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Influence of Parental Education Among their Wards on Vocational Skill Development

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Abstract: ***Many students are good in their studies even though their parents are illerrate.we cannot argue that only the educated parents can provide a good education for their children. Whereas the well-educated parents are more likely to consider the quality of the school and the syllabus when comparing to the liberated or less educated parents. Well educated parents are considered the local schools available when selecting a neighborhood place where they are going to live. Educated parents pay more attention to the quality of the teacher who is teaching their children's and they will attempt to ensure that their children are sufficiently assisted. The educated will force their teachers to individual needs. In addition, the highly educated parents are more likely read their children's minds where less-educated are not those who are not much aware of educated parents enhance their children's knowledge. It wills results in the students capable of more before they have been even started their school. They are also teaching children in specific behaviors, patterns of speech, and cultural characters that are valued by the educational and professional skills. This research concludes that there are positive association between parent's educational qualification of the respondents and th availability and usage of computer system in their homes.***

Keywords: Parental Education, Skill Development, Students Education

I. INTRODUCTION

There are interlinkages among the parental education and the children's success in school, the number of years they attend school, and their success later in life. The parental education influences children's learning directly and through the choice of a school related factors. but the strong association between parental education and student achievement in every industrialized society, the direct impact is undoubtedly substantial. The importance of parental involvement in children's education is high when the education of the parents is high; determine the overall impact of parental involvement on the student population remains only a recent enterprise. In the research, they have found the fact that largely contributes to the limited body of knowledge regarding which aspects of parental participation help student education and just the components of this involvement are most important (Christian, Morrison, & Bryant, 1998; Epstein, 2001; Henderson & Map, 2002). Thus there have been some parent involvements in their children's education. This can be practiced by both the well-educated, moderately educated, less educated and the liberate. Parenting is an important still for the parents where they have been modifying the children's development stages and they should offer their child where there should be learning-friendly home environments available. Communicating can we both aspects where there should be a good commination been the parents and the children where they will be known about the psychology about their children their need, likes, dislikes and their difficulties in teaching learning process. Moreover, there should be a good combination between the parents and the school so that they will know about their children performance so that it will help them to concentrate on them and clear their path if there is any trouble in learning. Learning at home, parents should not think that learning in the school itself enough for the children about they too also try to teach their children's in their way of friendly teaching that will help the students when they cannot understand the concept when the have been learned in the school and it will help them to increase the memory of what they have been learned. And also parents should monitor and help their children's in doing their homework and assigenments**.**Community cooperation, the educations in India is not taking more in interest in gathering or collecting information from the parents about the syllabus about their need and wants of their syllabus or other activists. This can be changed if the school plays an important role in determining the levels of parental involvement in their children education. By outline the expectations of parents about what the students are learning. When the schools started to engage families of the students in this ways that will improve learning and parent involvement at home and school, students make greater gains. When schools builds partnerships with

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families and take parent concerns, honor their contributions, and share decision-making responsibilities, they are able to sustain connections that are aimed at improving student achievement.

II. REVIEW OF LITERATURE

A. Parthasarathy et.al., (2017)stated that residential and academic background of parents has a powerful influence on their wards and where it is a primary agent of socialization without any doubt enhance or hold back the academic achievement of their wards depending on the social climate in the family.

B. Sasithorn Chookaew et.al., (2014), reported that the basic computer programming is one of the fundamental subjects that students in the study of computer science need to learn. In this research, students are queried to write a programming code step by step following the textbook without understanding the relationship among fundamental concepts, for example, variables and data types are fundamental concepts of array. Due to these reasons, many students who cannot clasp the most fundamental concepts of programming are unable to produce basic programs and also unable to learn and understand more complicated concepts. It might be better if we could find an appropriate way to develop their conceptual learning aptitude in the topic. This study, a personalized e-learning environment is proposed by founding upon multiple sources of personalized information of students, namely, learning problems, a learning styles, and performance levels. In addition, a learning styles feedback form is employed for adjusting the presentation styles of the subject material based on the personalized learning style of the students. Analyze the data, the students who learned with the developed e-learning environment could develop understanding of basic computer programming; additionally, they had optimistic attitude toward the developed e-learning environment which fit with their personalized learning.

C. Lippman et.al., (2008), found 88% of students whose parents had earned at least a bachelor's degree had parents who expected them to finish college compared to 44% of students whose parents had graduated from high school or who had less than a high school diploma.

D. Vick & Packer, (2008), self-efficacy was identified as a possible mediating factor of instrumentality in future goal possibilities such as "becoming a college student".

E. Sánchez, Reyes, and Singh, (2006), identified that negative domains within the family such as low parental school involvement, socioeconomic status, and educational level to explain Latino youths' educational failure.

F. Perna & Titus, (2005), studied that the effects of parental involvement as a form of social capital found a greater likelihood of the youth enrolling in both a 2 year and 4 year college.

III. OBJECTIVES OF THE STUDY

A. To find out the socio-economic profile of the respondents.

B. To find out the association between parent's educational qualification of the respondents and availability of computer system at their homes.

C. To find out the association between parent's educational qualification of the respondents and usage of computer system at their homes.

D. To analyze the variance between Parents' education qualification of the respondents and which the dimensions contributing the skill development programme.

IV. HYPOTHESES OF THE STUDY

A. There is no significant association between parent's educational qualification of the respondents and the availability of computer system in their homes.

B. There is no significant association between parent's educational qualification of the respondents and the usage of computer system in their homes.

C. There is no significant variance among the parent's educational qualification and their responses on skill development programme in the study area.

V. METHODOLOGY

The sample data was collected from 166 respondents. This study involved 297 schools at the middle and higher secondary level. Disproportionate stratified random sampling method has been used in this survey. For analyzing the data SPSS package was used. The respondents who attend the computer skill development training programme are from the lower, middle and upper social classes. Respondents were conveniently sampled. The researchers collected only one individual from the each school. The

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researcher's selected the schools where SUITS (School-University-Industry-Tie-up-Schemes) is implemented. The SUITS programme was organized, by IECD (Institute of Entrepreneurship and Career Development), Bharathidasan University, Tiruchirappalli, TamilNadu have been selected. This study was done during class time with permission from the school principal and class teachers. Survey instruments using a Likert scale were developed by the researchers for this study. It had 15 items designed to ascertain the value they attached to computer skill development programme (SDP). Examples of these items are "Through skill development programme, student's future will be better", "SDP improved my computer skills" and "SDP is helpful in working with computer easily". Responses on the Likert scale ranged from SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree to SD = Strongly Disagree.

VI. ANALYSIS AND INTERPRETATION

Table 1: Socio-Economic Profile of the Respondents

S.No	Socio-Economic Profile	Category	No. of Respondents	Percentage
1	Gender	Male	61	36.7
		Female	105	63.3
2	Standard	IX STD	160	96.4
		XI STD	6	3.6
3	Area of Living	Rural	99	59.6
		Urban	63	38.0
		Tribal	4	2.4
4	Parents' Education Qualification	Illiterate	21	12.7
		HSC	72	43.4
		UG	45	27.1
		PG and Above	28	16.9
5	System Availability	Yes	111	66.9
		No	55	33.1
6	Usage of System	Yes	102	61.4
		No	64	38.6

1) Gender: It was observed that out of 166 respondents sample from enrolled schools, there were 61 boys (36.7%) and 105 (663.3%) girls.

2) Standard: It is noticed from table, out of 166 respondents, those who were the standard of 9^{th} were 160 (96.4%) and 11^{th} standard were 6(3.6%). The majority constituted the students sample doing 9^{th} standard in computer basics.

3) Area of Living: there were 99 (59.6%) respondents residing in rural area, 63 (38.0%) were residing in urban area and 4 (2.4%) were residing in tribal area. Respondents residing in the rural area formed the majority in the sample population.

4) Parents' Educational Background: It is ascertained from table-1 that 21 (12.7%) respondents parents' are un-educated. 72 (43.4%) parents were studied Up to HSC, 45 (27.1%) parents were studied Under Graduate and 28 (16.9%) respondents parents PG & above. Majority of respondents parents were studied Up to HSC.

5) System Availability: It is observed that there were 111 (66.9%) respondents belonging to having system and 55 (33.1%) respondents do not have a system. The majority of the respondents having system.

6) Usage of System: there were 102 (61.4%) respondents are system users and remaining 64 (38.6%) respondents did not use system. The majority of respondents are system users.

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Table 2: Percentage Analysis Shows the Distribution of Evaluating Variables of Skill Education through Compute Programmes

Q. No	Evaluating Variables of Skill Education	SA	A	N	D	SD
		%	%	%	%	%
Career Development						
S1	SDP is the groundwork for student's future	103	51	2	7	3
		62.0	30.7	1.2	4.2	1.8
S2	SDP not enhanced my knowledge	19	24	15	71	37
		11.4	14.5	9.0	42.8	22.3
S3	SDP improved my computer skills	114	48	3	-	1
		68.7	28.9	1.8	-	0.6
S4	SDP is helpful in working with computer easily	93	67	5	1	-
		56.0	40.4	3.0	0.6	-
S5	SDP helps to master the computer science	90	53	16	7	-
		54.2	31.9	9.6	4.2	-
Opinion on SUITS						
S6	Teacher has completing the syllabus periodically	126	39	-	-	1
		75.9	23.5	-	-	0.6
S7	The presentation is easy to understand	109	54	2	-	1
		65.7	32.5	1.2	-	0.6
S8	The teaching methodology is fulfilled	102	55	8	-	1
		61.4	33.1	4.8	-	0.6
S9	Got more exposure during practical session	90	60	14	1	1
		54.2	36.1	8.4	0.6	0.6
S10	Examinations of SUITS is very much satisfied	108	46	8	3	1
		65.1	27.7	4.8	1.8	0.6
Teaching – Learning Method						
S11	The teacher support during practical sessions	133	30	2	1	-
		80.1	18.1	1.2	0.6	-
S12	The ratio is adequate for effective learning	76	68	17	3	2
		45.8	41.0	10.2	1.8	1.2
S13	The assignments helped to learn the subject easily	101	54	9	2	-
		60.8	32.5	5.4	1.2	-
S14	The teaching-learning material is understandable	83	70	11	2	-
		50.0	42.2	6.6	1.2	-
S15	The allotted duration for practicals is inadequate.	29	55	31	33	18
		17.5	33.1	18.7	19.9	10.8
SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree						

Table 2 present fifteen statements splitted in to three dimensions. Each dimension has five statements. It concerning on assessing the skill development programmes such as career development, opinion on suits and teaching - learning method.

It is found that majority (62%) of the respondents are said that strongly agree with regarding to the Statement-1 on "SDP is the groundwork for student's future". Whereas (42.8%) of the respondents are said that disagree Statement-2 on "SDP not enhanced my knowledge". Almost seventy percent of the respondents are strongly agree the statement-3 on "SDP improved my computer skills". Statement-4 on "SDP is helpful in working with computer easily", are strongly agree by (56.0%) of the respondents. Statement-5 on "SDP helps to master the computer science", are strongly agree by (54.2%) of the respondents.

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It is found that majority (75.9%) of the respondents are said that strongly agree with regarding to the Statement-6 on "Teacher has completing the syllabus periodically". Above (65%) of the respondents are strongly agree the statement-7 on "The presentation is easy to understand". Whereas (61.4%) of the respondents are said that strongly agree Statement-8 on "The teaching methodology is fulfilled". Statement-9 on "Got more exposure during practical session", are strongly agree by (54.2%) of the respondents. Statement-10 on "Examinations of SUITS is very much satisfied", are agree by (65.1%) of the respondents.

It is found that majority (80.1%) of the respondents are said that strongly agree with regarding to the Statement-11 on "The teacher support during practical sessions". Whereas (45.8%) of the respondents are said that strongly agree Statement-12 on "The ratio is adequate for effective learning". Statement-13 on "The assignments helped to learn the subject easily", are strongly agree by (60.8%) of the respondents. Statement-14 on "The teaching-learning material is understandable", are strongly agree by (50%) of the respondents. Statement-15 on "The allotted duration for practicals is inadequate.", are agree by (33.1%) of the respondents.

Table 3: Descriptive Statistics showing the Highest Mean Score among the Students Perception of Skill Development

Evaluating Variables of Skill Education	N	Mean	Rank	Std. Deviation
Career Development				
SDP is the groundwork for student's future	166	4.47	3	.865
SDP not enhanced my knowledge	166	2.50	5	1.297
SDP improved my computer skills	166	4.65	1	.581
SDP is helpful in working with computer easily	166	4.52	2	.590
SDP helps to master the computer science	166	4.36	4	.825
Opinion on SUITS				
Teacher has completing the syllabus periodically	166	4.74	1	.516
The presentation is easy to understand	166	4.63	2	.577
The teaching methodology is fulfilled	166	4.55	3	.647
Got more exposure during practical session	166	4.43	5	.725
Examinations of SUITS is very much satisfied	166	4.55	3	.727
Teaching – Learning Method				
The teacher support during practical sessions	166	4.78	1	.485
The ratio is adequate for effective learning	166	4.28	4	.815
The assignments helped to learn the subject easily	166	4.53	2	.658
The teaching-learning material is understandable	166	4.41	3	.670
The allotted duration for practicals is inadequate.	166	3.27	5	1.266

The above table 3 shows the students perception on skill development programme in the field of computer science. Based on the individual statements mean value the 15 statements were ranked. The Rank 1 takes the highest mean value and Rank 5 takes the lowest mean value in each dimension such as career development, opinion on SUITS and Teaching – Learning method.

1) Career Development: The first rank is taken by the individual statement with mean value (4.65); the statements are SUITS is

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one of the groundwork for all the computer programmes for student's future. Instructors make students to perform practical during computer sessions ranked second with mean value (4.52). The third rank is taken by SUITS is one of the groundwork for all the computer programmes for student's future with mean value (4.47). Learning materials distributed to students expeditiously takes the forth rank with mean value (4.36). The 5th rank is taken by the statement with mean value (2.50) SUITS text books are Convenient to learn.

2) *Opinion on SUITS:* The first rank is taken by Instructors offered clear and pragmatic tutoring with mean value (4.74). Instructor's shows interest in developing their student's future development takes the 2nd rank with mean value (4.63). Resources for the subject are adequate to learn and Instructors handling the students with SUITS hand books provided to them with mean value (4.55) both taken third rank respectively. The 5th rank is taken by Regular classes are conducted by Instructors with mean value (4.43)

3) *Teaching – Learning Method:* The first rank is taken by the statement easily to learn the syllabus with mean value (4.78). Complex textbooks for students has takes the 2nd rank with mean value (4.53), followed by the Practical time provided by the school management is adequate mean value is (4.41). Easy to answer with OMR sheet in examination takes the 4th rank with mean value (4.28). Finally, the statement is students are intellectualized by SUITS programmes takes the 5th rank with mean value (3.27)

4) *Hypothesis 1:* There is no significant association between parent's educational qualification of the respondents and the availability of computer system in their homes.

Table 4: Association between the parent's educational qualification of the respondents and the availability of computer system in their homes

Variables			System Availability		Total
			Yes	No	
Parent's Education Qualification	Illiterate	Count	15	6	21
		% within Parent's Qualification	71.4%	28.6%	100.0%
		% within System Availability	13.5%	10.9%	12.7%
	Upto HSC	Count	33	39	72
		% within Parent's Qualification	45.8%	54.2%	100.0%
		% within System Availability	29.7%	70.9%	43.4%
	UG	Count	38	7	45
		% within Parent's Qualification	84.4%	15.6%	100.0%
		% within System Availability	34.2%	12.7%	27.1%
	PG and Above	Count	25	3	28
		% within Parent's Qualification	89.3%	10.7%	100.0%
		% within System Availability	22.5%	5.5%	16.9%
Total		Count	111	55	166
		% within Parent's Qualification	66.9%	33.1%	100.0%
		% within System Availability	100.0%	100.0%	100.0%
$\chi^2 = 27.203$, df = 3, p-value = 0.000** ** *denotes Significant at 5% level*					

The table 4 reveals that the calculated 'p' value is less than the table value and the result is significant. From the analysis, it is found that "there is a significant association between parent's educational qualification of the respondents and the availability of computer system in their homes. Hence, the hypothesis-1, there is no significant association between parent's educational qualification of the respondents and the availability of computer system in their homes, is rejected.

Hypothesis 2: There is no significant association between parent's educational qualification of the respondents and the usage of computer system in their homes.

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Table 5: Association between the Parent's Educational Qualification of the Respondents and the Usage of Computer System in their Homes

Variables			Usage of System		Total
			Yes	No	
Parent's Education Qualification	Illiterate	Count	10	11	21
		% within Parent's Qualification	47.6%	52.4%	100.0%
		% within Usage of System	9.8%	17.2%	12.7%
	Upto HSC	Count	36	36	72
		% within Parent's Qualification	50.0%	50.0%	100.0%
		% within Usage of System	35.3%	56.2%	43.4%
	UG	Count	31	14	45
		% within Parent's Qualification	68.9%	31.1%	100.0%
		% within Usage of System	30.4%	21.9%	27.1%
	PG and Above	Count	25	3	28
		% within Parent's Qualification	89.3%	10.7%	100.0%
		% within Usage of System	24.5%	4.7%	16.9%
Total		Count	102	64	166
		% within Parent's Qualification	61.4%	38.6%	100.0%
		% within Usage of System	100.0%	100.0%	100.0%
χ^2 = 15.889, df = 3, p-value = 0.001** ** *denotes Significant at 5% level*					

The table 5 reveals that the calculated 'p' value is less than the table value and the result is significant. From the analysis, it is found that "there is a significant association between parent's educational qualification of the respondents and the usage of computer system in their homes. Hence, the hypothesis-2, there is no significant association between parent's educational qualification of the students and the usage of computer system in their homes, is rejected.

Hypothesis - 3: There is no variance among the parent's educational qualification and their responses on skill development programmed in the study area.

Table - 6: ANOVA showing the Variance among the Parent's Education Qualification and their responses on skill development Programme of the Respondents

Variables		Sum of Squares	df	Mean Square	F	Sig
Students Career Development	Between Groups	39.228	3	13.076	2.839	.040 (*Sig)
	Within Groups	746.272	162	4.607		
	Total	785.500	165			
Opinion on SDP	Between Groups	12.542	3	4.181	.797	.497
	Within Groups	849.506	162	5.244		
	Total	862.048	165			
Teaching - Learning Method	Between Groups	14.409	3	4.803	.896	.444
	Within Groups	867.928	162	5.358		
	Total	882.337	165			

The table 6 reveals that the calculated 'F' value is greater than the table value and the result is not significant. From the analysis, it is overall found that "there are no significant variance among the parent's education qualification and their responses on skill development programme of the respondents" except students career development. Hence, the hypothesis-3, there is no significant variance among the parent's educational qualification and their responses on skill development programme in the study area, is

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accepted.

VII.FINDINGS OF THE STUDY

A. General findings

1) The population of girls (63.3%) outnumbered the boys in the study area.
2) The majority of the respondents (96.4%) are doing 9th standard and undergoing certification in computer basics at their respective schools in TamilNadu.
3) Respondents living in the rural area formed the majority (59.6%) in the sample population.
4) Majority of respondents parents were studied upto Higher Secondary Level (43.4%) in the study area.
5) The majority of respondents (66.9%) were having computer system at their homes in the study area.
6) The majority of respondents (61.4%) are users of the computer system in the study area.

B. Hypotheses Related Findings

1) There is a significant association between parent's educational qualification of the respondents and the availability of computer system in their homes
2) There is a significant association between parent's educational qualification of the respondents and the usage of computer system in their homes.
3) There are no significant variance among the parent's education qualification and their responses on skill development programme of the respondents.

VIII. CONCLUSION

Parental education is a main factor that has been constantly increasing student's development. Despite the fact that the relationship between parental involvement and their ward's development is well interlinked, but studies have yet to examine how parental education can increases their ward's development in the multifaceted like. The goal of the present study was to test two variables that may mediate, or explain how, parental education is related to their ward's performance. Parental education was defined that parental education is a process for helping parents to understand their ward's overall development, needs and uniqueness, and their own parental roles and responsibilities by offering strategies, tools, and insight for observing, interpreting, and responding to student's behaviors in order to maximize positive outcomes for both students and families, (Virginia Statewide Parent Education Coalition -VSPEC). It was predicted that parental education would no longer be a significant predictor of their ward's development. Even through when the parents are educated they are helping their wards in many ways. The less educated and even illustrate parents are developing the skills of their ward's by the other means. There are some students who are developing their own skills without any external motivational factors. From this study, the researchers found that when the parents are educated, availability of computer systems in their homes are more. And when the parents are educated the usage of computer systems in their homes are high. Most of the respondents reported that skill development programme is very important for their career development in the field of Information Technology.

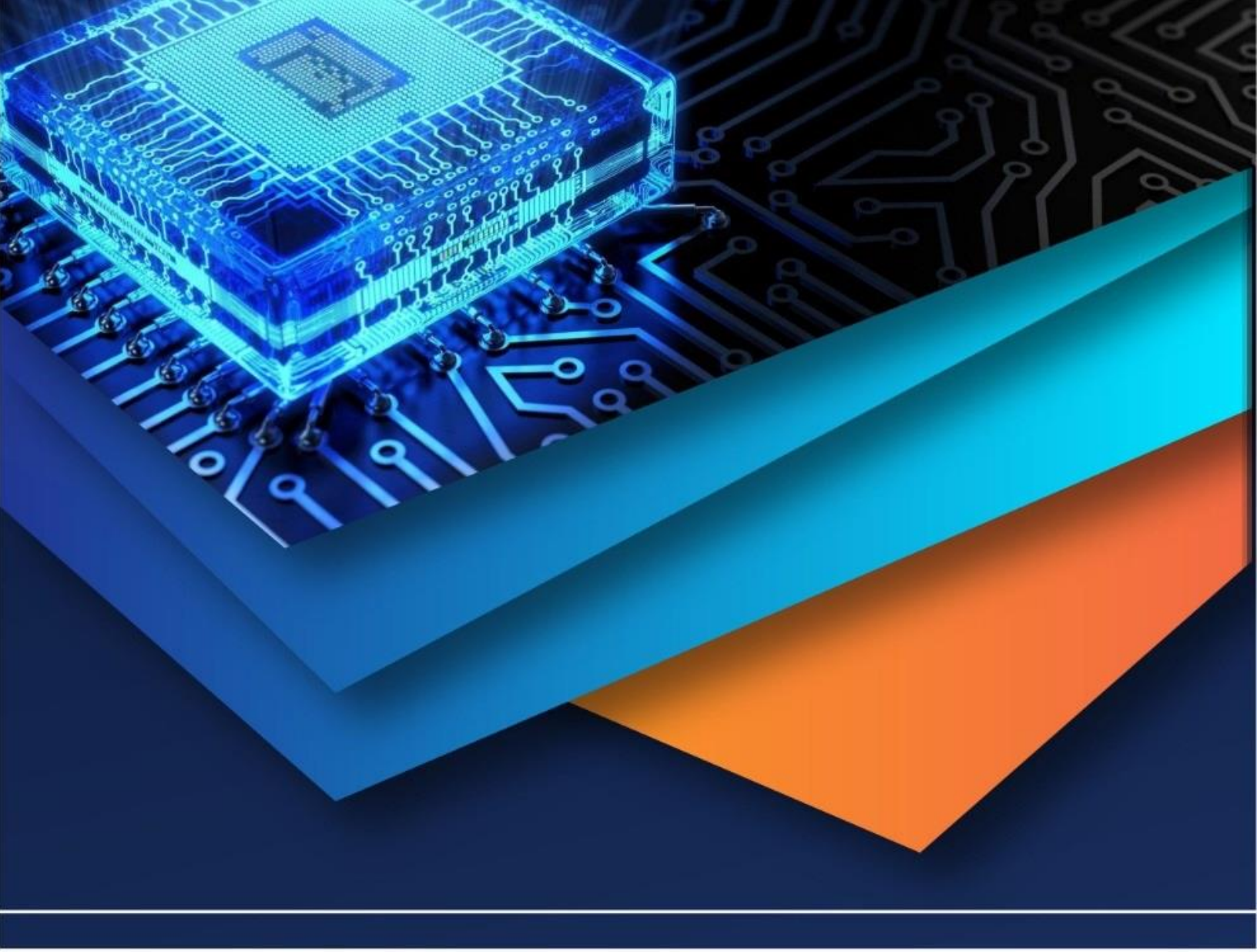
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