

Educational Aspiration of Secondary School Students of Slum and Non-Slum Areas: An Empirical Study

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Abstract

Education is a basic right and a catalyst for economic growth and human development. Education is a powerful tool and it has impact on every walk of life. Educational aspiration of secondary school students is a vital issue in the modern education system. The family environment and the school environment play a significant role in influencing the educational aspiration of the students. The students living in the slum area belong to poor family background and possess low socio-economic status. The finding shows average level of educational aspiration among the students and there exists no significant difference between slum and non-slum secondary school students of Guwahati. Therefore, attention must be given to provide more educational facilities to create healthy environment and also for the all round development of children especially for the children of the backward places likewise slum areas of Assam.

Keywords: Educational Aspiration, Secondary Education, Slum Area, Urbanization,

Introduction

Education is a dynamic process which shapes and moulds the knowledge, character and behaviour of the young learners. It is conceived as an important means to develop 'human capital' contributing both to social productivity of the individuals. In the present period of liberalization, globalization and privatization in different spheres of life education has also seen changes. Education is one of the most effective instruments of social change that has undergone radical changes in the method of teaching, curriculum, learner's roles and activities and especially the learner's aspiration towards education and occupation. In modern era, the whole world has turned into a global village and these have led to the opening of different pathways for different occupations. The level of educational aspiration involves the estimation of student's ability for his future performance on the strength of ones' past experience, ability and capacity, the efforts that he can make towards attainment goal, thus set by him.

Urbanization and Formation of Slum

Urbanization means the phenomenal growth of towns and cities or urban centers. Urbanization is not a product but a process by which people, start living in towns and cities dominated by industries and services instead of living in agricultural villages. Urbanization leads to the development of cities and towns. These cities become the hub of all organization and administration. The city dwellers control

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most of the institutions that dominate the economic, social, cultural and political life of the country. Urbanization has brought changes in the types of educational institutions, occupational pattern, economic system and political system of a nation. The process of urbanization causes rapid migration and urban growth simultaneously leads to the formation of slum. Urbanization and formation of slums are twin processes. Slums are a common feature of urban landscape. The nature of slum and social background of its inhabitants largely depend upon economic development and technological advancement of a country. The impact of urbanization in the growth and development of slums have also been found in the cities of Assam.

The slums of Greater Guwahati are characterized by a high density of population with overcrowded low-quality houses and poor sanitation, single-room houses, improper drainage connectivity to houses, no garbage disposal and unhygienic environment. Rural-Urban migration is high in the city core due to the high concentration of economic activities and education opportunities. This also results in a high degree of floating population which exerts pressure on existing infrastructure

Educational Aspiration

Educational aspiration has considered as a 'concept referring orientation towards educational goal, spaced in continuum of difficulty and social prestige and arranged in educational hierarchy'. Educational aspiration means the level of formal schooling that one would like to complete. Educational aspiration is the estimation of his ability (whether over, under or realistic), for his future performance on the strength of his past experience (Goal discrepancy), his ability and capacity, the effort that the students can make towards attainment of goal.

Educational aspiration is one's will in academics whereas Level of Educational Aspiration is the measure of this will. Level of Educational Aspiration Test not only measures the Level of Educational Aspiration but also helps in predicting the type of aspiration. Aspiration of education is 'a definite mode of behaviour manifesting of one's realistic expectations in the field of education and his striving to realize those expectations. "Educational Aspiration denoting the goal setting in the field of education is the educational level which an individual wish to reach.

Review of Related Studies

Makkar (2010) revealed that the secondary school students who belong to urban area have significantly high educational aspirations and better school adjustment than their counterparts belonging to rural area. The students studying in private schools have significantly high educational aspirations and better school adjustment than the students studying in government schools. Further, the study revealed that female students have significantly high educational aspirations and better school adjustment than male students. **Borah and Gogoi (2012)** carried out a study on the growth of slum areas and changing land use pattern in Guwahati city, India. The study reveals that the slums are the congested residential areas and these people have a shortage of dwelling units. There is a lack of open spaces in Guwahati area and there is an increase in built-up land at the expenses of agricultural land, forest and swamps. The growth of slum areas and changes in land use pattern has a negative impact on the ecological environment and urban infrastructure. **Raja (2016)** explored that there is a similar level of educational aspirations of rural and urban school students of Villupuram district of Tamilnadu. And again, no significant difference was found among the educational status of parents (literate/ illiterate) in the level of educational aspiration of high school students. **Singh (2016)** explained about the socio-economic conditions of slums dwellers in the present study. This study

reveals that the living standard quality of the slum dwellers and their existing housing condition is very low. There is an extreme lack of basic amenities and living a challenging life in the slum areas. **Roychoudhury (2018)** revealed that all the slum children were not availing their right to education and one of the major causes was that still many of the children did not know that education was their birthright. The educational problems faced by the slum children were child labour, no space and time at home to study, domestic work at home. Another condition that acts as barriers in the regular studies of the slum children is the environmental conditions of the locality such as noisy market area, alcoholic parents, single room house, and absence of electricity among others.

Research Questions

The present research is an attempt to address the following research questions:

1. What is the educational aspiration of secondary school students belonging to slum and non-slum areas of Guwahati?
2. Do the secondary school students of Guwahati belonging to slum and non-slum areas differ in their educational aspiration?

Statement of the Problem

Every student has his or her aspiration towards education and occupation, which is influenced by the family atmosphere, socio-economic status, and educational status of parents. The students living in the slum areas belong to poor family background and possess low socio-economic status. Against the backdrop, it is proposed to study and to get the empirical answers; the following problem is restated as “Educational Aspiration of Secondary School Students of Slum and Non-Slum Areas: An Empirical Study”.

Operational Definition of the Key Terms

The different key terms used in the title and in the body of dissertation are operationally defined as follows:

Educational Aspiration: Educational aspiration is experiencing in terms of marks obtained, an estimate of goal setting, and success or failure experienced. The amount of efforts made in the examination and the ability and capacity to study for the examination have a direct bearing upon setting a future goal (Sharma and Gupta, 2011).

Secondary School Students: For the present study secondary school students are the students between the ages of 14 to 16 years, admitted in class IX and X of secondary schools of Guwahati city after completion of elementary education and before higher education.

Objectives of the Study

The present study was undertaken with these objectives:

1. To reveal the educational aspiration of secondary school students of Guwahati belonging to slum and non-slum areas.
2. To study the educational aspiration of secondary school students of Guwahati belonging to slum and non-slum areas in relation to their
 - i. Gender
 - ii. Class
 - iii. Caste
 - iv. Mother tongue

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3. To compare the educational aspiration among secondary school students of Guwahati belonging to slum and non-slum areas in relation to their
 - i. Gender
 - ii. Class
 - iii. Mother tongue

Hypotheses of the Study

To study the above-mentioned objectives, the following statistical hypotheses have been formulated:

1. There is no significant difference as regards educational aspiration between secondary school students of Guwahati belonging to slum and non-slum areas.
2. There is no significant difference in educational aspiration between secondary school students of Guwahati belonging to slum and non-slum areas in relation to their
 - i. Gender
 - ii. Class
 - iii. Mother tongue

Research Method

Here the present research study was brought under Normative Survey research. Normative survey method is that type of investigation that attempts to describe and interpret what exist at present. It is employed to collect detailed descriptions of existing phenomena with the intent of employing data to justify current condition and practices or to make more intelligent plans for improving them.

Population and Sample of the Study

There are nineteen secondary schools where the students from slum and non-slum areas of Guwahati city are studying together. Hence, these nineteen secondary schools are the population of secondary schools for the present study. Out of these nineteen secondary schools, seven (7) schools have been selected as sample of schools for the study by applying simple random sampling technique. The total number of students in these seven secondary schools was 316. From total 316 students, more than fifty percent (160) were taken as sample of students for the study. Out of 160 sample students, 68 from slum areas and remaining 92 from non-slum areas were found from the official record of the schools. From each school, fifty percent of the students were taken as sample for this present study by using equal proportionate stratified random sampling technique.

Tools used in the Study

Keeping in view of the objectives of the present study, the investigator had used one standardized scales for data collection. That is **Educational Aspiration Scale Form-P**, Educational Aspiration Scale (EAS) Form-P has been designed for secondary school pupils for measuring their level of educational aspiration developed and standardised by Sharma and Gupta (2001).

Limitations and Delimitations of the Study

In this study, the researcher has selected only the students from slum and non-slum areas of Guwahati city. So, it is limited to the slum areas of Guwahati and it cannot be generalized to the whole of Assam or India's slum and non-slum areas. Moreover, it is not possible to guess the usefulness of the findings in further conditions because the finding of the current scenario may not be suitable to find a further scenario. Thus, the study is limited to the present time and a particular geographical area only.

The present study is delimited to class IX and X slum and non-slum students studying in secondary schools of Guwahati. The present study is also delimited to only those secondary schools of Guwahati city, where slum and non-slum students studying together. And, only the secondary schools of Guwahati under the Board of Secondary Education, Assam is included for this study.

Findings of the Study

The data thus obtained has been statistically analysed and on the basis of analysis and interpretation of the data the following findings were drawn:

Educational aspirations of slum and non-slum students of Guwahati:

1. Educational aspirations of students belong to slum area have scored 28.63 mean scores and shown average level of educational aspirations.
2. The slum area boys students have scored 27.62 mean scores and shown below average level of educational aspirations. And the slum area girls students of have scored 29.57 mean scores and shown average level of educational aspirations.
3. The 9th class students of slum area have scored 28.94 mean scores and shown average level of educational aspirations. And the 10th class students of slum area have scored 28.51 mean scores and shown average level of educational aspirations
4. The students belong to SC categories from slum area have scored 27.72 mean scores and shown below average level of educational aspirations.
5. The students belong to OBC categories from slum area have scored 28.76 mean scores and shown average level of educational aspirations.
6. The students belong to General categories from slum area have scored 28.70 mean scores and shown average level of educational aspirations.
7. The students belong to ST categories from slum area have scored 29.75 mean scores and shown average level of educational aspirations.
8. The Assamese medium students from slum area have scored 28.65 mean scores and shown average level of educational aspirations and the Bengali medium students from slum area have scored 28.40 mean scores and shown average level of educational aspirations.
9. The educational aspirations of students belong to non-slum area students have scored 29.59 mean scores and shown average level of educational aspirations.
10. The non-slum area boys students have scored 28.19 mean scores and shown below average level of educational aspirations. And the non-slum area girls students have scored 30.65 mean scores and shown average level of educational aspirations.
11. The 9th class students of non-slum area have scored 28.89 mean scores and shown average level of educational aspirations. And the 10th class students of non-slum area have scored 29.81 mean scores and shown average level of educational aspirations.
12. The students belong to SC categories from non-slum area have scored 29.46 mean scores and shown below average level of educational aspirations.
13. The students belong to OBC categories from non-slum area have scored 30.09 mean scores and shown average level of educational aspirations.
14. The students belong to General categories from non-slum area have scored 30.04 mean scores and shown average level of educational aspirations.
15. The students belong to ST categories from non-slum area have scored 25.83 mean scores and shown average level of educational aspirations.
16. The Assamese medium students from non-slum area have scored 29.02 mean scores and shown average level of educational aspirations. And the Bengali medium students from non-

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slum area have scored 31.28 mean scores and shown above average level of educational aspirations.

Comparison of slum and non-slum secondary school students of Guwahati in their educational aspiration:

1. The slum students and the sample of non-slum students have moderate level of educational aspirations and there is no significant difference in the educational aspiration of slum and non-slum students.
2. The boys students of slum area and the boys students of non-slum area have average/moderate level of educational aspirations and there is no significant difference in the educational aspiration of boys students of slum and non-slum areas.
3. The girls students of slum area and the sample of girls students of non-slum area have average/moderate level of educational aspirations and there is no significant difference in the educational aspiration of girls students of slum and non-slum areas.
4. The 9th class students of slum area and the 9th class students of non-slum area have average/moderate level of educational aspirations and there is no significant difference in the educational aspiration of 9th class students of slum and non-slum areas.
5. The 10th class students of slum area and the 10th class students of non-slum area have average/moderate level of educational aspirations and there is no significant difference in the educational aspiration of 10th class students of slum and non-slum areas.
6. The Assamese medium students of slum area and the Assamese medium students of non-slum area have average/moderate level of educational aspirations and there is no significant difference in the educational aspiration of Assamese medium students of slum and non-slum areas.
7. The Bengali medium students of slum area and the Bengali medium students of non-slum area have average/moderate and above average level of educational aspirations and there is no significant difference in the educational aspiration of samples of Bengali medium students of slum and non-slum areas.

Scope for Further Research

A few suggestions for future research on the basis of the present study are:

1. The present work “Educational Aspiration of Secondary School Students of Slum and Non-Slum Areas: An Empirical Study” can be extended to other parts of Assam.
2. Studies need to be undertaken to study the relationship of slum dwellers with the non-slum dwellers of Assam.
3. Case studies can be conducted on the different slums of the cities of Assam.

Conclusion

The present study has shown the level of educational aspiration of the secondary school students of slum and non-slum areas of Guwahati is average. Therefore, to rise up their aspiration, it is necessary to study the problems and take immediate remedial actions, because the secondary school students are the future citizens of the country and the progress of the nation depends upon them. Therefore, it is suggested that intensive researches involving governmental and non-governmental support are indispensable which would ultimately work out in integrating their inmates to larger society.

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