

## PARTICIPATION OF PARENTS IN THEIR CHILDREN'S ACADEMIC ACTIVITIES IN RELATION TO CHILDREN'S ECONOMIC AND AESTHETIC VALUE PATTERN

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### ABSTRACT

In the **ancient India** system of education, the pupils were required to lead a life of strict discipline and austerity and had to observe strict code of moral conduct. The elements of character training were reflected in the daily activities of the pupil and constituted a part of the overall programmes of the course of studies under the Guru. The Gurukuls and the Viharas were ideal location for spiritual and moral development and provided opportunities for realization of simple living and high thinking.

### INTRODUCTION

During **Buddhist period** also, education was value oriented, the pupils were required development and observance of strict code of moral conduct and discipline. Education in India since **Vedic period** has always been value oriented but with the beginning of modern education in the country there has been a great deterioration and degeneration of values orientation yielding place to knowledge or content orientation. Now, India as well as we know, is a multi religious, multi social and multi lingual nation. But inspite of its heterogeneity, there is an inherent unity in the diversity. There are various socio-economic, political and religio-cultural reasons that aspect of education called value education or moral education needs to be given top most priority in any programme of education. The **Kothari Commission** (Education Commission 1964-66) while referring to the importance of moral and spiritual values among learners said that while combination of ignorance with goodness may be futile, that of knowledge with lack of essential values may be dangerous "Education without values is of no use". Education is the only instrument which can serve as the '**Silent Revolution**' in the society to bring about the much desired 'change', change in the ideas, beliefs, attitudes and behaviour, patterns that are injurious to our country's unity and national integration. It may not be possible to inculcate all kinds of values through the processes of education alone. Because education is only one of the many process that operates in the society and the educational institutions can not be isolated from the social environment. Development of values in an individual learner depends upon different factors such as his home environment, his peer group, his own community and the society, and also the mass media.

One of the most important environmental factors is "**The Family**" of a child. Each member of family play an important role in influencing the personality of a child but parents constitute the most important role as they are the first socializing agent to their child. The parental behaviour works effectively in influencing the child's personality, as the child identifies with his parents and tries to imitate their behaviour patterns. It is the responsibility of the parents to provide the proper environment for social and intellectual growth of a child.

**OBJECTIVES**

- To find out the relationship that exist between 26 specific dimensions of parents participation in their children academic activities and **Economic** dimensions of values among their children.
- To find out the relationship that exist between 26 specific dimensions of parents participation in their children academic activities and **Aesthetic** dimensions of values among their children.

**HYPOTHESIS**

In order to achieve the objective stated above the following hypothesis have been formulated :

- That there is no significant relationship that exist between 26 specific dimensions of parents participation in their children academic activities and **Economic** dimensions of values among their children.
- That there is no significant relationship that exist between 26 specific dimensions of parents involvement in their children academic activities and **Aesthetic** dimensions of values among their children.

**THE METHOD OF STUDY**

Considering the nature and objectives of present study as well as the resources of the investigator, **normative survey method of research** was used in the present study, all the steps and characteristics have been followed which are essential for the normative survey method of research.

**POPULATION AND SAMPLE SELECTION**

For the present study, the population has been defined as the male students of class 9th of the public schools of East Delhi area as location. **Randomized Cluster Sampling** technique was used for the collection of sample. 100 male students were selected randomly and given the test.

**DATA GATHERING INSTRUMENT**

- To measure Parents participation, "Mangalum Children's Report of Parents participation in Academic Activities" constructed by Dr. Rekha Agarwal has been used.
- To measure value pattern's, "Value Test", by R.K. Ojba, has been used.

**PROCEDURE**

With the help of duly framed instructions, the inventory is administered on the male students of 9th class of public schools of East Delhi area as location. Thus obtained data have been scored with the help of scoring keys. The data has been organized in a systematic way as to achieve the purpose of the study. This data has also checked to see the accuracy, utility and completeness and tabulation have been performed.

**RESULTS**

**Hypothesis-I** states that there exist relationship between 26 specific dimensions of parents participation in their children academic activities and **Economic** dimensions of values among their children.

**Table No. 1.1**

Size of Sample	Degree of Freedom	Calculated "r"	SEr	Fiduciary Limits at 0.05 Level	Fiduciary Limits at 0.01 Level	Result
100	98	-0.06	0.10	(0.13)-(-0.25)	(0.19)-(-0.32)	Significant
100	98	-0.05	0.10	(0.14)-(-0.24)	(0.20)-(-0.31)	Significant

100	98	-0.11	0.10	(0.30)-(-0.09)	(0.36)-(-0.15)	Significant
100	98	0.13	0.10	(0.31)-(-0.07)	(0.37)-(-0.13)	Significant
100	98	0.12	0.10	(0.31)-(-0.07)	(0.37)-(-0.13)	Significant
100	98	0.08	0.10	(0.27)-(-0.11)	(0.33)-(-0.12)	Significant
100	98	-0.00	0.10	(0.19)-(-0.20)	(0.25)-(-0.26)	No Correlation
100	98	0.13	0.10	(0.32)-(-0.06)	(0.38)-(-0.12)	Significant
100	98	-0.08	0.10	(0.11)-(-0.27)	(0.18)-(-0.33)	Significant
100	98	-0.11	0.10	(0.30)-(-0.08)	(0.36)-(-0.14)	Significant
100	98	0.00	0.10	(0.19)-(-0.19)	(0.25)-(-0.26)	No Correlation
100	98	-0.08	0.10	(0.20)-(-0.18)	(0.26)-(-0.25)	Significant
100	98	-0.09	0.10	(0.28)-(-0.10)	(0.34)-(-0.17)	Significant
100	98	0.13	0.10	(0.32)-(-0.05)	(0.38)-(-0.11)	Significant
100	98	-0.15	0.10	(0.04)-(-0.33)	(0.10)-(-0.39)	Significant
100	98	0.28	0.10	(0.09)-(-0.45)	(0.03)-(-0.51)	Significant
100	98	0.10	0.10	(0.29)-(-0.09)	(0.35)-(-0.15)	Significant
100	98	-0.08	0.10	(-0.27)-(-0.11)	(0.33)-(-0.18)	No Correlation
100	98	-0.03	0.10	(-0.22)-(-0.16)	(-0.28)-(-0.22)	Significant
100	98	0.02	0.10	(0.21)-(-0.17)	(0.27)-(-0.24)	Significant
100	98	-0.06	0.10	(0.13)-(-0.25)	(0.19)-(-0.31)	Significant
100	98	-0.05	0.10	(0.14)-(-0.24)	(0.20)-(-0.31)	Significant
100	98	-0.03	0.10	(0.22)-(-0.16)	(0.29)-(-0.22)	Significant
100	98	-0.06	0.10	(0.26)-(-0.13)	(0.32)-(-0.19)	Significant
100	98	-0.07	0.10	(0.26)-(-0.12)	(0.32)-(-0.18)	Significant
100	98	-0.05	0.10	(0.14)-(-0.24)	(0.20)-(-0.30)	Significant

From the table no. 1.1 shows that there is **significant positive relationship** between moderate autonomy, encouraging sociability, positive evaluation, sharing behaviour, encouraging independence, equalitarianism, child centeredness, possessiveness, protectiveness, strictness, punishment control, through guilt, parental direction, irritable behaviour, rejection behaviour given by parents and economic value of their children.

It can also be interpreted from the table no. 1.1 that there is significant **negative relationship** between lax discipline, extreme autonomy, lax discipline, emotional support, intrusive behaviour, suppression of aggression, nagging behaviour, negative evaluation, ignoring behaviour given by parents and economic values of their children.

It was also found that there was **no significant correlation or zero correlation** between expression of affection, intellectual stimulation given by parents and economic values of their children.

**Hypothesis-II** stated that there exist relationship between 26 specific dimensions of parent's participation in their children academic activities and **aesthetic** dimensions of values among their children.

Size of Sample	Degree of Freedom	Calculated "r"	SEr	Fiduciary Limits at 0.05 Level	Fiduciary Limits at 0.01 Level	Result
100	98	-0.04	0.10	(0.23)-(-0.15)	(0.30)-(-0.21)	Significant
100	98	0.00	0.10	(0.19)-(-0.19)	(0.26)-(-0.25)	No Correlation
100	98	-0.02	0.10	(0.17)-(-0.21)	(0.23)-(-0.27)	Significant
100	98	-0.04	0.10	(0.16)-(-0.23)	(0.22)-(-0.29)	Significant
100	98	0.08	0.10	(0.27)-(-0.11)	(0.34)-(-0.17)	Significant
100	98	-0.05	0.10	(0.14)-(-0.24)	(0.21)-(-0.30)	Significant
100	98	-0.03	0.10	(0.16)-(-0.22)	(0.23)-(-0.28)	Significant
100	98	-0.30	0.10	(0.06)-(-0.32)	(0.23)-(-0.28)	Significant
100	98	0.07	0.10	(0.26)-(-0.12)	(0.32)-(-0.18)	Significant
100	98	-0.10	0.10	(0.09)-(-0.29)	(0.15)-(-0.35)	Significant
100	98	-0.12	0.10	(0.06)-(-0.31)	(0.12)-(-0.37)	Significant
100	98	0.00	0.10	(0.20)-(-0.19)	(0.26)-(-0.25)	No Correlation
100	98	-0.08	0.10	(0.10)-(-0.28)	(0.17)-(-0.34)	Significant
100	98	-0.05	0.10	(0.14)-(-0.24)	(0.20)-(-0.30)	Significant
100	98	-0.02	0.10	(0.17)-(-0.21)	(0.23)-(-0.27)	Significant
100	98	0.06	0.10	(0.25)-(-0.13)	(0.31)-(-0.19)	Significant
100	98	0.06	0.10	(0.26)-(-0.12)	(0.32)-(-0.19)	Significant
100	98	0.13	0.10	(0.32)-(-0.06)	(0.38)-(-0.12)	Significant
100	98	0.06	0.10	(-0.25)-(-0.13)	(-0.31)-(-0.19)	Significant
100	98	-0.06	0.10	(0.13)-(-0.25)	(0.19)-(-0.31)	Significant
100	98	-0.02	0.10	(0.18)-(-0.21)	(0.24)-(-0.27)	Significant
100	98	0.06	0.10	(0.25)-(-0.30)	(0.31)-(-0.19)	Significant
100	98	0.07	0.10	(0.26)-(-0.12)	(0.32)-(-0.19)	Significant
100	98	0.00	0.10	(0.19)-(-0.19)	(0.25)-(-0.26)	No Correlation
100	98	-0.03	0.10	(0.22)-(-0.16)	(0.28)-(-0.22)	Significant
100	98	0.06	0.10	(0.25)-(-0.30)	(0.31)-(-0.19)	Significant

**Table 1.2**

From the table No. 1.2 shows that there is significant **positive** relationship between extreme autonomy, positive evaluation, emotional support, suppression of aggression, strictness, punishing behaviour, control through guilt, negative behaviour, irritable behaviour, neglecting behaviour, ignoring behaviour given by parents and aesthetic value of their children.

It was also found that there was **significant negative relationship** between moderate autonomy, encouraging sociability, sharing attitude, expression of affection, encouraging independence, equalitarianism, intellectual stimulation, possessiveness, protective behaviour, intrusive behaviour, parental direction, nagging behaviour, shown by parents and aesthetic values of their children.

It can also be interpreted from the Table 1.2 that there is **no significant correlation or zero correlation** between lax discipline, child centered behaviour, rejecting behaviour shown by parents and aesthetic values of their children.

**IMPLICATIONS OF THE STUDY**

The findings of the study have following practical implications for parents, teachers, educationist, counselors etc.

- a) **Re-education programmes** for parents may be organized and emphasizing the importance and need for desirable parent's behaviour and right child learning practices.
- b) **Parents** should provide such a soothing environment to the children since their birth, which is free from anxiety, frustration and a sense of insecurity to have better intellectual, psychological, social and physical development.
- c) **Counselors** can also help the students and their parents by providing them the information about the parent's involvement in the academic activities of their children and its consequences.
- d) Next to parents, the role of **teacher** also plays a very important part in the development of child's personality. If a teacher has an insight of parent's involvement in the academic activities of their children and its consequences, he may use it himself in the classroom or guide the parents accordingly, to perform their task effectively

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