

**A STUDY OF EDUCATIONAL ACHIEVEMENT IN RELATION TO EDUCATIONAL  
ASPIRATIONS OF CHILDREN MIGRATED TO DHARWAD DISTRICT OF  
KARNATAKA STATE**

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**ABSTRACT**

*The objective of this research paper is to find out the relationship between educational aspiration of migrant children in Dharwad district of Karnataka state and their academic achievement. This research has been followed by descriptive survey method. A sample of 150 migrant children (from class 5 to class 9) who came to Bangalore in search of employment in Dharwad district of Karnataka state was selected using stratified random sampling technique. The data were collected through the level of educational aspiration test developed by Yasmin Ghani Khan (1999). The data collected were analyzed using 'R' test, and 'F' test and independent 'T' test statistical techniques with significance level set at 0.05 level. From the present study, the result of 'R' analysis shows that there is a significant positive relationship between educational aspiration of migrant children and academic achievement. And 'F' test analysis shows that there is a significant difference in the academic achievement of migrant children with low, medium and high levels of educational aspirations.*

**Key words:**

*Educational Aspiration Migrated Children, Academic Achievement*

**INTRODUCTION**

While the economic background of parents significantly affects their children's education, children from better socio-economic backgrounds have a better chance of having better academic aspirations. Thus, academic aspirations focus on the desire to achieve goals or succeed in specific academic areas. For immigrant students, academic aspiration plays an even more important role, as they may face additional challenges such as cultural, linguistic, and socio-economic barriers.

Educational aspirations refer to the level of schooling that students hope to complete (e.g., high school diploma, bachelor's degree). Aspirations serve as long-term goals that students set for themselves and incorporate personal values about education (Bohan et al., 2006; Eccles and Wigfield, 2002; Mickelson, 1990). Educational aspirations and expectations are individuals' beliefs regarding their educational future plans. Educational aspirations are idealistic values.

According to (Furlong and Cartmell, 1995), educational aspirations refer to initial impressions of one's own educational abilities and the highest level of education an individual hopes to achieve.

According to (Burkner and Chavez, 1997), educational aspirations are well documented in the career development literature and are seen as the "first step in the pipeline" of career attendance.

According to (Khu and Ainsley, 2005), academic aspiration and its predictors have long been a topic of interest among sociologists, psychologists, and economists. Status achievement theory remains a dominant social explanation, in which aspiration is viewed as a cognitive state that motivates young people to strive for academic success.

Furthermore, having a strong academic aspiration can lead to better academic performance and higher graduation rates for immigrant students. Studies have shown that students with clear academic aspirations are more likely to achieve academic success and graduate from high school or college. Because having a clear goal in mind provides purpose and motivation to achieve it, it can lead to better academic aspiration and a more positive attitude toward education.

However, it is important to note that for immigrant students, other factors such as cultural, linguistic, and socio-economic barriers can affect their academic aspirations and achievement. For example, language barriers can make it difficult for students to understand and engage with their coursework, while socio-economic barriers can make it difficult for students to afford the costs of education.

A key factor affecting the academic achievement of immigrant children is cultural adjustment. Immigrant children may struggle to adapt to a new culture, which can affect their ability to engage in their education. For example, they may have difficulty understanding the expectations and customs of the educational system in their new country, which can make it difficult for them to participate in class and complete assignments.

Language barriers can also affect the academic achievement of immigrant children. Many immigrant children may have limited proficiency in the language spoken in their new country, which can make it difficult to understand and engage with their coursework.

### **NEED AND IMPORTANCE OF THE STUDY**

The objective of this research paper is to explore the relationship between educational aspirations and academic achievement of migrant children in Dharwad district of Karnataka state. It is important to note that migrant children bring with them valuable experiences and perspectives. Migrant children face multiple challenges in achieving their educational aspirations and academic success. Discontinuation of education, low aspirations, external factors, lack of support, mobility and parental involvement are some of the factors that affect their education. More research is needed to address these challenges and develop effective interventions to support the educational aspirations and academic achievement of migrant children.

### **REVIEW OF RELATED LITERATURE**

- **Schiller (2020)** evaluated parental migration and children's educational aspirations in Mexico, and the results confirmed that the effects of parental migration are shaped by economic development, cultural attitudes towards education, and gender relations in broader contexts.
- **Kaur (2017)** examined the correlation of academic aspiration with school environment of secondary school students and the result shows that there is no significant difference in the academic aspiration and correlation of rural and urban students. The results confirmed a positive significant relationship between academic aspirations and school environment of secondary school students.
- **Roy (2015)** analyzed the impact of rural-urban labor migration on children's education in India. The study clearly shows that migrants through remittances improve school access for disadvantaged children and reduce the gender gap in primary school education.
- Gupta (2014) examined the educational aspiration of class XII students and the result showed a significant difference between the levels of educational aspiration of class XII students going to government and non-government school.
- Singh (2011) examined the aspiration level of secondary school students and the results confirmed that secondary school students have high academic aspiration and showed that academic aspiration was higher among boys than girls and English medium students than Marathi medium students.

### **STATEMENT OF THE PROBLEM**

“A STUDY OF EDUCATIONAL ACHIEVEMENT IN RELATION TO EDUCATIONAL ASPIRATIONS OF CHILDREN WHO MIGRATED TO DHARWAD DISTRICT OF KARNATAKA STATE”

### **OBJECTIVES OF THE STUDY**

1. To examine the relationship between educational aspirations and academic achievement of children who migrated to Dharwad district of Karnataka state.
2. To identify significant differences in the academic achievement of children who migrated to Dharwad district of Karnataka state in relation to their educational aspirations.
3. To understand the significant differences in the academic achievement of children who migrated to Dharwad district of Karnataka state.

### **RESEARCH HYPOTHESES**

1. There is no significant relationship between the academic achievement and educational aspiration of children who migrated to Dharwad district of Karnataka state.
2. There is no significant difference in the academic achievement of children who migrated to Dharwad district of Karnataka state with low, medium and high levels of educational aspiration.
3. There is no significant difference in the academic achievement of boys and girls who migrated to Dharwad district of Karnataka state.

## METHODOLOGY

This research paper covers the research methodology to find out the relationship between educational achievement in relation to educational aspiration of children who migrated to Dharwad district of Karnataka state. A sample of 150 migrant children (from class 5 to class 9) whose parents came to Dharwad district of Karnataka state in search of employment was selected using stratified random sampling technique. Data were collected through the Educational Aspiration Level Test developed by Yasmin Ghani Khan (1999) and the scores of educational achievements were collected in percentage. The collected data were analyzed by statistical techniques of 'R' (correlation) test, 'F' test and independent 'T' test at 0.05 level.

## ANALYSIS AND INTERPRETATION OF DATA

**Table-1: The table shows the mean, standard deviation, 'r' value obtained and significance level of scores related to educational achievement and educational aspiration of children who migrated to Dharwad district of Karnataka state.**

Variables	Mean	SD	'r' value	Sig
Academic Achievement	33.423	08.214	0.233 *	Significance
Educational Aspiration	10.713	1.033		

**\*Significant at 0.05 level (0.159)**

**Figure -1: The table shows the mean, standard deviation, 'r' value obtained and significance level of scores related to educational achievement and educational aspiration of children who migrated to Dharwad district of Karnataka state.**

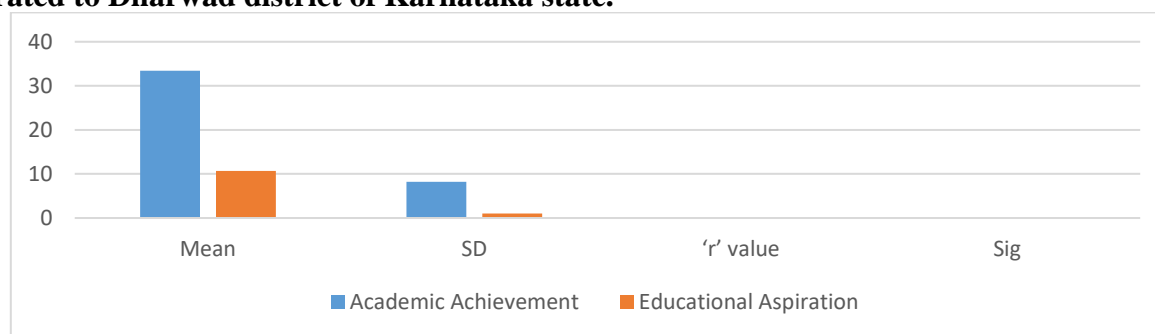


Table-1 illustrates the results of the correlation between the academic achievement and academic aspiration scores of migrant children. The obtained 'r' value of 0.233 is higher than the table value of 0.159 at the 0.05 level, indicating a significant positive relationship between academic achievement and academic aspiration. Therefore, the stated null hypothesis is rejected and the alternative hypothesis 'There is a significant positive relationship between academic achievement and academic aspiration of migrant children' is formulated. It concludes that academic aspirations are positively correlated with the academic achievement of migrant children.

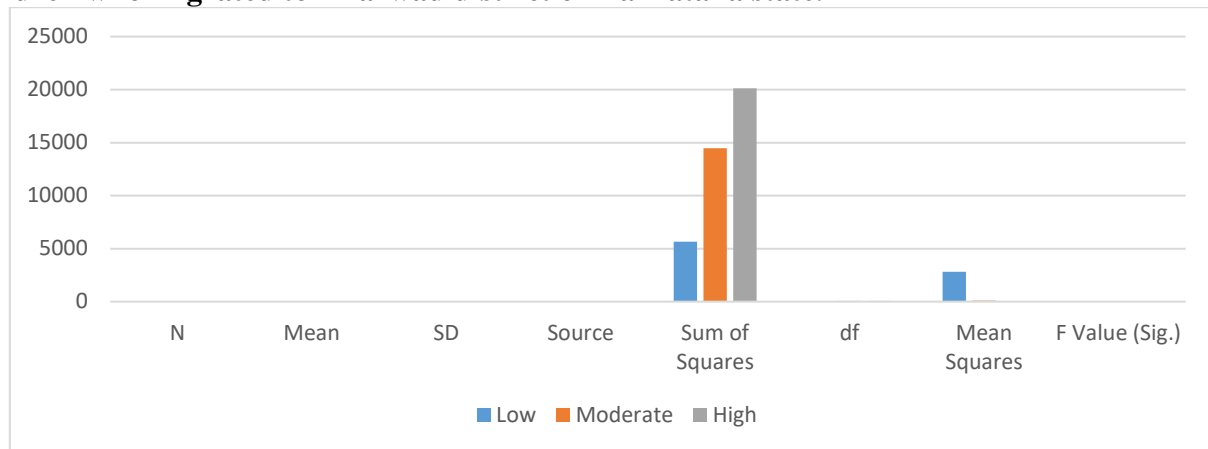
**Table-2: Shows the results of ANOVA on educational achievement in relation to aspirations of children who migrated to Dharwad district of Karnataka state.**

Aspiration Levels	N	Mean	SD	Source	Sum of Squares	df	Mean Squares	F Value (Sig.)
Low	1.5	29.16	8.77	Between Group	5,651.866	1	2,825.933	14.30*
Moderate	44.5	30.00	6.673	Within Group	14,479.871	73.5	98.5025	

High	29	38.88	7.45	Total	20,131.7365	74.5		
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Table value at 0.05(df-2, 147) =3.06

**Figure -2: Shows the results of ANOVA on educational achievement in relation to aspirations of children who migrated to Dharwad district of Karnataka state.**



The table-2 shows Academic Achievement of migrated children with regard to different levels of educational aspiration. The 'F' value is 14.30, which is higher than the table value of 3.06 for the requested df '2' and 73.5' for significance at the 0.05 level of significance. The results of the study indicated that there is a significant difference in the academic achievement of migrant children with low, medium and high levels of educational aspiration. To determine the significant difference in the academic achievement of migrant children with different levels of educational aspiration in these pairwise mean scores, Scheffe's post hoc test was applied.

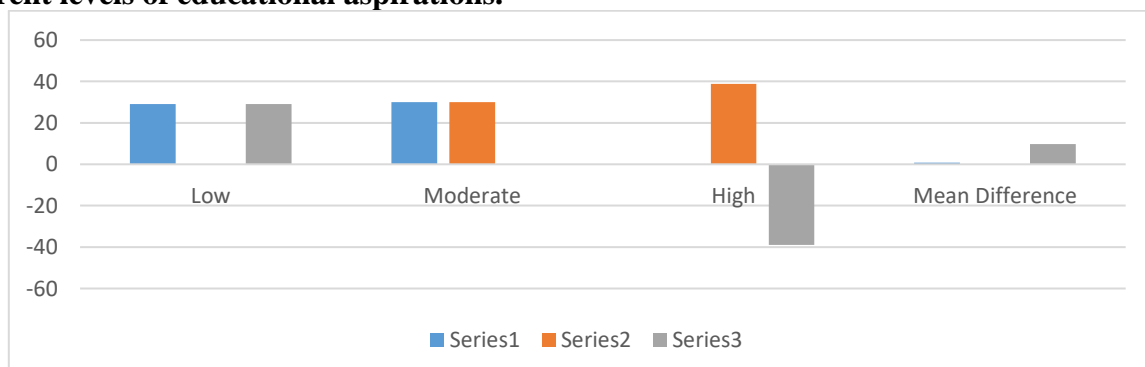
**Table-2(a): Analysis of the academic achievement scores of migrant children in Dharwad district of Karnataka state who have educational aspirations.**

Different levels of Educational Aspiration			
Low	Moderate	High	Mean Difference
29.166	30.0055	-	0.839
-	30.0055	38.8875	8.882*
29.1665		-38.8875	9.721

\*Significant at 0.05 level.

Table-2(a) shows a significant pairwise mean difference in the academic achievement of migrant children with medium and high levels of educational aspiration and the mean difference is 0.839 which is more than the critical difference value at the 0.05 level of confidence. It concludes that there is a significant difference in the academic achievement of migrant children with medium and high levels of educational aspiration. The academic achievement of migrant children with low and medium and low and high levels of educational aspiration was similar and it was not statistically proven, as the mean difference is 0.839 and 97.21 respectively which are less than the critical difference value at the 0.05 level.

**Figure 2 (a): Shows a comparison of the academic achievement of immigrant children with different levels of educational aspirations.**



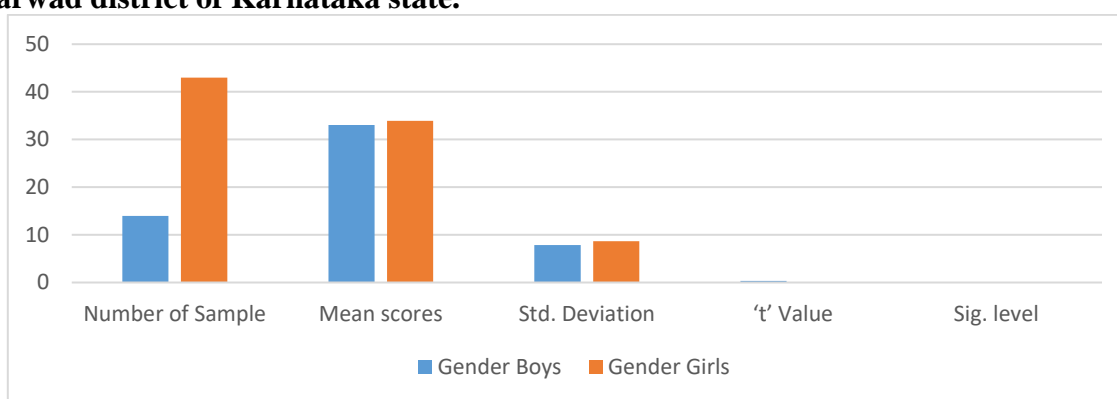
**Table-3: Shows the independent 't' test results related to the academic achievement scores of children with respect to gender who migrated to Dharwad district of Karnataka state.**

Name of the Variable	Groups	Number of Sample	Mean scores	Std. Deviation	't' Value	Sig. level
Gender	Boys	14	33.0305	7.846	0.315	NS
	Girls	43	33.897	8.6825		

NS Not Significant (N=150; df =148, 0.05=1.98)

Table-3 shows the significance level of the differences in the educational achievement of migrant children due to the groups, number of samples, mean scores, standard deviation, 't' value and gender. From the independent 't' test, it is shown that the 't' value ( $t=0.315$ ) related to the educational achievement of migrant boys and girls is less than the table value (1.98) at the 0.05 confidence level. Therefore, the stated hypothesis is accepted that 'there is no significant difference in the educational achievement of migrant boys and girls.

**Figure 2: Comparison of average academic achievement scores of boys and girls who migrated to Dharwad district of Karnataka state.**



## MAJOR FINDINGS

1. There is a significant positive relationship between the academic achievement and educational aspiration of children who migrated to Dharwad district of Karnataka state.
2. There was a significant difference in the academic achievement of children who migrated to Dharwad district of Karnataka state with low, medium and high levels of educational aspiration.
3. There was no significant difference in the academic achievement of boys and girls who migrated to Dharwad district of Karnataka state.

## CONCLUSION AND IMPLICATIONS

From the present study, the results of the 'r' analysis show that there was a significant positive relationship between educational aspiration and academic achievement of children who migrated to Dharwad district of Karnataka state. Migrant children with high educational aspirations may go to schools with good quality and resources, which may contribute to their academic success. Children with high educational aspirations may have greater confidence in their abilities and feel that they are capable of achieving academic success. This positive self-confidence may lead them to work harder and perform better in school, thus fulfilling their aspirations. The 'F' test analysis shows that there is a significant difference in the academic achievement of migrant children with low, medium and high levels of educational aspirations. Children with high levels of educational aspirations had higher academic achievement than children with average and low levels of educational aspirations. Migrant children with high educational aspirations may go to schools with good quality and resources, which may contribute to their academic success. Parents, teachers, and counselors can encourage immigrant children to have high academic aspirations by discussing the benefits of education and how it can help them achieve their goals.

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