

## INFLUENCE OF PARENTAL EDUCATION ON PRIVATE AND GOVERNMENT SECONDARY SCHOOL STUDENTS

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### Abstract

*The present study was conducted to study the parental education of private and government secondary school students. The method adopted for this research was descriptive method and the sample comprised of 800 secondary school students in which 400 students (200 boys and 200 girls) were taken from private schools and 400 students (200 boys and 200 girls) were taken from government schools. The qualification of fathers from private secondary students was found to be 41.8% who have done graduation, and the minimum 1.5% was illiterate whereas father's qualification of government secondary students in which 38.5% were middle pass and 33.3% were illiterate. Further it was found that the qualification of mothers from private school students was found to be 39.3% who have done higher secondary and 7.0% were illiterate whereas the mothers qualification of government secondary students in which 62.5% were illiterate and 26.8% were middle pass. The semi-literate and uneducated are aware of the broader benefits of education, but are not yet fully aware of the level of interaction that is required to support and encourage their children for school success.*

**Key Words:** Parental education, qualification, secondary school students

### Introduction

Usually parents support their children's learning from the moment children start speaking and playing. They assist them to gain awareness, skills and the confidence necessary to succeed in their present environment and to deal with later responsibilities in school and in life enhancing their cognitive, social and emotional development. With the growth and development children, begin to learn by observing parents, brothers, sisters and other adults and later on pre-schools and schools become

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the main source of new learning for them. At this stage of development, parents are a vital source of support to children in encouraging their education. Parental care and support, therefore, work as the guiding factors to shape children's behavior in the school. If parents love children with generous, even flowing, non-possessive affection and treat them as a person who understands their rights and responsibilities, then their chances of normal development are greater. However, if they diverge from this, children development may be distorted. Some parents are overprotective and quite often pamper their children because of their belief that children must not be frustrated. They do not realize that occasional frustration is not only a natural fact in life but also enhances motivation if children are handled properly.

Another common belief prevalent among some educated parents is that severe punishment is essential for normal development of their children but forget that it may create emotional problems like cheating, telling lies and becoming negativistic. Students benefit considerably from healthy relationship with their parents. Better-educated parents are more likely to use complex language and a wider vocabulary with their young children. Therefore, the children develop language skills, vocabulary, and cognitive skills earlier. This primes the children for academic success. Parents with lower levels of education are less likely to have high expectations for the children's academic careers. While teacher expectations of students are extremely important, even more important are the children's expectations of themselves. When parents do not have high expectations for children's academic achievement, the children are unlikely to have expectations for them.

### **Objective**

To study the parental education of Private and Government Secondary School Students

### **Method and Design**

The present study has been completed through the descriptive method of research.

### **Sample**

There are 10 districts in Kashmir division, out of which only two districts viz, Srinagar and Kupwara were selected randomly. The sample for the present study was drawn from both private and government schools of Kashmir division. The study comprised of 800 secondary school students in which 400 students (200 boys and 200 girls) were taken from private schools and 400 students (200 boys and 200 girls) were taken from government schools. The main consideration in the selection of the sample was its representativeness. In this study representativeness was ensured by adopting simple random sampling technique. Only 22 schools were taken from Srinagar and Kupwara district. These schools were selected through lottery method, and male and female respondents both from private and government secondary schools were selected by using simple random sampling technique.

**The breakups of the sample are as under**

Group	Government		Private		Total
	Boys	Girls	Boys	Girls	
Secondary School Students	200	200	200	200	800

**Description of Tools**

Parental Education of private and government school students were collected by administered a self-constructed Information Blank

**Statistical Treatment**

Percentage statistics was calculated to study parental education of private and government secondary school students.

**Table 1.1: Showing Father's Qualification of Private and Government Secondary School Students**

Qualification	Private		Govt.	
	N	%age	N	%age
Illiterate	6	1.5	133	33.3
Up to middle	12	3.0	154	38.5
Higher secondary	112	28.0	76	19.0
Graduate	167	41.8	32	8.0
Professional	57	14.2	2	.5
Post-graduation	46	11.5	3	.8
<b>Total</b>	<b>400</b>	<b>100.0</b>	<b>400</b>	<b>100.0</b>

The table 1.1 indicates the distribution of private and government secondary school students according to qualification of father. A perusal of the table depicts that the fathers' qualification of private secondary students in which 41.8% were those whose fathers have done their graduation, 28.0% have done higher secondary, 14.2% having professional degree and 11.5% were post-graduate 3.0% were middle pass and the minimum 1.5% were those whose fathers were illiterate. Whereas the fathers' qualification of government secondary students in which 38.5% were those whose fathers were middle pass, 33.3% were illiterate, 19.0% have done higher secondary, 8.0% have done their graduation, .8% were post-graduation and the minimum .5% were those whose fathers have professional degree.

**Table 1.2: Showing Mother’s Qualification of Private and Government Secondary School Students**

Qualification	Private		Govt.	
	N	%age	N	%age
Illiterate	28	7.0	250	62.5
Upto middle	79	19.8	107	26.8
Higher secondary	157	39.3	32	8.0
Graduate	110	27.5	6	1.5
Professional	14	3.5	0	0.0
Post-graduation	12	3.0	5	1.3
<b>Total</b>	<b>400</b>	<b>100.0</b>	<b>400</b>	<b>100.0</b>

The table 1.2 indicates the distribution of private and government secondary school students according to qualification of mother. A perusal of the table depicts that the mothers qualification of private secondary students in which 39.3% were those whose mothers have done higher secondary, 27.5% have done their graduation, 19.8% were middle pass, followed 7.0% were illiterate and 3.5% were having professional degree and the minimum 3.0% were post graduate as qualification of mother whereas the mothers qualification of government secondary students in which 62.5% were those whose mothers were illiterate, 26.8% were middle pass followed by 8.0% have done higher secondary, and the minimum 1.3% were those whose mothers were having post graduate degree.

**Discussion**

From the analysis, the investigator found that majority of parents of government school students was illiterate as compared to private school students. Most of the parents of private students have done graduation while it could be seen less in parents of government students. From the analysis, the researcher observed that there were very few parents of government students who have done professional/post graduate degree while it could be seen more in parents of private students. The educated parents are aware of the problems and the advantages of education, but the reality of their lives and the financial challenges they face restrict them in prioritizing time for educational activities with their children. Their support remained at the level of paying school fees for their children, and barely providing other school requirements. The semi-literate and uneducated are aware of the broader benefits of education, but are not yet fully aware of the level of interaction that is required to support and encourage their children for school success. The results are partially in

line with the studies conducted by **Panneer, S.K. (2013)** which revealed that there is no significant difference between male and female higher secondary students with respect to Influence of parents' education. No significant difference between rural and urban higher secondary students with respect to Influence of parents' education. No significant difference among government, aided, private higher secondary students with respect to Influence of parents' education. Further it was found that there is no significant difference between literate and illiterate fathers of higher secondary students with respect to Influence of parents' education. No significant difference between literate and illiterate mothers of higher secondary students with respect to Influence of parents' education.

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