



“Educational Aspiration is the Real Remedy for Students in Modern Era”

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Abstract

Educational Aspirations refer to the early impressions of one's own academic abilities and the highest level of education an individual expects to attain has also been linked to academic achievement. Today's modern society expects everyone to be a high achiever. The key criteria to judge one's true potentialities and capabilities are perhaps scholastic/academic achievement. Academic achievement has become an index of a child's future and is the resultant of various factors like personal, social, economic and other environmental factors. Educational aspirations are found to be strongly related to their perceptions off parental support, parent's aspirations and their own early attitudes to school experience. Parental education and resources at home have an influence on aspirations.

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I. Introduction

Educational aspirations play important roles in education attainment, and, in turn, status attainment processes. Students' educational aspirations have strong positive effects on their educational achievement. Students with high educational aspirations are more likely than students with low educational aspirations to: do well in school, attain higher education degrees, and reap the economic rewards of higher education degrees in the labor market. Students' educational aspirations also mediate the effects of their socioeconomic origin (i.e. their parents' socioeconomic status) on their achievement and attainment. In other words, students' educational aspirations can strengthen or diminish the effects of where they come from on how well they do and how far they go in school. educational aspirations play important roles in shaping and influencing students' aspirations, achievement, and attainment, our understanding of the nature and formation of these important aspirations is limited. Researchers have generally examined parents' educational aspirations in order to explain variation in students' aspirations, achievement, or attainment.

II. Different Theories concerned with Educational Aspiration

1. Social-psychological Theories of Educational Aspirations

Social-psychological explanations of educational also share an important characteristic. Each theory identifies educational aspirations as dispositions (orientations, outlooks, desires, states-of-being, etc.), rather than purely economic calculations. In this view, educational aspirations are the product of beliefs and feelings (about the world and about one's self), physical, cultural, emotional, and formal and informal educational environments, and a lifetime of observations of and interactions with significant others, caregivers, peers, and strangers. In this view educational aspirations are not (not exclusively, at least) the product of completely conscious and completely rational economic considerations. In a manner of speaking, educational aspirations are felt.

2. Social Learning



Social learning theory (also known as social cognitive theory or observational learning theory) (Bandura 1977; Bandura 1986) has enjoyed a wide range of uses in educational and social-psychological research since its conceptualization. It is used as a theory of learning that incorporates interpersonal, educational, familial, and environmental factors. It is also used as a theory of motivation that accounts for an individual's contextually learned locus of control, sense of self-worth, and expectations of intrinsic and extrinsic rewards and punishments. Social learning theory is based on the premise that most of our learning takes the form of observing the people and events

3. Cultural-ecological Perspectives

Cultural-ecological explanations of educational aspirations are similar to variations of the culture of poverty thesis and social learning theories. According to cultural-ecological theories (like social learning theories), educational aspirations are socially and contextually developed dispositions or orientations. What's more; according to cultural ecological theories (like variations of the culture of poverty thesis) there is a significant cultural component to the formation of educational aspirations. However, cultural ecological theories distinguish themselves from variations of the culture of poverty thesis in a critical way. The culture of poverty thesis and its many variations propose that impoverished, isolated, or segregated people (that is, people living outside of a mainstream culture) develop a dysfunctional culture (including lowered aspirations) in order to survive. In other words, low educational aspirations are the result of how impoverished, isolated, or segregated people live and experience the world, regardless of how they became impoverished, isolated, or segregated. Cultural-ecological theories, on the other hand, propose that educational aspirations develop in response to a dominant.

4. Structural and Blocked-opportunity Perspectives

Cultural-ecological models identify educational aspirations as dispositions or orientations that develop largely in response to cultural forces. Structural or blocked opportunity perspectives, on the other hand, identify educational aspirations as dispositions or orientations that develop largely in response to the presence or lack of structural and institutional forces, including structural and institutional inequalities. Rather than rely, as cultural-ecological models do, on amorphous, subjective, and difficult to define cultural forces to characterize the formation of educational aspirations, blocked-opportunity perspectives point to institutional and structural opportunities or inequalities and their many correlated advantages or disadvantages. In this view, a dominant culture might very well be messaging and shaping the experiences of students and parents. However, conspicuous and consequential differences in resources and in outcomes are what shape students' and parents' educational aspirations. In this view educational aspirations do not reflect positive or negative self attitudes that develop within or outside of mainstream society. Nor do they reflect positive or negative attitudes toward a dominant culture and its definitions of success. Rather, educational aspirations reflect positive or negative attitudes toward one's own chances of success, given the many individual, interpersonal,

5. Economic Theories of Educational Aspirations



Economic explanations of educational aspirations take a few forms. However, they also share an important characteristic. Each of the following theoretical perspectives identifies or treats educational aspirations as products of conscious calculations. In this view, educational aspirations are the result of some kind of analysis of perceived costs, risks, and benefits of education. Structural and cultural factors might play a role in arriving at educational aspirations. However, compared to the role they play in social-psychological explanations, their role in economic explanations is extremely limited.

a) Human Capital

Human Capital Theory has been widely used since its formalization in the mid 1960's and arguably represents an important early theoretical bridge between economists and sociologists. According to human capital theory, non-compulsory education is one a variety of options for investing in one's future. In choosing among various investment alternatives, individuals behave as if they perform an assessment of the returns associated with each alternative. Investment in education occurs if the expected returns compare favorably against existing alternatives, such as full-time. In this view, educational aspirations represent calculated investment goals. The level of education to which an individual aspires is the level of education that individual believes will provide him or her with the greatest economic returns, given his or her resources (e.g. intellectual ability, ability to pay tuition, etc.) and the perceived costs (e.g. tuition, time away from work) and benefits.

b) Rational Action / Choice

Originating in the field of economics, rational action or rational choice theories have been given considerable attention from sociologists over the last three decades. Thus, the theoretical field and subject areas related to rational action theories (much like the one related to the status attainment process) are both wide and deep. If, at a first glance, rational action or rational choice theories sound very similar to human capital theory or other economic costs/benefits analyses, they should. Both characterize behaviors, action, or choices as products of conscious calculations. However, unlike human capital theory, rational action or rational choice theories do not limit themselves exclusively to the "economic imperialism" (Goldthorpe 1998) of considering only economic costs and benefits (or any assumptions about the objectivity, uniformity, or degree of rationality with which economic costs and benefits can and should be theoretically or empirically treated).

d) Parents' Educational Aspirations

In the following paragraphs I will organize the results of empirical studies that provide information on variation in the educational aspirations parents have for their children. This section of the literature will clearly evidence the lack of attention that has been given to the nature and formation of the educational aspirations parents have for their children. Thus, the majority of empirical studies that provide information on variation in the educational aspirations have for their children are, in fact, studies of students' educational aspirations that happen to provide us with some small bit of information on 21 those students' parents (or, more specifically, those students' perceptions of their parents).

III. Factors associated with Educational aspiration



1. Demographic Factors

a) Race/Ethnicity: Researchers have paid close attention, using a variety of the previously described theoretical approaches, to race/ethnicity based variation in students' educational aspirations for decades. Thus, a variety of studies document race/ethnicity based variation in the educational aspirations parents have for their children (or, in the least, race based variation in students' perceptions of the educational aspirations their parents have for them

b) Sex: Sex differences in students' educational aspirations have shown the perceptions of the educational aspirations their parents have for them and the degree to which students view their parents involved in their . However, the basic question of sex differences in the educational aspirations parents have for their children – if, all things equal, men and women (within families or generally) have similar or different educational aspirations for their children.

c) Family Composition: For decades researchers have examined effects of family characteristics (number of children, parents' marital status) on students' (and occasionally, parents') educational The results of examinations of family characteristics on students' educational aspirations and the theoretical interpretations of these results vary a great deal. However, the results of the handful of examinations of family characteristics on the educational aspirations parents have for their children generally indicate that being married and having fewer children positively affect the educational aspirations parents have for their children . Theoretical explanations of these relatively consistent findings vary. These positive effects have been attributed to social-psychological processes and rational calculations .

2 Socioeconomic Factors

a) Socioeconomic Status Characteristics: Parents' income and education have consistently been shown to have strong positive effects on students' and parents' educational aspirations. Of course, theoretical explanations of these strong positive effects are as varied as the theoretical perspectives outlined in the first section of this chapter. According to many of the social-psychological perspectives, the effects of income and education on educational aspirations are largely indirect. That is, income and education affect educational aspirations through their effects on other factors that directly affect educational aspirations (e.g. living conditions, learning environments, role models, social capital, etc.). In fact, one could argue that a good deal of the variation among some of the social-psychological explanations of educational aspirations boils down to a dispute over what mechanizes or mediates the effects of socioeconomic status characteristics. According to the economic or rational theories, on the other hand, the strong positive effects of income and education on educational aspirations are largely direct. Quite simply, the more one has, the more one has to invest. This study will examine the effects of income and education on the educational aspirations parents have for their children.

b) Employment Status: Studies suggest that, among poor parents, being employed (versus unemployed) may positively affect parents' and students' social-psychological. That is, homes with parents who are work-and-welfare dependent and homes with parents who are working and considered poor but not receiving welfare are, from a social-psychological perspective, healthier than homes with parents who are exclusively welfare dependent.



However, excluding studies of poor families or families in economic crises, studies have not examined whether or not being employed affects parents' educational aspirations for their children (independent of household income).

3. Social-psychological Factors

Consistent with the social-psychological perspectives outlined in the first section of this chapter, researchers have identified the effects of a handful of social-psychological factors on students' educational aspirations. Students' educational aspirations are influenced by their self-esteem, locus of control, and satisfaction with or sense of belonging at school. Research also indicates that students' social-psychological characteristics mediate the effects on their socioeconomic status characteristics on their educational aspirations. . Despite the large literature that indicates students' social-psychological characteristics play an important role in shaping their educational aspirations, research has largely left parents' social-psychological characteristics unexamined

IV. Conclusion

Today's educational and economic markets also serve to complicate examinations of the educational aspirations parents for their children. It is assuming that educational aspirations were a decent proxy for motivation or culture. Educational aspiration is useful for the teachers, parents, policy makers and society at large. They will be able to set appropriate goals for the students studying in rural areas properly integrating child's capabilities with the aspiration and plan properly.. Teacher should motivate parents to promote the development of their children and should create an environment which stimulates higher aspirations. Parents have to promote their children aspirations to a high level, through proper support and care. The educational process should be aimed at developing ambition, dreams, goals, expectations, and aspirations among children. This can be achieved among children. However, educational aspirations actually been resented as criticisms to the economic, social-psychological, or cultural assumptions. Educational, occupational, and economic aspirations are not the product of scholars attempting to address shrinking economic returns to education.

V. References

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