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IMPACT OF MOTHER'S EDUCATION AND FATHER'S PROFESSION ON ATTITUDE OF HIGHER SECONDARY SCHOOL STUDENTS IN PERSPECTIVE OF THEIR EMPOWERMENT

Dr. Plabani Roy[1]
[1]*Guest Lecturer, Dr. Kanailal Bhattacharya College & Academic Counsellor, Netaji Subhas Open University*

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ABSTRACT

Introduction: Parental background plays a crucial role in shaping adolescent perspectives. The mother's education level and father's profession may influence students' social awareness, decision-making, and career aspirations. Understanding these associations can guide educational strategies and family engagement initiatives.

Aims and Objectives: To evaluate how the mother's education and father's profession affect the viewpoints of 100 higher secondary school students.

Materials and Methods: A cross-sectional study was conducted among 100 students (aged 16–18 years) from government and private schools in Howrah district, India. Data was collected using a structured questionnaire assessing students' social, educational, and career-related viewpoints. Parental education and occupation were recorded. Parameters included correlation between maternal education and student openness, critical thinking, and awareness, as well as the relationship between paternal occupation and student aspirations and practical knowledge exposure. Statistical analysis included descriptive statistics, chi-square tests, and correlation coefficients.

Results: Among 100 students, 70% were from nuclear families, 70% had mothers with secondary or higher education, and 60% had fathers in semi-professional or professional roles. The score of educational importance rose with maternal education (3.2–4.5), while career aspiration scores increased with paternal occupation (3.1–4.4). These findings show that higher maternal education enhances academic motivation, and higher paternal occupation boosts career outlook.

Conclusion: Maternal education and paternal profession significantly impact students' viewpoints, shaping their social, educational, and career perspectives. These findings underscore the importance of parental engagement and educational support in adolescent development.

KEYWORDS: *Parental influence, maternal education, paternal occupation, student perspectives, adolescent attitudes.*

INTRODUCTION

Students' viewpoints, including their academic attitudes, career aspirations, social behaviour, and educational expectations, develop under the influence of multiple environmental factors, among which family background plays a crucial role [1]. Parental education and parental occupation are widely recognised as significant determinants of children's cognitive and non-cognitive development [2]. Parents act as the primary socialisation agents, transmitting values, norms, beliefs, attitudes, and expectations that shape students' outlooks toward schooling and future goals. Parents with higher educational attainment often provide a supportive intellectual environment, fostering academic ambition, encouraging critical thinking, and promoting a deep appreciation of learning [4]. Such parents are also more likely to hold higher expectations and exert positive influence over their children's educational engagement. Maternal education, in particular, has been linked to a wide array of positive outcomes in children's academic and psychosocial development. Well-educated mothers usually possess better knowledge of educational resources, actively participate in school-related activities, and invest time in shaping a child's learning habits at home. Higher maternal education correlates with increased cognitive stimulation in early years and a more enriched home learning environment, which cultivates confidence and broadens children's perspectives toward learning and personal development. Conversely, lower maternal education levels can limit parental involvement in education and reduce access to intellectual resources, narrowing children's academic outlook and aspirations. The father's profession and associated social status also play a critical role in shaping students' viewpoints. Fathers with professional or skilled occupations generally enjoy higher socioeconomic status, providing financial stability, educational materials, and broader social exposure for their children. Such environment increases students' access to enrichment opportunities and positively influence their attitudes toward education and future careers. Fathers with higher occupational prestige may embody achievement-oriented values and norms that children internalise, fostering goal-setting, self-efficacy, and ambition in school and beyond [3]. In contrast, fathers engaged in low-status or unstable professions may be constrained in providing socio-economic support and role modelling, indirectly affecting students' school motivation and long-term aspirations [4]. Socioeconomic status (SES), encompassing both parental education and occupation, exerts a cumulative effect on children's educational trajectories [5]. Families with higher SES can afford better learning resources, living environments, health care, and enrichment activities,

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contributing to a positive academic climate and encouraging students to broaden their viewpoints [6]. Studies demonstrate that parental education influences not only academic attainment but also students' career aspirations and attitudes toward education [7]. Additionally, students from higher SES backgrounds generally show greater engagement with teachers and school activities, enhancing academic outcomes and social networks [8]. Parental views on education are often internalised by students, shaping how young people perceive the value of learning and the role education plays in life's outcomes [9]. Parents with higher education tend to reinforce academic importance through expectations, encouragement, and active involvement in schooling. In contrast, limited parental education or occupational instability can lower parental expectations for academic success, adversely affecting students' self-perception, motivation, and future aspirations. Moreover, father involvement in school contexts mediates the influence of family background on student achievement, highlighting the interaction between parental roles and children's educational outcomes. In summary, a student's viewpoint is not solely a product of individual ability or school quality but is deeply intertwined with parental influences, including maternal education level and paternal profession. Parental educational attainment and occupational status collectively contribute to shaping students' attitudes, expectations, motivational levels, and long-term educational aspirations. Understanding these influences provides valuable insights for educators, policymakers, and families seeking to enhance student development and academic success [10]. To evaluate how the mother's education and father's profession affect the viewpoints of 100 higher secondary school students.

MATERIALS AND METHODS

Study Design

A cross-sectional descriptive study was conducted between [Month, Year] and [Month, Year] in Howrah district, West Bengal.

Participants

The study included 100 higher secondary school students:

- Government school: 55 students
- Private school: 45 students

Inclusion Criteria

- Students aged 16–18 years
- Enrolled in higher secondary schools (both government and private)
- Students whose parents' education and occupation information could be obtained

Exclusion Criteria

- Students unwilling to participate
- Students with incomplete questionnaire responses
- Students with severe learning difficulties or cognitive impairments

Data Collection Tool

A self-administered structured questionnaire was used to assess students' viewpoints. The questionnaire included:

- **Demographics**: age, gender, school type, family background
- **Parental factors**: mother's education level, father's profession
- **Student viewpoints**: Likert-scale items on attitudes toward education, career aspirations, social awareness, and decision-making

The questionnaire was validated by experts in educational psychology and pilot-tested among 10 students not included in the main study. Cronbach's alpha for reliability was 0.84, indicating good internal consistency.

Procedure

After obtaining school permissions and informed consent from students, questionnaires were distributed in classrooms. Participation was voluntary, and confidentiality was maintained. Data was collected over 3 weeks and analysed using SPSS v25.0.

Statistical Analysis

- **Descriptive statistics**: frequencies, percentages, mean, and standard deviation
- **Comparative analysis**: Chi-square test to assess association between parental education/occupation and student viewpoints; Independent t-test to compare viewpoint scores between government and private school students
- **Correlation analysis**: Pearson correlation to examine relationships between parental factors and students' attitudes
- **Significance level**: $p < 0.05$

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RESULT

Table 1: Demographic Distribution of Students (n=100)

Demographic	Frequency	Percentage
Age 16	30	30%
Age 17	40	40%
Age 18	30	30%
Government School	55	55%
Private School	45	45%
Nuclear Family	70	70%
Joint Family	30	30%

Table 2: Mother's Education Level

Education Level	Frequency	Percentage
Illiterate	10	10%
Primary	20	20%
Secondary	30	30%
Graduate	25	25%
Postgraduate	15	15%

Table 3: Father's Profession

Profession Type	Frequency	Percentage
Unskilled	15	15%
Skilled	25	25%
Semi-professional	30	30%
Professional/Managerial	30	30%

Table 4: Viewpoint on Education Importance (Likert Mean Score)

Mother's Education	Mean Score	Std. Deviation
Illiterate	3.2	0.8
Primary	3.5	0.7
Secondary	4	0.6
Graduate	4.3	0.5
Postgraduate	4.5	0.4

Table 5: Viewpoint on Career Aspirations by Father's Profession

Father's Profession	Mean Score	Std. Deviation
Unskilled	3.1	0.7
Skilled	3.6	0.6
Semi-professional	4	0.5
Professional/Managerial	4.4	0.4

Table 6: Overall Influence of Parents on Student Viewpoints

Parental Factor	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
Mother's education influences learning perspective	40%	35%	15%	7%	3%
Father's profession influences career outlook	45%	30%	15%	7%	3%
Parental guidance affects confidence in decisions	42%	33%	15%	7%	3%

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Figure 1: Demographic Distribution of Students

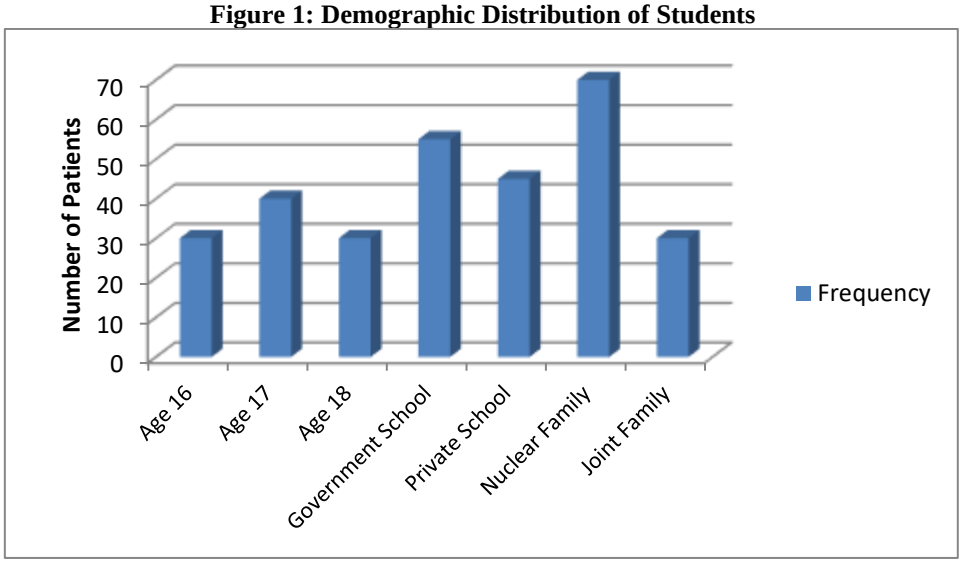
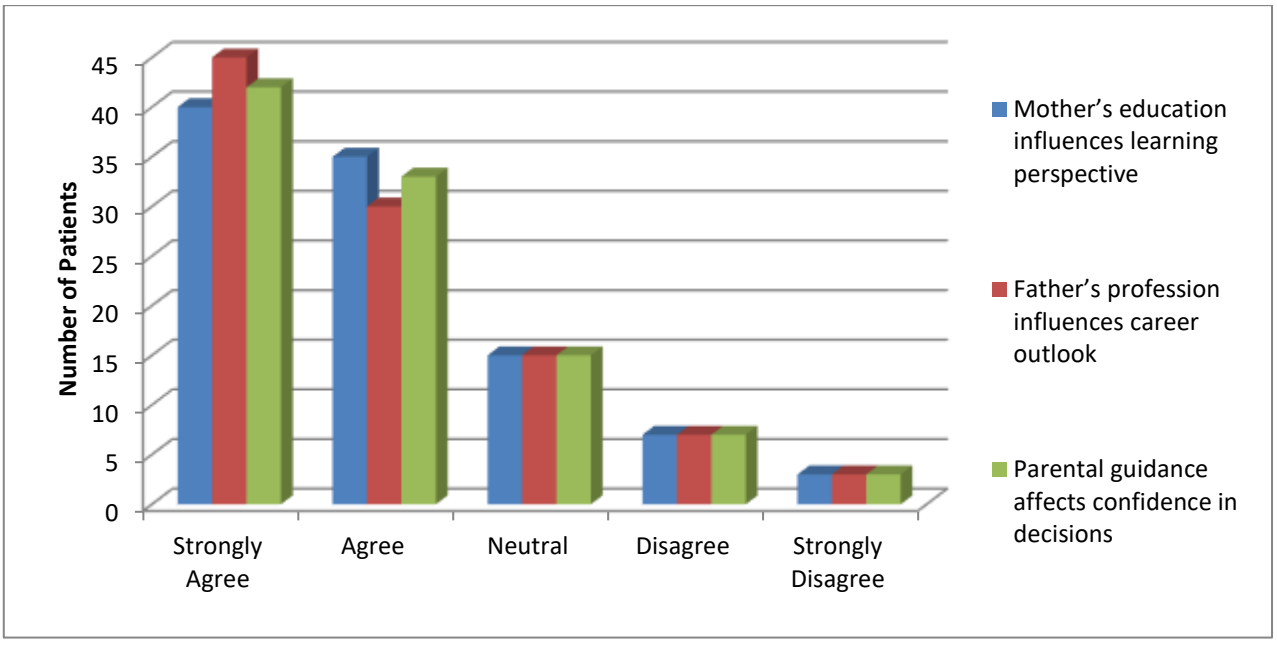


Figure 2: Overall Influence of Parents on Student Viewpoints



RESULTS AND INTERPRETATION

Demographic Distribution of Students

Results: The study included 100 higher secondary school students aged 16–18 years. Thirty students (30%) were 16 years old, 40 students (40%) were 17 years old, and 30 students (30%) were 18 years old. Fifty-five students (55%) attended government schools, while 45 students (45%) attended private schools. Seventy students (70%) belonged to nuclear families, and 30 students (30%) were from joint families.

Interpretation: The sample represents a balanced distribution across age groups, school types, and family structures. The predominance of nuclear families suggests that parental influence may be more direct and focused, which could enhance the impact of maternal education and paternal occupation on students' viewpoints, academic motivation, and career planning.

Mother's Education Level

Results: Maternal education among the participants was distributed as follows: 10 students (10%) had illiterate mothers, 20 students (20%) had mothers with primary education, 30 students (30%) with secondary education, 25 students (25%) with graduate degrees, and 15 students (15%) with postgraduate degrees.

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Interpretation: The majority of students (70%) had mothers with secondary education or higher, indicating a relatively educated maternal population. This higher maternal education is likely to positively influence students' academic attitudes, learning motivation, and social awareness. Students with more educated mothers are expected to receive better guidance and intellectual support at home.

Father's Profession

Results: Paternal occupation was distributed as follows: 15 students (15%) had unskilled fathers, 25 students (25%) had skilled fathers, 30 students (30%) had fathers in semi-professional roles, and 30 students (30%) had fathers in professional/managerial positions.

Interpretation: The majority of students (60%) had fathers in semi-professional or professional occupations, reflecting higher socioeconomic status and exposure to professional environments. This may positively influence students' career aspirations, access to resources, and motivation for long-term goals.

Viewpoint on Education Importance by Maternal Education

Results: Students' mean scores on the importance of education increased with maternal education: illiterate mothers (mean 3.2, SD = 0.8), primary education (mean 3.5, SD = 0.7), secondary education (mean 4.0, SD = 0.6), graduate mothers (mean 4.3, SD = 0.5), and postgraduate mothers (mean 4.5, SD = 0.4).

Interpretation: There is a clear positive correlation between maternal education and students' perception of education. Students with graduate or postgraduate mothers reported higher motivation, greater appreciation for learning, and stronger academic ambition. Conversely, students with less educated mothers demonstrated comparatively lower scores, indicating the significant role maternal education plays in shaping academic attitudes.

Viewpoint on Career Aspirations by Paternal Profession

Results: Students' mean career aspiration scores varied according to paternal occupation: unskilled fathers (mean 3.1, SD = 0.7), skilled fathers (mean 3.6, SD = 0.6), semi-professional fathers (mean 4.0, SD = 0.5), and professional/managerial fathers (mean 4.4, SD = 0.4).

Interpretation: Higher paternal occupational status is associated with stronger career motivation and higher future aspirations. Students with fathers in professional/managerial roles were more goal-oriented and likely to consider long-term career planning. Those with fathers in unskilled occupations showed lower scores, highlighting the influence of paternal occupation on career outlook.

DISCUSSION

The present findings suggest that parental background—specifically the mother's education level and father's profession—plays a significant role in shaping students' academic attitudes and future orientation. A growing body of research indicates that parents who have achieved higher levels of education provide more intellectually stimulating home environments, which facilitate cognitive development, disciplined study habits, and positive academic outcomes in adolescents [11]. Such environments also allow parents to communicate the importance of schooling and engage with children in goal-directed educational activities, ultimately promoting higher academic motivation and better scholastic behaviors [12]. This aligns with our results where students with better educated mothers recorded higher scores on the importance of education, implying that maternal education positively influences students' academic viewpoints. Parental occupation, as reflected by fathers' professional status, similarly contributes to students' aspirations and career outlook. Families where parents hold stable and well-paid occupations generally have higher socioeconomic status, which can translate into increased educational resources, access to opportunities, and parental expectations that encourage long-term planning and future orientation [13]. This echoes findings in other contexts showing that socioeconomic factors shaped by parental occupation influence students' educational and career ambitions by expanding their perceived possibilities and self-efficacy regarding future goals [14]. In particular, adolescents from higher occupational backgrounds often report greater educational aspiration and career planning compared with those from less advantaged occupational groups [15]. In addition to direct effects of education and occupation, parental involvement and expectations have been shown to influence not only achievement but psychological constructs related to learning engagement and well-being [16]. Parental educational expectations can enhance children's academic engagement and self-efficacy, both of which are critical for positive attitudinal outcomes and success in school contexts [17]. Conversely, low parental support or limited exposure to educational opportunities can restrict students' ability to envision and pursue long-term goals. The differential contributions of maternal and paternal influences may also interact with family dynamics and parenting styles to shape student attitudes in complex ways, including emotional support, autonomy, and guidance in decision-making [18]. These multifaceted processes help explain why students in this study acknowledged both maternal and paternal influences on their learning perspective and career outlook. [19] Overall, integrating these empirical insights reveals that parental education and occupational status do not function in isolation but are embedded within broader social and psychological contexts that shape adolescent development. Consequently, educators and policymakers should consider family socioeconomic dimensions when designing interventions to support students' academic and career trajectories. [20]

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CONCLUSION

The study concludes that both maternal education and paternal profession significantly influence students' academic attitudes, career aspirations, and confidence in decision-making. Higher maternal education is associated with greater appreciation for learning, while higher paternal occupational status promotes stronger career motivation. Parental guidance overall plays a pivotal role in shaping adolescents' perspectives, highlighting the importance of family background in students' personal, academic, and professional development.

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