



A Study Of Educational Aspiration In Relation To Adjustment, Socio-Economic Status And Familiar Factors Among Students

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Abstract: Education is a process and activity pertaining to human beings. It is an ongoing effort to maximize the talents of students in controlling their environment and meeting their needs. Although education is a key element of life, it will not be able to help those seeking it unless they possess the proper amount of educational ambition. This level of aspiration can be best described as an ascertainment involving self-esteem. If the aspiration focuses on obtaining an education, we may refer to it as the level of educational aspiration. This study will pursue a scientific understanding of educational aspiration in connection to adjustment, socio-economic status and familial elements. Utilizing specific measures of educational aspiration, it will be possible to develop necessary enhancements for students. Tests properly calibrated for our socio-cultural spheres will be implemented to yield data that offer normative insights on the assessment of education aspiration.

Index Terms – Educational Aspiration, Adjustment, Social-Economic Status, Familiar Factors.

Introduction

In order to obtain a job, education is essential. It gives you the skills you need to get a high-paying job. People who are uneducated have a huge disadvantage when seeking employment. Educating poor people appears to be a major factor in improving their lives. Education also improves communication. It improves the speech of a person, as well as improving other forms of communication. Education certainly provides people with the technical skills they need to use technology effectively. Without education, operating modern machines would probably be more difficult. Education teaches individuals discipline and makes them more aware of the value of time. Education matures individuals, teaches them sophistication, and teaches them discipline. [1]

The modern technological world requires a high level of education, for which there are numerous approaches available today. Distance learning programmes strengthen the traditional educational curriculum and can fit around job commitments. It is feasible to study without spending too much money, and renowned universities often provide reduced fees. Other small training institutes enable students to hone their skills in particular topics. Education develops new technologies and leads to increased knowledge of them. People need the right amount of schooling to build self-confidence and shape their character, so school education takes on a vitally important role in life. This can be subdivided into primary, secondary and higher secondary categories; each one being valuable in its own way – forming the basis of knowledge required throughout life, as well as creating paths towards further studies or employment before full immersion into the real world. [1]

Different researchers have examined educational aspirations in depth to explain educational disparities from psychological, socio-psychological, biological, and economic perspectives (Domina et al. 2011, Rojewski, 2005). A state of mind that motivates one to achieve academic success is considered an educational aspiration. Educational aspiration was initially viewed as a cognitive state influenced by expectations from significant others, such as parents, teachers, and peers. [1]

Adjustment: Adjustment is a concept in psychology which describes how organisms, people included, strive to maintain equilibrium between their needs and the obstacles of their environment. It starts when an individual recognizes a requirement and terminates upon its satisfaction. For instance, hunger initiates one's search for sustenance and after eating, the need that drove them is met. Generally speaking, this process consists of four phases: (1) feeling an intense, lingering stimulus prompting a need or motive; (2) struggling to satisfy the need; (3) engaging in exploratory behavior with problem solving tactics; (4) formulating some response that neutralizes or weakens the initial stimulus and thus culminating the adjustment. [2]

Social and cultural adjustments are driven by one's desire for contentment through their social networks. This is apparent when someone moves to new surroundings or experiences changed ones as they actively try to reach those needs. As a result, they become more familiar with their environment and gain faith in its supportiveness but not succeeding at adjusting may lead to anxiousness or depression. Therefore, adjustment can be explained as an individual's capacity to modify to alterations in their physical, occupational, and social environment. [2]

Social-Economic Status: We can have a significant impact on our health by influencing factors such as income, education, employment, community safety, and social support. To live a long and healthy life, you need good schools, stable jobs, and strong social networks. Unemployment, on the other hand, limits these options, as well as the ability to accumulate savings and assets that can aid in times of economic hardship.[3] Strategies to improve social and economic factors are not commonly considered when it comes to health, but they can have greater impacts over time than those traditionally associated with health improvement, such as improving behaviors. In communities that are cut off from investment or discriminated against, social and economic opportunities are significant. Children and youth of color are disproportionately affected by these gaps. Besides income, socioeconomic status includes education, occupational prestige, and subjective perceptions of social class and status.[3]

People's socioeconomic status includes both quality of life attributes and opportunities and privileges afforded to them within society. Poverty is not the result of a single factor, but rather of a combination of physical and psychosocial stresses. Aside from its relevance to research, practice, education, and advocacy, SES also consistently predicts a wide range of life outcomes, including physical and psychological health. [3]

Familiar Factors: We are not born knowing how to behave in society, so many of these behaviors must be learned from our environment while growing up. For many of us, this training begins at home with our families. Children learn best by observing everyday life. Sometimes they learn by being told directly what to do. As the child's primary social group, the family plays a major role in his or her learning and socialization. Child development encompasses physical, emotional, social and intellectual aspects. To use an analogy; building a structure requires a solid foundation to ensure that the entire structure stays stable and strong in the long-run. If it is not solid, it will not be able to stand independently. Similarly, poor foundations may lead to difficulties in someone's relationships with others, work and overall wellbeing. The importance of families for a child's growth therefore cannot be emphasized enough. Families are primarily responsible for helping shape a child's values, skills, socialization and safety during these early stages of development. [4]

I. LITERATURE SURVEY

Martin, A. J., et al. (2018) conducted a study examining factors which might impede school-age children from pursuing medical degrees. Three workshops were hosted for two cohorts of students; Year 12 and Year 9, in order to gain insight into their perspectives on the matter. The focus of discussion with Year 12 centred around applications and medical school, while Year 9 explored wider themes as they were still far removed from the application stage. Each session was based on prior discoveries from the previous one. It was deduced that potential applicants lacked knowledge in many areas related to medicine and medical school; an issue that could be remedied with access to accurate information about these topics, professional advice, and opportunities such as work experience. Additionally, it became apparent that there was inadequate comprehension around medical practice amongst those aged nine, including awareness of non-medical roles such as counsellors in mental health care - something which should be taken into account when creating outreach programmes. Furthermore, it was recognised that students without support networks at home or school have a greater interest in medicine than others - emphasising just how crucial 'social capital' is in this context. To ensure equitable access to medical education for all prospective applicants, resources should be made available to schools. [5]

Baliya, J. N. (2019) Aspirations are the eagerness to attain a specific honour or power that is greater than one's current state. This is especially relevant to students, who are at a crucial stage of life, as their objectives reflect not only where they are, but also where they desire to be in the future. This paper investigates the connection between educational aspirations and parental support with respect to gender and type of family amongst secondary school students from Samba district. 200 participants were chosen using simple random sampling technique, with an equal ratio of boys and girls in ninth and tenth standard. The results indicated a noticeable difference between levels of educational aspiration dependent on gender, yet there was no such discrepancy based on family type. Additionally, post-ANOVA analysis revealed that females had higher aspirations than males and those receiving average parental encouragement demonstrated more educational aspiration compared to those with low or higher levels. [6]

Mishra, A. (2020) . Adjustment is essential in human life, and can be seen as the process of adapting to various scenarios. This involves having insight into personal skills as well as possessing a desire for success, in addition to being able to cope with different conditions and events. Thus, this research investigated the relationship between adjustment and educational aspiration by surveying 720 higher secondary students. The Bell's Adjustment Inventory was used to evaluate the degree of difficulty for four categories: home, health, social and emotional; while the Educational Aspiration Scale Form P was implemented to gauge educational aspirations. T-ratio was then carried out to differentiate male from female students' adjustment levels & educational desires; meanwhile, product moment correlation coefficients were employed to better understand the relationship between adjustment and educational aspiration. It was discovered that males encountered more trouble with social adjustment than their female counterparts; however, when evaluating home & health issues there were no disparities found between genders; finally, females had higher goals compared to males when it came to education. [7]

Bittmann, F., & Schindler, S. (2021), conducted study in the panel data setting, revealed that educational aspirations are integral to assessing how educational inequalities develop. This was demonstrated with a sample of high-performing students from five waves of the National Educational Panel Study (NEPS). It was found that those in the nonacademic track or those with a low social origin tended to have reduced aspirations compared to those in the academic track or those with a high social origin. Upon further examination, these distinctions were attributed to their respective school environments through mediation analyses. Additionally, it was observed that highly educated family backgrounds in the nonacademic track seemed less inclined to reduce aspirations than their counterparts possessing a low-education family background.[8]

II. STATEMENT OF RESEARCH

Numerous studies have been conducted on the issue of educational aspiration but those studies were not seeming most current and important in the comparison of current technological development. So, hence researcher had decided to do research work entitled on "A study of educational aspiration in relation to adjustment, socio-economic status and familiar factors among students."

So far the study would be concentrated to educational aspiration in relation to adjustment, socio-economic status and familiar factor among students. The area of proposed study is related to educational area. The findings of the study would be helpful in enhancement of educational aspiration through better adjustment and familiar factors. Teachers, parents, counselors and related professionals would be also benefited by this research finding.

III. OBJECTIVES OF THE RESEARCH:

After a short review of literature, we find that educational aspiration though much important role in academic area. In this research educational aspiration taken as a dependent variable and adjustment, socio-economic status is independent variable. Beside these rural-urban background, family type, nos. of family members, level of job and education, gender related factors will be included in the present study.

The main objectives of the study are as under:

- It would be accomplishing a scientific understanding of educational aspiration in relation to adjustment, socio-economic status and familiar factors.
- Since the study is expected to several certain measures of educational aspiration, it would be possible to launch necessary measures for enhancement of educational aspiration of students.
- Properly prepared and standardized tests suiting in our socio-cultural milieu will be used in the present study. Hence, data would provide normative facts for the evaluation of education aspiration.

IV. RESEARCH HYPOTHESES:

The exact hypotheses would be formed after through and careful review of literature. Yet, some hypotheses may be formulated as under:

- There would be significant correlation between adjustment and educational aspiration.
- There would be significant correlation between socio-economic status and educational aspiration.
- There would be significant difference between adjusted and non-adjusted respondents in term of their educational aspiration.
- The respondents of high socio-economic status family would have high educational aspiration than those of respondents of low socio-economic family.

V. METHODOLOGICAL APPROACH:

(I) The Sample:

Total 200 secondary school students would be taken from different secondary schools located in Alwar district (both rural and urban) area of Rajasthan state.

(II) Sampling Technique:

The purposive sampling technique would be adhered during selection of samples.

(III) Scales:

(i) Educational Aspiration Scale:

To measure the educational aspiration level of respondents, Educational Aspiration Level Scale developed by Sharma and Gupta (1990) will be used. This scale is most appropriate, valid, confident and reliable in Indian context.

(ii) Adjustment Inventory:

To measures the adjustment level of respondents, Hindi adaptation to Bells Adjustment Inventory by M. Shamshad and K. Jehan (1987) will be used. This scale is also suitable, appropriate, confident and valid scale for the measure of adjustment level.

(iii) Socio-economic Status Scale:

To measure the level of socio-economic level of respondents, Socio-economic Status Scale developed by Kulshreshtha, S.P. (1980) will be used.

(iv) Personal Data Sheet:

For background information regarding respondents, Personal Data Sheet developed by researcher will be used.

ANALYSIS OF DATA:

The collected data would be analyzed with suitable statistical technique and result will be prepared in the light of current Indian context.

LIMITATION OF STUDY: The work will be done by me only in Alwar District, Rajasthan.

VI. RESULTS

Total 200 secondary school students would be taken from different secondary schools located in Alwar district (both rural and urban) area of Rajasthan state. In which, 100 schools in rural and 100 schools in urban areas.

7.1.1 Hypothesis 1

“There would be significant correlation between adjustment and educational aspiration”.

STATISTICAL TECHNIQUES USED

The following statistical techniques were used for the analysis of the data:

- Calculation of mean.

- Calculation of standard deviation.
- Calculation of t-value.

Table 7.1 Education Aspiration of Rural and Urban Students

Students	N	Mean	S.D.	t-value	Level of Significance	Remarks
Rural	100	51.64	5.8	0.177	0.05	0.01
Urban	100	49.62	5.16		1.98	2.59

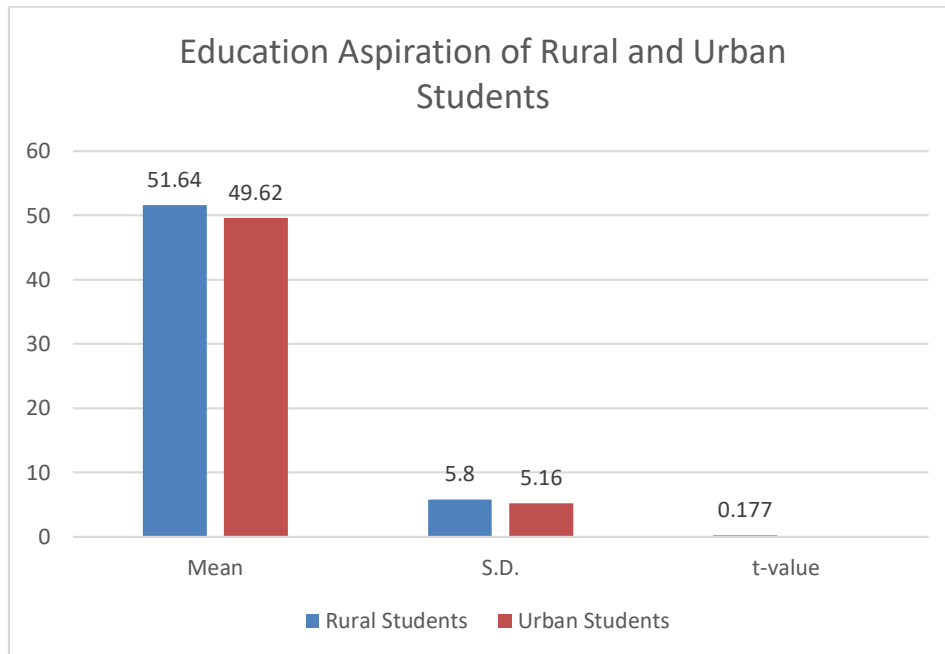


Fig 7.1 Graph on Education Aspiration of Rural and Urban Students

Table 7.2 Education Aspiration of Rural Boys and Girls

Students	N	Mean	S.D.	t-value	Level of Significance	Remarks
Rural Boys	50	49.78	4.62	0.0835	0.05	0.01
Rural Girls	50	51.62	5.8		1.96	2.58

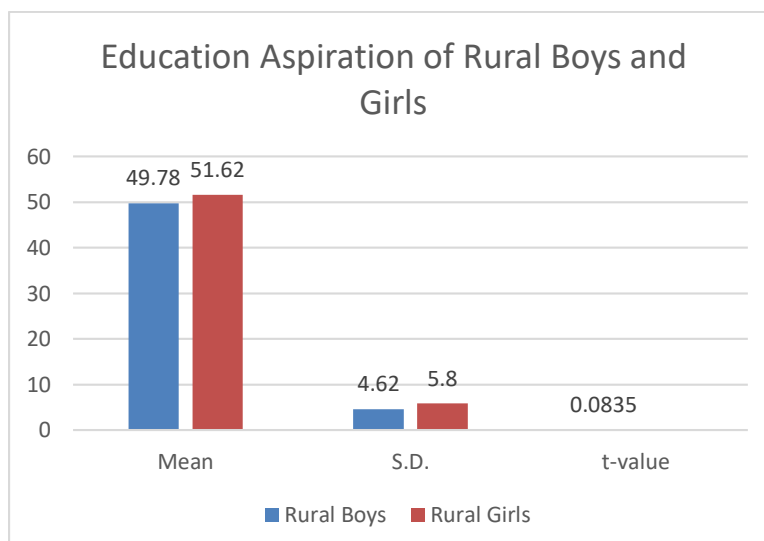


Fig 7.2 Graph on Education Aspiration of Rural Boys and Girls

Table 7.3 Education Aspiration of Urban Boys and Girls

Students	N	Mean	S.D.	t-value	Level of Significance	Remarks
Urban Boys	50	49.46	4.65	0.758	0.05	0.01
Urban Girls	50	49.82	9.045		1.96	2.58

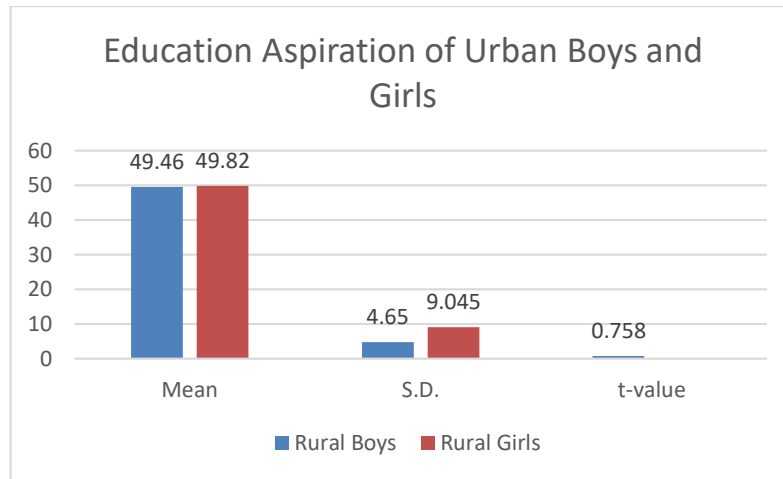


Fig 7.3 Graph on Education Aspiration of Urban Boys and Girls

7.1.2 Hypothesis 2 and 4

“There would be significant correlation between adjustment and educational aspiration”.

Hypothesis 4

“The respondents of high socio-economic status family would have high educational aspiration than those of respondents of low socio-economic family”.

Table 5.4 Educational Aspiration and Social Economic Status

Variables	Scale
Dependent variable = Educational aspiration	β (SE)
Constant	4.33*** (1.11)
Parental income	.34** (.39)
Parental education	.39*** (.15)
Number of dropout peers	-.34*** (.17)

Family social status	.48*** (.13)
R ²	.61

Results show that parental income has a significant positive effect on the educational aspiration ($\beta = .34$, $P < .01$) of students. This means if parental income becomes higher, students' level of educational aspiration also becomes higher. Similarly, if parental education ($\beta = .39$, $P < .001$) becomes higher, then the educational aspiration of their children becomes higher. Having dropout friends shows the converse result ($\beta = -.34$, $P < .001$) which indicates that if students have more friends who are school dropouts then their aspiration level decreases. social status effects more strongly on educational aspiration compared to school social status.

VII. CONCLUSION

Families with high levels of social capital have high academic expectations for their children, especially when the environment is conducive to learning. In turn, parents with higher socioeconomic status tend to have a higher level of family social capital, thereby enhancing their students' educational aspirations. A limitation of this study is that the data were collected through self-reports from a small sample area. The study's methodology and procedure can be effective directions for future research in understanding the effects of family social status and economic conditions. The socioeconomic background of the family and the school's resources are highly associated with students' academic aspirations. The educational aspirations of students are strongly influenced by their family social capital, but school resources also play an important role in enhancing these aspirations. To prevent problems in school, teachers and students should have perfect intimacy. Teachers should be able to note the students' complexes and then work to improve them. A teacher who serves as a counselor may be of benefit to students who feel shy or hesitant in school or who have other problems. Providing proper care for students is the responsibility of teachers. Students should not be treated harshly or bitterly, but should be treated according to their immediate needs, otherwise they may become frustrated and depressed. It is hard to imagine that if such a proper guidance exists at school, they will see a change in their educational goals in the long run. Using a variety of teaching tactics and techniques can help students perform well.

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