



**PARENTAL INVOLVEMENT IN RELATION TO VALUE CONFLICT OF  
ADOLESCENTS**

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**Abstract**

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*The present study is designed to investigate parental involvement in relation to value conflict of adolescents. The descriptive method is used in the study. The sample size consist of 300 students of standard X, randomly selected from 179 govt. high and senior secondary school from Ferozepur District. The standardized tools viz. Parental Involvement Scale (2007) by Rita Chopra and Surabala Sahoo and Value Conflict Scale (2001) by R.L Bhardwaj has been used for collecting data. Karl Pearson's correlation and 't'-test is used for analyzing the data. The major findings are: There is significant relationship between home involvement and pragmatism vs idealism value conflict among adolescent boys, There is significant relationship between Parents Involvement through PTA and selfishness vs probity and home involvement and value conflict hate vs love among adolescent girls. There is significant difference between correlation of involvement through PTA and dependence vs self-reliance value conflict among urban and rural adolescent boys. There is significant difference between correlation of home involvement, and evasion vs fortitude, dependence vs self-reliance, hate vs love and involvement through PTA and evasion vs fortitude among rural and urban adolescent girls. There is significant relationship between school involvement and selfishness vs probity, fear vs assertion; home involvement and hate vs love; involvement through PTA and selfishness vs probity value conflict among adolescents.*

**Key words:** parental involvement, relations, values conflicts, adolescents

**Introduction:** Every human is motivated by some sense of values, acquired and developed largely under the influence of that very environment in which he/she lives. The great Indian

saints like Buddha advocated and lived a life of preaching some values. But today the country is passing through a period of value crises, which was referred to as crisis of character by the late prime minister Pandit Jawaharlal Nehru. Society is so much surrounded by vicious circle that how so ever virtuous a man may be, he cannot perform his duties honestly and sincerely. Every human being stands bewildered virtue on the one hand and vice on the other.

Home environment is an indispensable part of the society we live in. It refers to the climate prevailing in the home which varies from culture to culture, society to society and family to family. It refers to all sorts of moral, ethical, emotional, social and intellectual values set up by the parents for their children in family environment. Members of the family are the most instinctive fundamental social group which includes parents and their children.

Family members/Parents can help their children both at home and school. Mother is a true nurse and father is a true teacher from birth of a child. Parents take all decisions related to his life. They work as protector and guide in all his aspects of life. Parents are also involved in their children's attainment in formal and non-formal ways but there is big generation gap between parents and children. In the age of adolescence, all children want freedom in all aspects of life. There occurs many kinds of conflicts between parents and adolescents in relation to their aspirations, interests, attitudes, values, education etc.

At adolescent stage children become rational thinkers about their life and they are able to take their own decisions. Adolescent stage is full of complexes. Adolescents at this stage need the guidance to select the right way of life but over protection and more parental involvement may become the reasons of conflict between parents and adolescents. On the other hand, parents have aspirations related to their children. They want their children to go on the path which they have decided for them. But every person has his own values in life. These types of conflicts may be the cause of value conflicts between parents and adolescents. To see the extent of feasibility of this possibility, we are going to study parental involvement in relation to value conflict of adolescents.

**Parental Involvement :** In the term parental involvement the word 'parental' is used to describe those parents who are involved in a child's education because National PTA recognizes that today other adults such as grandparents, aunts, uncles, stepparents, guardians may also carry the primary responsibility of child's education and development.

Parental involvement has been recognized as the most important factor to influence the childhood and adulthood. Any enrichment programme for maximizing the potentials of all the children has to have active parent-child interaction. The role of parents in bringing up

their children is quite important both in terms of their devotion with respect to the time spent with them, money and other considerations. Parents transmit the culture and custom of society to the incoming generation. Parents contribute in many subtle ways to the development of children's general interests, welfare and discipline, interaction with one another, leisure time activities, academic growth and vocational plans.

Parental involvement may be described as the allocation of resources to the child's school endeavor. The word parental involvement has been used as a general term which may encompass several activities such as tutoring, monitoring, effective use of time for study at home, reinforcing behavior established in school, participating in school related committees and the like. Researchers have used this term to refer to substantially different types of activities such as going to school activities and events, surveillance of home work, number of contacts between families and school, verbal encouragement, interaction regarding school work, expectation of school performance, direct reinforcement of improved academic performance, general academic guidance and support.

There are several types of parental involvement that influence the healthy and normal growth of a child and lead him for a future stability and self actualization. However developing a clear definition of such a multifaceted concept is not easy. Traditionally, parental involvement has been in the area of helping with home work or fund raising, usually through a parent organization at the school. Involvement is expanding to include helping in the classroom and sitting in committees that decide policy and curriculum issues. Parental involvement encompasses a broad range of parenting behavior ranging from discussion with children about school work and homework to attendance at parent-teacher association (PTA) meetings. Various thinkers identified three dimensions of parental involvement as School involvement, Home involvement and Involvement through PTA.

However an association between parental involvement and religious academic achievement was concluded by Melton (2005) in his study on the relationship between parental involvement and academic achievement in religion. The student's self esteem is influenced by the involvement of parents was found in their study on self esteem of secondary school students in relation to parent involvement by Chopra and Sahoo (2006). Christopher (2006) examined research questions proposed by an expanded version of Darling and Steinberg's contextual model of parenting. The analyses indicated that adolescents' perceptions of parental educational goals and values were related positively and significantly to their reports of parental school involvement and parental monitoring. In turn, adolescents'

perceptions of parental involvement in schoolwork were related positively and significantly to their interest in school, internal academic self-regulation and goal pursuit. Parental styles moderated the relationship between parental practices and student grades, with parental involvement and monitoring most effective under child-centered parenting styles.

**Values :** The phenomena which is identified as value is a standard or principle used by human being in justifying or opposing the cause of action; the process of evaluating, judging or upraising action in terms of students of what ought or ought not to be, of what is right or wrong, of what must be done or must not be done which is apparently a general characteristic of human behavior. A person may want something but feel that he might not get it because it would not be in line with the principle to which he is committed. He may do something he thoroughly dislikes and does not want to do for instance, protest a superior's decision compelled by values that over ride his immediate personal desires or rewards.

'Value' is a term which has been defined in different ways by different writers and interpreted to be either a set or a feeling or an action. To have a broader view of the term value, it would be desirable to briefly examine some of its important definitions. Value may be defined as an object of any interest. According to Geiger, values are the outcomes of human choices. Park & Burgess remarked anything capable of being appreciated is a value. Value is defined to be an activity or condition that is cherished by Battle (1957).

**Value Conflict :** Nowadays humanity is facing many multifaceted challenges in bringing about a healthy society. Every day appears to be more problem oriented than the past one due to lack of understanding and confidence besides narrow considerations differing from man to man and with his space. Social behavior happens to be interpersonal and determined by attitudes, beliefs and values. Values as the objects of socio-cultural analysis or as the links between needs and actions related to the frame of the social cognition serve to allocate attention and effort to various needs and goals.

Conflict as a state of being torn between competing forces or in which more than one response tendency is aroused, strive simultaneously for expression where satisfaction of one drive is accompanied by frustration of another drive, happens to be the central factor in human existence. Every conflict has a definite predisposition to escalate, to become more intense and hostile, to proliferate more issues and to involve stronger and more destructive attempts to control, hence it involves control and specified application of sanctions in a fashion of increasing magnitude overtime and de-escalation-involves the same process with a decreasing magnitude overtime.

Whenever two or more incompatible goals, motives, activities or impulses are active at the same time in relation to desirable or pro-social aspects of the well being of the humanity, they can be said to be the value conflicts. It involves incompatible principles, ideologies, religion, socio-politico-aspirations and cultural possessions. Since value conflicts lie at the very root of people's identity, they are extremely difficult to resolve and de-escalation of the conflicts become an essential need for the welfare of mankind.

Value conflict is caused by perceived or actual incompatible belief systems. Values are beliefs that people used to give meaning to their lives. Value explains what is good or bad, right or wrong, just or unjust. Differing values need not cause conflict. People can live together in harmony with different value systems. Value disputes arise only when people attempt to force one set of values on other or lay claim to exclusive value system that do not allow for divergent beliefs. It is no use trying to change value and belief systems during relatively short and strategic mediation interventions.

To study the conflicting values and their impact on learning, Fries (2005) conducted a study and concluded that students showed mostly high score in both achievement and well being values. Values predict the students' school related decisions. Students having high low value conflicts reported better performance in school-related tasks. Jiang Chang (2006) studied that the conflict between values is the source of many conflicts and problems today. In contrast to the traditional conflict of values, the contemporary conflict is distinguished by these features. In adjudicating value conflicts we must permit different values to co-exist and respect different choices and pursuits of values by different individuals. In an investigation on the impact of family climate and value conflict of home science faculty and science faculty adolescents, it was found that there is effect of subject being studied on value conflict of adolescents. The science faculty adolescents has greater value conflict than the home science faculty adolescents. There is some impact of subject being studied in home science and science on some value conflict dimensions. There is tendency towards dependence, selfishness, and fear for both home science and science adolescents and there is no effect of subject being studied on family culture of adolescent, (Shrivastava and Nigan 2008). However, Phares and Kamboukos (2008) investigated mothers' and fathers' time spent with their adolescents and found that mothers spent more time with their adolescents than fathers. Developmental patterns were found for some aspects of time involvement with both mothers and fathers reporting higher involvement with younger adolescents.

**Effect of Value Conflict :** Value conflicts often have harmful effects. Participants in value conflict often behave immorally even according to their own standard of behaviors because they believe the action of their enemies force them to do so. The demonization or dehumanization of one's opponents that often occurs in value conflicts paves the way for hateful action and violence. After having clarity about the meaning of the variables to be studied, in order to give authenticity to the present study, the investigator points out the significance of the present study.

**Significance of the Problem :** We are well aware of the fact that the students are the architects of the character and the conduct of a nation. So the students are responsible not only for their own values and conduct but they also are great influencing force for taking steps towards the welfare and prosperity of the nation.

The present study has been undertaken keeping in view the need of the present day society. Adolescence is a tender age in which an adolescent tends to vary on different values from their parents. The parents can play a vital role in the value conflicts among adolescents. To get a clear picture of the parental involvement in relation to the value conflict among adolescents, this study is being conducted. This will help us suggest various ways in which we can avoid our upcoming generation to deviate from the right path and ultimately channelize their energy in the right direction.

### **Operational Definitions**

**Parental Involvement :** For the purpose of this problem, operational definition for Parental involvement is parental involvement encompasses the role played by parents in the life of their wards. Be it physical, mental, intellectual, social or educational. This role is crucial as regards to the total development of the pupil.

**Value Conflict :** Value conflict refers to the intra personal conflicts aroused within an individual on the basis of values. It includes two or more incompatible goals, or motives, activities or impulses that are active at the same time in relation to the desirable or pro-social aspects of the well being of humanity.

### **Objectives**

1. To study parental involvement in relation to value conflict among adolescent boys
2. To study parental involvement in relation to value conflict among adolescent girls
3. To study the difference between parental involvement in relation to value conflict among urban and rural adolescent boys

4. To study the difference between parental involvement in relation to value conflict among urban and rural adolescent girls
5. To study the relationship between parental involvement and value conflict in adolescents

### **Hypotheses**

1. There is no significant relationship between parental involvement and value conflict among adolescent boys.
2. There is no significant relationship between parental involvement and value conflict among adolescent girls.
3. There is no significant difference in parental involvement in relation to value conflict between urban and rural adolescent boys.
4. There is no significant difference in parental involvement in relation to value conflict between urban and rural adolescent girls.
5. There is no significant relationship between parental involvement and value conflict in adolescents.

### **Delimitation of the study**

The present study has been delimited to the adolescents of class 10<sup>th</sup> of the Ferozepur District  
*Method:* Descriptive research method is used in this study.

### **Sample**

The study was conducted on the students of class 10<sup>th</sup> of government schools of Ferozepur district of Punjab. The sampling frame was selected from the list of the schools available with the District Education Office. Accordingly, the list was issued by the District Education Office, Ferozepur which showed 179 Government high and senior secondary schools in Ferozepur district. In the present study, 20 schools were randomly selected for data collection from sample frame. From each school, approximately 15 students were selected on whom the tools were administered.

### **Tools of data collection**

1. Parental Involvement Scale (2007) by Rita Chopra and Surabala Sahoo. The items of the test are divided into three type of parental involvement named as:- (i) School Involvement, (ii) Home involvement and (iii) Involvement through PTA.
2. Value Conflict Scale (2001) by R.L Bhardwaj The items of the test are divided into six further dimensions as evasion vs. fortitude, dependence vs. self-reliance, selfishness vs. probity, hate vs. love, fear vs. assertion and pragmatism vs. idealism.

### Statistical Techniques

In the present study the following statistical techniques were used for data analysis:

1. Karl Pearson correlation was used to find out the relationship between dimensions of Parental Involvement and dimensions of Value Conflicts.
2. t-test was used for finding the significant difference between correlations in Parental Involvement and Value Conflicts.

### Conclusions

After analyzing the data, the researcher has come out with the following conclusions:

**Table 1**

**Correlations between Parental Involvement and Value Conflict among Adolescent Boys**

Parental	Value Conflict						
	Dimensions	E vs F	D vs SR	S vs P	H vs L	F vs A	P vs I
	S I	0.05	0.01	-0.11	0.02	0.06	-0.12
	H I	-0.02	-0.06	-0.04	0.05	0.01	-0.16*
	PTA	0.04	-0.04	-0.02	-0.03	-0.03	-0.06

\* significant at the 0.05 level of confidence

There is significant relationship between home involvement and pragmatism vs idealism value conflict among adolescent boys. However there is no significant relationship between school involvement, home involvement, involvement through PTA and evasion vs fortitude, dependence vs self-reliance, selfishness vs probity, hate vs love, fear vs assertion; school involvement and pragmatism vs idealism and involvement through PTA and pragmatism vs idealism value conflict among adolescent boys.

**Table 2**

**Correlations between Parental Involvement and Value Conflict among Adolescent Girls**

Parental Involvement	Value Conflict						
	Dimensions	E vs F	D vs SR	S vs P	H vs L	F vs A	P vs I
	S I	-0.01	-0.07	-0.11	0.14	0.13	0.15
	H I	-0.01	-0.03	-0.13	0.17*	0.14	0.05
	PTA	0.07	-0.09	-0.23**	0.06	0.02	0.01

\* significant at the 0.05 level of confidence, \*\* significant at the 0.01 level of confidence



There is significant relationship between Parents Involvement through PTA and selfishness vs probity and home involvement and value conflict hate vs love among adolescent girls. However there is no significant relationship between school involvement, home involvement, involvement through PTA and evasion vs fortitude, dependence vs self-reliance, fear vs assertion and pragmatism vs idealism; school involvement and selfishness vs probity, hate vs love; home involvement and selfishness vs probity; involvement through PTA and hate vs love value conflict among adolescent girls.

**Table 3**  
**t-ratios between correlations of dimensions of Parental Involvement and Value Conflict**  
**between Rural and Urban Adolescent Boys**

		Value Conflict											
		E vs F		D vs SR		S vs P		H vs L		F vs A		P vs I	
		R	U	R	U	R	U	R	U	R	U	R	U
<b>Parental Involvement</b>	<b>D</b>	$r_1$	$r_2$	$r_3$	$r_4$	$r_5$	$r_6$	$r_7$	$r_8$	$r_9$	$r_{10}$	$r_{11}$	$r_{12}$
	<b>I</b>	-0.03	0.2	-	0.1	-	-	0.0	-	0.1	0.14	-	-
		5	0.03	6	2	1	6	4	5		0.08	0.10	
		t = 1.75		t = 1.17		t = 1.26		t = 0.60		t = 0.06		t = 0.12	
<b>Parental Involvement</b>	<b>H</b>	$r_{13}$	$r_{14}$	$r_{15}$	$r_{16}$	$r_{17}$	$r_{18}$	$r_{19}$	$r_{20}$	$r_{21}$	$r_{22}$	$r_{23}$	$r_{24}$
	<b>I</b>	-0.04	0.0	0.01	0.0	0.1	0.0	0.1	-	0.1	0.1	-	-
		6		7	8	9	2	3	0	6	0.23	0.07	
		t = 0.60		t = 0.48		t = 1.63		t = 0.90		t = 1.58		t = 0.96	
<b>Parental Involvement</b>	<b>P</b>	$r_{25}$	$r_{26}$	$r_{27}$	$r_{28}$	$r_{29}$	$r_{30}$	$r_{31}$	$r_{32}$	$r_{33}$	$r_{34}$	$r_{35}$	$r_{36}$
	<b>T</b>	0.06	0.0	0.16	0.1	0.1	-	-	-	-	0.0	-	-
	<b>A</b>	5		7	2	3	3	2	0.12	6	0.01	0.10	
		t = 0.06		<b>t = 1.99*</b>		t = 1.52		t = 0.09		t = 1.05		t = 0.66	

\* significant at the 0.05 level of confidence

There is significant difference between correlation of involvement through PTA and dependence vs self-reliance value conflict among urban and rural adolescent boys. However there is no significant difference between correlation of school involvement, home

involvement, involvement through PTA and evasion vs fortitude, selfishness vs probity, hate vs love, fear vs assertion, pragmatism vs idealism; school involvement and dependence vs self-reliance; home involvement and dependence vs self-reliance among rural and urban adolescent boys.

**Table 4.**  
**t-ratios between correlations of dimensions of Parental Involvement and Value Conflict**  
**between Rural and Urban Adolescent Girls**

		Value Conflict											
		E vs F		D vs SR		S vs P		H vs L		F vs A		P vs I	
		R	U	R	U	R	U	R	U	R	U	R	U
Parental Involvement	<b>D</b>	r <sub>1</sub>	r <sub>2</sub>	r <sub>3</sub>	r <sub>4</sub>	r <sub>5</sub>	r <sub>6</sub>	r <sub>7</sub>	r <sub>8</sub>	r <sub>9</sub>	r <sub>10</sub>	r <sub>11</sub>	r <sub>12</sub>
		0.12	0.0	0.0	0.2	0.0	0.2	0.1	0.1	0.1	0.0	0.0	0.0
	<b>I</b>	1	5	5	1	1	0	0	5	8	1		
		t = -0.78	t = 1.80	t = 1.20	t = 1.20	t = 1.39	t = 1.63						
	<b>S</b>	r <sub>13</sub>	r <sub>14</sub>	r <sub>15</sub>	r <sub>16</sub>	r <sub>17</sub>	r <sub>18</sub>	r <sub>19</sub>	r <sub>20</sub>	r <sub>21</sub>	r <sub>22</sub>	r <sub>23</sub>	r <sub>24</sub>
		0.31	0.1	0.1	0.2	0.0	0.2	0.1	0.2	0.1	0.0	0.3	0.01
	<b>I</b>	4	2	9	1	7	6	3	4	9	2		
		t = 2.73**	t = 2.56*	t = 1.63	t = 2.35*	t = 0.30	t = 1.93						
	<b>P</b>	r <sub>25</sub>	r <sub>26</sub>	r <sub>27</sub>	r <sub>28</sub>	r <sub>29</sub>	r <sub>30</sub>	r <sub>31</sub>	r <sub>32</sub>	r <sub>33</sub>	r <sub>34</sub>	r <sub>35</sub>	r <sub>36</sub>
		0.37	0.0	0.0	0.2	0.1	0.2	0.0	0.1	0.0	0.0	0.1	0.06
	<b>T</b>	1	1	3	5	9	1	2	6	6	0		
		t = 2.41*	t = 1.45	t = 0.90	t = 0.78	t = 0.72	t = 0.96						
<b>A</b>													

\* significant at the 0.05 level of confidence, \*\* significant at the 0.01 level of confidence

There is significant difference between correlation of home involvement, and evasion vs fortitude, dependence vs self-reliance, hate vs love and involvement through PTA and evasion vs fortitude among rural and urban adolescent girls. However, there is no significant difference between correlation of school involvement, home involvement, involvement through PTA and selfishness vs probity, fear vs assertion, pragmatism vs

idealism; school involvement and evasion vs fortitude, dependence vs self-reliance, hate vs love; involvement through PTA and dependence vs self-reliance and hate vs love value conflict among urban and rural adolescent girls.

**Table 5**

**Correlations between Parental Involvement and Value Conflict among Adolescents**

Parental Involvement	Value Conflict						
	Dimensions	E vs F	D vs SR	S vs P	H vs L	F vs A	P vs I
S I	0.01	-0.04	<b>-0.12*</b>	0.10	<b>0.11*</b>	0.03	
H I	-0.02	-0.06	-0.10	<b>0.13*</b>	0.09	-0.04	
PTA	0.04	0.07	<b>-0.14*</b>	0.03	0.01	-0.02	

\* significant at the 0.05 level of confidence, \*\* significant at the 0.01 level of confidence

Significant relationship was found between school involvement and selfishness vs probity, fear vs assertion; home involvement and hate vs love; involvement through PTA and selfishness vs probity value conflict among adolescents. However, no significant relationship was found between school involvement, home involvement, involvement through PTA and evasion vs fortitude, dependence vs self-reliance, pragmatism vs idealism; school involvement and hate vs love; home involvement and selfishness vs probity, fear vs assertion; involvement through PTA and hate vs love, fear vs assertion among adolescents.

**Recommendations**

The present study depicts that some dimensions of parental involvement effect value conflict among adolescents. The study concludes that the school authorities should keep in mind the level of involvement in adolescent's lives. The involvement should be increased in order to reduce the value conflict of selfishness vs probity among students. At the same time the involvement should be limited so that the value conflict fear vs assertion decreases all the more.

Similarly the parents of adolescent boys are suggested that they should increase their involvement to reduce the value conflict pragmatism vs idealism among them. The parents of adolescent girls need to reduce their involvement so that their children do not indulge in hate vs love value conflict. In rural areas they should reduce their home involvement in order to reduce evasion vs fortitude and dependence vs self-reliance value conflicts. However, they should increase their home involvement if they want to reduce hate vs love value conflict.

The parents of all adolescents should bear in mind that their involvement is crucial for their children as it can decrease the hate vs love value conflict.

Parent teachers associations of adolescent girls and all adolescents in general should take place more often to lessen the selfishness vs probity value conflict. In rural areas the parents of adolescent boys should limit their involvement through PTA in order to lower the dependence vs self-reliance value conflict whereas in urban parents need to increase their involvement through PTA. Parents of adolescent girls from rural background should reduce this association to reduce evasion vs fortitude value conflict. However, the parents from urban background should focus on increasing the association with the teachers to reduce this value conflict among their children.

On the basis of the present study parents and teachers should concentrate on the fact that proper channeling of adolescents will ultimately help in making them better citizens of the society and the nation at large.

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