International Journal of Current Advanced Research
ISSN: O: 2319-6475, ISSN: P: 2319-6505, Impact Factor: 6.614
Available Online at www.journalijcar.org
Volume 7; Issue 12(A); December 2018; Page No. 16382-16386
DOI: http://dx.doi.org/10.24327/ijcar.2018. 16386.3027

Research Article

PARENT'S EDUCATIONAL STATUS HONING UP INTEREST IN STUDIES OF EARLY ADOLESCENTS

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A R T I C L E I N F O

Article History:

Received 06th September, 2018
Received in revised form 14th October, 2018 Accepted 23rd November, 2018
Published online 28th December, 2018

Key words:

Father, Mother, Educational status, Interest in studies, Early adolescents

A B S T R A C T

In a country like India, the rearing of children depends largely on the mother. Girls and women were only responsible for doing traditional household works until the middle of nineteenth century. But now, the society is witnessing changes in the role-status of women and there is greater prominence on educating girls in the same manner as educating boys. The modern-day parents also desire to fulfill their children's aspiration without gender parity. In the present study, mothers' and fathers' educational status in addition to their sons' and daughters' academic interests were examined. The goal of this study was to determine whether the gender of the parent and their educational status moderated the links between these factors and their youth's academic interests. So for the study, data were systematically collected by survey method from a sample size of 326 early adolescent students studying Class VIII, during the academic year 2016-2017, aged 12 - 14 years, in various types of schools namely Government, Aided, Matriculation and CBSE in Tirunelveli district through direct solicitation of a self-made 'Interest in Study Questionnaire'. There was no significant difference in early adolescents' interest in studies and for its dimensions individual interest and situational interest with regard to father's educational status. But there was a significant difference in the early adolescents' interest in studies with regard to mother's educational status. The early adolescents', whose mother's educational status is post graduate, have better mean scores than their counterparts with qualifications UG and up to higher secondary education. The post graduate mothers have better mean scores than the mothers who have completed their under graduations and school education. Thus this study revealed that mothers' educational status promoted their early adolescents' level of interest in studies as their education motivates their wards to have better academic outcomes by participating in their youths' educational activities which improve their learning in an interesting way.

INTRODUCTION

Helping the students to discover their real interest and to plan a life progression based on interests is developed and nurtured in school. Pursuing activities and topics that find interesting play an important part in determining the academic outcome of the learners. The motivational construct, interest in studies contributes to learning and achievement related with the facilitative effects on cognitive functioning (Schiefele, Krapp, &Winteler, 1992). When this interest is triggered in studies by their parents, it becomes a crucial component of success in academics. In some early adolescents there is a beginning of a downward spiral in school-related behaviors and motivation which often lead to their academic failure and school dropout. Bridge land *et al*., (2006) indicated in their report that 47% of high school dropouts cited dullness and lack of interest in their classes as a major reason for leaving school.

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According to Karp's theory of interest, it had been divided into two components which are individual interest and situational interest (Hidi & Baird, 1988; Renninger, 2000). It has been demonstrated by research that both situational and individual interest promotes effort, attention, task persistence and recall (Ainley, Hidi, & Berndorff, 2002).

Reviewed Studies

There are considerable studies that link the educational status of parents and youth's academic motivation and achievement (Kohn, 1969; Linver & Davis-Kean, 2005). In most researches, positive associations between parental education and adolescents' achievement were found. According to Byrnes (2003) adolescents' proficiency in maths was closely related to the education of their parents. Bandura (1986) best captured from the observational learning perspective, parents served as role models of behaviors and values within the academic domain. Davis-Kean (2005) and Heyns (1978) supported the idea that parental education plays an important role in achievement-related motivation or behaviours than

other familial variables. According to Eccles' and Colleagues (1983), both parents' socialization practices and their education levels are important for youth's academic motivation and achievement. Jacobs and Bleeker (2004) examined parents' math-promotivebehaviours and found that children whose mother purchased more and more math and science toys were more involved in their children's math and science activities and their children reported greater interest in math six years later. *Parental expectations* also have been positively related to youth's academic motivation and achievement. Chen and Stevenson (1995) asked parents how much schooling they expected their offspring to complete. Their results showed that children had higher reading and math achievement scores when their parents expected them to go farther in school.

Eccles (2005) found that parents' own participation in math, science, and computer activities were positively associated with their children's participation in these same activities. Davis-Kean (2005) found no evidence of gender differences regarding parents' expectations for educational attainment. Using a multi-ethnic sample, Chen and Stevenson (1995) showed that adolescents whose fathers had a postgraduate degree scored 10 points higher on a math achievement test than adolescents whose fathers had junior high school educations or less.

Significance of the study

In the growth and development of humans, early adolescence is a characteristic period. This period is to be found between the period of childhood and adolescence. During this remarkable stage of the life cycle, early adolescents, experience rapid and significant developmental changes namely physical, cognitive, social and psychological changes. Research has consistently shown that early adolescence is a period marked by negative changes on a variety of motivational factors. Harter (1981) found that intrinsic motivation for academic work generally decreased as students move into adolescence. There were related failures across a variety of constructs, including interest in school, self-concept and self-esteem, especially for girls (Parsons & Ruble, 1977). Simmons and Blyth (1987) Astriking decline in early adolescents' school grades was also found as they move into junior high school (Simmons & Blyth, 1987). They are less interested in traditional academic subjects when they are subjected to school transition from elementary level to middle school education. A growing body of knowledge shows that, what shapes students between the ages of 10 and 14 determines not only their future success in school, but success in life as well. There is very little work on gender differences in parents' academic qualifications, and to the knowledge, previous work has not examined the relation between parents' educational qualification and those of their offsprings' interests in academics. Accordingly, this study examined parents' education as a promoter of adolescent's interest instudies.

Objectives of the study

The objectives of the present study are stated as follows.

1. To find out the level of interest in studies of early adolescents;
2. To find out the significant difference, if any, in interest in studies of early adolescents with regard to their parents' educational status;
3. To find out the significant difference, if any, in interest in studies of early adolescents with regard to their parents' occupation; and
4. To find out the significant difference, if any, in interest in studies of early adolescents with regard to their family income.

Hypotheses of the study

The hypotheses of the present study were framed as below.

1. There is no significant difference in interest in studies of early adolescents with regard to their parents' educational qualification.
2. There is no significant difference in interest in studies of early adolescents with regard to their parents' occupation.
3. There is no significant difference in interest in studies of early adolescents with regard to their family income.

Methodology

Survey method was used in this study, in which data were systematically collected from a sample size of 375 students aged 12 - 14 years, studying class VIII, in various types of schools namely Government, Government Aided, and Matriculation/CBSE in Tirunelveli, during the academic year 2016-2017.

Tool Used

In this study, the self-made tool, namely "ViWi's Scale on Interest in Studies" developed by B. Viji and B. William Dharma Raja (2016), a 5 point Likert Scale, ranging from strongly agree (5) to strongly disagree (1) was used to collect data. The dimensions were fixed as Individual Interest and Situational Interest based on Krapp's theory of interest. The preliminary version of the tool had 28 statements with anequal number of 14 items in each dimension, with a total of 13 positive and 15 negative items. After establishing the validity, the reliability was calculated by using the Spearman Prophecy formula and the coefficient of reliability was found to be 0.805 which reveals that the tool is highly reliable.

Statistical Techniques Used

The techniques used to analyse and interpret the data were Percentage Analysis and ANOVA test.

Table 1 Level of Early Adolescents' Interest in Studies

Level of Interest					
Low		**Moderate**		**High**	
N	%	N	%	N	%
105	27.5	155	40.6	122	31.9

It is inferred from the above table that more than two fifth (40.6%) of the early adolescents have moderate level of interest in studies.

Table 2 Significance of Difference in Early Adolescents' Interest in Studies with regard to Father's Educational Status

Dimension	Source of Variance	Sum of Squares	Mean Squares	F value	p value
Individual Interest	Between	46.554	23.277	0.357	0.700^{NS}
	Within	24689.405	65.144		
	Total	24735.958			
Situational Interest	Between	213.560	106.780	2.065	0.128^{NS}
	Within	19600.765	51.717		
	Total	19814.325			
Interest in Studies	Between	438.848	219.424	1.257	0.286^{NS}
	Within	66147.131	174.531		
	Total	66585.979			

*df = (2, 379) *Significant at 5%level*
NS-Not Significant

It is inferred from the above table that the p value is greater than 0.05. Hence the null hypothesis is accepted. It shows that there is no significant difference in interest in studies of early adolescents with regard to their father's educational status. It is also true with the dimensions *individual interest* and *situational interest.*

Table 3 Significance of Difference in Early Adolescents' Interest in Studies with regard to Mother's Educational Status

Dimension	Source of Variance	Sum of Squares	Mean Squares	F value	p value
Individual Interest	Between	584.802	292.401	4.589	0.011*
	Within	24151.156	63.723		
	Total	24735.958			
Situational Interest	Between	175.199	87.600	1.691	0.186^{NS}
	Within	19639.125	51.818		
	Total	19814.325			
Interest in Studies (Total)	Between	1394.718	697.356	4.054	0.018*
	Within	65191.262	172.009		
	Total	66585.979			

*(df = 2,379)*Significant at 5%level*
NS-NotSignificant

It is inferred from the above table that the p value is lesser than 0.05. Hence the null hypothesis is not accepted. It shows that there is significant difference in the interest in studies of early adolescents with regard to mother's educational status. It is also true with the dimension *individual interest.* But for the dimension *situational interest*, there is no significant difference with regard to mother's educational status.

Since there is significant difference in the interest in studies and its dimension *individual interest*, Scheffe test is attempted.

Table 3 a Scheffe Test Analysis on Scores of Interest in Studies with regard to Mother's Educational Status

Dimension	Familial Variable	Mean Scores			Mean Difference	p - value
		Upto HSE	UG	PG		
Individual Interest	Educational Qualification	50.015	50.627		0.611	0.908^{NS}
		50.015		52.900	2.885	0.035*
			50.627	52.900	2.273	0.119^{NS}

* Significant at 5%level
NS-Not Significant

The Scheffe test analysis shows that the early adolescents, whose mother's educational status is PG, have better mean scores than their counterparts who are UG and below.

Table 3b Scheffe Test Analysis on Scores of Interest in Studies (Total) with regard to Mother's Educational Status

Dimension	Familial Variable	Mean Scores			Mean Difference	p - value
		Upto HSE	UG	PG		
Interest in Studies (Total)	Educational Qualification	100.354	101.000		0.646	0.961^{NS}
		100.354		104.680	4.326	0.062^{NS}
			101.000	104.680	3.680	0.126^{NS}

** Significant at 5% level*
NS-Not Significant

Though there is significant difference in the f test, the Scheffe analysis shows no significant difference in the mean scores of the interest in studies of early adolescents with regard to their mother's educational qualification.

Table 4 Significance of Difference in Early Adolescents' Interest in Studies with regard to Father's Occupation

Dimension	Source of Variance	Sum of Squares	Mean Squares	F value	p value
Individual Interest	Between	422.779	105.695	1.639	0.164^{NS}
	Within	24313.179	64.491		
	Total	24735.958			
Situational Interest	Between	333.745	83.436	1.615	0.170^{NS}
	Within	19480.580	51.673		
	Total	19814.325			
Interest in Studies (Total)	Between	1037.997	259.499	1.493	0.204^{NS}
	Within	65547.982	173.867		
	Total	66585.979			

(df = 4,377) NS-Not Significant

It is inferred from the above table that the p value is greater than 0.05. Hence the null hypothesis is accepted. It shows that there is no significant difference in interest in studies of early adolescents with regard to their father's occupation.

Table 5 Significance of Difference in Early Adolescents' Interest in Studies with regard to Mother's Occupation

Dimension	Source of Variance	Sum of Squares	Mean Squares	F value	p value
Individual Interest	Between	448.310	112.077	1.740	0.141^{NS}
	Within	24287.649	64.423		
	Total	24735.958			
Situational Interest	Between	324.341	81.085	1.568	0.182^{NS}
	Within	19489.984	51.698		
	Total	19814.325			
Interest in Studies (Total)	Between	1466.183	366.546	2.122	0.077^{NS}
	Within	65119.796	172.732		
	Total	66585.979			

(df = 4,377)
NS-NotSignificant

It is inferred from the above table that the p value is greater than 0.05. Hence the null hypothesis is accepted. It shows that there is no significant difference in interest in studies of early adolescents with regard to mother's occupation.

Table 5 Significance of Difference in Early Adolescents' Interest in Studies of Early Adolescents with regard to Family's Monthly Income

Dimension	Source of Variance	Sum of Squares	Mean Squares	F value	p value
Individual Interest	Between	584.802	292.401	4.589	0.011*
	Within	24151.156	63.723		
	Total	24735.958			
Situational Interest	Between	175.199	87.600	1.691	0.186^{NS}
	Within	19639.125	51.818		
	Total	19814.325			
Interest in Studies(Total)	Between	1796.859	898.430	5.256	0.006**
	Within	64789.120	170.948		
	Total	66585.979			

*(df = 2, 379)** Significant at 1%level* Significant at5%levelNS-Not Significant*

It is inferred from the above table that the p value is lesser than 0.01. Hence the null hypothesis is not accepted. It shows that there is significant difference in early adolescents' interest in studies with regard to family's monthly income.

Since there is significant difference in the interest in studies and its dimension *individual interest*, Scheffe test is attempted.

Table 5(a) Scheffe Test Analysis on Scores of Interest in Studies with regard to Family's Monthly Income

Mean Scores						
Dimension	Familial Variable	Upto Rs.15,000	Rs. 15,000-30,000	Above Rs. 30,000	Mean Difference	p value
Interest in studies	Family's Monthly Income	104.841	103.421		1.419	0.672^{NS}
				99.215	5.626	0.006**
			103.421	99.215	4.206	0.101^{NS}

** Significant at 1%level*
NS-NotSignificant

The Scheffe test analysis shows that early adolescents, whose family's monthly income is upto Rs.15,000 have better mean scores than their counterparts, whose family's monthly income is above Rs.30,000.

Table 5 (b) ScheffeTest Analysis on Scores of Individual Interest with regard to Family's Monthly Income

Mean Scores						
Dimension	Familial Variable	Upto Rs.15,000	Rs. 15,000-30,000	Above Rs.30,000	Mean Difference	p value
Individual Interest	Family's Monthly Income	52.597	52.353		0.2441	0.969^{NS}
		52.597		50.076	2.521	0.062^{NS}
			52.353	50.076	2.277	0.167^{NS}

NS-Not Significant

Though there is significant difference in f test, there is no significant difference in Scheffe test analysis for the dimension *individual interest* with regard to family's monthly income.

Findings

1. More than two-fifth (40.6%) of the early adolescents had moderate level of interest in studies irrespective of familial variables.
2. There was no significant difference in early adolescents' interest in studies and for its dimensions individual interest and situational interest with regard to father's educational status.
3. There was no significant difference in interest in studies of early adolescents with regard to father's occupation. It is also true with the dimensions individual interest and situational interest.
4. There was significant difference in the early adolescents' interest in studies and its dimension individual interest with regard to mother's educational status. But there was no significant difference for the dimension situational interest, with regard to mother's educational status. The early adolescents', whose mother's educational status is PG, have better mean scores than their counterparts with qualifications UG and below.
5. There was no significant difference in interest in studies of early adolescents with regard to mother's occupation. It is also true with the dimensions individual interest and situational interest.
6. There was significant difference in early adolescents' interest in studies and for its dimension individual interest with regard to family's monthlyincome. But there was no significant difference for the dimension situational interest with regard to family's monthly income. The early adolescents, whose family's monthly income is upto Rs.15,000, have better mean scores than their counterparts namely early adolescents, whose family's monthly income is above Rs. 30,000.

Implications

The early adolescents' whose mother's educational status is PG were better in their academic interest because the educated mother's expectations are higher about their wards and they in turn motivate them to have better academic outcomes by making them to learn in an interesting way. They also participate in their youths' educational activities which improve their interest. The early adolescents whose family's monthly income is up to Rs.15,000 have better interest in studies than early adolescents whose family's monthly income is above Rs. 30,000. Because the early adolescents from the families with low socio-economic status, are motivated to study well and get placed in a job with better income in their future.

Education is the most important power that shapes the lives of mankind. It empowers with the ability to think, reason, take appropriate decisions and protect oneself from oppression & abuse. Education for women is the single most effective way to improve lives and health of a family and a society. A woman with education is a powerful person as she has the power to educate the children in her family, guide them in taking decisions, contribute economically and offer valuable inputs for improvement on home and society. Women constitute almost half of a country's population. Empowered women contribute to the development of the society, community and nation innumerous ways. When 50% of the population is denied education, a nation remains underdeveloped. However, in most of the developing countries around the world, women are often denied of education opportunities. Even though, women constitute 48% of the total

population in India, the women literacy rate in urban area is 79.11% as against 88.76% males, and it is lower in the rural scenario where 57.93% women are literate as against 77.15% literate males (Census, 2011). In 2014, India GDP growth ranges between 4.6% - 5.3% and this growth percentage can be drastically improved if women are educated and starts contributing equally economically. When all the women are educated, all their children would be motivated to learn in an interesting way with all their capabilities which in turn help India to reach its true potential as a developed nation.

CONCLUSION

Education is the key catalyst for promoting personal and social development of a nation. It is a powerful tool for preparing the learners in the knowledge society. When highly educated women as mothers and teachers can foster their early adolescents' interest in studies by providing them with a variety of materials and educational opportunities, students learn better in their unique way using their own mode of reasoning and thinking. Interesting information is learned better by the students than the less interesting ones. The three important factors that contribute to the development of their academic interest are knowledge, positive emotion and personal value. When students learn more about a topic they become more knowledgeable and more skilled. An increase in knowledge brings about positive effect as they feel more competent and skilled. The students' goal also contributes to the development of interest by leading their learning, developing competence and exploring the topic. This motivates young learners intrinsically and extrinsically to inquire, infer, and interpret, to think divergently, critically and innovatively and to make use of the knowledge and skills they have gained to solve the pertaining social and national problems. Thus by the results of this study, it is proved that early adolescents whose mothers are highly educated have significant interest in their academics than the early adolescents whose mothers have low educational status.

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How to cite this article:

Viji B and William Dharma Raja B (2018) 'Parent's Educational Status Honing Upinterest In Studies of Early Adolescents', *International Journal of Current Advanced Research,* 07(12), pp. 16382-16386.
DOI: http://dx.doi.org/10.24327/ijcar.2018.16386.3027

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