



Academic Aspirations of Secondary School Students of Kerala

Sini Soosan Mathai

Research Scholar

*Farook Training College,
Research Centre in Education
Kozhikode, Kerala*

Abstract

Aspiration is a quality that empowers every student as educational aspiration plays a crucial role in moulding the professional future of a person. Academic aspiration is vast area that need more studies to connect to student's goals. The present study conducted among 360 secondary school students of Kerala, shows that academic aspiration is significantly correlated with gender, locality and type of school management. There is no difference in the student's academic aspiration because of difference in their gender, school management and locality. The study concluded that academic aspiration is an important factor in the student's whole life.

Key words: Academic Aspiration, Secondary School Students, Adolescents

Introduction

Students and their aspirations towards studies are changing from time to time. So it is necessary to evaluate whether the existing education system is enough to cater the students aspirations. The growing community, the students are the precious resources of our world. From the play school student to young researchers, the level of aspiration may change according to their vision and experience. Among them, the adolescent students are particular because they are on the way to adulthood. The adolescent students are influenced by the society, peer group and by their own vision and experience. They may become a matter of chaos and may cause challenges to the society if they do not have proper educational aspirations.

Adolescence is the most crucial stage in one's development and they should be treated with special care by providing suitable positive environment. The changes in the psycho social aspects of adolescents and the pressure from parents, peers, society and the academic pressure leads to an increased stress among them and it is highly necessary to direct them positively.

Educational aspirations are the expectations or an individual's expressed desire to continue his formal schooling beyond high school (Bisrell, 1977). Home, where a child live and school, where a child study, play an important role in the student's academic aspirations. The rural students have a different perception as compared to urban students. The academic aspiration of the students from government schools surely differ from the privately managed school students. Moreover, the socio- economic background of students significantly influences student's academic aspirations.

Academic aspirations

Aspiration is always associated with the accomplishment of stimulus that varies in accordance with different aspects. Aspiration is an ardent wish or desire, chiefly after what is great and good. (New Webster's Dictionary, 1981).

"Aspiration" is the 'drive' in a person to work more and much more than their present level of efforts. The term is used in similar meaning to goal, ambition, objective, purpose, dream, plan, design, intention, desire, wish, craving or aim. But never to know for confident what one can be.

The important personality interactions can influence scholar's aspiration level. High level of aspiration can occur where the anticipations are high and steady for a long time.

The ascertainment of aspiration can be envisioned on three milestones such as the action or aspects the person considers significant and advantages of what they need to do, the expected level of performance, during the major steps of the performance and the importance of the performance, whether as a whole or its various stages only.

Aspiration is concerned with the evaluation of the actual skill required-whether high or low for his future life based on the potency of the earlier period's understanding, the capability, caliber and capacity, the attempts with which one can achieve goals. The target defining character and the goal attaining process are the results of one's experience, irrespective of result, range of hard work done and the competence to chase the purpose. There are mainly four points in the progression of proceedings in aspirations.

1. Previous performance
2. Background stage of aspiration for the coming act
3. New act to be performed
4. Mental reaction to the new performance.

Academic Aspiration refers to the aims, the scholars in the adolescent age set for themselves, in their academic work which is passionate and significant for them. Academic aspiration is a direction to the academic goal that is decided in the scholastic ladder's heights, what the student want to attain. Academic aspiration has been defined differently by different social scientists, authors and researchers.

Academic aspirations of the middle class students were higher than those of the lower class students. However, success and failure depend more upon the person's aspiration than on score discrepancy of performance (Harrison, 1968).

Educational and occupational Aspirations represent a person's orientation towards particular academic and career goals (Gottfredson, 1981). Educational aspirations were found to be affected by factors like parental education and occupation, parental involvement and academic performance (Garg et al,2002&Biswal,2017) and higher aspirations, expectations and high achievements have a positive impact on future educational behaviors (Khattab,2015).

Scanning the definitions given above, it appears that all the definitions could be categorized into two groups. Up to the first half of the twentieth century; the experiences, desires and reality orientation with regard to abilities of the individual were more emphasized as the determinants of aspirations.

Kerala holds a meritorious position in its educational standards by becoming the Indian state with the highest literacy rate. Even then, educated unemployment has become a major problem in Kerala, which checks the overall development of the state. Various studies reveal the relationship between academic aspirations and career aspirations (Arhin, 2018 &Mesa, 2012) which help the students to acquire new skills, master difficult tasks and advance their career interests which can result in an increased employability. So by identifying the academic aspiration of its students, the government can provide the needed job opportunities to manage the problem of educated unemployment in Kerala. Again, necessary guidance programs can be arranged by the authorities to make the students aware of the latest trends in national and global job market which will boost up their career and standard of living.

Viewing the current relevance, the present study aims to know the level of academic aspiration among the adolescent students according to their locality, where they are brought up from, the type of school, viz management or government and based on their gender.

Objectives

1. To find the extent of academic aspiration among the secondary school students of Kerala
2. To compare the academic aspiration of male and female secondary school students of Kerala
3. To compare the academic aspiration of secondary school students studying in government and aided schools in Kerala
4. To compare the academic aspiration of rural and urban secondary school students of Kerala

Hypotheses

1. The academic aspiration among secondary students of Kerala is low
2. There is no difference in the academic aspiration of male and female secondary students of Kerala
3. There exist a moderate level of difference the academic aspiration of secondary school students of Kerala studying in government and aided schools
4. The academic aspiration of urban secondary school students significantly differs from the rural secondary school students

Method

Survey method was used for the conduct of the study.

Participants

The participants of the study consist of 360 secondary school students in Kerala selected randomly from the districts of Wayanad, Kannur, Trivandrum, Kottayam and Kozhikode. The number of boy respondents is 137(38 %) and the girl respondents are 223 (62%).Among the participants 137 (38.06%) students belong to government and 223 (61.94%) students belong to aided schools.

Instruments

Academic Aspiration Scale: The scale was developed by Vijayakumari and Sini (2018), which is a Likert type scale containing 32 items-both positively and negatively stated items. For collecting the relevant data, participants were directly contacted by the investigator at their schools and were requested to participate in the study. They were informed about the objectives and purpose of the investigation and requested their consent for participating in this study. After getting their consent the research instruments along with personal data sheet were administered and proper clarifications were made on their doubts in marking the answers. Then the instruments were collected back and verified for completeness. The instruments were scored as per the scoring

scheme given in the manual and the data were entered in to a spread sheet for statistical analysis and interpretation.

Results and Discussion

Table No.1

Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
LOCALE	360	1.71	.455	1	2
MANAGEMENT	359	1.58	.494	1	2
GENDER	360	1.62	.486	1	2

According to table no.1 the standard deviation .455 and mean value is 1.71 for Locality. For management mean value is 1.58 and standard deviation is 4.94 and the gender mean value is 1.62 and the standard deviation is 4.86, where all variable minimum value is 1 and maximum value is 2.

TableNo.2

Correlations

			LOCAL E	GENDER	MANAGEM ENT
Spearman's rho	LOCALITY	Correlation Coefficient	1.000	.189**	.759**
		Sig. (2-tailed)	.	.000	.000
		N	360	360	359
	GENDER	Correlation Coefficient	.189**	1.000	.235**
		Sig. (2-tailed)	.000	.	.000
		N	360	360	359
	MANAGEME NT	Correlation Coefficient	.759**	.235**	1.000
		Sig. (2-tailed)	.000	.000	.
		N	359	359	359

** . Correlation is significant at 0.01 level (2-tailed).

According to table no.2 correlation between Locality where the school situated and gender is positive association(.189) and the locality and management of schools shown that there is strong positive correlation(0.75).In association with Gender, there is positive correlation(.189) and there is a positive

correlation between gender and management(.235).In association with management, there is strong positive correlation with gender(.759) and there is positive relation with gender(.235)

Table No.3
One-Sample Test

	Test Value = 0					
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
LOCALE	71.213	359	.000	1.708	1.66	1.76
GENDER	63.198	359	.000	1.619	1.57	1.67
MANAGEMENT	60.698	358	.000	1.582	1.53	1.63

According to table no.3, the locality, gender and school management is significant (P.value 0.000) .The mean difference for locality is 1.708, for gender 1.619 and for management 1.582.

Table No.4

One-Sample Statistics

GENDER		N	Mean	Std. Deviation	Std. Error Mean
Boys	Rural	137	1.60	.492	.042
	Government	137	1.43	.497	.043
	Girls	137	1.00	.000 ^a	.000
Girls	Urban	223	1.78	.418	.028
	aided	223	1.67	.470	.031
	boys	223	2.00	.000 ^a	.000

a. t cannot be computed because the standard deviation is 0.

According to table no.4, among 360 respondents 137 are boys and girls are 223.The mean difference for locality between them is 1.60 for boys and 1.78 for girls. The mean difference for management, for boys 1.43 and for girls 1.67.The mean difference for boys is 1.00 and for girls 2.00.

Results

The major findings of the study were that among locality, gender and management, locality has the highest mean score. Locality, gender and management have significant association with educational aspirations. Academic aspiration among students has positive correlation with gender, location and management. The girls have the highest mean among all the variables.

Conclusion

The academic aspiration of secondary school students has been influenced by school management, locality and their gender. Every student is a beneficiary of academic aspiration, to attain their academic goals or to be in dreamed career with success. The students' burning desire to become according to their wish is often influenced by school, area and management of the school. This study pointed out that there is no difference among the students' academic aspiration because of gender, management and locality.

References

- Beal, S. J., & Crockett, L. J. (2010). Adolescents' occupational and educational aspirations and expectations: Links to high school activities and adult educational attainment. *Developmental Psychology*, 46(1), 258–265. <https://doi.org/10.1037/a0017416>
- Cookson, C. S. N. (2011). *Educational and career aspirations among secondary school girls: A research study carried out in Nyeri District, Kenya*. LAP LAMBERT Academic Publishing.
- Fuller, C. (2014). *Sociology, Gender and Educational Aspirations: Girls and Their Ambitions*. Continuum.
- Rani, K. D. (2021). *Educational Aspirations and Scientific Attitudes*. DISCOVERY PUBLISHING HOUSE.
- Rose, J., & Baird, J. A. (2013). Aspirations and an austerity state: young people's hopes and goals for the future. *London Review of Education*. Published. <https://doi.org/10.1080/14748460.2013.799811>
- Selvan, Paneer .S.K. (2020) Educational Aspirations. 1st Edition. India :Amiga Press Inc.
- Singh, S., & Sweta, S. (2013). *Attitude Of Educated Girls Towards Educational Aspiration And Career*. Van Haren Publishing.
- Strand, S., & Winston, J. (2008). Educational aspirations in inner city schools. *Educational Studies*, 34(4), 249–267. <https://doi.org/10.1080/03055690802034021>
- Trebbels, M. (2015) The concept of educational aspirations. In: The transition at the end of compulsory full-time education. (pp:37-45) Germany:1st edition. Springer. Germany.
- Worell, L. (1959). Level of aspiration and academic success. *Journal of Educational Psychology*, 50(2), 47–54. <https://doi.org/10.1037/h0045273>