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**A STUDY ON EDUCATIONAL ASPIRATION, SELF CONCEPT, SCHOOL ADJUSTMENT  
OF URBAN AND RURAL SECONDARY SCHOOL STUDENTS****Dr. Ashokkumar B. Surapur****Assistant Professor and Research Guide, Department Of Education Akkamahadevi Women's University  
Vijayapura, Karnataka State.****ABSTRACT:**

*Education has been considered as natural process. The process of education started even during the pre-historic period when man in his primitive stage began to apply his intelligence to adapt himself to his environment and fulfill the needs of his life. Not only man but every living being has to adapt itself to its environment falling which its survival becomes difficult.*

**KEYWORDS :** *pre-historic period , natural process , environment.*

**INTRODUCTION:**

Some creatures have some natural powers which help them in their adaptation to environment but man lacks these powers. The nature by giving wisdom to man has deprived him of all those natural gifts which would have enabled him to adapt himself to his environment like other animals in the world. So the only way open to him was to discover and create the means of adaptation. And thus here was the beginning of education.

**STATEMENT OF THE PROBLEM.**

A study on Educational aspiration, Self concept, School adjustment of urban and rural secondary school students.

**Variables of the study:****Dependent variables:**

Educational aspiration, self concept, school adjustment

**Independent variables**

Location of the school

**General objective of the study:**

To study Educational aspiration, self concept, school adjustment of secondary school students.

**Specific objectives of the study:**

To study Educational aspiration, self concept, school adjustment of urban and rural secondary school students.

**Research Hypotheses**

There is significant difference found with respect to educational aspiration, self concept, school adjustment scores with respect to urban and rural secondary school students.

**Null Hypotheses:**

There is no significant difference found with respect to educational aspiration, self concept, school adjustment scores with respect to urban and rural secondary school students.

**Study Population**

Secondary school students of vijayapura district constitutes the study population. Totally 604 students were selected for the study. 302 students from Urban and 302 from Rural. With prior verbal permission from the school authorities was taken and students were asked to sit comfortably and they are verbally assured that their answers were used for research purpose only. Stratified random sampling technique was used to collect the data. The standardised questionnaire which are scientifically transferred from English to Kannada was used for data collection.

**Statistical method used**

The collected data was tabulated and Descriptive statistics was used to analyze the data. The result was interpreted and findings were drawn as follows.

**Table: Mean and SD of educational aspiration, self concept and school adjustment scores of students of urban and rural secondary schools**

Variables	Summary	Urban	Rural	Total
	n		302	302
Educational aspiration	Mean	49.29	46.85	48.07
	SD	11.39	9.14	10.39
Self concept	Mean	85.64	81.18	83.41
	SD	17.89	18.10	18.12
School adjustment	Mean	44.61	43.27	43.94
	SD	8.65	8.12	8.41

The above table represents the Mean and SD of academic achievement of students of urban and rural secondary schools. It clearly shows the followings:

- The total mean educational aspiration scores is  $48.07 \pm 10.39$ , in which, the students of rural secondary schools ( $46.85 \pm 9.14$ ) have smaller educational aspiration scores as compared to students of urban secondary schools ( $49.29 \pm 11.39$ ).
- The total mean self concept scores is  $83.41 \pm 18.12$ , in which, the students of rural secondary schools ( $81.18 \pm 18.10$ ) have smaller self concept scores as compared to students of urban secondary schools ( $85.64 \pm 17.89$ ).
- The total mean school adjustment scores is  $43.94 \pm 8.41$ , in which, the students of rural secondary schools ( $43.27 \pm 8.12$ ) have smaller school adjustment scores as compared to students of urban secondary schools ( $44.61 \pm 8.65$ ).

**Major findings of the Study:**

1. Rural secondary school students were having lower educational aspirations.
2. Urban secondary school students were having higher educational aspirations.
3. Rural secondary school students were having lower self concept
4. Urban secondary school students were having Higher self concept
5. Rural secondary school students were having lower secondary school adjustment
6. Urban secondary school students were having higher secondary school students.

## DISCUSSION AND CONCLUSION:

Improving education performance of children has long been regarded as one of the most important targets of national policy because it affects human capital accumulations of the country. However, how to efficiently use limited public resources to achieve this target is still under question. In this analysis, we find that there is still significant inequality in the educational performance of children between rural and urban areas. Place of residence or location of school, in terms of rural or urban, have been considered to be related to students' educational and occupational aspirations in many studies. Results indicate that urban students had higher educational and occupational aspirations than rural students; however, rural schools seemed to emphasize preparation for college attendance more than urban schools. A majority of urban students' parents were in business-related occupations, a background variable that may have influenced students' career choices. However, the majority of rural students' parents were in lower-status occupations

Lampard, Voiget, and Bornstein, 2000 found that rural families tend to place less emphasis on children's achievement than do more urban families.

McCracken and Barcinas, 1991 found that rural schools were significantly smaller, had fewer teachers, teachers' aides, and administrators, had more limited curricular and extracurricular offerings, and spent less per student compared with urban schools.

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