

A Study on Family Related Variables as Factor in Educational Aspiration of Secondary School Students

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ABSTRACT: The present study was conducted with the purpose of studying the family background as a factor in educational aspiration of Secondary school students. Keeping in view of the objectives to find out the level of influence of such variables on educational aspiration, the present researcher tried to study the educational aspiration of Secondary School going students in respect to family related variables i.e. family type, family size, location of family, family income and parents' education. Hence, the problem identified was titled as "A Study on Family Background as Factor in Educational Aspiration of Secondary School Students". This study has been conducted on a sample of 317 Secondary students of Jalpaiguri District in west Bengal. Mazumder Educational Aspiration Inventory (MEAI) developed by A. Mazumder and Family Profile Questionnaire (FPQ) prepared by researchers have been used for the present study. The family related variables like family size, family location, family income and parents' education were found as factor of Educational Aspiration and Family Type was not found the predictors of Educational Aspiration of Secondary students.

KEYWORDS: Educational Aspiration, Family type, Family Size, Parents' Income, Parents' Education, Secondary students.

I. INTRODUCTION

According to the Merriam Webster Dictionary, aspiration is "a strong desire to achieve something high or great". Markus and Nurius (1986) have reported aspirations as one's ideas and hopes of —possible selves, i.e., what a person would like to and what would not like to become or achieve. Educational aspiration reflects educational goals what a person sets for himself/herself which is an important motivating factor in academic achievement of the individual. Some studies reported Educational aspiration as a significant predictor of students' achievement. Again educational aspiration of individuals is related with various factors. It has been hypothesized that the level of academic aspiration may vary due to factors like personal, familial, social, school, psychological and other factors. The familial factor is very much important that may predict a person's level of aspiration i.e. past experience, goal period- long or short term, efforts made and success achieved in the examination, education desired for personal development, level of education desired and education desired for self satisfaction. Family is the first social group or institution, where one's first education and process of socialization starts. The nature and type of family, socio-economic status and education of parents, parents' involvement and their roles are vital familial aspects which determines the children's academic and social development, personality traits, adjustment, attitudes, educational as well as vocational aspirations and so on. Such familial variables may not equally influence on persons' educational aspiration.

II. REVIEW OF STUDIES:

For the present research the investigators have scanned most of the relevant studies conducted in India and abroad in the field of educational aspiration pertaining not only to the Secondary students, but also the pupils studying in higher education. The available researches directly or indirectly related to the present study has been conveniently analyzed. Educational aspirations could be influenced by family backgrounds, socioeconomic status, living areas and neighborhoods (Stewart et al., 2007). M. Geckova, et al., (2010) reported the characteristics of the school environment, the family and the individual adolescent are all associated with the level of educational aspiration. Zhao, Qian Joy (2008) reported the localities of family or place of residence was not the factor in their educational aspiration of secondary school students. K. Joyce W. (1990) concluded that mothers' education, location of family and family size are not related to secondary school students' educational and occupational aspirations. Kariuki (1976) found no significant relationship between students' family size and their educational and occupational aspirations. R. Garg, S. Melanson and E. Levin (2007) explored the influence of background factors like gender, grade, parental education and SES, parental involvement with education, academic self-concept, and peer influences on educational aspirations. [Rashmi Garg](#), et al. (2002) in their Structural Model of Educational Aspirations identified the family background factor, family involvement factor and personal factor as indicator

measures in Educational Aspiration. C. Rose (2004) found a positive relationship between the parent's education and that of the student. Chenoweth and Galliher (2004) proved in their investigation that the personal characteristics; family, peer, and school contexts and broader cultural influences were the predictor of rural students' academic aspirations. Educational Aspiration of children may be different according to parents' educational status (Marjoribanks, 2005). The study conducted by N. C. Letha (2012) revealed that the gender was not the factor in the career aspiration. Coates Rebecca (2014) reported the parental socio-economic background was associated with student's educational and occupational aspiration. The majority of the literature on parents' education pertains to the direct, positive influence on achievement (Ryan and Deci, 2000). Murray and Fairchild (2009) also found that maternal education had the most consistent direct influence on children's cognitive and behavioral outcomes. Mau and Bikos (2000) found school, family, psychological variables and gender as strong predictive factors of educational and occupational aspirations. Study conducted by Lacovou (2001) revealed that the children from larger families are found to do worse than children from smaller families. Seigal (2007) confirmed that children from larger families have lower levels of education. Plunkett and Bamaca-Gomez, (2003) found that the parents' educational level, supportive educational behaviors and language spoken in the home were positively related with adolescents' aspirations. Hence, there was no universal fact finding related to familial factors in educational aspiration and some controversial findings have been reported by the previous scholars.

(III) OBJECTIVES OF STUDY: Based on the above discussion, the present investigators considered the following objectives of the study:

- a) To compare the level of Educational Aspiration of secondary students in relation to Location of Family.
- b) To compare the level of Educational Aspiration of secondary students in relation to Family Type.
- c) To compare the level of Educational Aspiration of secondary students in relation to Family Size.
- d) To compare the level of Educational Aspiration of secondary students in relation to Family Income.
- e) To compare the level of Educational Aspiration of secondary students in relation to Parents' Education.

(IV) HYPOTHESIS:

H₀1: "There is no significant difference between urban and rural Secondary Students in their Educational Aspiration."

H₀2: " There is no significant difference between Single and Joint family Children studying at Secondary level in their Educational Aspiration."

H₀3: It states: "There is no significant difference among Secondary Students from families belonging to four sizes namely, Large, Medium and Small in their Educational Aspiration."

H₀4: "There is no significant difference among Secondary Students from families belonging to three levels of Income, namely, High, Medium, and Low, in their Educational Aspiration."

H₀5: "There is no significant difference among Secondary Students from families belonging to four levels of Mothers' Education, namely, High, Medium, Low and No-education in their Educational Aspiration."

H₀6: "There is no significant difference among Secondary Students from families belonging to four levels of Fathers' Education, namely, High, Medium, Low and No-education in their Educational Aspiration."

(V) METHODOLOGY OF THE STUDY:

A. Method employed: For the present study, the investigators have adopted a survey method which comes under the scope of Descriptive Frame Work.

B. Variables Involved:

Dependent Variable: One dependent variable i.e. Educational Aspiration

Independent Variables: Six independent variables i.e. (a) family location, (b) family type, (c) family size, (d) family income, (e) mothers' education and (d) fathers' education.

(a) Family location: Family situated in Panchayat area is considered as rural family and family situated in Municipality and Corporation area are considered as urban located families.

(b) Family type: for the present study two type of family have been considered to study i.e. Single Parent Family and Joint family. The single parent family consists of one parent raising one or more children on his own and A family when lives together with all family members up to 2nd generation like grand parents, parents, uncle, aunts and their children is considered as joint family.

(c) Family size: The single child with parents having in total 3 or 4 family members was considered as small family, 2 children with parents and grandparents having 5 to 6 members was considered as medium and joint family consisted of more than 6 members was considered as large family.

(d) Family Income: The researcher after observing the questionnaires duly filled up by the respondents, considered the monthly Income of the family of respondents and classified them as high, medium and low income group on the basis of a certain convenient range and slab of the monthly income of parents.

(e) Education of Parents: Due observations of the filled up MEAI administered by researcher, parents' education group has been considered. The parents who were totally illiterates as No education group, up to the Secondary as low education, Higher Secondary passed as medium and parents with Under Graduate or more qualifications were considered as high educated.

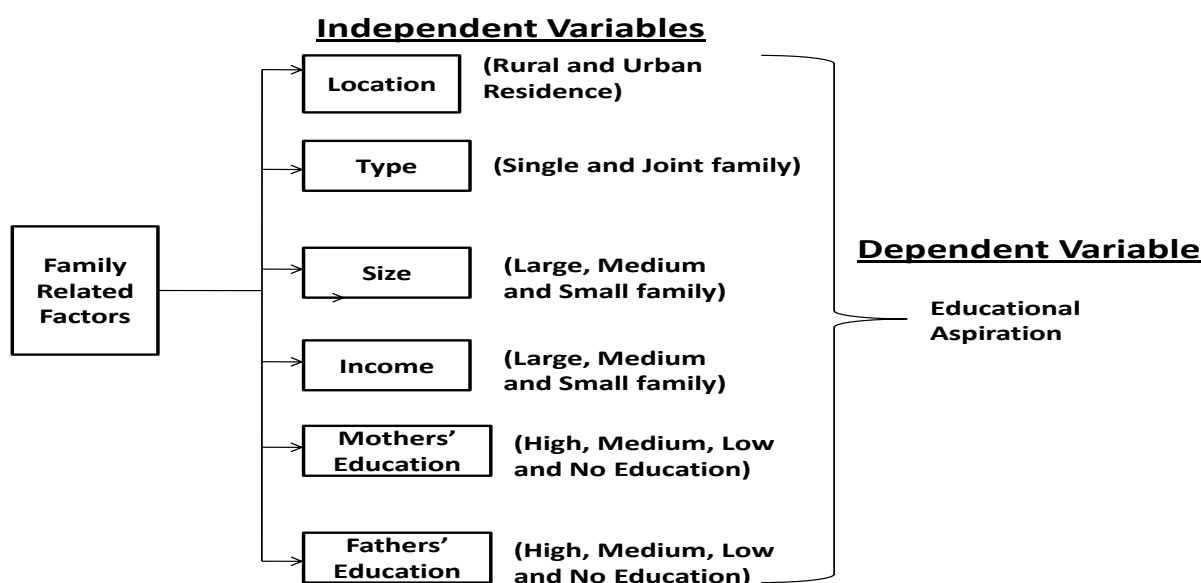


Fig.-1: Showing the Variables considered for the Study

C. Tools used: To measure the Educational Aspiration, Majumder Educational Aspiration Inventory (MEAI) developed by A. Majumder was selected to use with some modified version. The Family Profile Questionnaire (FPQ) consisted of the profile of the Secondary students such as Place of Residence, Family Type, Family Size, Monthly Family Income, Mother and Father's Education has been prepared by researchers.

D. Statistics Used: After scoring the data, the investigator has used the following statistical techniques for analysis and interpretation of data:

- i. Descriptive statistics such as Mean, Median, SD and Graphical presentation.
- ii. Inferential statistics such as 't' and 'F' test.

E. Population and Sample of the Study

i. Population: The Secondary students of West Bengal were considered as the population of the study.

ii. Sample: 317(N = 317) Secondary students studying in Class X of three Secondary Schools situated in Jalpaiguri District of West Bengal, India were considered as the sample for the study. Purposive convenient sampling method was used by the investigators.

(VI) RESULTS AND DISCUSSION:

Table-1: Showing the Descriptive Statistics for the Scores of MEAI

Descriptive Statistics									
N	Min	Max	Sum	Central Tendencies					
				M	Mdn	Md	SE _M		
317	111	183	46602	147.01	147	147	0.877		
Variability			Skewness		Kurtosis		Percentiles		
Range	SD	Variance	Sk	SE _{Sk}	Ku	SE _{Ku}	P ₂₅	P ₅₀	P ₇₅
72	15.609	243.668	-0.002	0.137	-0.453	0.273	136.5	147	157.5

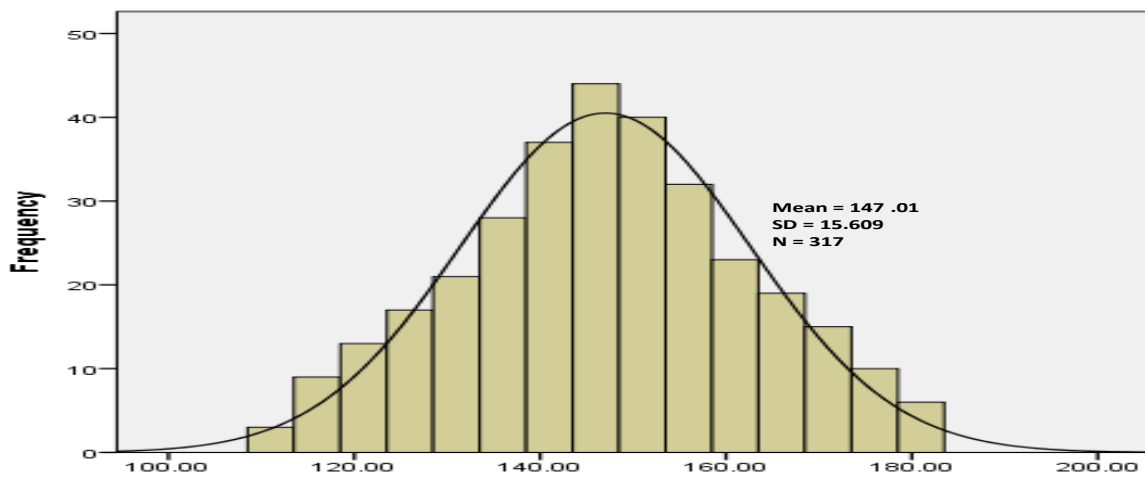


Fig.-2: Showing the NPC with Histogram for the Scores of Educational Aspiration

Verifying the Normality for Selecting the Statistical Techniques: The detailed observation of both the Table-1 showing the descriptive statistics and Fig.-1 showing the NPC for the Scores of MEAI of a sample of 317 (N = 317) Secondary Students, indicated that the distribution was normal. The Mean (147.01), Median (147.00), Mode (147.00) and 50th percentile (P₅₀ = 147) are same and coincide. These values revealed that the distribution is normal. The Skewness is - 0.002 which is negative but it is almost equal to zero. It is slightly negatively skewed. Due to the normality of the distribution and large size (N =317) of the sample , the researcher selected parametric statistical techniques such as ‘t’ and ‘F’ test for testing the null hypothesis. The statistical result presented in table-1 indicated that out of 317 students, only 79 students obtained scores below 137 (P₂₅=136.5) and 79 students’ score lie above the score, 158 (P₇₅=157.5). Between 137 and 158 scores 50 % students i.e. 159 students’ scores would lie.

Table-2: Showing the Descriptive Statistics (Group wise) for the Scores of MEAI

Sl. No.	Family Related Variables	Group	N	M	SD
1	Family Location	Rural	148	143.32	12.73
		Urban	169	150.243	15.31
2	Family Type	Single Family	154	147.125	15.452
		Joint Family	163	146.902	15.236
3	Family Size	Large Family	67	144.321	14.321
		Medium Family	156	145.236	15.561
		Small Family	94	151.869	14.658

4	Family Income	High	53	151.236	11.358
		Medium	158	149.285	12.369
		Low	106	141.504	16.526
5	Mothers' Education	High	32	151.231	13.265
		Medium	51	148.636	14.289
		Low	164	147.965	15.632
		No education	70	141.656	15.482
6	Fathers' Education	High	46	153.711	12.653
		Medium	179	147.213	15.002
		Low	59	144.235	14.652
		No education	33	141.524	15.238
7	All categories (N) =317		317	147.01	15.61

A. Family Location as a Factor of Educational Aspiration:

Table-3: Showing the 't' value of Educational Aspiration of Adolescents belonging to Families located in Rural and Urban area

Variable	Category	Count (N)	Mean	SD	SE _M	SE _D	t- value	df
Educational Aspirations	Rural	148	143.32	12.73	1.046	1.595	4.341*	315
	Urban	169	150.243	15.31	1.178			

The result is significant at $p < .01$.

The table -2 showed that, the computed t-value is greater than the critical 't' value at 0.01 level and it was significant 0.01 level. There was statistically significant difference between rural students and urban students in relation to their educational aspiration. Therefore, the null hypothesis was rejected and it proved that there existed no difference between Rural and Urban Secondary students in their Educational Aspiration. Family location or place of residence has been found the predictors of the students' educational aspiration. This result differed to the earlier results of Zhao, Qian Joy (2008) and K. Joyce W. (1990).

B. Family Type as a Factor of Educational Aspirations:

Table-4: Showing the 't' value of Aspirations of Adolescents belonging to Single and Joint Families

Variable	Category	Count (N)	Mean	SD	SE _M	SE _D	t- value	df
Educational Aspirations	Single	154	147.125	15.452	1.245	1.724	0.129**	315
	Joint	163	146.902	15.236	1.193			

** The result is not significant at $p < .01$. The p-value is .897.

From the observation of the table-2, it has been revealed that obtained t-value was 0.129 which was insignificant at 0.01 level. Therefore, the hypothesis stated "there exists no significant difference between Single and Joint Families' students in their educational aspiration" stood accepted. Hence, family type was found not a factor of educational aspiration of secondary students. It made a contradiction with the Structural Model of Educational Aspirations developed by [Rashmi Garg](#), et al. (2002) where nature and structure of family were considered as the familial factors in educational aspiration.

C. Family Size as a Factor of Educational Aspirations:

Table -5: Summary of ANOVA for Educational Aspirations Scores of Secondary Students from Large, Medium and Small Families

Source of Variance	Sum of Squares (SS)	Degrees of Freedom (df)	Mean Square (MS)	F- Value	p-Value
Between Groups	3194.731	2	1597.365	7.059	0.001
Within Groups	71050.138	314	226.274		
Total	74244.869	316			

*significant at 0.05 level

The obtained value of F, i.e. 7.059 was higher than the critical value which was 3.024. It is significant at 0.05 level and null hypothesis considered to examine differences among the secondary students in educational aspirations from various family sizes has been rejected. Therefore, there is a significant difference among secondary students from families belonging to three sizes, namely, Large, Medium and Small in their educational aspirations. Family size has been established as a factor of educational aspiration. This result supports to the results of previous scholars like Lacovou (2001) and Seigal (2007). It differed to results of K. Joyce W. (1990). It differed to the findings of Kariuki (1976).

The result of ANOVA test shown in the above table- 4, explained the result as statistically significant overall, but it became necessary in finding out the exactly where those differences lie. Since the obtained value of F was significant, t-tests were carried out as a further or post statistical measures to examine which of the pairs differed significantly.

‘t’- Values of Educational Aspiration Scores in relation to Family Size:

(i) Students from Large vs Medium Family: Mean difference = 0.915, $SE_D = 2.220$,

‘t’ = 0.412, p = 0.6807, df =221, (Not Statistically Significant)

(ii) Students from Large vs Small Family: Mean difference = 7.453, $SE_D = 2.321$,

‘t’ = 3.252, p = 0.0014, df=159, (Statistically Significant)

(iii) Students from Medium vs Small Family: Mean difference = 6.453, $SE_D = 1.988$,

‘t’ = 3.336, p = 0.001, df=248, (Statistically Significant)

The obtained ‘t’ values between large and medium family size was found insignificant. But ‘t’ values of the scores of educational aspiration from the families between Large and Small; and Medium and Small were significant. Further, it is seen that the mean score of students from small families in educational aspiration is significantly greater than students from medium and large size families.

D, Family Income as a Factor of Educational Aspirations:

Table -6: Summary of ANOVA for Educational Aspiration Scores of Secondary Students from High, Medium and Low Income Families

Source	Degrees of Freedom (df)	Sum of Squares (SS)	Mean Square (MS)	F- Value	p-Value
Between Groups	2	4977.779	2488.89	13.156	0.00
Within Groups	314	59404.397	189.186		
Total	316	64382.176			

*significant at 0.01 level

The above ‘F’ was significant and null hypothesis was rejected. Therefore, there is a significant difference among secondary students from families belonging to Family Income levels, namely, High, Medium and Low in their

educational aspirations. The income or financial status of the family also works as predictor in educational aspiration. This result is similar to the results of Coates Rebecca (2014), (Stewart et al., 2007), R. Garg, S. Melanson and E. Levin (2007).

The researchers employed the ‘t’ test as a further statistical technique to confirm where the differences occurred between groups.

‘t’- Values of Educational Aspiration Scores in relation to Family Income:

(i) Students from High vs Medium Income family: Mean difference = 1.951,

$SE_D = 1.925$, ‘t’ = 1.014, $p = 0.312$, $df = 209$, (Not Statistically Significant)

(ii) Students from High vs Low Income family: Mean difference = 9.732,

$SE_D = 2.526$, ‘t’ = 3.853, $p = 0.0002$, $df = 157$, (Statistically Significant)

(iii) Students from Medium vs Low Income family: Mean difference = 7.781,

$SE_D = 1.781$, ‘t’ = 4.369, $p = 0.0001$, $df = 262$, (Statistically Significant)

The obtained ‘t’ values between high and medium family income was found insignificant. But ‘t’ values of the scores of educational aspiration from the families between High and Low; and Medium and low were significant. Further, it is seen that the mean score of students from high income families in educational aspiration is significantly greater than students from medium and low income families. So, it was strongly proved that, more income of the family helped the students to set proper level of educational aspiration.

E. Mothers’ Education as a Factor of Educational Aspirations:

Table -7: Summary of ANOVA for Educational Aspiration Scores of Secondary Students from High, Medium, Low and No-education Mothers’ Families

Source	Degrees of Freedom (df)	Sum of Squares (SS)	Mean Square (MS)	F- Value	p-Value
Between Groups	3	2861.121	953.707	4.144*	0.007
Within Groups	313	72032.899	230.137		
Total	316	74894.02			

*significant at 0.01 level

The ‘F’ result revealed that it was significant and the null hypothesis failed to be retained. Therefore, there is a significant difference among secondary students from families belonging to Family Income levels, namely, High, Medium and Low in their educational aspirations. Like other familial factors, the Educational level or academic status of mothers influenced on their children’s’ education aspiration. This result supports to the results of Plunkett and Bamaca-Gomez, (2003), Murray and Fairchild (2009), (Ryan and Deci, 2000), C. Rose (2004), R. Garg, S. Melanson and E. Levin (2007) and Marjoribanks (2005).

‘t’- Values of Educational Aspiration Scores in relation to Mothers’ Education:

(i) Students from High vs Medium Educated Mothers: Mean difference = 2.595,

$SE_D = 3.136$, ‘t’ = 0.828, $p = 0.410$, $df = 81$, (Not Statistically Significant)

(ii) Students from High vs Low Education mothers : Mean difference = 3.266,

$SE_D = 2.953$, ‘t’ = 1.106, $p = 0.27$, $df = 194$, (Not statistically Significant)

(iii) Students from High vs No Education Mothers : Mean difference = 9.575,

$SE_D = 3.165$, ‘t’ = 3.026, $p = 0.0032$, $df = 100$, (Statistically Significant)

(iv) Students from Medium vs Low Education Mothers : Mean difference = 0.671,

$SE_D = 2.457$, ‘t’ = 0.273, $p = 0.785$, $df = 213$, (Not Statistically Significant)

(v) Students from Medium Education vs No Education Mothers: Mean difference = 6.98,

$SE_D = 2.760$, ‘t’ = 2.5289, $p = 0.0128$, $df = 119$, (Statistically Significant)

(vi) Students from Low vs No Education Mothers: Mean difference = 6.309,
 $SE_D = 2.225$, $t' = 2.835$, $p = 0.005$, $df = 232$, (Statistically Significant)

The differences between the students from high educated mothers and mothers having no education, between students from medium and from mothers having no education were found significant. Further, it is seen that the mean score of students from families with high educated mother is significantly greater than students from low and no educated mother in educational aspiration. Hence, it may be strongly proved that Mothers' education is an important factor in educational aspiration.

F. Fathers' Education as a Factor of Educational Aspirations:

Table -8: Summary of ANOVA for Educational Aspiration Scores of Secondary Students from High, Medium, Low and No-education Fathers' Families

Source	Degrees of Freedom (df)	Sum of Squares (SS)	Mean Square (MS)	F- Value	p-Value
Between Groups	3	3520.4441	1173.4814	5.4701	0.0011
Within Groups	313	67146.9058	214.5269		
Total	316	70667.3499			

*significant at 0.01 level

The proper examination of the above summary of ANOVA table, it has been found that pertaining null hypothesis for testing the differences in educational aspiration among the students from mothers having different level of education was rejected and maternal education has been proved as a influential factor in educational aspiration of the child. This result is also similar with the results of Ryan and Deci, (2000) and Plunkett and Bamaca-Gomez, (2003).

't'- Values of Educational Aspiration Scores of in relation to Fathers' Education:

(i) Students from High vs Medium Education Fathers: Mean difference: 6.498, $SE_D = 2.407$,
 $t' = 2.7001$, $p = 0.0075$, $df = 223$ (Statistically Significant)

(ii) Students from High vs Low Education Fathers: Mean difference: 9.476, $SE_D = 2.717$,
 $t' = 3.487$, $p = 0.0007$, $df = 103$, (Statistically Significant)

(iii) Students from High vs No Education Fathers: Mean difference: 12.188, $SE_D = 3.145$,
 $t' = 3.875$, $p = 0.0002$, $df = 77$, (Statistically Significant)

(iv) Students from Medium vs Low Education Fathers: Mean difference: 2.978, $SE_D = 2.239$,
 $t' = 1.323$, $p = 0.1848$, $df = 236$, (Statistically Insignificant)

(v) Students from Medium vs No Education Fathers: Mean difference: 5.689, $SE_D = 2.849$,
 $t' = 1.997$, $p = 0.0471$, $df = 210$, (Statistically Significant)

(vi) Students from Low vs No Education Fathers: Mean difference: 2.711, $SE_D = 3.231$,
 $t' = 0.8391$, $p = 0.4036$, $df = 90$, (Statistically Insignificant)

The differences between each pairs i.e. between students from fathers of High education and form medium education, between students from medium and low education fathers, between students from high and low education fathers were found statistical significant. Further, it is seen that the mean score of students from families with high educated fathers is significantly greater than students from low and no educated fathers in educational aspiration. Hence, fathers' education is a significant factor in educational aspiration of their children.

(VII) MAJOR FINDINGS OF STUDY:

- a) Family Location or Place of residence is the factor of secondary students' educational aspiration.
- b) Family type nuclear or joint family is the factor of educational aspiration.
- c) Family size is the important factor of educational aspiration.
- d) Income or financial condition determines the educational aspiration of children.
- e) Parents' education level are also influential factor in educational aspiration their children.

(VIII) IMPLICATIONS OF RESULTS: On the basis the findings in this study, investigators recommended the following recommendations as Implications of the study:

- a) Parents' or family involvement in students' education is vital in setting students' proper level of academic aspiration.
- b) Students coming from rural and backward areas should be properly guided by the teachers to enhance their aspiration level.
- c) Teachers may adopt the roles as a counselor as well as facilitator by employing the strategies to develop students' goal achieving behaviour.
- d) Teaching strategies and curriculum must be framed according to the students' aspiration level.
- e) As the families' financial status is very much related with students' level of aspiration, the financial assistances for needy and studious must be provided. Otherwise the drop out may be occurred due to improper level of students' academic aspiration in case of acute financial problem of students.
- f) The students from first generation learners or the parents having low or no education are comparatively unable to meet all the basics of their children if the children have to achieve academically. In this case, teachers will have to handle carefully.
- a) The programmes to be undertaken in schools like : Career counseling Programme, Guidance Services in school, Career talk by the communities, etc.

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