

# AN INVESTIGATION INTO THE EDUCATIONAL ASPIRATION OF PRIMARY SCHOOL STUDENTS

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## ABSTRACT

*The present study aims at investigating the educational aspiration of primary school students. A sample of 175 students was drawn adopting the random sampling technique from VII STD Government, private aided and private unaided primary schools of Bangalore South district, Karnataka. The survey method was used to collect the data. The study revealed that there is no significant difference in the educational aspiration of boys and girls belonging to Government and private aided primary schools. There is no significant difference in the educational aspiration of students belonging to Government and private aided primary schools. There is a significant difference in the educational aspiration of students belonging to Government and private unaided primary schools. There is a significant difference in the educational aspiration of students belonging to private aided and private unaided primary schools.*

## INTRODUCTION

Educational aspirations are strong desires to reach a high or great goal. Young people's aspirations guide what students learn in school, how they prepare for adult life, and what they eventually do (Walberg, 1989).

The goal of educational aspirations is to realize a deep, systemic and sustained restructuring of school. It is a strong desire for an ambition or achievement. Educational aspiration has been identified as a key strategy for widening educational participation in a lifelong learning process. Educational aspirations reflect individuals' ideas of their "possible selves," what they would like to become, what they might become, and what they do not wish to become (Markus & Nurius, 1986). Realizing aspirations requires the investment of time, energy, and resources - both from the students and from parents (Sherwood, 1989). The extent to which communities mobilize such support bears on the quality of life - both among students and parents.

## EDUCATIONAL ASPIRATIONS, SCHOOLING OUTCOMES, LOW ASPIRATIONS AND DROPPING OUT OF SCHOOL

Several circumstances make students vulnerable to poor schooling outcomes and lower educational aspirations. First, the relationship between socioeconomic status and educational outcomes. The influence of this relationship outweighs the influence of school location

(rural, suburban, or urban) or school size (Marion, Mirochnik, McCaul, & McIntire, 1991; Center for Research and Evaluation, 1991). Wherever they live or go to school, students who come from low-income circumstances have lower educational aspirations than do their more economically advantaged peers.

Second, the poverty rate is higher in rural families with two people working are falling into poverty at a very high rate (O'Hare, 1988). The combination of rising tuition rates and falling family incomes may make attending schools an unrealistic choice for many students. A third circumstance that influences the aspirations of students is the educational level of parents. Here, too, students suffer an early disadvantage.

Due to the problem of socio-economic status of their parents the students felt that "the school was not for me". This was the main reason to dropout from school. Since many urban and rural students were offered jobs they started to work in order to reduce the socio-economic problem of their parents. This is also one of the major reasons for low educational aspirations and dropping out of school.

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## NEED AND IMPORTANCE OF THE STUDY

Educational aspiration is a strong desire, an eagerness to learn. Young people's aspirations guide what students learn in school, how they prepare for adult life, and what they eventually do (Walberg, 1989). Educational aspiration has been identified as a key strategy for widening educational participation in a lifelong learning process.

It is very much essential for students at the primary level to have a high educational aspiration. Today the basic education level decides the amount of success in life.

In today's modern world, technology is changing rapidly, the advancement in society is very rapid. In order to cope with these developments of the world the children especially in India should be goal oriented. Higher goal can be achieved only when they wish for it. Educational aspiration at the lower level would contribute highly to achieving these goals later in their lives.

The existing status in our Indian society poses different challenges like Gender discrimination, Socio-economic difference, varied conditions in schools etc. Hence it may not be possible for students to have the high educational aspiration required. So the researcher felt the need to investigate the educational aspirations of primary school students. When the researcher was reviewing the literature, it was noticed that only the educational aspirations of students belonging to the secondary level and higher education had been studied. There was no study conducted on the educational aspirations of primary school students. So the researcher felt the need and importance to conduct this study.

## OBJECTIVES OF THE STUDY

The following are the objectives of the study:

- ❖ To find out whether there is a significant difference in the educational aspirations of boys and girls of Government and private aided primary schools.
- ❖ To find out whether there is a significant difference in the educational aspirations of students belonging to Government and private aided primary schools.

- ❖ To find out whether there is a significant difference in the educational aspirations of students belonging to Government and private unaided primary schools.
- ❖ To find out whether there is a significant difference in the educational aspirations of students belonging to private aided and private unaided primary schools.

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## HYPOTHESES

In order to pursue the objectives of the study the following hypotheses were framed:

- ❖ There is no significant difference in the educational aspirations of boys and girls belonging to the Government and private aided primary schools.
- ❖ There is no significant difference in the educational aspirations of students belonging to Government and private aided primary schools.
- ❖ There is no significant difference in the educational aspirations of students belonging to Government and private unaided primary schools.
- ❖ There is no significant difference in the educational aspirations of students belonging to private aided and private unaided primary schools.

## SAMPLE

In the present study, a sample of 175 students was drawn adopting the random sampling technique from VII Std Government, private aided and private unaided primary schools of Bangalore South district, Karnataka, during the academic year 2008-09.

## DESIGN

Data regarding the educational aspirations of male and female students belonging to Government, private aided and private unaided primary schools were collected using the survey method.

## TOOLS OF RESEARCH

The tool used for the present study was an "Educational

aspiration Scale" developed by the investigator. The test-retest reliability was found to be 0.96. Concurrent validity was established and was found to be 0.72.

**STATISTICAL TECHNIQUES USED**

't' test was used to find if there was any significant difference in the mean scores of two groups.

**ANALYSIS AND INTERPRETATION**

**H1.** There is no significant difference in the educational aspirations of boys and girls belonging to Government and private aided primary schools.

**Table 1**  
**SHOWING MEAN, S.D. & 't' VALUE OF GENDER VARIABLE**

Gender	N	Mean	Std. Deviation	t-value	Sig. at 5% Level
BOYS	78	54.25	5.282	1.71	NS
GIRLS	72	54.91	4.496		

Table 1 shows that 78 were boys and 72 were girls with mean values of 54.25 and 54.91 respectively. The obtained 't' value is 1.71, which is less than the table value of 2.00 at 5% level at df 74. Hence the above stated null hypothesis is accepted. It is concluded that boys and girls belonging to Government and private aided primary schools do not differ in their educational aspirations.

**H2.** There is no significant difference in the educational aspirations of students belonging to Government and private aided primary schools.

**Table 2**  
**SHOWING MEAN, S.D. & 't' VALUE OF SCHOOL MANAGEMENT VARIABLE**

MANAGEMENT	N	Mean	Std. Deviation	t-value	Sig. at 5% Level
GOVT.	108	54.75	4.672	0.95	NS
PVT. AIDED	42	53.95	5.578		

Table 2 shows that 108 were Students of Government primary schools and 42 were Students of private aided primary schools with mean values of 54.75 and 53.95 respectively. The obtained 't' value is 0.95, which is less than the table value of 2.00 at 5% level at df 74. Hence the above stated null hypothesis is accepted. Therefore it is concluded that students belonging to Government and private aided primary schools do not differ in their educational aspirations.

**H3.** There is no significant difference in the educational aspirations of students belonging to Government and private unaided primary schools.

**Table 3**  
**SHOWING MEAN, S.D. & 't' VALUE OF SCHOOL MANAGEMENT VARIABLE**

MANAGEMENT	N	Mean	Std. Deviation	t-value	Sig. at 5% Level
GOVT.	108	54.75	4.672	19.31	S
PVT. UNAIDED	25	61.04	2.32		

Table 3 shows that 108 were students of Government primary schools and 25 were students of private unaided primary schools with mean values of 54.75 and 61.04 respectively. The obtained 't' value is 19.31, which is higher than the table value of 2.66 at 0.01 level at df 65. Hence the above stated null hypothesis is rejected and the alternative hypothesis was accepted. Therefore it is concluded that there is a significant difference in the educational aspirations of students belonging to Government and private unaided primary schools.

**H4.** There is no significant difference in the educational aspirations of students belonging to private aided and private unaided primary schools.

**Table 4**  
**SHOWING MEAN, N.D. & 't' VALUE OF SCHOOL MANAGEMENT VARIABLE**

MANAGEMENT	N	Mean	Std. Deviation	t-value	Sig. at 5% Level
PVT.AIDED	42	53.95	5.578	7.77	S
PVT.UNAIDED	25	61.04	2.32		

Table 4 shows that 42 were students of private aided primary schools and 25 were students of private unaided primary schools with mean values of 53.95 and 61.04 respectively. The obtained 't' value is 7.77, which is higher than the table value of 2.72 at 0.01 level at df 32. Hence the above stated null hypothesis is rejected and the alternative hypothesis is accepted. Therefore it is concluded that there is a significant difference in the educational aspirations of students belonging to private aided and private unaided primary schools.

**MAJOR FINDINGS OF THE STUDY**

- ❖ There is no significant difference in the educational aspirations of boys and girls belonging to Government and private aided primary schools.
- ❖ There is no significant difference in the educational aspirations of students belonging to Government and private aided primary schools.
- ❖ There is a significant difference in the educational aspirations of students belonging to Government and private unaided primary schools.
- ❖ There is a significant difference in the educational aspirations of students belonging to private aided and private unaided primary schools.

**EDUCATIONAL IMPLICATIONS**

- In the modernized society both boys and girls are provided with equal opportunities to pursue their education. Universalization of primary education, free and compulsory education between the age group 6 to 14 years has provided equal opportunities to all and has made education

affordable. This has helped in creating urge and eagerness to learn among the students.

Government facilities and incentives like mid-day meals, free books and uniforms have enriched educational aspirations of both boys and girls equally. Hence the educational aspiration of boys and girls belonging to government and private aided primary schools do not differ significantly.

- Government has provided with huge amounts of incentives and facilities for both Government and private aided primary schools equally. Teachers are trained by the Government in various methodologies of teaching. Thus teachers of both Government and private aided schools are equally competent in motivating. Teachers in both Government and private aided primary schools are inspiring students in creating an urge towards learning and helping students to set educational and vocational goals. Hence the educational aspirations of both Government and private aided school students do not differ significantly.
- The management of the private unaided schools insists that the teachers should improve their teaching methods, tactics & strategies. Medium of instruction, access to the English language, electronic gadgets, parental socio-economic status, and family background of the students belonging to private unaided schools has led to higher educational aspirations and academic achievement, when the students of Government and private aided schools are compared.

**REFERENCE**

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