

# Relation of Parental Involvement and Goal Orientation in Adolescents

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## ABSTRACT

The present study aims to find out the effect of parental involvement on the goal orientation of adolescents. This study had been conducted on a sample of 150 adolescents (75 males and 75 females) randomly selected from various schools of the Nainital district of Uttarakhand. For the data collection of parental involvement 'Parental Involvement Scale' by Chauhan & Arora (2009) and for the data collection of goal orientation 'Goal orientation Test' by Shreekala (2013) was used. For the analyses of data, ANOVA had been used. The findings of the study revealed that there is no significant difference among the adolescents of the three groups i.e high, average and low. Male and female participants differ significantly on goal orientation and the Study also revealed that there is a significant difference among parental involvement and gender.

**Keywords:** Parental involvement, Adolescents, Goal orientation

## PARENTAL INVOLVEMENT

The term 'parental' is associated with the one who raises, give warmth, encourage, support and take care of a child and the term 'involvement' means to connect. So it is defined as a process of being involved in anything related to child. The term parental involvement is the mixture of attitude and behavior of parents that helps adolescents to develop positive behavior and emotions. Thus parental involvement contributes in developing an adolescent as a whole. Parents can be involved through positive communication with the child, by creating a healthy learning home environment, by having interaction with adolescences teachers at school, by attending Parents-Teacher meet, Meeting with school counselor on regular basis to discuss about child's academic achievement.

It is very prominent to have parental involvement as it adds various benefits to adolescents such as: Children get guidance about dealing with various developmental changes during adolescence (very confused) phase, how to stay focused, how to remain goal oriented, achievement of higher academic grades and many more benefits. Parental involvement is a multifaceted term because it includes various types of parental behavior, distinct attitude of parents, diverse types of parental engagement child, varied style of parenting etc.

## GOAL ORIENTATION

Individual involved in accomplishing a decided target can be known as goal orientated person. There are two types of goal orientation mastery and performance goal orientation. (Ames, 1992).

**a) Mastery goal orientation**

It is a type of orientation in which the adolescent focus and learn things of his/her interest. Mastery goal oriented adolescent have interest in mastering the particular area of interest by enhancing his/her skills.

Developing skills, Focus on learning, Improving competencies, Mastery of the task, Gaining Insight and Task accomplishment are the six components involved in Mastery goal orientation. (Ames, 1992; Dweck and Legget, 1988, Maehr and Midgley 1991; Nicholls, 1984).

**b) Performance goal orientation**

It is a type of orientation in which adolescent focus and learn things to perform better than others. Performance goal oriented adolescents perform task to impress others therefore they try avoiding difficult task because of fear of failure. Three sub forms of performance goal orientation are: Extrinsic goal orientation, Relative ability and Work avoidance.

**REVIEW OF LITERATURE**

**Gonzalez *et al.*, (2002)** found parental involvement to be associated positively with mastery goal orientation when studied on a sample of 196 students enrolled in two Florida High Schools.

**Mendoza and Daryabigi (2012)** revealed that high involvement of parents in children's education helps children in achievement either through performance approach goal orientation or mastery goal orientation.

**OBJECTIVE**

To find out the impact of parental involvement upon goal orientation of male and female adolescents.

**HYPOTHESES:**

1 Adolescents having high, average and low parental involvement would not differ significantly on goal orientation.

2 Male and female participants would not differ significantly on goal orientation

3 There would be no significant interaction effect of parental involvement and gender of the participants on assertiveness.

**METHOD****Sample**

The study has been conducted on a sample of 150 students which were equally divided into 75 female and 75 male into two categories. The age range of the sample is 14-18. The sample was randomly selected from various senior secondary schools of Almora, Bageshwar, Pithrogarh udham singh nagar district and Nainital district of kumaun region of uttarakhand.

**TOOL USED**

**Parental Involvement Scale**

The parental involvement scale is developed by Chauhan & Arora (2009). The scale has total 25 items. 14 statements are positive and 11 statements are negative. Each statement has five options namely- Always, often, sometimes, Rarely, Never. The reliability of the test was calculated for the entire length of the scale on sample of 100 adolescents (boys-girls), aged 13-18 years. The split half methods and was used and the split half reliability coefficient found to be 0.92. The scale has high construct validity which ranged from 0.85.

**Goal Orientation Scale**

The goal orientation scale is developed by Shreekala (n.d). The scale has total 42 items. Each statement have five options named as: Strongly agree (SA), Agree (A), Undecided (UD), Disagree (DA) and Strongly disagree (SDA). The reliability of the test was found 0.868 on a student population of 200 from age group 12-18 years.

**STATISTICAL TREATMENT**

After collection of data ANOVA was applied.

**RESULT**

Findings have been summarized in the table-1. Table shows the impact of parental involvement upon goal orientation of adolescence.

**Summary table of analysis of variance for Goal orientation**

**Table 1  
ANOVA**

Sources of variances	Sum of squares	d.f.	Mean squares	F	Sig.
Between Groups Gender (Female & Male)	876.409	1	876.409	2.884	NS
Between Groups Parental Involvement (Low, Average & High)	2231.471	2	1115.736	3.671	NS
Interaction (Gender x Parental Involvement)	19398.804	2	9699.402	31.91	S
Within group	134945.280	444	303.931		
Total	2285574.000	450			

\*=.05, \*\*=.01 significance

**Mean value for goal orientation in relation with parental involvement and**

**Gender**

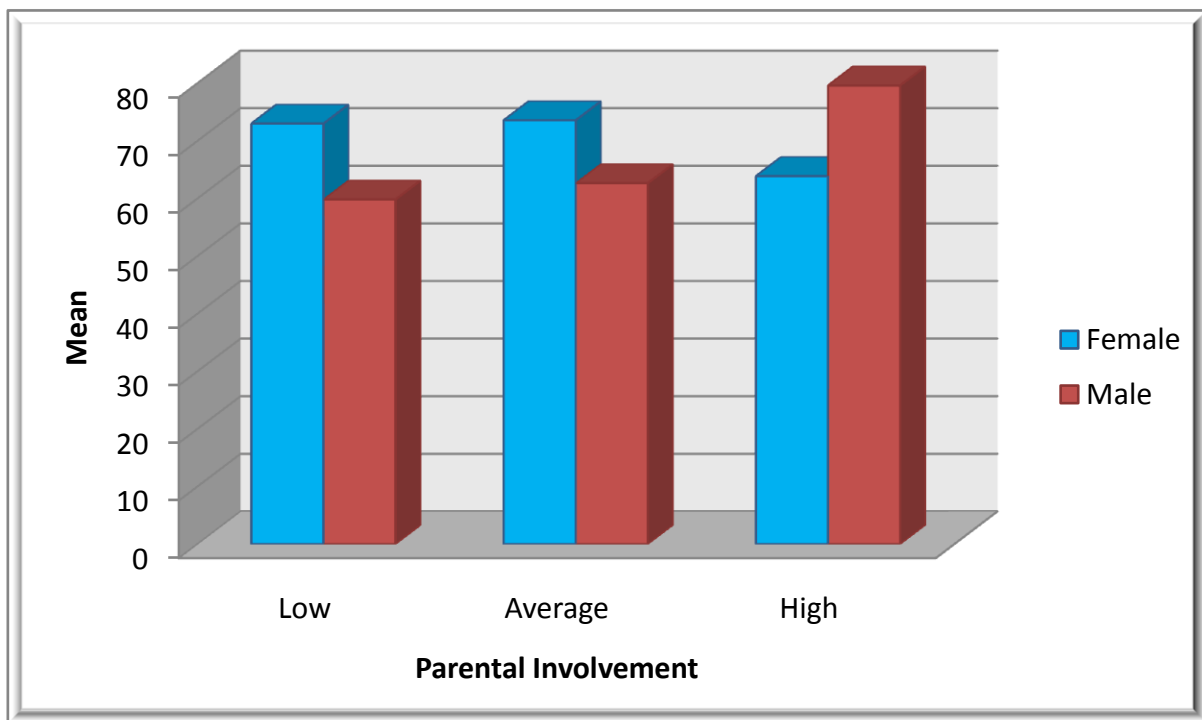
**Table 2**

	Female	Male
<b>Low parental involvement</b>	73.013	59.827
<b>Average parental involvement</b>	73.587	62.667
<b>High parental involvement</b>	63.893	79.627

**Graph of mean value for goal orientation in relation with parental**

**involvement and gender**

**Table 3**



**Interpretation of Results**

**Effect of parental involvement**

Table 1 reveals that the F value among parental involvement for goal orientation is 3.671 which reveal significant difference at 0.01 level on goal orientation. Thus the hypotheses that ‘The adolescents having high, average and low parental involvement would not differ significantly on goal orientation’ is rejected. This means that there is significant difference among the adolescents of three group i.e high, average and low.

**Effect of Gender**

It is clear from table 1 that the F-value for the difference between male and female participants. Thus the hypotheses that ‘Male and female participants would not differ significantly on goal orientation’ is rejected.

**Interaction Effect**

In addition to main effects of independent variable the interaction effect was computed.

Following is the graph of interaction:-

**Table 4**

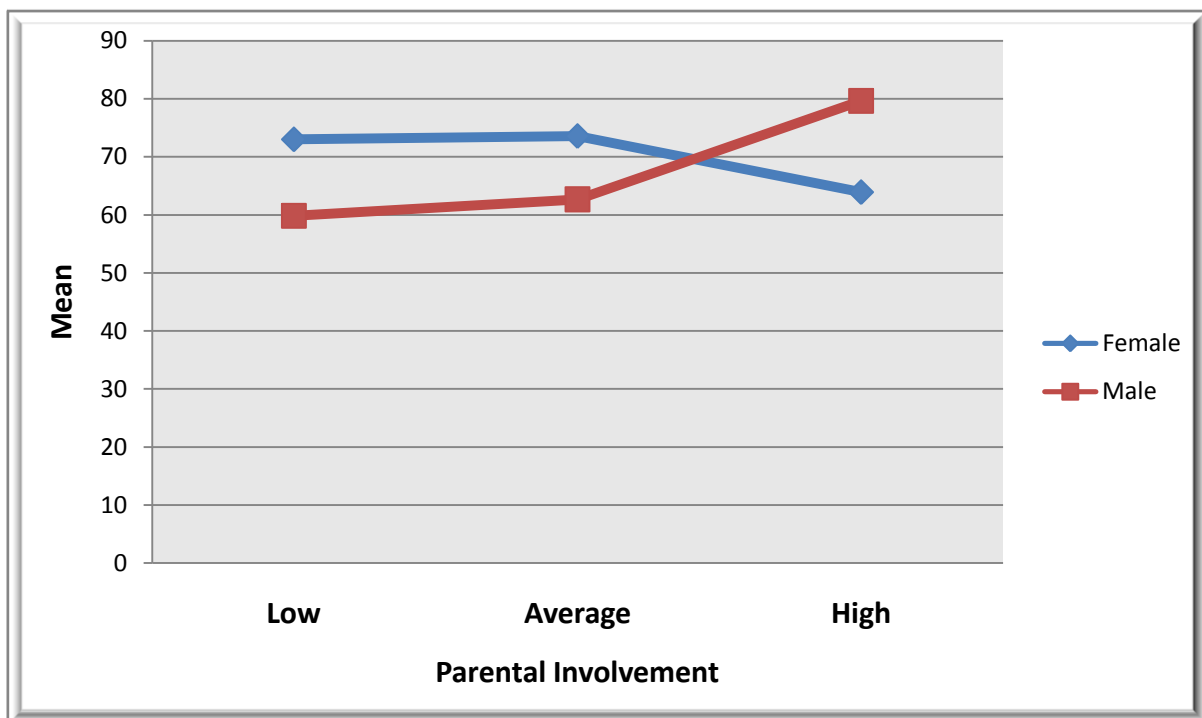


Table 1 show that F-value for interaction effect of parental involvement and gender on goal orientation is 31.91, which shows significant interaction effect at 0.01 level between two independent variables. It is represented graphically in fig 4. So the hypothesis was rejected. It means that independent variables parental involvement and gender together affect goal orientation of the adolescents.

**DISCUSSION & CONCLUSION**

First hypotheses on goal orientation states that the ‘Adolescents having high, average and low parental involvement would not differ significantly on goal orientation’. The result obtained from the help of analysis of variance (Table 1) shows no significant difference among high, average and low parental involvement on goal orientation. Therefore the hypothesis was accepted.

Similarly another hypothesis on goal orientation was ‘Male and female participants would not differ significantly on goal orientation’. The results obtained with the help of analysis of variance (Table 1) reveal that male and female participants did not differ significantly on goal orientation therefore the hypothesis is accepted. Obtained mean score represented in (Table 2) for low, average and high parental involvement in male is 59.827, 62.667 and 79.627 respectively whereas mean score for low, average and high parental involvement in female is 73.013, 73.587 and 63.893 respectively.

Therefore, in case of low parental involvement female and male has mean score of 73.013 and 59.827 respectively i.e females are found to have high goal orientation than male participants. According to manual mean value 73.013 has z-score of -2.64 which according to manual means extremely low goal orientation in females and the mean value 59.827 has z-score of -2.64 which according to manual means extremely low goal orientation in males.

In case of average parental involvement female and male has mean score of 73.587 and 62.667 respectively i.e female have higher understanding than male participants. According to manual mean value 73.587 has z-score of -2.64 which according to manual means extremely low goal orientation in females and the mean value 62.667 has z-score of -2.64 which according to manual means extremely low in males.

In case of high parental involvement female and male has mean score of 63.893 and 79.627 respectively i.e males are more goal oriented than female participants. According to manual mean value 63.893 has z-score of -2.46 which according to manual means extremely low goal orientation in females and the mean value of 79.627 has z-score of -2.58 which according to manual means extremely low goal orientation in males.

Another hypothesis on goal orientation was ‘There would be no significant interaction effect of parental involvement and gender of the participants on goal orientation’ but the interaction effect of parental involvement and gender on goal orientation was found significant. This means that independent variables i.e parental involvement and gender together effect goal orientation of the adolescents.

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