

A Study on Educational Aspiration and Academic Achievement of Migrated Children in Karnataka

¹ Dr. Manjunath D.R.

¹ Assistant Professor

¹ Government First Grade College Gowribidanur

¹ Gowribidanur 561208, Chikkaballapur, Karnataka, India.

Abstract: The aim of present research is to find out the relationship between Educational Aspiration and Academic Achievement of Migrated Children in Karnataka. This research was followed by descriptive survey method as well as quantitative approach. A sample of 150 migrated children (5th standard to 9th standard) whose parents came to Bangalore from different districts of Karnataka in search of employment was selected using stratified random sampling technique. The data was collected through the Level of Educational Aspiration Test developed by Yasmin Ghani Khan (1999) and academic achievement scores (in percentage) was collected from their school office records of migrated children along with personal proforma. The collected data was analyzed by 'r' (relationship) test, 'F' test and independent 't' test (differences) statistical techniques and the level of significance was fixed at 0.05 level in all the cases. From the present study, the 'r' analysis result shows that there was a significant positive relationship between Educational Aspiration and Academic Achievement of migrated children. This may be due to migrated children who have higher educational aspirations may attend schools with better quality and resources, which could contribute to their academic success. The 'F' test analysis shows that there was a significant difference in the Academic Achievement of migrated children having low, moderate and high levels of educational aspiration. The children having high level of educational aspiration had higher achievement in academic when compared to children having average and low levels of educational aspiration. Migrated children who have higher educational aspirations may attend schools with better quality and resources, which could contribute to their academic success. Parents, teachers, and counselors can encourage migrated children to have high educational aspirations by discussing the benefits of education and how it can help them achieve their goals.

Index Terms – Educational Aspiration Migrated Children, Academic Achievement

1. INTRODUCTION

Parents' educational and economic backgrounds significantly affect their children's education. Children from well-off socio-economic backgrounds have a better chance of having better educational aspirations, which influences their higher education selection. Thus, educational aspirations focus on the desire to accomplish goals or to succeed in particular educational fields. Educational aspiration refers to the goals and ambitions that individuals have for their education. It is a crucial aspect of educational success, as it provides a sense of direction and purpose for students, and can serve as a motivator to achieve academic goals. For migrated students, educational aspiration plays an even more important role, as they may face additional challenges such as cultural, linguistic, and socio-economic barriers.

Educational Aspirations refer to the level of schooling (e.g., high school diploma, Bachelor's degree) students desire to complete. Aspirations serve as long-term goals that students set for themselves, and tap into personal values about education (Bohon et al., 2006; Eccles & Wigfield, 2002; Mickelson, 1990). Educational aspirations and expectations are individuals' beliefs regarding educational future plans. Educational aspirations are idealistic values that reflect the educational attainment that one hopes and desires to achieve (Khattab, 2015). Educational expectations are concrete values determined by perceived realities that are faced by an individual, which usually consider personal abilities and other constraints (Sharp et. al., 2020).

Educational Aspirations, which refers to early impressions of one's own academic abilities and the highest level of education an individual expects to attain (Furlong & Cartmel, 1995). Educational Aspirations have been well documented in the career development literature, and are seen as "the first step in the pipeline" of career attendance (Berkner & Chavez, 1997). Educational Aspirations are developed early in a student's academic career, and are generally theorized to affect academic achievement by enhancing the possibility of participating in and or pursuing educational opportunities (Arbona, 2000). It is believed that student educational and career aspirations are the most relevant factors determining one's future educational attainment (Gottfredson, 1981).

Educational aspiration and its predictors has always been a topic of interest among sociologists, psychologists and economists for long. The theory of status attainment remained the dominant sociological explanations in which aspiration has been treated as a cognitive state that motivates young people to strive for an academic success (Khoo and Ainsley, 2005). Migrated students may struggle with adjusting to a new culture, language, and educational system. These challenges can make it difficult for them to set and achieve educational goals. However, having a clear educational aspiration can serve as a guide, helping students focus on their goals and overcome obstacles. It can also help them make informed decisions about their education, such as choosing a major or selecting courses.

Furthermore, having a strong educational aspiration may lead to better academic performance and higher graduation rates for migrated students. Studies have shown that students who have a clear educational aspiration are more likely to achieve academic success and graduate from high school or college. This is because having a clear goal in mind can provide a sense of purpose and motivation to achieve it, which can lead to better Educational Aspiration and a more positive attitude towards education.

However, it's also important to note that for migrated students, other factors such as cultural, linguistic, and socio-economic barriers can affect their educational aspiration and achievement. Like, linguistic barriers can make it difficult for students to understand and engage with their coursework, while socio-economic barriers can make it difficult for students to afford the costs associated with education. Additionally, cultural barriers can make it difficult for students to navigate the educational system and understand expectations.

Academic achievement refers to the level of proficiency and success that students achieve in their education. For migrated children, academic achievement can be affected by a number of factors, including cultural, linguistic, and socio-economic barriers. One of the major factors that can affect the academic achievement of migrated children is cultural adjustment. Migrated children may struggle to adjust to a new culture, which can affect their ability to engage with their education. For example, they may have difficulty understanding the expectations and customs of the educational system in their new country, which can make it difficult for them to participate in class and complete assignments. Additionally, cultural differences can make it difficult for migrated children to connect with their classmates and teachers, which can negatively impact their social development and overall well-being.

Linguistic barriers can also affect the academic achievement of migrated children. Many migrated children may have limited proficiency in the language spoken in their new country, which can make it difficult for them to understand and engage with their coursework. This can also make it difficult for them to communicate with their classmates and teachers, which can negatively impact their social development and overall well-being. Many migrated children come from low-income families, which can make it difficult for them to afford the costs associated with education, such as school supplies and transportation. Additionally, migrated children may struggle to access the same academic resources as their non-migrated peers, such as extracurricular activities and advanced courses, which can limit their opportunities for academic success.

It's also important to note that although migrated children may face additional challenges, they also bring with them valuable experiences and perspectives. Acknowledging and valuing these can also help improve their academic achievement, by fostering an inclusive and culturally responsive learning environment. The low aspirations of children could be the result of their perception that education is not necessary to migrate, i.e., an underestimation of the return on investments in education induced by the exposure to an apparently "easy" exit. Overall, migrant children face multiple challenges in achieving their educational aspirations and academic success. The discontinuation of education, low aspirations, externalities, lack of support, mobility, and parental involvement are some of the factors that impact their education. More research is needed to develop effective interventions to address these challenges and support the educational aspirations and academic achievement of migrant children.

2. NEED AND IMPORTANCE OF THE STUDY

A large number of children in India migrate within the country, and many of them are forced to discontinue their education due to various reasons such as lack of proper schooling facilities, poverty, and socio-cultural factors. Understanding the educational aspirations of these children can help policymakers design and implement effective policies and programs to ensure that these children have access to quality education. It has been observed that the low aspirations of migrant children could be the result of their perception that education is not necessary to migrate, which leads to underestimation of the return on investment in education. This highlights the need to create awareness among migrant children about the importance of education and the benefits it can provide. The educational aspirations of parents and the socio-economic background of migrant children have a significant effect on their educational aspirations. Understanding these factors can help in designing effective interventions to promote the educational aspirations of migrated children. Understanding the academic achievement of migrated children is essential for policymakers to ensure that they receive adequate support to achieve their educational goals. Many schools in India are ill-equipped to meet the needs of immigrant children, who are often learning two languages simultaneously. Additionally, migrant children are highly mobile, and there is a lack of uniformity in age and scholastic standing, which can create problems in accessing educational opportunities. Overall, studying the educational aspirations and academic achievement of migrated children in Karnataka is crucial to ensure that they receive adequate support and access to quality education. Policymakers can use this information to design effective policies and programs that can help these children achieve their full potential.

3. REVIEW OF RELATED LITERATURE

Academic achievement is an important outcome of formal educational experiences, and it plays a vital role in students' lives and future success. Parents' aspirations for their children have a strong impact on their academic aspirations and level of academic achievement. Here is a brief review of some of the relevant literature on academic achievement and educational aspirations of migrated children in Karnataka.

- Sun; Liu and Schiller (2020) have evaluated the parental migration and children's educational aspirations in China and Mexico (comparative perspective) and results confirmed that the impacts of parental migration are shaped by economic development, cultural attitudes toward education, and gender relations in broader contexts.
- Bashir and Kaur (2017) have examined interrelation of Educational Aspiration with School Environment of Secondary School Students and result shows that no significant difference between rural and urban students in their educational aspiration and correlation results confirmed a positive significant relationship between educational aspirations and school environment of secondary school students.
- Roy; Singh and Roy (2015) analysed the impact of Rural-Urban Labour Migration on Education of Children in India. It was evident from the study that the migrants through remittances improve school accessibility for the left behind children and bridge gender gap in primary school education.
- Kumar and Gupta (2014) examined the educational aspiration of XII standard students and result showed significant difference between govt. and non-govt. school going XII standard students' educational aspiration levels and no significant difference exists in the Educational Aspiration of XII standard students with regard to locality.
- Singh (2011) examined the level of aspiration of secondary school students and results confirmed that secondary school students had high educational aspiration and also showed that educational aspiration are higher in boys than girls and English medium students are higher than Marathi medium students.

Overall, the literature suggests that migrated children in Karnataka face various challenges in achieving their educational aspirations and that factors such as socio-economic background, parental education, and language proficiency can significantly impact their academic achievement. However, there are also indications that migrants have higher educational aspirations and attainment compared to non-migrants, highlighting the importance of addressing the challenges they face in accessing education.

4. STATEMENT OF THE PROBLEM

The topic identified for the current investigation is: "A Study on Educational Aspiration and Academic Achievement of migrated children in Karnataka."

5. OBJECTIVES OF THE STUDY

The following are the objectives for the study

1. To examine the relationship between Educational Aspiration and Academic Achievement of Migrated Children.
2. To identify the significant differences in the Academic Achievement of Migrated Children with regard to different levels of Educational Aspiration.
3. To know the significant differences in the Academic Achievement of Migrated Children with regard to gender.

6. RESEARCH HYPOTHESES

The following research hypotheses are formulated for the present investigation:

1. There is no significant relationship between Educational Aspiration and Academic Achievement of Migrated Children.
2. There is no significant difference in the Academic Achievement of migrated children having low, moderate and high levels of educational aspiration.
3. There is no significant difference in the Academic Achievement of migrated boys and girls.

7. METHODOLOGY

The aim of present research is to find out the relationship between Educational Aspiration and Academic Achievement of Migrated Children in Karnataka. This research was followed by descriptive survey method as well as quantitative approach. A sample of 150 migrated children (5th standard to 9th standard) whose parents came to Bangalore from different districts of Karnataka in search of employment was selected using stratified random sampling technique. The data was collected through the Level of Educational Aspiration Test developed by Yasmin Ghani Khan (1999) and academic achievement scores (in percentage) was collected from their school office records of migrated children along with personal proforma. The collected data was

analyzed by 'r' (relationship) test, 'F' test and independent 't' test (differences) statistical techniques and the level of significance was fixed at 0.05 level in all the cases.

8. ANALYSIS AND INTERPRETATION OF DATA

Table-1: Table shows mean, standard deviation, obtained 'r' value and level of significance of scores related to Academic Achievement and Educational Aspiration of Migrated children.

Variables	Mean	Standard Deviation	Obtained 'r' value	Level. of Sig.
Academic Achievement	66.846	16.438	0.476	*
Educational Aspiration	21.426	3.076		

*Significant at 0.05 level (0.159)

Table-1 explains the correlation results between Academic Achievement and Educational Aspiration scores of migrated children are given. The obtained 'r' value of 0.476 are greater than table value 0.159 at 0.05 level which shows significant positive relationship between Academic Achievement and Educational Aspiration. Hence, the stated null hypothesis is **rejected** and alternative hypothesis has been formulated that 'there is significant positive relationship between Academic Achievement and Educational Aspiration of migrated children.' It concludes that educational aspirations are positively correlated with Academic achievement of migrated children. The children who had higher educational aspiration level had higher achievement in academic and vice versa.

Table-2: Shows ANOVA results on Academic Achievement of migrated children with regard to different levels of educational aspirations.

Educational Aspiration Levels	N	Mean	SD	Source	Sum of Squares	df	Mean Squares	F Value (Sig.)
Low	3	58.333	17.559	Between Group	11303.732	2	5651.866	28.69*
Moderate	89	60.011	13.346	Within Group	28959.742	147	197.005	
High	58	77.775	14.907	Total	40263.473	149		

Table value at 0.05(df-2, 147) = 3.06

The table-2 shows Academic Achievement of migrated children with regard to different levels of educational aspiration. The obtained 'F' value 28.69 is greater than the table value of 3.06 for df '2 and 147' requested for significance at 0.05 level of significance. The results of the study indicated that 'there exists significant difference in the Academic Achievement of migrated children having low, moderate and high levels of educational aspiration.' To determine the significant difference in the Academic Achievement of migrated children having different levels of educational aspiration these paired mean scores, the Scheffe's post hoc test was applied and the results are presented in Table-2(a).

Table-2(a): Scheffe's Post Hoc Analysis on Academic Achievement scores of migrated children having different levels of educational aspiration.

Different levels of Educational Aspiration			Mean Difference
Low	Moderate	High	
58.333	60.011	-	1.678
-	60.011	77.775	17.764*
58.333	-	77.775	19.442

*Significant at 0.05 level.

Table-2(a) shows significant paired mean difference in the Academic Achievement of migrated children having moderate and high levels of educational aspiration and the mean difference is 17.764 which is greater than the critical difference value at 0.05 level of confidence. It concludes that ‘there exists significant difference in the Academic Achievement of migrated children having moderate and high levels of educational aspiration.’ The Academic Achievement of migrated children having low and moderate & low and high levels of educational aspiration had a similar and it was not proved statistically, since the mean difference are 1.678 and 19.442 respective which are less than the critical difference value at 0.05 level. The children having higher level of educational aspiration had higher achievement in academic when compared with children having moderate and low levels of educational aspiration.

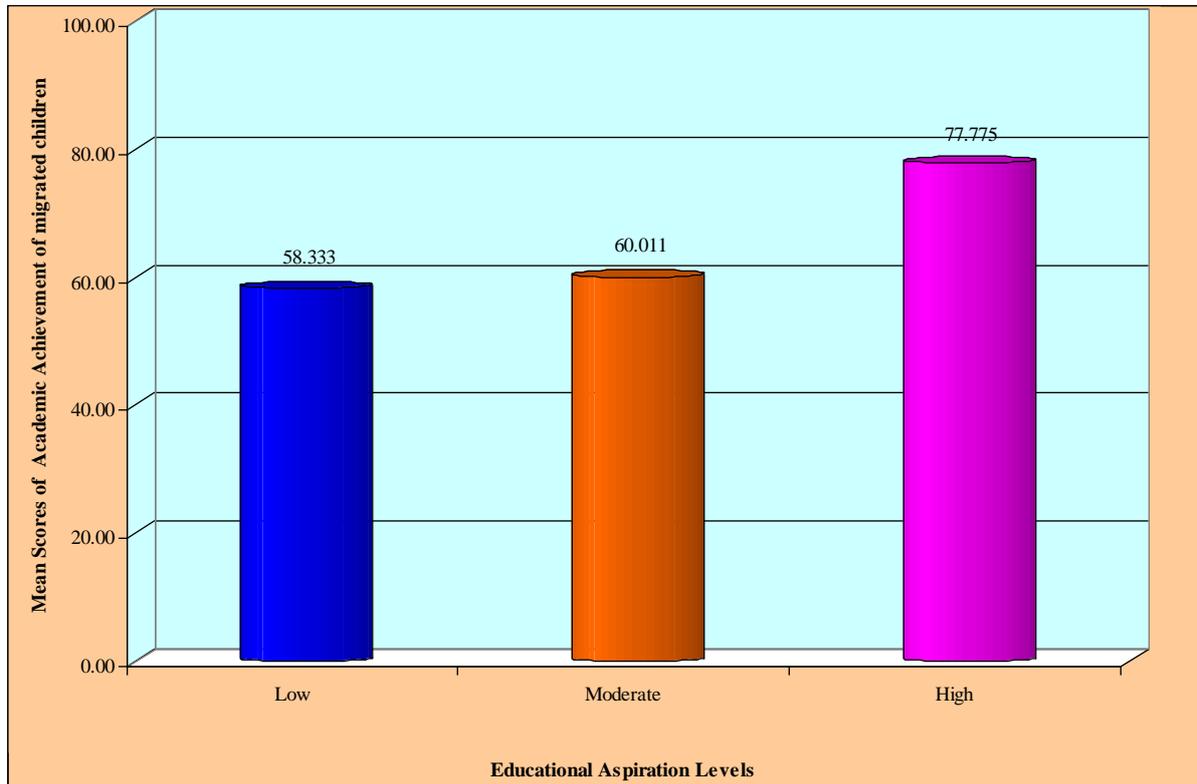


Fig.1: Bar graph shows comparison of Academic Achievement of Migrated children having different levels of educational aspiration.

Table-3: Shows independent ‘t’ test results related to Academic Achievement scores of migrated children with respect to Gender.

Name of the Variable	Groups	Number of Sample	Mean scores	Std. Deviation	‘t’ Value	Sig. level
Gender	Boys	82	66.061	15.692	0.63	NS
	Girls	68	67.794	17.365		

^{NS}Not Significant (N=150; df=148, 0.05=1.98)

Table-3 shows the variables along with groups, number of samples, mean scores, standard deviation, ‘t’ value and level of significance pertaining to Academic Achievement of migrated children due to variations in the gender. From the independent ‘t’ test it was shows that, the obtained ‘t’ value (t=0.63) related to Academic Achievement of migrated boys and girls is less than the tabulated value (1.98) at 0.05 level of confidence. Hence, the stated hypothesis is accepted that is ‘there is no significant difference in the Academic Achievement of migrated boys and girls’. It can be concluded that migrated boys and girls had a similar type of academic achievement.

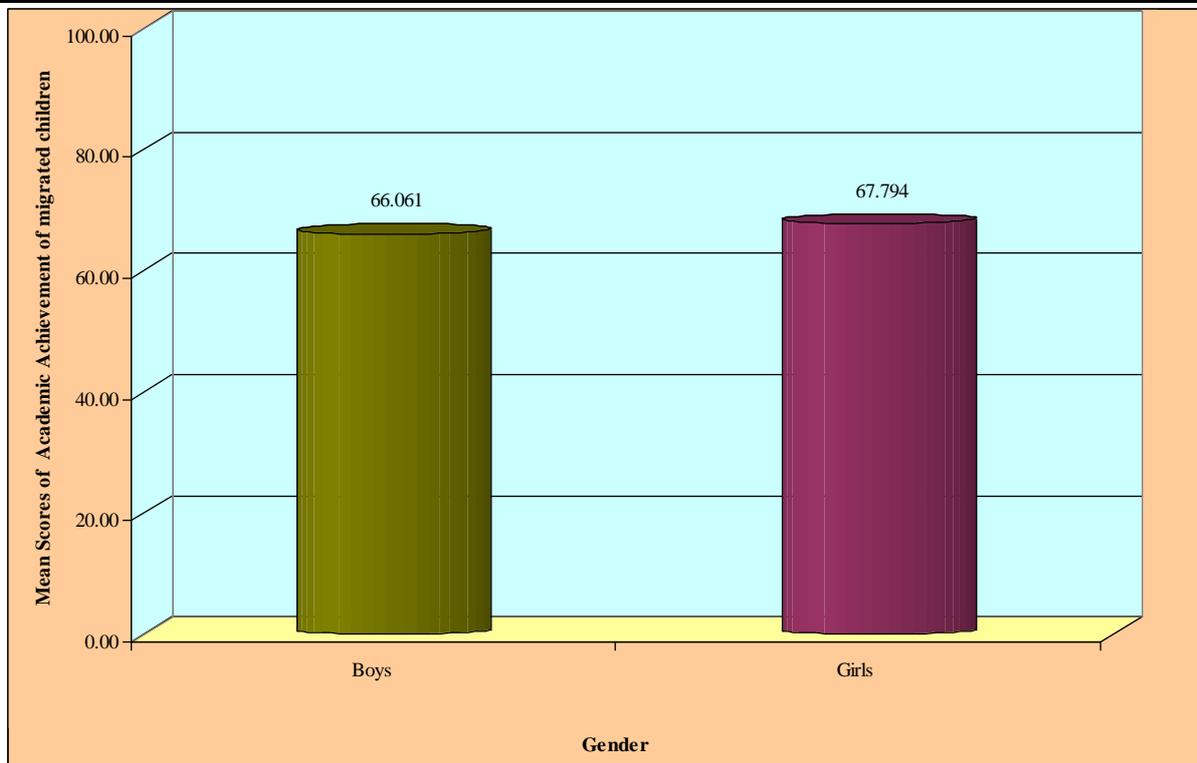


Fig.2: Comparison of mean Academic Achievement scores of migrated boys and girls.

9. MAJOR FINDINGS

1. There was a significant positive relationship between Academic Achievement and Educational Aspiration of migrated children.
2. There was a significant difference in the Academic Achievement of migrated children having low, moderate and high levels of educational aspiration. The children having higher level of educational aspiration had higher achievement in academic when compared with children having moderate and low levels of educational aspiration.
3. There was no significant difference in the Academic Achievement of migrated boys and girls.

10. CONCLUSION AND IMPLICATIONS

From the present study, the 'r' analysis result shows that there was a significant positive relationship between Educational Aspiration and Academic Achievement of migrated children. This may be due to migrated children who have higher educational aspirations may attend schools with better quality and resources, which could contribute to their academic success. Children with higher educational aspirations may have more confidence in their abilities and view themselves as capable of achieving academic success. This positive self-belief could lead them to work harder and perform better in school, thus fulfilling their aspirations. The 'F' test analysis shows that there was a significant difference in the Academic Achievement of migrated children having low, moderate and high levels of educational aspiration. The children having high level of educational aspiration had higher achievement in academic when compared to children having average and low levels of educational aspiration. Migrated children who have higher educational aspirations may attend schools with better quality and resources, which could contribute to their academic success. Parents, teachers, and counselors can encourage migrated children to have high educational aspirations by discussing the benefits of education and how it can help them achieve their goals. This can include talking about future career opportunities, the importance of education for personal development and growth, and how education can open doors to new experiences. Celebrating the achievements of migrated children can help build their confidence and motivation. This can include recognizing their academic accomplishments, praising their efforts, and acknowledging their progress towards their educational aspirations. The 't' test analysis shows that there was no significant difference in the Academic Achievement of migrated boys and girls. Schools and classrooms that create positive learning environments can help motivate migrated children to achieve their educational aspirations. This can include providing engaging and challenging curriculum, creating a safe and supportive learning environment, and promoting a positive attitude towards learning. Educationists, governments and policy makers have to realize the importance of one's expectations of the outcome and not only for children themselves, but also for family, teachers and the community in order to help them to support their kids, students and friends so, the children can realize their potential and expectations.

REFERENCES

- [1] Arbona C. (2000), The Development of Academic Achievement in School-Aged Children: Precursors to Career Development, In S.D. Brown & R.W. Lent (Eds.), *Handbook of Counselling Psychology*, (3rd Ed.)
- [2] Bashir, Liyaqat and Kaur, Ramandeep (2017), A Study on Interrelation of Educational Aspiration with School Environment of Secondary School Students, *Educational Quest: An Int. J. of Education and Applied Social Science*, 8, 269-275.
- [3] Berkner, L. and Chavez, L. (1997), Access to Post-Secondary Education for the 1992 high school graduates (NCES 98105), Washington, DC: U. S. Department of Education, National Center for Education Statistics.
- [4] Bohon, S.A., Johnson, M.K., and Gorman, B.K. (2006), College Aspirations and Expectations among Latino Adolescents in the United States, *Social Problems*, 53(2), 207-225.
- [5] Eccles, J. S., & Wigfield, A. (2002), Motivational Beliefs, Values, and Goals, *Annual Review of Psychology*, 53(1), 109–132.
- [6] Furlong A. and Cartmel F. (1995), Aspirations and Opportunity Structure: 13-year-olds in areas with Restricted Opportunities. *British Journal of Guidance and Counselling*, 23, 361-375.
- [7] Garrette, Henry E. (1966), *Statistics in Psychology and Education*, Bombay: Vakils Fifer and Private Ltd.
- [8] Gottfredson L.S. (1981), Circumscription and Compromise: Developmental Theory of Career Aspirations, *Journal of Counseling Psychology*, 28, 545-579.
- [9] Khattab N. (2015), Students' Aspirations, Expectations and School Achievement: What Really Matters? *Br. Educ. Res. J.*, 41:731–748.
- [10] Khoo S. and Ainsley J. (2005), Attitudes, Intentions and Participation: Longitudinal Survey of Australian Youth, *Australian Council for Educational Research reports 41*, The Australian Council for Educational Research Ltd. Australia.
- [11] Kumar, Sunil and Gupta, Mohan (2014), A Comparative Study of Level of Educational Aspiration of Secondary Class Students of Government and Non-Government Schools, *VSRD International Journal of Technical & Non-Technical Research*, V(I), 1-4.
- [12] Mickelson R.A. (1990), The Attitude-achievement Paradox among Black Adolescents, *Sociology of Education*, 63(1), 44.
- [13] Roy, Archana K.; Singh, Pappu and Roy, Urmi (2015), Impact of Rural-Urban Labour Migration on Education of Children: A Case Study of Left Behind and Accompanied Migrant Children in India, *Space and Culture India*, 2(4), 1-7.
- [14] Sharp E.H., Seaman J., Tucker C.J., Van Gundy K.T., Rebellon C.J. (2020), Adolescents' Future Aspirations and Expectations in the context of a Shifting Rural Economy, *J. Youth Adolesc.*, 49, 534-548.
- [15] Singh Y.G. (2011), A Study of Educational Aspiration in Secondary School Students, *International Referred Research Journal*, III (25), 35-36.
- [16] Sun, Feinuo; Liu, Shen and Schiller, Kathryn S. (2020), Parental Migration and Children's Educational Aspirations: China and Mexico in a Comparative Perspective, *Chinese Sociological Review*, 52(4) 462-486.