



A Comparative Study on Educational Aspiration and Parental Encouragement among Rural and Urban High School Children

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Authors' contributions

This work was carried out in collaboration between both authors. Both authors read and approved the final manuscript.

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ABSTRACT

Adolescence is the time of transition from childhood dependence to early adulthood freedom and responsibility. Educational aspiration is explained as a psychological construct, which reflects a cognitive type of motivation of the individual. Educational aspiration reflects educational goals an individual set for himself/herself. Parental encouragement is the inspiration or extra-boosting given by the parents to the children for their active involvement in academic life. The present study was conducted in rural and urban areas of Hisar and Fatehabad district of Haryana state. The sample of study included 120 respondents from Hisar and 120 from Fatehabad district, thus total sample comprised of 240 respondents. Educational Aspiration Scale by Sharma and Gupta (2015) was used to assess educational aspiration and Parental Encouragement Scale by Sharma (1997) was used to assess parental encouragement of students.

The results of study revealed that majority of respondents belonged to moderate category of educational aspirations and majority of respondents perceived moderate level of parental encouragement. There were significant differences in educational aspirations and parental encouragement of children from rural and urban area. In urban area, respondents had significantly greater educational aspiration and parental encouragement as compared to respondents from rural area.

Keywords: Adolescents; Educational aspiration and parental encouragement.

1. INTRODUCTION

Adolescent is a period that is marked with not only biological changes but psychological change as well, many researchers label this period as "storm and stress". It is a transition span where behavior is distinguished by instability, unpredictable impulses and change, a period when actions and emotions are much more extreme, intense and are elicited with lesser provocation than before. There is a lot self-identity issue, self-determination problem and many more. Parents play a crucial role in shaping adolescent's aspiration and achievement [1].

Parkash and Hooda [2] revealed that aspiration is something, which we desire or want in our life. We can say that aspiration is a fantasy world which is always different from real world 'Level of Aspiration' is a psychological construct which reflects a cognitive type of motivation of the individual.

Educational aspiration is explained as a psychological construct, which reflects a cognitive type of motivation of the individual. Educational aspiration reflects educational goals an individual set for himself/herself. It is important as it encourages and energizes the individual to achieve them. In another way it is taken as level of future performance in a future task which is individual, knowing his level of past performance in that task explicitly undertakes to reach. The term level of aspiration shows the estimation of an individual's ability for his future performance on the strength of his past experience his ability and capacity, the efforts that he can make towards attaining the goal are consequences of his past experience, whether failure-oriented or success-oriented level of efforts made by him in that direction, and his capacity to pursue the goal [3].

Parents desire only the best for their children. They help their children and guide their path to survive in this complex world. Parents encourage children to pick them up, move in a new direction, learn from the experience and also to try again whenever there seems its need. In fact, the primary role of a parent is to offer encouragement, support and proper guidance to their ward especially during the secondary school years as it is the time when students begin to find their way in life [4].

Parental encouragement is the inspiration or extra-boosting given by the parents to the children for their active involvement in academic life. Parental encouragement plays an important role in the formation of life of children. It also enables them to face the future challenges of life. It involves a number of things like deep understanding of developmental process and learning of temperaments, intelligent, personality patterns, inter personal action and socialization etc. [5].

2. METHODOLOGY

Study was conducted in Haryana state. From Haryana state, two districts were selected randomly that were Hisar and Fatehabad district. From each district, rural and urban area were selected purposively. Four schools were selected, two from rural area and two from urban area. From each school thirty boys and thirty girls were selected thus, a total of sixty students were taken. Total sample was consisted of 240 students which comprised of 120 students from rural and 120 students from urban area were selected.

2.1 Procedure of Data Collection

For data collection, school principals were approached for seeking permission. Then lists of students in the age group of 13-15 years were prepared from all four schools. The participants were informed about the purpose of study, the respondents were given clear instructions before performing the specific task given in the questionnaire.

2.2 Statistical Analysis of the Data

To draw the inferences as per different objectives data analyzed using appropriate statistical tests i.e., frequency and percentage, means, standard deviations and z test.

3. RESULTS

3.1 Assessment of Educational Aspirations of High School Children

The selected 240 respondents were assessed to determine their educational aspirations. Educational aspiration was assessed with the help of Educational Aspiration Scale (form-P) by

Sharma and Gupta [6]. The scale had 45 items with two response alternatives. In this section, frequency distribution of respondents in different categories of educational aspirations was displayed.

Table 1 illuminated the level of educational aspirations among rural and urban students were computed. It can be seen from Table 1 that maximum number of children (74.2%) had moderate level of educational aspirations followed by low (19.2%) and high (6.7%) level of educational aspirations in rural area. While in urban area, it was evident from the results that majority of children (68.3%) had moderate level of educational aspirations, 25.0 per cent had high and only 6.7 per cent had low level of educational aspirations.

3.2 Assessment of Parental Encouragement of High School Students

Parental encouragement was assessed with the help of parental encouragement scale developed by Sharma [7]. The scale had 40 items with three response alternatives. To attain this objective, questionnaires were filled by 240 high school students. These students included 120 respondents from Hisar and 120 respondents

from Fatehabad district. In this section, frequency distribution of respondents in different categories of parental encouragement was demonstrated.

Level of parental encouragement among rural and urban students was computed as represented in Table2. Data observed as majority of students from rural area (74.2%) had moderate level of parental encouragement followed by high (13.3%) and low (12.5%). Results of urban area were revealed as 66.7 per cent had moderate level of parental encouragement followed by high (25.0%) and low (8.3%).

3.3 Comparison of Mean Scores of Educational Aspirations on the Basis of Locality

Independent sample z-test was used to examine whether there existed differences in education aspirations of high school children. As presented in Table 3, that there were significant differences in educational aspirations of children from rural and urban area, ($z= 4.56^*$), $p<0.05$. From urban area, respondents had significantly greater educational aspiration as (Mean=2.18) compared to respondents from rural area.

Table 1. Area- wise educational aspirations of high school children

Level of educational aspiration	Rural (n=120)	Urban (n=120)	Total (N=240)
Low (12-22)	23(19.2)	8(6.7)	31(12.9)
Moderate (23-33)	89(74.2)	82(68.3)	171(71.3)
High (34-44)	8(6.7)	30(25.0)	38(15.8)

Note: Figures in parentheses indicate percentages

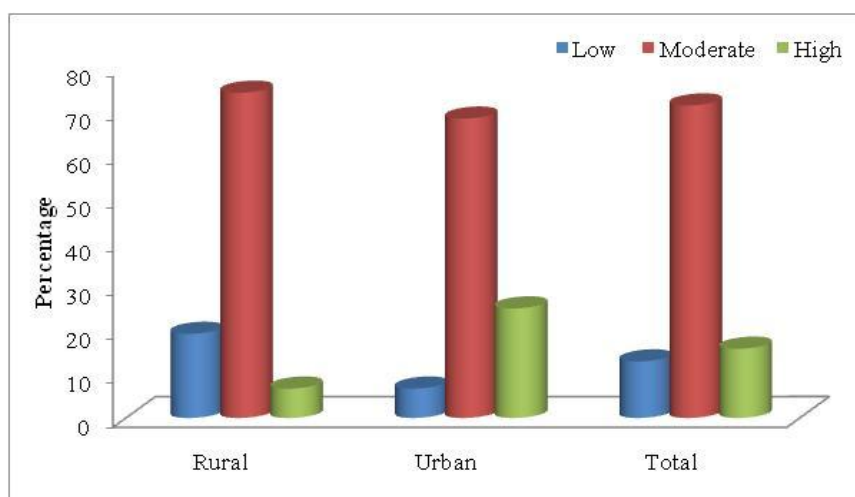


Fig.1. Area- wise educational aspirations of high school children

Table 2. Area-wise parental encouragement of high school children

Level of parental encouragement	Rural (n=120)	Urban (n=120)	Total (N=240)
Low (0-26)	15(12.5)	10(8.3)	25(10.4)
Moderate (27-53)	89(74.2)	80(66.7)	169(70.4)
High (54-80)	16(13.3)	30(25.0)	46(19.2)

Note: Figures in parentheses indicate percentages

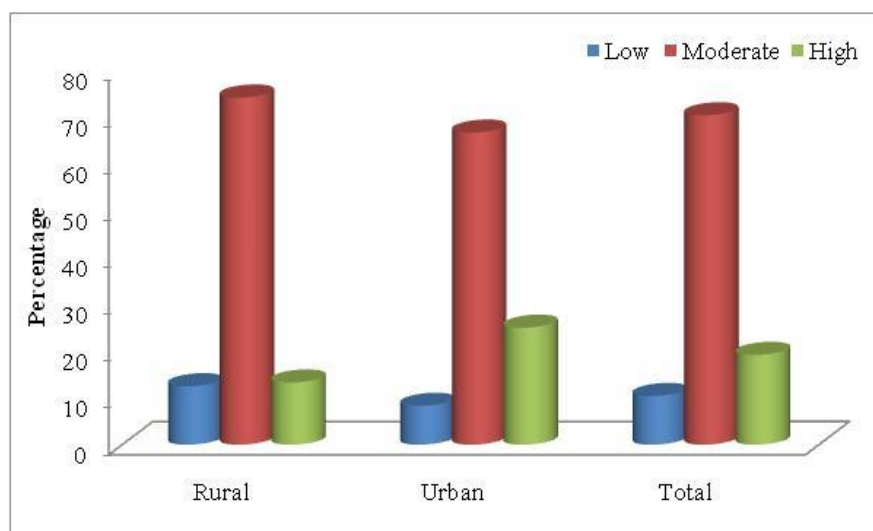


Fig.2. Area-wise parental encouragement of high school children

Table 3. Comparison of mean scores of educational aspirations on the basis of locality

Variables	Educational aspirations Mean ± SD	Z-value
Area		
Rural	1.87 ± 0.49	4.56*
Urban	2.18 ± 0.56	

Table 4. Comparison of mean scores of parental encouragements as per locality

Variables	Parental encouragement Mean ± SD	Z-value
Area		
Rural	2.05 ± 0.53	4.34*
Urban	2.35 ± 0.54	

3.4 Comparison of Mean Scores of Parental Encouragements as per Locality

As data presented in Table 4 that there were significant differences in parental encouragements of children from rural and urban area, ($z= 4.34^*$), $p<0.05$. Urban area, respondents had significantly greater parental encouragements as (Mean=2.35) compared to respondents from rural area.

4. DISCUSSION

The results of the present investigation are reviewed and discussed in the light of the existing literature as per objectives framed for the present study.

Results of present investigation from the total sample depicted that maximum number of children (71.3%) attained moderate level of educational aspiration followed by high (15.8%)

and low (12.9%). Similar results were found on the basis of sex of children.

The findings are supported with various studies, George [8] examined the level of educational aspiration of higher secondary school students and findings portrayed that the higher secondary school students possessed moderate level of educational aspiration. Katara and Balda [9] also, found majority of respondents had moderate level of educational aspiration.

Results of the study illustrated regarding to parental encouragement that majority of students from the total sample, 70.4 per cent of respondents perceived moderate level of parental encouragement followed by high (19.2%) and low (10.4%). Irrespective of sex and age of children, majority of respondents belonged to moderate level of parental encouragement.

The result can be supported referring the researches done by Deepika and Singh [10] and Katara and Balda [9] reported that majority of the adolescents perceived moderate level of parental encouragement.

Results revealed that on the basis of area of residence, there were significant differences in educational aspirations of children.

The result can be supported referring the research done by Kumar and Selvakumar [11] and Parkash and Hooda [2] reported that there exists significant difference in educational aspiration on the basis of locality of respondents. There were significant differences in parental encouragement on the basis of area of residence.

The findings are supported with various studies done by Jain and Kang [12], Yousuf and Peerzada [13] and Bashir and Bashir [14] reported that significant differences were observed in parental encouragement with respect to locality. Kotnala and Nidhi [15] found that parental encouragement of urban secondary school students was significantly better than rural students.

5. CONCLUSION

It can be concluded that majority of respondent's belonged to moderate category of educational aspirations and majority of respondents perceived moderate level of parental

encouragement. There were significant differences in educational aspirations and parental encouragement of children from rural and urban area. Urban area respondents had significantly greater educational aspiration and parental encouragement as compared to rural area respondents.

CONSENT

As per international standard, parental written consent has been collected and preserved by the author(s).

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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