

Original Research Article

<https://doi.org/10.20546/ijcmas.2024.1304.013>

Parental Educational Aspirations and Expectations as a Correlate of Academic Achievement among Adolescents during Covid-19

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ABSTRACT

Keywords

Educational system, students, school, home structure/supervision, parental participation

Article Info

Received:
12 February 2024
Accepted:
20 March 2024
Available Online:
10 April 2024

The purpose of this study was to explore parental educational aspirations and expectations as a correlate of academic achievement among adolescents during COVID -19. The sample for the study comprised of 500 adolescents in the age group of 16-18 years studying in +1 and +2 classes in the Government Senior Secondary Schools of rural and urban areas of Ludhiana and Moga districts of Punjab. The Jacob (2010) Scale of Educational Aspirations and Expectations for Adolescents (SEAEA) was used to assess the selected respondents' parents' educational aspirations and expectations. The scale has a total of 43 items. The items reflect both ideal (aspirations) and practical (expectations) educational goals that parents have for their children. The results revealed that most of the parents' of adolescents were in high level parental educational aspirations and expectations followed by medium level and low level. The parents of girls had high parental educational aspirations and expectations than boys. Non-significant differences were observed in rural as well as urban parents indicating not much difference in rural and urban parents' educational aspirations and expectations. Significant correlation was observed in adolescent girls in parental educational aspirations and expectations.

Introduction

The COVID-19 epidemic has had an impact on all facets of the educational system. Around 1.7 billion students worldwide have been impacted by the temporary closures or localized closures of educational institutions in 192 different nations. In more than 200 nations, the COVID-19 epidemic has impacted about 1.6 billion students. Over 94% of students worldwide were affected by the worst disruption to education systems in human history, which led to the shutdown of schools, institutions, and other learning places. Our lives have changed

significantly as a result of this. Traditional educational techniques have The COVID-19 epidemic has had an impact on all facets of the educational system. Around 1.7 billion students worldwide have been impacted by the temporary closures or localised closures of educational institutions in 192 different nations. In more than 200 nations, the COVID-19 epidemic has impacted about 1.6 billion students. Over 94% of students worldwide were affected by the worst disruption to education systems in human history, which led to the shutdown of schools, institutions, and other learning places. Our lives have changed significantly as a result of this. Traditional

educational techniques have been somewhat affected by social segregation and restrictive movement laws. The reopening of schools after restrictions were loosened and numerous new standard operating procedures were put in place presents another problem.

Parental involvement, according to [Fan and Chen \(2001\)](#) is a four-dimensional construct that includes parent-child communication regarding school, home structure/supervision, parental participation in school-related activities, and parental aspirations/expectations.

Among these four characteristics of participation, parental aspirations/expectations were found to be the most significantly linked to student academic development. The link between parental ambitions and expectations and kid academic accomplishment was substantially greater than the correlation between the composite of parental participation and academic achievement or the correlation of any other facet of involvement and academic achievement.

[Tinto \(1975\)](#) proposed a foundational theory about college dropouts, and found that a student's family background influenced the amount and intensity of expectations and dedication to study him or her has upon starting a college degree.

Parents who believe in entity theories of intelligence, who see intelligence as a fixed and unchangeable attribute, may have low hopes for their children, seeing high educational goals as hopeless since Intelligence Quotient limits achievement ([Wentzel, 1998](#)). It was discovered that parents' educational objectives were significantly predicted by an incremental theory of intelligence; parents who believed IQ could be adjusted had higher educational expectations for their children.

According to [Hoover et al., \(1992\)](#), parents who believed they can have a positive impact on their child's education were more involved in their child's education, volunteering in the classroom and undertaking educational activities with their children at home.

While parental education has a significant impact on parental expectations for their child's academic achievement, [Kaplan et al., \(2001\)](#) discovered that the impact is much greater when parents have a high level of negative self-esteem (not having much to be proud of, feeling like a failure, etc. To distinguish aspirations from expectations, [Okagaki and Frensch \(1998\)](#) conducted

three distinct interviews. Parents were asked to rate the level of education they would desire for their child as well as the level of education they expected for their child. In this study, parents were also asked to report the bare minimum of education that they would be happy for their children to get. It was discovered that there was a difference between ideal and expected educational attainment, with ideal levels being greater for all three ethnic groups (Caucasian, Latino, and Asian).

Parents' educational attainment is a predictor of their expectations and goals for their children's educational attainment. According to [De Civita et al., \(2004\)](#) there is a low to moderate relationship between parental educational attainment and parental expectations and ambitions; the more education parents have finished, the higher their expectations for their children's educational attainment.

Thus, the present study is proposed to develop advanced knowledge of these contextual factor in improving academic achievement.

Hence the following specific objectives were set for this study:

To assess the parental educational aspirations and expectations and academic achievement among adolescents.

To study the gender differences in parental educational aspirations and expectations and academic achievement.

To explore the relationship between parental educational aspirations and expectations and academic achievement among adolescents.

Materials and Methods

The present study was carried out in Ludhiana and Moga district on a sample comprising 500 school going adolescents selected from two urban and two rural Government Senior Secondary Schools, during the session 2021-2022.

Selection of rural sample

Ludhiana –I, Block of Ludhiana district was randomly selected out of 12 blocks of Ludhiana and Moga -1 block was chosen from five blocks of Moga. A sample of 250 rural adolescents (boys=125 and girls=125) using Random Quota Sampling technique was selected for the research study. “Thus, the maximum number of

adolescents selected from each school were 125 and each district were 250 (Ludhiana=250 Moga=250).

Selection of urban sample

The urban sample also comprised of 250 adolescents, equally distributed across the gender (boys=125 and girls=125) and districts (Ludhiana=250 Moga=250). The approach and criteria to draw the urban sample was similar as used for the selection of rural sample

Thus, the total sample comprised of 500 respondents”.

Data were collected by distributing questionnaires to all the respondents in the class room setting. The necessary instructions were given to the respondents prior to the filling of questionnaires.

Description of research instruments

Assessment of Parents Educational Aspirations and Expectations of respondents

The [Jacob \(2010\)](#) Scale of Educational Aspirations and Expectations for Adolescents (SEAEA) was used to assess the selected respondents’ parents’ educational aspirations and expectations. The scale has a total of 43 items. The items reflect both ideal (aspirations) and practical (expectations) educational goals that parents have for their children. The 29 things are rated on a four-point scale, with Strongly Disagree to Strongly Agree being the most extreme. There are more demographics and questions. Parents were also be asked to respond to five simple questions about their awareness of college readiness (application processes, financial aid, high school coursework, etc.).

A few easy questions regarding their child's age and academic performance, as well as their own educational experience, were asked from parents. Parents were asked to indicate the highest degree of education they reasonably expect for their children, as well as the highest level of education they ideally would want. Finally, parents were questioned about how they convey their expectations to their children.

Academic achievement

The academic achievement of adolescents was assessed through their last performance as per the school records and teacher reports.

Statistical tools

Keeping in view the objectives of the study, the collected data were classified tabulated, encrypted and analysed in order to arrive at meaningful and logical inference.

Results and Discussion

The indepth analysis of data put forth in table 1 suggests that most of the parents’ of adolescents (79.80%) were in high level of overall parental educational aspirations and expectations followed by medium level (16.40%) and low level (93.80%).

Assessment of gender and locale wise differences in parents’ educational aspirations and expectations

Table 2 puts forward the gender-wise percent distribution of parents’ of adolescents across various levels of parental educational aspirations and expectations. Statistically significant differences were seen in parents of girls and boys in all the levels viz low level (z-value = 3.07, $p < 0.01$) medium level (z-value = 2.25, $p < 0.01$), high level (z-value = 3.54, $p < 0.01$). The parents of girls in the high level had more parental educational aspirations and expectations than boys. In the medium level (20.16 %) and low level (6.45%) parents of boys had more parental educational aspirations and expectations than girls.

Table 3 showcased the locale-wise percent distribution of parents’ of adolescents across various levels of parental educational aspirations and expectations. It was seen that non-significant differences were observed in rural as well as urban parents indicating not much difference in rural and urban parents educational aspirations and expectations.

Table 4 portrayed the difference in mean scores (Mean \pm SD) of adolescents across dimensions of parental educational aspiration and expectations in Ludhiana and Moga district. Statistically significant differences were seen among parents of adolescents in Ludhiana and Moga districts (t-value = 4.06, $p < 0.05$) and parents of adolescents in Ludhiana district had better parental educational aspiration and expectations than parents of adolescents in Moga district. The table 5 described the difference in mean scores (Mean \pm SD) of adolescent girls across dimensions of Parental Aspiration & expectations.

Non –significant differences were observed in rural and urban girls across dimensions of parental aspiration and expectations. Statistical significant differences (t-value = 7.70, $p < 0.05$) were observed in medium level of parental educational aspirations & expectations.

The Table 6 exhibited the difference in mean scores (Mean \pm SD) of rural and urban Boys across dimensions of parental educational aspiration & expectations.

It was observed that statistically significant differences were found (t-value = 2.48, $p < 0.05$) in rural and urban boys and parents of rural boys had better mean scores (78.73 \pm 14.61) than urban boys (72.69 \pm 22.85) indicating that parents of rural boys had better parental educational aspiration & expectations than urban boys.

The table 7 explored the Correlation between Parental Educational Aspirations and Expectations and Academic Achievement among adolescents. The results indicated

that non-significant correlation was found between parental educational aspirations and expectations and academic achievement among adolescents.

Parental expectation, which is defined as realistic beliefs that parents have about their children's future achievement (Yamamoto and Holloway, 2010), has been found to be fundamental to children's academic success.

The table 8 portrayed the contribution of various dimensions of parental educational aspirations and expectations (independent variable) towards academic achievement (dependent variable) among adolescents.

Non-significant contribution of various dimensions of parental educational aspirations and expectations (independent variable) towards academic achievement (dependent variable) among adolescents was observed. Hence, parental educational aspirations and expectations did not impact academic achievement of adolescents.

Table.1 Interpretation of Parents Educational Aspirations and Expectations

Range of Scores	Interpretation
0-34	Low Parents Educational Aspirations and Expectations
35-68	Medium Parents Educational Aspirations and Expectations
69-102	High Parents Educational Aspirations and Expectations

Table.2 Percent distribution of parents’ of adolescents across various levels of parental educational aspirations and expectations

n=500

Levels of Parental Educational Aspirations and Expectations	f	%
Low	19	3.80
Medium	82	16.40
High	399	79.80

Table.3 Gender-wise percent distribution of parents’ of adolescents across various levels of parental educational aspirations and expectations

n=500

Levels of Parental Educational Aspirations and Expectations	Girls n ₁ =252		Boys n ₂ =248		z- value
	f	%	f	%	
Low	3	1.19	16	6.45	3.07**
Medium	32	12.69	50	20.16	2.25**
High	217	86.11	182	73.38	3.54**

*Significance at 0.05

**Significance at 0.01

Table.4 Locale-wise percent distribution of parents’ of adolescents across various levels of parental educational aspirations and expectations

n=500

Levels of parental educational aspirations and expectations	Rural n ₁ =250		Urban n ₂ =250		z- value
	f	%	f	%	
Low	-	-	19	7.60	-
Medium	44	17.60	38	15.20	0.72
High	206	82.40	193	77.2	1.44

*Significance at 0.05
**Significance at 0.01

Table.5 Locale-wise difference in mean scores (Mean ±SD) of parents’ adolescents regarding parental educational aspiration and expectations in Ludhiana and Moga district

n=500

Dimensions of Parental Educational Aspiration and expectations	Ludhiana n ₁ =250	Moga n ₂ =250	t- value
	Mean ±SD	Mean ±SD	
Low	27±7	27±8	0.00
Medium	66±2	56±9	17.15**
High	85±7	85±8	0.00
Overall Parental Educational Aspiration and expectations	81.08±15.07	75.15±17.47	4.06**

*Significance at 0.05
**Significance at 0.01

Table.6 Locale-wise difference in mean scores (Mean ±SD) of adolescent girls regarding parental educational aspiration & expectations

n=252

Dimensions of Parental Aspiration and Expectations	Rural Girls n ₁ =126	Urban girls n ₂ =126	t- value
	Mean ±SD	Mean ±SD	
Low	-	34±0	-
Medium	49±4	64±4	7.70**
High	85±8	83±8	1.98*
Overall Parental Educational Aspirations & expectations	81.88±13.28	79.09±12.27	1.73

*Significance at 0.05
**Significance at 0.01

Table.7 Difference in mean scores (Mean ±SD) of rural and urban boys across dimensions of parental educational aspiration & expectations

n=248

Dimensions of Parental Educational Aspiration & expectations	Rural Boys n ₁ =124	Urban Boys n ₂ =124	t- value
	Mean ±SD	Mean ±SD	
Low	-	26±7	
Medium	57±7	55±14	1.42
High	86±6	85±8	1.11
Overall Parental Educational Aspiration & expectations	78.73±14.61	72.69±22.85	2.48*

*Significance at 0.05

Table.8 Correlation between parental educational aspirations and expectations and academic achievement among adolescents

Parental Educational Aspirations and Expectations	Academic Achievement (r)
Overall Parental Educational Aspirations and Expectations	0.004

Table.9 Contribution of various dimensions of parental educational aspirations and expectations (independent variable) towards academic achievement (dependent variable) among adolescents

n=500

Parental educational aspirations and expectations	Regression coefficients (β)	Standard Error	t-value
Constant	64.259	2.302	27.918
Parental educational aspirations and expectations	-.022	.029	0.774
R ²	.001		
F ratio	.599		

*Significant at the 0.05 level

Table.10 Contribution of various dimensions of parental educational aspirations and expectations (independent variable) towards academic achievement (dependent variable) among adolescent girls

n=252

Parental educational aspirations and expectations	Regression coefficients (β)	Standard Error	t-value
Constant	64.985	4.325	15.024
Parental educational aspirations and expectations	-.025	.053	0.471
R ²	.001		
F ratio	.222		

*Significant at the 0.05 level

Table.11 Contribution of various dimensions of parental educational aspirations and expectations (independent variable) towards academic achievement (dependent variable) among adolescent boys

n=248

Parental educational aspirations and expectations	Regression coefficients (β)	Standard Error	t-value
Constant	64.150	2.708	23.689
Parental educational aspirations and expectations	-.028	.035	0.800
R ²	.003		
F ratio	.639		

*Significant at the 0.05 level

Figure.1 Percent distribution of parents' of adolescents across various levels of parental educational aspirations and expectations

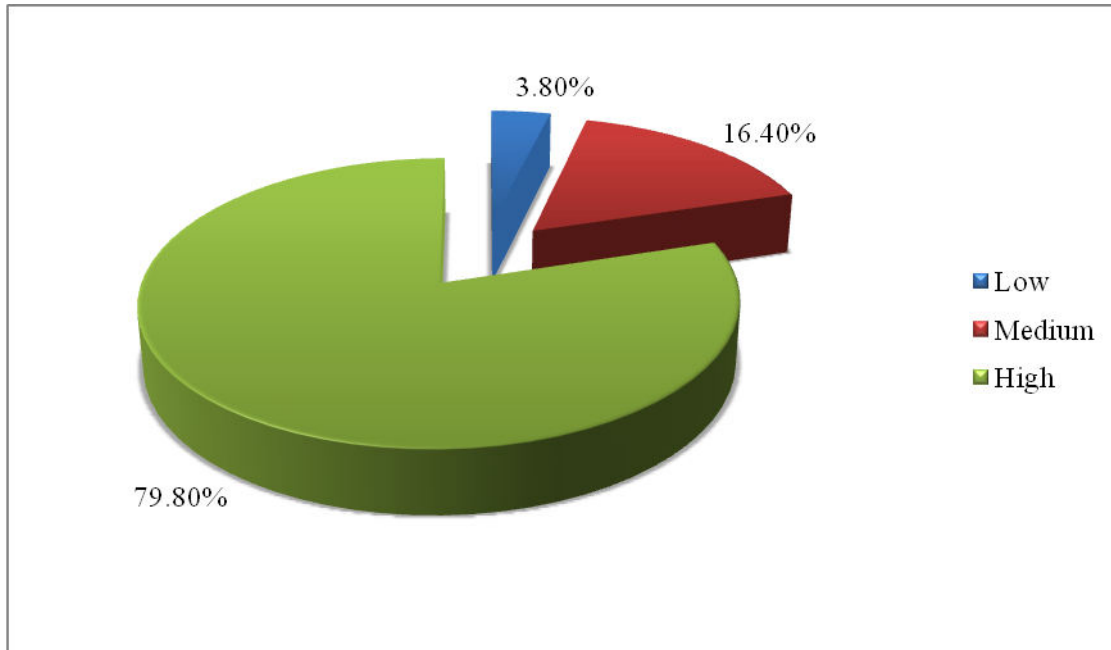
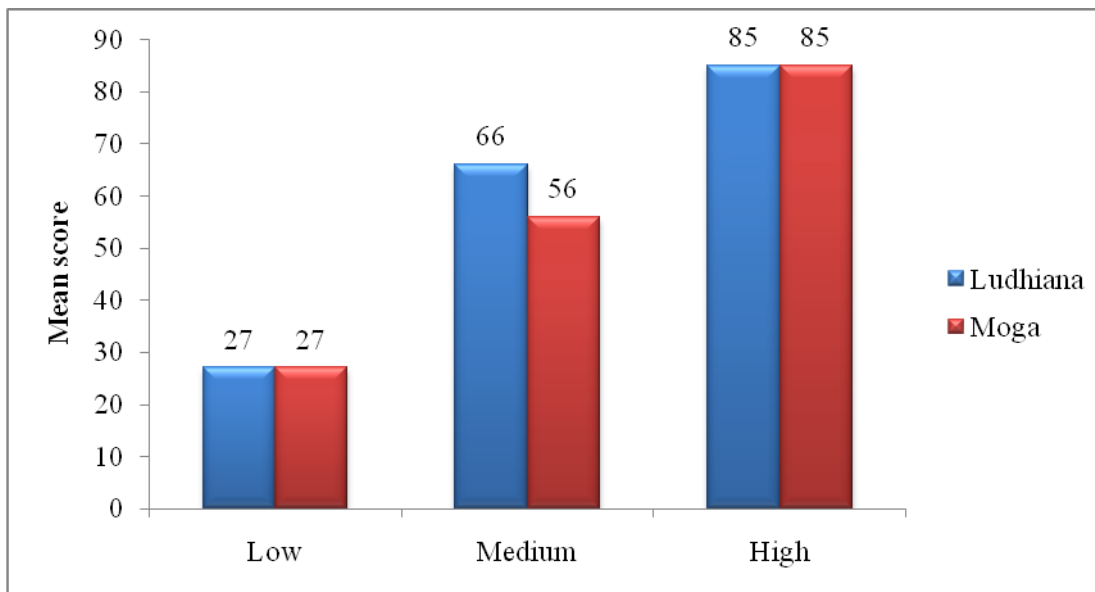


Figure.2 Locale-wise difference in mean scores) of parents' adolescents regarding parental educational aspiration and expectations in Ludhiana and Moga district



The table 9 portrayed the contribution of various dimensions of parental educational aspirations and expectations (independent variable) towards academic achievement (dependent variable) among adolescent girls. Non-significant contribution of various dimensions

of parental educational aspirations and expectations (independent variable) towards academic achievement (dependent variable) among adolescent girls was observed. Hence, parental educational aspirations and expectations did not impact academic achievement of

adolescent girls. The table 10 portrayed the contribution of various dimensions of parental educational aspirations and expectations (independent variable) towards academic achievement (dependent variable) among adolescent boys. Non-significant contribution of various dimensions of parental educational aspirations and expectations (independent variable) towards academic achievement (dependent variable) among adolescent boys was observed. Hence, parental educational aspirations and expectations did not impact academic achievement of adolescent boys.

Author Contribution

Ritu Mahal: Investigation, formal analysis, writing—original draft. Asha Chawla Thakral: Validation, methodology, writing—reviewing.

Data Availability

The datasets generated during and/or analyzed during the current study are available from the corresponding author on reasonable request.

Declarations

Ethical Approval Not applicable.

Consent to Participate Not applicable.

Consent to Publish Not applicable.

Conflict of Interest The authors declare no competing interests.

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How to cite this article:

Ritu Mahal and Asha Chawla Thakral. 2024. Parental Educational Aspirations and Expectations as a Correlate of Academic Achievement among Adolescents during Covid-19. *Int.J.Curr.Microbiol.App.Sci*. 13(4): 115-122.

doi: <https://doi.org/10.20546/ijcmas.2024.1304.013>