Secondary School Students' Educational Aspirations: The Impact of the School Environment and Parental Encouragement

Monisha Das[1]

Dr.Awdhesh Kumar Yadav[2]

PhD Research scholar, Department Of Education, YBN University,Ranchi[1]

Professor , Department Of Education, YBN University,Ranchi[1]

Abstract

This study looked at how much parental support, the school environment, and students' aspirations for their education were all related to each other. It also looked at how these factors predicted students' aspirations for their education. The technique uses 400 pupils from two districts in India's Kashmir division for a descriptive survey study. A sample of 200 urban and 200 rural pupils was equally distributed among the two groups of students. Using a stratified random sampling procedure, the 200 urban students in the sample were further split into 100 male and 100 female students, same like the rural students. Multiple regression, percentages, and statistics were used to examine the data. Of the secondary school students, approximately 24 percent, 50.25 percent, and 25.75 percent showed high, average, and low levels of school environment; 21.75 percent, 51 percent, and 27.25 percent showed high, average, and low levels of parental encouragement; and 18 percent, 55 percent, and 27 percent showed high, average, and low levels of educational aspiration. The study also demonstrated that there is a strong positive correlation between adolescents' aspirations for education and the school environment and parental support. With a magnitude of 15.1% of variance, parental encouragement and the school environment are significant predictors of educational aspiration.

Keywords: School environment, Parental encouragement, Educational Aspiration, Secondary School Students.

Introduction

According to previous research, educational aspiration-the nature and level of student's academic goalsare influential not only regarding students' career and occupational decisions and outcomes (Eccles, 2009; Schoon & Parsons, 2002), but also their overall well-being later in life (Ashby & Schoon, 2012). The research has also identified several academic and motivational individual difference factors that play a role in the process by which educational aspirations are formed (Wigfield & Eccles, 2000). Moreover, recent studies have suggested that the pathways to aspirations may, at least in some respect, be different for boys and girls (Watt et. al., 2012). Furthermore, the factors that researchers have used to predict educational aspirations have mainly included indicators of the students' performance-related outcomes (e.g., grades; Durik et. al., 2006) and different sets of motivational beliefs (e.g., self-concept and interest; Nagy et. al., 2006), and largely ignored the factors reflecting the students' psychological well-being. As researchers have found that problems in students' socio-emotional functioning (e.g., school burnout) relate to low educational performance (Aunola, Kiuru, Leskinen, Nurmi, & Salmela-Aro, 2008), depression (Holopainen, Savolainen, & Salmela-Aro, 2009; Bakker et. al., 2000), unfavorable motivational tendencies (Tuominen-Soini, Salmela- Aro, & Niemivirta, 2008, 2012), and educational dropout (Korhonen, Linnanmaki, & Aunio, 2014), we can expect them to play a role also in adolescents' educational aspiration.

Educational Aspiration

Educational aspiration during teenage years have been studied to clarify educational inequalities in broadspectrum, and persons' job-related choices and achievement later in life, in particular (Rojewski, 2005; Conley, Domina, & Farkas, 2011). At present there is no universally accepted description for the term educational aspirations, however it is generally used as referring to individual's plans and aims inside an educational setting (Trebbels, 2015). Different Investigators have measured and elaborate educational aspirations through the number of careers plans each adolescent (Crawford & Mendez 2002), the status of their educational aspirations (Scheel, Conoley, & Leung 1994; Viljaranta et. al., 2009), and the level of self-set academic learning goals (Nurmi, Vasalampi, & Salmela-Aro, 2009; Watt et. al., 2012). Bora (2016) studied on educational aspiration with school environment among students. The result indicates that

there exists significant relationship between the school environment with educational aspiration of students. Similarly, Hoffer & Coleman (1987) conclude that closeness of social relationship among student's, schools and families increase the educational aspiration of students. Bashir et. al., (2016) examined educational aspiration in relation to parental encouragement. The result indicates that educational aspiration and parental encouragement correlates each other. It means if parents support, encourages the children's then aspiration of students towards education should be high. Shahidul et. al., (2015) studied on social capital and educational aspiration of students and role of school social capital and family social capital. It concludes that family social capital has more strength to predict the educational aspiration outcome of students as compared to school social capital. Bashir et. al., (2017) studying the educational aspiration with school environment among students. Result indicates that rural and urban students differ each other in school environment but in educational aspiration there is no difference among rural and urban students. Moreover, school environment and educational aspiration correlates each other positively. It also concludes that school environment plays a significant role in predicting educational aspiration.

School Environment

School environment is a strategic feature in the overall safety and health of visitors, staff and students. Positive school environment enhances health, safety hazards, and to promote learning among students. Different researches have showed that students' academic performance can be influenced both negatively and positively by the school environment. Home and school split a powerful breathing in children's whole lifespan and there happens a sole combination among the two. The parents or family are a socio-biological unit that employs the most impact on the progress and maintenance of the person's performance. After parents, the school is the very significant knowledge in the progression of child development. Once the student enters the school, she or he existing with new opportunity in terms cognitive development and socialization. These opportunities are provided in different schools and may have a direct impact on the cognitive and affective behaviors of students. Arul Lawrence (2012) studied that academic achievement and school environment of 9th class students. Result shows that no significant relationship between academic achievement and school environment of 9th class students. Gupta

194

(2013) examined the impact of environment in school on academic achievement of X standard students. The investigator concludes that difference is insignificant of X standard students who studying in government school located in urban and rural zone and also perceived that sole excellence of atmosphere mostly based upon exact method of the learners who were preserved in classrooms and the school. Daniel (2014) explored that peer influence and school environment made significant contribution to the students' academic performance.

Schools have a significant impact on student's education and progress as an association to the exterior environment and the place where they pass a large time of their day. A number of literatures has revealed that the school environment, defined as the academic, psychological, and social atmosphere of a school (Anderson, 1982), is related with students' wellbeing and educational achievement (Cheng, Markham, & Aveyard, 2004; Lancashire, Markham, Aveyard, et. al., 2004; Britto, Slap, Hornung, Bonny, & Klostermann, 2000; Hornung, Klostermann, Altum, Bonny, & Britto, 2001; Han, 2009; Tyson, & Hill 2009; Vikat, Rimpela, & Karvonen, 2005; Rimpela, & Konu, 2002; Prinz, & Maddox 2003). For instance, Crump, Simons-Morton, Saylor, & Haynie, 1999) have recommended that an optimistic school environment could improve student's ability to improve a social relationship with their school, which in turn, predicts educational achievement. Students own observations of optimistic psychosocial school environments have also been connected with positive developmental consequences, like good mental health, and a low risk of wrongdoing (Prinz, & Maddox 2003).

Parental Encouragement

Encouragement of parents is one of the features of parent behavior patterns. It states to the behavior instigating from parents towards the child with an outlook to improve the potentials of imminent occurrences of respectable behavior by concern, care, guidance and approval. Encouragement of parents is of excessive importance in evolving academic as well as psychological behavior of a child. Parent's involvement and assistance have effect on scholastic achievement and success (Bashir, et. al., 2017). Parental assistance of younger children also enhances to the prospect of a specified result of their ultimately progressing from high school towards higher education. Parents get involved in three diverse ways for assisting their children's learning which are parental representation, home/school partnership, and learning at home.

195

Holahan, et. al; (1995) had concluded from their study that support of family is connected with less emotional dysfunction and psychological strain among adults during days of stressful of life change. Roberta M. Milgram (1999) found positive correlation between intellectually gifted adolescents and positive family climate. Martin Covington (2000). Rebecca S. Carter, Roger A. Wojkiewicz (2000) Diane S. Kaplan, Xiaorn Liu (2001) in all these studies it was found that parental encouragement has positive effect on motivation, school achievement and performance, educational aspirations. Kishor (2014) studied on parental encouragement and academic performance of students. The result shows that there is a positive association among parental encouragement and academic performance of private and government high school students. Kaur (2013) investigated the encouragement of parents as a predictor of academic performance of students. The result indicates that who receive low parental encouragement shows low academic performance and those who receive better parental encouragement shows better academic performance. According to Kauppi, et. al., (2002) stated that parental encouragement and positive family climate nurture a positive academic selfschema.

2. Objectives

1. To explore the level of parental encouragement, school environment educational aspiration of the secondary school students.

2. To examine the influence of school environment and parental encouragement as significant predictor of educational aspiration of the secondary school students.

3. Hypothesis

School environment and parental encouragement is not significant predictor of educational aspiration of the secondary school students.

4. Methodology

4.1. subjects

The sample constitutes of the students of different secondary schools of Jammu and Kashmir in India. Researchers have employed stratified random sampling approach to recruit the respondents. The sample of the study was 400 secondary school students. Initially, out of three divisions in Jammu and Kashmir, one division was selected randomly. Then both urban and rural students were selected as a sample with equal distribution of 200 urban and 200 rural students. The sample of 200 urban students was further divided into 100 female and 100 male, same as rural students.

4.2. Measures

The following standardized tools were employed: School environment inventory standardized by Misra (2002), Level of Educational aspiration test standardized by Khan (2011) and Parental encouragement scale developed and stadarized by Sharma (2010).

4.3. statistical techniques

In order to analyze the data with suitable statistical techniques, the following statistical technique was adopted in present study.

1. In order to find out the level of parental encouragement, school environment and educational aspiration of secondary school students, percentage was used.

2. To examine the prediction of school environment and parental encouragement on educational aspiration of the secondary school students, multiple regression was used.

5. Results And Discussion

Levels of school Environment of secondary school students

Level of secondary school students regarding school environment as shown in table, it was quite clear that 24% students have high level of school environment, 50.25% possess average level of

197

school environment and 25.75% have low level of school environment.

Table 1 Levels of school environment of secondary school students

Levels	School environment	
	N	Percentage
High	96	24%
Average	201	50.25%
Low	103	25.75%
Total	400	100%

As for as, school environment is concerned, secondary school students falls average level of school environment. It can be interpreted that students have better school environment. This is due to the fact that students are having very much stressful environment in their day-to-day life because they are living in the hurry burry and mechanical life. So, they feel environment in school is very suitable for their educations. It may be due to the fact that teachers encourage the students for studies in their own area of interest. Due to motivation from the teachers, students work in a competitive manner, they encourage students to think more positively and wisely. Teachers support to work according to their maximum ability, and praise them for getting higher marks, students try to get good marks. Schools provides safe and friendly environment for all who live, learn and work in schools.

Levels of Parental Encouragement of secondary school students

As for as level of parental encouragement of secondary school students is concerned, it is clear that 21.75% students have high level of parental encouragement, 51% possess average level of parental encouragement and 27.25% have low level of parental encouragement.

Table 2 levels of Parental encouragement of secondary school students

Levels	Parental encouragement	
	N	Percentage
High	87	21.75%
Average	204	51%
Low	109	27.25%
Total	400	100%

Now a day's parents are educated and aware of that what type of education is required for their students to live and adjust in the society. So, they provide the healthy environment to their students and nurture them properly in that particular environment. Parental support, students feeling of psychological wellbeing had given them confidence and leads generally to social and academic competence. On the other hand, it may be interpreting that parents are more conscious about their children's career and their future. Overall parental encouragement is beneficial for

198

student academic outcomes. Parents have unique position to influence the student and some important purposeful relations contains encouragement, daily routine, and discussion of students in regular basis, praise, warmth, limit setting, and intellectual stimulation. Sekar and Mani (2013) lend support to the results of the present study. The results revealed that rural and urban higher secondary students have significantly differed in parental encouragement and have average level of parental encouragement.

Levels of Educational Aspiration of secondary school students

It is seen that 18% students have high level of educational aspiration, 55% possess average level of educational aspiration and 27% have low level of educational aspiration.

Table 3 levels of Educational Aspiration of secondary school students

Levels	Educational Aspiration	
	N	Percentage
High	72	18%
Average	220	55%
Low	108	27%
Total	400	100%

So, students have an average level of educational aspiration. It may be concluded that aspiration of parents and expectation also represent a vital job because those parents who are getting their students ready to go school daily and assists, encourages them regularly that students can increase high level of educational aspiration. It may be due to the fact that educational aspiration of students is powerfully associated to their own early attitudes to school knowledge, parent's aspirations and perceptions of parental assistance. Education of parents and possessions at home has an impact on educational ambitions whether the student comes from rural, urban and suburban areas. George (2014) lend support to the results of the present study, and explored that students possess an average level of educational aspiration and exposed that domicile and gender impact the level of educational aspiration. Girls have a higher level of educational aspiration than that of their boy's complements. In similar way urban students shine rural students with reverence to educational aspiration.

Table 4
(a)summary of regression Analysis of school Environment, Parental Encouragement and Educational Aspiration of secondary school students

Model	R	R2	Adjusted R Square	F value
1	.389	.151	.147	35.358**

**Significant at 0.01 level of significance.

The above Table 4(a) shows the multiple correlation of school environment and parental encouragement on educational aspiration of secondary school students. The multiple correlation

199

of school environment and parental encouragement on educational aspiration is .389 with square is .151. Multiple regression suggests that school environment and parental encouragement can explain 15.1% variance of the criterion variable (educational aspiration).

Table 4
(b) summary of AnovA for regression

MODEL	Sum of squares	Df	Mean square	F
Regression	910.841	2	455.420	35.358**
Residual	5113.469	397	12.880	
Total	6024.310	399		

**Significant at 0.01 level of Significance.

It is evident from the above Table 4(b) the obtained F-value 35.358 is statistically significant at 0.01 which indicates that statistically significance of the relationship between school environment and parental encouragement with educational aspiration. The predictive variable (school environment and parental encouragement) can predict the criterion variable (educational aspiration). Therefore, multiple regression analysis is allowed and feasible.

Model	Unstandardized Coefficients		standardized Coefficients	t
	B	Std. Error	Beta	
Constant	9.725	1.151		8.450
School Environment	.031	.006	.244	4.998
Parental Encouragement	.072	.015	.235	4.819

**Significant at 0.01 level of Significance.

According to the above Table 4(c), school environment (B = .031, t = 4.998), and parental encouragement (B = .072, t = 4.819) which is significant at 0.01 level of significance It implies that school environment and parental encouragement plays important roles in predicting the criterion variable (educational aspiration). The regression equation of the main hypothesis is:

Educational Aspiration = 9.725 + (school environment) 0.031 + (Parental Encouragement) 0.072

These findings lead to conclude that high school environment and parental encouragement leads students towards high educational aspiration. Therefore, the first hypothesis of the study which was stated that "school environment and parental encouragement is not significant predictor of educational aspiration of the secondary school students" stands rejected. That means school environment and parental encouragement is significant predictor of educational aspiration of the secondary school students.

Parental encouragement and school environment and both affect student's educational aspiration. School environment plays a crucial role in developing educational aspiration of students by

200

participating various school activities like seminars, workshops, debates and by other aspects. Teacher develops new ideas, imparting different types of experiences, trying 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. Aspiration of parents and expectation represent a vital job because those parents who are getting their student ready to go school daily and assists, encourages them regularly that student can increase level of aspiration. In today's world, parents giving more importance to their children in education, career and life, they are involving their children in education at home. Parents play key roles in the educational aspirations of young people not only by the socio-economic position of the parents, but by a variety of parental resources, such as cultural communication, cultural capital and educational resources at home. Thus, parental encouragement is the backbone of the individual's life. 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. Cabrera and Nasa (2000) highlighted that there exists positive relationship between consistent encouragement by parents and sustainability of post-secondary educational aspiration.

6.Conclusions

Secondary school students vary greatly on their level of parental encouragement, school environment and educational aspiration. Such variation in the level of parental encouragement, school environment and educational aspiration is noticed across three levels such as high, average and low.

About 24%, 50.25%, 25.75% secondary school students exhibited high, average and low level of school environment, about 21.75%, 51% and 27.25% secondary school students exhibited high, average and low level of parental encouragement and finally 18%, 55% and 27% secondary school students exhibited high, average and low level of educational aspiration.

There exists a significant positive relationship between school environment and parental encouragement with educational aspiration of the secondary school students.

School environment and parental encouragement is significant predictor of educational aspiration of the secondary school students with the magnitude of 15.1% of variance.

References

- Anderson, C. (1982). The search for school climate: a review of the research. Research of Educational Research, 52(3), 368-420.

- Ashby, J. S., & Schoon, I. (2012). Living the dream? A qualitative retrospective study exploring the role of adolescent aspirations across the life span. Developmental Psychology, 48(6), 1694-1706.

- Aveyard, P., Markham, W. A., & Cheng, K. K. (2004). A methodological and substantive review of the evidence that schools cause pupils to smoke. Social Science & Medicine, 58(11), 2253-2265.

- Aveyard, P., Markham, W. A., Lancashire, E., Bullock, A., Macarthur, C., Cheng, K. K., et. al., (2004). The influence of school culture on smoking among pupils. Social Science & Medicine, 58(9), 1767-1780.

- Bakker, A. B., Schaufeli, W. B., Demerouti, E., Janssen, P. P. M., Van der Hulst, R., & Brouwer, J. (2000). Using equity theory to examine the difference between burnout and depression. Anxiety, Stress and Coping, 13(3), 247-268.

- Bashir, L., & Bashir, H. (2016). Educational aspiration of secondary school students in relation to parental encouragement. Indian Journal of Positive Psychology, 7(1), 141.

- Bashir, L., & Kaur, R. (2017). A Study on Interrelation of Educational Aspiration with School Environment of Secondary School Students. Educational Quest-An International Journal of Education and Applied Social Sciences, 8(spl), 269-275.

- Bonny, A. E., Britto, M. T., Klostermann, B. K., Hornung, R. W., & Slap, G. B. (2000). School disconnectedness: identifying adolescents at risk. Pediatrics, 106(5), 1017-1021.

- Bora, B. P. (2016). Educational and Occupational Aspiration In Relation To School Environment of the Secondary School Students of South Kamrup Area of Assam-A Study.

- Britto, M. T., Klostermann, B. K., Bonny, A. E., Altum, S. A., & Hornung, R. W. (2001). Impact of a school-based intervention on access to healthcare for underserved youth. Journal of Adolescent Health, 29(2), 116-124.

- Cabrera, A. F., & La Nasa, S. M. (2000). Understanding the college choice process. New Directions for Institutional Research, 107, 5-22.

- Carter, R. S., & Wojtkiewicz, R. A. (2000). Parental involvement with adolescents' education: Do daughters or sons get more help? Adolescence, 35(137), 29-44.

- Coleman, J. S., & Hoffer, T. B. (1987). Public and Private Schools: The Impact of Communities. New York: Basic.

- Covington, M. V. (2000). Goal theory, motivation, and school achievement: An integrative review. Annual review of psychology, 51(1), 171-200.

- Daniel, k. k. (2014). The Impact of school environment and peer influences on students' academic. International Journal of Humanities and Social Science, 5(1), 240.

- Domina, T., Conley, A. M., & Farkas, G. (2011). The link between educational expectations and effort in the college-forall era. Sociology of Education, 84(2), 93-112.

- Durik, A. M., Vida, M., & Eccles, J. S. (2006). Task values and ability beliefs as predictors of high school literacy choices: A developmental analysis. Journal of Educational Psychology, 98(2), 382-393.

- Eccles, J. (2009). Who am I and what am I going to do with my life? Personal and collective identities as motivators of action. Educational Psychologist, 44(2), 78-89.

- Garg, R., Kauppi, C., Lewko, J. & 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).

- Gupta, & Prakash, R. (2013). A study of the effect of school environment on the academic achievement of 10th class students. Indian Journal of Health and Wellbeing, 4(8).

- Han, W. J. (2008). The academic trajectories of children of immigrants and their school environments. Developmental psychology, 44(6), 1572.

- Hill, N. E., & Tyson, D. F. (2009). Parental involvement in middle school: a meta-analytic assessment of the strategies that promote achievement. Developmental psychology, 45(3), 740.

- Holahan, C. J., Valentiner, D. P., & Moos, R. H. (1995). Parental support, coping strategies, and psychological adjustment: An integrative model with late adolescents. Journal of Youth and Adolescence, 24(6), 633-648.

- Kaplan, D. S., Liu, X., & Kaplan, H. B. (2001). Influence of parents' self-feelings and expectations on children's academic performance. The Journal of Educational Research, 94(6), 360-370.

- Karvonen, S., Vikat, A., & Rimpela, M. (2005). The role of school context in the increase in young people's health complaints in Finland. Journal of Adolescence, 28(1), 1-16.

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

- Leung, S. A., Conoley, C. W., & Scheel, M. J. (1994). The career and educational aspirations of gifted high school students: A retrospective study. Journal of Counseling and Development, 72,

298-303.

- Maddox, S. J., & Prinz, R. J. (2003). School bonding in children and adolescents: conceptualization, assessment and associated variables. Clinical Child and Family Psychology Review, 6, 31-49.

- Mendez, L. M. R., & Crawford, K. M. (2002). Gender-role stereotyping and career aspirations: A comparison of gifted early adolescent boys and girls. Journal of Secondary Gifted Education, 13, 96-107.

- Sharma, R.R. (2014). Manual for Parental Encouragement Scale. Agra: National Psychological Corporation.

- Simons-Morton, B. G., Crump, A. D., Haynie, D. L., & Saylor, K. E. (1999). Student school bonding and adolescent problem behavior. Health Education Research, 14, 99-107.

- Tuominen-Soini, H., Salmela-Aro, K., & Niemivirta, M. (2008). Achievement goal orientations and subjective well-being: A person-centred analysis. Learning and Instruction, 18, 251-266.

- Tuominen-Soini, H., Salmela-Aro, K., & Niemivirta, M. (2012). Achievement goal orientations and academic well-being across the transition to upper secondary education. Learning and Individual Differences, 22, 290-305.

- Vasalampi, K., Salmela-Aro, K., & Nurmi, J.-E. (2009). Adolescents' self-concordance, school engagement, and burnout predict their educational trajectories. European Psychologist, 14(4), 332-341.

- Viljaranta, J., Nurmi, J.-E., Aunola, K., & Salmela-Aro, K. (2009). The role of task values in adolescents' educational tracks: A person-oriented approach. Journal of Research on Adolescence, 19, 786-798.

- Watt, H. M., Shapka, J. D., Morris, Z. A., Durik, A. M., Keating, D. P., & Eccles, J. S. (2012). Gendered motivational processes affecting high school mathematics participation, educational aspirations, and career plans: A comparison of samples from Australia, Canada, and the United States. Developmental Psychology, 48(6), 1594-1611.

- Wigfield, A., & Eccles, J. S. (2000). Expectancy-value theory of achievement motivation. Contemporary Educational Psychology, 25(1), 68-81.