The Impact of Parents’ Educational Level on Educational Achievement and Aspiration of Secondary School Girls

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Abstract: Educational achievement is of paramount importance particularly in the present context. According to our society it is the only criteria by which we can determine the performance of the students and their aspiration level. Obviously great emphasis is placed on achievement by parents’ and in the school right from the beginning of formal education. Academic achievement of a child depends to a great extent on parents’ educational level, personality, socio-economic status, adjustment, environment, self-concept etc. The study is based on theoretical assumption that the educational level of parents effects the educational achievement and aspiration level of the children. Especially, where the students are growing up to take self-decision of their choice at senior secondary level. All individuals are trying to achieve more and more in the various fields of life and thus we need to observe the impact of parents’ education level on educational achievement and aspiration of secondary school girls.

Keywords: academic achievement, parent’s educational level, aspiration of secondary school girls etc.

I. INTRODUCTION

“Education is discipline for the adventure of life, research is intellectual adventure and the universities should be homes of adventure shared in common by young and old” - A.W. Whitehead

Environment plays decisive role in human life. A number of studies have been conceived to ascertain the influence of environment on academic achievement of children. Psychologists have said that academic achievement and success of pupil is influenced by intelligence and environment. Intelligence is defined as innate mental ability. For practical purpose of teaching and learning it means all rounds in born mental ability to learn and acquire skills. Hence intelligence is an important determinant of scholastic achievement. It plays important role in laying down the limits of achievement.

Human beings are always immersed in social environment, which not only change the every structure of the Individual or just compels him with a very readymade system of sign. As the child’s environment shifts from the home to the neighborhood and school, changes take place in her concepts of family members. Furthermore the child’s increasing ability to perceive meaning to situations makes him realize that the parents’ especially mother plays an important role in decision and adjustment. Neither one specific environment of the family nor any one specific aspect of family life is responsible for specializing the child. If the total character of the home environment is favorable, the chances are that favorable good characteristics of personality will develop.

The type of relationship that exists between the child and his parents ‘is the main contributing factor. Sir, Peter H. Rossi of Chicago University conducted a study on “Social Factor in Academic Achievement.” The major findings under this category is that a student’s intelligence relates more strongly to his achievement level that between 40% and 60% of the variation among students could be accounted for by variation in I.Q. level. It is apparent that the home may be regarded as the real place of learning “for the development of special skill to deal with other people. Only when children have satisfactory social relationship with members of their family, they enjoy social relationship with people outside the home, have healthy aspiration and attitudes towards people and learn to function successfully.

Of all the home factors in the early years of life which influence the child’s personality, academic achievement and aspiration and behaviors of child. Various studies established the relation between socio economic factor and achievement, the relation between a specific factor – parents’ education and the student’s achievement, attitude and aspiration have not been much studied.
The life pattern of an individual is greatly influenced by the impact of the environmental factor in which he lives. According to Brown “No other institution except home has so significant, a role in the transition of the individual to a person from original nature to human nature.”

Through family environment child adopts ideas, values, aspirations, attitudes and modes of behavior. Attitude and aspirations of children have their origins in the family relationship in the home. As Groves points out “the family provides through the intimacies of personal experience and the interaction of one member with another, something unique which makes it unlike any other familiar cluster.”

Therefore, the most significant out of school influence on child’s learning is probably the home. A good environment of the family provides all therefore the most significant out of school influence on the child’s type of facilities for the child which facilitates his growth and development while poor family conditions may have contrary effects.

Parents ’ education is part of home environment. The positive relationship of motivation to learning is universally accepted by both educators and behavioral scientist. Motivation can give impetus, purpose and direction to an individual. Thus, the educational environment at home motivates the girl to higher achievement to favorable attitude, reach higher aspiration level towards education and higher vocational goals.

The present study makes an attempt to study “the impact between educational achievement and aspiration of children and parents.”

II. JUSTIFICATION OF THE PROBLEM

The world is becoming more and more competitive. One of the burning problems of today; in the field of education is how to raise the standard of educational. Quality of performance has become the key factor for personnel progress. Parents desire that their children climb the ladder of performance to as high as possible. In order to help the pupil having low scholastic achievement, identification of their environment is essential. It is therefore necessary to find out how far the parents educational level is responsible for students scholastic achievement and aspiration. The quality of achievement and aspiration are integral parts of life. If there is a positive high relation between the parents ‘education and the children achievement have a great responsibility in making up for the lack of education of the parents. This work would also be of practical help to teachers in motivating and guiding the student in the right path.

III. OBJECTIVES

1. To find out the impact of mothers educational level educational achievement of secondary school girls.
2. To find out the impact of fathers educational level on educational achievement of secondary school girls.
3. To find out the impact of mothers educational level on aspiration of secondary school girls.
4. To find out the impact of father educational level on aspiration of secondary school girls.

IV. HYPOTHESIS

- There exists no difference between mothers’ educational level and educational achievement of secondary school girls.
- There exists no difference between fathers’ educational level and educational achievement of secondary school girls.
- There exists no difference between mothers’ and fathers’ educational level and educational aspiration of secondary school girls.

V. SIGNIFICANCE OF THE STUDY

- Study will bring into light how far the parents’ educational level effects their children achievement.
- Study will help to find out the effect of parents’ educational level on aspiration of their children.
- It may help the officials to formulate policies to disperse the facilities in a better planned manner.
- Study will contribute to the researches undertaken to find out the discrepancies in educational field and will consequently help in the modernization of the society.

VI. DELIMITATION OF THE STUDY

The present study was limited to a sample of 60 girls of secondary classes. A questionnaire was prepared for measuring the aspiration level of the students. The students were from four secondary schools (15 students from each school) of Rajpura.

VII. REVIEW OF RELATED LITERATURE

Benhur, C. C. Conducted a study on “Relationship between Socio Economic status and Academic Achievement of students in High school.” It was found that pupils of different socio-economic status differ significantly from
each other in their achievement. The pupils of higher socio-economic status have obtained higher mean achievement scores. The higher score was that of pupils belonging to the upper middle class and the lowest is that pupils of lower middle class. The mean scores of academic achievement shows improvement as the social status of pupils increases.

**Aggarwal, Y.P. and Saini V.P.** made an investigation on the topic, “Pattern of study habit and its relationship with achievement and parent’s economic and educational status.” It was found that there was no dependence between study habits and educational status of the parents ‘they were essentially unrelated and independent. Chi-square tests of independence were applied to the data thus categorized, the tests established that there was no dependence between study habits and economic status of the parents’ and study habits and educational status of the parents’.

**Mukker, Iswar Dutta** focused a study on “Intelligence, Socio-Economic-status, values and educational aspiration of the boys in English – Medium Schools and Hindi -Medium Schools in 1970. English –Medium students are superior to Hindi –Medium boys with regards to intelligence. English –medium students have higher educational and professional aspirations than Hindi –medium students. Both the type of students has attached importance to political and theoretical values in the same rank order. Aesthetic value ranks the lowest in the case of both the types of students.

**Stern (1950)** done survey, on “Relation between home and school” and revealed that parents attitude has a direct effect on Childs attainment. Parent teacher relationship is also important for good attainment.

**Bank, Kevin Marjori** studied, “Environmental Correlates of Diverse mental abilities” and found that the verbal number, spatial and reasoning ability test scores will be significantly related to subsets of scores of environmental forces. Parental dominance dimensions had either low or negligible relationship with the mental abilities. Environmental force scores are more highly related to the mental ability test scores than are the gross indicators of the environment.

**Olbora, Michael E. (1968)** made investigation on “The impact of parental Educational level on the educational achievement, attitude, aspiration and expectation of the child” and resulted that there is no major difference in achievement between high-educated mother and high-educated father groups. There is no significant difference among students attitude towards study between high educated mother and high educated father groups.

In the study by **Maitra (1985)** home environment was found to be important variable which could cause under achievement among the gifted.

Studying the effect of home environment on the cognitive styles of student, **Paul (1986)** concluded that the factors of home environment like recognition of the child, achievement, parental aspiration encouragement for initiative and freedom it had positive and significant correlation with each of the four modes of cognitive styles studied.

(Dr.) **Heenu Gupta,** considered Relationship between locus of control, anxiety, level of aspiration and academic achievement and concluded that Locus of control has been found to correlate negatively and significantly with academic achievement for the total sample. Anxiety has been found to have a significantly negative correlation with academic achievement for the total sample. Level of aspiration correlated negatively and significantly with academic achievement for the total sample. Socio – economic status has been found to have a significantly positive correlation with academic achievement for the total sample.

**VIII.PROCEDURE**

**Selection of Sample**
The study was conducted on a selected sample of 60 girls class X of four secondary school of Rajpura. The investigator made the selection of the girls studying in X class because girls of this age are mature enough to express their educational aspiration as they have to select their subjects keeping in view of their future plans. This is the stage when they prepare themselves for college life of some professional training. The number of institutions along with students is limited because of the limited time available.

**Description of the tools used in the study**
A questionnaire constructed by the investigator was used for collecting information about educational aspirations of the students and their parent’s educational qualification.

The questionnaire is a list of planned reticular topic with space provided for indicating the response to each statement related to a particular topic with space provided for indicating the response to each statement intended for submission to a number of persons for reply.

**Questionnaire**
The questionnaire consisted 17 questions related to the subject. It is a mixed form of questionnaire in which closed as well as opened form of items were included because mixed typed questionnaire is considered appropriate for collecting required data from the students. General instructions for answering the questions were given on the front page of the questionnaire.
IX. ANALYSIS AND INTERPRETATION OF DATA

Hypothesis I: Showing Difference between Mean and 't' value of achievement of students according to Mothers’ educational level

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Students grouped according to mothers’ Educational Level</th>
<th>S.D.</th>
<th>Mean</th>
<th>'t' value of comparable level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Higher vs. average</td>
<td>8.1(H)</td>
<td>1.80</td>
<td>0.94*</td>
</tr>
<tr>
<td>2</td>
<td>Average vs. lower</td>
<td>7.5(A)</td>
<td>1.00</td>
<td>0.55*</td>
</tr>
<tr>
<td>3</td>
<td>Higher vs. lower</td>
<td>7.3(L)</td>
<td>2.80</td>
<td>1.49*</td>
</tr>
</tbody>
</table>

*t' value is non-significant at 0.01 and 0.05 level

The difference between higher and lower educational group is maximum which shows that there is difference between the educational achievement of higher and lower educational group. This research indicates that the difference of 't' value is no significant at 0.01 and 0.05 level.

Hence, the educational level of mothers of various groups has positive impact on the students. So the students of higher educational group have higher achievement. Students of average and lower educational group have average and lower achievement respectively.

On the whole, it can be said that mother educational level is having a positive impact on their children education.

Hypothesis II: Showing Difference between Mean and 't' value of achievement of students according to Fathers’ educational level

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Students grouped according to Fathers’ Educational Level</th>
<th>S.D.</th>
<th>Mean</th>
<th>'t' value of comparable level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Higher vs. average</td>
<td>9.0(H)</td>
<td>2.72</td>
<td>1.24*</td>
</tr>
<tr>
<td>2</td>
<td>Average vs. lower</td>
<td>8.5(A)</td>
<td>1.10</td>
<td>0.53*</td>
</tr>
<tr>
<td>3</td>
<td>Higher vs. lower</td>
<td>8.4(L)</td>
<td>3.82</td>
<td>1.76*</td>
</tr>
</tbody>
</table>

*t' value is non-significant at 0.01 and 0.05 level.

The difference between higher and lower educational group is maximum, which shows that there is difference between the educational achievement of higher and lower educational group. This research indicates that the difference of 't' value is non-significant at 0.01 and 0.05 level. Hence, the educational level of fathers’ of various groups has positive impact on the students.

Hypothesis III: Showing Difference between 't' value of achievement of students according to Mothers’ and Fathers’ educational level

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Students grouped according to Parents’ Educational Level</th>
<th>'t' value of comparable group according to Mothers’ educational level</th>
<th>'t' value of comparable group according to Fathers’ educational level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Higher vs average</td>
<td>0.94</td>
<td>1.24*</td>
</tr>
<tr>
<td>2</td>
<td>Average vs lower</td>
<td>0.55</td>
<td>0.53*</td>
</tr>
<tr>
<td>3</td>
<td>Higher vs lower</td>
<td>1.49</td>
<td>1.76*</td>
</tr>
</tbody>
</table>

*t’ value is no significant the at 0.01 and 0.05 level.

The above table shows the 't’ value of the three educational groups according to mothers’ and fathers’ educational level.

This research indicates that both mothers’ as well as fathers’ educational level has positive impact on educational achievement of children. But mother’s educational level is more effective than the father’s educational level, at higher, average and lower educational level respectively.

Hence, there is a positive impact of parents’ educational level on educational achievement of secondary school girls but mothers educational level although both play major important role in educational achievement of secondary school girls.

X. FINDINGS AND CONCLUSIONS

FINDINGS AND CONCLUSION FOR ASPIRATION:

Liking for the subject has been the most dominant facts for determining the choice of the subject. Another factor influencing the students in the choice of their subject is the better performance in the subject and then usefulness for profession and subject guidance at home, were factors which influenced students respectively.

Teaching profession is the most popular profession among the girls. The reason for this may be the social acceptance of teaching profession and its respectability and also the proper balance between the professional and family life. Respectability attached to the profession is the main reason given for preference for the job. A wish of the parents’ is a negligible factor influencing very few students.
Majority of the girls have creative hobbies. There is positive impact of parents’ educational level. Especially, mother on the aspiration of secondary school girls as their choice varies according to the guidance provided.

**FINDINGS AND CONCLUSION FOR ACHIEVEMENT:**

The difference between the higher and lower educational group is maximum which shows that there is difference between the educational achievement of children of higher educational group, average and lower educational group have higher, average and low achievement scores respectively in comparison.

On the whole, there is a positive impact of parents’ educational level on educational achievement of secondary school girls but mothers’ educational level is more effective than fathers’ educational level although both play major role in educational achievement of secondary school girls. As the educational level increases from lower to higher, the achievement of the students increases. On the basis of analysis of data and the objective and hypothesis of the study following results were interpreted:

There is positive impact of mothers’ educational level on the achievement of secondary school girls. Achievement of students varies according to their mother’s educational level. Mother with higher, average, and lower educational level have high, average and low impact on the achievement of children, respectively.

There is a positive impact of fathers’ educational level on the achievement of secondary school girls. Achievement of students varies according to their fathers’ educational level. Fathers’ with higher average and lower educational level have high, average and low impact on the achievement on the children respectively.

There is a positive impact of parents both mother and father on educational achievement but in comparison to father, mothers’ educational level plays more important role in students achievement.

There is a positive impact of parents’ educational level aspiration of secondary girls as their choice varies according to the guidance provided.

**XI. BIBLIOGRAPHY**

**Books Referred**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Publisher</th>
</tr>
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<tbody>
<tr>
<td>Kerlinger, F.N. (1964)</td>
<td>Foundation of Behavioral Research Winston Inc.</td>
<td></td>
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