CHAPTER XIII

PARENTAL INTEREST IN THE EDUCATION OF THEIR CHILDREN

It was Sir Henry Hadov, the great English educationist, who about forty years ago defined the purpose of an educational system and the test by which its success could be recognized thus: "What a wise and good parent will desire for his own children, a nation must desire for all children."

The parents want the 'best' for their children is true. But as very aptly hinted by Sir Hadov, the 'best' is not always the best; all parents are not wise and good.

Parents differ in the extent and type of interest they take in the education of their children. The interest or lack of interest on the part of parents may be due to one factor or another but the fact remains that this does influence the results of education.

It need not be re-emphasized that education of the child is a cooperative venture of many agencies, the home and the school being the principal ones. By all means, home is a major partner of school in achieving the objectives of education. As J.B. Mays puts it, "We therefore arrive at a general presumption, based on a growing crowd of informed witnesses, that type of
neighbourhood are two forces which determine to a large measure a child's school performance and further the general qualities of his life and attitudes.

We have said previously that importance of home has long been recognised but scientific research on different aspects connected with the role of home in children's education and the all-important place given to it in some national reports of international fame are a recent phenomenon (4). "Effects of Home Environment on Child's Development", "Impact of Home-School Cooperation on the scholastic Achievement of Children", and many more topics of this kind as we saw in Chapter III have been quite popular during the 1960's. Since parental interest is a potential factor affecting the education of the child, we have planned to make a special study of this factor. First we refer to some studies already done on the subject.

Some Related Studies.

Elizabeth Fraser's study (5) of school children in Aberdeen highlighted the fact that home environment is rather more closely connected with progress at school, even more than I.Q.

Floud, Halsey and Martin's work (6) also brought out similar results. They found that small families with
middle-class attitudes and a marked degree of parental interest are more conducive to school success.

Prof. Himmelweit (7) conducted a study on the topic in 1951 and her research clearly demonstrated the higher level of parental interest amongst middle-class parents and higher level of school success amongst middle class pupils.

Dr. D.F. Swift (8) quotes the findings of Mannino (9), Wall (10) and Douglas (11) and goes on to say that there is a fairly elementary relationship which does appear to hold in all situations: Parental encouragement does have an important bearing upon school motivation and performance.

Broadly the same results stand out from surveys by Professor Wiseman in Manchester (12) and by those responsible for the National Child Development study in England which dealt with a national sample.

Betty Wilmon (13) in a recent study reached the conclusion that the influence of highly active personal involvement in the Head start programme appeared to serve as an intervening variable which influenced academic motivation.

In another, investigation Michael Young and Patrick Meevey (14) have shown that majority of parents,
even though some may be inarticulate, lacking in formal education and living in a barely tolerable environment, are interested in the educational progress of their children. They are, however, gravely hampered in the practical development of this interest by the lack of real communication on a basis of equality with those who teach their children. Further, the study concludes that at the end of the experiment after increased contact and the beginning of communication between teachers and parents there was a small but significant improvement in some of the scores of children when they were tested.

A notable study in this area as mentioned earlier as well, has been by Dr. Douglas (15) on over five thousand children born in March, 1946 in England, Wales and Scotland. He and his collaborators followed them systematically from birth into adolescence. It has been found that children with parents who take a considerable interest in their school work improve their test performance, whilst those lacking such parental support tend to fall away. Hence the author concludes, that a child's capacity to prosper academically depends to a considerable extent on the amount of parental support he receives and the quality of home he is lucky or unlucky enough to inherit. In the words of Dr. Douglas
himself, "in each social class, children have a considerable advantage in the eight year test if their parents take an interest in their school work, and an even greater advantage at eleven. The influence of the level of the parents' interest on test performance, is greater than that of .... size of family, standard of home and academic record of the school .... and it becomes increasingly important as the children grow older (16)."

The present Study.

The present study aims at:

a) Identifying the evidences of parental interest in the education of their children;

b) Studying the parental interest of the sample selected, both qualitatively and quantitatively;

c) Finding whether there exists any relationship between parental interest and the following variables:

i) School achievement of children,

ii) Educational qualifications of parents,

iii) Occupation of parents.

Hypotheses Formulated.

With the assumption that parental interest in the education of their children is manifested in different
forms and that a quantitative assessment could be made on the basis of those evidences of interest, the following hypotheses were formulated:

1) There exists a positive relationship between parental interest in the education of their children and achievement of children at school.

2) Parent's interest in the education of their children is not related to the educational qualifications of parents.

3) Parent's interest in the education of their children bears no relationship with the occupation of parents.

Procedure of the Study.

Step I:

Collection of evidences of parental interest in the education of their children.

For preparing the desired list of evidences, we could easily depend upon a common sense and everyday observation but that would not have been a scientific approach. With a view to making the study more valid and comprehensive, the list was developed with the cooperation of those who could be the best judge of such type of interest and evidences thereof. The persons whose cooperation was sought were teachers, parents and
students. And in each case fifteen subjects were interviewed. Interviews were conducted with the help of interview schedules. (Appendix N)

Teachers reported such evidences as visits to the school by the parents, checking of the progress report, helping the child in the completion of his home work at home and the like. Teachers however made a general observation that parents' interest in the education of their children was seldom intelligent; in majority of the cases it proved detrimental rather than beneficial.

Teachers gave an excellent suggestion: "Why not interview the children as well?"

And so the children were also included in the study.

Parents during the interview complained of indifference on the part of teachers and maintained that they took sufficient interest in the education of their children. Some of the parents were frank and honest enough to confess that they were too busy to devote any time to their children. Evidences reported by them varied in nature.

"Interview is just enlightening and educative," remarked a few parents.
Fifteen students of IX class selected at random from the local high and higher secondary schools were also interviewed. And here came responses without inhibitions and any mental reservations. Children told such evidences as 'pointing out weaknesses in home', 'keeping a watch over him/her all the time when he/she studies', 'insisting the child to study with concentration etc.'

**Step II**

**Construction of the Questionnaire.**

Due care was taken, many revisions were made, relevant literature was studied, and experts' advice sought all to ensure that the questionnaire was valid, comprehensive and at the same time of a reasonable length. A pilot study was also undertaken to see as to how the questionnaire fared when administered.

In the final form, the questionnaire consisted of 50 items details of which are given below:

Items No. 1 to 16 relate to provisionary interest (i.e. where parents take interest to the extent of making provisions such as providing a place to study, necessary books etc.); the next thirteen items (No. 17 to 29) pertain to supervisory interest (e.g., checking the home work of the child, ensuring that the child wakes up and
studies etc.); Item No. 30 to item No. 39 relate to instructional interest which means actual helping, guiding and coaching by parents; and the last eleven items (No. 40 to 50) relate to ambition oriented interest by which we imply such interest as reminding the child again and again of high occupational and vocational goals to be achieved, narrating to him/her examples of his own achievements and sacrifices etc.

Although parents alone are not the best and true judge of the effect of interest they take in the education of their children, yet keeping in view the limitations and scope of the present study, the prepared questionnaire was further improved with their help, by eliciting their responses on this score - the effect of a particular type of interest. Against each item, four columns were provided. They were: (1) Having a positive effect; (2) Having no effect; (3) Having a negative effect and finally (4) Can't say. The subjects i.e. parents, selected for the study were requested to tick in the relevant column.

**Step III**

**Administration of the Questionnaire.**

The questionnaire was administered on 225 parents out of whom 207 responded. Seven forms were rejected because they were incomplete. The details of 200 parents included in the study are given below:
i) Parents of children studying in IX class.

ii) 100 parents of children studying in Government institutions.

iii) 100 parents of children studying in non-Government institutions.

iv) The parents chosen included a sample those of 50 boys and 50 girls in both the groups - Government and non-government institutions.

v) The parents included in the study were chosen by the method of random assignment. For this purpose nine institutions - five government and four non-government were taken. Every third student of the IX class in these institutions was given the questionnaire with the request and detailed instructions to get the same filled from his/her father/guardian.

Scoring.

The instrument is to be used both for qualitative and quantitative study of the problem.

As for the quantitative use, as said earlier, the questionnaire is far from perfect. Fully aware of the limitations, however, and basing each evidence as a measure of parental interest in the education of their children, a method of scoring was followed though arbitrarily. One mark was given for each item ticked by the parent. The maximum score of one parent could therefore be 50.

Data: Tabulation, Finding and Interpretation

What follows is a qualitative and quantitative study of the responses got from parents.
TABLE 22

Responses of 500 parents to 50 evidences of parental interest in the education of children

<table>
<thead>
<tr>
<th>No.</th>
<th>Frequent</th>
<th>Having a positive effect</th>
<th>Having a negative effect</th>
<th>Can't say</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

1. Providing a separate room. 56.5 67 11 3 19
2. Providing a separate corner in a room. 52 60 6 6 22
3. Providing table. 84 68 10 0 22
4. Providing a chair. 81.5 70 8 0 22
5. Providing a bookshelf or a separate place to keep books. 93.5 73 6 0 21
6. Providing proper light arrangement. 95 75 4 1 20
7. Providing necessary stationery. 87.5 74 7 0 19
8. Providing text books. 87 74 5 0 21
9. Providing extra reading material (concerning course). 86.5 56 12 5 27
10. Providing extra reading material (general). 48.5 61 14 4 21
11. Providing library membership. 32.5 52 11 3 34
<table>
<thead>
<tr>
<th></th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Providing material for child's hobbies.</td>
<td>50</td>
<td>68</td>
<td>6</td>
<td>4</td>
<td>22</td>
</tr>
<tr>
<td>13. Providing school dress.</td>
<td>87.5</td>
<td>67</td>
<td>7</td>
<td>0</td>
<td>26</td>
</tr>
<tr>
<td>14. Providing undisturbed atmosphere.</td>
<td>69</td>
<td>70</td>
<td>4</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>15. Engaging a tutor.</td>
<td>32.5</td>
<td>45</td>
<td>20</td>
<td>6</td>
<td>29</td>
</tr>
<tr>
<td>16. Giving money for participating in co-curricular activities.</td>
<td>55</td>
<td>59</td>
<td>12</td>
<td>6</td>
<td>23</td>
</tr>
<tr>
<td>17. Fixing the hours of study.</td>
<td>68</td>
<td>57</td>
<td>14</td>
<td>3</td>
<td>26</td>
</tr>
<tr>
<td>18. Giving a work schedule for different subjects.</td>
<td>41</td>
<td>54</td>
<td>13</td>
<td>2</td>
<td>31</td>
</tr>
<tr>
<td>19. Giving a time schedule for different subjects.</td>
<td>42</td>
<td>55</td>
<td>13</td>
<td>2</td>
<td>30</td>
</tr>
<tr>
<td>20. Not allowing the child to study for late hours at night.</td>
<td>63.5</td>
<td>60</td>
<td>9</td>
<td>5</td>
<td>26</td>
</tr>
<tr>
<td>21. Waking up the child in the morning and asking him to study.</td>
<td>83.5</td>
<td>66</td>
<td>8</td>
<td>2</td>
<td>24</td>
</tr>
<tr>
<td>22. Getting the child ready in time for school.</td>
<td>88.5</td>
<td>74</td>
<td>1</td>
<td>1</td>
<td>24</td>
</tr>
<tr>
<td>23. Keeping a watch on the child when he/she studies.</td>
<td>79</td>
<td>68</td>
<td>8</td>
<td>1</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>24. Insisting the child to study with concentration.</td>
<td>74.5</td>
<td>59</td>
<td>13</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>25. Ensuring that the child completes his/her home work.</td>
<td>77.5</td>
<td>75</td>
<td>3</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>26. Checking the progress report regularly.</td>
<td>93</td>
<td>68</td>
<td>7</td>
<td>2</td>
<td>23</td>
</tr>
<tr>
<td>27. Going to the school regularly to enquire about the progress of the child.</td>
<td>55</td>
<td>65</td>
<td>8</td>
<td>3</td>
<td>24</td>
</tr>
<tr>
<td>28. Ensuring that the child adopts correct postures while studying.</td>
<td>62.5</td>
<td>66</td>
<td>10</td>
<td>2</td>
<td>22</td>
</tr>
<tr>
<td>29. Supervising the child's home-task.</td>
<td>58</td>
<td>79</td>
<td>3</td>
<td>1</td>
<td>27</td>
</tr>
<tr>
<td>30. Helping the child in doing homework.</td>
<td>73</td>
<td>69</td>
<td>4</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td>31. Coaching the child regularly.</td>
<td>46</td>
<td>67</td>
<td>8</td>
<td>2</td>
<td>23</td>
</tr>
<tr>
<td>32. Coaching the child when he/she needs it.</td>
<td>72.5</td>
<td>72</td>
<td>3</td>
<td>0</td>
<td>25</td>
</tr>
<tr>
<td>33. Asking the child to read the newspaper daily.</td>
<td>60.5</td>
<td>65</td>
<td>20</td>
<td>3</td>
<td>22</td>
</tr>
<tr>
<td>34. Reading out the important news to the child.</td>
<td>45.5</td>
<td>57</td>
<td>10</td>
<td>7</td>
<td>26</td>
</tr>
<tr>
<td>35. Discussing current events with the child.</td>
<td>43.5</td>
<td>56</td>
<td>14</td>
<td>7</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>36. Advising the child to listen to radio news.</td>
<td>66</td>
<td>56</td>
<td>16</td>
<td>1</td>
<td>27</td>
</tr>
<tr>
<td>37. Guiding and helping the child in the pursuit of his/her hobbies.</td>
<td>42</td>
<td>65</td>
<td>7</td>
<td>0</td>
<td>28</td>
</tr>
<tr>
<td>38. Comparing the achievements of my child with that of other children.</td>
<td>63.5</td>
<td>47</td>
<td>17</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>39. Pointing out the weaknesses in the child.</td>
<td>83</td>
<td>54</td>
<td>13</td>
<td>8</td>
<td>25</td>
</tr>
<tr>
<td>40. Narrating biographies of great men.</td>
<td>57</td>
<td>66</td>
<td>4</td>
<td>2</td>
<td>28</td>
</tr>
<tr>
<td>41. Allowing the child to be in selected company only.</td>
<td>86</td>
<td>71</td>
<td>5</td>
<td>1</td>
<td>23</td>
</tr>
<tr>
<td>42. Putting a check on social engagements so that the child gets more time for studies.</td>
<td>65.5</td>
<td>59</td>
<td>9</td>
<td>5</td>
<td>27</td>
</tr>
<tr>
<td>43. Prohibiting the child from reading undesirable material.</td>
<td>83</td>
<td>67</td>
<td>4</td>
<td>2</td>
<td>27</td>
</tr>
<tr>
<td>44. Explaining to the child the value of hard work and education in life.</td>
<td>84</td>
<td>62</td>
<td>8</td>
<td>1</td>
<td>29</td>
</tr>
<tr>
<td>45. Deciding about the future vocation of the child.</td>
<td>71</td>
<td>56</td>
<td>8</td>
<td>4</td>
<td>32</td>
</tr>
</tbody>
</table>
46. Reminding the child frequently to secure good marks so as to ensure a bright future. 36 59 12 2 27

47. Motivating the child by giving him/her examples of hardship and achievements from personal life. 65 62 11 2 25

48. Making the child realize what investment and sacrifices the family is making, is prepared to make for him/her. 77.5 56 17 2 25

49. Talking to the child the meaning and moral aim of education. 71.5 68 8 1 26

50. Motivating the child for studies by arousing patriotic feelings. 65.5 63 6 1 30

The responses of parents category-wise (Provisionary, Supervisory, instructional and Ambition-oriented), gave the following picture:
TABLE 23

Responses of Parents to various categories of their interests in their children's education

<table>
<thead>
<tr>
<th>Categories of interests</th>
<th>Item No.</th>
<th>Frequency of responses in %</th>
<th>Having a positive tive effect.</th>
<th>Having a negative effect.</th>
<th>Can't say effect.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provisionary</td>
<td>1-16</td>
<td>67%</td>
<td>67%</td>
<td>8%</td>
<td>2%</td>
</tr>
<tr>
<td>Supervisory</td>
<td>17-23</td>
<td>68%</td>
<td>65%</td>
<td>9%</td>
<td>22%</td>
</tr>
<tr>
<td>Instructional</td>
<td>30-39</td>
<td>59.5%</td>
<td>60%</td>
<td>11%</td>
<td>4%</td>
</tr>
<tr>
<td>Directive</td>
<td>40-50</td>
<td>74%</td>
<td>62.5%</td>
<td>8.5%</td>
<td>1.5%</td>
</tr>
</tbody>
</table>

From the above two tables many things stand out:

1) Ambition-oriented interest is the most frequent, while instructional the least. Arranged in order of frequency, they are:

   Ambition-oriented. 74 percent.
   Supervisory. 68 percent.
   Provisionary. 67 percent.
   Instructional. 59.5 percent.

The results support the common sense observation that the parent of today is anxious to get the fruit without
paying due price. And by due price we mean genuine involvement of the parent in the education and progress of the child. We may advise and sermonise for hours but he has hardly any time for patient listening and intelligent handling of the child's real problems, personal or educational.

2) Within the ambition-oriented interest (items No. 41 and 46 - "Allowing the child to be in selected company only and "Reminding the child frequently to secure good marks so as to ensure a bright future") — are the ones which have been ticked most. Next in frequency is item No. 44 i.e. "Explaining to the child the value of hard work and education in life." Other items in order of their popularity with parents are:

- Prohibiting the child from reading undesirable material.

- Making the child realise what investments and sacrifices the family is making or prepared to make for him/her.

- Talking to the child the meaning, the moral aim of education ... all falling in one line: 'Parents, like many others, follow the path of least resistance.'

The least responded item - narrating biographies of great men - completes the story. The 'modern' busy
parent hardly finds time for reading such things himself and then narrating to his children. That a common parent understands the value of such an education is also not very certain.

3) From Table 23 it is also seen that provisionary and supervisory interest get an approximately equal score, the supervisory having a slight edge over the provisionary, of course. Parents seem to be generous with providing the 'necessary' atmosphere and equipment for effective study by their wards but here again, as things are, they can spend, check and do occasional or frequent supervision. To take genuine, intelligent, friendly and consistent interest in the child and his/her education is not every parent's cup of tea.

4) Within the provisionary interest, the item least responded is providing library membership and extra reading material. This again speaks of indifference and lack of understanding on the part of parents.

5) Coming to the supervisory type of interest, we see how important the 'home-work' is for the parent. More than three-fourth of the parents studied are particular to ensure that the child, completes his/her home task. For parents, two things seem to be of most important.

a) Progress Report (83% check that regularly)

b) Home-work (77.5 are particular about it).
And in their over-anxiety to see it 'All good', they have seemed to adopt many possible measures. 83.5% of the parents say that they wake up the child in the morning and ask him/her to study. During the present investigation, the author came across a very interesting case in this connection.

It is like a religious routine with an educated father (He is M.A. and presently holds a responsible post in a big semi-government concern) to wake up his two children - both studying in school - in the morning, make them sit 'straight' and ensure that they start studying. The interesting thing about this, one may believe it or not, is that the father never cares to a particular time for performing this 'religious' duty of the waking up his children. It may be 2.00 a.m. or 3.00 a.m. or 5.00 a.m. that does not matter for him. The time when he happens to wake-up is the time for the children to sit and study. A few other interesting things about the behaviour of this parent might be appropriate to record here:

1) The usual sentence by which the father always meets his children is, "Why don't you study? Go and study."

2) He takes sufficient interest in the education of his children but the approach is always negative. He would take pains and devote hours to convince his young bright
children that they inferior to others in all respects especially in studies. At least they are far inferior to him when he used to be a student. "You just can not reach my standards of performance" - is his pet assertion. Encouraging children is an art and this art is just beyond him.

3) He draws immense pleasure when he sees his children sitting with books open before them. That they actually study or not does not bother him usually. The children feel so sore about all this that they themselves confessed (in a low tone, of course) that they continued sitting for hours with books, and note books open, with pen or pencil in their hands but without reading or writing a single word. 'We have to do it that way, Uncle, that satisfies dear Daddy,' so came out the innocent expression of a suppressed heart.

Parents of the type quoted above are not a rare commodity. In fact, ignorance of child Psychology in an 'illiterate' country like ours is appallingly universal.

6) In our study, we do find genuine and active level of interest on the part of many parents on some items within the instructional interest although this category
gets the least score. 67 per cent of the parents coach their children regularly and about the same number help them in doing home-work.

7) The item getting the minimum response in the supervisory and instructional type of interest are the following:

1) Giving a work schedule for different subjects.
   41 per cent (Supervisory).

2) Giving a time schedule for different subjects.
   42 per cent (Supervisory).

3) Discussing current events with the child.
   43.5 per cent (Instructional).

4) Reading out important news to the child.
   45.5 per cent (Instructional).

All these data support the observations made hitherto: Interest on the part of parents is very much, but rate is that interest which involves personal attention, time and energy and the wisdom of parents. Response to item No. 36 (advising the child to listen to radio news) strengthens the hypothesis further when we see that percentage of parents ticking this evidence is
much more as compared to many other items. Advising is both 'sublime' and 'easy'.

8) As for the effect of various evidences of parental interest in the education of their children, parents believe that the items which result in positive effect (only those items are reported below to which two third or more of the parents have responded) are the following:

- Providing a bookself or a separate place to keep books. 73 per cent.
- Providing a separate room. 67 per cent.
- Providing a chair. 70 per cent.
- Providing a table. 68 per cent.
- Making proper light arrangements. 75 per cent.
- Providing necessary stationery. 73 per cent.
- Supplying text-books. 74 per cent.
- Providing undisturbed atmosphere. 70 per cent.
- Providing material for child's hobbies. 68 per cent.
- Providing School dress. 68 per cent.
- Getting the child ready in time for school. 74 per cent.
- Ensuring that the child completes his home task. 75 per cent.
- Supervising the child's home work. 79 per cent.
- Coaching the child regularly and also when he/she needs coaching. 62.7% per cent.
- Allowing the child to be in selected company. 71 per cent.
- Going to school to inquire about the progress of the child. 68 per cent.
- Ensuring that the child adopts correct posture while studying. 66 per cent.
- Guiding the child pursue his hobbies. 66 per cent.
- Narrating biographies of great men. 66 per cent.
- Prohibiting the child from reading undesirable material. 67 per cent.
- Talking to the child on the meaning and moral aim of education. 66 per cent.

9) The column 'Having no effect' and 'Having negative effect' have elicited very little response from parents. Leaving apart two-thirds of the subjects who said that a particular form of interest does have a positive effect, the majority of the remaining lot seem to be very uncertain about the outcome and so they 'cannot say' anything about it.

10) With regard to the effect of engaging a tutor, 30 percent believe that it has had no effect. Inspite of
this assertion private tutors are in great demand.

What could be more dear to parents than their own children? One should take it for granted that parents, howsoever busy, indifferent or even ignorant they may be, must take interest in the welfare and progress of their children. Interested they must be, interested they are — as our study also shows — the real question is beyond this:

'Must type of interest?' And what about the nature, intensity and consistency, and appropriateness of that type of interest?

These are some of the basic questions, which our study in a way points out and which must consider, seriously and all this for the benefit of children.

Testing Hypothesis No. 1

For finding out whether there existed any relationship between the two variables — Parental interest in the education of children and School achievement of the children, we have calculated the coefficient of correlation between the raw interest scores of 200 parents and percentage of total marks achieved by children in the last annual examination. ( Both the scores stand at Appendix L ). The coefficient of correlation comes out to be .17 which is significant at .05 level. Thus the hypothesis:

...
'There is a positive correlation between parental interest in the education of children and scholastic achievement of these children' stands verified.

**Testing Hypothesis No. 2**

To test whether parents' interest in the education of their children is related to the parents' educational qualifications, the following steps were taken:

1) Making a frequency table of the grouped interest scores obtained by 200 parents.

2) Calculating the Mean and S.D.

3) Ascertaining the reliability of the mean.

4) Determining the limits of medium interest scores.

5) And then knowing the number of parents, falling in each of the three groups - Low, Medium and High.

6) Finding out the relationship between Parental interest, and educational qualifications of parents.

The comparison of interest scores of parents and their educational qualifications is shown under table below:
TABLE 24

Comparison of Interest Scores of Parents and their educational qualifications

<table>
<thead>
<tr>
<th>Under Metric</th>
<th>Graduate</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Interest</td>
<td>(8.675)</td>
<td>(23.24)</td>
</tr>
<tr>
<td>5</td>
<td>25</td>
<td>21</td>
</tr>
<tr>
<td>Medium Interest</td>
<td>(21.83)</td>
<td>(58.62)</td>
</tr>
<tr>
<td>25</td>
<td>58</td>
<td>46</td>
</tr>
<tr>
<td>Low Interest</td>
<td>(3.4)</td>
<td>(9.1)</td>
</tr>
<tr>
<td>4</td>
<td>8</td>
<td>3</td>
</tr>
</tbody>
</table>

Independence values: 8.675 21.83 3.4 23.24 58.63 19.125 48.4 7.5 9.1

<table>
<thead>
<tr>
<th>Chi Square Values</th>
<th>.033</th>
<th>.133</th>
<th>.0033</th>
<th>.0676</th>
<th>.183</th>
<th>.00676</th>
<th>.132</th>
<th>1.552</th>
<th>.462</th>
</tr>
</thead>
</table>

| $\chi^2$ | 1.058 | 1.33  |

$\chi^2 = 2.61$

df = 4
That there is a greater number of qualified parents who show medium interest in the education of children than that of less qualified parents, and that there is a lesser number of highly qualified parents, who show high interest in the education of their children, than that of less qualified parents, tend to show that parents' interest in the education of their children bears no relationship with the occupation of their parents. From table E we find that \( P \) lies between .50 and .70, and hence \( X^2 \) in not significant. The observed results are close to those to be expected on the hypothesis of independence and there is no evidence of any real association between interest of parents in the education of their children and their educational qualifications.

**Testing Hypothesis No. 3.**

To test whether parents' interest in the education of their children bears any relationship with their occupation, all the 200 parents were categorised into the following categories of occupations:

i) Professional - Doctors, Engineers, Lawyers and teachers.

ii) Service in Departments other than the professions listed in (i).

iii) Business.

iv) Farmers.

v) Artisan.

Table 25 shows the comparison of interest scores of parents with their occupations.

**TABLE 25**

<table>
<thead>
<tr>
<th></th>
<th>Professionals</th>
<th>Service</th>
<th>Business</th>
<th>Farmers</th>
<th>Artisan</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Interest</td>
<td>10 (0.18)</td>
<td>33 (23.28)</td>
<td>7 (6.63)</td>
<td>1 (2.29)</td>
<td>0 (4.59)</td>
<td>51</td>
</tr>
<tr>
<td>Medium Interest</td>
<td>23 (23.23)</td>
<td>67 (71.55)</td>
<td>17 (16.78)</td>
<td>8 (5.81)</td>
<td>14 (11.61)</td>
<td>129</td>
</tr>
<tr>
<td>Low Interest</td>
<td>3 (3.6)</td>
<td>11 (11.1)</td>
<td>2 (2.6)</td>
<td>0 (0.91)</td>
<td>4 (1.8)</td>
<td>20</td>
</tr>
</tbody>
</table>

<p>| | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>33</td>
<td>111</td>
<td>26</td>
<td>9</td>
<td>18</td>
<td>200</td>
</tr>
</tbody>
</table>

Calculation of $X^2$

$$(.82)^2 \div 9.18 = .0372, (1.72)^2 \div 23.28 = .1044, (.37)^2 \div 6.63 = .02062$$

$$(-1.285)^2 \div 2.295 = .726, (-4.9)^2 \div 4.59 = 4.59$$

$$(-.23)^2 \div 23.2 = .00228, (-4.55)^2 \div 71.55 = .2882, (.22)^2 \div 16.78 = .002883,$$

$$(-.19)^2 \div 5.81 = .824, (2.39)^2 \div 11.61 = .492$$

$$(-.8)^2 \div 3.6 = .1, (-.1)^2 \div 11.1 = .00092 = .00092, (-.6)^2 \div 2.6 = .13976,$$

$$(-.9)^2 \div .9 = .9, (2.2)^2 \div 1.8 = 2.69.$$
From Table F (H.F. Garrett, Statistics in Psychology and Education, Bombay, Vakils, 1967, p. 462) we find that $p$ lies between .20 and .30 and hence $X^2$ is not significant. The observed results are close to those to be expected on the hypothesis of independence and there is no evidence of any real association between interest scores of parents and their occupations.

From the study made on parents' interest in the education of their children, the following findings emerged:

1) The maximum interest shown by parents in the education of their children is of the ambition-oriented type (74%).

2) Provisionary and supervisory type of interests obtain approximately equal frequency of response. (Provisionary 67%; Supervisory 68%).

3) The least interest shown in the education of the child is of instructional type (59.5%).

4) The items least responded to in each of the categories are:

- narrating biographies of great men item No. 49
- providing library membership item No. 11
- providing extra reading material item No. 10
- educating the child on current events through radio, newspaper item Nos. 33, 34, and discussion item Nos. 35, 36.
9) The product-moment co-efficient of correlation between parents' interest scores and their children's school achievement is .17, which is significant at .05 level and nearly significant at .01 level.

10) There is no evidence of any real association between interest of parents in the education of their children and their respective educational qualifications.

11) There is no evidence of any real association between interest scores of parents and their respective occupations.
REFERENCES

1. From the Report of the Consultative Committee - the Primary School (1931) - of which Sir Henry Hadow was the Chairman.

2. Shiv Dutt Sharma's Study: "An inquiry into the factors causing Parents' lack of interest in the Education of their Children" (M.Ed. dissertation, Punjab University, 1965) points out such factors as poverty of parents, illiteracy of parents, parents' preoccupation with their work, unsuited curriculum, orthodoxy and inadequate school-community relationship.


4. Children and their primary schools - A Report of the Central Advisory Council for Education (England) first published in 1967 and Indian Education Commission Report (1964-66) are examples. The former (also known as the Blanford Report) devotes full two chapters, Chapter III and IV (pp. 76-130) to the topic while the latter (also known as the Kohli Commission Report) makes a repeated reference to it at a number of places in many chapters.


