

## **EDUCATIONAL ASPIRATION OF SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR ACADEMIC ACHIEVEMENT**

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### **Abstract**

*The present study investigated the level of educational aspiration of senior secondary school students and explored the level of educational aspiration of senior secondary school students with respect to gender. The present study also studied the relationship between educational aspiration and academic achievement of senior secondary school students. Data were obtained from the sample subjects of 400 senior secondary school students by using the Educational Aspiration scale developed by Dr. Sharma, V.P. and Dr. Gupta, Anuradha (1996). To know the academic achievement of students, examination results of the students were collected from the respective schools by the investigator. Statistical tests like t-test, Regression Analysis, Pearson coefficient of correlation were used for data analysis and interpretation of results. It was found that majority of the students come under the category of 'above average' educational aspirants with the percentage of 42.25%. Only 14.5 percent of students have 'high' educational aspiration. The percentage of the students at average, below average and low educational aspiration level are 7%, 28.75%, and 4.5% respectively. It was found that gender had no significant influence on educational aspiration of senior secondary school students. Both the male and female students have same level of educational aspiration. Coefficient of correlation was used to find out the relationship between educational aspiration and academic achievement of students. Educational aspiration was found to be significantly correlated with academic achievement of students.*

**Key Words:** Achievement, Aspiration, Academic Achievement, Educational Aspiration, Senior Secondary School Students

### **Introduction**

Human being is in the centre of all activities of the world. With economic development standard, living of people has also improved. A man is trying to reach the goal which is fixed by him. Education has played a great role in the behavioural change of mankind. Education is

provided to people to make a positive change in their behaviour. Education is viewed as an instrument to develop the cognitive qualities, tolerance and understanding of the students. IT should prepare the younger generation to understand and face the realities of globalization. In this context, the education in situation and the teachers have more responsibilities in moulding the character of students. The role of the teachers in the society helps on changing.

### **Educational Aspiration**

The term ‘aspiration’ is one which is often used synonymously with goals, ambitions, objectives, purposes, dreams, plans, designs, intentions, desires, longings, wishes, cravings or owns. Aspirations are what drive individuals to do more and be more than that presently are. From an individual’s perspective, educational aspirations represent one of the more crucial determinants of social mobility. Aspiration means a strong desire to achieve something high or great. Aspirations however, usually cannot be the achievement of something high or great. These also address both the present and future perspectives. According to Sirin, Diemer, Jackson and Howell (2004), Aspirations have been defined as the educational and vocational dreams that students have for the future.” According to Hurlock (1973), “Aspiration means a longing for what one has achieved with advancement on it’s as its end”.

Education aspiration during teenage years have been studied to clarify educational inequalities in broad spectrum, and person’s job related choice and achievement later in life, in particular. (Rojewski.2005). At present there is no universally accepted description for the term educational aspiration, however it is generally used as referring to individual’s plans and aims inside an educational setting (Trebbels,2015). Different investigators have measured and elaborate educational aspirations through the number of career plans each adolescents (Crawford and Mendez,2002)., the status of their educational aspirations( Scheel ,Coloney and Leung,1994)and the level of the self-academic learning goals ( Nurmi,Vasalampi and Salmela-Aro,2009,Watt et.al ; 2012).

### **Academic Achievement**

Various experts and educationists have defined achievement in different ways .According to John W.H. Rothney, “achievement is defined as whole sole learning in the end of course. The main focus of educative process is to improve the performance or the learning of the students .The learning outcomes of the students are measured with the help of their achievement tor performance, Performance assessment is the process of measuring the terminal behaviour of the students at the end of instruction. It is the job of students to measure whether the students

have acquired the component concepts of the achievement, before proceeding with the instruction, which arranges these concepts in a proper relationship for the learning of the principle. The achievement is the end product of instruction, usually verbal performance. Good (1973) defines academic achievement as “knowledge attained or skills developed in the school subjects, usually designated by the test score or by marks assigned by a teacher or both”.

In our society, academic achievement is considered as a key criterion to judge one’s total potentialities and capacities. Hence, academic achievement occupies a very important place in education as well as in the learning process. At senior secondary school stage, great emphasis is placed on achievement right from the beginning.

Academic achievement is a multidimensional and complex phenomenon. There are many factors which affect a pupil’s academic achievement viz. intelligence, motivation, school environment, personality, home environment, interests, aptitude, family background and socio-economic status of the parents and many more factors. Considering the importance of educational aspiration in relation to academic achievement, it was important to conduct study on these variables.

### **Objectives of the Study**

1. To study the level of Educational Aspiration of senior secondary school students.
2. To explore the level of Educational Aspiration of senior secondary school students with respect to gender.
3. To study the relationship between educational aspiration and academic achievement of senior secondary school students.

### **Hypotheses of the study**

1. Most of the senior secondary school students will possess the high level of educational aspiration.
2. There will be no significant difference in the level of educational aspiration of male and female senior secondary school students.
3. There will be no significant relationship between educational aspiration and academic achievement of senior secondary school students.

### **Methodology**

## **Research Design**

Descriptive method of research was employed for the present study as this method is concerned with describing, surveying and investigating the existing phenomenon, conditions and relationships that exist. The dependent variable was Educational Aspiration of senior secondary school students. The independent variable was Academic Achievement.

### **3.3 Population of the Study**

The population of the present study was comprised of the senior secondary school students studying in schools affiliated to Jammu and Kashmir Board of School Education (JKBOSE) from Ganderbal district and Srinagar district of Jammu and Kashmir state.

### **3.4 Sample**

In order to draw out the best representative sample from the population, the investigator selected 400 senior secondary school students from higher secondary schools of district Ganderbal and district Srinagar using simple random sampling technique.

## **Tools**

As far the tools are concerned, only standardized tests were employed for obtaining valid and reliable data for dependable results. To know the academic achievement of students, examination results of students were collected from the respective schools by the investigator. The tool used to collect data of educational aspiration of students, Educational Aspiration Scale by Dr.Sharma, V.P.and Dr. Gupta, Anuradha (1996) were used by the investigator.

### **3.6 Statistical Treatment of the Data**

Descriptive and inferential techniques have been used in the present study by the investigator. To analyse the collected data for 400 senior secondary school students, SPSS Package version 22.0 has been used. Descriptive statistics such as mean, Standard Deviation and Inferential statistics such as t-test, one way ANOVA, Pearson's correlation coefficient have been used.

## **Data Analysis and Interpretation**

**Objective No.1:** To study the level of Educational Aspiration of senior secondary school students.

**Hypothesis:** *Most of the senior secondary school students will possess the high level of educational aspiration.*

In order to study the level of educational aspiration of senior secondary school students ,scores on the educational aspiration scale were divided into five groups i.e. high educational aspiration, above average educational aspiration, average educational aspiration, below average educational aspiration, low educational aspiration based on the categorization of the manual of Educational Aspiration Scale. Percentage and number of senior secondary school students falling in each group is shown in Table 1.1 and mean of educational aspiration is shown in Table 1.2.

**Table4.1: Category wise distribution of senior secondary school students on variable educational aspiration**

<b>Groups of senior secondary school students</b>	<b>Score Limit</b>	<b>Number of senior secondary school students</b>	<b>Percentage</b>
High Educational Aspiration	435-more	58	14.50%
Above average	367-434	181	45.25%
Average	321-366	28	7 %
Below average	253-320	115	28.75%
Low educational aspiration	252-below	18	4.5%

**Table 4.2: Mean and S.D of total educational aspiration scores of senior secondary school students.**

<b>N</b>	<b>Variable</b>	<b>M</b>	<b>S.D</b>
400	Teacher Effectiveness	372.51	85.305

On the basis of Table 4.1, it was inferred that the highest percentage of students were reported in above average educational aspiration group of students (i.e. 45.25%) and the lowest percentage was reported in the average group of students (7%). However, the percentage of

students in below average and low educational aspiration were found to be 28.75% and 4.5% respectively. The high educational aspiration group was found to have 14.5% of students.

Further perusal of Table 4.2 showed that mean educational aspiration score of the total sample is 372.51 with an S.D of 85.30 which falls in the score limits of average group revealing that most of the senior secondary school students were found to have average educational aspiration which is supported by the percentage of students in the average group. However, it is also evident from the results that a sufficient number of students are having below average educational aspiration (28.75%).

Objective No.2: To explore the level of educational aspiration of senior secondary school students with respect to gender.

Hypothesis: *There will be no significant difference in the level of educational aspiration of male and female senior secondary school students.*

To compare the educational aspiration of senior secondary school students with respect to gender, independent sample t-test was conducted whose results are present in table 1.3

**Table 1.3: Comparison of educational aspiration scores of male and female senior secondary school students**

Gender	N	Mean	Std. Deviation	df	t
Male	220	370.88	86.113	398	-.420
Female	180	374.49	84.504		

Table 1.3 shows that there is no significant ( $p > .01$ ) difference in the educational aspiration of male and female senior secondary school students on account of insignificant t-value ( $p > .01$ ) revealing that gender has no significant effect on educational aspiration of senior secondary school students. Thus the null hypothesis that “there will be no significant difference in the level of educational aspiration of male and female senior secondary school students” is accepted.

Objective No.3: To study the relationship between educational aspiration and academic achievement of senior secondary school students.

Hypothesis: *There will be no significant relationship between educational aspiration and academic achievement of senior secondary school students.*

In order to study the relationship between educational aspiration and academic achievement of senior secondary school students, Pearson Product Moment Correlation was applied that yielded a correlation coefficient of 0.539 ( Table ...). It means that there is a significant positive relationship between educational aspiration and academic achievement of senior secondary school students, indicating that higher the educational aspiration, higher is the academic achievement.

Regression Analysis was also applied to find out the effect of educational aspiration on academic achievement of senior secondary school students .Results are present in the table 1.4

**Table 4.9: Relationship of educational aspiration and academic achievement of senior secondary school students**

Independent variable(s)	Unstandardized coefficients		Standardized coefficients	t	Pearson r
	B	Std.error	$\beta$		
Constant	218.769	12.580	.539	17.390	.539*
Academic Achievement	1.450	.114		12.753*	

\*significant at 0.01 level

$R^2 = .290$ ;  $F_{(1,399)} = 162.650$ ;  $p < 0.01$

On the basis of Table (4.9) it is clear that academic achievement significantly affected educational aspiration ( $F_{(1,399)} = 162.650$ ;  $p < 0.01$ ) and explained 29% of variance in educational aspiration. The positive  $\beta$  coefficient bearing significant t value supported that academic achievement had a positive influence on educational aspiration of senior secondary school students. Therefore, the null hypothesis stating that “There will be no significant relationship between educational aspiration and academic achievement of senior secondary school students” is rejected.

### Findings of the Study

The main findings of the present study are as follows:

1. Majority of the senior secondary school students were found to have average level of educational aspiration .In respect of the entire sample, as many as 14.5 % of students

are reported as having the high level of educational aspiration, 45.25% of students are having above average level of educational aspiration, 7% having average level, 28.75% are having below average and only 4.5 % students are reported as having low educational aspiration.

2. Gender has no significant influence on the level of educational aspiration of senior secondary school students .Both the male and female senior secondary school students possess the same level of educational aspiration.
3. Educational aspiration is positively and significantly ( $r = .539$ ,  $p < 0.01$ ) correlated with academic achievement of senior secondary school students and approximately explained 29% of variance in educational aspiration.

## Conclusion

The present study was conducted on 400 senior secondary school students with the purpose of exploring the effect of academic achievement on educational aspiration of senior secondary school students. Initially the sampled students were assessed for their level of educational aspiration and on the basis of results, it is concluded that most of the senior secondary school students possess the above average level of educational aspiration. The present study also investigated the effect of gender on the educational aspiration of senior secondary school students. On the basis of results, it is concluded that educational aspiration is independent from the effect of gender, both male and female senior secondary school students have same level of academic achievement. Further correlation results made it clear that educational aspiration is positively correlated with academic achievement.

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