

Educational Aspiration of Adolescent students in relation to their Parenting Behaviour Styles

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Abstract

The present study was conducted at 300 students of +1 class selected randomly from the secondary schools of Jalandhar district. Educational aspiration and parenting behaviour style scale was administrated on the selected sample. Then the collected data was scored and 2X4 ANOVA was employed. Significant difference was observed in Educational Aspiration of Secondary School students in relation to their different parenting styles viz a viz authoritarian, authrotative, permissive, mixed). Significant difference was observed in Educational Aspiration of Secondary School students in relation to their different parenting behaviour styles viz a viz (authoritarian, authrotative, permissive, mixed)and gender.

Keywords: Educational aspiration; parenting behaviour style.

Introduction

Aspiration is a complex concept that 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 one plans to attain in the future. In other words, educational aspiration is the amount and type of education someone would like to have. Educational achievement is defined as the highest educational level achieved by an individual (Atienza, 2006). Some researchers found significant relationship between aspirations and educational attainment (Scwll et at, 1969; Steinberg, 2002). Kao and Tienda (1995) also argued that early formation of high aspiration can have mediating effects on the influence of family background and significant for others on the ultimate educational attainment of minority children. According to US Department of Education (1948), "Every school will promote partnerships that will increase parental involvement and participation in promoting

the social, emotional and academic growth of children." Birsell (1977) defined, "educational aspirations or expectations as an individual's expressed desire to continue his formal schooling."

Bronfenbrenner(1977,1979), Ogbu and Simons (1998) found cultural ecological explanations of Educational aspirations are similar to variations of the culture of poverty thesis and social learning theories. According to Cultural-ecological theories (like social learning theories), educational aspirations are socially and contextually developed dispositions or orientations.

(Behnke and Piercy2004; Ogbu 1979; Ogbu and Simons1998) defined cultural-ecological theories , on the other hand, propose that educational aspirations develop in response to a dominant culture, which can be either supportive or hostile. A person can acquire coping skill from the surroundings and this is why parents , being the role model of their children , have the strongest influence in shaping and moulding the characteristics of children. The capacities, attitudes, ideas of children and aspirations vary according to their parental involvement.

Objectives of the study

The study was designed to attain the following objective :-

1. To study the Educational Aspiration of secondary school students in relation to their different parenting styles.`

Hypotheses

The study was designed to test the following hypotheses:-

- 1 There is no significant difference in the educational aspiration of secondary schools in relation to their gender.
- 2 There is no significant difference in the educational aspiration of secondary school students in relation to their different parenting behaviour styles (Authoritarian, authoritative, permissive, mixed).
3. There is no interaction effect between the gender and parenting behaviour styles on the score of educational aspiration of secondary school students.

Methodology Sample

In order to conduct the present study 10 schools were taken from Jalandhar district. Randomly 300 students were selected from the schools. Educational aspiration and parenting behaviour style scale were administrated on the selected sample .Collected data was studied and statistical treatment was given.

Tools

The following tools were used in the present study:-

1. Educational Aspiration scale (by Dr. S.K Saxena).

2. Parenting behaviour styles scale(prepared by the investigator).

Statistical Techniques

The following statistical techniques were employed by analyze the obtain data:-

1. Means and standard deviation of various sub group was computed to understand the nature of data.
2. 2x4 ANOVA was employed.

Design of the study

The design of the present study was as follows:

In present study 2 x 4 factorial designed was employed on the scores of the educational aspirations which was studied as dependent variable. Parenting behaviour style was taken as independent variable.

Results and discussion

In order to analyse the data, the means of sub group for 2x4 factorial design on the scores of Educational Aspiration have been calculated and presented in the table 1 and 2 below:

Table-1

Means of Sub Group for 2x4 Factorial Design on the Scores of Educational Aspiration

	P-I	P-II	P-III	P-IV	TOTAL
BOYS	M ₁ =29.52 N ₁ = 40	M ₃ =27.80 N ₃ =36	M ₅ = 11.68 N ₅ = 37	M ₇ = 27.64 N ₇ = 37	M= 24.16 N= 150
GIRLS	M ₂ = 30.25 N ₂ = 39	M ₄ = 28.97 N ₄ = 38	M ₆ = 28 N ₆ = 34	M ₈ = 27.64 N ₈ = 39	M= 28.71 N= 150
TOTAL	M= 29.88 N= 79	M= 28.38 N= 74	M= 19.84 N= 71	M= 27.64 N= 76	

Table-2

Summary of ANOVA for 2X4 Factorial Design of the Scores of Educational Aspiration

Source of variance	SS	df	MS	F-Ratio
SSA(Gender)	12.81	1	12.81	.60
SSB(Parenting Behaviour style)	279.32	2	139.66	6.56**
Interaction(AXB)	248.47	3	82.82	3.89*
WSS	6211.55	292	21.27	

*Significant at 0.05 level of confidence

**Significant at 0.01 level of confidence

Main effects

Gender (A)

It may be observed from the Table 2 that F-ratio for the difference between the means of Educational Aspiration in relation to gender was not found to be significant at 0.01 and 0.05 level of confidence .Hence ,data does not provide sufficient evidence to reject the hypothesis H1 viz “There is no significant difference in the educational aspiration of secondary schools in relation to their gender.”This indicates that educational aspiration of boys and girls does not differ on mean scores .

Parenting behaviour styles (B)

It may be observed from the table 2 that F –ratio for the difference between means of Educational Aspiration in relation to different parenting behaviour styles (Authoritarian , Authoritative , Permissive and Mixed) on the scores of Education Aspiration was found to be significant at 0.01 and 0.05 level of confidence .Hence ,data provides sufficient evidence to reject the hypothesis H2 viz . “There is no significant difference in the educational aspiration of secondary school students in relation to their different parenting behaviour styles (Authoritarian, authoritative, permissive, mixed).”This indicates that different parenting behaviour styles differ on the means scores of Educational Aspiration .

The result are in tune with the findings :

Phillips and Asbury (1993) investigated the relationship between parental divorce, separation and selected aspects of academic motivation and educational aspiration and found that there no incant difference in

educational aspiration of students coming from divorced and infect homes.

Two order interaction (AXB) gender and parenting behaviour styles

It may be observed from the Table 2 that F-ratio for the interaction between Educational Aspiration and different parenting behavior styles (authoritarian, authoritative , permissive and mixed)in relation to gender on the scores of Educational Aspiration was found to be significant at 0.01 and 0.05 level of confidence. Hence the data provides sufficient evidence to reject the hypothesis H3 viz . “There is no interaction effect between the gender and parenting behaviour styles on the score of educational aspiration of secondary school students”. This indicates that deferent parenting styles differ on the mean scores of Educational Aspiration in relation to gender.

Further it suggests:

- Mean score of educational aspiration of girls with authoritarian parenting style is higher than the mean score of educational aspiration of boys with authoritarian parenting styles .
- Mean score of educational aspiration of girls with authoritarian parenting style is higher than the mean score of educational aspiration of boys with authoritative parenting styles.
- Mean score of educational aspiration of girls with authoritative parenting style is higher than the mean score of educational aspiration of boys with authoritative parenting styles .
- Mean score of educational aspiration of girls with authoritative parenting style is higher than the mean score of educational aspiration of boys with permissive parenting styles.
- Mean score of educational aspiration of girls with permissive parenting style is higher than the mean score of educational aspiration of boys with permissive parenting styles.
- Mean score of educational aspiration of girls with permissive parenting style is higher than the mean score of educational aspiration of boys with mixed parenting styles.
- Mean score of educational aspiration of boys with authoritarian parenting style is higher than the mean score of educational aspiration of boys with authoritative parenting styles.
- Mean score of educational aspiration of boys with authoritarian parenting style is higher than the mean score of educational aspiration of girls with authoritative parenting styles.
- Mean score of educational aspiration of boys with authoritarian parenting style is higher than the mean score of educational aspiration of boys with permissive parenting styles.
- Mean score of educational aspiration of boys with authoritarian parenting style is higher than the mean score of educational aspiration of girls with permissive parenting styles.
- Mean score of educational aspiration of boys with authoritarian parenting style is higher than the mean score of educational aspiration of boys with mixed parenting styles.

- Mean score of educational aspiration of boys with authoritarian parenting style is higher than the mean score of educational aspiration of boys with mixed parenting styles.
- Mean score of educational aspiration of girls with authoritarian parenting style is higher than the mean score of educational aspiration of girls with authoritative parenting styles.
- Mean score of educational aspiration of girls with authoritarian parenting style is higher than the mean score of educational aspiration of boys with permissive parenting styles.
- Mean score of educational aspiration of girls with authoritarian parenting style is higher than the mean score of educational aspiration of girls with permissive parenting styles.
- Mean score of educational aspiration of girls with authoritarian parenting style is higher than the mean score of educational aspiration of boys with mixed parenting styles.
- Mean score of educational aspiration of boys with authoritative parenting style is higher than the mean score of educational aspiration of boys with permissive parenting styles.
- Mean score of educational aspiration of boys with authoritative parenting style is higher than the mean score of educational aspiration of girls with permissive parenting styles.
- Mean score of educational aspiration of boys with authoritative parenting style is higher than the mean score of educational aspiration of boys with mixed parenting styles.
- Mean score of educational aspiration of girls with authoritative parenting style is higher than the mean score of educational aspiration of boys with mixed parenting styles.
- Mean score of educational aspiration of girls with authoritative parenting style is higher than the mean score of educational aspiration of girls with mixed parenting styles.
- Mean score of educational aspiration of boys with mixed parenting style is higher than the mean score of educational aspiration of boys with permissive parenting styles.
- Mean score of educational aspiration of girls with mixed parenting style is higher than the mean score of educational aspiration of boys with permissive parenting styles.

The results are intune with the findings:

Stand and Winston (2008) studied Educational Aspiration in inner city schools over 800 pupils of age group 16-18 years and found no significant difference in aspirations by gender or year group but differences between ethnic group were marked.

Singh (2011) studied Educational Aspirations in secondary school students and found that educational aspirations of boys are better than girls. Medium of instruction also influence the educational aspiration.

Findings

1. There was significant difference in Educational Aspiration of Secondary School students in relation to their different parenting styles viz a viz authoritarian, authoritative, permissive, mixed)
2. There was significant difference in Educational Aspiration of Secondary School students in relation to their different parenting behaviour styles viz a viz (authoritarian, authoritative, permissive, mixed) and gender.

Conclusion

The study suggests that parenting behavior styles play very important role in child development

.On the one hand, Parents should be take this into their consultation and should exhibit the required parenting behaviour style ,so that child should not feel frustrated . However, children brought up with authoritarian parenting behaviour styles achieve higher in educational aspiration . On the other hand, teacher should have frequent parent teacher meet to improve the performance of children.

Limitations of the study :

1. The study was delimited to the schools of Jalandhar district .
2. The study was delimited to the secondary schools of Jalandhar district only.
3. The study was delimited to the students of +1 class.
4. The study was related to four behavioural parenting styles(Authoritarian, authoritative, permissive, mixed)

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