



# A Comparative Study of Educational Rearing and Educational Aspiration between Public and Private School Students

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## Abstract:

*The present study is aimed at exploring the perceived differences in various aspects of rearing and upbringing between students in private schools and public schools. The Educational Aspiration Scale developed by V. P. Sharma and Anuradha Gupta (1980) and Educational Rearing Practices Questionnaire, revised (ERPQ-R)– the test developed by Dr. Balbinder Singh and Dr. Himalaya Tiwari (2017) have been used in the present work. A sample of 100 ninth-grade students (female and male) from the Amritsar district (Punjab) public and private schools makes up the level of educational aspiration. In addition, 100 parents of the same children were taken into consideration for the current work's educational raising. Results suggest a pattern where students in private schools have higher aspiration scores, better attentional rearing, better facilitative rearing, and superior discipline and value upbringing compared to students in public schools. The conclusion drawn is that public school students receive significantly poor overall educational rearing when compared to students in private schools.*

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**Keywords:** Aspirations, rearing, educational rearing, private-public schools

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## 1. Introduction

The idea of "educational rearing" emphasises on the endeavors put forth by parents to improve their children's academic performance by making contributions in four different areas. Focusing on the requirements, attitudes, practises, and other issues associated with education. Additionally, they must inspire and encourage their academic progress through a wide range of activities and instill in them the integrity and ideals that are dwindling in today's society (Singh & Tiwari, 2017). The educators make utilisation of contemporary teaching technology to address issues that educational systems are currently dealing with in all spheres of society, such as illiteracy, staff shortages, technological innovations, and digitalization. Determining how parents may assist their children in reaching their full potential in order to improve educational success is crucial in such a challenging and changing environment (Singh, Tiwari & Mehrotra, 2018). Parental behaviour that supports the academic success of their children is known as educational rearing. Additionally, parents must consider this as a responsibility that must be fulfilled in order to give their offspring a safe and brighter life, since failing to do so may result in a dim coming years for their kids from a professional and academic standpoint. Despite the fact that the mother is more commonly associated with the idea of upbringing, both parents must fair deal important responsibilities in raising children for schooling (Singh, Tiwari & Mehrotra, 2018).

The four categories of educational rearing are:

- 1.Attentional Rearing (AR)** – An area of educational rearing that examines how and how much parents should give importance to their children's academic pursuits. It also entails keeping tabs on kids' achievement and attempting to determine the reason for improved or worse educational excellence, as the case may be.

2. **Motivational Rearing (MR)** - Parental behaviours, whether overt or covert, that encourage a child to pursue knowledge either externally or internally are referred to as motivational raising (MR). Parental requests for schedules and allotted study time are examples of motivational parenting.
3. **Facilitative Rearing (FR)** - The endeavours made by parents to provide their children with a secure atmosphere, monetary incentives, and emotional support are referred to as facilitative rearing.
4. **Discipline and Value Rearing (DR)** - Parents try to teach discipline, as well as social and moral norms, in their kids through the Discipline and Value Parenting (DR) method, which is a crucial component of educational child rearing.

## 2. Educational Aspiration

Aspirations can be viewed of as encompassing objective of life which can assist give a feeling of direction and meaning. They are dreams, hopes, or desires to achieve a life goal. When demonstrating approval of the present stage of goal - directed behavior, a willingness to go to the next, more intense level is frequently in conflict (Fishbach, Koo & Finkelstein, 2014). A strong desire to accomplish things lofty or wonderful is referred to as aspiration. On the other hand, aspirations typically do not result in the accomplishment of something excellent or lofty, both, present and future is considered (Chawla, 2018). "Aspirations have been identified as the educational and vocational dreams that children have for the future," write Sirin, Diemer, Jackson, and Howell in 2004. According to academicians, there are two primary categories of aspirations:

1. The ambitions that support psychological requirements are known as intrinsic aspirations. A person's well-being can be improved by working toward these objectives. Intrinsic goals frequently revolve around things like building meaningful relationships with others (affiliation), giving back to your community and the world (generosity), being in good bodily and mental health (health), and growing as a person (personal growth).
2. Extrinsic aspirations are those that are directed toward a specific goal, such as being wealthy or well-known. These objectives can compromise wellbeing and use resources that might be better allocated to intrinsic aspirations. Extrinsic aspirations frequently centre on obtaining things like being regarded as physically appealing, becoming rich or famous.

Teenagers are given educational and tutoring options by their parents and other adults, who aid in preparing children for the socially approved adulthood duties. Prospective aspirations of each adolescent are impacted by a variety of elements which come under the categories of personal characteristics and social environment (Sirin et al., 2004). Parental support has been found to be significantly related to educational aspirations. As a result, pupils should have great aspirations for their education provided their parents support and encourage them (Bashir & Bashir, 2016). Further, in comparison to school social capital, home social capital has a stronger ability to predict students' educational aspiration outcomes (Shahidul et al., 2015). All that is good for kids is what mom and dad want. In order to thrive in this complicated world, they support and mentor their children. When there appears to be a necessity, caregivers should motivate their children to pull themselves up, change their course, benefit from the mistake, and attempt again. In actuality, a parent's major duty is to inspire, assist, and provide their child with the necessary direction, especially throughout the years of secondary school as children are starting to discover their way in life (Arya and Kumar, 2017). Private and public schools are subject to a number of stereotypes. Many people believe that private schools are more costly, exclusive, and a great alternative for getting into prestigious colleges. The reputation of public schools is frequently one of poor quality, lax control, and poor academic standards (Private School vs. Public School, n. d.). Students' educational aspirations in relation to the school environment have also been studied and the findings indicate that while there are differences between rural and urban kids in terms of the educational environment, there are no such differences in terms of educational aspirations. Further, there is a positive correlation between the school atmosphere and aspirations for higher study. It also comes to the conclusion that the school setting has a big impact on forecasting educational aspirations (Bashir & Kaur, 2017).

Children from rural and urban areas had quite different educational objectives, and their parents encouraged them differently. In comparison to participants from rural areas, participants from urban areas showed much higher educational aspirations & family support (Pindar & Singh, 2021). Substantial differences in the educational aspirations of students have been reported in rural and urban secondary schools, as well as those in private and government secondary schools. This could be because some students receive preferential treatment or more exposure in private schools, or it could be because parents in private schools and urban areas are greater involved in their children's education than parents in government schools and rural areas do (Parkash & Hooda, 2018). In keeping with previous research, Geckova et al. (2010) found that all educational paths can be encouraged to pursue higher education by their families and schools. Rural and urban secondary school students differ significantly in terms of the educational setting (Bashir & Kaur, 2017). According to a study by Garg et al. (2002), family characteristics have a massive effect on how adolescents perceive educational aspirations of their parents, as well as how they feel about their own views about schoolwork and recreational readings. Education aspirations are a powerful indicator of ultimate academic achievement, according to research by Koa & Thompson (2003). Girls are less likely than boys to have academic goals, according to Singh (2011)'s study of high school pupils.

### 3. Rationale of Study

One of the fundamental and significant social institutions that affect both a person's life and society as a whole is the family. Family has a significant impact on a child's cultural, social, psychological, and moral development. Kids receive love, approval, praise, encouragement, and direction from their parents and other caregivers. Generally, students studying in public school are from low socio-economic status whereas children studying in private schools are from higher socio-economic status. Possibility is that people from low SES can give less time to their kids and their academics as they are busy with earning livelihood. The idea of "educational rearing" focuses on the efforts made by parents to improve their children's academic performance by making contributions in four areas. Parents of children studying in private schools would be better than parents of children studying in public schools and consequently would affect educational aspiration of the students studying in private and public schools.

### 4. Research Methodology

#### 4.1 Hypothesis

On the basis of the above objectives following hypotheses can be charted out:

- H<sub>1</sub>:** There will be significant difference between educational aspiration of students of private and public schools.
- H<sub>2</sub>:** There will be significant difference between educational rearing by the parents of students of private and public schools

#### 4.2 Operational definition

- 1. Educational Aspiration** -The desire to succeed in a particular educational field or to achieve certain goals is known as educational aspiration.
- 2. Educational Rearing** -To optimise academic accomplishment, educational rearing entails emphasising on and supporting academics, encouraging innovative study methods, and striving to improve the home, school, and/or college environments.

#### 4.3 Sample

For level of educational aspiration, the sample consists of 100 9<sup>th</sup> grade students (both male and female), 50 from private schools and 50 from public schools of Amritsar district (Punjab). Further, for educational rearing 100 parents of the same students have be considered for the present work.

#### 4.4 Psychological Tools Used

- 1. The Educational Aspiration Scale developed by V P Sharma and Anuradha Gupta (1980)** - The scale was created on the basis of the theories that (i) past experiences (Pe.) in terms of marks

attained, estimates made, goals set, and successes or failures experienced, (ii) the amount of effort (Ae.) put forth during the examination, and (iii) one's ability and capacity (Ac.) to prepare for the exam, all directly affect setting future goals. Reliability Coefficient by the test-retest method and internal consistency by the odd-even methodology utilising the S-B equation were discovered to be 0.98 and 0.596, respectively. The scale's validity measured against academic success was found to be 0.692, while the EAS, form V's predictive validity was found to be 0.596. The significance level for these values is .01.

**2. Educational Rearing Practices Questionnaire, revised (ERPQ-R)** – The test has been developed by Dr. Balbinder Singh and Dr. Himalaya Tiwari (2017). The 50-item ERPQ-R has a Yes/No response format. It assesses four domains of educational rearing: Attention Rearing, Motivational Rearing, Facilitative Rearing, and Discipline and Value Rearing. The test's split-half reliability was discovered to be .82, and when the test's test-retest reliability was calculated, it came out to be .74. The test's concurrent-criterion validity is .77, which is significant at both the .05 and .01 levels of significance.

### 5. Results and Discussion

The typical population of Group-1 is thought to be different from the average population of Group 2. Alternatively, the sample averages of Groups 1 and 2 show a statistically significant disparity between them. Secondary school students' aspiration scores differ greatly between private and public schools ( $t_{98} = 3.624, p < 0.01$ ). As a result, the alternative hypothesis is supported by the current study. This shows that students in private schools (Mean = 209.62, SD = 67.44) have substantially higher aspiration scores than do students in public schools (Mean = 168.75, SD = 42.67). Rural areas have greater rates of poverty, which affects not only children and their schooling but also adults and families who are more likely to live in poverty across generations (Thiede et al., 2018). The inequalities between rural and urban populations persist even when academic success has improved in rural areas; for instance, in India, in rural areas 46.1% of males and 40.7% of females in the 3-35 years age-group were currently attending educational institution. In urban areas these percentages were 46.7% and 42.6% respectively for males and females. Literacy rate among persons (aged 7 years and above) in India was about 77.7%. In rural areas, literacy rate was 73.5% compared to 87.7% in urban areas. Difference in literacy rate among males and females (aged 7 years and above) was observed with male literacy rate higher (84.7%) than female literacy rate (70.3%) (Government of India, Ministry of Statistics and Programme Implementation, 2017). In terms of earnings, we observe comparable trends. There is a disparity between urban and rural locations, with employees in the former receiving greater wages and more job choices (Marré, 2017).

**Table 1. Showing t-values for Level of Educational Aspiration and Educational Rearing in relation to Public and Private Schools (N=100)**

Variable	(Group-1) Public School		(Group-2) Private School		t-value
	Mean	SD	Mean	SD	
Level of Aspiration	168.75	42.67	209.62	67.44	<b>3.624**</b>
Attention Rearing	9.48	2.38	11.48	1.85	<b>4.683**</b>
Motivational Rearing	8.86	1.55	8.76	1.74	0.304
Facilitative Rearing	10.94	1.48	11.66	1.63	<b>2.320*</b>
Discipline and Value Rearing	8.60	1.59	6.52	1.86	<b>6.000**</b>
Educational Rearing Total Score	35.74	5.58	40.58	4.51	<b>4.769**</b>

\*\*. Significant at 0.01 level of significance

Secondary school students' Attentional Rearing scores vary significantly between private (Mean = 11.48, SD = 1.85) and public (Mean = 9.48, SD = 2.38396) institutions ( $t_{(98)} = 4.683$ ,  $p < 0.01$ ). It is thought that the typical student body in private schools is different from the average student body in public schools. Or to put it another way, the sample averages of private and public institutions differ statistically in a manner that is sufficiently significant. As a result, the alternative hypothesis is supported by the current study. This suggests that students in private schools get substantially better attentional rearing than those in public schools. It was shown that there was a significant difference in the connection between the parental characteristics of parents who lived in urban and rural locations. In metropolitan locations, parents are more focused on their relationships with their children. There were no appreciable gender differences in the parental characteristics. The cause may be that parents are more conscious of their relationships with children, regardless of gender, as most households nowadays do not practise significant gender discrimination (Sharma & Alim, 2017).

Students in public and private secondary institutions receive significantly different scores on the Facilitative Rearing scale ( $t_{(98)} = 2.320$ ,  $p < 0.01$ ). There is a statistically significant difference between the representative means of private and public institutions. The current study therefore lends credence to the alternative theory. This suggests that students in private schools (Mean = 11.66, SD = 1.63) get substantially better facilitative rearing than those in public schools (Mean = 10.94, SD = 1.47). Secondary school students in private and public schools perform considerably differently on the Discipline and Value Rearing scales ( $t_{(98)} = 6.0$ ,  $p < 0.01$ ). It is implied that the typical student body of private schools differs from the average student body of public schools. In other words, there is a statistically significant difference between the sample means of private and public institutions. As a result, the alternative hypothesis is supported by the current study. This suggests that public school (Mean = 8.60, SD = 1.59) students receive significantly superior discipline and value upbringing than students in private schools (Mean = 6.52, SD = 1.86). The fabric of the family has transformed because of urbanisation, globalisation, and modernization, which has also changed the family's role in instilling moral ideals. The importance of family elders has decreased as a result of growing urbanisation and the rise of small families. The youngsters lack their wisdom and life experience. When both parents are employed, they typically have less free time to spend with their children. This lessens the effect of parents and enhances the effect of friends, peers, and others on children's conduct. The values within the household deteriorate as a result of parental disinterest, discontentment, and a lack of security. Children acquire limited values as a consequence of the growing importance of money in urban regions and the materialistic lifestyle. They would prioritise financial items over interpersonal relationships and morals. The dynamic character of family can occasionally be beneficial as well. Women who work outside and participate in family decision-making, for instance, can teach their children about gender equality (Civildaily, June 24, 2019).

The educational rearing combined test scores of Secondary school students' from private and public schools vary significantly ( $t_{(98)} = 4.769$ ,  $p < 0.01$ ). It can be assumed that the average student population in private schools is different from the average student community in public schools. In other words, there is a statistically significant difference between the sample means of private and public institutions. The alternative hypothesis is therefore supported by the current study. This shows that students in public schools (Mean = 35.74, SD = 5.58) receive significantly poor overall educational rearing when compared to students in private schools (Mean = 40.58, SD = 4.51). In addition to being key players in their children's academic development and behaviour management at school, parents can also act as support systems for the institution and for academic achievement (Valdés and Uras, 2010). Parents' attitudes about their responsibilities as parents, including engaging in tasks they see as their responsibilities and leave the majority to the teachers or the school, serve as one of the primary individual psychological motivating factors for them to become proactive in engaging in the scholastic events of their kids (Walker et al., 2011).

Secondary school students in private and public institutions scored similar on the Motivational Rearing

scale ( $t_{98} = 0.304$ ,  $p > 0.05$ ). The typical student population in private schools is assumed to be the same as that in public schools. Or to put it another way, the sample averages of private and public institutions do not differ statistically in a manner that is sufficiently significant. As a result, the alternative hypothesis is not supported by the current study. This shows that students in public schools (Mean = 8.86, SD = 1.55) don't necessarily receive substantially better motivational rearing by their parents when compared to students in private schools (Mean = 8.76, SD = 1.74). Research suggests that students benefit academically when their parents support and promote their extracurricular activities. In comparison to parents of children in rural areas, urban parents are more upbeat, supportive, loving, and empathetic towards their offspring (Khare, 2019).

Aspiration is the expression of the desire to achieve and improve them. Level of Aspiration as a motivational construct refers to the process of setting a goal by an individual in the activity to be performed. This depends on the individual's knowledge of past performance in the particular task. Thus, setting of aspiration levels and the consequent feeling of success and failure resulting in either the raising or the lowering of the subsequent levels is common characteristics in goal setting behavior. Students should keep his feet on ground to maintain a level of aspiration close to his past performance. It is found that school environment also affects the student's aspiration. Achievement motivation increases their aspiration level. High aspiration or high expectation has higher school achievement than those with both low expectations. It is most important predictor of future educational behaviours among students (Mathur & Kalani, 2016).

## 6. Conclusion

The conclusion drawn is that public school students receive significantly poor overall educational rearing when compared to students in private schools. Further, a consistent pattern have been suggested where students in private schools have higher aspiration scores, better attentional rearing, better facilitative rearing, and superior discipline and value upbringing compared to students in public schools.

## 7. Implications

- **Educational Policy Considerations:** The study's conclusion suggests disparities in overall educational rearing between public and private school students. This calls for attention from policymakers to investigate and address potential systemic issues affecting public education.
- **Resource Allocation:** If the findings hold broader validity, policymakers may need to reconsider resource allocation to public schools. Ensuring adequate resources and support could contribute to improving the overall quality of education and rearing practices.
- **Teacher Training and Development:** Training programs for educators, especially in public schools, could be enhanced to focus on effective rearing practices. This may involve workshops, professional development, and the incorporation of best practices in teaching methodologies.
- **Parental Involvement:** Encouraging increased parental involvement in public schools may positively impact educational rearing. Collaborative efforts between schools and parents can create a more supportive educational environment.
- **Research-Driven Interventions:** Further research and interventions can be designed to identify specific areas within public education that require improvement. Evidence-based practices should guide these interventions to ensure effectiveness.

## 8. Delimitations

- **Sample Size and Geographic Scope:** The study focused on a specific sample of ninth-grade students in the Amritsar district (Punjab). Generalizing findings to a broader population or different regions should be done cautiously.
- **Subjectivity of Perceptions:** The study is based on perceived differences, which might be influenced by individual perspectives and biases. Future research could incorporate additional measures or qualitative methods to offer a more comprehensive understanding.

- **Causation vs. Correlation:** The study may indicate correlations between school type and perceived rearing practices, but establishing causation is complex. Other variables not considered in this study may contribute to the observed differences.
- **Temporal Factors:** The study does not explore potential changes in rearing practices over time. Educational systems evolve, and considering temporal factors could provide a more dynamic perspective.
- **Socioeconomic Considerations:** Socioeconomic status is often a crucial factor influencing educational outcomes. While the study acknowledges the Amritsar district, further research could delve deeper into the socioeconomic context to provide a more nuanced understanding.
- By acknowledging these delimitations and considering potential implications, future research and policy initiatives can build upon your study, contributing to a more comprehensive understanding of educational rearing and its impact on students in different school settings.

## 9. Suggestions for Future Research

- A sizable sample could be chosen.
- Could be included a variety of populations in the study and comparison could be done.
- On the basis of the results of the current work, extensive research can be proposed.

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