states that "Parental involvement includes love, guidance, and cooperation, develops a sense of security among children" Intimate relationship between parents and children occupies the first and the most significant place in the development of child, but different educationists and philosophers Commences Rousseau and Pestalozzi considered family climate as the most significant and effective in bringing the proper development of child. Family climate consists of the elements of freedom, attention, submission expectance, warmth, trust, fairness, involvement etc. which aid creative personality of an individual, infact these elements of the climate go long way in making him self-reliant, open minded and above all confident within having faith in his own self. Beena Shah (2001) states that Family climate means any interpersonal relationship between parents and child. It includes parent's attitude towards child as perceived by him. Educational interest is intimately related with child's acquisition of knowledge, understanding and skill which actually forms the basis for his educational choice. In Educational psychology, the concept of educational interest is interpreted as a content specific motivational variable that can be investigated and theoretically constructed. Paul Peterson (1985) states that "educational interest is that which helps to gain success in decision making process and incorporates diverse demands which cannot be gained by business elites bound to fiscal issues"Occupational aspiration refers to the occupation of the students aspire to take up after completion of their studies. It refers to awareness of needed an active desire for accurate and valid occupational choice. James (2000) states that occupational success depends on right choice of the occupation and the occupational choice is directly linked with occupational aspiration of an individual.

## **OBJECTIVES**

1. To study difference between high parental involvement and low parental involvement as far as educational interest of XI students is concerned.
2. To study difference between favorable and unfavorable family climate as far as educational interest of XI students is concerned.
3. To study effect of parental involvement X family climate on educational interest measure of XI Students.
4. To study difference between high parental involvement and low parental involvement as far as occupational aspiration of XI students is concerned.
5. To study difference between favorable and unfavorable family climate as far as occupational aspiration of XI is concerned.
6. To study effect of parental involvement X family climate on occupational aspiration measure of XI students.

## **HYPOTHESES**

1. There is no significant difference between high parental involvement and low parental involvement as far as educational interest of XI students is concerned.
2. There is no significant difference between favorable and unfavorable family climate as far as educational interest of XI students is concerned.
3. The interaction parental involvement X family climate does not contribute to significant difference among the means on educational interest measure of XI students.
4. There is no significant difference between high parental involvement and low parental involvement as far as occupational aspiration of XI students is concerned.
5. There is no significant difference between favorable and unfavorable family climate as far as occupational aspiration of XI students is concerned.

6. The interaction parental involvement X family climate does not contribute to significant difference among the means on occupational aspiration measure of XI students.

## **NEED OF THE STUDY**

Education is the most important part of our life without which we cannot develop our personality freely and fully, while education has another significant aim which is to provide the vocation to an individual. The choice of the vocation is one of the very important decisions which a person must make for himself and this choice is a long process rather than a simple incident. Child's interest in education is also very significant because if child is not interested in doing something, he will not do the particular thing well. Educational Interest and Occupational aspiration do not appear all of a sudden, rather it develop with the participation of lots of things like Parental Involvement, Family Climate, Parents Occupational Aspiration. Child development studies have proved the powerful influence of the parent's ambition and frustration has on occupational aspiration of the individual. So in this regard Parental Involvement and Family climate plays an important role in the child Educational Interest and Occupational Aspiration.

## **MATERIALS AND METHODS**

The present study conducted through normative survey method and involves four different variables in which two are independent variables i.e. parental involvement and family climate on the other hand two dependent variables i.e. educational interest and occupational aspiration. Main effect of study is to see how for the independent variables effect the dependent variables and interaction effect of these variables on the Educational measure of XI class school students.

## **SAMPLE**

Present study was conducted on the random sample of 120 students of XI class of Abohar tehsil. Sample was drawn from government and private schools affiliated to P.S.E.B.

## **TOOLS USED**

- Occupational aspiration scale by Dr.Grewal (1984)
- Family climate scale by Dr.Beena shah (2001)

- Parent Involvement scale by Dr. (Mrs.) Rita Chopra and Dr. Surabala Sahoo (2007)
- Educational interest scale by Dr. S.P. Kulshreshtha (2007)

### STATISTICAL TECHNIQUES USED

- K-S test has been used to check the normality of data.
- 2X2 factorial analysis of variance (ANOVA) has been used to see the significance of difference among various groups.

### RESULT

A 2X2 factorial design has been used for the analysis of the data. The following design has been used:-

**PARENTAL INVOLVEMENT (A):** High parental involvement (A1), and  
Low Parental involvement (A2)

**Family Climate (B):** Favourable family climate (B1)  
Unfavourable family climate (B2)

**Table-1 SHOWS THE FOUR FOLD STRUCTURE**

COMBINATIONS	VARIABLES
A1B1	High parental involvement, Favourable family climate
A1B2	High parental involvement, Unfavourable family climate
A2B1	Low Parental involvement, Favourable family climate
A2B2	Low Parental involvement, Unfavourable family climate

Results of 2X2 factorial analysis of variance on educational interests and occupational aspirations have been shown in table no 2 and table no 3 respectively as below:

**Table: 2**

**2X2 factorial analysis of variance on educational interests**

Source	Df	SS	VARIANCE	F- RATIO
PI	1	4.8	4.8	0.117
PC	1	64.52	64.52	1.57
INTERACTION	1	3.34	3.34	0.081
WITHIN GROUP	116	4754.54	40.99	@

Fr df1 = 1, df2 = 116

0.05 Level = 3.92

0.01 Level = 6.84

(From table F-ratio)

**TABLE: 3**

**2X2 factorial analysis of variance on occupational aspirations**

Source	Df	SS	VARIANCE	F- RATIO
PI	1	1.01	1.01	.008
PC	1	0.01	.01	.00008
INTERACTION	1	23.39	23.39	0.19
WITHIN GROUP	116	121.72	121.72	@

Fr df1 = 1, df2 = 116

0.05 Level = 3.92

0.01 Level = 6.84

(From table F-ratio)

**Testing of Hypotheses**

H<sub>1</sub> There is no significant difference between high parental involvement

and low parental involvement as far as educational interest of XI students is concerned.

It is clear from the table 2 that calculated value (0.008) is much lesser than the table value which indicates there is no significant difference between high parental involvement and low parental involvement as far as educational interest of XI students is concerned. Thus hypotheses of no difference cannot be rejected.

H<sub>2</sub> There is no significant difference between favorable and unfavorable family climate as far as educational interest of XI students is concerned.

It is clear from the table 2 that calculated value (0.0008) is much lesser than the table value which indicates there is no significant difference between high parental involvement and low parental involvement as far as educational interest of XI students is concerned. Thus hypotheses of no difference cannot be rejected.

H<sub>3</sub> The interaction parental involvement X family climate does not contribute to significant difference among the means on educational interest measure of XI students.

It is clear from the table 2 that the calculated value (0.081) is much lesser than the table value which indicates interaction parental involvement X family climate does not contribute to significant difference among the means on educational interest measure of XI students. Thus hypotheses of no difference cannot be rejected.

H<sub>4</sub> There is no significant difference between high parental involvement and low parental involvement as far as occupational aspiration of XI students is concerned.

It is clear from the table 3 that calculated value (0.117) is much lesser than the table value which indicates there is no significant difference between high parental involvement and low parental involvement as far as occupational aspiration of XI students is concerned. Thus hypotheses of no difference cannot be rejected.

H<sub>5</sub> There is no significant difference between favorable and unfavorable family climate as far as occupational aspiration of XI students is concerned.

It is clear from the table 3 that calculated value (0.157) is much lesser than the table value which indicates there is no significant difference between favorable and unfavorable family climate as far as occupational aspiration of XI students is concerned. Thus hypotheses of no difference cannot be rejected.

H<sub>6</sub> The interaction parental involvement X family climate does not contribute to significant difference among the means on occupational aspiration measure of XI students.

It is clear from the table 3 that the calculated value (0.081) is much lesser than the table value which indicates interaction parental involvement X family climate does not contribute to significant difference among the means on occupational aspiration of XI students. Thus hypotheses of no difference cannot be rejected.

## **DISCUSSION OF THE RESULTS AND CONCLUSIONS**

- 1) The data of 120 XI students on Occupational Aspiration and Educational Interest has been found to be normally distributed. The assumption of normality of data has been tested by K-S test. It is therefore appropriate to use anova further.
- 2) The application of factorial 2X2 analysis of variance reveals that there is no significant difference between high parental involvement and low parental involvement as far as educational interest of XI class students is concerned. It may be due to the impact of teachers.
- 3) The application of factorial 2X2 analysis of variance reveals that there is no significant difference between favorable and unfavorable family climate as far as educational interest of XI class students is concerned. It may be due to rise of consciousness among the students.
- 4) The application of factorial 2X2 analysis of variance reveals that the interaction parental involvement X family climate does not contribute to significant difference among the means on educational interest



- measure of XI class students. It may be due to the reason that of science and media has more impact on student's educational interest.
- 5) The application of factorial 2X2 analysis of variance reveals that there is no significant difference between high parental involvement and low parental involvement as far as occupational aspiration of XI class students is concerned. The reason may be vast increase in their own interest and choice of stream.
  - 6) The application of factorial 2X2 analysis of variance reveals that there is no significant difference between favorable and unfavorable family climate as far as occupational aspiration of XI class students is concerned. It may be due to guidance and assistance provided by the teachers and formal and non formal agencies regarding their occupational aspiration.
  - 7) The application of factorial 2X2 analysis of variance reveals that interaction parental involvement X family climate does not contribute to significant difference among the means on occupational aspiration measure of XI class students. The reason may be due to motivational level of child to the particular occupation.

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