

Educational Aspiration and Socio-Economic Status among Secondary School Students

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Abstract: Socio- economic status (SES) also plays an important role in the formulation of aspirations of adolescents. SES of the family basically determines the level and quality of education that can be provided to the adolescents. The extent to which the adolescents can be educated as well as the kind of courses which a family can afford to provide for the child depends on the SES. The main aim of present paper is to find significant differences in Educational Aspiration among adolescents studying in secondary schools in relation to their Socio-Economic Status and study the relationship between socio-economic status and educational aspiration among the adolescents. The study was confined to only adolescents studying in secondary school. The study was confined to only class 10th students by using multistage sampling. It was confined to only Jammu district. It was confined to a sample of only 351 students. Through this paper the efforts have been made to suggest some valuable recommendations.

Keywords- Socio- economic status, Educational Aspiration

Date of Submission: 16-03-2018

Date of acceptance: 31-03-2018

I. INTRODUCTION

Socio- economic status (SES) plays an important role in the formulation of aspirations of adolescents. SES of the family basically determines the level and quality of education that can be provided to the adolescents. The extent to which the adolescents can be educated as well as the kind of courses which a family can afford to provide for the child depends on the SES. As the adolescents start becoming aware of the status of his family he/she may understand the extent to which his/her family can afford to educate him. He/she may realize the extent to which his/her family could support him financially for the progress of his/her career. He/she may become aware of the economic constraints of his/her family regarding the expenses related to various professional as well as nonprofessional courses. As a result he/she may modify his/her educational and vocational aspirations keeping in mind his/her SES. The current study is an attempt to evaluate the influence of socio-economic status on the educational aspirations of adolescents in the Indian context with special reference to Jammu district of J&K state.

II. SIGNIFICANCE OF THE STUDY

Mau (1995) studied educational planning and academic achievement of middle school students and found significant racial and gender differences in educational vocational planning. Also, there was significant race and sex interaction in student's educational aspirations as well as perception of parental expectations. Knowles (1997) studied the influence of socio-economic status on aspirations to enter higher education. Six secondary schools in Kingston upon hull are involved in the "access project" (which is supported by the Paul Hamlyn foundation). They are all 11 to 16 schools, serving disadvantaged communities, with a range of indicators to demonstrate this. Although nominally comprehensive, they all have intakes which are significantly skewed towards the lower end of the ability range. Eligibility for free school meals ranges from 30% to 60% (two to four times the average for England), with a similar range of percentages on the register of special needs. Progression into post-16 education is between 30% and 50%, against a national average of over 70%. In England the pass rate for five or more GCSEs at grades a* to c was 44.5% in 1996; these schools achieved between 8% and 18%. Children from low-SES families are less likely to have experiences that encourage the development of fundamental skills of reading acquisition, such as phonological awareness, vocabulary, and oral language (Buckingham, Wheldall, & Beaman-Wheldall, 2013). Children's initial reading competency is correlated with the home literacy environment, number of books owned, and parent distress (Aikens & Barbarin, 2008; Van Bergen, Van Zuijen, Bishop, & de Jong, 2017). However, poor households have less access to

learning materials and experiences, including books, computers, stimulating toys, skill-building lessons, or tutors to create a positive literacy environment (Bradley, Corwyn, McAdoo, & GarcíaColl, 2001; Orr, 2003).

Kao & Tienda (1998) studied Educational Aspirations of Minority Youth and found that the relative shares of minority youth who have high educational aspirations are high from eighth to twelfth grades. However, ethnic groups differ in the extent to which high educational aspirations are maintained such that black and Hispanic youth have less stable aspirations. Their results suggest that family socioeconomic status (SES) not only contributes to ambitious aspirations in eighth grade but, more important, to the maintenance of high aspirations throughout the high school years. Strand and Winston (2008) studied educational aspiration in inner city schools over 800 pupil of age group 16-18 years and found no significant differences in aspirations by gender or year group but differences between ethnic groups were marked. Brook et.al (1974) studied on aspiration levels of and for children: age, sex, race, and socioeconomic correlates. One hundred sixty-five fifth-grade and 127 first-grade children and their parents were studied to examine correlates of the child's own occupational aspirations and of his parents' aspirations for him. The correlations between the parent's educational and occupational aspirations and between the parent and child aspirations were highest for the fifth grade children, for the white parents irrespective of SES, and for the black parents of higher SES level. Paul Boxer (2011) examined whether disconnection between educational aspirations and expectations is associated with socioeconomic status, academic performance, academic risk related behaviours and related psychosocial factors in an ethnically and economically diverse sample of early adolescents from a public middle school ($N = 761$). Results suggest that students who aspire to achieve more than they expect to achieve also are likely to have more economically disadvantaged backgrounds and poorer academic performance. These students also show a variety of academic and social risks. Specifically, students whose aspirations exceeded their expectations reported lower levels of school bonding, higher levels of test/performance anxiety, and elevated behavioural /emotional difficulties.

Like the above researches various other researches are also conducted in this field. The researcher after studying these researches noticed that no doubt various researches have been conducted on Educational aspiration. Adolescent's aspirations and intentions regarding higher education are strongly influenced by socioeconomic background. Socioeconomic background is the major factor in the variation in student perspectives on the value and attainability of higher education.

Nevertheless, this is a very broad topic and cannot be covered in one step and since very less studies have been undertaken on this agenda in India. This encouraged the investigator to take up a study of Educational aspiration of adolescents in relation to Socioeconomic Status and gender with the intentions that the results of the study may serve as a reference for those researchers who are interested in investigating the influence of socio-economic status on Adolescent Educational aspiration.

III. OBJECTIVES OF THE STUDY

- To find significant differences in Educational Aspiration among adolescents studying in secondary schools in relation to their Socio-Economic Status.
- To study relationship between Educational aspiration and socio-economic status among adolescents.
- To suggest some further suggestions.

Hypotheses of the study

1. There will be no significant differences in Educational Aspiration among adolescents studying in secondary schools in relation to their Socio-Economic Status.
2. There will be no significant relationship between Educational Aspiration and Socio-economic status among adolescents.

Sampling of the study

In the present study investigator selected multistage sampling technique. The sample of the present investigation was drawn from the 10th class student studying in Government schools of Jammu district of Jammu and Kashmir State of India. Firstly authors of the paper purposively selected Jammu district. From four tehsils of Jammu district i.e. Akhnoor, Bishnah, R.S.Pura, Jammu city, there were total 215 government schools in Jammu district and out of 215 schools 20 schools selected randomly 5 from each tehsil. A sample of 351 students studying in 10th class selected randomly from 20 selected schools.

Selection of the tools

In the present study, the investigator used the following tools

Level of Educational Aspiration test by Yasmin Ghani Khan.

LEAT contained 30 items dealing with various aspects that had a direct or indirect impact on the level of educational aspirations and achievement of pupils. This test is a complete psychological instrument in itself that could measure the level of Educational Aspiration of 10-18 years old students.

Reliability of the test

The LEAT was administered thrice on the tryout group of 147 students of whom only 126 took both the retests. The co-efficient of correlation was calculated to be significantly high which is shown as below.

S.No.	Aspects Related	Gap between the tests	Co-efficient of Relationship
1.	Test v/s Retest 1	Week to 10 days	0.92
2.	Test v/s Retest 2	About month	0.89
3.	Retest v/s Retest 2	About 20 Days	0.83

Spilt Half Reliability

The Split half reliability was calculated to be 0.88 and test retest reliability was calculated as 0.92.

IV. VALIDITY OF THE TEST

Content Validity

The items of LEAT was analyses item wise by two eminent teacher educators involved in educational research work, two psychologists and five school teachers who had experience in educational research and for the final test 30 items were retained.

Cross Validation

After the experimental tryout on the students the final test was administered on a fresh sample of 50 students selected randomly from all over Bhopal city, in order to cross validity. LEAT scores were correlated with H.M. Singh and G. Tiwari's estimate Level of aspiration test scores of same 50 students. The coefficient of co-relation was found to be 0.66 by Pearson's product moment correlation.

Socio -Economic Status scale by Rajeev Bharadwaj.

The scale of socio-economic status contained seven areas and items related to different areas along with alternatives to each item.

Reliability

The reliability of the test of the revised scale has been calculated by test and retest method. The correlation between two scores was calculated by Spearman-Brown formula. The following reliability coefficient correlations were found in seven areas and of the scale as a whole.

Sr.No.	Area	Co-efficient of Correlation Original Scale N=100	Co-efficient of Correlation Revised Scale
1.	Family	.72	.76
2.	Social	.68	.69
3.	Education	.82	.86
4.	Profession	.70	.74
5.	Caste	.92	.94
6.	Total assets	.67	.69
7.	Monthly income	.73	.74
	Scale as whole	.76	.76

Validity

The content validity of the revised scale, since areas and then items are solely based on research on researcher proven items is very high and promising.

Delimitation of the study

The problem under investigation was delimited as:-

1. The study was confined to secondary students only.
2. The data was collected from Jammu district only.
3. The study was restricted to a sample of 351 students only.

4. The study was confined 10th Class students only.

Analysis and Interpretation

Table 1. Showing critical ratio of mean score of Educational Aspiration of students in relation to their Socio-economic status

Variables		N	M	σ	C.R.
Socio-economic Status (SES)	Low- SES	104	20.3	4.8	6.14**
	High- SES	101	23.8	3.4	

From Table 1 it clearly reflects that the critical ratio of mean square of educational aspiration of low-SES and High-SES students was significant at 0.01 level of significance. As calculated value of C.R. (i.e. 6.14) is greater than 2.56 which are table value at 0.01 level. Therefore it can be said that low-SES and High- SES of students differ significantly in their educational aspiration.

Table-2.Relation between socio-economic status and educational aspiration among adolescents

Variables	N	Df	R
Socio-economic-status	351	349	00.291**
Educational Aspiration			

Table 2 revealed that the value of coefficient of correlation study between variables Socio-economic status and Educational Aspiration among adolescents studying in secondary school is 0.291 which is positive and significant for 349 degree of freedom. This means that there is significant but positive relationship between socio-economic-status and educational aspiration. It can thus be said that the variables of socio-economic-status and educational aspiration are directly related to each other. Hence the hypotheses there will be no significant relationship between socio-economic status and educational aspiration among adolescents should reject.

V. DISCUSSION AND IMPLICATIONS

No, doubt, there is a great loving among the students to receive education from the every corner of the society, therefore the need is that the aspirations of the youth should be properly channelized by our educational institutions as well as by other agencies. This quality of the youth should be nurtured carefully and duly. Otherwise the students will use this passion negatively in any direction.

Research indicates that children from low-SES households and communities develop academic skills slower than children from higher SES groups (Morgan, Farkas, Hillemeier, &Maczuga, 2009). For instance, low SES in childhood is related to poor cognitive development, language, memory, socioemotional processing, and consequently poor income and health in adulthood. The school systems in low-SES communities are often under resourced, negatively affecting students’ academic progress and outcomes (Aikens & Barbarin, 2008). Inadequate education and increased dropout rates affect children’s academic achievement, perpetuating the low-SES status of the community. Improving school systems and early intervention programs may help to reduce some of these risk factors; therefore, increased research on the correlation between SES and education is essential.

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IOSR Journal Of Humanities And Social Science (IOSR-JHSS) is UGC approved Journal with Sl. No. 5070, Journal no. 49323.

Dr. Ajay Kumar Salgotra "Educational Aspiration and Socio-Economic Status among Secondary School Students." *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)*. vol. 23 no. 03, 2018, pp. 25-29.