



# A Critical Review on Educational Aspirations Among Students

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**Abstract:** Education is a crucial aspect of human society. In words, the goal of education is to help the individual in his holistic development, though it cannot be achieved wholeheartedly until and unless the person possesses the required level of educational aspirations. Educational aspirations promote self-enhancement and academic achievement. Aspiration is an individual's future ambition in their field, setting new standards and goals. Success in achieving these goals leads to satisfaction and motivation for further achievement. This paper aims to review the literature on educational aspiration among students at national and international levels, emphasizing its importance and its impact on academic achievement. This study indicated that greater effort will be required in these areas of future research for better improving the academic achievement of students. The present study gathers data from various online and printed resources.

**Key Words:** Educational Aspirations, Aspirations, Academic achievement, Students.

## 1. INTRODUCTION :

Education is a persistent feature in human societies. The goal of education is to help the individual in his holistic development, though it cannot be achieved wholeheartedly until and unless the person possesses the required number of educational aspirations and developing student capacities to control the environment and meet their needs is a continuous endeavour (Bala, 2018). However, it cannot help without individuals having the necessary educational aspirations, to promote self-enhancement throughout life (R & B, 2023). The term aspiration is synonymously applied to goals, ambitions, aims, purposes, visions, strategies, desires, yearnings or wishes. Aspiration is an intense desire to achieve something high or greater (Kaur, 2012). The concept of 'aspiration' was first used by Dembo. As a matter of fact, when a required goal is too difficult, the subject will set up an intermediate goal that is easier than, but directed toward, the required goal. Educational aspiration largely determines one's academic achievement. It is a decisive factor in one's academic life. Educational aspiration is an individual's future ambition in their academic field, setting new standards and goals (Singh & Sharma, 2017). Success in achieving these goals leads to satisfaction and motivation for further achievement. According to Furlong & Curtmel, 1995, educational aspirations are early impressions of an individual's own academic calibre. Sirin, Diemer, Jackson, and Howell (2004), "Aspirations have been defined as the educational and vocational dreams that students have for the future" and also, Hurlock (1973), "Aspiration means a longing for what one has achieved with advancement on it at its end" (Maiti & Bhattacharyya, 2021). Educational aspiration starts from a very early stage in the home environment. Parents give birth to dreams in their children's minds. Child sets their educational goals for themselves. Educational aspiration is the student's ability to identify himself for the future. It is the basis of setting educational goals and proceeding accordingly for further academic work. An individual's career is formed by his aspiration level.



## **2. REVIEW OF RELATED LITERATURE ON EDUCATIONAL ASPIRATIONS :**

Bittmann and Schindler (2021) conducted a study on “Analysing Diversion Processes in German Secondary Education: School-Track Effects on Educational Aspirations”. found that students with non-academic or low social backgrounds lower their aspirations more often than those with academic or high social backgrounds.

Maiti and Bhattacharyya (2021) examined factors influencing school-level students' educational aspirations, analysing data from year-wise, continent-wise, country-wise, and area-wise. It identifies existing research gaps in the area and recognises the supremacy of selected influencing factors. In this study, analysis helps understand the degree of influence and identify areas for further research.

Gupta and Bashir (2019) conducted a study the aim of investigating the relationship between parental encouragement, school environment, and students' educational aspiration in two districts of Kashmir, India. A descriptive survey was conducted, involving 400 students from both urban and rural districts. The data was analysed using statistics, percentages, and multiple regression. Results showed a significant positive relationship between parental encouragement and school environment, with a 15.1% variance in educational aspiration. The study highlights the importance of parental encouragement and the school environment in shaping students' educational aspirations.

Dimitrova et al. (2018) examined school climate's impact on academic achievement and aspirations for the Roma minority compared to majority peers. The result found that Teacher-reported school climate negatively impacts academic achievement and aspirations for Roma adolescents, with lower achievement and parental aspirations. Based on research, poor minority children' academic achievement and aspirations are influenced by the school climate. In order to effectively promote positive outcomes among students, interventions should pay particular attention to views and attitudes in a school.

Roy and Kumar (2018) conducted a study on “Educational aspirations and expectations among scheduled caste students: a study of Uttar Pradesh, India” The study focuses on the aspiration's development of 10th and 12th standard students studying in Government schools. It will also focus on the challenges and obstacles they face in achieving their aspirations. As an outcome of the data, it can be concluded that, given the growth in employment each year, there is still significant worry about the quality of education provided by government-run institutions.

Miyamoto et al. (2018) studied the attitude-achievement paradox in children of immigrants is addressed by proposing a conditional view that exposure to the destination country's language is essential for transforming favourable educational orientations into achievement. In order to evaluate the role of educational attitudes on sociological and psychological measures of educational aspirations and academic motivation, the study uses data from the National Educational Panel Study collected in Germany. In this study, immigrant students who utilize the target language gain more than those who have less exposure to it in terms of higher levels of educational goals and academic drive.

Ansong et al. (2018) investigated the relationships between academic self-efficacy, educational aspirations, and academic performance. As per the study results, academic self-efficacy indirectly explains improvements in academic performance through the mediating role of educational aspirations as well as the effects of self-efficacy on educational aspirations, with boys having higher educational aspirations than girls.

Naqvi (2018) conducted a study on the difference and relationships between tribal and non-tribal students with regard to their educational aspirations and academic achievements. The result of the study showed that a positive and significant correlation existed between the level of educational aspirations and the academic achievement of secondary-level students.

Singh and Sharma (2017) A study on 600 9th-class students in Jammu district used the Educational Aspiration Scale (EAS) form to measure students' educational aspirations. The findings showed a low relationship between educational aspirations and academic achievement, highlighting the importance of education in shaping society.

Rajesh (2014) conducted a study on the educational aspirations of high school students in relation to certain personal and demographic variables. The outcomes showed the significant differences in high school students' educational aspirations based on factors such as gender, class studied, instruction medium, residential location, family structure, and



mother's occupation. Between mothers who worked for the government, private employers, and mothers who worked for the government, housewives, group differences were seen. The results also show that there is no statistically significant difference in the educational aspirations of high school students according to their type of school management, their father's occupation, their mother's occupation, and their family's income.

Behjoo (2013) investigated the association between the educational aspirations of English Language Teaching (ELT) freshman students and the factors that influence these aspirations. The findings of this study suggest that students' high aspirations are mediated by their strong academic self-concept, supportive peers, dedication to their studies, and high educational aspirations in the home, whereas low aspirations may have a variety of mediating influences in different students.

Flores et al. (2011) investigated the impact of gender, educational attainment, and family-related factors on students' academic aspirations. Data from the Academic Achievement Assessment in Andalusia shows that educational attainment and parents' educational levels have greater influence than gender in predicting students' aspirations.

Kirk et al. (2011) explored the relationship between parental expectations and adolescent educational aspirations. Analysis of regression and independent samples t-tests were used to compare groups and predict the aspirations of adolescents. The findings indicate that parental expectations can help predict some of adolescent aspirations. Despite their own low levels of education, parents reported having high expectations for their kids.

Geckova et al. (2010) explored the relationship between health, socioeconomic background, school-related factors, social support, and adolescents' sense of coherence and educational aspirations among adolescents from different educational tracks. The study aims to advance knowledge of the function of educational goals in the social reproduction of health disparities. The study gathered information from a national sample of Slovak adolescents about their socioeconomic background, school-related factors, perceived social support, sense of coherence, and self-rated health. According to the findings, there are statistically significant correlations between educational aspirations and variables like parental educational level, father's employment status, school climate, student attitude, father's social support, and sense of coherence.

Garg et al. (2006) examined the impact of background factors, parental involvement, academic self-concept, and peer influences on educational aspirations. Results showed that single-parent families scored lower on educational aspirations compared to intact families. Academic self-concept significantly predicted educational aspirations, while family involvement and background factors also influenced academic self-concept. Academically oriented peers were particularly beneficial for single-parent families.

Gasser et al. (2004) analysed the relationship between personality and interest in predicting educational aspirations. The revised California Psychological Inventory and the 1994 Strong Interest Inventory were used. Results showed moderately correlated educational aspirations between personality and interest scales, and specific dimensions of personality and interests were related to college students' future scholarly plans.

Khattab (2003) examined the educational aspirations of Palestinian students in Israel, revealing that despite disadvantages, they hold high educational aspirations. Low socioeconomic status and minority status do not automatically lead to low aspirations. Social capital and perceptions significantly influence minority students' educational aspirations, considering the unique social, economic, and political context of the Palestinian community.

Hu (2003) conducted a study on educational aspirations and postsecondary access among students in urban, suburban, and rural schools. The findings showed that, although urban students appeared to be enrolled in postsecondary institutions at comparable rates to their suburban counterparts if they made it to later years of K-12 schooling, they appeared to be at a comparative disadvantage in terms of postsecondary access in the early years of schooling. Urban students who attend college are more likely to enrol in four-year colleges and private universities. Rural students consistently have lower enrolment and aspirations for postsecondary education.

Mau and Bikos (2000) conducted a study on the factors influencing educational and vocational aspirations in a nationally representative sample of 10th-grade students. Results showed sex and race significantly predicted aspirations, with Asian Americans experiencing the greatest increase. Female students had higher educational and vocational aspirations.



Kao and Tienda (1998) conducted their study on the educational aspirations of minority youth. The study analyses the formation and maintenance of educational aspirations from eighth to twelfth grades among a single cohort of youth. The study reveals that minority youth have high educational aspirations, but maintenance varies across ethnic groups. Ambitious aspirations in eighth grade and maintenance throughout high school are influenced by family socioeconomic status. Black and Hispanic youth have less concrete early aspirations than white and Asian students, and are relatively uninformed about college, dampening their chances of reaching their educational goals.

Sewell and Shah (1968) conducted a study on "Social Class, Parental Encouragement, and Educational Aspirations". They found that socioeconomic status, intelligence, and parental encouragement have significant relationships with college plans. However, neither intelligence nor parental encouragement can fully account for social class differences. Parental encouragement is an influential intervening variable between socioeconomic background and intelligence, with the strongest effect on males and females with high intelligence scores. Ability continues to accentuate social class differences in aspirations.

### 3. GENERAL CRITIQUE :

In this study, from the various review of related literature, it makes clear that there are several studies at the international, national, and state levels on the educational aspirations of students. Various studies highlight that there is a positive impact of parents' educational level, parental encouragement and school environment on the educational aspiration and academic achievement of students. The studies related to educational aspiration and academic performance, and self-efficacy of the students explored that variables are positively related and also that significant difference is found in male and female students about their Level of Aspiration. On the other hand, some studies investigated no relationship between the educational level of parents and the educational aspiration of the students as well as between educational aspiration and academic performance of the students. Other research examines teenagers from various educational paths and their socioeconomic status, school environment, social support, parental expectations, sense of coherence, and educational goals. A few studies have been conducted on the relationship between scholastic achievement, and socioeconomic status, but not enough research has been conducted on socially backward class and minorities children, and their educational aspirations. A greater effort will be required in these areas of future research for better improving the academic achievement of students across countries and states. Through reviews of the study's educational aspirations, this study indicates the goals that kids and teenagers have for their own futures. Students frequently need effective educational outcomes in order to fulfil their dreams of a career, a university education, and further education. Growing aspirations are therefore frequently thought to encourage better performance.

### 4. CONCLUSION :

Educational aspiration is an important factor that motivates students for better academic success and also directs them in a better way that reflects their individual goals. After reviewing a number of studies, the researchers draw the conclusion that educational aspiration is a significant factor in determining accomplishment and plays a significant role in motivating educational achievement. With the aid of educational aspiration, students may concentrate since they have a strong desire for success and can thus easily accomplish the objectives established to excel in particular academic fields. Educational aspiration is influenced by three factors background, personal, and environmental. Background factors include age, gender, socio-economic status, and family structure. Personal factors include attitude and within environmental factors parental involvement. Individual factors include intrapersonal skills, self-reliance, self-control, self-concept, and mature responsibility. Background factors including age, gender-wise and area-wise analyses of the educational aspiration of students are very important for improving educational achievements and success. To improve school-level education across different countries and states, there will be an additional effort that needs to be made in this area of further research. Hence, this study would benefit scholars, teachers, and planners, and its conclusions seem well-founded and necessary.

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