



---

**A STUDY OF PARENTAL ENCOURAGEMENT OF SCHOOL STUDENTS IN  
RELATION TO THEIR EDUCATIONAL ADJUSTMENT AND EDUCATIONAL  
ASPIRATION**

**Savita Rani**  
**savitar494@gmail.com**

**Abstract**

Education is an old as human life. Education is a character building process which enhances one's personality and making him rational, capable, responsive and intelligent. So, it is through education that one transforms into human, social, moral and spiritual being. Parents are the first guide for their children. They are the primary advocates of their lifelong security. It is the responsibility of the parents to take care of their children in the best possible aspect. During the growth and development of the child, parents play a vital role. Although, the role that parents play is influence by their individual character. Parents' dedication, education, creativity, individual concern, and ability to take responsibility are some significant factors for a child's development. Parents play chief role in the education of their children and parental encouragement is positively connected with their academic advancement. Parents must assure their presence in the parent-teachers meetings. It should be considered as an opportunity to demonstrate parent's attachment to school and academic achievement of their child. Intermittent contacts with teachers serve as monitoring function that permits them to receive feedback about their child's academic performance, attitudes towards studies and self-regulatory skills. For better academic performance, adjustment and adaptation are significant factors. During adolescence period, one experience different type of challenges specially related with adjustment. All the aspect of development, physical, psychological, social and moral are closely associated with adjustment. Like learning, the transition cycle starts from the child's birth and continues until death.

Educational adjustment means to make a balance between the necessity of an individual and his pleasure in the field of education. The home environment of an individual and his teacher's play an essential role in this direction. At school, the daily schedule is more organized with some formal rules. When a child takes admission in new school, he faces unique challenges of his adjustment in school environment. Children interact with large groups of individuals of different age groups, generally during assembly and recreation activities. They may face challenges in making new bonding with new students. Some



adaptations of school students largely depend on the acceptance of past experiences, skills and knowledge of the children. Aspiration means seeking and striving to achieve specific goals above one or one's current state. It differs from ambition and the same is the fanatic desire or desire to achieve particular honour or power. This construction of expectations has two main foundations: motivation and ambitions. If someone is inspired than he find different activities very exciting and amusing. In this way one can have the realization of being fully involved in his life.

Every student has educational aspirations. The person decides what he wants to become in life and how he wants to choose. In developed countries, university system is so organized that academics can help them in choosing some early and effective professional decisions at each stage of education. The investigator herself collected the data of the present study on the basis to test describe in the above. In the present study the data were collected from 100 students of class VIII to X of high schools situated in sub - division Gohana District Sonipat, Haryana. For this study, the descriptive method has been used. This method of research is considered the most straightforward method in education as it describes the current status of research work. This method is based on interpretation, comparison, measurement, classification, evaluation and generalization and all these are aimed of understanding and solving severe educational problems in research.

Finding of the present study revealed that parental encouragement strongly influences the adaptation and aspiration of high school students. Positive parenting encourages better adaptation of children in completing their homework, which acts as an excellent reinforcement for a child. Parents have to play many different roles in the life of their children. Understanding of these roles can help them in meeting many challenges which they face during parenting. If parents learn to deal with their children's problems, needs, interests and abilities within the study area; then they will be better equipped to deal effectively with their difficulties and fulfil their expectations. So the investigator will choose this topic for research.

**Keywords: Parental Encouragement, Educational Adjustment, Educational Aspiration**



## 1.1 INTRODUCTION

Parents are the first guide for their children. They are the primary advocates of their lifelong security. The whole action could also be influenced by individual character. Parents' character, dedication, education, creativity, individual concern, and ability to take responsibility are some significant factors for a child's development.

## 1.2 PARENTAL ENCOURAGEMENT

Nowadays, it's essential to understand the concept of parental encouragement and how it affects children's success. Parents play important role to enhance their children's over all development as well as academic progress. Parental encouragement refers to broad ranges of activities. Nommay (1988), Sharma and Tahira (2011) observed that small family structure alongside parental support is strongly related to the high educational level of scholars. It has been observed that mothers who had a minimum college of education provide more involvement and encouragement to the scholars hence their child had an excellent academic performance. The implementation of policy, however, does vary by the socio-economic status of the mother.

Bembenutty (2005) investigated parental encouragement in the form of parental actions involving checking homework, helping in school assignments, providing rewards for student' performance. Buonagura (2003) described that parents' visits to the centre, school, classroom, parents meetings, workshops, and parent-teacher conferences are effective in encouraging actions for their children's education.

Martinez-Pons (2002) studied parental encouragement, including four parental actions as modelling, assistance, facilitation, and rewarding. Bembenutty (2005) found by factor analysis that parental activity could be classified into two categories, one who had a positive relationship with achievement and other had a negative correlation with achievement. Factors which has been considered as part of active parents that includes checking homework and helping with school assignments. They also provide rewards and consequences for students' academic performance.



The concept of parental encouragement with particular reference to overall development of the child has been discussed within recent studies. It has been observed that healthy learning environment at home leadsto increased level of cooperation and conformity, peer socio-ability and confidence. Nommay (1988) believed that parent’s encouragement indirectly play significant role in predicting academic achievement through cognitive development of their children. Sui-Chu and Williams (1996) measured parental involvement through interaction and discussion of child with their mother and father about school programs, school activities, homework and T.V time limit etc. It had been found that home discussion is a significant force behind students ‘achievement.

### **1.3 ADJUSTMENT**

For better academic performance, adjustment and adaptation are significant factors. During adolescence period, one experience different type of challenges specially related with adjustment. Like learning, the process of adaptation begins from the birth of the child and it continuestilldeath. The growing personality tends to adjust to the changing environmental conditions as viewed by Spencer (1864) or adjust with environment to conform to one’s needs, as seen by John Dewey within the limits of his abilities and involvement.

Educational adjustment means to make a balance between the necessity of an individual and his pleasure in the field of education. The home environment of an individual and his teachers play an essentialrolein this direction.At school, the daily schedule is more organized with some formal rules. When a child takes admission in new school, he facesuniquechallenges of his adjustment in school environment. Children interact with large groups of individuals of different age groups, generally during assembly and recreation activities. They may face challenges in making new bonding with new students. Some adaptations of school students largely depends on the acceptance of past experiences, skills and knowledge of the children.

### **1.4 ASPIRATIONS**

The aspiration is closely associated with the progress of an individual.Level of aspiration is dependent upon intelligence, socio-economic status,parental relationships and expectations, but the dominating factor seems to be a relatively higher proportion of success

---



over failure experience (Harold, 1972). The level of aspiration also depends on self-esteem, achievement, abilities and past experiences. If there's a discrepancy between what he's and what he aspires to be, he may either modify his goals or work harder. Then those people gets success in his life if they fixes his level of aspiration considering the truth of his life. The level of ambition differs from child to child. Hence, an educator should help students to possess a more realistic approach to their goals (Bhatnagar, 2007). The aspirations have two components, namely educational and vocational. These components are given below.

Educational aspiration give first impression of one's academic skills, therefore also considered important in achieving highest level of education that someone desire to achieve (Hanson, 1994). Every student has educational aspirations. It is the choice that individual what he wants to become in life and what way he wants to choose. In developed countries, university system is so organized that academics can help them in choosing some early and effective professional decisions at each stage of education<sup>1</sup>.

Educational aspiration is essential from social point of view. Several factors influence educational aspirations and these factors are educational intentions of the students and attitude towards life. Multiple factors interact to guide educational aspirations of young people, including attitudes towards school, school performance, parents' expectations, peer projects, and students' background. These factors influences the educational choices of young people (Byrne, 2014)

### **1.5 SIGNIFICANCE OF THE STUDY**

Since ancient times, students face stress and storms especially during adolescent age. This happens because of physical, emotional, intellectual, and social changes, he undergoes in the period. He needs love, care and guidance from parents, as well as teachers. This can bring tremendous change in the behaviour of the youngsters. This study focuses on the studying the impact of parental encouragement on the educational adjustment and aspiration of high school students.

---

<sup>1</sup>[www.ijmra.us](http://www.ijmra.us) as visited on dated 22/04/2020



Education is a powerful weapon that makes an individual good citizen. Educational aspiration is a vital variable in the prediction of academic achievement. It is seen as a component of motivation behind academic achievement. The student should have freedom to take educational decisions which later on influence their career. But in the Indian context, high school students do not have the freedom to take career related decisions usually which subsequently become main reason behind poor performance in academics. The child's personality grows excellently with assistance of adequate guidance and attention from his parents. The home environment plays a crucial role in the development of youth. Home environment affects a child's body, mind, and heart. Loving parents produce loving children, while hostile parents produce hostile children. Families are believed to be the primary, closest, and most influential group in child's life.

No serious effort has been undertaken to review on a study of parental encouragement of faculty students in reference to educational adjustment and educational aspiration. In this study researcher has tried to understand the interrelationship between parental encouragement, educational adjustment and educational aspiration. The results of the study will be beneficial for parents, teachers and other stakeholders in taking further decision and policy making.

## **1.6 OPERATIONAL DEFINITION OF THE TERM USED**

**Parental Encouragement:** It means a treatment that originates from the parents towards the child to strengthen the possibilities of future educational activities, social activities.

**Educational Aspiration:** It means the extent of education and vocation that an individual aspires and, therefore, it is the main force behind the success of a person.

**Educational Adjustment:** A small alteration or movement made to achieve a desired fit, appearance, or result.

## **1.7 STATEMENT OF THE PROBLEM**

"A Study of Parental Encouragement of School Students in Relation to their Educational Adjustment and Educational Aspiration"



## **1.8 MAIN OBJECTIVES OF THE STUDY**

This study is conducted to achieve the following objectives:

1. To study the parental encouragement, educational aspiration, and educational adjustment of high school students.
2. To study the relationship between parental encouragement and educational aspiration of high school students.
3. To study the relationship between parental encouragement and educational adjustment of high school students.
4. To study the relationship between educational aspiration and educational adjustment of high school students.
5. To study the contribution of parental encouragement and educational aspiration on educational adjustment of high school students.
6. To study the contribution of parental encouragement and educational adjustment on the educational aspiration of high school students.

## **1.9 HYPOTHESES**

1. There is no significant relationship between parental encouragement and the educational aspiration of high school students.
2. There is no significant relationship between parental encouragement and educational adjustment of high school students.
3. There is no significant relationship between educational aspiration and educational adjustment of high school students.
4. There is no significant contribution of parental encouragement and educational adjustment on the educational aspiration of high school students.
5. There is no significant contribution of parental encouragement and educational aspiration on the educational adjustment of high school students.



## **REVIEW OF RELATED LITERATURE**

### **2.1 INTRODUCTION**

Review of literature is also an essential part of any research process. The main objective of literature review is to study research which had already been conducted and related with concerned problem. Another essential function of the review is to help in planning resources and deciding specific procedures and tools. Knowing previous research also makes it easier to interpret study results. The reviews also provide information about the challenges that the investigator faced and it gives more information for doing further investigation in the research problem of the scholar.

Studying related literature involves identifying, reading research reports, as well as causal observation of stories and opinions related to the individual's plan of scientific research. A comprehensive investigation of the literature generally provides essential assistance to the researcher to analyse his research into different aspects. It provides a necessary insight into the research study through which you can think creatively.

### **2.2 STUDIES RELATED TO PARENTAL ENCOURAGEMENT**

The parenting and academic success of high school students was studied by Kishor (2014). It was found that private high school students had higher academic results than high school students in government. Private high school students had better parental encouragement than those from government high school students.

Sekar and Mani (2013) undertook a study on the impact of gender on parental support for high school students. The key results were that higher secondary students receive moderate parental care for approximately 44.4 %, with high-level parental support for 26.9 % of them. The remaining 28.7% of them therefore have a low degree of parental support. There is significant disparity in parental support between boys and girls of high school students.

Koneri and Patted (2010) examined the connection between parental involvement and emotional intelligence (EI) of secondary school students. Findings of the study depicted that high and low parental involvement of these adolescents significantly differ in the





dimensions of interpersonal, intrapersonal, stress management, adaptability, general mood and positive impression of emotional intelligence.

### **2.3 STUDIES RELATED TO ASPIRATION**

George (2014) studied high school students' educational aspiration. The main findings were that there is a big difference between aspirations of the male high school student's tutorial. Female students have higher educational aspirations than female students. There is a big difference between the tutorial aspiration of rural and concrete high school students. Urban students have higher educational aspiration than their rural counterparts<sup>2</sup>

Letha and Amin (2012) investigated the career aspirations and adolescents within Indian context. The key findings were that class XI students of the present Delhi schools were high career aspirants than in non-public, state, central and govt. funding. In terms of the type school, the career aspirations of senior high school students differed. No major difference is observed between boys and girls regarding career aspirations.<sup>3</sup>

Peter and Raju (2013) undertook a study on career aspiration among management students. The study found that, there's a significant difference between the males and females in their career aspirations. There's no significant difference between the scholars within the different age groups, and there weren't any significant differences among the scholars categorized on the idea of their specialization.

### **2.4 STUDIES RELATED TO ADJUSTMENT**

Sinha (2015) conducted a study in relation to adjustment and personality among female undergraduate students. Researcher selected a sample of 100 undergraduate female students. Adjustment Inventory (Asthana, 1968) and personality assessment scale by Cattle and Scheier (1959) was used for the data collection. Results of the study revealed that adjustment of the undergraduate female students related to the neuroticism, anxiety and extroversion.<sup>4</sup>

---

<sup>2</sup> [www.theijhess.com](http://www.theijhess.com) as visited on dated 25/04/2020

<sup>3</sup> [www.jmi.ac.in](http://www.jmi.ac.in) as visited on dated 25/04/2020

<sup>4</sup> <https://docplayer.net/91909849-Review-of-related-literature.html>



Conger, Conger and Elder (2014) examined the relationship between adolescent adjustment and family economic hardship. For this study a sample of 357 adolescents was taken for investigation. Findings of the study showed that female students were having grades higher than their counter. It was also found that male students showed significantly lower performance depicted through their lower GPA than their counter.

Sudhan and Rao (2011) conducted study to explore the problems related to the scholars of secondary schools of Coimbatore city. Results of the study revealed that there is significant negative correlation between issues of the adolescents and economic status of the family. It was also found that there are more problems with boys than girls students.

### **3.1 RESEARCH METHODOLOGY**

For this study, the descriptive method has been used. This method of research is considered the most straightforward method in education as it describes the current status of research work. This method is based on interpretation, comparison, measurement, classification, evaluation and generalization and all these are aimed of understanding and solving severe educational problems in research.

### **3.2 SAMPLE OF THE STUDY**

The investigator herself collected the data of this study. Data were collected from 100 high school students.

### **3.3 TOOLS**

For this investigation, three tools were used:

- I.** R.R. Sharma Parental Encouragement Scale (High school students)
- II.** T. Pardeep Kumar Educational Aspiration Inventory (12-15) (VIII to X)
- III.** Dr. Basant Bahadur Singh Educational Adjustment Scale.

### **3.4 STATISTICAL TECHNIQUES USED**

Mean, S.D., Correlation, T-test and Regression were used for the analysis of data.

**PARENTAL ENCOURAGEMENT OF HIGH SCHOOL STUDENTS**

□ Table 4.1 and Figure 4.1 reveal that there are 50% student who depicted moderate level of parental encouragement. There are few students (25% each) who have high and low level of parental encouragement.

□ Table 4.1: Parental encouragement of high school students

Sr. No.	Level of parental encouragement	No. of Respondent	Percentage
1	High	25	25%
2	Moderate	50	50%
3	Low	25	25%

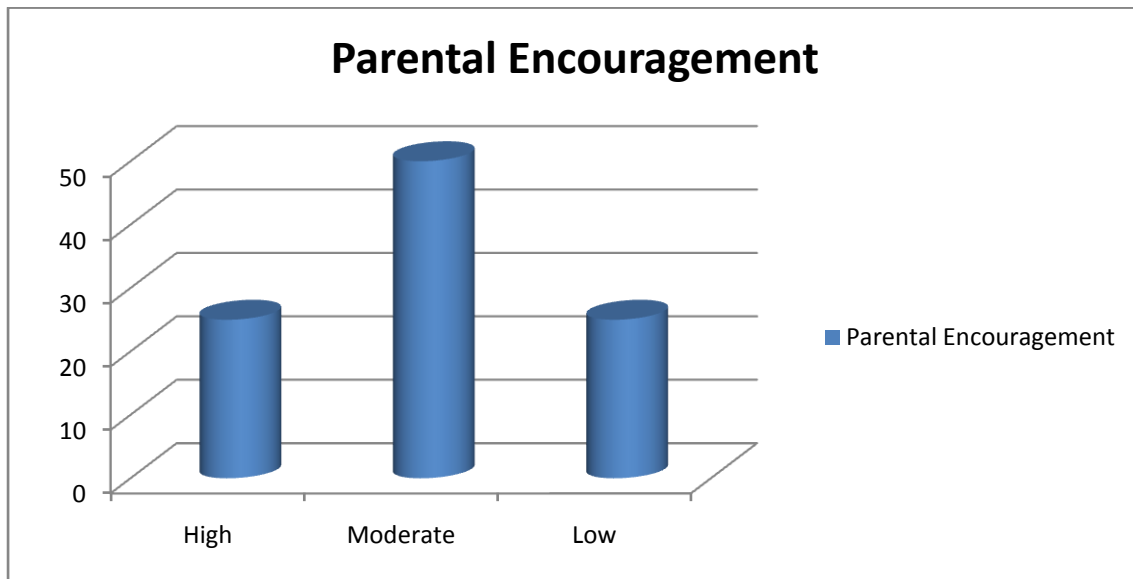


Figure: 4.1 Level of Parental encouragement of high school students

### EDUCATIONAL ADJUSTMENT OF HIGH SCHOOL STUDENTS

Table 4.2 and Figure 4.2 show that most of the students have moderate level of educational adjustment. Few high school students have high level of educational adjustment and very few about 24% depict low level of educational adjustment.

Table 4.2: Educational adjustment of high school students

Sr. No.	Level of parental encouragement	No. of Respondent	Percentage
1	High	26	26%
2	Moderate	50	50%
3	Low	24	24%

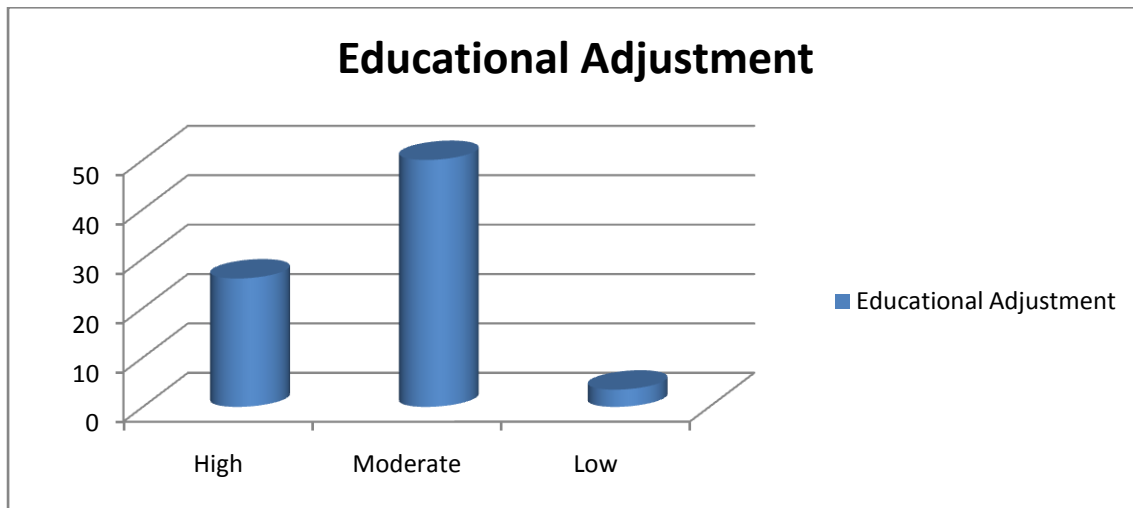


Figure: 4.2 Level of Educational adjustment of high school students

### EDUCATIONAL ASPIRATION OF HIGH SCHOOL STUDENTS

Table 4.3 and Figure 4.3 depict that most of the student shows moderate level of educational aspiration. There are few students who lie at the low level of educational aspiration and also there are very few students having high level of educational aspiration.

Table 4.3: Educational aspiration of high school students

Sr. No.	Level of parental encouragement	No. of Respondent	Percentage
1	High	24	24%
2	Moderate	50	50%
3	Low	26	26%

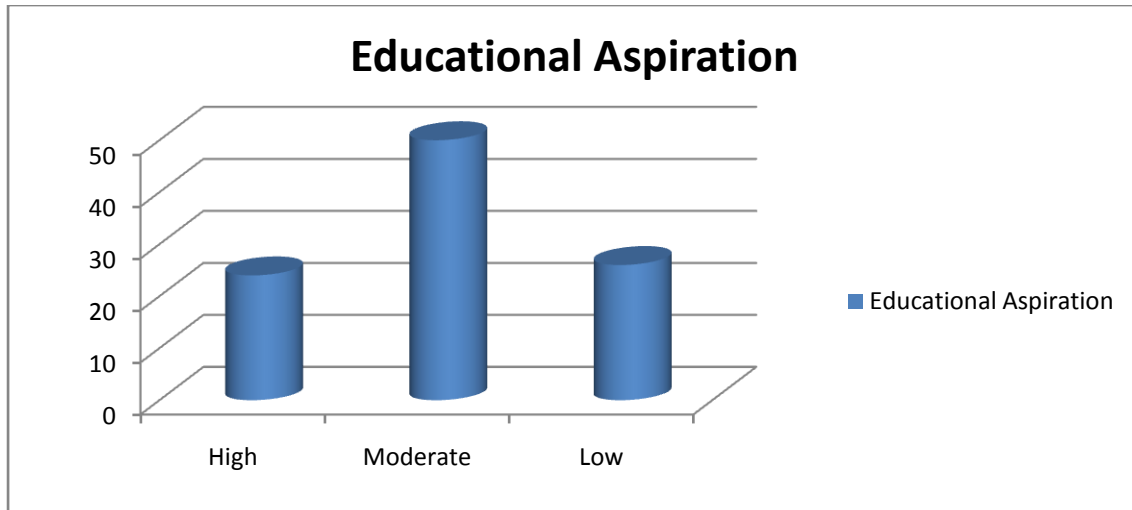


Figure: 4.3 Level of Educational aspiration of high school students

### **RELATIONSHIP BETWEEN PARENTAL ENCOURAGEMENT AND EDUCATIONAL ADJUSTMENT OF HIGH SCHOOL STUDENTS**

Before studying the relationship between parental encouragement and educational adjustment of high school students, the following null hypothesis was formulated:

H<sub>01</sub>: There will be no significant relationship between parental encouragement and educational adjustment of high school students.

Table- 4.4 Coefficients of Correlation (r) between parental encouragement and educational adjustment of high school students



Sr. No.	Variables	N	Coefficients of correlation
1	Parental Encouragement	100	0.031
2	Educational Adjustment	100	

\*0.05 level of significance

Table 4.4 reveals that coefficient of correlation (r) between parental encouragement and educational adjustment of high school students is 0.031 which is positive but not significant at 0.05 level of significance. So null hypothesis stating that “There will be no significant relationship between parental encouragement and educational adjustment of high school students” is retained. It can also be interpreted that parental encouragement is positively correlated with the educational adjustment of high school students; however, these relationship did not reach to the statistical significance.

## RELATIONSHIP BETWEEN PARENTAL ENCOURAGEMENT AND EDUCATIONAL ASPIRATION OF HIGH SCHOOL STUDENTS

Before studying the relationship between parental encouragement and educational aspiration of high school students, the following null hypothesis was formulated:

**H<sub>02</sub>:** There will be no significant relationship between parental encouragement and educational aspiration of high school students.

**Table- 4.5 Coefficients of Correlation (r) between parental encouragement and educational aspiration of high school students**

Sr. No.	Variables	N	Coefficients of correlation
1	Parental Encouragement	100	0.134
2	Educational Aspiration	100	

\*0.05 level of significance



Table 4.5 shows that coefficient of correlation ( $r$ ) between parental encouragement and educational aspiration of high school students is 0.134. It depicts that result is not significant at 0.05 level of significance. So null hypothesis stating that “There will be no significant relationship between parental encouragement and educational aspiration of high school students” is accepted. It can also be interpreted that parental encouragement is positively correlated with the educational aspiration of high school students. But relationship did not touch the statistical significance.

### **RELATIONSHIP BETWEEN EDUCATIONAL ADJUSTMENT AND EDUCATIONAL ASPIRATION OF HIGH SCHOOL STUDENTS**

Before studying the relationship between educational adjustment and educational aspiration of high school students, the following null hypothesis was formulated:

**H<sub>03</sub>:** There will be no significant relationship between educational adjustment and educational aspiration of high school students.

**Table- 4.6 Coefficients of Correlation ( $r$ ) between educational adjustment and educational aspiration of high school students**

Sr. No.	Variables	N	Coefficients of correlation
1	Educational Adjustment	100	-0.18
2	Educational Aspiration	100	

\*0.05 level of significance

Table 4.6 depicts that coefficient of correlation ( $r$ ) between educational adjustment and educational aspiration of high school students is -0.18 which is negative and significant at 0.05 level of significance. So null hypothesis stating that “There will be no significant relationship between educational adjustment and educational aspiration of high school students” is rejected. It can also be interpreted that educational adjustment is negatively correlated with the educational aspiration of high school students. It also shows that there exist a weak correlation between educational adjustment and educational aspiration.



## CONTRIBUTION OF PARENTAL ENCOUAGEMENT AND EDUCATIONAL ASPIRATION ON EDUCATIONL ADJUSTMENT OF HIGH SCHOOL STUDENTS

Before studying the contribution of parental encouragement and educational aspiration on educational adjustment of high school students, the following null hypothesis was formulated:

**H<sub>04</sub>:** There will be no significant contribution of parental encouragement and educational aspiration on the educational adjustment of high school students.

**Table 4.7:Regression analysis summary on correlates of educational adjustment of high school students**

Regression Analysis	Analysis of Variance					
	Sources	SS	Df	Ms	F	Sig.
R .18845 <sup>a</sup>						
R <sup>2</sup> .0355	Regression	60.346080	2	30.1730	1.7859	.1733 <sup>b</sup>
Adjusted R <sup>2</sup> .01562	Residual	1638.8139	97	16.8949		
SE 4.1103	Total	1699.16	99			

Predictor: (Constant) Parental Encouragement, Educational Aspiration

Dependent variable: Educational Adjustment

\*0.05

Contribution of parental encouragement and educational aspiration on educational adjustment was studied by conducting regression analysis. From Table 4.7 Adjusted R square value (.01562) indicates that 1.5% of the variance in educational adjustment is explained by parental encouragement and educational aspiration.



**Table 4.8: Coefficient table of parental encouragement and educational aspiration to the prediction of educational adjustment of high school students**

	<b>Coefficients</b>	<b>Standard Error</b>	<b>t Stat</b>	<b>P-value</b>
Intercept	36.48816661	4.57791125	7.970483614	3.10027E-12
Parental Encouragement	0.033646651	0.060658858	0.554686526	0.580385855
Educational Aspiration	-0.089398519	0.047942843	-1.864689548	0.065248373

ANOVA results given in Table 4.7 indicate that this model is not significant as the value of (F=1.7859, p=.1733) is not significant at 0.05 level of significance. Hence, there is no significance contribution of parental encouragement and educational aspiration on the educational adjustment of high school students. Similarly, regression analysis conducted on parental encouragement, educational adjustment and educational aspiration shows that null hypothesis stating that “There will be no significant contribution of parental encouragement and educational aspiration on educational adjustment of high school students” is retained.

**CONTRIBUTION OF PARENTAL ENCOUAGEMENT AND EDUCATIONAL ADJUSTMENT ON EDUCATIONL ASPIRATION OF HIGH SCHOOL STUDENTS**

Before studying the contribution of parental encouragement and educational aspiration on educational adjustment of high school students, the following null hypothesis was formulated:

**H<sub>05</sub>:** There will be no significant contribution of parental encouragement and educational adjustment on educational aspiration of high school students.

**Table 4.9: Regression analysis summary on correlates of educational adjustment of high school students**



Regression Analysis	Analysis of Variance				
R 0.2278 <sup>a</sup>	Sources	Df	Ms	F	Sig.
R <sup>2</sup> 0.0519	Regression	2	194.2427	2.6552	.0754 <sup>b</sup>
Adjusted R <sup>2</sup> 0.0323	Residual	97	73.1548		
SE 8.55306	Total	99			

Predictor: (Constant) Parental Encouragement, Educational Adjustment

Dependent variable: Educational Aspiration

\*0.05

Contribution of parental encouragement and educational adjustment on educational aspiration was studied by conducting regression analysis. It was found that Adjusted R square value (0.0323) from Table 4.9 shows that 3.2% of the variance in educational aspiration is explained by parental encouragement and educational adjustment.

**Table 4.10: Coefficient table of parental encouragement and educational aspiration to the prediction of educational adjustment of high school students**

	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>
Intercept	56.79003	10.81331	5.251866	8.9E-07
Parental Encouragement	0.176533	0.125145	1.410626	0.161554
Educational Adjustment	-0.38709	0.207591	-1.86469	0.065248



ANOVA Table 4.10 shows that this model is not significant as the value of ( $F=2.6552$ ,  $p=.0754$ ) is not significant at 0.05 level of significance. It also indicates that there is no significance contribution of parental encouragement and educational adjustment on educational aspiration of high school students. So the null hypothesis stating that “There will be no significant contribution of parental encouragement and educational adjustment on educational aspiration of high school students” is retained. Results show that there is no significance contribution of parental encouragement and educational adjustment on educational aspiration of high school students.

## RESULTS

- **Parental encouragement of high school students:** Table 4.1 and Figure 4.1 reveal that there are 50% student depicts moderate level of parental encouragement. It also found that there are few students (25%) having high and low level of parental encouragement.
- **Educational adjustment of high school students:** Table 4.2 and Figure 4.2 show that there most of the students have moderate level of educational adjustment. Few high school students lie at high level of educational adjustment and very few about 24% depicts low level of educational adjustment.
- **Educational aspiration of high school students:** Table 4.3 and Figure 4.3 depict that most of the student shows moderate level of educational aspiration. There are few students lie at the low level of educational aspiration and also there are very few students having high level of educational aspiration.
- Table 4.4 interpreted that parental encouragement is positively correlated with the educational adjustment of high school students; however, these relationship did not reach to the statistical significance.
- Table 4.5 interpreted that parental encouragement is positively correlated with the educational aspiration of high school students. But relationship did not touch the statistical significance.
- Table 4.6 shows that there exist a weak correlation between educational adjustment and educational aspiration.



- Table 4.7 Table 4.7 Adjusted R square value (.01562) indicates that 1.5% of the variance in educational adjustment is explained by parental encouragement and educational aspiration.
- Table 4.8 Similarly, regression analysis conducted on parental encouragement, educational adjustment and educational aspiration shows that null hypothesis stating that “There will be no significant impact of parental encouragement and educational aspiration on educational adjustment of high school students” is retained.
- Table 4.9 shows that 3.2% of the variance in educational aspiration is explained by parental encouragement and educational adjustment.
- Results show that there is no significance impact of parental encouragement and educational adjustment on educational aspiration of high school students.

## CONCLUSION

Present study may be concluded that adolescence is particular period of human life when youngsters of this age feel independent and neglect their parent's care and their advice. So, elders should be made conscious of the tactic of giving rewards and encouragement to their performance. They must confirm that their children are taking proper food and exercise. Elders should keep realistic expectations which are consistent with the capacity of their kids. Children should be given enough freedom to share their problems with their parents.

Every successful person, after reaching their destination, discovers that their success is due to the assistance of their parents. The motivation provided by parents has a significant influence on the interests and results of the young people. Finding of the present study revealed that parental encouragement strongly influences the adaptation and aspiration of high school students. Positive parenting encourages better adaptation of children in completing their homework, which acts as an excellent reinforcement for a child. Parents have to play many different roles in the life of their children. Understanding of these roles can help them in meeting many challenges which they face during parenting. If parents learn to deal with their children's problems, needs, interests and abilities within the study area; then they will be better equipped to deal effectively with their difficulties and fulfil their expectations.