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PARENTS ROLL IN ACHIEVEMENT OF EDUCATION

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Parents Roll In Achievement of Education

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Abstract – The effects of these beliefs and attitudes are mostly attributed to the role they play in a motivational process. A case in point is the belief that a good mastery of mathematics facilitates the entry into better jobs, makes a decent income more likely, or is admired by others. Valued consequences of mathematics achievement would and then motivate students to strive harder. Ahmed (1991) found that out of 56 subjects who had qualified the competitive examination for public sector jobs at the Provincial Public Commission, of the North West Frontier Province of Pakistan, 30 of the subjects had parents with Bachelor and above educational qualifications.

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CONCEPT

Uckner, Whaley and Egeland (2004) found by a research study that mothers with higher (vs. lower) educational attainment provided more support for their children in problem-solving situations in preschool, had higher expectations of educational attainment for their children in first grade, and were more involved in their children's school in first grade. They also found that mothers who provided appropriate structure for their children and coordinated their own behavior to their children's activities in problem-solving tasks in early childhood had children with higher levels of IQ as compared with mothers who either were uninvolved with their children or did not provide appropriate structure for their children in these laboratory tasks. Higher IQ in turn led to higher academic achievement in first grade. Higher academic achievement in first grade then led to higher parental expectations, greater parental involvement, and higher achievement in third grade. High academic achievement early in school may contribute to a process that supports high academic achievement at later ages.

(Davis 1944; Ericson 1946; Davis and Havighurst, 1946; and Maas, 1951) observed that lower class parents are more permissive and give their children great physical and social freedom than children from the middle class enjoy. They punish more severely when the child misbehaves, and they rarely praise. Middle class children are expected to assume responsibility early, to conform to group patterns and are more closely supervised than those of lower class. Lower class children go to the movies, alone earlier, while those from the middle class are expected to think seriously about preparing themselves for the future.

Kohn (1977) explains that people of lower social standing usually have limited education and perform routine jobs under close supervision. Expecting that their children will hold similar positions, they encourage obedience and may even use physical punishment such as spanking to get it. Well-off parents, with more schooling usually have jobs that demand imagination and provide more personal freedom, and they try to inspire the same qualities in their children. Consciously or not, all parents act in ways that encourage their children to follow in their footsteps.

CONCLUSION

It is Observed that Parents with more years of education are likely to have higher status jobs and to be more affluent. They are also more likely to create an environment that is intellectually stimulating for a child. This "Hidden Curriculum" at home depends partly on economic factors, because it costs money to buy books, subscribe to magazines, pay for music lessons, and participate in a wide range of recreational activities. But educational stimulation is not entirely dependent on economic support, for it also includes such variables as the work habits of the family, the complexity of the language the children are exposed to, and the like. In other words, the parents' attitude and values are also significant factors. In any event, these variables tend to be correlated with socioeconomic status; the higher the status, the greater the amount of educational stimulation to which the child is exposed; the lower the status, the less the stimulation.

(Keith et al., 1996, 1998; Shumow & Miller, 2001; Stevenson & Baker, 1987) describe that parent's educational level has been found to significantly

predict parental involvement in their children's schooling. (Gill & Reynolds, 1999; Singh et al., 1995) found that those parents who had attained higher levels of education have higher expectations for their children's education than parents who have lower levels of education.

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