



## Educational Aspirations of High School Students

### KEYWORDS

Aspirations, Educational Aspirations, High School Students.

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**ABSTRACT** *The purpose of this study is to explore the Educational Aspirations of high school students in relation to certain personal and demographic variables. The sample of this study consisted of 300 students selected from Chennai city. Educational Aspiration Test developed by Yasmin Ghani Khan (1999) was administered to collect the data. The result shows significant difference in high school students Educational Aspirations with respect to their Gender, Class Studying, Medium of Instruction, Residential Locality, Type of Family and Occupation of Mother. Group differences were observed between Government, Private Employee mothers and Government Employee, Housewife mothers. The result also reveals that no significant difference in high school students Educational Aspirations with respect to their Type of School Management, Educational Qualification of Father, Educational Qualification of Mother, Occupation of Father and Family Income.*

### INTRODUCTION

Educational Aspirations, which refers to early impressions of one's own academic abilities and the highest level of education an individual expects to attain (Furlong & Cartmel, 1995). Educational Aspirations have been well documented in the career development literature, and are seen as "the first step in the pipeline" of career attendance (Berkner & Chavez, 1997). Educational Aspirations are developed early in a student's academic career, and are generally theorized to affect academic achievement by enhancing the possibility of participating in and or pursuing educational opportunities (Arbona, 2000). It is believed that student educational and career aspirations are the most relevant factors determining one's future educational attainment (Gottfredson, 1981).

While Educational Aspirations are important, educational expectations may provide a more concrete, realistic assessment that serves as a "cognitive link" between the idealised aspirations and future educational attainment (Reynolds and Pemberton, 2001). Beal and Crockett (2010); Ou and Reynolds (2008); Trusty (2000), defined Educational Aspiration as how much education a student thinks he or she will attain, educational expectations have been demonstrated to be strong predictors of future attainment. Since expectations are more realistic and more influenced by external factors, they are often lower than aspirations.

### Review of Related Study

Buchmann & Dalton (2002) found significant influence of home environment on the Educational Aspirations of the adolescents in twelve countries. They found that in both developed and developing countries with relatively uniform secondary school systems, significant other such as parents and peers can play a role, whereas in countries with secondary school systems exhibiting greater diversity, such effects are lost.

Vaidya, S.A. (2006) found gender, area and socio-economics status of the students have a significant group effect on their Educational Aspiration. There is no significant group

effect in standard of students, stream and type of schools on their Educational Aspiration.

Singh, Y.G. (2011) found secondary school students had high Level of Educational Aspiration. The Educational Aspiration Levels are higher in boys than girls and English medium students are higher than Marathi medium students.

Sunil Kumar & Mohan Gupta (2014) found significant difference between XII standard students of govt. and non-govt. schools with respect to the Level of Educational Aspiration. They also found no significant difference in the Level of Educational Aspiration of XII standard rural and urban students of govt. and non-govt. schools.

### Objectives of the Study

To find out whether there is any significant difference in students Educational Aspirations based on the following personal and demographic variables: (i) Gender, (ii) Class Studying, (iii) Medium of Instruction, (iv) Residential Locality, (v) Type of Family, (vi) Type of School Management, (vii) Educational Qualification of Parents, (viii) Occupation of Parents and (ix) Family Income.

### Hypotheses of the Study

There is no significant difference in students Educational Aspirations with respect to the following personal and demographic variables: (i) Gender, (ii) Class Studying, (iii) Medium of Instruction, (iv) Residential Locality, (v) Type of Family, (vi) Type of School Management, (vii) Educational Qualification of Parents, (viii) Occupation of Parents and (ix) Family Income.

### METHODOLOGY

The present study was a descriptive survey method. The data was collected from 300 VIII and IX standard students in Chennai city by adopting simple random sampling method.

### Tool used for the Study

Level of Educational Aspiration Test developed by Yasmin Ghani Khan (1999) was used in the present study.

**RESULTS AND DISCUSSION**

From Table-1 it is inferred that the description for the categories of the background variables such as Gender, Class Studying, Medium of Instruction, Residential Locality and Type of Family along with their frequency N, mean and standard deviation values. Boys have more mean value (24.36) than the girls (22.17). IX standard students have more mean value (23.67) than the VIII standard students (19.34). English medium students have more mean value (22.73) than the Tamil medium students (20.41). Rural students have more mean value (25.36) than the urban students (21.56). Nuclear family students have more mean value (22.76) than the joint family students (19.61).

**TABLE - 1: Showing the Significance of Difference in the Mean Scores of Educational Aspirations with respect to Gender, Class Studying, Medium of Instruction, Residential Locality and Type of Family.**

Variable	Back-ground Variables	Cat-egory	N	Mean	SD	t - value	Level of Significance
Educational Aspirations	Gender	Boys	150	24.36	4.86	4.59*	S
		Girls	150	22.17	3.23		
		Total	300				
	Class Studying	VIII	147	19.34	2.63	11.76*	S
		IX	153	23.67	3.64		
		Total	300				
	Medium of In-struction	Tamil	132	20.41	3.23	5.20*	S
		Eng-lish	168	22.73	4.24		
		Total	300				
	Resi-dential Locality	Urban	143	21.56	3.69	7.52*	S
		Rural	157	25.36	4.91		
		Total	300				
	Type of Family	Nu-clear	136	22.76	3.76	8.05*	S
		Joint	164	19.61	2.83		
		Total	300				

\* indicates 0.01 Level of Significance

The result of the Table-1 shows significant difference in high school students Educational Aspirations with respect to their Gender, Class Studying, Medium of Instruction, Residential Locality and Type of Family.

Result of the Table-2 shows significant difference in high school students Educational Aspirations with respect to their Mothers Occupation. Group differences were observed between Government, Private Employee mothers and Government Employee, Housewife mothers.

**TABLE - 2: Showing the Group Difference on Educational Aspirations with respect to Type of School Management, Educational Qualification of Father, Educational Qualification of Mother, Occupation of Father, Occupation of Mother and Family Income.**

Variable	Back-ground Variables	Sources of Variation	Df	Sum of Squares	Mean Squares	F- ratio	Level of Significance
Educational Aspirations	Type of School Management	Between Group	2	42.69	21.34	1.14	NS
		Within Group	297	5515	18.57		
		Total	299	5558			
	Educa-tional Quali-fication of Father	Between Group	2	7.39	3.696	0.19	NS
		Within Group	297	5550	18.69		
		Total	299	5558			
	Educa-tional Quali-fication of Mother	Between Group	2	30.43	15.22	0.81	NS
		Within Group	297	5527	18.61		
		Total	299	5558			
	Oc-cupa-tion of Father	Between Group	2	35.47	17.73	0.95	NS
		Within Group	297	5522	18.59		
		Total	299	5558			
	Oc-cupa-tion of Mother	Between Group	4	229.7	57.43	3.18*	S
		Within Group	295	5328	18.06		
		Total	299	5558			
Family Income	Between Group	4	138.2	34.56	1.88	NS	
	Within Group	295	5419	18.37			
	Total	299	5558				

\* indicates 0.05 Level of Significance

The result of the Table-2 further reveals that there is no significant difference in high school students Educational Aspirations with respect to their Type of School Management, Educational Qualification of Father, Educational Qualification of Mother, Occupation of Father and Family Income.

**Major Findings**

After analysis of tabulated data the investigator found out the following findings.

1. There is significant difference in high school students Educational Aspirations with respect to their Gender, Class Studying, Medium of Instruction, Residential Locality, Type of Family and Occupation of Mother.
2. Group differences were observed between Government, Private Employee mothers and Government Employee, Housewife mothers.

3. There is no significant difference in high school students Educational Aspirations with respect to their Type of School Management, Educational Qualification of Father, Educational Qualification of Mother, Occupation of Father and Family Income.

### Educational Implications

Educational Aspiration is a strong desire for high achievement and it is influenced by family background, and the ways in which family interacts, communicates, and behaves. Students' early Educational Aspirations play an important role in guiding their later achievement. Students who have high Educational Aspirations are more likely to take advantage of educational opportunities that may lead to academic success. Likewise, students with low Educational Aspirations are less likely to take advantage of these opportunities, thus limiting their future educational opportunities. In this way, student's Educational Aspirations can influence what they learn in school, how they prepare for their higher secondary lives and their ultimate academic and career attainment. Educationists, governments and policy makers have to realize the importance of one's expectations of the outcome and not only for children themselves,

but also for family, teachers and the community in order to help them to support their kids, students and friends so, the children can realize their potential and expectations.

### CONCLUSION

The results of this study further emphasize upon the significant role played by home in shaping students' Educational Aspiration, no matter what the income level or background of the family is. Hence, parents need to be made aware of the various positive and negative reward mechanisms that can be helpful in enhancing Educational Aspirations of their wards. It becomes foremost duty of parents to make every effort to create a conducive and healthy atmosphere in the home so as to sustain high Educational Aspirations in children. It is very much desired in youth and especially in adolescents to have high Educational Aspirations and ambitions for social and scholastic achievement.

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