

Educational Aspirations Of Adolescents In Relation To Their Level Of Intelligence

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Abstract

The present study was undertaken with the purpose of studying educational aspiration of adolescents in relation to their intelligence. This study was conducted on a sample of 200 adolescents studying in secondary schools of Amritsar District. The results indicate that gender and type of school do not influence educational aspiration of adolescents, but different levels of intelligence influence the educational aspiration of the adolescents.

Keywords: *Educational Aspirations, Adolescents In Relation.*

Introduction:

Education is a key factor in promoting and sustaining economic growth and technological development. It is a complex social, cultural and ethical process designed in a social or cultural context. Education in its broadest sense is any act or experience that has formative effect on the mind, character or physical ability of an individual and in its technical sense education is the process by which society deliberately transmits its accumulated knowledge, values, skills from one generation to another through institution.

Educational Aspiration

Aspirations begin to be shaped early in child's life, but are modified by experience and the environment. Aspirations tend to decline as children mature in response to their growing understanding of the world and constraints imposed by previous choices and achievements. This decline is particularly marked for those, who face multiple barriers. Aspiration means a strong desire to achieve something high or great. Aspirations, however, usually can not the achievement of something high or great. These also address both present and future perspectives. According to Sirin, Diemer, Jackson and Howell (2004), "Aspirations have been defined as the educational and vocational dreams that students have for the future." According to Hurlock (1973), "Aspiration means a longing for what one has achieved with advancement on it's as its end".

Educational aspiration is an important variable in predicting academic achievement and may be seen as an element in academic achievement motivation, focusing as they do on the desire for success and the development of goals to succeed in particular educational fields or to gain a particular degree. There are different theoretical perspectives on the interpretation of educational aspiration and its significance for the future behavior. The Dominant Model is the sociological theory of status attainment, which stresses aspiration as a cognitive state that motivates or drives adolescents to strive for academic success (Khoo and Ainsley, 2005). The model recognizes that

both personal dimension (e.g. the impact of others or students perception of their own personal attributes) and social dimension (e.g. quality of schooling or parental social class) are important transmitting factors. Parents, in particular, have been seen as the most significant in shaping aspirations because they provide the opportunities, encouragement and support for their children's learning (Garg, Kauppi, Lewko, Urajnik, 2002). However in economic models, the problem of educational aspiration is viewed from a different perspective. They portray educational aspiration as a purely rational assessment of students' economic and social circumstances.

There are three groups of factors of educational aspiration: background factor, personal factors and environmental factors. Background factors comprised of social and demographic attributes such as age, gender, socio-economic status and family structure. The personal factor is psychological in nature and is composed of an individual's personal attitude towards education, school and work. The environmental factors include aspects of social support as parental involvement, affecting the individual. The influence of these factors is well documented in the literature (Garg, Kauppi, Lewko, Urajnik, 2002).

Educational aspirations are influence by multiple intrapersonal and systemic factors (Gottfredson, 2002). Some individual factors related to students' aspiration include their level of intrapersonal skills, self-reliance, self-control, self-concept and low mature responsibility (Marjoribans, 2002). Systematic variables related to educational aspirations include students' socio-economic status (SES), the level of family's engagement in their children's education, ethnicity, race, familiar aspiration and level of parental education.

Intelligence

In our day to day conversation, we often comment that a particular child or individual is very intelligent or is not intelligent. All such comments are based on our observation of the performance or behavior of the individual concerned in comparison to others of his group. Individual's interest, aptitude, the desire for knowledge, communicative skill and similar other attributes contribute towards his performance or behavior.

Individuals differ from one another in their ability to understand complex ideas, to adapt effectively to the environment, to learn from experience, to engage in various forms of reasoning, to overcome obstacles by taking thought. Intelligence includes the capacity of the individual to know and to act in a useful way. Intelligence is an innate ability and an attribute of human personality which distinguishes him/her from animals.

According to Sternberg (1985), "Intelligence encompasses problem solving ability and social competence. A triarchic view of intelligence suggested three distinct kinds of intelligence, rather than single factor that underlies all intelligence or diversity of factors:

- (1) Componential intelligence- the ability to think analytically, it is the ability to process information effectively;
- (2) Experimental intelligence- the ability to formulate new ideas or to combine seemingly unrelated information and involves learning from insight and experience;
- (3) Contextual intelligence- that allows a person to find a good fit with the environment by changing one or the other or both.

Review of related Literature

Glass (1974) studied birth order, verbal intelligence and educational aspirations over 2523 students of higher socio-economic and background 10th and 12th grade and found that first born children were superior to later born in a test of reading ability and also found that first born children had higher educational aspirations than later-born children.

Dunne, Elliott and Carlsen (1979) studied sex differences in the educational and occupational aspiration of rural youth over 926 girls and 861 boys of grade 10th, 11th and 12th. It was found that female significantly higher educational aspiration, the same or higher occupational aspiration, and equal ranges of job choices.

McCracken and Barnicas (1991) studied differences between urban and rural schools, student characteristics and students aspirations in Ohio and found that rural youth are somewhat less likely to plan to attend colleges and more likely to plan for vocational training than their non-rural peers.

Mau (1995) studied educational planning and academic achievement of middle school students and found significant racial and gender differences in educational vocational planning. Also, there was significant race and sex interaction in student's educational aspirations as well as perception of parental expectations.

Park (2008) compared the levels of educational aspirations and students disengagement between students with two parents and those with a single parent. The study was conducted over 9th and 12th grade students of Korea and found that students with single parent are much less aspire to 4 year university education and more likely to disengaged than their counterparts with two parents.

Strand and Winston (2008) studied educational aspiration in inner city schools over 800 pupils of age group 16-18 years and found no significant differences in aspirations by gender or year group but differences between ethnic groups were marked.

Conway (2010) explored educational aspirations of immigrant and native students in urban community college and found that immigrant students who were educated in United states high schools were more likely than other students groups to aspire to college.

Rothon (2011) examined the relationship between education aspiration and achievement of secondary education in deprived area of London and found girls were more likely than boys to express a wish to remain in education beyond the age of 16 and also ethnic differences, socio-psychological variables particularly self-esteem and psychological distress associated with high educational aspirations.

Singh (2011) studied educational aspirations in secondary school students and found that educational aspirations of boys are better than girls. Medium of instruction also influence the educational aspiration.

Objectives

1. To study the educational aspirations of adolescents with respect to type of school.
2. To study the educational aspirations of adolescents with respect to gender.
3. To study the educational aspirations of adolescents with respect to different levels of intelligence.

Hypotheses

1. There exists no significant difference in educational aspiration of adolescents with respect to type of school.
2. There exists no significant difference in educational aspirations of adolescents with respect to gender.
3. There exists no significant difference in educational aspirations of adolescents with respect to different levels of intelligence.

Methodology

The descriptive method of research was employed for the present study.

Sampling

The sample consisted of 200 students of 9th class studying in secondary schools, out of which 100 were from government schools and 100 were from public school.

Tools Used

The following tools were selected and used by the investigator in the present study:

1. Educational aspirations scale (Sharma and Gupta, 1996)
2. Raven's Standard Progressive Matrices (SPM) (Raven, 1983).

Statistical Techniques Used

Descriptive statistics was applied to draw frequency distributions for educational aspiration intelligence scores in order to explain the variables under study and t-test were used to analyze the data.

Results and Discussion

Hypothesis 1

“There is no significant difference in educational aspiration of adolescents with respect to type of school”

Table I: Showing Mean, S.D and t-value of Educational Aspirations of Government and Public School Adolescents

Group		Mean	SD	df	t-value
Government	100	22.2	9.29	198	1.08
Public	100	23.60	9.09		

The table I show that the values of mean score of educational aspiration for government and public school adolescents are 22.2 and 23.60 and their standard deviation are 9.29 and 9.09 respectively. The t-value for testing the significance of mean difference in educational aspiration

among government and public school adolescents came out to be 1.08, which is not significant at 0.05 level of confidence.

Since, the t-value for testing the significance of mean difference of educational aspiration among government and public school adolescents came out to be not significant, so the hypothesis no. 1 which states as “There is no significant difference in educational aspiration of government and public school adolescents”, is not rejected. It indicates that no significant differences exist in educational aspiration of government and public school adolescents.

Hypothesis 2

“There is no significant difference in educational aspiration of adolescents with respect to gender”

Table II: Showing Mean, SD and t-value of Educational Aspiration of Boys and Girls

Group	N	Mean	SD	df	t-value
Boys	100	22	9.49	198	1.38
Girls	100	23.8	8.85		

The table II shows that the value of mean scores of educational aspirations for boys and girls of government secondary school students are 22 and 23.8 and their standard deviation are 9.49 and 8.85 respectively. The t-value came out to be 1.38, which is not significant at 0.05 level of confidence.

Since, the t-value for testing the significance of mean difference of gender difference in educational aspiration among adolescents came out to be not significant, so the hypothesis no. 2 which states as “There is no significant gender difference in educational aspirations of adolescents with respect to gender”, is not rejected. It indicates that no significant difference exist in adolescents on the basis of gender differences.

Hypothesis 3

“There is no significant difference in educational aspiration of adolescents with respect to type of school”

Table III: Showing Mean, S.D, of Educational Aspiration of Adolescents in Relation to Level of Intelligence

Level of (IQ)	N	Mean	SD	df	t-value
High Level	55	27.90	8.39	93	9.12**
Low Level	40	13.58	6.87		

** Significant at 0.01 level

The table 3 shows that the values of mean scores of educational aspiration of adolescents with high and low intelligent students are 27.90 and 13.58 and their standard deviations are 8.39 and 6.87 respectively. The t-value of mean difference of educational aspiration of adolescents came out to be 9.12, which is significant at 0.05 level of confidence.

Since, the t-value testing the significance of mean difference of educational aspiration among adolescents having different IQ comes out to be significant. So, the hypothesis no.3 which states as “There is no significant gender difference in educational aspiration of adolescents in relation to level of intelligence”, is rejected. It indicates that significant differences exist in educational aspiration of adolescents with respect to level of intelligence. The students with high level of intelligence have higher educational aspiration than the students with low level of intelligence.

Findings and conclusions

- 1 There was no significant difference in educational aspiration of adolescents with respect to type of school. This indicates that the educational aspiration is in dependent of type of school.
- 2 There was no significant difference in educational aspiration adolescents with respect to gender. This indicates that the educational aspiration is independent of gender difference.
3. There was significant difference in education aspiration of adolescents with respect to level of intelligence. This indicates that different levels of intelligence influence the educational aspiration of the adolescents.

Educational Implications

The school teacher should give special attention to students with high educational aspiration and intelligence to enhance performance. The school teachers should be oriented to take care of students’ characteristics especially with regard to educational aspiration in order to make teaching learning process more interesting and effective. It is observed from the results that students with low level of intelligence have low educational aspiration. In order to enhance the educational aspiration of adolescents, teachers should give due importance to increase intelligence level of adolescents by using suitable strategies.

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