**INFLUENCE OF PARENTAL INVOLVEMENT IN VOCATIONAL PREFERENCE OF SECONDARY SCHOOL STUDENTS OF KERALA**

**HAFSAMOL O.K.**

**Dissertation**

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**DECLARATION**

I HAFSAMOL O.K do here by declare that this dissertation **“INFLUENCE OF PARENTAL INVOLVEMENT IN VOCATIONAL PREFERENCE OF SECONDARY SCHOOL STUDENTS OF KERALA”** has not been submitted by me for the award of any Degree, Diploma, Title or Recognition before.

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I Dr. MOHAMEDUNNI ALIAS MUSTHAFA, M.N., do hereby certify that this dissertation **“INFLUENCE OF PARENTAL INVOLVEMENT IN VOCATIONAL PREFERENCE OF SECONDARY SCHOOL STUDENTS OF KERALA”** is a record of bonafide study and research carried out by HAFSA MOL O.K, under my supervision and guidance.

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**A C K N O W L E D G E M E N T**

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Farook College,

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**CHAPTER I**

**INTRODUCTION**

* **Need and Significance of the Study**
* **Statement of the Problem**
* **Definition of Key terms**
* **Variables**
* **Objectives of the Study**
* **Hypothesis**
* **Methodology**
* **Scope and Limitations**
* **Presentation of the Report**

**INTRODUCTION**

**WHAT SHOULD I BE TOMORROW?**

This is the fundamental question haunting the youth, today” Vocational preference or career selection is not a very easy task, though some of us consider it as just routine. That belief was correct and suitable for a society of 'varnasramadharma' where the surakan's son become a Surakan and King's son become a King. There every profession was on the basis of heredity. But gone are those days of past. In our today’s egalitarian and democratic society our constitution guarantees right to employment. So selecting a profession is the greatest irreversible hurdle, any youth has to face bravely, in India. In a sense designing the career of a student is designing the future of India. In India, where the family is considered as the sacred thread of social web, by a large, parents tend to mould their children boy or girl as object of their ambition and career.

 Kerala is a wonderful state of parents (proletarians or professionals) admitting their children to L.K.G. classes at the age of three to ‘make them doctors or engineers’. In most of the cases, until recently, career goal setting was done on the basis of what the parents consider as the best profession for their children. In order to get respect from parents who are professionals like Engineers, Doctors, Chartered accountants etc., children wish to follow the paths of 'Pappa' or 'Mamma'. Most parents respond seriously and proudly to such innocent utterances for they assume this to be the evidence of their genetic influence on their children. Some other category of parents tries to achieve some of their own unfulfilled ambitions through their children by forcing them to select careers of 'parents' choice. When they reach the threshold's of adolescent period they began to think 'what should they be, an advocate, a bureaucrat, a computer professional a doctor an engineer a teacher.

**NEED AND SIGNIFICANCE OF THE STUDY**

 It is universally accepted that education is a powerful tool for human resource development and nation building. Education has been recognized as the most powerful and important single factor in achieving rapid economic development and technological progresses and in creating social justice. Educational facilities are being extended even to those areas and social groups like tribals and fishermen which for centuries had no tradition of education. The field of education itself is experiencing cataclysmic changes. Now a days there is not more elitist education, which laid premium on white collared jobs, is being replaced by the modern concept of education for living. Quite naturally the Ministry of education of many countries is renamed as "Ministry of Human Resource Development" to suit the need of the time. The content of the curriculum should be framed in such a way that it should help to attain the basic goals of education in the given social cultural and politico-economic context. The curriculum is supposed to specifically address the problems of wide spread unemployment, under employment and even disguised unemployment. Kerala is a wonderful land of massive unemployment of educated youth unwilling and unable to take no job other than the so called white collar one. In this paradox of hide and seek play of employment and unemployment there is a death of competent artisans, technicians, masons and those who can innovatively seek a different employment opportunity that Kerala, the God's own country, can offer. In these days of vocational guidance or counseling, to get an idea about the vocational preference of the students and the role of parents' interests on it is very essential and crucial while implementing guidance and counseling projects.

 Nowadays education department itself is conducting Career Days appointing Career Coordinators at school, district and state levels. Any information about vocational preference of the students and parents influence on it, will be useful to the counselors. In this study the investigator has attempted to list out important career fields in the alphabetical order after an initial sample survey. Further she gave the students an opportunity to record their preference. A clear cut idea about the much preferred area of the students will be highly useful for the parents, teachers and policy makers of the state, in this era of globalization and neo liberalization. In addition to this an inquiry in to the nature and role of parents in determining the vocational preference of the students will help to find out the actual situation and position of their involvement on it. The pertinent question whether the involvement of parents has any significant role in 'shaping' the vocational preference of a child is worthwhile.

 There is a widespread belief that the parents design the future of the students; in the selection of colleges, courses and even years to be spent for study of their children. In a sense the parents are important instrument, having vital role to play in moulding the future of the students and through which the destiny of the nation. So a scientific enquiry about the parental involvement in the vocational preference of the students is essential to establish or reject it on the basis of empirical evidence and scientific analysis. If the hypothesis, there is effect of parental involvement in vocational preference of students is correct, utmost care should be taken to 'educate' and guide the parents about the present educational and employment scenario of world in general and Kerala and India in particular.

 The educational 'where abouts' of Kerala are entirely different from the rest of India. 'Kerala model' education has become talk of the world after the Nobel leurate Amartia Sen's appraisal on it. Kerala educational status far with world standards in many respects. It doesn't mean that we have no problem in the field of education. There are wide disparities in the distribution of educational institutions, and centers of excellence. Quite naturally there will be difference in the educational standards of the people of Kerala. It may affect the vocational preference of the students. The first generation educated parents groups' preference may differ from that of other groups. So a comprehensive investigation about the parents involvement in the students of different districts and sub groups, in determining their vocational preference has great relevance. If the role of parental involvement on the vocational preference of the students is scientifically proven the administrators, political leaders, and rulers can take necessary steps to consider the parents opinion too, while drafting and implementing educational policies.

 Further, this study can help the parents to lead their children to the righteous paths with regard to their career/vocational options. Parents are more experienced to the ground realities of job market. They can help their children in selecting their career and to find their path in nation building.

 At the same time, in the present day realities of information revolution, a double click of the mouse will open the endless horizons of new courses and careers before those who are entitled to get it. Naturally, it is believed that youngsters are more exposed to it than the old generations. So it is advisable and fruitful to know about the role of parents in shaping the career dreams of the students, as there is enough chance for conflicts of interests.

 Teachers are considered to be the last resort or final word in the villages and remote places where parents are illiterate or less exposed to the wonderful world of career openings, endless courses and variety of job markets. In such cases teachers can help the parents and students by giving valuable suggestions and guidance. So in the process of changing the frustrated students to the first rate citizens this study can give glimpses to the world of students' vocational preference.

**STATEMENT OF THE PROBLEM**

 The present investigation is themed and named as INFLUENCE OF PARENTAL INVOLVEMENT ON VOCATIONAL PREFERENCES OF SECONDARY SCHOOL STUDENTS OF KERALA. Both father and mother influence on the vocational likes and dislikes of the students. The problem was finalized after the brain storming session conducted in the college.

**DEFINITION OF KEY TERMS**

 Every study has its own terms, symbols and phases for the purpose of presenting the concepts and ideas of the investigator. The terms which the investigator meticulously used need operational definition. The following are the words and important terms used by the investigator.

Parental Involvement

Vocational Preference

Secondary School Students

**Parental Involvement**

 Parental Involvement is described as the degree to which a parent is committed to his or her role as a parent and to the fostering of optimal child development (Maccoby & Martin, 1983).

 Dempsey and Howard M Sandler in article published in 1995 and 1997 defined Parental Involvement broadly to include home based activities (example :helping with homework, discussing school events or courses) and school based activities (example: volunteering at school, coming to school events )

 In the present study the investigator used the term “Parental Involvement” to denote the degree to which father and mother are committed to their role jointly or individually as parents in selecting different vocations from a given list of different sectors of employment.

**Vocational preference**

Vocational Preference is to select a career according to one’s abilities; interest and correct knowledge of occupational environment (Sharma, P. and Sharma P., 2008).

 The term vocational preference used in this study has been coined by two words vocation and preference. The investigator has used the term vocational preference to denote the preference of students of secondary schools for particular vocations or jobs chosen by the students giving their preference from a alphabetically given list of vocations.

**Secondary Schools Students**

 In the general sense the term high schools mean the schools imparting education to the students of standard 8th, 9th and 10th students. But in this study the term High School students means the students who are studying in the 9th standard in the high schools of government and private aided and unaided sectors.

**VARIABLES**

 The important variables measured and analyzed by the investigator in this research work are Parental Involvement and Vocational Preference. The entire data collected from the secondary schools of different parts of Kerala was further categorized on the basis of gender, economic status and locale. The other criterion variables used in the study are: Education of Father, Education of Mother and Income of Family.

**OBJECTIVES OF THE STUDY**

 The main objectives of the study can be listed as follows:

1. To investigate into the influence of parental involvement on the vocational preference of secondary school students of Kerala.

2. To find out the influence of certain socio-economic variables on the parental involvement of secondary school students of Kerala.

 Gender

Caste

 Education of father

Occupation of father

Education of mother

Occupation of mother

Economic status of the family

**HYPOTHESIS**

 In the present study the investigator has chosen a hypothesis that there may be influence of parental involvement on vocational preference of the students. This statement is to be put to test to determine its validity: Before the investigation it is only a personal truth or guess of the investigator, to be tested through continuous process based on research methodology.

**METHODOLOGY**

 The methodology adopted for the present study is outlined in the following sections.

**Sample**

 There are 13 secondary schools (government and aided) in Kerala. The investigator selected 13 schools through stratified random sampling technique. The investigator collected data from almost all districts of Kerala except Kollam, Pathanamthitta. The utmost care has been given to give emphasis on representative nature while selecting the schools. The costal and high range regions are selected. Schools of both urban and rural areas included. Further due representation was given to government and aided sectors.

**Tools used for the study**

The investigator used adequate tools for collecting data. A Parental Involvement Scale was developed by the investigator together with the supervising teacher. For collecting data on Vocational Preference the investigator adopted another tool developed by Mr. Shajimon P.K and Dr. Adbul Gafoor. K. with slight modification.

**Statistical Techniques**

The data were subjected to preliminary analysis in the conventional method. For further analysis One-Way Analysis of Variance (ANOVA) were used.

**SCOPE AND LIMITATIONS OF THE STUDY**

 The present study has been specifically intended to examine the influence of parents on the vocational preference of the secondary school students of Kerala.

 The Data was collected from almost every districts of Kerala. Their vocational preferences are thoroughly examined along with influence of parents on it. It also evaluated the differences in preferences of the students with due emphasis on region, gender of the students, income and education of the parents. This study has identified preferences of students to particular employment. Though considerable effort have been devoted to make this study perfect accurate and praise worthy there are some limitations.

The study was proposed to conduct in 13 schools and among 1000 students. In that only 700 students were included because the remaining 300 students data were incomplete. There for the investigator omitted them.

As far as the strength of the high school students of Kerala (it goes beyond lakhs and lakhs) is considered it is too little. Further the data were collected from the ninth standard students only. As it has been done within a limited period of time and the concerned authorities of the schools were little bit reluctant to give enough time and students to the investigator. So the investigator had forced to restrict the data collection from ninth standard. For the questions related to the income of the family for one reason or other the students were afraid of giving correct figures. The investigator had given the list of important vocations and requested the students to record their preference. Since the unaided sector is too scattered and because of time constraints the investigator delimited the study in the government and aided sector only.

In spite of all these limitations the study will bring out reliable results on the vocational preference of the students and on the influence of parents on it. It will be a sufficient record for policy makers and academicians and a ready reckon for all those who are interested in education of individual and in human resource development of the nation.

**PRESENTATION OF THE REPORT**

 The report of the study is presented in five chapters. First chapter is a brief introduction of the problem, need and significance of the study, statement of the problem, definition of key terms, objectives, methodology, scope and limitations of the study.

 Second chapter is devoted to give a theoretical frame work of variable under study and to explain the meaning of vocational preference, parental involvement and the findings of related studies in this field.

 In chapter third a brief methodology of the study is given. It is presented in such a way to give an idea about the variables of the study, tools used, strategies followed in the selection of sample and data collection procedure. In addition to that, procedures of scoring and statistical techniques used are explained in detail.

 Chapter four gives the description of analysis of data and interpretation to accomplish the objectives of the study.

 The concluding chapter – chapter five – is the summary of the study, important findings, conclusion, inferences; educational implications of the study are also given one by one. A suggestion for further studies in this semi conquered area is also given.

**CHAPTER II**

REVIEW OF RELATED LITERATURE

* Theoretical Perspective of Vocational Preference
* Theoretical Perspective of Parental Involvement
* Over view of related studies

REVIEW OF RELATED LITERATURE

 Review of related literature is an invariable component in any research work.

 According to Best & Khan (1995) since effective research is based upon past knowledge, review of literature helps to delimit the duplication of what has been done and provide useful hypothesis and helpful suggestions for significant investigation" (p. 41). It is a valuable guide for defining the problem, recognising its significance, suggesting and premising data gathering device, appropriate study of design and sources of data. This also helps to sharpen and define the understanding of existing knowledge in the problem area and provide a background for the research project.

 By the review of literature the following purposes as pointed out by Barr and Scates are fulfilled. (1) To provide ideas, theories, explanations or hypotheses valuable in formulating the problem. (2) To avoid the risk of duplicating the same study already undertaken. (3) To suggest methods of research appropriate to the problem. (4) To locate comparative data useful in the interpretation of results. (5) To contribute to the general scholarships of the investigator.

 Good (1973) concludes his observation about related literature "The key to the vast store house of published literature may open doors to sources of significant problems and explanatory hypotheses and provide helpful orientation for the definition of problem, background for selection of procedure, and comparative data for interpretation of results. In order to be truly creative and original one must read extensively and critically as a stimulus to thinking.

 The present study is an attempt to investigate the influence of parental involvement in the vocational preference of the Secondary School Students of Kerala. So least or birds eye view on the literature of vocational preference and parental involvement is inevitable. Review of related literature of the study is made under three headings. (1) Theoretical perspective of vocational preference (2) Theoretical perspective of Parental Involvement (3) overview of related studies.

# THEORETICAL PERSPECTIVE OF VOCATIONAL PREFERENCE

 Vocation is an occupation, either professional or voluntary, that is carried out more for its psychic benefit than for income, which might be regarded as a secondary aspect of vocation, however beneficial. Vocation can be seen as fulfilling a psychological or spiritual need of the worker and the term can also be used to describe any occupation for which a person is specifically gifted and usually implies that the worker has a form of “calling" for the task.

 One of the words synonymously used with vocation is job. Job is the piece of work especially the one done for hire or profit, employment, post, transaction in which duty is sacrificed to private advantage. Another word synonymously used with vocation is employment. It can be defined as a process when someone is paid to work for a person or company for fulltime or part time employment. Occupation refers to a social role that is determined by general division of labour with in a society. It is the act of occupying.­­ Career is progression of related occupational role through which a person moves during his life. As per the concise Oxford Dictionary there are two meanings for the term vocation. The first comes from the Latine Vocare meaning to call, is a divine call.

 The second meaning is a person's employment trade, profession. The words connected with vocations are job, employment, occupation, profession and career. There is difference between career and vocation. Career is the route the individuals select and take to accomplish their life's objectives. Profession on the other hand are activities identified by the society as the primary works of individuals. "Consent and approval of the society or the primary works of the society or legal and societal sanction is considered essential to consider an activity as a job or vocation. That is why theft or robbery is not considered as job, though it guarantees income for its doers. Due to the same reason, the moral societies like or do not agree prostitution as a job or vocation though it is a source of income.

 Apart from the legal and societal consent there are some other conditions or criteria to consider an activity as a profession.

 Profession has a scientific basis for its methods and techniques. It has its own philosophy, ethics, moral codes norms and standards. It meets with the needs of the society at large as a service subordinating self and career interest for the larger sake of the society.

 It has a distinct body of knowledge and skills different from others which can be received or acquired by transfer to those eligible interested in it and entitled to get it by way of requisite education, formal or informal and other stipulations.

 In short in a profession the public gain will be either more or atleast equal to private benefit at least in theory. There should be a mission of selfless service, to the society. That is why every nation in the world gives prime importance to train their citizens considering them as an asset. Career on the other hand gives emphasis on personal benefit. It is job track selected by an individual where the personal interests and benefits are of prime importance and interest of society is of next or least.

 Vocation Job, Profession employment and trade need specific meanings.

 Though the dictionary meanings of vocation are job, employment and profession there are minute differences between these terms. One of the synonyms of vocation is job. According to dictionary of sociology job is the piece of work especially the one done for hire or profit, employment, post; transaction in which duty is sacrificed to private advantage. Another synonym of vocation is employment, has more broader meaning than that of job. Employment is wider in meaning, while the job is of short duration nature in general for hire or profit. Unlike the job and employment occupation has a social role that is determined by general division of labour with in a society.

 Dictionary of Sociology defined it as the act of occupying, a set of activities centred on an economic role and usually associated with earning a living, for example, a trade or profession. Profession is the vocation or calling, especially learned or scientific (Oxford Dictionary). A profession has exclusive possession of competence in certain types of knowledge and skills crucial to society and its individual clients. Every profession on the basis of its monopoly of knowledge and skills and its responsibility for the honour and perpetuation of the profession, tends to feel that it is by itself capable of formulating its ethics and judging the quality of its work (Dictionary of sociology). To discharge the duties involved in some occupation a person has to undergo relatively longer learning and training, necessitating intellectual and practical preparation. That is why some courses are considered as professional, while others are not so, considering its, these special characteristics.

 A vocation is an occupation with commitment, distinguished primarily by its psychological as contrasted with economic meaning, ego-involving, meaningful to the individual as an activity, not solely for its productive distributive, or service outcome and its economic rewards.

 In short, the term vocation is used by the investigator to denote a wider meaning ranging from mere job through employment, occupation and profession as showed in the tool.

 The second word in the Vocational Preference, "the preference" is an act of liking one thing better than the other. Preference can be in degrees. Preference can range from very high to very low. It can even change from positive preference to negative preference and vice versa. The other words connected with 'Preference' are choice interest and aspiration. The term choice indicates decision to choose one thing, or person and not some one or somethingelse there will be very personal aspect in choice. It is not something special rather one thing. Interest can be increased or decreased. Oxford Dictionary defines the interest as a disposition to involve in something. Interest is the favourable disposition towards an object or an activity and a consistent preference for that object or activity over others.

 By the Vocational Preference, the investigator means liking of one vocation over the other from a given list of different occupations or employment.

**THEORETICAL PERSPECTIVE OF PARENTAL INVOLVEMENT**

 Parental Involvement becomes an area of academic investigation and general discussion.

 Maccoby and Martin (1983) described "parental involvement as the degree to which a parent is committed to his or her role as a parent and to the fostering of optimal child development". It can be in the different aspects of life like character formation, career option and selection of spouse. The role of parental involvement in children's education has become a central issue in educational policy making. The research findings of the past decades support the existence of a positive relationship between parental involvement and educational success of the students especially in the elementary school days.

 The home being the first socialising agency of the young child it indicates the culture, specific values and traditions into his make up. Home is considered as the psychological laboratory within which human nature is formulated (Bell, 1963). As Kranz (1990) says, "the family is the organic starting point of all education". To Cottle (1968) "good parents produce good students". The child's attitude towards school, attitude towards education etc. are fashioned to a great extent by his family.

 Different authors have visualised different parental involvement which effect child's development and academic performance. Timely and appropriate parental support for children in particular learning situations is clearly very important and opportunities to develop the quality and effectiveness of what we try to do for our children occur all the time-learning to swim to catch, the pray music, to conduct oneself appropriately in public etc. (Hughes et al., 1984).

 Stevenson and Baker (1987) in this study revealed that (1) the higher the educational status of the mother, the greater the degree of parental involvement in school activities; (2) the younger the age of the child, the greater the degree of parental involvement and (3) children of parents who are more involved in school activities do better in school than children with those less involved.

**OVERVIEW OF RELATED STUDIES**

 There are only a few number of studies in the field of Vocational Preference and Parental Involvement. Almost every study deals either vocational preference and another aspect other than Parental Involvement or Parental Involvement along with other variable other than Vocational Preference. some related studies conducted in this field are precisely presented below.

To Cottle (1968) "good parents produce good students". The child's attitude towards school, attitude towards education, etc. are fashioned to a great extent by his family.

Heyns (1978) suggested that parental involvement in school activities is a pivotal process through which parents influence academic competence.

Research of Ojha (1979) on the achievement of urban boys are found to be better than the rural boys and parental education occupation and income were related with educational achievement of both rural and urban boys.

In the year (1979) Yadav studied the vocational preference of adolescents. It was a study conducted among 600 students.

Prabha (1982) conducted a study related to some economic status and occupational values as the determinants of occupational choices.

 Jayapoorani (1982) studied vocational interest of higher secondary school students. The study aimed at identifying and assessing the vocational interests and aptitudes of adolescents. Thurston's interest inventory schedule was the tool used. It was found that Natural Sciences, Mathematics and English were the subjects preferred by the majority (84%) of the students and boys, showed interest in engineering jobs, while girls preferred to work as doctors. All the teachers in the sample showed favourable attitude towards vocational courses as they considered these as job oriented. In their opinion year was the appropriate age for introducing these courses.

Stevenson and Baker (1987) revealed that students whose parents are more involved in school activities earn high grades and have fewer self control difficulties at school.

Yadav (1988) in his study found that the time devoted by pupils to do homework reading newspapers and magazines, receiving help from parents or tutor at home and time engaged in the co-curricular activities outside the school hours are positively related to their academic achievement.

 Robert studied whether the vocational choice of higher secondary school students related to the vocational aspirations of their parents and found out the vocational choices of students were independent of their socio-economic status and vocational aspirations of their parents vocational interest schedule and occupational aspiration scale were the tools used.

Chanda (1990) attempted to study the attitudes of high school students with regard to career choice process. The investigator studies the relationship between selected psycho-social variables as an aspect of career development. He watched some differences in the factors related to career maturity of female and male students.

 Javed (1990) attempted to study the vocational interest of the students of science, commerce and arts streams, very astonishingly. The rural students were not interested in agriculture based jobs rather they were interested in science based vocations. All the students irrespective of the differences in their disciplines showed less interest in social vocations. They were highly interested in white collar jobs. They were least interested in the manual labour and in the vocations which need physical labour. The students of Arts and Science stream students also were more interested in executive vocations having lucrative income, than the service and blue collar jobs.

There was another study done by Chandary (1990) on vocational aspirations and academic choices of students of ninth standard and its relationship with parental educational and occupational background. The efficacy of guidance services and educational and vocational choices of the school finalists. The study was conducted by Geikwad (1989). The students were asked to express their educational and vocational choices after passing Xth stanard.

Astone and McLanahanan (1991) found that parental supervision and monitoring of student program will positively influence the academic achievement of secondary school students.

In one study Farman *et al*. (1992) explained that fourth graders described parents as the most influential people in their lives.

 Sundararajan (1993) investigated vocational preference of the higher secondary students in Chembaran district. The investigator limited his study to the vocational preference to the so called 'top three' vocational sectors viz., engineering, medicine and district collectors. The investigator himself prepared a rating of vocational preference limited to engineering, medicine and district collectorship. There was no notable difference between female and male students in connection with their above mentioned three branches of vocation with regard to the students of government and aided sectors there was difference in their preferences. The investigator did not make use of any variable of specialisation of this field though there were hundreds of specific different disciplines.

Muller and Kerbow (1993) reported that the academic achievement of secondary school students is positively affected by parent/student discussions regarding school experience and academic matters.

Singh (1994) conducted a general study on job preference of male and female students. According to the study there is no difference in the job preference of the female and male students except in few sectors like factory, railway and social works, compared to the girl students the boys preference to railway, social service factory was higher than that of girls.

Tanksley (1994) considered parental involvement as critical in developing a positive self esteem for some students.

Vocational interest with regard to Achievement motivation and general mental ability was investigated by Shukla (1994). S.P. Kulshrestha's vocational interest inventory was used as the tool. The findings were quite general and expected i.e., mental ability is highly significant and negatively related to constructive components and moderately significant but negatively related to household, commercial dimensions of vocational interest.

 Pradhan (1995) made a kind of gender study with regard to vocational interest of higher secondary students. He focused the study on the vocational interest of girls students of higher secondary in connection with their options of study. He collected the available data by using the tool developed by Sodhi and Bhatnagar. The investigator compared the interest of the girls students of different streams viz., Arts, Science and Commerce. With regard to their interest in Artistic literary, scientific, social and household management activities worthmentioning difference is seen among the girls students of the above mentioned streams. But no significant variation was found in relation to their interest in mechanical, outdoor teaching, clerical and administrative activities.

Vocational selection and parental attitude in relation to socio-economic class was investigated by Sheikh *et al*. (1995). He used two tools for this study. The family relationship inventory of Sherry & Sinha Vocational expression of Chadha *et al*. After the research he came to the conclusion that the high income group students along with middle income group students were very meticulous, sharp, focused and specific in their selection of vocation. At the same time the low income group students were not specific rather very flexible and undetermined in all levels. The study showed that the parental attitude had role in the vocational selection of the students.

Katz (1996) identified parents and teachers sharing responsibility for creating a working relationship that fosters children's learning.

Controlling and punitive parental involvement is associated with increased school problems internalizing behaviours such as depression and anxiety and externalizing behaviours such as aggression and conducted problems are identified by Pleck (1997).

Catsambis (1998) in her study on expanding knowledge of parental involvement in secondary education conceptualizes parental involvement from a perspective that considers family, school and community as overlapping sphere of influence.

Johannes and Roach (1999) evaluated the impact of strategies to increase parental involvement and improve student interest in academic and school related activities.

Rapinski *et al*. (1999) reported that parents hostile behaviour negatively influence the students academic achievement.

There was another study confined to value system of UG and PG students as the determinant of their vocational preference. Abraham *et al*. (2000) conducted that study by using a preference scale. By using the above said scale he measured vocational preference in the areas like executive, artistic, business, literary scientific and social fields.

 Bryant *et al*. (2000) investigated the relations among family factors, parental involvement in children's learning activities within and outside of the investigated locality and children's outcomes related to literacy, numeracy, social skills and behaviour problems.

 Anderson (2000) investigated the factors related to parental involvement and reading achievement including the benefits of parents reading to children, house environment factors, socio-economic factors, barriers to parental involvement and school involvement. It was found that despite good intentions, very little parental involvement actually occurred.

There was another study in the field of vocational interest of higher secondary students in connection with their academic achievement, values and vocational aspiration level. The study was conducted by Moha Pattra (2000) using vocational interest scale of Mulshrestha as done by Dahiya and Sharma later in 2001. Mohapatra used occupational aspiration scale by Grewal. The gender was one of the variables. Very interestingly it is noticed that the mean scores of interest of female students was higher than that of male in the field of executive professions, linguistic works and in the field of music too. The academic achievement and vocational interest of student were not in contrast but were in the same direction.

 Yadav (2000) studied the relation between socio-economic status and vocational preference of adolescents in Athirwal region of Haryana. He didn't develop a tool for this purpose, so he used already standardised Thurston's vocational interest schedule. After the study he got the result that "majority of the students irrespective of their socio-economic status – high or low-preferred executive professions and showed less interest in the field of Art and Music. As far as the courses are concerned the adolescents of families of high socio-economic status showed much preference in computer and physical sciences. Those who are belonging to middle socio-economic status both biological sciences and physical sciences.

Dahiya and Sharma (2001) made an investigation about the socio-economic status (SES) gender and schooling as determinants of vocational interest of the students. In this study they used socio-economic status scale and vocational interest record of Kulshrestha. Inspite of the limitations of the study it was first of its kind. In tune with the Indian rural peoples tradition they found that the girls are more interested in household works while the boys showed more interest in agricultural and constructive (manual) works. As far as the other variable (schooling) is concerned the students of government schools showed high degree of vocational interest than that of students of private schools. In connection with social status and income high socio-economic status students preferred professional and social status group students satisfied with jobs that can fetch them livelihood. In a sense the study was comprehensive in that area of investigation.

 Schefter (2001) conducted a study among kindergarten children, it showed that kindergarten children scored in the average to above average range with much parental involvement. It shows that parents has great role to play in the formative periods of children.

 Another study conducted by Deslands *et al*. (2001) examined the nature of change over a two year period of parenting style, parental involvement and autonomy among special education students which suggests that no significant relationship was observed between parental involvement in schooling and special education students autonomy. The study does not make it clear whether they are boarding students or day scholars.

 The study conducted by Carlson *et al*. (2001) describes a program designed to increase reading strategies in the first grade. It showed that analysis of probable causes was evidenced by teachers observations of student causing to a class with a lack of readiness skills and phonenic awareness and lack of parental involvement. The study spread lights on the relationship between Parental Involvement and students performance.

Hamingthanzuala (2001) studied the vocational interest and occupational aspirations of class X students of district headquarters of Mizoram as related to SEB and Academic achievement. Vocational Interest Record and Occupational aspiration scale were the tools used. It was found that the boys were having significantly higher interest in mechanical and outdoor areas whereas girls has higher interest in business aesthetic and clerical areas. Students belonging to high SES were having significantly higher interest in outdoor areas.

A study by Hidi and Ainley (2002) showed that vocational interests play a critical role in the lives of adolescents. They argued that understanding adolescents individual and occupational interest will inform the study of development of sense of self.

In a study titled 'Using the strong interest inventory and the skills confidence inventory to explain career goals", Chartrand, Borgen Betz and Donnay (2002) showed that interests and self efficiency are related constructs that contribute to a better understanding of career goals".

The measurement of career interest among At-Risk-Inner-city and middle class suburban adolescents was done by Turner and Lapan (2003). The results showed that suburban adolescents had more occupational information and better defined concept of pathways.

Vocational interests and career efficacy expectations in relation to occupational sex typing beliefs was studied by J. Lapon and Tate (2004). Results indicated that boys and girls expressed stronger career interest in and higher self efficiency for those occupation that they rated as employing more of their own gender.

The stability of vocational interests from early adolescents to middle adulthood was examined by Low, Yoon, Roberts and Round's (2005). Result showed that interest stability remained unchanged during much of adolescence and increased dramatically during the college years. Furthermore, interests reflecting hands on physical activities were more stable than scientific, social enterprising and clerical interests. Vocational interest showed substantial continuity over time.

 Swan and Kathy (2005) studied the vocational interests of female carpenters. The vocational interests of 137 male carpenters also were gathered for comparison. The results indicated that the vocational interests of female and male carpenters are dominated by realistic interests. The author suggested that test construction and sampling play a role in the controversy about gender bias in interest inventory.

 Yadav, R.K. (2005) conducted a study of Relationship between Needs and Vocational Preference of Adolescents. The following were the objectives of the study: (1) To find out the relationship between needs and vocational preference of students of XI class (2) To increase the needs of class XI students (3) To find out the vocational preference of class XI students. He collected a sample consisted of 200 students XI belonging to the faculties of Arts, Science and Commerce and used tool of Tripathi's Personal Preference Schedule (TPPS) and Thurston's Vocational interest schedule for measuring the vocational preference of students. Statistical technique like Mean, SD and Correlation were used to analyse the data. The findings of the study can be summarised as follows: The students have high need achievement. The need exhibition is the lowest of all. The students have given highest preference to executive work and least preference to the job related to music. The administrative work has been preferred most. Need achievement has got negative correlation with biological sciences. Need difference has no significant correlation with any of the vocational areas. Need order has significant relationship with five fields of vocational preference. In a sense Yadav's study was comprehensive enough to spread light on the relationship between need and vocational preference of adolescents.

 In a study titled stability of interest across Ethnicity and Gender, Tracey and Robbins (2005) assessed RIASEC interests in grades 8, 10, 12. Results indicated that the structure of interest did not vary as a function of time, gender or ethnicity. The pattern of interests were fairly stable and similar across all ethnic groups and both gender.

Shajimon P.K (2005) has made an attempt to study vocational preference of secondary school students in Malappuram district. He tried to find out Vocational preferences and other preferences for sectors of vocation. Further he compared vocational preference among higher secondary schools students considering relevant sub samples based on gender, subject of study, SES, Locality of the schools and students achievement level. At the same time it is confirmed to Malapuram district.

 The most preferred occupational areas according to the order of preference are computer / IT, administration / management, academic, engineering, law / judiciary, banking / insurance, accounting, media, defense / security / law and order and medical.

 The moderately preferred areas are Fine arts / literature, marketing / trade / business, scientific / technological, sports / games.

 The least preferred occupational areas are Traditional / semi / unskilled, traditional skilled, religious / spiritual, secretarial and clerical.

 The major findings were about the most preferred, moderately preferred and least preferred occupations. He listed 50 most preferred vocations. The study found out no considerable preference in the preference of vocations between males and female students.

A study conducted by Betz, Borgen and Harmon (2006) examined the relationship of vocational interests and self efficacy expectations to personality as measured by strong interest inventory. The results showed that both personality and confidence, contributed to the prediction of occupational group membership. The most powerful single predictor set was 14 basic confidence dimensions (e.g., science, public speaking and writing). There were substantial differences across the 21 occupations in their predictability.

**Conclusion**

 From an overall review of the available literature mentioned above the investigator could reach the following conclusion.

 In the above mentioned studies 24 were related to vocational preference and 17 were related to parental involvement. Among the researchers of vocation related subjects only very few like Yadav (2000, 2005), Abraham *et al*. (2000), Singh (1994), Sundararajan (1993) studied vocational preference. At the same time, some researchers like Betz, Boxgen and Harmen (2006), Law, Yoon, Robert and Brown (2005), Swan and Kathy (2005), Robins (2005), J. Lapan and Tate (2004), Chartrand Borgen, Betz and Donnay (2002), Hidi and Ainley (2002), Hamingthanzuala (2001), Dahiya and Sharma (2001), Mohapattra (2000), Pradan and others conducted studies on vocational interest.

 Some researchers went another way and handled other aspects of the subject, e.g., Chauda (1990) studied career choice, Chandery (1990) handled vocational aspirations, Roert (1989) focused on vocational choice.

Among the studies related to vocation most of them dealt with vocational interest. Another point observed in the review was the emphasis on socio-economic status of the students with regard to their vocational interest and vocational preference.

Though a number of studies were conducted in the educational field in Kerala, no serious attempt was made to study the influence of parental involvement on vocational preference of students. In addition to that no one has handled the influence of parental involvement on vocational preference of high school students as such in India as a whole. Even in the studies conducted at abroad vocational preference and parental involvement was not studied.

In this context the present study investigator hope will attempt to spread light on influence of parental involvement on the vocational preference of secondary school students of Kerala, with all possible details like gender, locality and even community.

CHAPTER III

**METHODOLOGY**

* + - * + **Title**
				+ **Variables of the study**
				+ **Objectives**
				+ **Hypothesis**
				+ **Sample on which the study was conducted**
				+ **Tool employed for the collection of data**
				+ **Data collection procedure**
				+ **Statistical techniques**

**METHODOLOGY**

 Research methodology is nothing but the scientific way followed by the investigator in conducting the research. To conduct an academic research there should be a suitable ‘modus operanti' which is considered as the methodology. The accuracy of results of any research work depends upon the methods by which the conclusions are arrived at (Travers 1978).

 In this study the investigator has made very serious attempt to find out the influence of parental involvement in vocational preference of secondary school students of Kerala state. The investigator has mainly depended upon normative survey of descriptive research method. She performed the research work through a number of inter related activities. All these activities were done in a sequence as a part of a process, which again was determined by a methodology designed by the investigator.

The research process involves a number of inter-related activities or operations that overlap continuously rather than follow a prescribed sequence. The operations involved in the research process are so interdependent that the earlier steps or operations determine to an appreciable extent the nature of the later ones. It is obvious that each one of the various operations will have an effect on the quality of research. A small omission any where will affect adversely the quality of study.

 Present method - the survey is an extensive and widespread study designed to yield specific information survey in educational context as pointed out by (Wiers 1986) deals with "how people feel or perceive how they behave or their role or group status.

 The methodology adopted by the investigator can be summarized as follows, objectives, hypothesis, , variables, sample on which the study was conducted, tools, collection of data, statistical technique, scoring, consolidation of data, inferences and conclusion arrived at from the study.

**A Title**

 The investigator has selected a title INFLUENCE OF PARENTAL INVOLVEMENT IN VOCATIONAL PREFERENCE OF THE SECONDARY SCHOOL STUDENTS OF KERALA, keeping the hypothesis as the main thread of the investigation .

**B VARIABLES OF THE STUDY**

 The two important variables under observation in this study were Parental Involvement and Vocational Preference. Both are properties where by the members of the group (Keralites) differ from one another. The students differ from one another as the parents differ from one another.

**Vocational Preference**

 By using the depended variable Vocational Preference, the investigator tried to find out the influence of parental involvement on it. As mentioned earlier 'Vocational Preference' of this study denotes the preference of ninth standard students for certain vocations from a given list. As the part of methodology of the study 13 schools were selected considering their representative nature. From each school about fifty students were selected on random basis. After that there was opportunity to indicate their preference score independently.

 Along with some sub variable like gender, socio economic status and locality of schools also were put under study.

**Parental Involvement**

 The investigator considered parental involvement as the independent

Variables of the study. The effect of which was examined on the vocational preference of secondary school students of Kerala.

In addition there were certain criterion variables to test their effect upon parental involvement. The criterion variables based on which the total sample were categorized are gender, economic status, locale, education of father, education of mother, occupation of father, occupation of mother, income of family.

**C Objectives**

 No doubt, a research without aims and objective is sheer waste of time. Research without objectives is like cultivation on barren land. The investigator has stated to objectives of research like

1. To investigate the effect of the parental involvement in the vocational preference of the Secondary School Students of Kerala.

2. To find out the influence of socio-economic factors on Parental Involvement on Secondary School Students of Kerala.

Gender

Caste

Education of Father

Occupation of Father

Education of Mother

Occupation of Mother

 Economic status of the family

**D Hypothesis**

 In the present study the investigator has chosen a hypothesis there may be influence of parental involvement in vocational preference of the students. This statement is to be put to test to determine its validity: Before the investigation it is only a personal truth or guess of the investigator, to be tested through continuous process based on research methodology.

**E SAMPLE ON WHICH STUDY WAS CONDUCTED**

 In every branch of science we lack the resources to study more than a fragment of the phenomena that might advance our knowledge" Said William G. Cochran. "A sample is a small proportion of the population that is selected for observation and analysis Best & Khan. One of the major aspect of a research is the selection of the sample should be done with utmost care, in order to reach the valid generalization. The sample is expected to represent the entire population. The students of ninth standard are in population of the present study.

The investigator selected the students of ninth standard as the population for the convenience of study. Being a sampled survey it was decided to conduct the survey on a sample of 1000 students from 2608 secondary schools of Kerala. The sample was selected proportionately using stratified sampling technique keeping' different strata based on locale, nature of management, gender and socio economic status. Every sector was given due representation. Both rural and urban schools were selected. Even high range and costal representation were given. Only two districts Pathanamthitta and Kollam were left out. But the investigator gave much care to include costal and hilly areas in order to give due representation of excluded areas. The details of the sample selected for the study is presented in Table No:1.

TABLE I

**Details of the sample selected for the study**

|  |  |  |  |
| --- | --- | --- | --- |
| Sl. No. | Name of school | Place & District | No. of students |
| 1 | G.H.S.S | Alappuzha | 1-45 |
| 2 | G.M.H.S.S. | C.U.Campus Malappuram | 46-127 |
| 3 | .G.H.S.S | Kannur | 128-227 |
| 4 | B.R.M.H.S.S | Trivandrum | 228-276 |
| 5 | K.P.M.H.S.S | PoothotaEranakulam | 277-309 |
| 6 | G.H.S.S | Palakkad | 310-357 |
| 7 | G.H.S.S | MeenangadyWayanad | 358-438 |
| 8 | G.G.H.S.S | ManjeryMalappuram | 439-484 |
| 9 | M.H.S.S | KangazhaKottayam | 485-534 |
| 10 | G.V.H.S.S | PulingomeKasargode | 535-580 |
| 11 | C.H.S.S | ChennamangoloreCalicut | 581-630 |
| 12 | G.H.S.S | ManathulaThrissur | 631-700 |

 In order to give due representation to urban area five schools from urban areas were selected. Rural aspect of Kerala society also considered. Seven Schools were selected from rural areas. Two corporation areas that are Calicut and Trivandrum were also included. With regard to costal area Alappuzha was given due representation. To incorporate hilly area Wayanad was selected. Northern, southern and central parts of Kerala were in one way or other included in the survey. In short the investigator gave much emphasis on the selection procedure of schools so as to ensure the regional balance of population. Due representation was given to both male and female students.

**Sample Size**

The investigator conducted the study on a selected sample of seven hundred students belonging to different communities having different financial, social and familial status and who are the residence of the almost every district of Kerala. The complete data in all respects was taken for analysis.

**F TOOLS EMPLOYED FOR THE COLLECTION OF DATA**

 Collection of data is the first scientific step of every research work so that the inferences, hypothesis, or generalization tentatively "guessed of imagined" may be identified as valid verified as correct or reject as unsuitable or negative. For research certain instruments are required to collect new facts or to explore new areas of knowledge. The instruments employed to collection data are called tools (Sukhia, 1974). To carry out this research the investigator together with her supervising teacher developed one tool scale of parental involvement. In addition to that the investigator adopted another tool developed by Mr. Shajimon P.K and Dr. Adbul Gafoor. K. with slight modification. The investigator employed the tool to collect data with which to test the hypothesis. They were used most effectively to yield information. The investigator used questionnaire method using the possibilities of survey method.

The description of “Parental Involvement Scale” is given below. The scale has three parts. First part is left for instructions to the students second part consist of 122 questions and third part is scoring sheet. The tool was developed after the brain storming session conducted at college and after very effective discussion with experts of educational field. Expertise of statistics faculties was also utilized.

**Preparation of the items**

 An initial pool of 122 students was made. All the statements were written by the investigator. Both positive and negative statements with regards to Parental Involvement were included in the question pool. The criteria followed in the preparation of question and its editing was as per the suggestion of Edward (1969). The investigator insisted not to include statements which could be interpreted in more than one way. All the questions were direct and without ambiguity. The statements having chances of degrees like sometimes, always, never, were avoided. The statements were put for expert's opinion and criticism. On the basis advises of experts some questions were deleted, some were added and some were modified. In order to find out Parental Involvement the questions related to emotional upon discipline health care home environmental, communication, encouragements, recreation, expectation and aspiration, dealings of the parents with their children's friends, were included in the Parental Involvement Inventory Scale.

 After the additions and deletions, in the final stage there were 85 statements. Three items of the statements are given below.

* My parents used to see my homework.

|  |  |
| --- | --- |
| Father | Mother |
| Yes | No | Yes | No |
| ⭘ | ⭘ | ⭘ | ⭘ |

* Parents have decided that I will undergo my higher studies in a first grade college.

|  |  |
| --- | --- |
| Father | Mother |
| Yes | No | Yes | No |
| ⭘ | ⭘ | ⭘ | ⭘ |

* My parents inspire me to dream of higher education

|  |  |
| --- | --- |
| Father | Mother |
| Yes | No | Yes | No |
| ⭘ | ⭘ | ⭘ | ⭘ |

 There are four possibilities. For example in the case of first example both Father and Mother may used to see the home works of the student or both Father and Mother may not used to see the students. Sometimes only Father may used to see the homework of the students. There is another possibility that is only mother may use to see the homework of the students. The weight age assigned for each response is given as follows.

Full Positive - Father and Mother Influence

Full Negative - Father and Mother don't influence

 Father only influence

 Mother only influence

 With regard to the items of the tool borrowed from Sri. Shajimon. P.K. he made all the entries after the all process of data collection and after validation and reliability tests.

**Standardization of Parental Involvement Scale**

 The Parental Involvement scale was constructed and standardized by the Investigator under the guidance of the supervising teacher. In the draft scale 122 items were framed considering all aspects of parental involvement. For each item the student can answer (put ✓mark in the given column). Answer yes if father and mother have influence on them in the said question. Student can answer No and No of father and mother have no influence on them. There is another possibility father influences and mother does not influence. If such a situation students can answer Yes and No. If both them have no influence at all.

 For example, for the first question - My parents took interest in my home work. Studied can answer (Mark ✓mark in the given column provided) ye and Yes. If his father and mother took interest in his home works. He need not interest in his home works. He need not mark tick in the column if both of them don't take interest. If father only is interested in his home work he can mark ✓in the given column and avoid column against mother and vice versa. For this the mean and standard deviation of Parental Involvement scale sore was computed and it was found that  = 249.5 and σ = 25.57. The subject having score higher than +σ was treated as "secondary Parental Involvement Students and subjects having score less than  = σ was treated as "low Parental Involvement Students, that is student with Parental Involvement score greater than or equal to 275 was treated as secondary Parental Involvement Score group. And score less than 225 were treated as low parental Involvement scale group.

 To find the item discrimination index test statistics.

 Was computed

For each item

 Here H stands for the average Parental Involvement score group and L represents the average parental Involvement score of Low Parental Involvement score group. SH2 and SL2 are standard deviation of secondary and low group respectively. n1 is the number of pupil having secondary parental involvement score and n2 is the number of pupil having low Parental Involvement score.

**TABLE 2**

 The following table shows the t-values for each item.

| Item | t-value | Significance |
| --- | --- | --- |
| Female | Male |
| 1 | 9.68 | 10.56 |  |
| 2 | 13.5 | 14.82 |  |
| 3 | 7.92 | 6.9 |  |
| 4 | 0.8 | 0.07 | Not significant |
| 5 | 2.88 | 3.19 |  |
| 6 | 8.07 | 7.66 |  |
| 7 | 0.57 | 4.41 | Not significant |
| 8 | 7.99 | 8.49 |  |
| 9 | 12.23 | 12.02 |  |
| 10 | 5.84 | 5.57 |  |
| 11 | 0.07 | 1.09 | Not Significant |
| 12 | 5.44 | 3.3 |  |
| 13 | 3.83 | 4.87 |  |
| 14 | 8.88 | 6.94 |  |
| 15 | 16.74 | 18.43 |  |
| 16 | 5.93 | 0.73 | Not Significant |
| 17 | 2.23 | 3.54 |  |
| 18 | 5.5 | 7.35 |  |
| 19 | 2.18 | 1.55 | Not Significant |
| 20 | 6.38 | 8.94 |  |
| 21 | 6.66 | 3.13 |  |
| 22 | 2.03 | 5.73 |  |
| 23 | 10.77 | 2.39 |  |
| 24 | 5.8 | 6.96 |  |
| 25 | 0.05 | 0.16 | Not Significant |
| 26 | 11.46 | 9,95 |  |
| 27 | 12.82 | 14.8 |  |
| 28 | 16.36 | 15.35 |  |
| 29 | 6.72 | 6.15 |  |
| 30 | 6.32 | 0.25 | Not Significant |
| 31 | 0.1 | 1.76 | Not Significant |
| 32 | 7.12 | 6.78 |  |
| 33 | 3.88 | 0.76 | Not Significant |
| 34 | 0.08 | 3.06 | Not Significant |
| 35 | 4.14 | 1 |  |
| 36 | 2.67 | 0.22 | Not Significant |
| 37 | 14.99 | 15.65 |  |
| 38 | 11.98 | 11.18 |  |
| 39 | 1.29 | 2.16 | Not Significant |
| 40 | 2.65 | 4.14 |  |
| 41 | 12.4 | 12.4 |  |
| 42 | 2.03 | 1.0 | Not Significant |
| 43 | 5.64 | 6.47 |  |
| 44 | 2.06 | 3.62 |  |
| 45 | 3.46 | 3.27 |  |
| 46 | 9.53 | 12.81 |  |
| 47 | 1.1 | 3.29 | Not Significant |
| 48 | 6.37 | 6.22 |  |
| 49 | 2.15 | 1.38 | Not Significant |
| 50 | 0.3 | 0.88 | Not Significant |
| 51 | 4.67 | 6.88 |  |
| 52 | 12.25 | 11.1 |  |
| 53 | 10.57 | 9.15 |  |
| 54 | 6.37 | 4.43 |  |
| 55 | 11 | 17.31 |  |
| 56 | 4.88 | 5.47 |  |
| 57 | 2.61 | 0.59 | Not Significant |
| 58 | 5.2 | 10.16 |  |
| 59 | 11.29 | 7.11 |  |
| 60 | 4.11 | 2.4 |  |
| 61 | 10.71 | 13.51 |  |
| 62 | 2.13 | 1 | Not Significant |
| 63 | 3.24 | 2.88 |  |
| 64 | 4.22 | 6.25 |  |
| 65 | 8.58 | 8.43 |  |
| 66 | 4.74 | 5.01 |  |
| 67 | 5.58 | 6.77 |  |
| 68 | 4.7 | 1.49 | Not Significant |
| 69 | 2.07 | 0.73 | Not Significant |
| 70 | 0.08 | 2.59 | Not Significant |
| 71 | 4.51 | 7.63 |  |
| 72 | 11.52 | 11.74 |  |
| 73 | 4.21 | 2.38 |  |
| 74 | 2.77 | 3.7 |  |
| 75 | 6.09 | 7.21 |  |
| 76 | 2.07 | 0.37 | Not Significant |
| 77 | 0.35 | 0.9 | Not Significant |
| 78 | 4.84 | 6.82 |  |
| 79 | 1.53 | 2.01 | Not Significant |
| 80 | 7.12 | 7.55 |  |
| 81 | 2.82 | 2.44 |  |
| 82 | 0.72 | 0.87 | Not Significant |
| 83 | 12 | 12.79 |  |
| 84 | 12.24 | 8.82 |  |
| 85 | 2.34 | 0.91 | Not Significant |
| 86 | 6.47 | 9.07 |  |
| 87 | 16.32 | 21.34 |  |
| 88 | 7.6 | 4.3 |  |
| 89 | 3.82 | 3.71 |  |
| 90 | 6.99 | 7.42 |  |
| 91 | 0.47 | 1.98 | Not Significant |
| 92 | 7.29 | 9.58 |  |
| 93 | 13.32 | 11.78 |  |
| 94 | 9.5 | 8.54 |  |
| 95 | 5.36 | 5.93 |  |
| 96 | 15.32 | 11.08 |  |
| 97 | 6.21 | 3.83 |  |
| 98 | 4.46 | 2.59 |  |
| 99 | 4.26 | 5.86 |  |
| 100 | 0.96 | 2.08 | Not Significant |
| 101 | 13.81 | 8.79 |  |
| 102 | 5.31 | 4.67 |  |
| 103 | 12.03 | 9.9 |  |
| 104 | 0.59 | 1.29 | Not Significant |
| 105 | 12.26 | 9.67 |  |
| 106 | 4.26 | 4.22 |  |
| 107 | 5.77 | 6.12 |  |
| 108 | 3.36 | 0.4 | Not Significant |
| 109 | 12.12 | 16.36 |  |
| 110 | 0.92 | 0.61 |  |
| 111 | 7.12 | 8.45 |  |
| 112 | 8.75 | 2.94 |  |
| 113 | 4.88 | 5.03 |  |
| 114 | 5.97 | 6.27 |  |
| 115 | 6.97 | 6.97 |  |
| 116 | 2.77 | 2.59 |  |
| 117 | 3.15 | 2.49 |  |
| 118 | 6.04 | 0.24 | Not Significant |
| 119 | 1.25 | 4.77 | Not Significant |
| 120 | 5.76 | 1.68 | Not Significant |
| 121 | 5.25 | 16.76 |  |
| 122 | 9.27 | 8.83 |  |

 A statement with ‘t’ value greater than or equal to 2.58 was considered to be a good item for measuring the effectiveness of influence of parents on vocational preference of career selection at 0.05 levels.

 **Validity of the tool**

 Validity of an indispensable characteristic of a measuring device. In the words of Best and Khan (2006), "validity is that quality of data gathering instrument procedure that enables in to measure what is supposed to measure. 'Validity refers to the degree to which evidence and theory support the interpretation of test scores entitled by proposed uses of test" (Joint Committee on Standard for Educational and Psychological Testing, 1999, p.9).

 The essential validities were established in the present tool. Content validity involves essentially the systematic examination of the test content to determine whether it actually measures. Influence of Parental involvement in vocational preference of Secondary School Students or not. The items were selected after the judgment of subject specialists. Hence it has content validity. Moreover the tool was distributed to some students of parents of different walks of life from selected regions. Thus the face validity was also established. As another valid tool for measuring the same variable was not available the criterion validity for the present tool could not be found out .

**Reliability of the tool**

 Reliability is the degree of consistency that the instrument or procedure demonstrates: Whatever it is measuring it does so consistently. Best & Kahn (2006). According to Freeman (1971) the term reliability refers to the extend to which it gives consistent result on testing and retesting. In tests that have a secondary coefficient of reliability, errors of measurement have been minimized. It is clear that reliability stands for freedom from errors of measurement, because it is the presence of errors of measurement that disturbs the consistency. According to Ross (1954) "The ideal test tells the truth consistently.

 The reliability of the scale Parental Involvement scale was computed by split half method. The reliability coefficient was found 0.68. It shows that the test is highly reliable.

 In order to collect data on vocational preference the tool developed by Shajimon P.K and Gafoor K (2005) was used with slight modification the changes made, part wise were given in the discussion following.

**Part I**

This part includes details about the student related to cast, gender, education of father, education of mother, occupation of father, occupation of mother, monthly income of the family and the economic status of the family. This part is utilized for analyze the socio economic status of the family of the student.

 **Part II**

 This part consists of the vocations from 24 major areas, Here the students should indicate their preference towards each of the vocations by writing 1,2,3,4, or 5 in the column provided against each serial number . An illustration follows.

Eg:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| If you dislike it very much | It you dislike it some extent | If you neither like if nor dislike it | If you like to some extent | If you like very much |
| 1 | 2 | 3 | 4 | 5 |
| Sl. No. | Vocation | Rating 1,2,3,4 or 5 |
| 7 | Engineering | 5 |
| 20 | Sports/Games | 4 |
| 13 | Police | 1 |

**G DATA COLLECTION PROCEDURE**

 The investigator personally met the Head of the Institution and explained the significance and important of the study and requested them to extend their full support and co-operation. After getting permission from the Head of Institution the students of ninth standard was approached. They were assured that their responses would be kept confidential and would be used only for research purpose. They were given general instructions regarding the rules of the filling up questionnaire without dragging them into a suffocative mood. At first they were given the first set of questionnaire having 122 questions to find out parental involvement. They were given enough time to understand questions and doubts were cleared in each and every point, within the limited span of two periods. They were also given separate response sheet. All the necessary instructions were given to them from time to time. After filling up the questionnaire form it was collected back. Then the next form - rating scale of vocational preference was given. They were requested to fill it up with utmost care. The students were requested to return it after marking their preference or ratings in the given space. Every step was taken by the investigator to get valid and reliable data to yield generalizable conclusion.

**H STATISTICAL TECHNIQUES**

 After preliminary statistical analysis the data were subject to further treatment using ANOVA.

 The analysis of variance is a method for dividing the variation observed in experimental data into different parts, each part assignable to a known source cause or factor. In its simplest form the analysis of variance is used to test the significance of the difference between the means of a number of different populations. The analysis of variance may also be used in the analysis of data resulting from experiments which involves more than one basis of classification (Ferguson, 1971).

 In one-way analysis of variance the relationship between one independent and one dependent variables is examined (Best, 2001).

 A model of ANOVA is presented.

**Analysis of Variance of One-way Classification**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Sources of Variation | Degrees of freedom | Sum of squares | Mean squares | Variation Ratio of F |
| Between sample | C-1 | SSC | MSC | MSC/MSE |
| Within Sample | n-C | SSE | MSE |
|  | n-1 | SST |  |

SST - Total sum of squares of variation

SSC - Sum squares Between Samples (columns)

SSE - Sum of squares within sample (Rows)

MSC - Mean Sum of squares between samples (SSC/c-1)

MSE - Mean Sum of squares within samples (SSE/n-c)

 In the present study the relation between Parental Involvement and Vocational preference was examined by using SPSS software (Statistical Package for the Social Science).

**CHAPTER IV**

**ANALYSIS AND INTERPRETATION**

* **Preliminary Analysis of the data**
* **Statistical Analysis**
* **Major Findings**
* **Tenability of Hypothesis**

**ANALYSIS AND INTERPRETATION**

 The present chapter deals with the statistical analysis of the collected data from the various Secondary Schools of Kerala in its width and breadth and its interpretations. Analysis of data means studying the collected and tabulated materials in order to determine and reach the conclusion about the inherent facts or meaning. Interpretation calls for a critical examination of the results of the one's analysis in the light of all limitations of his data gathering (Sukhia, 1974).

 The data collected have been analysed statistically and scientifically with regard to the aims and objectives of the study. The present study Influence of Parental Involvement on Vocational Preference of Secondary School Students of Kerala had the following objectives.

1. To investigate into the influence of parental involvement on the vocational preference of secondary school students of Kerala.

2. To find out the influence of certain socio-economic variables on the parental involvement of secondary school students of Kerala.

 Gender

Caste

 Education of father

Occupation of father

Education of mother

Occupation of mother

 Economic status of the family

 The data for the present study has been collected using adequate tools. The scores on the tool yielded the required data on the variables of the sample 700, and they were put to the statistical analysis.

**PRELIMINARY ANALYSIS OF THE DATA**

 The important statistical properties of the scores of the variables under the study were analysed as the first step.

 The mean, median, mode, standard deviation, skewness, kurtosis, variance, range,lower quartiles and upper quartiles,were computed for the main variable Parental Involvement. The result obtained is presented in Table No: 3.

TABLE 3

**Descriptive statistics of the variable Parental Involvement**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Number | Mean | Median | Variance | Std. Deviation | Range |
| 680 | 249.5059 | 253 | 650.24 | 25.59766 | 103 |

TABLE 4

**Descriptive statistics of the variable Parental Involvement**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Minimum | Maximum | Lower Quartile | Upper quartile | Skewness | Kurtosis |
| 199 | 302 | 23.05 | 230.5 | 269 | -0.36894 |
| -0.57575 |  |  |  |  |  |

 From the Table 4 it can be seen that the mean of Parental Involvement is 249.51 and Median 253 and Standard Deviation 23.59. The Parental Involvement was classified into three as follows. The student shaving score les than Mean – Standard deviation is treated as low parental involvement group, student with score in between Mean – Standard deviation and Mean + Standard deviation is treated as average parental involvement group. Students having scored higher than Mean + Standard deviation are treated as Secondary parental involvement group. By this principle the parental involvement score is categorized as represented in the Table No: 5.

TABLE 5

**Categorization of parental involvement**

|  |  |
| --- | --- |
| Score | Category |
| Less than or equal to 224 | Low Parental Involvement group |
| Between 224 and 275 | Average parental Involvement group |
| Greater than or equal to 275 | Secondary parental Involvement group |

**STATISTICAL ANALYSIS**

 The obtained data had been consolidated and classified keeping the objectives of the study in mind. After the preliminary analysis the data was put to further statistical treatment as per the needs. The result of the analysis are presented below.

 The effect of parental Involvement on vocational preference of Secondary School students of Kerala was calculated by using ANOVA. The preference of the sample were classified into 24 vocation and the analysis was done separately. Since the software statistical package for social sciences (SPSS) is available the analysis was done using the computer.

**1.** **Influence of Parental Involvement on Kerala Secondary School Students' Preference for Accounting Vocation**

 Effect of Parental Involvement on the Vocational preference of Secondary School Students of Kerala in selecting *Accounting* as their vocation has been investigated. The data obtained for finding out whether there exist any significant effect of Parental Involvement on Vocational Preference in selecting the Accounting for Secondary School Students in Kerala was subjected to analysis using ANOVA. Result obtained is presented in Table No:6.

TABLE 6

**Summary of ANOVA for the effect**

**of Parental Involvement for Secondary School
 Students with Accounting as their Vocational Preference**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Source of Variation | df | MSS | F | p-value |
| Between treatment | 3 | 1.810892 | 1.166431 | 0.321691 |
| Within treatment | 676 | 1.552508 |

 It is found that the mean sum of square between treatment and within treatment is 1.810892 and 1.552508 respectively. F-ratio estimated with degrees of freedom (3, 676) was 1.166431. The corresponding table value of F (3,676) at 5% level of significance is 2.60. The obtained calculated F-value is below the table value. It reveals that there is no significant effect for Parental Involvement on the vocational preference of the Secondary School Students of Kerala in selecting Accounting as their vocation.

**Discussion**

 From the obtained F ratio for the Influence of Parental Involvement on Accounting it can be concluded tat there is no significant effect exist for the parental Involvement on Vocational Preference of their children.

**2. Influence of Parental Involvement on Secondary School Students' Preference for Agriculture Vocation**

 Effect of Parental Involvement on Vocational Preference of Secondary School Students of Kerala in Selection *Agriculture*. The data obtained for finding out whether there exist significant effect of Parental Involvement on Vocational Preference in selecting the Agriculture for Secondary School Students of Kerala was subjected to analysis using ANOVA. Result obtained is presented in Table No:7

TABLE 7

**Summary of ANOVA for the effect**

 **of Parental Involvement for Secondary School**

**Students with Agriculture as their Vocational Preference**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Source of treatment | df | MSS | F | p-value |
| Between treatment | 3 | 1.475118 | 0.94695 | 0.417447 |
| Within treatment | 676 | 1.557787 |

 It is found that the mean sum of squares between treatment and within treatment are 1.4755118 and 1.557757 respectively. F-ratio estimated with degrees of freedom (3, 676) was 0.94695. The corresponding table value of F (3,676) at 5% level of significance is 2.60. The obtained calculated F-value is below the table value. It reveals that there is no significant effect of Parental Involvement in the vocational preference selecting Agriculture as an occupation.

**Discussion**

 From the obtained F ratio for the Influence of Parental Involvement on Agriculture it can be concluded that there is no significant effect exist for the parental involvement on vocational preference of their children.

**3) Influence of Parental Involvement on Secondary School Students' Preference for Banking/Insurance Vocation**

 Effect of Parental Involvement on vocational preference of Secondary School Students of Kerala in selecting *Banking/Insurance*. The data obtained for finding out whether there exist any significant effect of Parental Involvement on Vocational preference for Secondary School Students of Kerala was subjected to analysis using ANOVA. Result obtained is presented in Table No:8.

 TABLE 8

**Summary of ANOVA for the effect**

**of Parental Involvement for Secondary School Students**

**with Banking/Insurance as their Vocational Preference**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Source of Variation | df | MSS | F | p-value |
| Between treatment | 3 | 0.859806 | 0.482028 | 0.69488 |
| Within treatment | 676 | 1.783723 |

 It is found that the mean sum of squares between treatment and within treatment are 0.859806 and 1.783723 respectively. F-ratio estimated with degrees of freedom (3, 676) was 0.482028. The corresponding table value of F at (3,676) at 5% level of significance is 2.60. The obtained calculated F-value is below the table value. It reveals that there is no significant effect of Parental Involvement on the vocational preference of the Secondary School Students of Kerala in selecting Banking/Insurance occupation as their vocation.

**Discussion**

 From the obtained F ratio for the Influence of Parental Involvement of Banking Insurance it can be concluded that there is significant effect exist for the Parental Involvement on vocational Preference of their children.

**4. Influence of Parental Involvement on Secondary School Students' Preference for Civil Service Vocation**

 Effect of Parental Involvement on Vocational preference of Secondary School Students of Kerala in selecting *Civil service* as their vocation has been investigated. The data obtained for finding out whether there significant effect of Parental Involvement on Vocational Preference in selecting the Civil Service for Secondary School Students of Kerala was subjected to analysis using ANOVA. Result obtained is presented in Table No:9

TABLE 9

**Summary of ANOVA for the effect**

**of Parental Involvement for Secondary School**

**Students with Civil Service as their Vocational Preference**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Source of Variation | df | MSS | F | p-value |
| Between treatment  | 3 | 1.011893 | 0.517148 | 0.670594 |
| Within treatment | 676 | 1.95668 |

It is found that the mean sum of squares between treatment and within treatment is 1.011893 and 1.95668 respectively. F-ratio estimated with degrees of freedom (3, 676) was 0.517148. The corresponding table value of F at (3,676) at 5% level of significance is 2.60. The obtained calculated F-value is below the table value. It reveals that there is no significant effect of Parental Involvement on the Vocational Preference of the Secondary School Students of Kerala in selecting Civil service as vocation.

**Discussion**

 From them obtained F ratio for the influence of Parental Involvement on civil service. It can be concluded that there is no significant effect exist for the parental Involvement on Vocational Preference of their children.

**5. Influence of Parental Involvement on Kerala Secondary School Students' Preference for Computer/IT Vocation**

 The data obtained for finding out whether exist any significant effect of Parental Involvement on Vocational Preference in selecting the *computer and IT* for Secondary School Students of Kerala was subjected to analysis using ANOVA. Result obtained is presented in Table No: 10.

TABLE 10

**Summary of ANOVA for the effect**

**of Parental Involvement for Secondary School**

**Students with Computer and IT as the Vocational preference**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Source of Variation | df | MS | F | p-value |
| Between treatment  | 3 | 1.448307 | 0.697714 | 0.533644 |
| Within treatment | 676 | 2.075788 |

It is found that the mean sum of squares between treatment and within treatment is 1.448307 and 2.075788, respectively. F ratio estimated with degrees of freedom (3, 676) was 0.697714. The corresponding table value of F at (3,676) at 5% level of significance is 2.60. The obtained calculated F-value is below the table value. It reveals that there is not signified effect of parental involvement on the vocational preference of Secondary School students of Kerala in selecting computer and IT as vocation.

 **Discussion**

 From the obtained F ratio for the influence of Parental Involvement on computer and IT occupation it can be concluded that there is no significant effect exists for the Parental Involvement on vocational Preference of their children.

**6. Influence of Parental Involvement on Kerala Secondary School Students' Preference for Defense Vocation**

 Effect of Parental Involvement on the Vocational Preference of Secondary School Student of Kerala in selecting *Defense* as their vocation. The data obtained for finding out whether there exists any significant effect of Parental Involvement on Vocational Preference in selecting the occupation of Defense for Secondary School Students of Kerala was subjected to analysis using ANOVA. Result obtained is presented in Table No:11.

TABLE 11

**Summary of ANOVA for the effect**

**of Parental Involvement for Secondary School**

**Students with Defense as their vocational preference**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Source of Variation | df | MSS | F | p-value |
| Between treatment  | 3 | 0.437852 | 0.25745 | 0.856038 |
| Within treatment | 676 | 1.700726 |

It is found that the mean sum of squares between the treatment and within the treatment are 0.437852 and 1.700726 respectively. F-ratio estimated with degrees of freedom (3, 676) was 0.25745. The corresponding table value of F (3,676) at 5% level of significance is 2.60. The obtained calculated F-value is below the table value. It reveals that there is no significant effect of Parental Involvement on the vocational preference of Secondary School students of Kerala in selecting defense as their vocation.

**Discussion**

 From the obtained F ratio for the influence of Parental Involvement on Defense it can be conclude that does not act a significant variable.

**7. Influence of Parental Involvement on Kerala Secondary School Students' Preference for Engineering Vocation**

 Effect of Parental Involvement of the Vocational Preference of Secondary School students of Kerala in selecting *Engineering*. The data obtained for finding out whether there exist any significant effect of Parental Involvement on Vocational Preference in selecting the occupation of engineering for Secondary School Students of Kerala was subjected to analysis using ANOVA. Result obtained is presented in TableNo:12

TABLE 12

**Summary of ANOVA for the effect**

**of Parental Involvement for Secondary Schools**

**Students with engineering as their Vocational Preference**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Source of Variation | df | MSS | F | p-value |
| Between treatment  | 3 | 0.437852 | 0.25745 | 0.856038 |
| Within treatment | 676 | 1.700726 |

 It is found that the mean sum of squares between the treatment and within the treatment are 0.437852 and 1.700728 respectively. F ratio estimated with degrees of freedom 3 (Between treatment) 676 (within treatment) was 0.25745. The corresponding table value of F (3,676) at 5% level of significance is 2.60. The obtained calculated F-value is below the table value. It reveals that there is no significant effect of Parental Involvement on the Vocational Preference in Secondary School Students of Kerala in Selecting engineering occupation.

**Discussion**

 From the obtained F ratio for the influence of Parental Involvement on engineering it can be concluded that there is no significant effect exist for the Parental Involvement on vocational preference of their children.

**8. Influence of Parental Involvement on Kerala Secondary School Students' Preference for Fine arts/Literature Vocation**

 Effect of Parental Involvement of the Vocational Preference of Secondary School students of Kerala in selecting *Fine arts and literature*. The data obtained for finding out whether there exist any significant effect of Parental Involvement on Vocational Preference in selecting the occupation of fine arts and literature for Secondary School Students of Kerala was subjected to analysis using ANOVA. Result obtained is presented in Table No:13

 TABLE 13

**Summary of ANOVA for the effect of**

**Parental Involvement for Secondary Schools Students**

 **with fine arts and literature as their Vocational Preference**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Source of Variation | df | MSS | F | p-value |
| Between treatment  | 3 | 5.426404 | 3.625041 | 0.012879 |
| Within treatment | 676 | 1.496922 |

 It is found that the mean sum of squares between the treatment and within the treatment are 5.426404and 11.496922 respectively. F ratio estimated with degrees of freedom 3 (Between treatment) 676 (within treatment) was 3.625041. The corresponding table value of F (3,676) at 5% level of significance is 2.60. The obtained calculated F-value is greater than the table value. It reveals that there exists significant effect for Parental Involvement on the Vocational Preference in Secondary School Students of Kerala in selecting fine arts occupation.

**Discussion**

 From the obtained F ratio for the influence of Parental Involvement on fine arts and literature it can be concluded that there is significant effect exist for the Parental Involvement on vocational preference of their children.

**9. Influence of Parental Involvement on Kerala Secondary School Students' Preference for Law/Judiciary Vocation**

 Effect of Parental Involvement of the Vocational Preference of Secondary School students of Kerala in selecting *Law and judiciary*. The data obtained for finding out whether there exists any significant effect of Parental Involvement on Vocational Preference in selecting the occupation of law and judiciary for Secondary School Students of Kerala was subjected to analysis using ANOVA. Result obtained is presented in Table No:14

TABLE 14

**Summary of ANOVA for the effect**

**of Parental Involvement for Secondary Schools**

**Students with law and judiciary as their Vocational Preference**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Source of Variation | df | MS | F | p-value |
| Between treatment  | 3 | 1.690162 | 0.80298 | 0.492439 |
| Within treatment | 676 | 2.104863 |

 It is found that the mean sum of squares between the treatment and within the treatment is 1.690162 and 2.104863 respectively. F-ratio estimated with degrees of freedom 3 (Between treatment) 676 (within treatment) was 0.80298. The corresponding table value of F (3,676) at 5% level of significance is 2.60. The obtained calculated F-value is below the table value. It reveals that there is no significant effect of Parental Involvement on the Vocational Preference in Secondary School Students of Kerala in Selecting law and judiciary as their vocation.

 **Discussion**

 From the obtained F ratio for the influence of Parental Involvement on law and judiciary it can be concluded that there is no significant effect exist for the Parental Involvement on vocational preference of their children.

**10. Influence of Parental Involvement on Kerala Secondary School Students' Preference for Business/Marketing Vocation**

 Effect of Parental Involvement of the Vocational Preference of Secondary School students of Kerala in selecting *Business and Marketing*. The data obtained for finding out whether there exists any significant effect of Parental Involvement on Vocational Preference in selecting the occupation of Business and Marketing for Secondary School Students of Kerala was subjected to analysis using ANOVA. Result obtained is presented in Table No:15

TABLE 15

**Summary of ANOVA for the effect of**

**Parental Involvement for Secondary Schools Students**

**With Business and Marketing as their Vocational Preference**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Source of Variation | df | MS | F | p-value |
| Between treatment  | 3 | 1.394528 | 0.777864 | 0.506552 |
| Within treatment | 676 | 1.792767 |

 It is found that the mean sum of squares between the treatment and within the treatment is 1.394528 and 1.792767 respectively. F ratio estimated with degrees of freedom 3 (Between treatment) 676 (within treatment) was 0.777864. The corresponding table value of F (3,676) at 5% level of significance is 2.60. The obtained calculated F-value is below the table value. It reveals that there is no significant effect of Parental Involvement on the Vocational Preference in Secondary School Students of Kerala in Selecting Business and Marketing.

**Discussion**

 From the obtained F ratio for the influence of Parental Involvement on Business and Marketing it can be concluded that there is no significant effect exist for the Parental Involvement on vocational preference of their children.

**11. Influence of Parental Involvement on Kerala Secondary School Students' Preference for Mechanical/Technical Vocation**

 Effect of Parental Involvement of the Vocational Preference of Secondary School students of Kerala in selecting *Mechanical and technical*. The data obtained for finding out whether there exists any significant effect of Parental Involvement on Vocational Preference in selecting the occupation of mechanical or technical for Secondary School Students of Kerala was subjected to analysis using ANOVA. Result obtained is presented in Table No:16.

TABLE 16

**Summary of ANOVA for the effect of**

**Parental Involvement for Secondary Schools Students**

**With Mechanical or technical as their Vocational Preference**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Source of Variation | df | MSS | F | p-value |
| Between treatment  | 3 | 1.029291 | 0.61277 | 0.606879 |
| Within treatment | 676 | 11.679734 |

 It is found that the mean sum of squares between the treatment and within the treatment are 1.029291and 1.679734 respectively. F ratio estimated with degrees of freedom 3 (Between treatment) 676 (within treatment) was 0.61277. The corresponding table value of F (3,676) at 5% level of significance is 2.60. The obtained calculated F-value is below the table value. It reveals that there is no significant effect of Parental Involvement on the Vocational Preference in Secondary School Students of Kerala in Selecting Mechanical or technical.

**Discussion**

 From the obtained F ratio for the influence of Parental Involvement on mechanical or technical as there it can be concluded that there is no significant effect exist for the Parental Involvement on vocational preference of their children.

**12. Influence of Parental Involvement on Kerala Secondary School Students' Preference for Medical Vocation**

 Effect of Parental Involvement of the Vocational Preference of Secondary School students of Kerala in selecting *Medical field*. The data obtained for finding out whether there exists any significant effect of Parental Involvement on Vocational Preference in selecting the occupation of medical for Secondary School Students of Kerala was subjected to analysis using ANOVA. Result obtained is presented in Table No:17

TABLE 17

**Summary of ANOVA for the effect**

**of Parental Involvement for Secondary Schools**

**Students with Medical as their Vocational Preference**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Source of Variation | df | MS | F | p-value |
| Between treatment  | 3 | 1.644289 | 0.87588 | 0.453213 |
| Within treatment | 675 | 1.877299 |

 It is found that the mean sum of squares between the treatment and within the treatment are 1.029291and 1.679734 respectively. F ratio estimated with degrees of freedom 3 (Between treatment) 676 (within treatment) was 0.87588. The corresponding table value of F (3,676) at 5% level of significance is 2.60. The obtained calculated F-value is below the table value. It reveals that there is no significant effect of Parental Involvement on the Vocational Preference in Secondary School Students of Kerala in selecting medical career.

**Discussion**

 From the obtained F ratio for the influence of Parental Involvement on medical field it can be concluded that there is no significant effect exist for the Parental Involvement on vocational preference of their children.

**13. Influence of Parental Involvement on Kerala Secondary School Students' Preference for Police Vocation**

 Effect of Parental Involvement of the Vocational Preference of Secondary School students of Kerala in selecting *Police Services*. The data obtained for finding out whether there exists any significant effect of Parental Involvement on Vocational Preference in selecting the occupation of Police Services for Secondary School Students of Kerala was subjected to analysis using ANOVA. Result obtained is presented in Table No:18.

TABLE 18

**Summary of ANOVA for the effect of**

**Parental Involvement for Secondary Schools Students**

**With Police Services as their Vocational Preference**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Source of Variation | df | MSS | F | p-value |
| Between treatment  | 3 | 0.265388 | 0.11017 | 0.954249 |
| Within treatment | 676 | 2.412238 |

 It is found that the mean sum of squares between the treatment and within the treatment is 0.265388 and 2.412238respectively. F ratio estimated with degrees of freedom 3 (Between treatment) 676 (within treatment) was 0.110017. The corresponding table value of F (3,676) at 5% level of significance is 2.60. The obtained calculated F-value is below the table value. It reveals that there is no significant effect of Parental Involvement on the Vocational Preference in Secondary School Students of Kerala in Selecting Police Services.

**Discussion**

 From the obtained F ratio for the influence of Parental Involvement on Police service it can be concluded that there is no significant effect exist for the Parental Involvement on vocational preference of their children.

**14. Influence of Parental Involvement on Kerala Secondary School Students' Preference for Political work/Social work Vocation**

 Effect of Parental Involvement of the Vocational Preference of Secondary School students of Kerala in selecting *Political and Social field*. The data obtained for finding out whether there exists any significant effect of Parental Involvement on Vocational Preference in selecting the occupation of Political and social services for Secondary School Students of Kerala was subjected to analysis using ANOVA. Result obtained is presented in Table No:19.

TABLE 19

**Summary of ANOVA for the effect of**

**Parental Involvement for Secondary Schools Students**

**With Political and Social services as their Vocational Preference**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Source of Variation | df | MS | F | p-value |
| Between treatment  | 3 | 2.014294 | 0.988327 | 0.397727 |
| Within treatment | 676 | 2.038085 |

 It is found that the mean sum of squares between the treatment and within the treatment is 2.014294 and 2.038085 respectively. F-ratio estimated with degrees of freedom 3 (Between treatment) 676 (within treatment) was 0.988327. The corresponding table value of F (3,676) at 5% level of significance is 2.60. The obtained calculated F-value is below the table value. It reveals that there is no significant effect of Parental Involvement on the Vocational Preference in Secondary School Students of Kerala in Selecting Political and Social Services.

**Discussion**

 From the obtained F ratio for the influence of Parental Involvement on Political and Social Services. It can be concluded that there is no significant effect exist for the Parental Involvement on vocational preference of their children.

**15. Influence of Parental Involvement on Kerala Secondary School Students' Preference for Print/Electric Media Vocation**

 Effect of Parental Involvement of the Vocational Preference of Secondary School students of Kerala in selecting *Print Media*. The data obtained for finding out whether there exists any significant effect of Parental Involvement on Vocational Preference in selecting the occupation of mechanical or technical for Secondary School Students of Kerala was subjected to analysis using ANOVA. Result obtained is presented in Table No:20.

TABLE 20

**Summary of ANOVA for the effect**

**Of Parental Involvement for Secondary Schools**

**Students with Print Media as their Vocational Preference**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Source of Variation | df | MSS | F | p-value |
| Between treatment  | 3 | 0.373385 | 0.240425 | 0.868154 |
| Within treatment | 676 | 1.553022 |

 It is found that the mean sum of squares between the treatment and within the treatment is 0.37385 and 1.553022 respectively. F ratio estimated with degrees of freedom 3 (Between treatment) 676 (within treatment) was 0.240425 The corresponding table value of F (3,676) at 5% level of significance is 2.60. The obtained calculated F-value is below the table value. It reveals that there is no significant effect of Parental Involvement on the Vocational Preference in Secondary School Students of Kerala in Selecting Print Media.

**Discussion**

 From the obtained F ratio for the influence of Parental Involvement on Print media it can be concluded that there is no significant effect exist for the Parental Involvement on vocational preference of their children.

**16. Influence of Parental Involvement on Kerala Secondary School Students' Preference for Religious/Spiritual Vocation**

 Effect of Parental Involvement of the Vocational Preference of Secondary School students of Kerala in selecting *Religious and spiritual occupation*. The data obtained for finding out whether there exists any significant effect of Parental Involvement on Vocational Preference in selecting the occupation of religious and spiritual, for Secondary School Students of Kerala was subjected to analysis using ANOVA. Result obtained is presented in Table No:21

TABLE 21

**Summary of ANOVA for the effect of**

**Parental Involvement for Secondary Schools Students**

**With Spiritual and Services as their Vocational Preference**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Source of Variation | df | MSS | F | p-value |
| Between treatment  | 3 | 2.093065 | 1.149106 | 0.328482 |
| Within treatment | 676 | 1.821472 |

 It is found that the mean sum of squares between the treatment and within the treatment is 2.093065 and 1.821472 respectively. F ratio estimated with degrees of freedom 3 (Between treatment) 676 (within treatment) was 1.149106. The corresponding table value of F (3,676) at 5% level of significance is 2.60. The obtained calculated F-value is below the table value. It reveals that there is no significant effect of Parental Involvement on the Vocational Preference in Secondary School Students of Kerala in Selecting religious and Spiritual services.

**Discussion**

 From the obtained F ratio for the influence of Parental Involvement on religious and spiritual it can be concluded that there is no significant effect exist for the Parental Involvement on vocational preference of their children.

**17. Influence of Parental Involvement on Kerala Secondary School Students' Preference for Scientific Vocation**

 Effect of Parental Involvement of the Vocational Preference of Secondary School students of Kerala in selecting *scientific occupation*. The data obtained for finding out whether there exists any significant effect of Parental Involvement on Vocational Preference in selecting the occupation of scientific occupation for Secondary School Students of Kerala was subjected to analysis using ANOVA. Result obtained is presented in Table No:22

TABLE 22

**Summary of ANOVA for the effect of**

 **Parental Involvement for Secondary Schools**

**Students with Scientific as their Vocational Preference**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Source of Variation | df | MSS | F | p-value |
| Between treatment  | 3 | 1.245387 | 0.669132 | 0.571182 |
| Within treatment | 676 | 1.861198 |

 It is found that the mean sum of squares between the treatment and within the treatment is 1.243387 and 1.861198 respectively. F ratio estimated with degrees of freedom 3 (Between treatment) 676 (within treatment) was 0.571182. The corresponding table value of F (3,676) at 5% level of significance is 2.60. The obtained calculated F-value is below the table value It reveals that there is no significant effect of Parental Involvement on the Vocational Preference in Secondary School Students of Kerala in Selecting Scientific occupation .

**Discussion**

 From the obtained F ratio for the influence of Parental Involvement on Scientific Occupation it can be concluded that there is no significant effect exist for the Parental Involvement on vocational preference of their children.

**18. Influence of Parental Involvement on Kerala Secondary School Students' Preference for Clerical occupation Vocation**

 Effect of parental involvement on vocational preference of Secondary School students of Kerala in selecting *Clerical occupation*. The data obtained for finding out whether there exists any significant effect of parental involvement on vocational preference in selecting the clerical occupation for Secondary School students of Kerala was subjected to analysis using ANOVA. Result obtained is presented by Table No:23

TABLE 23

**Summary of ANOVA for the effect**

 **of Parental Involvement for Secondary Schools**

**Students with Clerical as their vocational preference**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Source of Variation | df | MSS | F | p-value |
| Between treatment  | 3 | 0.443102 | 0.250938 | 0.860684 |
| Within treatment | 676 | 1.765783 |

 It is found that the mean sum of squares between the treatment and within the treatment is 0.443102 and 1.765783 respectively. F ratio estimated with degrees of freedom 3 (Between treatment) 676 (within treatment) was 0.250938. The corresponding table value of F (3,676) at 5% level of significance is 2.60. The obtained calculated F-value is below the table value. It reveals that there is no significant effect of Parental Involvement on the Vocational Preference in Secondary School Students of Kerala in Selecting Clerical occupation.

**Discussion**

 From the obtained F ratio for the influence of Parental Involvement on Clerical Occupation, it can be concluded that there is no significant exist for the Parental Involvement on vocational preference of their children.

**19. Influence of Parental Involvement on Kerala Secondary School Students' Preference for Service Vocation**

 Effect of parental involvement on vocational preference of Secondary School students of Kerala in selecting *Service* sector. The data obtained for finding out whether there exists any significant effect of parental involvement on vocational preference in selecting the service sector for Secondary School students of Kerala was subjected to analysis using ANOVA. Result obtained is presented by Table No:24

TABLE 24

**Summary of ANOVA for the effect of**

**Parental Involvement for Secondary Schools**

**Students with Service as their vocational preference**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Source of Variation | Df | MSS | F | p-value |
| Between treatment  | 3 | 1.493051 | 0.855608 | 0.463862 |
| Within treatment | 676 | 1.745019 |

 It is found that the mean sum of squares between the treatment and within the treatment is 1.493051 and 1.745019 respectively. F ratio estimated with degrees of freedom 3 (Between treatment) 676 (within treatment) was 0.250938. The corresponding table value of F (3,676) at 5% level of significance is 2.60. The obtained calculated F-value is below the table value. It reveals that there is no significant effect of Parental Involvement on the Vocational Preference in Secondary School Students of Kerala in Selecting Service Sector.

**Discussion**

 From the obtained F ratio for the influence of Parental Involvement on Service Sector, it can be concluded that there is no significant effect exist for the Parental Involvement on vocational preference of their children.

**20. Influence of Parental Involvement on Kerala Secondary School Students' Preference for Sports / Games Vocation**

 Effect of parental involvement on vocational preference of Secondary School students of Kerala in selecting *Sports and Games* occupation. The data obtained for finding out whether there exists any significant effect of parental involvement on vocational preference in selecting the sports and games for Secondary School students of Kerala was subjected to analysis using ANOVA. Result obtained is presented by Table No:25

TABLE 25

**Summary of ANOVA for the effect of**

**Parental Involvement for Secondary Schools**

**Students with Sports / Games as their vocational preference**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Source of Variation | df | MSS | F | p-value |
| Between treatment  | 3 | 3.110093 | 1.469997 | 0.221486 |
| Within treatment | 676 | 2.115714 |

 It is found that the mean sum of squares between the treatment and within the treatment is 3.110093 and 2.115714 respectively. F ratio estimated with degrees of freedom 3 (Between treatment) 676 (within treatment) was 1.469997. The obtained value is below the table value. It reveals that there is no significant effect of Parental Involvement on the Vocational Preference in Secondary School Students of Kerala in Selecting sports and games.

**Discussion**

 From the obtained F ratio for the influence of Parental Involvement on sports and games, it can be concluded that there is no significant exist for the Parental Involvement on vocational preference of their children.

**21. Influence of Parental Involvement on Kerala Secondary School Students' Preference for Teaching Vocation**

 Effect of parental involvement on vocational preference of Secondary School students of Kerala in selecting *Teacher* occupation. The data obtained for finding out whether there exists any significant effect of parental involvement on vocational preference in selecting the teaching for Secondary School students of Kerala was subjected to analysis using ANOVA. Result obtained is presented by Table No:26

TABLE 26

**Summary of ANOVA for the effect of**

**Parental Involvement for Secondary Schools**

 **Students with Teaching as their vocational preference**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Source of Variation | df | MSS | F | p-value |
| Between treatment  | 3 | 0.58092 | 0.341886 | 0.795048 |
| Within treatment | 676 | 1.699162 |

 It is found that the mean sum of squares between the treatment and within the treatment is 0.58092 and 1.699162 respectively. F-ratio estimated with degrees of freedom 3 (Between treatment) 676 (within treatment) was 0.341886. The corresponding table value of F (3,676) at 5% level of significance is 2.60. The obtained calculated F-value is below the table value. It reveals that there is no significant effect of Parental Involvement on the Vocational Preference in Secondary School Students of Kerala in Selecting Teaching occupation.

**Discussion**

 From the obtained F ratio for the influence of Parental Involvement on teaching, it can be concluded that there is no significant exist for the Parental Involvement on vocational preference of their children.

**22. Influence of Parental Involvement on Kerala Secondary School Students' Preference for Traditional-Semi-Unskilled Vocation**

 Effect of parental involvement on vocational preference of Secondary School students of Kerala in selecting *Traditional – Semi-Unskilled*. The data obtained for finding out whether there exists any significant effect of parental involvement on vocational preference in selecting the Traditional – Semi-Unskilled for Secondary School students of Kerala was subjected to analysis using ANOVA. Result obtained is presented by Table No:27

TABLE 27

**Summary of ANOVA for the effect of**

**Parental Involvement for Secondary Schools Students**

**with Traditional – Semi-Unskilled as their vocational preference**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Source of Variation | Df | MSS | F | p-value |
| Between treatment  | 3 | 0.1479996 | 0.296982 | 0.827595 |
| Within treatment | 676 | 1.616248 |

 It is found that the mean sum of squares score between the treatment and within the treatment is 0.1479996 and 1.616248 respectively. F ratio estimated with degrees of freedom 3 (Between treatment) 676 (within treatment) was 0.296982. The corresponding table value of F (3,676) at 5% level of significance is 2.60. The obtained calculated F-value is below the table value. It reveals that there is no significant effect of Parental Involvement on the Vocational Preference in Secondary School Students of Kerala in Selecting Traditional – Semi-Unskilled.

**Discussion**

 From the obtained F ratio for the influence of Parental Involvement on engineering, it can be concluded that there is no significant exist for the Parental Involvement on vocational preference of their children.

**23. Influence of Parental Involvement on Kerala Secondary School Students' Preference for Traditional-Skilled Vocation**

 Effect of parental involvement on vocational preference of Secondary School students of Kerala in selecting *Traditional - Skilled*. The data obtained for finding out whether there exists any significant effect of parental involvement on vocational preference in selecting the Traditional - Skilled for Secondary School students of Kerala was subjected to analysis using ANOVA. Result obtained is presented by Table No:28

TABLE 28

**Summary of ANOVA for the effect of**

 **Parental Involvement for Secondary Schools Students**

**with Traditional - Skilled as their vocational preference**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Source of Variation | Df | MSS | F | p-value |
| Between treatment  | 3 | 4.297598 | 2.236246 | 0.082806 |
| Within treatment | 676 | 1.921791 |

 It is found that the mean sum of squares between the treatment and within the treatment is 4.004727 and 1.887446 respectively. F ratio estimated with degrees of freedom 3 (Between treatment) 676 (within treatment) was 2.12177. The corresponding table value of F (3,676) at 5% level of significance is 2.60. The obtained calculated F-value is below the table value. It reveals that there is no significant effect of Parental Involvement on the Vocational Preference in Secondary School Students of Kerala in Selecting Traditional - skilled.

**Discussion**

 From the obtained F ratio for the influence of Parental Involvement on Traditional - Skilled, it can be concluded that there is no significant exist for the Parental Involvement on vocational preference of their children.

**24. Influence of Parental Involvement on Kerala Secondary School Students' Preference for Travel/Tourism Vocation**

 Effect of parental involvement on vocational preference of Secondary School students of Kerala in selecting *Travel tourism*. The data obtained for finding out whether there exist any significant effect of parental involvement on vocational preference in selecting the travel and tourism for Secondary School students of Kerala was subjected to analysis using ANOVA. Result obtained is presented by Table No:29

TABLE 29

**Summary of ANOVA for the effect of
Parental Involvement for Secondary Schools Students
with Travel and Tourism as their vocational preference**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Source of Variation | Df | MSS | F | p-value |
| Between treatment  | 3 | 4.297598 | 2.236246 | 0.082806 |
| Within treatment | 676 | 1.921791 |

 It is found that the mean sum of squares between the treatment and within the treatment is 4.004727 and 1.887446 respectively. F ratio estimated with degrees of freedom 3 (Between treatment) 676 (within treatment) was 2.236246. The corresponding table value of F (3,676) at 5% level of significance is 2.60. The obtained calculated F-value is below the table value. It reveals that there is no significant effect of Parental Involvement on the Vocational Preference in Secondary School Students of Kerala in selecting travel and tourism occupation.

**Discussion**

 From the obtained F ratio for the influence of Parental Involvement on travel and tourism, it can be concluded that there is no significant exist for the Parental Involvement on vocational preference of their children.

**II. Influence of certain Socio Economic Variables on Parental Involvement of the Secondary School Students of Kerala**

 To investigate in to the effect of certain variable on Parental Involvement data was analyzed and interpreted. The detailed description of the analysis and results is presented in the following description.

**1. Influence of Gender on Parental Involvement of Secondary School Students of Kerala**

The data obtained for finding out whether any significant effect of Gender on Parental Involvement for Secondary School Students of Kerala. Result obtained is presented in Table No:30

TABLE 30

**Summary of ANOVA for the effect of Gender**

**on Parental Involvement for Secondary School Student of Kerala**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Source | df | MSS | F | p-value |
| Between Treatment | 1 | 0.001683107 | 0.005878 | 0.938910.007 |
| Within Treatment | 677 | 9,28633 |

 It is found that the mean of sum of squares between the treatment and within the treatment are 0.001688 and 0.286338 respectively. F-ratio estimated with degree of freedom (3,677) was 0.00587. The table value is 3.84 at 0.05 significant levels. The obtained value is below the table value. It reveals that there is no significant effect for Gender on parental Involvement of Secondary School students of Kerala.

**2. Influence of Caste on Parental Involvement of Secondary School Students of Kerala.**

The data obtained for finding out whether any significant effect of Caste on Parental Involvement for Secondary School students of Kerala was analyzed using ANOVA. Results obtained are presented in Table No:31

TABLE 31

**Summary of ANOVA for the effect of caste**

 **on Parental Involvement for Secondary School Students of Kerala**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Source | df | MSS | F | p-value |
| Between Treatment | 3 | 0.048369404 | 0.168549642 | 0.917607903 |
| Within Treatment | 677 | 0.286338329 |

It is found that the mean sum of squares between the treatment and within the treatment is 0.048369404 and 0.286338329 respectively. F-ratio estimated with degrees of freedom (3,677) was 0.16854. The table value is 0.84 at 0.05 significant levels. The obtained value is below the table value. It reveals that there is no significant effect of caste on parental Involvement of Secondary School Students of Kerala.

**3. Influence of Education of Father on Parental Involvement of Secondary School Students of Kerala**

 The data obtained for finding out whether any significant effect of education of father on Parental Involvement for Secondary School Students of Kerala was analyzed using ANOVA. Result obtained is presented in Table No:32

TABLE 32

**Summary of ANOVA for the effect of Education of
Father on Parental Involvement for Secondary School of Kerala**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Source | df | MSS | F | p-value |
| Between Treatment | 3 | 0.1083596944 | 0.377944946 | 0.76894027 |
| Within Treatment | 675 | 0.28670761 |

It is found that the mean of sum of squares between the treatment and within the treatment are 0.108359 and 0.286707 respectively. F-ratio estimated with degrees of freedom (3,675) was 0.3779. The table value is 3.84 at 0.05 significant levels. The obtained value is below the table value. It reveals that there is no significant effect of Education of father on Parental Involvement of Secondary School students of Kerala.

**4. Influence of Occupation of Father on Parental Involvement Of Secondary School Student of Kerala**

The data obtained for finding out whether any significant effect of occupation of Father on Parental Involvement for Secondary School Students of Kerala was analyzed using ANOVA. Result obtained in presented in Table No:33

TABLE 33

**Summary of ANOVA for the effect of Occupation of
Father on Parental Involvement for Secondary School Students of Kerala**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Source | df | MSS | F | p-value |
| Between Treatment | 4 | 0.075662166 | 0.263478677 | 0.901398778 |
| Within Treatment | 677 | 0.287166297 |

It is found that the mean of sum of squares between the treatment and within the treatment are 0.075766 and 0.287166 respectively. F-ratio estimated with degrees of freedom (4.676) was 0.263478. The table value is 3.84 at 0.05 significant levels. The obtained value is below the table value. It reveals that there is no significant effect of occupation of father on Parental Involvement of Secondary School Students of Kerala.

**5. Influence of Income on Parental Involvement of Secondary School Students of Kerala**

The data obtained for finding out whether any significant effect of Income on Parental Involvement for Secondary School Students of Kerala was analyzed using ANOVA. Result obtained is presented in Table No:34

TABLE 34

**Summary of ANOVA for the effect of Income on
Parental Involvement for Secondary School Students of Kerala**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Source | df | MSS | F | p-value |
| Between Treatment | 4 | 0.242575228 | 0.847644389 | 0.495252848 |
| Within Treatment | 674 | 0.286175698 |

 It is found that the mean of sum of squares between the treatment and within the treatment are 0.24257 and 0.28617 respectively. F-ratio estimated with degrees of freedom (4.674) was 0.84764. The table value is 3.84 at significant level. The obtained value is below the table value. It reveals that there is no significant effect o Income on Parental Involvement of Secondary School Students of Kerala.

**6. Influence of Education of Mother Parental Involvement of Secondary School Students of Kerala**

 The data obtained for finding out whether any significant effect of Education of Mother on Parental Involvement for Secondary School Students of Kerala was analyzed using ANOVA. Result obtained is presented in Table No:35

TABLE 35

**Summary of ANOVA for the effect of Education of Mother
on Parental Involvement for Secondary School Students of Kerala**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Source of Variation | df | MSS | F | p-value |
| Between Treatment | 2 | 4.38905859 | 5.314685 | 0.005126 |
| Within Treatment | 677 | 0.825836 |

 It is found that the mean of sum of squares between the treatment and within are 4.38905 and 0.82583 respectively. F-ratio estimated with degrees of freedom (3.677) was 5.31468. The table value is 3.84 at 0.05 significant level. The obtained value is above the table value. It reveals that there is significant effect of Education of Mother on Parental Involvement of Secondary School Students of Kerala.

**7. Influence of Occupation of Mother on Parental Involvement of Secondary School Student of Kerala**

 The data obtained for finding out whether any significant effect of Occupation of Mother on Parental Involvement for Secondary School Students of Kerala was analyzed using ANOVA. Results obtained are presented in Table No: 36

TABLE 36

**Summary of ANOVA for the effect of Occupation of Mother
on Parental Involvement for Secondary School Students of Kerala**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Source of Variation | df | MSS | F | p-value |
| Between Treatment | 1 | 0.078684 | 0.274903059 | 0.60023 |
| Within Treatment | 677 | 0.0786224574 |

 It is found that the mean of sum of square between the treatment and within treatment are 0.07868 and 0.28622. F-ratio estimated with degree of freedom (1,677) was 0.27490. The table value is 3.84 at 0.05 significant levels. It reveals that there is no significant effect of occupation of Mother on Parental Involvement of Secondary School Students of Kerala.

**8. Influence of Economic Status of Parental Involvement of Secondary School Students of Kerala**

 The data obtained for finding out whether any significant effect of Poverty status on Parental Involvement for Secondary School Students of Kerala was analyzed using ANOVA. Result obtained is presented in Table No: 37.

TABLE 37

**Summary of ANOVA for the effect of Economic
Status on Parental Involvement for Secondary School Students of Kerala**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Source of Variation | df | MSS | F | p-value |
| Between Treatment | 2 | 45.31139374 | 3.022455 | 0.049339 |
| Within Treatment | 677 | 14.99159 |

It is found that the mean of sum of squares between the treatment and within treatment are 45.31139 and 14.99159 respectively. F-ratio estimated with degrees of freedom (2,677) was 3.022455. The table value is 3.84 at 0.05 significant level. The obtained value is below the table value. It reveals that there is no significant effect of Economic status on Parental Involvement of Secondary School Students of Kerala.

**Discussion**

 From the above analysis of Socio economic factors on present Involvement on Secondary School Students of Kerala it is found that the gender, caste, education of father, occupation of father, occupation of mother poverty have no significant effect on parental involvement. Education of mother has significant effect.

**MAJOR FINDINGS**

Analysis made by the investigator to accomplish the objectives of the present study leads the investigator to derive at various findings. The major findings of the study presented here.

**I. Parental Involvement on Vocational Preference of Secondary School Students of Kerala**

**1.** **Influence of Parental Involvement on Secondary School Students' Preference for Accounting as their Vocation.**

As the tabled value at 0.05 significant level is 2.60 and the obtained value is below the tabled value. It is found that there is not significant effect of Parental Involvement on the Vocational Preference of Secondary School Students of Kerala in Selecting Accounting as their vocation.

**2. Influence of Parental Involvement on Kerala Secondary School Students' Preference for Agriculture as their Vocation.**

 As the tabled value at 0.05 significant levels is 2.60 and the obtained value is below the tabled value it is found that there is no significant effect of Parental Involvement on the Vocational Preference of Secondary School Students of Kerala in selecting Agriculture as their vocation.

**3. Influence of Parental Involvement on Kerala Secondary School Students' Preference for Banking/Insurance as their Vocation**

 As the tabled value at 0.05 significant level is 2.60 and the obtained value is below the tabled value it is found that there is no significant effect of Parental Involvement on the Vocational Preference of Secondary School Students of Kerala in selecting Banking/Insurance as their vocation.

**4. Influence of Parental Involvement on Kerala Secondary School Students' Preference for Civil Service as their Vocation.**

As the table value at 0.05 significant levels is 2.60 and the obtained value is below the table value it is found that there is no significant effect of Parental Involvement on the Vocational Preference of Secondary School Students of Kerala in selecting Civil Service as their vocation.

**5. Influence of Parental Involvement on Kerala Secondary School Students' Preference for Computer/IT as their Vocation.**

As the tabled value at 0.05 significant level is 2.60 and the obtained value is below the tabled value it is found that there is no significant effect of Parental Involvement on the Vocational Preference of Secondary School Students of Kerala in selecting Computer/IT as their vocation.

**6. Influence of Parental Involvement on Kerala Secondary School Students' Preference for Defense as their Vocation.**

As the tabled value at 0.05 significant level is 2.60 and the obtained value is below the tabled value it is found that there is no significant effect of Parental Involvement on the Vocational Preference of Secondary School Students of Kerala in selecting Defense as their vocation.

**7. Influence of Parental Involvement on Kerala Secondary School Students' Preference for Engineering as their Vocation.**

As the tabled value at 0.05 significant level is 2.60 and the obtained value is below the tabled value it is found that there is no significant effect of Parental Involvement on the Vocational Preference of Secondary School Students of Kerala in selecting Engineering as their vocation.

**8. Influence of Parental Involvement on Kerala Secondary School Students' Preference for Fine arts/Literature as their Vocation.**

 As the tabled value at 0.05 significant levels is 2.60 and the obtained value is above the tabled value it is found that there is significant effect of Parental Involvement on the Vocational Preference of Secondary School Students of Kerala in selecting Fine arts/Literature as their vocation.

**9. Influence of Parental Involvement on Kerala Secondary School Students' Preference for Law/Judiciary as their Vocation.**

As the tabled value at 0.05 significant level is 2.60 and the obtained value is below the tabled value it is found that there is no significant effect of Parental Involvement on the Vocational Preference of Secondary School Students of Kerala in selecting Law/Judiciary as their vocation.

**10. Influence of Parental Involvement on Kerala Secondary School Students' Preference for Business/Marketing as the Vocation.**

 As the tabled value at 0.05 significant level is 2.60 and the obtained value is below the tabled value it is found that there is no significant effect of Parental Involvement on the Vocational Preference of Secondary School Students of Kerala in selecting Business/Marketing as their vocation.

**11. Influence of Parental Involvement on Kerala Secondary School Students' Preference for Mechanical/Technical as their Vocation.**

As the tabled value at 0.05 significant level is 2.60 and the obtained value is below the tabled value it is found that there is no significant effect of Parental Involvement on the Vocational Preference of Secondary School Students of Kerala in selecting Mechanical/Technical as their vocation.

**12. Influence of Parental Involvement on Kerala Secondary School Students' Preference for Medical as their Vocation.**

 As the tabled value at 0.05 significant levels is 2.60 and the obtained value is below the tabled value it is found that there is no significant effect of Parental Involvement on the Vocational Preference of Secondary School Students of Kerala in selecting Medical as their vocation.

**13. Influence of Parental Involvement on Kerala Secondary School Students' Preference for Police as their Vocation.**

As the tabled value at 0.05 significant level is 2.60 and the obtained value is below the tabled value it is found that there is no significant effect of Parental Involvement on the Vocational Preference of Secondary School Students of Kerala in selecting Police as their vocation.

**14. Influence of Parental Involvement on Kerala Secondary School Students' Preference for Political work/Social work as their Vocation.**

As the tabled value at 0.05 significant level is 2.60 and the obtained value is below the tabled value it is found that there is no significant effect of Parental Involvement on the Vocational Preference of Secondary School Students of Kerala in selecting Political work/Social work as their vocation.

**15. Influence of Parental Involvement on Kerala Secondary School Students' Preference for Print/Electric Media as their Vocation.**

As the tabled value at 0.05 significant level is 2.60 and the obtained value is below the tabled value it is found that there is no significant effect of Parental Involvement on the Vocational Preference of Secondary School Students of Kerala in selecting Print/Electric as their vocation.

**16. Influence of Parental Involvement on Kerala Secondary School Students' Preference for Religious/Spiritual as their Vocation.**

 As the tabled value at 0.05 significant level is 2.60 and the obtained value is below the tabled value it is found that there is no significant effect of Parental Involvement on the Vocational Preference of Secondary School Students of Kerala in selecting Religious/Spiritual as their vocation.

**17. Influence of Parental Involvement on Kerala Secondary School Students' Preference for Scientific as their Vocation.**

As the tabled value at 0.05 significant level is 2.60 and the obtained value is below the tabled value it is found that there is no significant effect of Parental Involvement on the Vocational Preference of Secondary School Students of Kerala in selecting Scientific as their vocation.

**18. Influence of Parental Involvement on Kerala Secondary School Students' Preference for Clerical occupation as their Vocation.**

As the tabled value at 0.05 significant level is 2.60 and the obtained value is below the tabled value it is found that there is no significant effect of Parental Involvement on the Vocational Preference of Secondary School Students of Kerala in selecting Clerical occupation as their vocation.

**19. Influence of Parental Involvement on Kerala Secondary School Students' Preference for Service as their Vocation.**

 As the tabled value at 0.05 significant level is 2.60 and the obtained value is below the tabled value it is found that there is no significant effect of Parental Involvement on the Vocational Preference of Secondary School Students of Kerala in selecting Service as their vocation.

**20. Influence of Parental Involvement on Kerala Secondary School Students' Preference for Sports/Games as their Vocation.**

 As the tabled value at 0.05 significant level is 2.60 and the obtained value is below the tabled value it is found that there is no significant effect of Parental Involvement on the Vocational Preference of Secondary School Students of Kerala in selecting Sports/Games as their vocation.

**21. Influence of Parental Involvement on Kerala Secondary School Students' Preference for Teaching as their Vocation.**

 As the tabled value at 0.05 significant level is 2.60 and the obtained value is below the tabled value it is found that there is no significant effect of Parental Involvement on the Vocational Preference of Secondary School Students of Kerala in selecting Teaching as their vocation.

**22. Influence of Parental Involvement on Kerala Secondary School Students' Preference for Tradition-Semi-Unskilled as their Vocation.**

 As the tabled value at 0.05 significant level is 2.60 and the obtained value is below the tabled value it is found that there is no significant effect of Parental Involvement on the Vocational Preference of Secondary School Students of Kerala in selecting Semi Unskilled as their vocation.

**23. Influence of Parental Involvement on Kerala Secondary School Students' Preference for Traditional-skilled as their Vocation.**

As the tabled value at 0.05 significant level is 2.60 and the obtained value is below the tabled value it is found that there is no significant effect of Parental Involvement on the Vocational Preference of Secondary School Students of Kerala in selecting Traditional-skilled as their vocation.

**24. Influence of Parental Involvement on Kerala Secondary School Students' Preference for Travel/Tourism as their Vocation.**

As the tabled value at 0.05 significant level is 2.60 and the obtained value is above the table value. It is found that there is no significant effect of Parental Involvement on the Vocational Preference of Secondary School Students of Kerala in selecting Travel/Tourism as their vocation.

**II. Influence of certain Socio Economic variables on Parental Involvement of the Secondary School Students of Kerala.**

**1. Influence of Gender or Parental Involvement of Secondary School Students of Kerala**

As the tabled value at 0.05 significant levels is 3.84 and the obtained value is below the tabled value, it is found that there is no significant effect of Gender on Parental Involvement of Secondary School students of Kerala.

**2. Influence of Caste of Parental Involvement on Secondary School Students of Kerala**

As the tabled value at 0.05 significant levels is 3.84 and the obtained value is below the tabled value, it is found that there is no significant effect of Gender on Parental Involvement of Secondary School students of Kerala.

**3. Influence of Education of father of Parental Involvement on Secondary School Students of Kerala**

As the tabled value at 0.05 significant levels is 3.84 and the obtained value is below the tabled value, it is found that there is no significant effect of Education of father on Parental Involvement of Secondary School students of Kerala.

**4. Influence of Occupation of father of Parental Involvement on Secondary School Students of Kerala**

As the tabled value at 0.05 significant levels is 3.84 and the obtained value is below the tabled value, it is found that there is no significant effect of Occupation of father on Parental Involvement of Secondary School students of Kerala.

**5. Influence of Income of Parental Involvement on Secondary School Students of Kerala**

As the tabled value at 0.05 significant levels is 3.84 and the obtained value is below the tabled value, it is found that there is no significant effect of Income on Parental Involvement of Secondary School students of Kerala.

**6. Influence of Education of mother of Parental Involvement on Secondary School Students of Kerala**

As the tabled value at 0.05 significant levels is 3.84 and the obtained value is above the tabled value, it is found that there is significant effect of Education of mother on Parental Involvement of Secondary School students of Kerala.

**7. Influence of Occupation of mother of Parental Involvement on Secondary School Students of Kerala**

As the tabled value at 0.05 significant levels is 3.84 and the obtained value is below the tabled value, it is found that there is no significant effect of Occupation of mother on Parental Involvement of Secondary School students of Kerala.

**8. Influence of Economic status of Parental Involvement on Secondary School Students of Kerala**

As the tabled value at 0.05 significant levels is 3.84 and the obtained value is below the tabled value, it is found that there is no significant effect of Economic status on Parental Involvement of Secondary School students of Kerala.

**TENABILITY OF HYPOTHESIS**

 The investigator put the hypothesis that there exists a statically significant influence of Parental Involvement on Vocational preference of secondary school students of Kerala. On the basis of the analysis of the obtained data it can be revealed that out of the twenty four vocations preferred by the students, only two have significant parental influence on their preference. Thus the hypothesis laid down by the investigator is not true as per the investigation.

**CHAPTER V**

**SUMMARY, CONCLUSION AND SUGGESTIONS**

* **Study in Retrospect**
* **Objectives of the study**
* **Methodology**
* **Findings and conclusions**
* **Educational implications**
* **Suggestions for further research**

**SUMMARY, CONCLUSION AND SUGGESTIONS**

This chapter provides an overview of the study, the procedure adopted in the study, major findings, conclusions, educational implications and suggestions for further research in the area.

**STUDY IN RETROSPECT**

**Restatement of the Problem**

 The study was entitled as Influence of parental Involvement on Vocational Preference of Secondary School Students of Kerala.

**Variables**

 The two important variables under observation in this study were Parental Involvement and Vocational Preference. Both are Properties where by the members of the group (Keralites) differ from one another. The students differ from one another as the parents differ from one another. Both these variables have some relation positive or negative.

 Vocational preference is treated as the dependent variable and Parental Involvement as the independent variable. The sample is categorized on the basis of certain criterion variables.

**OBJECTIVES OF THE STUDY**

 The study had the following objectives

1. To investigate into the influence of parental involvement on the vocational preference of secondary school students of Kerala.

2. To find out the influence of certain socio-economic variables on the parental involvement of secondary school students of Kerala.

 Gender

Caste

 Education of father

Occupation of father

Education of mother

Occupation of mother

Economic status of the family

**METHODOLOGY**

**(a) Sample**

 The sample selected for the present study was selected the students of ninth standard of deferent secondary schools of Kerala. The sample was selected proportionately using stratified sampling technique keeping different strata based on locality, nature of management, gender and socio economic status. Every sector was given due representation. Both rural and urban schools were selected. Even Secondary range and costal representation were given. A total of 700 students of 13 schools were selected

**(b) Tool used**

 To collect data on Parental Involvement, ‘Parental Involvement Scale’ developed by the investigator together with her supervising teacher was used. In addition that the investigator adopted another tool developed by Mr. Shajimon P.K. and Dr. Abdul Gafoor, K. with slight modification for collecting data on vocational preference.

**(c) Statistical Techniques used**

Statistical techniques used for the analysis was One-way analysis of variance. Since the software was available the analysis was done using computer.

**FINDINGS AND CONCLUSION**

Every study reaches at some scientific conclusions which differ from mysticism, belief and dogma. Or in other words, the studies are conducted for results or conditions to prove the hypothesis, positive or null.

 The present study was based on a positive hypothesis that influences the students in their career preferences. If the investigator prepared and used 122 questions comprising some important aspects of parental involvement inventory, like emotional support, expectations and aspirations, healthcare communication, encouragement, discipline dealing with friends, influence in career planning, family career opportunity, ambition setting and so on. In addition to this two other aspects also enquired. That is demographical and economic status of the family. The students were given opportunity to write their preferences from the 24 vocations. The study started with the preliminary analysis of data. At the beginning the central tendencies, skewness, kurtosis, variance, range, lower and upper quartiles were computed for the main variable that is vocational preference. The investigator presented the result through different tables. The whole category of 24 careers were divided into finance, accounting, engineering, medical, fine arts, literature, administration, clerical work, police, security, services, Skilled /Unskilled traditional sectors and so on.

 The study showed the following facts.

1. Parents have no influence on their children in their career preference of finance and accounting branches like Banking, insurance, accounting, marketing, advertising, trade and business. The students showed their preference for these careers but while the datas where analyzed. It is proved that parents play no role in the vocational preference of their children as far as the above careers are concerned.
2. With regard to IT and engineering with its branches the study proved that parents do not influence their children in their vocational preference for it.
3. The same was the result with regard to law or judiciary, civil service, secretarial and supporting staff careers. The study showed that the parents have least involvement in the vocational preference of their children in their selection of above mentioned careers.
4. The study proved that the students prefer vocations the fields like police, defense, sports/games, services, teaching, agriculture with out involvement of their parents in it.
5. The other vocational fields like political / social, religion / spiritual were also preferred by the students with out any involvement of the parents in their preference.
6. The study showed that the students prefer medical, scientific careers as their own choice and with out any parental involvement.
7. It is found that even the traditional skilled, semi skilled and unskilled vocations were selected by the students with out their parental involvement in it.
8. After the study the investigator reached the conclusion that the vocational fields like Media (print and electronics), teaching are preferred by the students with out parental involvement in it.
9. At the same time it is found that the parents have involvement in the students’ preference for fine arts and literature as their vocations. From the above 24 vocations the study very clearly proved that the only two vocations which are preferred by the students as per their parental involvement are fine arts / literature.

 After the study the investigator conclude that gender, caste, occupation and economic status of the parents and education of father have no influence on parental involvement in Kerala secondary school students’ preferences. No doubt it is an unexpected line of our belief. It is on expected lines the study reached the conclusion that there is significant effect of education of mother on parental involvement of secondary school students of Kerala.

 In short, against the age old belief of existence of parental involvement in vocational preference of students it is proved beyond doubts that most of the careers were preferred by the students with out involvement of their parents, except one which is none other than fine arts / literature field.

**EDUCATIONAL IMPLICATION**

 Any assessment of educational system in general and career trends and parental involvement in it has to first take into account the outstanding success of education in Kerala in achieving near total literacy, universal enrolment of children at the primary level, rapid decline in the number of drop outs and availability of education institution in the immediate neighborhood of most house holds in urban and rural regions and even remote hilly areas.

 In spite of these achievement received acclaim in India and abroad so much so that parallels have been drown with developed western countries and with eastern countries like China, there is lack of higher educational institutions, quality education and employment.

 The liberalization, privatization and globalization which crystallized in the recent past and the incentives provided by the job markets that opened up in cylicon vallies as well as inside Kerala has constituted an important factor in setting career trends among students and influence of parents on it.

 In such a very complicated socio educational scenario of Kerala to determine the very specific educational implication of a minor study like this is very difficult. At the same time it is well known that every educational research has its own educational value. So a scientific enquiry in to nature of parental involvement in vocational preference has educational value, as it is a part of educational framework and social value as it is a part of social web.

 As the educational system of a country is designed by proper planning and scientific investigations conducted well in advance a study about the parental involvement in vocational preference of students can help educational policy makers of the country in determining their order of preference.

Through this study the investigator made an attempt to study the effect of parental influence on vocational preference of secondary school students of Kerala. The investigator revealed that there is no significant influence of parental involvement on the vocational preference. It has the crucial implication that the career guidance programme that prevalent in the state has deep rooted into every students rather than imbibing the will and wish of their parents. This emphasizes to make the governmental and non-governmental effort of career programmes effective and full proof.

 The study indirectly indicates that there are some other factors that have strong influence on the vocational preference. Though the study does not make an effort to pinpoint them probably the exposure to career sphere through media may be one strong factor. There fore the way in which the media exposure should be defined or rather redefined.

 The study also showers light on the need for reforming and reshaping the parenting.

 There is an urgent need to vitalize the career guidance programme at school because the study made it revealed that the first and foremost agency of education - home and parental role is less. There fore teachers and school should fill this lacuna if exist and guide them in the Wright path.

**SUGGESTIONS FOR FURTHER RESEARCH**

 The present investigation is only a humble effort to find out whether Parental Involvement acts as a potential factor in the vocational preference of Secondary Students of Kerala. Attempt was also made to find out the influence of certain socio-economic variables on the Parental Involvement for the same sample.

The present investigation made it clear that Parental Involvement act as a potential factor only for one vocation out of the 24 different vocations.

Various studies can be conducted considering the present investigation as a base. Some of the suggestions are the following.

1. A study can be conducted to know the effect of certain other variables on vocational preference of the Secondary School Students.
2. A critical study can be conducted on the role of different guidance programmes prevailing in the state on the vocational preference of the secondary school students.
3. The same study can be conducted categorizing the total sample based on the community categorization.
4. A study can be conducted to find out the interaction effect of Parental Involvement and each Socio-economic variable used in the present study on vocational preference.
5. A study can be conducted keep in mind the sociological relevance the effect of ‘exposure to media’ on vocational preference.
6. A study can be conducted to trace out the various specific factors that affect girls students in forming their vocational preference.

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**APPENDIX I.A**

**FAROOK TRAINING COLLEGE**

**PARENTAL INVOLVEMENT INVENTORY**

**(DRAFT)**

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**Instructions**

 This questionnaire is intended to know how far your parents are involved in framing your Vocational Preference. For each and every question you need to mark the answers related to you with regard to your father and mother. You have to put tick mark against the question number below the columns specified for father and mother in the given answer sheet. The answer or the information you furnishes will only be used completely for research purpose.

1. My parents used to see my homework.
2. My parents used to compel me to read educational supplements.
3. My Father/Mother used to point out and advise me if he happens to see my wrong deeds in school and home.
4. My parents decide who I will be in future.
5. I have taken a decision based on the advice of my parents that I should make my family's position safe after obtaining a good job.
6. My Parents have decided that I will undergo my higher studies in a first grade college.
7. My Father/Mother used to remind me that I should join Engineering Course for getting a good job.
8. Advice of my parents to me is to complete my education so as to obtain any job and to bring income to my family.
9. My parents do not at all encourage me to select professional courses.
10. My parents inspire me to dream of higher education.
11. My Parents believe that my educational standard will never improve since they do not have even xth standard education.
12. My Parents belong to the first generation of my family which aspires to have higher education.
13. My parents used to advice me to attain the standards of those who had good jobs pointing out their examples.
14. I have decided to research on the advice of my parents
15. My parents have taught me that civil service is the noblest of all jobs.
16. My father/mother is not ready to send me to far away place for higher studies.
17. My parents used to advise me to pursue studies in Economics.
18. My father/mother is of opinion that girls’ students need not study more.
19. My attention was drawn to audio visual's field by my parents.
20. My parents used to tell me that there are enough vacancies in service sector.
21. My educational matters are decided jointly by my parents.
22. As in the case of my education, my parents do have clear opinion in my entertainments also.
23. My father/mother used to contact teachers to discuss my higher studies.
24. Parents did not at all take care in my studies.
25. My parents persuade me to attain higher education even though they have no so much education.
26. My parents used to accumulate money for my higher studies even now.
27. My parents used to say that education will be success in life.
28. My parents have clear insight on technical education.
29. All matter in my house will be decided by my father/mother.
30. My parents have influence on my decision to become a scientist.
31. I am given tuition for my higher studies by my Parents.
32. My father/mother is ready to educate me taking loans though they are not financially sound.
33. My Parents have decided that I should take up the job of my father/mother.
34. My Parents have no interest in my joining police service.
35. My parents think that computer course is above all courses.
36. My parents have fixed deposits in bank for my education.
37. My parents do not believe that TV will affect my studies.
38. Father/mother used to advise me regarding my age and all the bad habits of the age.
39. My parents intend to send me to agricultural work.
40. I am given freedom to tell openly before my parents the matters that trouble me.
41. My Father/mother used to persuade me to take membership in the library/sports club in and around of my house.
42. My parents' desire is that I should become a sports star.
43. My parents used to point out the nobility of govt. service.
44. My parents used to attend me carefully during my exam time.
45. It was my parents who taught me nobility of labor.
46. My parents demand to go abroad before higher studies.
47. My father/mother used to abuse me when I score low marks in exam.
48. My Parents are not satisfied with my interference in politics.
49. My father/mother used to oppose my entry in to any entertainment.
50. My Parents do not use TV in our house at the time of exam.
51. Pointing out my friends, my parents used to advise me to attain their educational standards.
52. My parents used to console me in my problems.
53. My parents used to compel me to practice special food process.
54. In the matters of study my parents and my self used to reach in a common decision.
55. My Father/mother used to point out continuously examples of monthly salaried people.
56. My parents are of opinion that students should engage themselves in studies only during their study period.
57. My Father/mother used to examine my study notes.
58. My Parents’ love used to help me in studies.
59. My parents are unaware of the trends in education.
60. Father/mother did not ask anything about my courses.
61. My parents used to compel me that there will be more scope for students studying science subjects.
62. My Parents is still reluctant for nursing profession.
63. My Parents advise me to follow the examples of father/mother.
64. The last word of our house is the decision of my father/mother.
65. My father/mother used to advise me to see regularly the news programmes of channels.
66. My parents did not think of my higher studies due to lack of financial stability.
67. If accidentally the marks I get in examination become reduced my parents used to encourage me to study.
68. My Parents used to discuss about my studies.
69. My parents intent to admit me entrance coaching for higher studies.
70. My Parents used to see cinemas from cinema theatres along with me.
71. My parents will do interfere in my educational progress.
72. My parents are ready to spend for me any amount of money for undergoing medical course.
73. My Parents have common awareness regarding all courses in educational field.
74. My parents used to speak about the new possibilities of humanities subjects.
75. My father/mother is of opinion that I will not be fit for any course which requires skillfulness.
76. My parents desire to make me a coolie.
77. Likings and dislikes of my parents used to influence my opinion.
78. My Parents used to make the Internet facility available.
79. My father/mother used to compel me to join course of clergyman/priest.
80. I will find solution for my tension through my parents.
81. My Parents used to present and discuss my problems in my house.
82. My Parents advise me to be prepared to do any job.
83. My Parents have a system in our house for everything including entertainment.
84. My parents used to contact regularly my teachers.
85. I have decided to become a teacher as per the decisions of my parents.
86. My Parents used to say their opinion after enquiring mine.
87. My father/mother used to calculate my higher studies in cities/towns.
88. My Father/mother has no interest in my studying professional courses.
89. My parents think that I would select professional courses.
90. My Father/mother is of view that I should follow their footsteps.
91. My Parents believe that I will not say any opinion that will hurt others.
92. Opinions of my parents are only right.
93. Parents used to ensure that I read career columns.
94. Parents are careful to buy me competitive journals.
95. Parents used to encourage me to see educative programmes in visual Medias.
96. My model is my father/mother.
97. I used to explain all happenings in class to my father/mother.
98. My parents used to try well to nullify my laziness.
99. I used to discuss my problems with my father/mother.
100. My father/mother used to prepare for the apprenticeship.
101. My parents used to see that I reach the class in correct time.
102. My parents used to advise that teaching profession is noble.
103. My Parents used to evaluate in economic status of the employed and unemployed.
104. According to my parents I alone have to decide my study matters.
105. My Parents used to care my health-condition.
106. Even if I explain my problems in my parents bring no solution.
107. My parents used train me sufficiently for career exam.
108. My parents are of opinion that study tours are of no use.
109. Parents used to evaluate social status of the employed and unemployed.
110. My parents desire to enroll me for TTC course.
111. Parents help me eagerly in my studies when exam approaches.
112. My parents have higher education.
113. My Parents believe that it is a great relief to me to reach home.
114. I used to present all I want to say through father/mother.
115. The entire expenditure of my tuition is born by father/mother.
116. My parents’ opinion is that cinema and drama are time consuming.
117. My parents prefer driver jobs for me.
118. My Parents believe that I have clear aim as to who I will be in future.
119. I have no interest in bringing my parents to my educational institution.
120. My dear friend is my father/mother.
121. My father/mother used to give me strict guidelines for interaction with my friends.
122. My father/mother used to dissuade me in my friendship with my male/female friends.

**APPENDIX I.B**

**FAROOK TRAINING COLLEGE**

**PARENTAL INVOLVEMENT INVENTORY**

**(FINAL)**

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**Instructions**

 This questionnaire is intended to know how far your parents are involved in framing your Vocational Preference. For each and every question you need to mark the answers related to you with regard to your father and mother. You have to put tick mark against the question number below the columns specified for father and mother in the given answer sheet. The answer or the information you furnishes will only be used completely for research purpose.

1. My parents used to see my homework.
2. My parents used to compel me to read educational supplements.
3. My Father/Mother used to point out and advise me if he happens to see my wrong deeds in school and home.
4. I have taken a decision based on the advice of my parents that I should make my family's position safe after obtaining a good job.
5. My Parents have decided that I will undergo my higher studies in a first grade college.
6. Advice of my parents to me is to complete my education so as to obtain any job and to bring income to my family.
7. My parents do not at all encourage me to select professional courses.
8. My parents inspire me to dream of higher education.
9. My Parents belong to the first generation of my family which aspires to have higher education.
10. My parents used to advice me to attain the standards of those who had good jobs pointing out their examples.
11. I have decided to research on the advice of my parents
12. My parents have taught me that civil service is the noblest of all jobs.
13. My parents used to advise me to pursue studies in Economics.
14. My father/mother is of opinion that girls’ students need not study more.
15. My parents used to tell me that there are enough vacancies in service sector.
16. My educational matters are decided jointly by my parents.
17. As in the case of my education, my parents do have clear opinion in my entertainments also.
18. My father/mother used to contact teachers to discuss my higher studies.
19. Parents did not at all take care in my studies.
20. My parents used to accumulate money for my higher studies even now.
21. My parents used to say that education will be success in life.
22. My parents have clear insight on technical education.
23. All matter in my house will be decided by my father/mother.
24. My father/mother is ready to educate me taking loans though they are not financially sound.
25. My parents think that computer course is above all courses.
26. My parents do not believe that TV will affect my studies.
27. Father/mother used to advise me regarding my age and all the bad habits of the age.
28. I am given freedom to tell openly before my parents the matters that trouble me.
29. My Father/mother used to persuade me to take membership in the library/sports club in and around of my house.
30. My parents used to point out the nobility of govt. service.
31. My parents used to attend me carefully during my exam time.
32. It was my parents who taught me nobility of labor.
33. My parents demand to go abroad before higher studies.
34. My Parents are not satisfied with my interference in politics.
35. Pointing out my friends, my parents used to advise me to attain their educational standards.
36. My parents used to console me in my problems.
37. My parents used to compel me to practice special food process.
38. In the matters of study my parents and my self used to reach in a common decision.
39. My Father/mother used to point out continuously examples of monthly salaried people.
40. My parents are of opinion that students should engage themselves in studies only during their study period.
41. My Parents’ love used to help me in studies.
42. My parents are unaware of the trends in education.
43. Father/mother did not ask anything about my courses.
44. My parents used to compel me that there will be more scope for students studying science subjects.
45. My Parents advise me to follow the examples of father/mother.
46. The last word of our house is the decision of my father/mother.
47. My father/mother used to advise me to see regularly the news programmes of channels.
48. My parents did not think of my higher studies due to lack of financial stability.
49. If accidentally the marks I get in examination become reduced my parents used to encourage me to study.
50. My parents will do interfere in my educational progress.
51. My parents are ready to spend for me any amount of money for undergoing medical course.
52. My Parents have common awareness regarding all courses in educational field.
53. My parents used to speak about the new possibilities of humanities subjects.
54. My father/mother is of opinion that I will not be fit for any course which requires skillfulness.
55. My Parents used to make the Internet facility available.
56. I will find solution for my tension through my parents.
57. My Parents used to present and discuss my problems in my house.
58. My Parents have a system in our house for everything including entertainment.
59. My parents used to contact regularly my teachers.
60. My Parents used to say their opinion after enquiring mine.
61. My father/mother used to calculate my higher studies in cities/towns.
62. My Father/mother has no interest in my studying professional courses.
63. My parents think that I would select professional courses.
64. My Father/mother is of view that I should follow their footsteps.
65. Opinions of my parents are only right.
66. Parents used to ensure that I read career columns.
67. Parents are careful to buy me competitive journals.
68. Parents used to encourage me to see educative programmes in visual Medias.
69. My model is my father/mother.
70. I used to explain all happenings in class to my father/mother.
71. My parents used to try well to nullify my laziness.
72. I used to discuss my problems with my father/mother.
73. My parents used to see that I reach the class in correct time.
74. My parents used to advise that teaching profession is noble.
75. My Parents used to evaluate in economic status of the employed and unemployed.
76. My Parents used to care my health-condition.
77. Even if I explain my problems in my parents bring no solution.
78. My parents used train me sufficiently for career exam.
79. Parents used to evaluate social status of the employed and unemployed.
80. My parents desire to enroll me for TTC course.
81. Parents help me eagerly in my studies when exam approaches.
82. My parents have higher education.
83. My Parents believe that it is a great relief to me to reach home.
84. I used to present all I want to say through father/mother.
85. The entire expenditure of my tuition is born by father/mother.
86. My parents’ opinion is that cinema and drama are time consuming.
87. My parents prefer driver jobs for me.
88. My father/mother used to give me strict guidelines for interaction with my friends.
89. My father/mother used to dissuade me in my friendship with my male/female friends.

**APPENDIX II.A**

FAROOK TRAINING COLLEGE

**PARENTAL INVOLVEMENT INVENTORY**

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 \n§-fpsS sXmgnÂ B`n-apJyw cq]-s¸-Sp-¯p-¶-XnÂ amXm-]n-Xm-¡Ä F{X-am{Xw ]¦m-fn-I-fmWv F¶-dn-bp-hm-\pÅ tNmZy-§-fmWv Xmsg sImSp-¯n-cn-¡p-¶-Xv. Hmtcm tNmZy-¯n\pw AÑs\ kw\_-Ôn¨pw A½sb kw\_-Ôn¨pw \n§Ä¡v \_m[-I-amb D¯cw ASbmf-s¸-Sp-¯-Ww. X¶n-cn-¡p¶ D¯-c-¡-S-em-knÂ AÑ³ A½ F¶o tImf-§-fpsS Xmsg AXmXp tNmZy-\-¼-dn\pw t\sc-bpÅ hr¯-¯nÂ icn (✓) AS-bmfw D]-tbm-Kn¨v tcJ-s¸-Sp-¯p-I. \n§Ä \ÂIp¶ hnh-c-§Ä ]qÀ®-ambpw Kth-j-W-¯n\p am{Xta D]-tbm-Kn-¡p-I-bp-Åq.

1. Fsâ tlmwhÀ¡p-IÄ amXm-]n-Xm-¡Ä t\m¡m-dp-­v.

2. hnZym-`ymk k¹n-saâp-IÄ hmbn-¡m³ Fsâ amXm-]n-Xm-¡Ä \nÀ\_-Ôn-¡m-dp-­v.

3. kvIqfnepw, ho«nepw Fsâ sXämb {]hÀ¯-\-§Ä ImWp-I-bm-sW-¦nÂ AÑ³ Nq­n-¡m-Wn-¡p-Ibpw D]-tZ-in-¡p-Ibpw sN¿m-dp-­v.

4. Rm³ Bcm-bn-¯o-c-W-sa¶v Fsâ amXm-]n-Xm-¡-fmWv Xocp-am-\n-¡p-¶-Xv.

5. \Ã tPmen t\Sn Fsâ IpSpw-\_-¯nsâ \ne `{Z-am-¡-W-sa¶v amXm-]n-Xm-¡Ä ]d-ªmWv Rm³ Xocp-am-\-sa-Sp-¯n-cn-¡p-¶-Xv.

6. Fsâ D]-cn-]-T\w H¶mw Xcw tImtf-Pn-em-I-W-sa¶v amXm-]n-Xm-¡Ä Xocp-am-\n-¨n-«p-­v.

7. sa¨-s¸« tPmen-In-«m³ F©n-\o-b-dnw-Kn\v tNcWsa¶v AÑ³/A½ Fs¶ HmÀ½n-¸n-¡m-dp-­v.

8. Ffp-¸-¯nÂ ]T\w ]qÀ¯n-bm¡n F´-¦nepw tPmen t\Sn IpSpw-\_-¯n\v hcp-am\w sIm­p-h-cm-\mWv Fsâ amXm-]n-Xm-¡Ä D]-tZ-in-¡p-¶-Xv.

9. s{]m^-j-WÂ tImgvkp-IÄ sXc-sª-Sp-¡m³ Fsâ amXm-]n-Xm-¡Ä Xosc t{]mÕm-ln-¸n-¡m-dn-Ã.

10. Fsâ amXm-]n-Xm-¡Ä D¶-X-hn-Zym-`ym-ks¯¡pdn¨v kz]v\w ImWm³ Fs¶ t{]cn-¸n-¡p-¶p.

11. Fsâ amXm-]n-Xm-¡Ä¡v ]¯mw-Xcw hnZym`ymkw t]mepw CÃm-¯-Xn-\mÂ Fsâ ]T-\-\n-e-hmcw Hcn-¡epw sa¨-s¸-SnÃ F¶v Rm³ hniz-kn-¡p-¶p.

12. D¶X hnZym-`ymkw t\Sm³ B{K-ln-¡p¶ Fsâ IpSpw-\_-¯nse BZy Xe-ap-d-bnÂs¸« hyàn-bm-Wv Rm³.

13. D¶X tPmen-bp-Å-h-cpsS DZm-l-c-W-§Ä Nq­n, B \ne-hm-c-¯n-se-¯m³ Fs¶ amXm-]n-Xm-¡Ä D]-tZ-in-¡mdp­v.

14. Kth-jWw \S-¯m³ Rm³ Xocp-am-\n-¨p-«p-ÅXv Fsâ amXm-]nXm-¡fpsS \nÀt±-i-a-\p-k-cn-¨m-Wv.

15. knhnÂ kÀÆokv BWv Gähpw D¶X-sXm-gnÂ F¶v Fsâ amXm-]nXm-¡Ä Fs¶ ]Tn-¸n-¨n-«p-­v.

16. D]-cn-]-T-\-¯n\v Fs¶ Zqsc-Zn-¡n-te-¡-b-¡m³ Fsâ AÑ³/A½ X¿m-d-Ã.

17. km¼-¯nI imkv{X tImgvkp-IÄ sXc-sª-Sp-¡m³ Fsâ amXm-]n-Xm-¡Ä D]-tZ-in-¡m-dp-­v.

18. Fsâ ]nXmhv/amXmhv s]¬Ip-«n-IÄ A[nIw ]Tn-¡­ F¶ Bi-b-¡m-cm-Wv.

19. Zriy-am-[ya cwK-t¯¡v Fsâ {i²Xncn-¨p-hn-«Xv Fsâ amXm-]nXm-¡fmWv.

20. tkh\ taJ-e-bnÂ Hcp-]mSv sXmgnÂ km[y-X-I-fp-s­¶v Fsâ amXm-]n-Xm-¡Ä ]dªp Xcm-dp-­v.

21. Fsâ amXm-]n-Xm-¡Ä kwbp-à-am-bmWv Fsâ hnZym-`ym-k-Im-cy-§Ä Xocp-am-\n-¡p-¶-Xv.

22. Fsâ ]T-\-Im-cy-§-fn-se-¶-t]mse Fsâ hnt\m-Z-§-fnepw amXm-]n-Xm-¡Ä¡v hyà-amb A`n{]m-b§fp­m-Im-dp-­v.

23. Fsâ D]-cn-]-T-\-s¯-¡p-dn¨v NÀ¨sN¿m³ AÑ³/A½ A²ym-]-Isc kao-]n-¡m-dp-­v.

24. Fsâ ]T-\-Im-cy-¯nÂ amXm-]n-Xm-¡Ä Xosc {i±n-¡m-dn-Ã.

25. Fsâ amXm-]n-Xm-¡Ä¡v henb hnZym-`ym-k-an-sÃ-¦nepw AhÀ Fs¶ D¶-X-hn-Zym-`ymkw t\Sm³ t{]cn-¸n-¡p-¶p.

26. Fsâ D]-cn-]-T-\-¯n-\p-th­n Ct¸mtg amXm-]n-Xm-¡Ä ss]k kzcq-]n-¡m-dp-­v.

27. hnZym-`ym-k-amWv PohnX hnP-b-sa¶v Fsâ amXm-]nXm-¡Ä ]d-bm-dp-­v.

28. kmt¦-Xn-I-cw-Ks¯¡p-dn¨v ImgvN-¸m-SpÅ hyàn-I-fmWv Fsâ amXm-]nXm-¡Ä.

29. Fsâ ho«nse FÃm-Im-cy-§fpw Xocp-am-\n-¡-¶Xv Fsâ ]nXm-hmWv/amXm-hm-Wv.

30. imkv{X-Ú-\m-I-\pÅ Fsâ Xocp-am-\-¯nÂ Fsâ amXm-]n-Xm-¡Ä¡v kzm[o-\-ap-­v.

31. Fsâ D¶X]T-\-¯n-\mbn Fs¶ Syqj\v hnSm-dp-­v.

32. km¼-¯nI `{Z-X-bn-sÃ-¦nepw tem¬ FSp¯pw Fs¶ ]Tn-¸n-¡m³ Fsâ ]nXmhv/amXmhv X¿m-dm-Wv.

33. Fsâ ]nXmhv/amXmhv sN¿p¶ tPmen-Xs¶ Rm³ sXc-sª-Sp-¯mÂ aXn-sb-¶mWv Fsâ amXm-hnsâ Xocp-am-\w.

34. Rm³ t]meokv kÀÆo-knÂ {]th-in-¡p-¶XnÂ Fsâ amXm-hn\v XmÂ]-cy-an-Ã.

35. Iw]yq-«À tImgvkv FÃm-¯n\pw tate-bpÅ tImgvkm-sW-¶mWv Fsâ amXm-]n-Xm-¡-fpsS hnNm-cw.

36. Fsâ ]T-\-¯n-\mbn Fsâ amXm-]n-Xm-¡Ä Ønc-\n-t£]w \_m¦nÂ C«n-«p-­v.

37. Sn.-hn. ]T-\s¯ \_m[n-¡p-sa¶v Fsâ amXm-]n-Xm-¡Ä hniz-kn-¡p-¶n-Ã.

38. Fsâ {]mb-s¯-¡p-dn¨pw, {]mb-¯n-ep-­m-Im-hp¶ Zpxio-e-§-sf-¡p-dn¨pw A½/AÑ³ D]-tZ-in-¡m-dp-­v.

39. Fs¶ Irjn-¸-Wn¡v hnSm-\mWv Fsâ amXm-]n-Xm-¡fpsS Dt±-iyw.

40. Fs¶ hnj-an-¸n-¡p¶ Imcy-§Ä Hcp adbpw IqSmsX Fsâ amXm]n-Xm-¡tfmSv Xpd¶v ]d-bm-\pÅ kzmX{´yw F\n¡v X¶n-«p-­v.

41. hoSn-\-Sp-¯pÅ sse{\_-dn, kvt]mÀSvkv ¢\_v Ch-bnÂ AwK-Xz-sa-Sp-¡m³ Fs¶ AÑ³/A½ t{]cn-¸n-¡m-dp-­v.

42. Rms\mcp kvt]mÀSvkv Xmc-am-I-W-sa-¶mWv Fsâ amXm-]n-Xm-¡-fpsS XmÂ]-cyw.

43. kÀ¡mÀ sXmgn-ensâ alXzw Fsâ amXm-]n-Xm-¡Ä Nq­n-¡m-«m-dp-­v.

44. Fsâ ]co-£m-k-a-b-§-fnÂ Fsâ amXm-]n-Xm-¡Ä Fs¶ IqSp-XÂ {i²n-¡m-dp-­v.

45. sXmgn-ensâ alXzw Fs¶ ]Tn-¸n-¨n-«p-ÅXv Fsâ amXm]n-Xm-¡fmWv.

46. D¶X ]T-\-¯n\v ap¼v hntZ-i¯v t]mI-W-sa-¶mWv Fsâ amXm-]n-Xm-¡Ä Bh-iy-s¸-Sp-¶-Xv.

47. ]co-£-bnÂ amÀ¡pIp-d-ªmÂ AÑ³/A½ Fs¶ hg¡p ]d-bm-dp-­v.

48. Rm³ cmjv{So-b-¯nÂ CS-s]-Sp-¶Xv Fsâ amXm-]n-Xm-¡Ä¡v Xr]vXn-b-Ã.

49. Rm³ GsXmcp hnt\mZ-¯nepw GÀs¸-Sp-¶-Xn-t\bpw AÑ³/A½ FXnÀ¡m-dp-­v.

50. ]co-£m-k-a-b-§-fnÂ Fsâ ho«nÂ Sn.-hn. D]-tbm-Kn-¡m-dn-Ã.

51. Fsâ kvt\ln-X³amsc Np­n-¡m«n Ah-cpsS ]T-\-\n-e-hm-c-¯n-se-¯m³ Fsâ amXm-]m-Xm-¡Ä D]-tZ-in-¡m-dp-­v.

52. Fsâ amXm-]n-Xm-¡Ä Fsâ {]iv\-§-fnÂ Fs¶ kam-iz-kn-¸n-¡m-dp-­v.

53. {]tXy-I-X-c-¯nepÅ `£-W-{Iaw ioen-¡m³ Fsâ amXm-]nXm-¡Ä \nÀ\_-Ôn-¡m-dp-­v.

54. ]T-\-Im-cy-¯nÂ Rm\pw, amXm-]n-Xm-¡fpw Hcp s]mXp-Xo-cp-am-\-¯n-se-¯m-dp-­v.

55. amkiw\_fw hm§p-¶-h-cpsS DZm-l-cWw \nc-´-cw A½/AÑ³ FSp-¯p-Im-Wn-¡m-dp-­v.

56. hnZymÀ°n-IÄ ]Tn-¡p¶ Ime¯v ]Tn-¡Â am{X-amWv sNt¿-­-sX¶mWv Fsâ amXm-]n-Xm-¡fpsS A`n-{]m-bw.

57. Fsâ tlmwhÀ¡p-IÄ A½/AÑ³ t\m¡m-dp-­v.

58. A½-bpsS kvt\l-em-f-\-IÄ Fs¶ ]T-\-¯nÂ klm-bn-¡m-dp-­v.

59. hnZym-`ymk taJ-e-bnse {]h-W-X-I-sf-¡p-dn¨v Fsâ amXm-]n-Xm-¡Ä¡v H¶pw Adn-bn-Ã.

60. Fsâ tImgvkp-Isf Ipdn¨v A½/AÑ³ H¶pw tNmZn-¨-dn-bm-dn-Ã.

61. kb³kv hnj-b-§-sf-Sp-¯mte tPmen-km-[y-X-bp-­mhq F¶v Fsâ amXm-]nXm-¡Ä \nÀIÀjn-¡m-dp-­v.

62. \gvknwKv tPmen-tbmSv Fsâ amXm-hn\v Ct¸mgpw hnc-àn-bm-Wv.

63. Fs¶ AÑsâ/A½-bpsS amXrI ]n³]-äm-\mWv A½ D]-tZ-in-¡p-¶-Xv.

64. Fsâ ]nXm-hnsâ Xocp-am-\-§-fmWv R§-fpsS ho«nse Ah-km-\-hm-¡v.

65. Nm\-ep-I-fnse hmÀ¯m-]wàn Øncw ImWp-hm³ Fs¶ AÑ³/A½ D]-tZ-in-¡m-dp-­v.

66. km¼-¯n-I-`-{Z-X-bn-Ãm¯XpsIm-­mWv Fsâ D]-cn-]-T-\-s¯-¡p-dn¨v amXm-]n-Xm-¡Ä Nn´n-¡m-¯-Xv.

67. ]co-£-bnÂ bmZr-Ýn-I-ambn amÀ¡p-Ip-d-ªmÂ Fsâ amXm-]n-Xm-¡Ä Fs¶ ]Tn-¸n-¡m³ t{]mÕm-ln-¸n-¡m-dp-­v.

68. Fsâ ]T-\-Im-cy-s¯-¡p-dn¨v amXm-]n-Xm-¡Ä NÀ¨-sN-¿m-dp-­v.

69. Fsâ XpSÀ]-T-\-¯n-\mbv F³{S³kv tIm¨nw-Kn\v tNÀ¡-W-sa-¶mWv Fsâ amXm-]n-Xm-¡-fpsS B{K-lw.

70. R§Ä kn\nam Xntb-ä-dnÂ t]mbn kn\na ImWm-dp-­v.

71. Fsâ amXm-]n-Xm-¡Ä Fsâ hnZym-`ym-k-]p-tcm-K-Xn-bnÂ CS-s]-Sm-dn-Ã.

72. saUn-¡Â tImgvkn\v th­n F{X ]Ww sNe-h-gn-¡m\pw Fsâ amXm-]n-Xm-¡Ä Hcp-¡-am-Wv.

73. hnZym-`ym-k-cw-Ks¯ FÃm tImgvkp-IsfIpdn¨pw F\n¡v kmam\y {Kly-ap-­v.

74. lypam-\n-äokv hnj-b-¯nsâ ]pXnb km[y-X-IsfIp-dn¨v Fsâ amXm-]nXm-¡Ä kwkm-cn-¡m-dp-­v.

75. ss\]pWyw Bh-iy-apÅ Hcp tImgvkn\pw Fs¶ sImÅnÃ F¶mWv Fsâ AÑsâ/A½bpsS A`n-{]m-bw.

76. Fs¶ Iqen-¸-Wn-¡m-c-\m-¡m-\mWv Fsâ amXm-]n-Xm-¡Ä Dt±-in-¡p-¶-Xv.

77. amXm-]n-Xm-¡-fpsS CjvSm-\n-jvS-§Ä Fsâ A`n-{]m-bs¯ kzm[o-\n-¡m-dp-­v.

78. CâÀs\äv kuIcyw e`y-am-¡m³ amXm-]n-Xm-¡Ä {ian-¡m-dp-­v.

79. amX-]p-tcm-lnX tImgvkn\v tNcm-\mWv Fsâ AÑ³/A½ Fs¶ \nÀ\_-Ôn-¡m-dp-Å-Xv.

80. Fsâ ]ncn-ap-dp-¡-§Ä¡v ]cn-lmcw ImWp-¶Xv amXm-]n-Xm-¡-fn-eq-sS-bm-Wv.

81. Fsâ {]iv\-§Ä Rm³ ho«nÂ Ah-X-cn-¸n-¡m-dpw, NÀ¨-sN-¿m-dpap­v.

82. F´v sXmgn-se-Sp-¡m\pw Rm³ X¿m-dm-I-W-sa-¶mWv amXm-]n-Xm-¡Ä D]-tZ-in-¡p-¶-Xv.

83. R§-fpsS ho«nÂ hnt\m-Z-am-S¡w FÃm-¯n\pw Hcp Nn«bp­v.

84. Fsâ amXm-]n-Xm-¡Ä Fsâ A²ym-]-I-cp-ambn \nc-´cw \_Ôw ]peÀ¯m-dp-­v.

85. amXm-]n-Xm-¡-fpsS Xocp-am-\-a-\p-k-cn-¨mWv Rm³ So¨-dm-Im³ Dt±-in-¨n-«p-Å-Xv.

86. Fsâ A`n-{]mbw Adn-ª-ti-j-amWv amXm]n-Xm-¡Ä A`n-{]mbw ]d-bm-dp-Å-Xv.

87. Fsâ D]-cn-]-T\w \K-c-¯n-em-I-W-sa¶v AÑ³/A½ IW-¡p-Iq-«m-dp-­v.

88. ]nXm-hn\v/amXm-hn\v Rm³ s{]m^-j-WÂ tImgvkn\v ]Tn-¡p-¶-XnÂ XmÂ]-cy-an-Ã.

89. Rm³ s{]m^-j-WÂ Un{Kn FSn-¡-W-sa¶mWv Fsâ amXm-hnsâ/]nXm-hnsâ B{K-lw.

90. amXmhv/]nXmhv Rm³ Ah-cpsS ]mX-]n³]-ä-W-sa¶ Bi-b-¡m-cn-bm-Wv.

91. Rm³ aäp-Å-hsc thZ-\n-¸n-¨p-sIm­v Hc-`n-{]m-bhpw ]d-bm-dn-Ã.

92. Fsâ amXm-]nXm-¡fpsS A`n-{]m-b-§Ä am{X-amWv icn.

93. Rm³ Icn-bÀ tImf-§Ä hmbn-¡p-¶p-s­¶v Fsâ amXm]n-Xm-¡Ä Dd-¸p-h-cp-¯m-dp-­v.

94. aÕ-c-]-co£ ]wàn-IÄ hm§n-¯-cm³ amXm-]n-Xm-¡Ä {i²n-¡m-dp-­v.

95. Zriy-am-[y-a-§-fnse hnZym-`ym-k-t{]m-{Km-ap-IÄ ImWp-hm³ amXm-]n-Xm-¡Ä Fs¶ t{]mÕm-ln-¸n-¡m-dp-­v.

96. Fsâ amXr-I Fsâ ]nXm-hmWv/amXm-hm-Wv.

97. ¢mknÂ \S-¡p¶ kw`-h-§Ä Rm³ amXm-hn-t\mSv/]nXm-hn-t\mSv hni-Zo-I-cn-¡mdp­v.

98. Fsâ Ae-kX amäm³ Fsâ amXm-]n-Xm-¡Ä \Ã--t]mse {ian-¡m-dp-­v.

99. Rm³ Fsâ {]iv\-§Ä A½-tbm-Sv/AÑ-t\mSv -am-{X-amWv NÀ¨sN¿m-dv.

100. As{]ân-kvjn-¸n\v th­n Fsâ ]nXmhv/amXmhv Fs¶ kÖ-am-¡m-dp-­v.

101. Rm³ Ft¸mgpw IrXy-k-a-b¯v Xs¶ ¢mknÂ F¯p-hm³ amXm-]n-Xm-¡Ä {i²n-¡m-dp-­v.

102. A²ym]\ tPmen Fähpw al-¯-camsW¶v Fsâ amXm-]n-Xm-¡Ä Fs¶ D]-tZ-in-¡m-dp-­v.

103. sXmgn-ep-Å-h-cp-sSbpw, sXmgn-en-Ãm-¯-h-cp-sSbpw km¼-¯n-I-\n-e-hmcw Ft¸mgpw amXm]n-Xm-¡Ä Xpe\w sN¿m-dp-­v.

104. Fsâ ]T-\-Im-cy-s¯-¡p-dn¨v Rm³ am{X-amWv Xocp-am-\-sa-Sp-¡p-¶-Xv.

105. Fsâ Btcm-Ky-Øn-Xn-sb-¡p-dn¨v amXm-]n-Xm-¡Ä {i²n-¡mdp­v.

106. F\n-¡pÅ {]iv\-§Ä ho«n-e-h-X-cn-¸n-¨mepw {]iv\-]-cn-lm-c-§Ä H¶pw D­m-Im-dn-Ã.

107. sXmgnÂ ]co-£-IÄ¡p-th­n Fsâ amXm-]n-Xm-¡Ä F\n¡v ]cn-io-e\w Xcm-dp-­v.

108. ÌUn-SqÀ bmsXmcp D]-Im-c-hp-an-Ãm-¯-Xm-sW-¶mWv Fsâ amXm-]n-Xm-¡-fpsS A`n-{]m-bw.

109. sXmgn-ep-Å-h-cp-sS-bpw, sXmgn-en-Ãm-¯-h-cp-sSbpw kmaq-ln-I- \nehmcw Ft¸mgpw amXm]n-Xm-¡Ä Xmc-Xayw sN¿m-dp-­v.

110. Fs¶ Sn.-Sn.kn¡v ]Tn¸n-¡m\mWv Fsâ amXm-]n-Xm-¡Ä¡v XmÂ]-cyw.

111. ]co-£m-Zn-h-k-§Ä ASp-¯p-h-cp-t¼mÄ Fsâ amXm]n-Xm-¡Ä IqSp-XÂ Pm{KX ]peÀ¯n Fs¶ ]T-\-Im-cy-§-fnÂ klm-bn-¡p-¶p.

112. Fsâ amXm]n-Xm-¡Ä D¶X hnZym-`ymkw t\Sn-b-h-cm-Wv.

113. F\n¡v ho«n-se-¯p-¶Xv F¶pw BizmkamWv.

114. AÑ-t\mSv/A½-tbmSv ]d-bm-\pÅ Imcy-§fpw A½-bn-ep-sS/AÑ-\n-eqsS-bmWv Ah-X-cn-¸n-¡m-dp-Å-Xv.

115. Fsâ Syqjsâ apgp-h³ sNehpw AÑ-\mWv/A½-bmWv hln¡p¶Xv.

116. \mS-Iw, kn\na F¶nh kabw Zpcp-]-tbm-K-s¸-Sp-¯p-¶-h-bmWv F¶XmWv Fsâ A`n-{]m-bw.

117. ss{UhÀ tPmen¡v Fsâ amXm-]n-Xm-¡Ä IqSp-XÂ ap³K-W\ \ÂIp-¶p.

118. `mhn-bnÂ Rm³ Bcm-bn-¯o-c-W-sa-¶mWv F\n¡v hyà-amb e£y-ap-­v.

119. amXm-]n-Xm-¡sf Fsâ hnZym-`ym-k-Øm-]-\-¯n-te¡v sIm­p-h-cp-¶-XnÂ F\n¡v XmÂ]-cy-an-Ã.

120. Fsâ Fähpw ASp¯ kplr¯v Fsâ amXm-hmWv/]nXm-hm-Wv.

121. Fsâ Iq«p-Im-tcmSv CS-s]-gp-¶-XnÂ ]nXmhv/amXmhv IÀi\ Nn«-IÄ \ÂIm-dp-­v.

122. Fsâ kvt\lnX/kvt\ln-X³amtcm-SpÅ N§¯w A½/AÑ³ \ncp-Õm-l-s¸-Sp-¯m-dp-­v.

FAROOK TRAINING COLLEGE

**APPENDIX II.B**

**PARENTAL INVOLVEMENT INVENTORY**

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Farook Training College Farook Training College

**\nÀt±i§Ä**

 \n§-fpsS sXmgnÂ B`n-apJyw cq]-s¸-Sp-¯p-¶-XnÂ amXm-]n-Xm-¡Ä F{X-am{Xw ]¦m-fn-I-fmWv F¶-dn-bp-hm-\pÅ tNmZy-§-fmWv Xmsg sImSp-¯n-cn-¡p-¶-Xv. Hmtcm tNmZy-¯n\pw AÑs\ kw\_-Ôn¨pw A½sb kw\_-Ôn¨pw \n§Ä¡v \_m[-I-amb D¯cw ASbmf-s¸-Sp-¯-Ww. X¶n-cn-¡p¶ D¯-c-¡-S-em-knÂ AÑ³ A½ F¶o tImf-§-fpsS Xmsg AXmXp tNmZy-\-¼-dn\pw t\sc-bpÅ hr¯-¯nÂ icn (✓) AS-bmfw D]-tbm-Kn¨v tcJ-s¸-Sp-¯p-I. \n§Ä \ÂIp¶ hnh-c-§Ä ]qÀ®-ambpw Kth-j-W-¯n\p am{Xta D]-tbm-Kn-¡p-I-bp-Åq.

1. Fsâ tlmwhÀ¡p-IÄ amXm-]n-Xm-¡Ä t\m¡m-dp-­v.

2. hnZym-`ymk k¹n-saâp-IÄ hmbn-¡m³ Fsâ amXm-]n-Xm-¡Ä \nÀ\_-Ôn-¡m-dp-­v.

3. kvIqfnepw, ho«nepw Fsâ sXämb {]hÀ¯-\-§Ä ImWp-I-bm-sW-¦nÂ AÑ³ Nq­n-¡m-Wn-¡p-Ibpw D]-tZ-in-¡p-Ibpw sN¿m-dp-­v.

4. \Ã tPmen t\Sn Fsâ IpSpw-\_-¯nsâ \ne `{Z-am-¡-W-sa¶v amXm-]n-Xm-¡Ä ]d-ªmWv Rm³ Xocp-am-\-sa-Sp-¯n-cn-¡p-¶-Xv.

5. Fsâ D]-cn-]-T\w H¶mw Xcw tImtf-Pn-em-I-W-sa¶v amXm-]n-Xm-¡Ä Xocp-am-\n-¨n-«p-­v.

6. Ffp-¸-¯nÂ ]T\w ]qÀ¯n-bm¡n F´-¦nepw tPmen t\Sn IpSpw-\_-¯n\v hcp-am\w sIm­p-h-cm-\mWv Fsâ amXm-]n-Xm-¡Ä D]-tZ-in-¡p-¶-Xv.

7. s{]m^-j-WÂ tImgvkp-IÄ sXc-sª-Sp-¡m³ Fsâ amXm-]n-Xm-¡Ä Xosc t{]mÕm-ln-¸n-¡m-dn-Ã.

8. Fsâ amXm-]n-Xm-¡Ä D¶-X-hn-Zym-`ym-ks¯¡pdn¨v kz]v\w ImWm³ Fs¶ t{]cn-¸n-¡p-¶p.

9. D¶X hnZym-`ymkw t\Sm³ B{K-ln-¡p¶ Fsâ IpSpw-\_-¯nse BZy Xe-ap-d-bnÂs¸« hyàn-bm-Wv Rm³.

10. D¶X tPmen-bp-Å-h-cpsS DZm-l-c-W-§Ä Nq­n, B \ne-hm-c-¯n-se-¯m³ Fs¶ amXm-]n-Xm-¡Ä D]-tZ-in-¡mdp­v.

11. Kth-jWw \S-¯m³ Rm³ Xocp-am-\n-¨p-«p-ÅXv Fsâ amXm-]nXm-¡fpsS \nÀt±-i-a-\p-k-cn-¨m-Wv.

12. knhnÂ kÀÆokv BWv Gähpw D¶X-sXm-gnÂ F¶v Fsâ amXm-]nXm-¡Ä Fs¶ ]Tn-¸n-¨n-«p-­v.

13. km¼-¯nI imkv{X tImgvkp-IÄ sXc-sª-Sp-¡m³ Fsâ amXm-]n-Xm-¡Ä D]-tZ-in-¡m-dp-­v.

14. Fsâ ]nXmhv/amXmhv s]¬Ip-«n-IÄ A[nIw ]Tn-¡­ F¶ Bi-b-¡m-cm-Wv.

15. tkh\ taJ-e-bnÂ Hcp-]mSv sXmgnÂ km[y-X-I-fp-s­¶v Fsâ amXm-]n-Xm-¡Ä ]dªp Xcm-dp-­v.

16. Fsâ amXm-]n-Xm-¡Ä kwbp-à-am-bmWv Fsâ hnZym-`ym-k-Im-cy-§Ä Xocp-am-\n-¡p-¶-Xv.

17. Fsâ ]T-\-Im-cy-§-fn-se-¶-t]mse Fsâ hnt\m-Z-§-fnepw amXm-]n-Xm-¡Ä¡v hyà-amb A`n{]m-b§fp­m-Im-dp-­v.

18. Fsâ D]-cn-]-T-\-s¯-¡p-dn¨v NÀ¨sN¿m³ AÑ³/A½ A²ym-]-Isc kao-]n-¡m-dp-­v.

19. Fsâ ]T-\-Im-cy-¯nÂ amXm-]n-Xm-¡Ä Xosc {i±n-¡m-dn-Ã.

20. Fsâ D]-cn-]-T-\-¯n-\p-th­n Ct¸mtg amXm-]n-Xm-¡Ä ss]k kzcq-]n-¡m-dp-­v.

21. hnZym-`ym-k-amWv PohnX hnP-b-sa¶v Fsâ amXm-]nXm-¡Ä ]d-bm-dp-­v.

22. kmt¦-Xn-I-cw-Ks¯¡p-dn¨v ImgvN-¸m-SpÅ hyàn-I-fmWv Fsâ amXm-]nXm-¡Ä.

23. Fsâ ho«nse FÃm-Im-cy-§fpw Xocp-am-\n-¡-¶Xv Fsâ ]nXm-hmWv/amXm-hm-Wv.

24. km¼-¯nI `{Z-X-bn-sÃ-¦nepw tem¬ FSp¯pw Fs¶ ]Tn-¸n-¡m³ Fsâ ]nXmhv/amXmhv X¿m-dm-Wv.

25. Iw]yq-«À tImgvkv FÃm-¯n\pw tate-bpÅ tImgvkm-sW-¶mWv Fsâ amXm-]n-Xm-¡-fpsS hnNm-cw.

26. Sn.-hn. ]T-\s¯ \_m[n-¡p-sa¶v Fsâ amXm-]n-Xm-¡Ä hniz-kn-¡p-¶n-Ã.

27. Fsâ {]mb-s¯-¡p-dn¨pw, {]mb-¯n-ep-­m-Im-hp¶ Zpxio-e-§-sf-¡p-dn¨pw A½/AÑ³ D]-tZ-in-¡m-dp-­v.

28. Fs¶ hnj-an-¸n-¡p¶ Imcy-§Ä Hcp adbpw IqSmsX Fsâ amXm]n-Xm-¡tfmSv Xpd¶v ]d-bm-\pÅ kzmX{´yw F\n¡v X¶n-«p-­v.

29. hoSn-\-Sp-¯pÅ sse{\_-dn, kvt]mÀSvkv ¢\_v Ch-bnÂ AwK-Xz-sa-Sp-¡m³ Fs¶ AÑ³/A½ t{]cn-¸n-¡m-dp-­v.

30. kÀ¡mÀ sXmgn-ensâ alXzw Fsâ amXm-]n-Xm-¡Ä Nq­n-¡m-«m-dp-­v.

31. Fsâ ]co-£m-k-a-b-§-fnÂ Fsâ amXm-]n-Xm-¡Ä Fs¶ IqSp-XÂ {i²n-¡m-dp-­v.

32. sXmgn-ensâ alXzw Fs¶ ]Tn-¸n-¨n-«p-ÅXv Fsâ amXm]n-Xm-¡fmWv.

33. D¶X ]T-\-¯n\v ap¼v hntZ-i¯v t]mI-W-sa-¶mWv Fsâ amXm-]n-Xm-¡Ä Bh-iy-s¸-Sp-¶-Xv.

34. Rm³ cmjv{So-b-¯nÂ CS-s]-Sp-¶Xv Fsâ amXm-]n-Xm-¡Ä¡v Xr]vXn-b-Ã.

35. Fsâ kvt\ln-X³amsc Np­n-¡m«n Ah-cpsS ]T-\-\n-e-hm-c-¯n-se-¯m³ Fsâ amXm-]m-Xm-¡Ä D]-tZ-in-¡m-dp-­v.

36. Fsâ amXm-]n-Xm-¡Ä Fsâ {]iv\-§-fnÂ Fs¶ kam-iz-kn-¸n-¡m-dp-­v.

37. {]tXy-I-X-c-¯nepÅ `£-W-{Iaw ioen-¡m³ Fsâ amXm-]nXm-¡Ä \nÀ\_-Ôn-¡m-dp-­v.

38. ]T-\-Im-cy-¯nÂ Rm\pw, amXm-]n-Xm-¡fpw Hcp s]mXp-Xo-cp-am-\-¯n-se-¯m-dp-­v.

39. amkiw\_fw hm§p-¶-h-cpsS DZm-l-cWw \nc-´-cw A½/AÑ³ FSp-¯p-Im-Wn-¡m-dp-­v.

40. hnZymÀ°n-IÄ ]Tn-¡p¶ Ime¯v ]Tn-¡Â am{X-amWv sNt¿-­-sX¶mWv Fsâ amXm-]n-Xm-¡fpsS A`n-{]m-bw.

41. amXm-]n-Xm-¡-fpsS kvt\l-em-f-\-IÄ Fs¶ ]T-\-¯nÂ klm-bn-¡m-dp-­v.

42. hnZym-`ymk taJ-e-bnse {]h-W-X-I-sf-¡p-dn¨v Fsâ amXm-]n-Xm-¡Ä¡v H¶pw Adn-bn-Ã.

43. Fsâ tImgvkp-Isf Ipdn¨v A½/AÑ³ H¶pw tNmZn-¨-dn-bm-dn-Ã.

44. kb³kv hnj-b-§-sf-Sp-¯mte tPmen-km-[y-X-bp-­mhq F¶v Fsâ amXm-]nXm-¡Ä \nÀIÀjn-¡m-dp-­v.

45. Fs¶ AÑsâ/A½-bpsS amXrI ]n³]-äm-\mWv A½ D]-tZ-in-¡p-¶-Xv.

46. Fsâ amXm-]n-Xm-¡-fpsS Xocp-am-\-§-fmWv R§-fpsS ho«nse Ah-km-\-hm-¡v.

47. Nm\-ep-I-fnse hmÀ¯m-]wàn Øncw ImWp-hm³ Fs¶ AÑ³/A½ D]-tZ-in-¡m-dp-­v.

48. km¼-¯n-I-`-{Z-X-bn-Ãm¯XpsIm-­mWv Fsâ D]-cn-]-T-\-s¯-¡p-dn¨v amXm-]n-Xm-¡Ä Nn´n-¡m-¯-Xv.

49. ]co-£-bnÂ bmZr-Ýn-I-ambn amÀ¡p-Ip-d-ªmÂ Fsâ amXm-]n-Xm-¡Ä Fs¶ ]Tn-¸n-¡m³ t{]mÕm-ln-¸n-¡m-dp-­v.

50. Fsâ amXm-]n-Xm-¡Ä Fsâ hnZym-`ym-k-]p-tcm-K-Xn-bnÂ CS-s]-Sm-dn-Ã.

51. saUn-¡Â tImgvkn\v th­n F{X ]Ww sNe-h-gn-¡m\pw Fsâ amXm-]n-Xm-¡Ä Hcp-¡-am-Wv.

52. hnZym-`ym-k-cw-Ks¯ FÃm tImgvkp-IsfIpdn¨pw F\n¡v kmam\y {Kly-ap-­v.

53. lypam-\n-äokv hnj-b-¯nsâ ]pXnb km[y-X-IsfIp-dn¨v Fsâ amXm-]nXm-¡Ä kwkm-cn-¡m-dp-­v.

54. ss\]pWyw Bh-iy-apÅ Hcp tImgvkn\pw Fs¶ sImÅnÃ F¶mWv Fsâ AÑsâ/A½bpsS A`n-{]m-bw.

55. CâÀs\äv kuIcyw e`y-am-¡m³ amXm-]n-Xm-¡Ä {ian-¡m-dp-­v.

56. Fsâ ]ncn-ap-dp-¡-§Ä¡v ]cn-lmcw ImWp-¶Xv amXm-]n-Xm-¡-fn-eq-sS-bm-Wv.

57. Fsâ {]iv\-§Ä amXm-]n-Xm-¡Ä ho«nÂ Ah-X-cn-¸n-¡m-dpw, NÀ¨-sN-¿m-dpap­v.

58. R§-fpsS ho«nÂ amXm-]n-Xm-¡Ä¡v hnt\m-Z-am-S¡w FÃm-¯n\pw Hcp Nn«bp­v.

59. Fsâ amXm-]n-Xm-¡Ä Fsâ A²ym-]-I-cp-ambn \nc-´cw \_Ôw ]peÀ¯m-dp-­v.

60. Fsâ A`n-{]mbw Adn-ª-ti-j-amWv amXm]n-Xm-¡Ä A`n-{]mbw ]d-bm-dp-Å-Xv.

61. Fsâ D]-cn-]-T\w \K-c-¯n-em-I-W-sa¶v AÑ³/A½ IW-¡p-Iq-«m-dp-­v.

62. ]nXm-hn\v/amXm-hn\v Rm³ s{]m^-j-WÂ tImgvkn\v ]Tn-¡p-¶-XnÂ XmÂ]-cy-an-Ã.

63. Rm³ s{]m^-j-WÂ Un{Kn FSn-¡-W-sa¶mWv Fsâ amXm-hnsâ/]nXm-hnsâ B{K-lw.

64. amXmhv/]nXmhv Rm³ Ah-cpsS ]mX-]n³]-ä-W-sa¶ Bi-b-¡m-cn-bm-Wv.

65. Fsâ amXm-]nXm-¡fpsS A`n-{]m-b-§Ä am{X-amWv icn.

66. Rm³ Icn-bÀ tImf-§Ä hmbn-¡p-¶p-s­¶v Fsâ amXm]n-Xm-¡Ä Dd-¸p-h-cp-¯m-dp-­v.

67. aÕ-c-]-co£ ]wàn-IÄ hm§n-¯-cm³ amXm-]n-Xm-¡Ä {i²n-¡m-dp-­v.

68. Zriy-am-[y-a-§-fnse hnZym-`ym-k-t{]m-{Km-ap-IÄ ImWp-hm³ amXm-]n-Xm-¡Ä Fs¶ t{]mÕm-ln-¸n-¡m-dp-­v.

69. Fsâ amXr-I Fsâ ]nXm-hmWv/amXm-hm-Wv.

70. ¢mknÂ \S-¡p¶ kw`-h-§Ä Rm³ amXm-hn-t\mSv/]nXm-hn-t\mSv hni-Zo-I-cn-¡mdp­v.

71. Fsâ Ae-kX amäm³ Fsâ amXm-]n-Xm-¡Ä \Ã--t]mse {ian-¡m-dp-­v.

72. Rm³ Fsâ {]iv\-§Ä A½-tbm-Sv/AÑ-t\mSv -am-{X-amWv NÀ¨sN¿m-dv.

73. Rm³ Ft¸mgpw IrXy-k-a-b¯v Xs¶ ¢mknÂ F¯p-hm³ amXm-]n-Xm-¡Ä {i²n-¡m-dp-­v.

74. A²ym]\ tPmen Fähpw al-¯-camsW¶v Fsâ amXm-]n-Xm-¡Ä Fs¶ D]-tZ-in-¡m-dp-­v.

75. sXmgn-ep-Å-h-cp-sSbpw, sXmgn-en-Ãm-¯-h-cp-sSbpw km¼-¯n-I-\n-e-hmcw Ft¸mgpw amXm]n-Xm-¡Ä Xpe\w sN¿m-dp-­v.

76. Fsâ Btcm-Ky-Øn-Xn-sb-¡p-dn¨v amXm-]n-Xm-¡Ä {i²n-¡mdp­v.

77. F\n-¡pÅ {]iv\-§Ä ho«n-e-h-X-cn-¸n-¨mepw {]iv\-]-cn-lm-c-§Ä H¶pw D­m-Im-dn-Ã.

78. sXmgnÂ ]co-£-IÄ¡p-th­n Fsâ amXm-]n-Xm-¡Ä F\n¡v ]cn-io-e\w Xcm-dp-­v.

79. sXmgn-ep-Å-h-cp-sS-bpw, sXmgn-en-Ãm-¯-h-cp-sSbpw kmaq-ln-I- \nehmcw Ft¸mgpw amXm]n-Xm-¡Ä Xmc-Xayw sN¿m-dp-­v.

80. Fs¶ Sn.-Sn.kn¡v ]Tn¸n-¡m\mWv Fsâ amXm-]n-Xm-¡Ä¡v XmÂ]-cyw.

81. ]co-£m-Zn-h-k-§Ä ASp-¯p-h-cp-t¼mÄ Fsâ amXm]n-Xm-¡Ä IqSp-XÂ Pm{KX ]peÀ¯n Fs¶ ]T-\-Im-cy-§-fnÂ klm-bn-¡p-¶p.

82. Fsâ amXm]n-Xm-¡Ä D¶X hnZym-`ymkw t\Sn-b-h-cm-Wv.

83. F\n¡v ho«n-se-¯p-¶Xv F¶pw BizmkamWv F¶mWv amXm-]n-Xm-¡-fpsS hnNmcw.

84. AÑ-t\mSv/A½-tbmSv ]d-bm-\pÅ Imcy-§fpw A½-bn-ep-sS/AÑ-\n-eqsS-bmWv Ah-X-cn-¸n-¡m-dp-Å-Xv.

85. Fsâ Syqjsâ apgp-h³ sNehpw AÑ-\mWv/A½-bmWv hln¡p¶Xv.

86. \mS-Iw, kn\na F¶nh kabw Zpcp-]-tbm-K-s¸-Sp-¯p-¶-h-bmWv F¶XmWv Fsâ A`n-{]m-bw.

87. ss{UhÀ tPmen¡v Fsâ amXm-]n-Xm-¡Ä IqSp-XÂ ap³K-W\ \ÂIp-¶p.

88. Fsâ Iq«p-Im-tcmSv CS-s]-gp-¶-XnÂ ]nXmhv/amXmhv IÀi\ Nn«-IÄ \ÂIm-dp-­v.

89. Fsâ kvt\lnX/kvt\ln-X³amtcm-SpÅ N§¯w A½/AÑ³ \ncp-Õm-l-s¸-Sp-¯m-dp-­v.

**APPENDIX III**

**PARENTAL INVOLVEMENT INVENTORY RESPONSE SHEET**

hnZymÀ°n-bpsS t]cv: ..........................................................................................

B¬Ip«n/s]¬Ip«n-.............................................................................. h-bÊv: ..................................................

kvIqfnsâ t]cv: ¢mkv:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl. No. | AÑ³ | A½ |  | Sl. No. | AÑ³ | A½ |
| D­v | CÃ | D­v | CÃ |  | D­v | CÃ | D­v | CÃ |
|  | O | O | O | O |  |  | O | O | O | O |
|  | O | O | O | O |  |  | O | O | O | O |
|  | O | O | O | O |  |  | O | O | O | O |
|  | O | O | O | O |  |  | O | O | O | O |
|  | O | O | O | O |  |  | O | O | O | O |
|  | O | O | O | O |  |  | O | O | O | O |
|  | O | O | O | O |  |  | O | O | O | O |
|  | O | O | O | O |  |  | O | O | O | O |
|  | O | O | O | O |  |  | O | O | O | O |
|  | O | O | O | O |  |  | O | O | O | O |
|  | O | O | O | O |  |  | O | O | O | O |
|  | O | O | O | O |  |  | O | O | O | O |
|  | O | O | O | O |  |  | O | O | O | O |
|  | O | O | O | O |  |  | O | O | O | O |
|  | O | O | O | O |  |  | O | O | O | O |
|  | O | O | O | O |  |  | O | O | O | O |
|  | O | O | O | O |  |  | O | O | O | O |
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