

A STUDY OF EDUCATIONAL ASPIRATION OF STUDENTS IN RELATION TO FAMILY CLIMATE AND SCHOOL ADJUSTMENT.

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ABSTRACT

The strength and safety of a community consists in a virtue and intelligence of its youth especially of its young man.” So our school going men are the growth points of a society and are the future leaders, the progress of social and national development. As we are moving towards the 21st century-a century of computer technology and electronics-our lifestyles are constantly under going tremendous changes. These changes concern each and every aspect of life, be it our physical life, social, emotional, mental or spiritual life. Educational aspirations help an individual to achieve his goal set by him. The family climate influences proper growth and development of an individual and so affects his adjustment. If the family climate is congenial, the growth may be fullest, and otherwise it may be hampered. So, congenial family climate and good school adjustment is mandatory for high educational aspirations. There are sufficient indications that family climate and school adjustment may influence educational aspirations of students. It was interesting to explore family climate and school adjustment in relation to educational aspiration of students. Study was conducted on 200 secondary school students related from secondary schools of Fazilka District. Random sampling techniques will be employed for data collection. Educational Aspiration Scale by Sharma and Gupta(1996), Family climate scale by Beena Shah (2006) and School adjustment scale by Sinha and Singh (2007) was used to collect data. There was no significant correlation between scores obtained on educational aspirations and family climate variables among secondary school students. There was no significant correlation between scores obtained on educational aspirations and school adjustment variable

among secondary school students. There exists no difference of relatedness between educational aspirations and family climate & educational aspirations and school adjustment among secondary school students.

Introduction

The students are the richest resources of a nation, and they are designed and developed through carefully adapted socialization process at home and cautiously planned social learning experience in educational institutions as to match with the emerging demands of the worlds of competition and excellence. In order to achieve these objectives it is imperative to study, in detail the factors that determine the educational aspirations of secondary school students. Family climate plays a crucial role in influencing and shaping the behavior and thought of the child especially in the development of aspiration and attitude. The family climate plays a vital role in the development of child. The child constantly interacts with the family and is invariably influenced by the entire family climate the surrounds him. Each child needs a congenial atmosphere, as he is innocent, tender and delicate since birth. He needs someone who can nourish him with love and care. The optimal family climate for the infant is one in which the child is cared for in his own home in the contact of a warm and continuous relationship with his family members. Family is the primary group which is organized on the basis of natural sympathy and affection by a group of people. The father has to protect the family and the mother has to feed and care. The child learns many things by watching his father, mother and other member generally we see the two types of families like nuclear families and joint families. In nuclear family, the parents and the students are the members, whereas in joint family parent and the children are the members, whereas in joint family parents, children, grandparents uncle, aunt, etc. will be there. In joint family system children used to be shared and cared much by grandparents and children also being inspired by them. There will be an opportunity to promote high aspirations in the students. The families pay attention in the physical development intellectual development moral development and social development of the child. It is the primary institution where students get an opportunity to learn, interact and socialize with other members. Family climate had their influence on shaping student's educational aspirations. On the

other hand Secondary school students' adjustment is a phenomenon that is of great concern to educationists as well as health practitioners. Educationists need to know what they can do to help their students adjust and benefit from school. Human beings are social beings it is therefore they live in socio-cultural systems. These socio-cultural systems have complex tools and mechanisms to generate tendencies, habits, beliefs, stereotypes, sentiments, norms, and values, ideals which in turn play pivotal role to shape individuals to adjust in any given conditions and determine level of aspiration. Schools are known as miniature of society which possesses all the characteristics of complex social system bearing an aim to generate desirable changes. School adjustment is the process of adapting to meet academic demands in the school environment. Every individual from the time he or she steps out of the family and goes to school makes a long series of adjustments in his/her environment. Adjustment is totally based on the pattern established by earlier adjustment. The quality of adjustment in the early years of life determines the quality of adjustment in later years. Family climate and adjustment plays a vital role in the development of the educational aspiration child. The present investigation aims at exploring how educational aspirations are related to the family climate and school adjustment of students.

EDUCATIONAL ASPIRATION

Aspirations are strong desires to reach something high or great. Young people's aspirations guide what students learn in school, how they prepare for adult life, and what they eventually do. Educational aspiration refers to the highest level of education to which an individual want to achieve.

UNDERSTANDING ASPIRATIONS

Aspirations reflect individuals' ideas of their "possible selves," what they would like to become, what they might become, and what they do not wish to become. Realizing aspirations requires the investment of time, energy, and resources, both from the young person and from others. The extent to which communities mobilize such support bears on the quality of life—both among students and among adults. A similar observation applies to realizing career or employment aspirations. In brief, conditions in the community interact with the imaginations of students as they realize their aspirations.

The term "aspirations" is one which is often used synonymously with goals, ambitions, objectives, purposes, dreams, plans, designs, intentions, desires, wishes, cravings or aims. Aspirations are what drive individuals to do more and be more than they presently are. We may know what we are, but we cannot know for certain what we can be! Education and career aspirations relate to how much value people assign to formal education and how far they intend to pursue it, i.e. do they seek a high school diploma, a college degree or other post-secondary training, or perhaps a Ph.D. or M.D. degree? Aspirations are influenced considerably by the communicated expectations of the significant people who interact with the individual. If those expectations are high and consistent over time, then there would appear to be a greater likelihood that the individual's aspirations will be similarly high. Conversely, low expectations often resulted in low aspirations. Aspirations are always ego-involved and thus have a profound effect on the individual. While people of all ages aspire to better themselves aspirations are especially strong during adolescence. Educational selection is a crucial decision that an individual has to make mostly at the least phase of school years. Thus, the term aspiration involves 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 he can make towards attaining goal. The goal setting behavior as well as the process of attaining the goal are consequences of his past experience, whether failure-oriented or success-oriented, level of efforts made by him in that direction, and his capacity to pursue the goal. Thus, four main points are distinguished in a typical sequence of events in level of aspiration situation.

1. Last performance,
2. Setting of level of aspiration for the next performance
3. New performance, and
4. Psychological reaction to the new performance.

The difference between the level of the last performance and that of the new goal is called 'Goal Discrepancy' whereas the difference between the goal level and that of new performance is called 'Attainment Discrepancy'. The greater the discrepancy, whether goal or attainment, the lesser the chances of attaining the goal and the wider frustration that the individual experience.

Wood (1959) has described 'level of aspiration' as the level of performance for the goal that a person or hopes to reach in a specified activity. High level of aspiration is essential for accomplishing one's aim without strong aspiration; it is not possible for a person to reach his goal.

Hurlock (1967) has defined aspiration as a longing for what is above one's achievement level. In other words, aspiration means the goal an individual sets for himself in a task which has intense personal significance for him or in which his ego is fully involved.

Bisrell (1977) defined, 'educational aspirations' or expectations as an individual's expressed desire to continue his formal schooling beyond high school.

FAMILY CLIMATE

Intimate relationship between parents and children occupies the first and most significant place in the development of a child different educationist and philosophers likes Commences Roousseau and Pastalozzi considered family climate as the most significant and effective in bringing the proper development of child. Family climate consists of the elements of freedom, attention, submission, expectance, warmth, trust, fairness, involvement etc. Which aid creative personality of an individual, infect these elements of the climate go a long way in making him self-reliant open minded and above all confident within having faith in his own self. Home is a dominant and prominent socialized agency of education. Parents play an important role in the development of the child just as big grown up tree that gives shelter to young saplings and helps them to grow p to face the world, its challenges and problems. The family climate is associated with the development of the child. The formation of the attitude in early stage of life plays a very significant role in the development process of child behavior whether step or affectionate, permissive or prohibitive affects the child at home, college and in social groups. Different educationist and philosophers considers the family environment as the most significant and effective factor I bringing about the proper development of the child. Family is the foundation of child's values such as sympathy, affection, trust, justice etc. it is family in which children not only live and grows but forms the patterns o the life. Parental warmth and affection strongly influence the development of the child. If one or both the parents reject the child, he may resort to truancy, lying or stealing. It appears the close and affectionate with good management in home help in harmonious development

of the child. It is believed that healthy and sound relationship of family members with the children give them security and helps in proper adjustment with the environment which ultimately brings success in one's life and academics but with the diversification of needs, interests, values and norms of society, the relationships have become more strained than ever before.

Lawrence (1948) “ The family is the only socially recognized relation of the child bearing and the essential agency of child rearing and introducing the child to the culture of society thereby shaping the basic structure of our culture and forming the child's personality, the physical and mental health.”

Frank (1965) “Family climate means variations in children life and adjustment due to treatment they receive from families. However effect of these variables may be temporary.”

Kotinsky (1985) “ Family climate is defined as relationship between feelings, trust and distrust, worked out in a relation to parent, due to which autonomy initiative characteristics of child are encouraged.”

Beena Shah (2001) “Family climate means any interpersonal relationship between parents and child. It includes parent's attitude towards child as perceived by him.

ADJUSTMENT

School adjustment is the adjustment of the student in the school family climate consisting of school conditions such as physical family climate curriculum, text books, methods of teaching, facilities, work schedule, authority, discipline etc. The speed at which students arrives at satisfactory adjustment is the index of his capacity to understand the problems and his ability to solve problems. The concept of adjustment is originally a biological one and was a corner stone in Darwin's Theory of Evolution. Darwin maintained that only those organisms most fitted to adapt to the hazards of the physical world survive.

Adjustment is a commonly used word in everyday life. It is equally popular in the discipline of psychology, sociology and education. Adjustment is needed in all walks of life. Life is a continuous series of events which are attributed to changes and challenges. Everyone is facing such situations for his survival or growth which arise of individual's

physiological, psychological or social needs. The strategy used by an individual to accommodate oneself to changing circumstances is called adjustment. When an individual is successful and satisfied with his efforts then it is a case of good adjustment. On the other hand, if a person meets frustrations in his efforts continuously it causes maladjustment. The psychologists borrowed this concept and defined adjustment with a broader meaning. They are of the opinion that life is a continuous process of adjustment. The adjustment process consists of efforts of an organism to overcome frustrations in achieving the satisfaction of - physical as well as psychological needs, i.e. adjustment refers to need reduction. The need for adjustment arises when means for satisfying the felt needs have to be found. One has to adjust himself with others and to the world at large. Thus, adjustment of an individual means behavioral reactions to personal demands and social pressures. Adjustment refers to the degree of harmony that exists between an individual and his family climate. Adjustment implies a satisfactory adaptation to the demands of everyday life. It is a process by which an individual adapts himself effectively to the continually changing situations. Piaget has utilized the term „accommodation and assimilation“ to represent the alteration of oneself or the family climate respectively, as means of adjustment.

The process of adjustment is dynamic rather than static in nature. We constantly undergo changes. The individual and his surrounding family climate is also constantly changing. The behavior of an individual in a family and friends also change with age and experiences as new people enter our social world and crucially influence us. Thus, a well adjusted person is one, “who maintains a balanced orientation towards reality. In other words, a well adjusted person is equipped with virtues like inner security, self confidence, self control and self satisfaction to withstand the ups and downs of life.

For the development of an individual good adjustment is essential. Since, a healthy person is less susceptible to disease than a physically weak one. Similarly, a well adjusted person is better able to withstand psychological stress and social pressures than one who is maladjusted because a well adjusted person possesses good mental health and hence able to maintain a balance between his biological, psychological and social needs.

Shaffer and Shebey (1956) Adjustment is the process by which living organism maintain a balance between its need and the circumstances that influence the satisfaction of these needs.

Pandey (1979) Adjustment consists of the psychological processes by means of which the individual manages or copes with various demands or pressures.”

Kuhlan (2012) all people have psychological and physical needs which constantly or intermittently require satisfaction. The process by which they overcome obstacles to satisfy their needs is termed as the adjustment process. Adjustment is very important in the life. It is a process which maintains a balance between the needs and their satisfaction, by which the person varies his behavior to suit the conditions. It a relationship between an individual and his environment. Adjustment is a desire by the individual to fit into taste patterns, role patterns and behavior coded of the group, within which he works or lives and readiness to submit his own striving and comforts to those of the group. Each person constantly strives to meet his needs and reach his goals. At the same time he is under pressure from the environment to behave in certain way. Adjustment involves the reconciliation of personal and environmental demands.

Symond (2016) defines adjustment from various points of views:

1. Adjustment may be simply defined as a satisfactory relation of an organism to environment. It may also be defined as adaption to the demands of reality.
2. From the point of view of biology- adjustment is equivalent to survival.
3. According to the statistical concept of adjustment an individual is well adjusted in this sense, who approaches the group average or norms and avoids deviations towards either extreme; the physical individual is the best adjusted, while the eccentric, queer, strange or deviant person is poorly adjusted.
4. According to the concept of values-adjustment is that which brings to a person and to his social group the good and protects him from the bad.

SIGNIFICANCE OF THE STUDY

The youth is often underserved and misrepresented. While it is true that climate is stereotyped in some way, it is not possible to treat all situations the same. Educational aspiration has a specific set of issues that should be addressed when thinking about education. By looking at how family supports play a role in the level of aspirations of students, educators and administrations may gain a better understanding of how they can best serve the student population. This study intends to help provide insight into variables

related to the educational aspirations of students. Our nation should no longer well serve by an education system that does not prepare them to develop their minds for learned pursuits. All students must meet higher standards thus be better prepared to meet the challenges of work and citizenship. Family prepares the young students for future responsibilities, and school adjustment is the key for proper development of a young child. The result of the study will be helpful to educators to explore congenial family climate which will further result in better student adjustment for high educational aspirations.

REVIEW OF LITERATURE

Goodrum (2000) revealed in his study on perceived influence of school family climate on academic achievement for African-American males in sixth grade that the student's belief in instructional style and personal characterization of the teacher are the most critical factors in the school family climate that affect academic achievement.

Natarajan, R and Anbumani, G (2004) attempted a study to find out the existing type of organizational family climate of elementary schools of Dharmपुरi District. The study revealed that all types of organizational family climate found in the elementary schools and significant difference in organizational family climate noticed in the school of multi class teaching situation.

Lata (2005) conducted a study on educational attainment of the pupils in different types of school family climate. The results of the study indicated that the school family climate has a direct effect upon the educational attainment of the pupils. The highest difference in educational attainment was found between pupils of open and closed type of school family climate. The difference between the means of educational attainment of pupils in paternal type of school family climate and autonomous type of school family climate was found to be significant. The other means of educational attainment of different school family climate were found to lie in between these two extremes.

Mehta et al., (2005) has found that Boys have poor emotional adjustment than girls. Girls have less sensitization tendency than boys which might be due to the difference in p

Singh (2006) examined the effects of socio, emotional and socio emotional family climate of the school and sex on the adjustment of students along with their interactions

effects. Boys were significantly better than girls in their health adjustment at different levels of socio-emotional family climate of the school.

Raju and Rahamtulla (2007) intended to examine the adjustment capacity of school students and found that adjustment of school students is primarily dependent on the school variables like the class in which they are studying, the medium of instruction, and the type of management of the school.

Usha P. (2007) conducted a study on emotional and family acceptance of the child: Correlates for achievement. The objectives of the study were to find out the relation of achievement in mathematics with emotional adjustment and family acceptance of the child for the total sample and relevant sub-sample. To compare boys and girls, urban and rural samples with regard to their emotional adjustment, family acceptance of the child and achievement in mathematics. Hypotheses of the study were that there will be significant and positive relationship difference between achievements in mathematics with emotional adjustment and family acceptance of the child. There will be significant difference boys and girls, urban and rural samples with regard to their emotional adjustment, family acceptance of the child and achievement in mathematics. The findings of the study revealed that emotional adjustment, family acceptance of the child have positive significant correlation with achievement in 60 mathematics for the total sample and sub- samples. It is also found that boys and girls differ in their family acceptance and achievement but not in their emotional adjustment. But rural and urban pupils differ significantly in their emotional adjustment, family acceptance and achievement in mathematics. However it is revealed that emotional adjustment and family acceptance of the child are effective factors contributing to academic achievement.

Kaur Anudeep (2008) conducted a study on academic achievement and adjustment of students from different professional parental background, found that students' belonging to different professional parental background differs in their academic achievement and adjustment in schools.

Mumthas, N.S. & Abdual Jaleel. K (2008) conducted a study on school leadership and organizational family climate: A regression analysis. The objective of the study is to find out the ability of each of the leadership behaviour variables in predicting organizational family climate of primary schools. The results of the study found that the significant predictors of school organizational family climate are communication,

organizing and controlling respectively. The other variables planning, direction and motivation also have significant relationship with school organizational family climate.

Sundon Prem (2009) conducted a study of senior secondary school students in relation to adjustment. Hypotheses of the study were that there is significant difference between male and female students regarding overall adjustment and there is a significant difference between male and female students in terms of their perception of organizational family climate. The overall adjustment of the male students is found to be better than female students. Both type of students to know about family climate and consider it an important part of school curriculum and subject matter differs among male and female students in relation to knowledge

M.S.Talawar and T.Pardeep Kumar (2010) conducted a study on correlation between teacher absenteeism and educational aspiration. The findings of the study are that there is high negative correlation between teacher absenteeism and educational aspiration of primary school students. There is a significant difference in the absenteeism of male and female primary school teachers. There is no significant difference in the educational aspiration of boys and girls belonging to Government primary schools.

Velmurugan and Balakrishnan (2011) examined the relationship between the social adjustment and self concept of the higher secondary school students with respect to gender and locality and they found that social adjustment is independent upon gender and locality. The correlation coefficient between social adjustment and self concept is found to be negligible.

Maureen et.al. (2011) made a study on school adjustment in relation to academic achievement and gender which revealed that there were no significant differences between girls and boys in school adjustment.

Kaur (2012) investigated the problems of adjustment in relation to achievement, sex and locality. He found that girls have more adjustment power than boys while locality does not influence adjustment power.

Basu (2012) aimed to investigate the adjustment abilities of secondary school students and found that there exist highly significant differences between the adjustment of secondary school students when compared on the basis of gender, type of family structure and medium of instruction in school.

Roy and Mitra (2012) examined the pattern of adjustment among early and late adolescent school students. The study revealed that early and late adolescents group differed significantly from each other in the home, health and social areas of adjustment. Girls showed better adjustment than boys.

Peerzada (2013) designed a study to compare the adjustment of science and social science higher secondary school teachers in different area like home adjustment, school adjustment, emotional adjustment etc. and showed that the social science teachers have more adjustment problems than science teachers.

Statement of the Problem

A study of educational aspiration of students in relation to family climate and school adjustment.

Objectives of the Study

1. To study the relation between educational aspiration and family climate.
2. To study the relationship between educational aspiration and school adjustment.
3. To study the difference of relatedness between educational and family climate and educational aspiration and school adjustment.

Hypotheses of the Study

- H₁ There exists significant correlation between educational aspiration and family climate.
- H₂ There exists significant correlation between educational aspiration and school adjustment.
- H₃ There exists no difference of relatedness between educational aspiration and family climate and educational aspiration and school adjustment.

Tools used

1. Educational Aspiration Scale by Sharma and Gupta(1996)
2. Family climate scale by Beena Shah (2006)
3. School adjustment scale by Sinha and Singh (2007)

Statistical Techniques used:

1. K-S test was used to check normality of data.

2. Pearson product moment correlation to check the degree of correlation between variables.
3. Comparison of correlation was done statistically by using Z- test.

Method used

Study was conducted through normative survey method.

Sample

Study was conducted on 200 secondary school students related from secondary schools of Fazilka District. Random sampling techniques will be employed for data collection

HYPOTHESIS-1

“THERE EXISTS SIGNIFICANT RELATIONSHIP BETWEEN EDUCATIONAL ASPIRATIONS AND FAMILY CLIMATE AMONG SECONDARY SCHOOLSTUDENTS”

To verify the above hypothesis, product moment correlation was computed between scores obtained on educational aspirations and family climate variables. Table 1 given below shows the results.

Table 1
Coefficient of Correlation Between Educational Aspirations and Family Climate Variables

Sr. No.	Variables	N	r	Level of Significance
1	Educational Aspirations	200	-0.07	Not Significant
2	Family Climate			

Table 1 shows that correlation between educational aspirations and family climate variable is -0.07. The coefficient of correlation in order to be significant at 0.05 and 0.01 level should be 0.138 and 0.181 respectively, but obtained correlation value is lower than this so it is not significant at both levels. It means that there is no significant relationship between educational aspirations and family climate among secondary

school students. Results indicate that the nature of relationship is negative. Hence, Hypothesis-1 that there exists significant relationship between educational aspirations and family climate among secondary school students is rejected.

HYPOTHESIS-2

“THERE EXISTS SIGNIFICANT RELATIONSHIP BETWEEN EDUCATIONAL ASPIRAIONS AND SCHOOL ADJUSTMENT AMONG SECONDARY SCHOOL STUDENTS”.

To verify the above hypothesis, product moment correlation was computed between scores obtained on educational aspirations and school adjustment variables. Table 2 given below shows the results.

Table 2
Coefficient of Correlation Between Educational Aspiration and School Adjustment Variable

Sr. No.	Variables	N	r	Level of Significance
1	Educational Aspirations	200	-0.139	Not Significant
2	School Adjustment			

Table2 shows that correlation between educational aspirations and school adjustment variable is -0.139. The coefficient of correlation in order to be significant at 0.05 and 0.01 level should be 0.138 and 0.181 respectively, but obtained correlation value is lower than this so it is not significant at both levels. It means that there is no significant relationship between educational aspirations and school adjustment among secondary school students. Results indicate that the nature of relationship is negative.

Hence, Hypothesis-2 that there exists significant relationship between educational aspirations and school adjustment among secondary school students is rejected.

HYPOTHESIS-3

“THERE EXISTS NO DIFFERENCE OF RELATEDNESS BETWEEN EDUCATIONAL ASPIRATIONS AND FAMILY CLIMATE & EDUCATIONAL ASPIRATIONS AND SCHOOL ADJUSTMENT AMONG SECONDARY SCHOOL STUDENTS”.

To verify the above hypothesis, comparison of correlation using Fisher formula was done between educational aspirations and family climate & educational aspirations and school adjustment variables. Table 5.3 given below shows the results.

Table 3

Critical Ratio Showing Significance of Difference Between Two Correlations

Sr. No.	Variables	N	$\sigma z_1 - z_2$	C.R.	Level of Significance
1	Educational Aspirations and Family Climate	200	0.154	0.439	Not Significant
2	Educational Aspirations and School Adjustment	200			

Table 3 shows that critical ratio between educational aspirations and family climate & educational aspirations and school adjustment variables were 0.439. The critical ratio in order to be significant at 0.05 and 0.01 level should be 1.97 and 2.59 respectively, but obtained correlation value is lower than this so it is not significant at both levels. It means that there exists no difference of relatedness between educational aspirations and family climate & educational aspirations and school adjustment variables among secondary school students”.

Hence, Hypothesis-3 that “there exists no difference of relatedness between educational aspirations and family climate & educational aspirations and school adjustment variables among secondary school students” is not rejected.

FINDINGS OF THE STUDY

Finding of an investigation are the most essential and vital aspect of entire investigation process. The investigator has found some major findings which are given below:-

1. There was no significant correlation between scores obtained on educational aspirations and family climate variables among secondary school students. Hence hypothesis 1 is rejected.
2. There was no significant correlation between scores obtained on educational aspirations and school adjustment variable among secondary school students. Hence hypothesis 2 is rejected.
3. There exists no difference of relatedness between educational aspirations and family climate & educational aspirations and school adjustment among secondary school students.

Hence hypothesis 3 is accepted.

EDUCATIONAL IMPLICATIONS OF THE STUDY

No, doubt, there is a great loving among the students to receive education from the every corner of the society, therefore the need is that the aspirations of the students should be properly channelized by our educational institutions as well as by other agencies. This quality of the students should be nurtured carefully and duly. Otherwise the students will use this passion negatively in any direction. Secondary school students have the same zeal for education. Therefore, the need is that our government or administration should provide special privileges and facilities for them. To evade the problems, which the students feel in the school, it is highly desirable that there should be perfect intimacy between the students and the teachers. The teacher should be so efficient to note the complexes of the students and then they should try their best to improve their complexes of the students. In a way, the teachers should play the role of a good councilor. In this way, the students who always feel hesitation and shyness in the school or feel some other problems will be benefited and they would be able to achieve their educational aspirations. The teacher should give a proper care for their students. They should be treated politely and psychologically, not rather harshly or bitterly. They should be treated as according to their immediate needs, lest they would

become frustrated and depressed. Such a proper guidance is there at school; teachers should make use of various methods, teaching tact's and techniques to make students to better adjustment in every aspect. Teacher should respect the student's efforts and let them how they adjust and their ability to do well. The teacher let them to have some freedom and responsibility to deal with the consequences of their thinking. It becomes the foremost duty of teachers to make every effort, so that our students in the school can become mature, thereby will adjust. They should create conducive climate in the school to train their emotions in the right direction. Teacher should provide proper care and attention to the students to improve their adjustment problems. It becomes the core duty of teacher in the classroom to help the students achieving the level of better adjustment. So that their proper adjustment in the school and society can take place. The identification of problems of students will help teacher to guide parents so that they can better understand their children and maintain favorite family climate. The students should be provided counseling sessions order to maintain a good level of adjustment in school and family.

SUGGESTIONS FOR FURTHER RESEARCH

1. Same type of studies may be replicated in different districts to get a comparative picture.
2. Studies in depth may be conducted to find out the differences existing in educational aspirations among male and female students.
3. Studies may be undertaken to find out the school factors which cause differences in educational aspirations between rural and urban students.
4. In this regard even experimental studies may be considered.
5. Variables other than the one considered in the present investigation may also be studied.

Delimitation of the Study:

1. Study was delimited to 200 school students.
2. Study was delimited to Two independent and one dependent variable only.

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