A Study on Interrelation of Educational Aspiration with School Environment of Secondary School Students

Liyaqat Bashir* and Ramandeep Kaur

Department of Education, Lovely Professional University, Phagwara, Punjab, India

Corresponding author: liyaqatbashir@gmail.com

ABSTRACT

The present study was undertaken with the purpose of studying educational aspiration of secondary school students in relation to their school environment and to find out the difference in educational aspiration and school environment of secondary school students on the basis of locality. This study was conducted on a sample of 400 students studying in secondary schools of Kashmir division. The result shows that there exists no significant difference between rural and urban secondary school students in their educational aspiration. However there exists significant difference between rural and urban secondary school students in their school environment. Further the results indicate that there exists a positive significant relationship between educational aspiration of secondary school students with school environment.

Keywords: Educational aspiration, school environment, secondary school students

Educational Aspiration

Education is a process and kind of activity in relation to human beings. It is a continuous attempt to develop all capacities of the students to control their neighboring environment and to fulfill their needs. Although education is a part of human life, it cannot help the pursuers unless they have the required amount of educational aspirations. The term level of aspiration is best explained as a frame of reference involving self-esteem. When level of aspiration is centered on the field of education we may refer to it as level of educational aspiration. It is considered as a concept, referring orientation towards educational goals spaced in a continuum of difficulty and social prestige and arranged in an educational hierarchy.

Garg *et al.* (2002) studied that the impact of family factors had their influence on shaping student's educational aspirations through their impact on attitudes, extra-curricular reading towards homework, school and perceptions of students of their parent's educational aspirations. Koa

et al. (2003) analyze that educational aspirations are a significant predictor of eventual educational attainment. Singh (2011) examined that educational aspirations in high school students and found that girls have less educational aspirations than boys.

Factors Affecting Educational Aspiration

Parent's education and parental expectations: Parents education, parental expectations and the dynamics of family interactions have emerged as major factors in educational aspiration. Hossler *et al.* (1993) and Macbrayne (1987) suggests that children's own aspirations are influenced by their parent's aspirations or expectations for them. When children's perceive their parents to have high educational expectations for them, children's are likely to have higher aspirations for themselves.

Parental involvement: Henderson (1994) points out that the amount of parental involvement in the child's education is related to children's educational aspirations. Active parental involvement contributes to the overall performance of all students in schools

due to increased aspiration level, not just the children of those parents who are active.

School environment: School environment is as important as family environment. Wilson and Wilson (1992) assert that the effective school should be a place to raise student's aspirations. Quaglin (1989) asserts that the student's aspiration is not a component which can be taken for gender. Father aspiration level of students is at the level of students is at the heart of students achievement and positive school climate.

The children's are the richest resources of a nation, and they read to be so designed and developed through carefully adapted socialization process at home and cautiously planned social learning experience in educational institutions as to match with the emerging demands of the worlds of competition and excellence. School environment has significant role in influencing and shaping the behavior and thoughts of a child especially in the development of aspiration and attitude. School environment develops child's behavior. Therefore, the children's interaction with the classmates or colleagues and is always impacts the whole environment that surrounds him. Each student needs a friendly atmosphere, which can nourish them with love and care. Goel (2004) explored the impact of environment in home and gender on educational aspirations. Results revealed that girls have high educational aspiration than boys. Boys feel more rejected with the atmosphere at home in comparison to girls who experienced more nurturance than boys.

However, Wilson and Wilson (1992) investigated educational aspirations reported by male high school students were significantly higher than by female classmates. Conversely Mau *et al.* (1998) found that male students had significantly less educational aspirations than female students at both the 10th and 12th grades. Further, Mau and Bikos (2000) found that although educational and occupational aspirations increased among the high school students throughout high school and two years beyond high school, female students reported higher educational and occupational aspirations than their male classmates. Robinson *et al.* (2003) examined that for low SES students, the school's influence, goals, minority, academic achievement, and psychological well-being is more significant

than friends, family or in increasing educational aspirations.

School Environment

Human beings are forever immersed in a school environment which not only change the very structure of the human being or just force him to be familiar with facts but also give something useful for him with a ready-made system of signs. It imposes on him a series of obligations. Home and school split a powerful breathing in children's whole life and there exists a unique combination between the two. In 1972 'Kaplan' by its very in nature, the family is a socio biological unit that exert the most impact on the development and maintenance of the individual's behavior. After family, the school is the very important experience in the process of child development. When the child enters the school environment, he or she presented with new opportunity in terms of socialization and cognitive development.

These opportunities are provided in different schools and may have a direct impact on the cognitive and affective behaviors of students. The nature of this influence can be understood if we devote our research energies to find out the environmental variables that are most efficient in promoting optimum development of each child's potentialities. Dewey (1921) writes school is a very particular environment where a certain quality of life and certain type of activities and occupations are provided with the objectives of securing the child's development along desirable lines. Dave (1965) defined school environment or educational environment as the conditions, psychological stimuli and processes which influence the educational attainment of the child. Watson *et al.* (2002) studied that the high achieving adolescent girls in career aspirations was examined by compare them to the adolescent boys aspiration level as well as by looking at the impact of achievement level.

A result shows that average achieving girls and boys less aspiration than high achieving girls and were the same as those of high achieving boys. Girls at single sex schools have higher real career aspirations than girls and boys at coed schools. Ogundokun (2011) explored the test anxiety, environment in school, and learning styles as predictors of learning outcomes among high school students. The result

confirmed that environment in school, test anxiety and learning styles jointly predicts the learning outcomes but test anxiety is the most potent predictor of learning outcomes. The environment factors play a significant role in the improvement of student. Students spend a lot of their time in schools. Their school environment has an effect on their development. Students are the resources of future leaders in different fields. The development of any country depends on the opportunities given to the students for their maximum development. In India, a democratic country has the right to get this opportunity for maximum set students is important because it lays the base of his/her future development. Environment in the school is the overall facilities provided by the school. School environment can be different types such as:

Physical Environment: The Physical environment of school includes planning, location, staff quarters, facilities in building, site of construction, common rooms for boys and girls, suitability in terms of accommodation, proper ventilation in classroom, classrooms which can be used in all weathers, provision of toilets, facility for indoor games, provision of hall for co-curricular and others activities, clean drinking water, provision of proper furniture, facilities for library, laboratory, sewage and drains facilities, workshops, hostels, provision of pathways, and greenery garden.

Social Environment: This is well thought-out with proper interaction and their human resources. It includes association among students pursuing in different class, in same class, student participation in different school activities, relationship among staff member's teachers and principal with community, students and parents, relationship of school officers, discipline, school employees, students, neighbourhood and competition.

Psychological Environment: Good quality psychological environment assists in making the students such that they like to join in different activities, they seems to be internally motivated, dedication towards their work, very active, find fearless democratic environment, participate according to individual differences.

Educational Environment: It assists in running of teaching learning activities smoothly. It includes arrangement of teaching learning material, discipline, arrangement for absent teachers, time-table, maintenance, aid and evaluation of teaching learning activities etc.

School environment implies a measure of the quantity and quality of the social support, cognitive, and creative that has been available to the subjects during their school life in terms of pupil teacher interaction. The environment in classroom consists of task orientation, clique, teacher support, teaching material, friction, study habits, involvement, empathy, and disengagement etc. School environment contains of both positive and negative characteristics which affect the perception of the students. The environment in classroom decides the perception of the environment in classroom by the students.

An encouraging environment in school creates an optimal setting for learning and teaching. School may be a stabilizing force for young people, both academically and emotionally, particularly when they are experiencing transition or crisis. As a nation on the move, parents uproot their families for a variety of reasons. Rakesh *et al*. (2014) investigated that the type of school, influence of school environment, and combination of subjects on the self-concept of the children's. The result shows lot of children's has above average self-concept. Further result indicates that school environment have significant impact on self-concept. Effective school environment children's have higher level of self-concept as compared to non-effective school environment children's.

Schools are the place where children spend most of their time. It is the courtyard of socialization. The reviews show that school climate is closely associated with the psycho-social and academic development of the students. Environment in school as apparent by students has a benefit of characterize the setting through the eyes of the actual participants. Students have an excellent benefit position to create judgments regarding classrooms because they have encountered a number of learning environments and have sufficient time in a class to form perfect impressions. Paramasivam *et al.* (2013) explored that many factors influence the academic achievement of students at all levels. School environment plays a prime role in educating a child being a bridge between the child and school. This study is carried out to find out the influence of management of school and gender on school environment of

higher secondary students. The study indicates the average level of school environment of higher secondary students. It also reveals the significant difference in overall school environment and in all its dimensions except the dimensions of control and creative stimulation of higher secondary students with respect to gender. The girls have gained more mean score when compared to the boys.

Further, no significant difference is observed among the higher secondary students school environment not only in the overall aspect of school environment, but also in all its dimensions, expect the dimension of Control. Badola (2013) examined the school environment and home climate of senior secondary school students in relation to their career decision maturity.

The result shows that the dimensions of home climate namely control, protectiveness, rejection, social isolation, and deprivation of privileges differ significantly on their career decision maturity whereas the effect of school environment dimension namely rejection differed significantly of senior secondary students on their career decision maturity. Pandy (2014) examined that the school environment and home are deciding factors in ensuring the development of vocational maturity among students. To reinforce the notion a study was conducted on the interrelation between school environment as well as home and vocational maturity of senior secondary school students of private and government schools of Delhi.

It was found that there is positive correlation among home as well as school environment and vocational maturity of senior secondary school students. The study established that better school and home environment is helpful in development vocational maturity of individuals. Korir *et al.* (2014) investigated the effect of peer influence and school environment on the student's academic performance. The study assessed school environment factors and peer influences in terms of the level of psychological impact they have on learners. The study established that school environment and peer influence made significant contribution to the student's academic performance.

Objectives

1. To find out the difference among secondary school students in their educational aspiration and school environment on the basis of locality.

2. To find out the relationship between educational aspiration of the secondary school students with school environment.

Hypotheses

1. There exists no significant difference between rural and urban secondary school students in their educational aspiration.

2. There exists no significant difference between rural and urban secondary school students in their school environment.

3. There exists no significant relationship between educational aspiration of secondary school students with school environment.

METHODS

Sample

Descriptive survey method of research was used. The sample of the study consisted of 400 secondary school students from two districts of Kashmir division of India. Both rural and urban students were selected as a sample with equal distribution of 200 rural students and 200 urban students by using simple random sampling technique.

Tools

The following standardized tools were employed: Level of Educational Aspiration test standardized by Yashmin Ghani Khan. (2011) and School Environment Inventory standardized by K.S. Misra. (2002).

Statistical Techniques

1. In order to find out the difference in educational aspiration and school environment of secondary school students, t-test was used.

2. In order to find out the relationship between educational aspiration of secondary school students with school environment, Pearson's coefficient of correlation was used.

RESULTS

Table 1: Difference in educational aspiration between rural and urban secondary school students

Groups	N	Mean	SD	t-value	Result
Rural	200	18.59	3.88	1.87	Not Significant
Urban	200	19.32	3.94		

Table 2: Difference in school environment between rural and urban secondary school students

Groups	N	Mean	SD	t-value	Result
Rural	200	174.56	31.10	5.77	Significant**
Urban	200	190.83	24.94		

**Significant at 0.01 level of significance

Table 3: Relationship of Educational Aspiration with school environment of Secondary School Students

Type of variables		N	'r'	Result
Dependent	Educational Aspiration	400	0.346	Positive Correlation
Independent	School environment			

DISCUSSION

As shown in table 1, insignificant difference was found between rural and urban secondary school students on educational aspiration. The t-value found to be 1.87 which is not significant at 0.01 level of significance. Therefore, the first hypothesis which states that "There exists no significant difference between rural and urban secondary school students in their educational aspiration", stands accepted. It may be due to the fact that preferential treatment and the exposure given to the student's may be responsible for these results because parents in urban and rural areas have a strong faith in the education for their student's or now a day's everyone is aware about the need of education and they receive proper support of government or administration.

As shown in table 2, there is significant difference between rural and urban secondary school students on school environment. The t-value found to be 5.77 which are significant at 0.01 level of significance. Therefore the second hypothesis which states that "There exists no significant difference between rural and urban secondary school students in their school environment", stands rejected. Main reason for this type of result is that in rural schools have poor infrastructure facilities, untrained teachers, pitiable classroom whereas urban schools have more teachers, good infrastructure facilities, extra-curricular activities etc. The finding is consistent with findings of Lawrence (2012), in this study there was no significant relationship between school environment and academic achievement of 9th class students and there is significant difference between 9th class rural and urban school students in their school environment. Further Subramanian (2013) revealed that the urban school students have better school environment than the rural school students. Further comparing on the basis of type of school, both the government and private high school students do not differ significantly in their school environment.

It is clear from the table 3 that the calculated Pearson's coefficient of correlation (r) of educational aspiration with school environment of secondary school students was found to be 0.346. It is evident from the above result that there is a positive relationship of educational aspiration with school environment of secondary school student's.

Thus, the hypothesis: there exists no significant relationship between educational aspiration of secondary school students with school environment is rejected in the light of above evidence. This shows that school environment affect student's educational aspiration. School environment plays a crucial role in developing educational aspiration of students by participating various school activities like seminars, workshops, debates.

Teachers encourages to develop new ideas, impart different types of experiences, try to make their teaching interesting in several ways, give opportunity to stabilize the learned material, explain the different things in several different ways and teachers do not interfere in the independent study of the students and create appropriate environment to present new thoughts. Zias (2011) also supports to the result of present study, he explored that proper and adequate school environment is very much necessary for a fruitful learning of the child. Geckova *et al.* (2010) is partially in line and studied that the family and the school have the potential to arouse educational aspiration in all educational tracks.

CONCLUSION

1. There exists no significant difference between rural and urban secondary school students in their educational aspiration.

2. There exists significant difference between rural and urban secondary school students in their school environment.

3. There exists a positive significant relationship between educational aspiration of secondary school students with school environment.

SUGGESTIONS

1. The study may be conducted on large sample for drawing generalization and to get more reliable results.

2. The variable educational aspiration could be studied in relation to other variables such as intelligence, organizational climate, home environment, learning environment, motivational orientation and parent child relationship.

3. Comparative study on the same variables can be done on the basis of basis of students of different level e.g. primary level, secondary level and senior secondary level.

4. A longitudinal study may help in better understanding of the issues related to secondary school students.

EDUCATIONAL IMPLICATIONS

1. It is an essential duty of teachers to provide good environment in school.

2. The secondary school students should be provided with congenial and stimulating atmosphere at home, school and society for better academic performance and adjustment in future life.

3. Proper guidance should be provided to the students from time-to time regarding career choices, selection of subjects and streams of education.

4. There should be guidance and counseling cells established in schools and other educational institutions, so that students may get help to reduce their worries and tensions.

REFERENCES

Badola, S. 2013. A study of home climate and school environment of senior secondary school student in relation to their decision maturity. *Educationia Confab*, **2**(4): 62-67.

Garg, R., Kauppi, C., Lewko, J. and Urajnik, D. 2002. A structural model of educational aspirations. *Journal of Career Development*, **29**(2): 87-108.

Geckova, 2010. Factors associated with educational aspirations among adolescents: Dues to counteract socio-economic differences. *BMC Public Health*, **10**(24): 151-154.

George, 2014. Educational aspiration of higher secondary school students: A comparative study based on certain demographic variables. *The international journal of humanities and social studies*, **2**(1).

Goal, S.P. 2004. Effect of Gender, Home and Environment on Educational Aspirations. *Journal of Community Guidance and Research*, 2 (1), 77.

Gupta, R.P. 2014. Study of parental encouragement in relation to mental health of secondary school students. *International Journal of Behavioral Social and Movement Sciences*, **3**(2): 8-15.

Henderson, A.T. and Berla, N. 1994. A new generation of evidence: The family is critical to student achievement.

Kao, G. and Thompson, J.S. 2003. Racial and ethnic stratification in educational achievement and attainment. In K.S. Cook and J. Hagan (Eds). *Annual Review of sociology*, **29**: 417-442.

Korir, D.K. and Kipkemboi, F. 2014. The Impact of School Environment and Peer Influences on Students academic performance in vihiga county, Kenya. *International Journal of Humanities and Social Science*, **5**(1).

Lawrence, A.S. 2012. School environment and academic achievement of standard ix students. *Journal of educational and instructional studies in the world*, *(2)*.

MacBrayne, P. 1987. Educational and Occupational Aspirations of Rural Youth: *A review of Literature. Research in Rural Education*, **4**(3): 135-41.

Mau, W. and Bikos, L.H. 2000. Educational and vocational aspirations of minority and female students: A longitudinal study. *Journal of Counseling & Development*, **78**(2): 186-194.

Mau, W.C., Hitchcock, R. and Calvert, C. 1998. Career plans, perceived counselors and other influential persons expectations of high school students. *Professional School Counseling*, **2**: 161-166.

Ogundokun, 2011. Learning style, school environment and test anxiety as correlates of learning outcomes among secondary school students. *Ife Psychologia*, **19**(2): 321-336.

Pandy, S.K. 2014. A study on interrelation of home and school environment with vocational maturity of senior secondary school students. *Indian Journal of Applied Research*, **4**(12).

Paramasivam, P. and Mani, S. 2013. Influence of gender and management of school on school environment of higher secondary students. *Global Journal for Research Analysis*, **2**(11).

Quaglia, R. 1989. Student Aspirations: A critical dimension in effective schools. *Research in rural education,* **6**(2).

Rothon, C. 2011. Structural and socio-psychological influences on adolescent's educational aspirations and subsequent academic achievement. *Social Psychology of Education,* **14**(2): 209-231.

Sandhu, and Rakesh. 2014. Impact of school environment on self-concept. *Indian Journal of Health and Wellbeing,* **5**(2): 249-251.

Sekar, P. and Mani, S. 2013. Influence of gender on parental encouragement of higher secondary students. *International Journal of Scientific Research,* **2**(9): 114-115.

Singh, Y.G. 2011. A study of educational aspiration in secondary school students. *International Referred Research Journal,* **3**(25).

Subramanian. 2013. Influence of location and type of school on school environment of high school students. *International Journal of Scientific Research,* **2**(12).

Watson, C.M., Quatman, T. and Edler, E. 2002. Career aspirations of adolescent girls: Effects of achievement level, grade, and single-sex school environment. *Sex Roles,* **46**(9-10): 323-335.

Way, N. and Robinson, M.G. 2003. A longitudinal study of the effects of family, friends, and school experiences on the psychological adjustment of ethnic minority, low-SES adolescents. *Journal of Adolescent Research,* **18**(4): 324-346.

Wilson, P.M. and Wilson, J.R. 1992. Environmental influences on adolescent educational aspirations: A logistic transform model. *Youth and Society,* **24**(1): 52-70.