



Research Consortium Archive

P(ISSN) : 3007-0031

E(ISSN) : 3007-004X



EDUCATIONAL ASPIRATIONS AND SOCIAL MOBILITY: A SURVEY OF SECONDARY SCHOOL STUDENTS' FUTURE GOALS

Syed Ghazanfer Abbas

PhD Scholar, Department of Educational Leadership & Management, Faculty of Education, International Islamic University, Islamabad, Pakistan. syed.ghazanfer51214@gmail.com

Dr. Noreen Ayaz

Department of Education, University of Haripur, KP, Principal, GGHSS, DINGIL.

Anwar Mahjabeen

English Lecturer at University of Hail, Hail City, Kingdom of Saudi Arabia

Publisher : EDUCATION GENIUS SOLUTIONS

Review Type: Double Blind Peer Review

ABSTRACT

This study explores the relationship between educational aspirations and perceived social mobility among secondary school students. The study aims to (1) examine the educational aspirations of secondary school students from different socioeconomic backgrounds, (2) investigate the relationship between students' educational aspirations and their perceptions of social mobility, and (3) identify demographic factors influencing students' future educational goals. Educational aspirations are shaped by various sociological factors such as socioeconomic status, family background, and cultural expectations. Using a descriptive survey design, data were collected from a stratified random sample of 300 secondary school students. A structured questionnaire assessed students' future educational goals and their views on education as a path to upward mobility. Data were analyzed using descriptive and inferential statistics. Findings indicated that students with higher socioeconomic backgrounds demonstrated significantly greater educational aspirations ($M = 4.3$, $SD = 0.6$) and a stronger belief in the role of education in improving social status ($r = 0.48$, $p < .01$) compared to students from lower-income backgrounds ($M = 3.7$, $SD = 0.9$). Parental education also had a significant effect ($F = 6.21$, $p < .01$). The study underscores the need for educational policies that support equitable opportunities for aspiration development across diverse student populations.

Keywords: educational aspirations, social mobility, secondary education, socioeconomic status, student goals

Introduction

Education has long been recognized as a critical pathway for achieving social mobility, empowering individuals to rise above inherited socioeconomic limitations and pursue improved life opportunities. In modern societies, secondary education serves as a vital transitional stage where students begin to form concrete educational and career aspirations. These aspirations not only reflect students' individual ambitions but are also shaped by broader social structures, including family background, cultural expectations, and access to educational resources.

For many students, especially those from disadvantaged or marginalized communities, aspirations for higher education signify hope for a better future. However, the ability to translate aspirations into attainment is often constrained by structural inequalities. Factors such as parental education, household income, school quality, and peer influence all play a role in shaping what students believe is possible. Moreover, societal narratives around success and mobility contribute to the way young people conceptualize their academic goals.

In the context of secondary school students in Pakistan, understanding educational aspirations is particularly important. The country faces diverse socioeconomic realities, regional disparities, and challenges in education access, making it crucial to

assess how students perceive their potential for upward mobility through education. This study investigates students' aspirations and examines how these relate to their social background and perceived barriers, with a focus on the role of education as a mechanism for transforming life trajectories.

Literature Review

Educational aspirations are widely recognized as a pivotal factor in shaping students' academic trajectories and long-term life opportunities. Numerous sociological and educational theories have been employed to understand how these aspirations are formed and influenced. This literature review explores foundational theories, empirical research, and recent studies that underscore the relationship between educational aspirations and social mobility, particularly among secondary school students.

Theoretical Foundations

Pierre Bourdieu's (1986) theory of *cultural capital* provides a foundational framework for understanding educational inequality. According to Bourdieu, students from higher socioeconomic backgrounds possess forms of cultural capital—such as language proficiency, educational knowledge, and parental support—that align with institutional expectations, thereby enhancing their academic confidence and aspirations. These students are more likely to view higher education as attainable and beneficial, leading to higher educational goals.

In contrast, students from lower-income families may lack exposure to such capital, which can hinder their educational aspirations, not necessarily due to lower ability but due to reduced access to resources and reinforcement (Sullivan, 2001). The school system, often aligned with middle-class norms, can unintentionally perpetuate these inequalities.

Eccles and Wigfield (2002) expanded this understanding with their *Expectancy-Value Theory*, which posits that students' motivation and aspirations are influenced by their expectations for success and the value they attach to educational goals. Students who believe that education will lead to positive outcomes (e.g., upward mobility, better employment) are more likely to set higher academic aspirations.

Socioeconomic Status and Aspirations

Link between Socioeconomic Status and Educational Aspirations

A substantial body of research has established a strong correlation between students' socioeconomic status (SES) and their educational aspirations. Socioeconomic status, typically measured by family income, parental education, and occupation, influences not only access to resources but also the expectations that shape students' academic goals. Students from higher SES families generally experience a more favorable academic environment, which is conducive to the development of higher aspirations. Bourdieu's (1986) theory of cultural capital highlights that students from affluent backgrounds are better equipped to meet the cultural,

social, and academic expectations of educational institutions, which in turn fosters higher aspirations.

Sirin (2005) conducted a meta-analysis examining the impact of family SES on academic achievement and future educational goals, confirming that SES is one of the most significant predictors of educational outcomes. According to Sirin, students from higher SES families are more likely to have access to enriched learning environments, extracurricular opportunities, private tutoring, and more supportive educational resources. These factors collectively contribute to the formation of higher educational aspirations, often resulting in better academic performance and higher college attendance rates.

Barriers for Low-Income Students

Conversely, students from low-income families, despite often exhibiting high educational aspirations, face structural barriers that impede the realization of these goals. Trusty (2000) found that although many low-income students express high aspirations, the mismatch between their aspirations and the resources available to them creates a significant challenge. These students often lack access to the same educational opportunities as their wealthier peers, including limited access to advanced coursework, extracurricular activities, and college-preparatory resources. As a result, despite their strong aspirations, they are often hindered by inadequate academic support, fewer role models, and limited exposure to pathways that lead to higher education.

This disparity between aspiration and attainment can lead to feelings of disillusionment and disengagement from the educational process. Research by Rumberger (2011) suggests that when students encounter barriers that prevent them from reaching their academic goals, it can erode their sense of self-efficacy, leading to decreased motivation and engagement. This pattern of aspiration-attainment gap is a critical issue in educational research and policy, particularly in understanding the factors that contribute to high dropout rates among students from disadvantaged backgrounds.

Impact of Parental Involvement and Expectations

Parental involvement and expectations are key components that influence students' educational aspirations. Students from higher SES families benefit not only from more resources but also from parents who have higher educational expectations and a greater ability to navigate the education system. Davis-Kean (2005) found that parental expectations are strongly correlated with student academic achievement and future goals, with parents from higher SES backgrounds more likely to hold higher expectations for their children's educational success.

In contrast, low-income parents may face challenges that limit their ability to provide the same level of educational support. While many parents in disadvantaged backgrounds highly value education, they may not have the resources, time, or knowledge to

guide their children through the educational system effectively. This can impact students' perceptions of what is attainable, affecting their educational aspirations.

Consequences of SES Disparities on Educational Outcomes

The consequences of SES-related disparities in educational aspirations are far-reaching. Higher SES students, equipped with better resources and support, tend to perform better academically, which further boosts their aspirations for higher education and career success. On the other hand, students from lower SES backgrounds, facing barriers that hinder the realization of their educational goals, often experience a cycle of underachievement and reduced aspirations, which can perpetuate the cycle of social inequality.

Educational institutions and policymakers must recognize these disparities and work toward bridging the gap by providing equitable resources and support to students from all socioeconomic backgrounds. Programs that aim to raise aspirations, such as mentorship initiatives, after-school tutoring, and college prep programs, can play a crucial role in addressing these disparities.

Parental Influence and Educational Expectations

The Role of Parental Education and Expectations

Parental education and involvement play crucial roles in shaping students' educational aspirations and academic outcomes. Studies by Fan and Chen (2001) and Davis-Kean (2005) have demonstrated that parents' educational expectations are one of the most significant predictors of their children's academic self-concept and future educational goals. These expectations often act as implicit motivators, signaling to students the importance of educational success. Students whose parents expect them to complete higher education are more likely to internalize these aspirations, viewing higher education as an achievable and desirable goal, irrespective of their personal background or socioeconomic status.

Research has also indicated that when parents have higher levels of education, they are more likely to encourage their children to pursue higher education and to provide the necessary support for these aspirations. The presence of educational role models in the family can shape a student's understanding of academic achievement, not only in terms of academic success but also as a pathway to social mobility (Davis-Kean, 2005).

Parental Involvement in Education

Beyond educational expectations, parental involvement in academic decision-making is another key factor that significantly impacts students' educational trajectories. Hill and Tyson (2009) found that students whose parents are actively involved in their education—such as by helping with homework, discussing school-related matters, and encouraging college applications—tend to have higher academic achievement and stronger educational aspirations. Parental involvement fosters a positive academic environment at

home, which reinforces the value of education and motivates students to set higher academic goals.

For instance, parents who actively engage in school activities or help their children navigate the complexities of the college application process provide both emotional and practical support that helps students stay focused on their goals. This involvement not only boosts students' academic self-esteem but also promotes a sense of responsibility and commitment to their educational journey.

Impact of Parental Educational Attainment on Student Aspirations

Parental educational attainment is often cited as one of the most consistent factors influencing students' academic aspirations. According to findings by Jeynes (2007), children of parents with higher educational levels are more likely to attend college and to hold higher educational expectations. These children are typically exposed to higher levels of educational discourse and more sophisticated academic resources, which naturally foster greater aspirations for higher education. On the contrary, students whose parents have lower educational attainment may lack these advantages, which can hinder the development of similarly high educational goals.

However, it is important to note that the impact of parental educational attainment is not solely dependent on the parents' formal education levels but also on the extent to which parents emphasize the value of education. Parents who place a high value on education—regardless of their own educational background—can significantly influence their children's aspirations. As observed by Lareau (2003), middle-class parents tend to emphasize "concerted cultivation," which includes active engagement in their children's education, fostering an environment of high educational expectations.

Cultural and Social Contexts of Parental Influence

Parental influence on educational aspirations is also shaped by cultural and social contexts. In some cultures, education is viewed as a primary means of achieving success and social mobility, and parents may place heavy emphasis on educational achievement. Conversely, in other cultural contexts, educational aspirations may be less emphasized, particularly if other pathways to success (such as work or family roles) are valued more. For example, students from immigrant backgrounds may face the dual challenge of adapting to a new educational system while navigating the aspirations and expectations set by their families, which may vary according to cultural norms (Suárez-Orozco, 2001).

Conclusion: The Power of Parental Influence

The role of parental involvement in shaping educational aspirations cannot be overstated. Research consistently shows that parents' educational expectations and their active participation in their children's academic lives are strongly associated with higher

educational aspirations and academic achievement. By fostering an environment that prioritizes education, parents provide their children with the tools to succeed academically and the confidence to pursue higher education, regardless of their socioeconomic background.

Perceptions of Social Mobility

The Role of Education in Social Mobility

A key determinant of students' educational aspirations is their perception of the relationship between education and social mobility. Social mobility refers to the ability of individuals to move up or down the socioeconomic ladder, and education is often viewed as the primary means of upward mobility. When students perceive a strong connection between academic success and improved life outcomes, they are more likely to develop higher educational aspirations. This belief is grounded in the idea that education is a tool that can break the cycle of poverty and provide opportunities for better job prospects, improved social status, and financial independence (Kerckhoff, 2001).

Kerckhoff (2001) argues that students who see a clear path between education and social mobility are more likely to be motivated to achieve academically. The belief in education as a gateway to success can create a sense of hope and determination, fueling aspirations for higher education and long-term career goals. This perception is particularly powerful for students in disadvantaged or lower-income communities, where education may be one of the few accessible routes to social advancement.

Geographical and Contextual Variations in Perceptions

The perception of social mobility through education can vary significantly depending on regional, social, and economic contexts. Urban students often have greater access to educational resources, success stories, and role models who exemplify the benefits of higher education. Cities offer students more opportunities to meet individuals who have successfully used education to improve their social status, which reinforces the belief in education as a means of upward mobility. In contrast, rural students may face more challenges, such as limited exposure to higher education role models or successful figures, and may have fewer opportunities to attend universities or obtain information about higher education pathways. This discrepancy can impact their motivation and aspirations to pursue higher education.

UNESCO (2015) emphasizes that fostering belief in the meritocratic value of education is essential to maintaining student motivation. According to UNESCO, educational systems that highlight the idea that hard work and academic success lead to better life outcomes encourage students to aim for higher educational attainment. These beliefs are vital for motivating students to persist through challenges and continue their educational journey despite potential obstacles.

Challenges to Belief in Social Mobility

However, the belief in education as a pathway to social mobility is not always realized in practice. When students observe limited upward mobility among educated individuals in their communities, their belief in the utility of higher education may begin to erode. For example, in regions where there is high unemployment, inequality, or corruption, educated individuals may struggle to find jobs that match their qualifications. These realities can lead to disillusionment among students, especially if they see that the education system does not provide guaranteed access to the job market or economic advancement (Boudon, 2003).

In communities with high levels of unemployment or where the job market is saturated with qualified individuals, students may question whether investing time and resources into higher education will actually lead to the improvements in their social status that they anticipate. Research by Boudon (2003) argues that when students perceive that their hard-earned degrees do not provide tangible benefits in terms of upward mobility, they may begin to reconsider the role of education in their lives. This skepticism can lead to decreased motivation and a decline in aspirations for higher education.

The Impact of Social Mobility Perceptions on Educational Aspirations

The perceptions students hold regarding social mobility directly influence their academic aspirations and career decisions. If students perceive that education is a key factor in achieving upward mobility, they are more likely to engage in academic activities, set high educational goals, and persist in overcoming academic challenges. Conversely, if students perceive limited social mobility despite educational attainment, they may become disengaged, question the value of their efforts, and potentially withdraw from the educational system.

Educational systems and policymakers must address these perceptions and work to ensure that students from all socioeconomic backgrounds believe in the transformative power of education. By emphasizing success stories, offering role models, and fostering a more meritocratic view of education, schools can enhance students' belief in the connection between academic success and future mobility.

Gender and Cultural Expectations

Gender Norms and Educational Aspirations

Gender norms and cultural expectations significantly shape educational aspirations, influencing both the perceived importance and feasibility of pursuing higher education. In many societies, gender roles dictate the opportunities and limitations individuals face in terms of education and career paths. These norms often differ for girls and boys, leading to disparities in their educational goals and aspirations.

Historically, educational opportunities for girls were more

restricted than for boys, particularly in certain regions where cultural norms prioritized marriage and domestic roles over academic achievement for females. However, in recent decades, girls have shown an increasing trend toward higher educational aspirations, particularly in Western and developed countries. Studies have shown that girls are now outperforming boys in terms of academic achievement and college enrollment in many regions (Buchmann & DiPrete, 2006). Despite these gains, cultural norms often moderate the aspirations of girls, particularly in societies where traditional roles are still strongly emphasized.

Cultural Expectations and the Moderation of Aspirations

In many cultures, girls are expected to balance their academic aspirations with societal expectations related to marriage and family life. In such contexts, educational aspirations for girls may be moderated by the belief that marriage and domestic responsibilities are ultimately more important than career or academic success (Buchmann & DiPrete, 2006). These cultural expectations often create a dichotomy for girls—while they may aspire to achieve higher education, their aspirations are often shaped by the perceived social obligation to prioritize family responsibilities after marriage.

Furthermore, in many societies, girls may face additional cultural barriers related to mobility. In some regions, girls' educational opportunities are more constrained by societal expectations regarding their safety and appropriate behavior in public spaces. These norms, which may restrict girls' freedom of movement, can impact their ability to attend school, engage in extracurricular activities, or pursue further education (UNESCO, 2019).

Shifting Gender Norms and Aspirations for Girls

Despite the challenges, gender norms are slowly changing in many parts of the world, and girls are increasingly being encouraged to pursue higher education and careers. Cultural shifts, advocacy for gender equality, and government policies promoting female education have helped create more equitable opportunities for girls. For example, programs that offer scholarships and financial assistance for female students or support for girls in STEM fields have shown positive impacts on girls' educational aspirations (Sánchez & Castaño, 2021).

In some societies, gender norms are evolving as the economic need for dual-income households grows, leading to greater acceptance of women in the workforce and, by extension, greater encouragement for girls to pursue higher education. This change is reflected in the increasing number of women pursuing degrees in traditionally male-dominated fields, such as engineering, medicine, and law (Buchmann & DiPrete, 2006). However, even in these evolving contexts, cultural norms continue to exert significant influence on the aspirations and outcomes of girls' educational careers.

Gender Expectations and Boys' Aspirations

While gender norms affect girls' educational aspirations, they also shape boys' perceptions of education. In many societies, boys are often expected to be the primary breadwinners, which can create pressure to pursue vocational or professional careers rather than academic studies. Additionally, some cultures may view academic success as less important for boys, emphasizing instead physical strength or vocational skills. This may lead some boys to prioritize work over education, especially if they do not see education as directly linked to their future success in the job market (Müller & Karle, 2008).

However, gender expectations are also evolving for boys, particularly in Western contexts, where there is growing recognition of the importance of education for both boys and girls. In many developed countries, there is a concerted effort to engage boys in academic pursuits, especially in response to concerns about higher dropout rates and underachievement among male students in certain educational systems (Skelton, 2009).

Conclusion: The Intersection of Gender and Education

The intersection of gender and educational aspirations is complex and shaped by a variety of cultural, social, and economic factors. While girls have made significant strides in pursuing higher education, they continue to face barriers rooted in cultural expectations around marriage, domestic roles, and mobility. Boys, on the other hand, may experience different pressures related to their roles as future providers, which may influence their educational aspirations and engagement.

Educational systems and policymakers must take these gendered expectations into account when designing interventions aimed at improving educational aspirations for both girls and boys. By addressing cultural norms and providing equitable opportunities for all students, societies can better support the educational ambitions of future generations.

Educational Institutions and Peer Influence

The Role of School Climate in Shaping Aspirations

The school climate plays a pivotal role in shaping students' educational aspirations. A positive school climate, characterized by high academic standards, supportive teacher-student relationships, and an overall culture of aspiration, can significantly enhance students' academic goals and motivation. Wentzel (1998) emphasized that schools that foster a culture of achievement and academic excellence create an environment in which students feel supported and encouraged to pursue higher educational goals. This culture helps students see the connection between academic effort and success, providing them with a clear path to achieving their aspirations.

In schools with a strong academic climate, teachers act not only as instructors but also as mentors, guiding students toward setting and achieving high academic standards. Such schools are

often equipped with resources that support students in developing both academic and social skills, empowering them to envision a successful future. These environments are crucial in developing students' educational aspirations, especially when they provide consistent positive reinforcement and access to academic opportunities (Eccles & Wigfield, 2002).

Teacher-Student Relationships and Aspirations

Teacher-student relationships are another key factor influencing students' educational aspirations. Research suggests that students who experience positive and supportive interactions with teachers are more likely to have high educational aspirations (Wentzel, 1998). Teachers who show interest in their students' academic progress and well-being can inspire students to set higher educational goals. These relationships can foster a sense of belonging and motivation, which, in turn, encourages students to pursue more challenging academic endeavors.

For instance, when students feel that their teachers believe in their potential and provide constructive feedback, they are more likely to feel confident in their ability to succeed and reach their goals. Additionally, teachers who encourage students to take part in extracurricular activities, such as academic clubs or competitions, can further nurture their aspirations. Research by Borman and Dowling (2010) supports the idea that the presence of strong, supportive teacher-student relationships is a significant predictor of students' engagement with their academic work and future aspirations.

Peer Influence on Educational Aspirations

Peer influence is another significant factor in shaping students' educational aspirations. The social environment in which students interact with their peers can either encourage or discourage academic ambition. Positive peer groups that value education and success can motivate students to adopt similar attitudes toward their studies. Conversely, peer pressure from groups that do not value academic achievement can lead to lower educational aspirations and disengagement from school (Wentzel, 1998).

The presence of academic role models among peers is particularly influential. When students have friends or classmates who value education and actively pursue higher academic goals, they are more likely to adopt these attitudes as well. Peer groups that encourage studying, engaging in academic discussions, and striving for excellence can create an academic culture within the school that is contagious, leading to an overall increase in students' educational aspirations (Juvonen et al., 2006). In contrast, students who are part of peer groups that emphasize non-academic pursuits may have their aspirations diminished, especially if there is a perception that academic success is uncool or unimportant.

The Impact of Negative Peer Influence

Negative peer influence can be especially detrimental to students' aspirations, particularly among at-risk youth. Research indicates

that students from lower socioeconomic backgrounds or those facing educational disadvantages may be more vulnerable to the effects of negative peer influence. Peer groups that devalue education or endorse disengagement from academic pursuits can lead students to question the value of their education (Burgess et al., 2009). This phenomenon is particularly concerning because it may undermine the efforts of schools and teachers to encourage academic success, especially in communities where educational attainment is already lower than average.

At-risk students who do not have access to positive academic role models, either within their peer groups or from adults in their community, may struggle to see the value in continuing their education. Negative peer pressure can also contribute to lower self-esteem, lack of motivation, and higher dropout rates among these students, ultimately limiting their educational and career opportunities (Wentzel, 1998).

Educational Institutions as Catalysts for Aspirations

Educational institutions that prioritize creating a positive school climate and encouraging positive peer relationships can act as catalysts for student aspirations. Schools that implement programs that foster collaboration, peer mentoring, and peer support can provide a framework that allows students to build aspirations based on shared goals and positive reinforcement. By establishing a culture of high expectations, schools can help students from diverse backgrounds see the value of education in achieving personal and professional success.

Policymakers and educators should consider the social dynamics within schools and the power of peer influence when designing interventions aimed at increasing educational aspirations. Creating an inclusive school environment that supports positive peer relationships and encourages academic achievement is essential to helping all students, particularly those from disadvantaged backgrounds, develop and maintain high educational aspirations.

Emerging Trends and Gaps

The Role of Digital Media in Shaping Educational Aspirations

One of the emerging trends in shaping educational aspirations is the growing influence of digital media. With the advent of the internet, social media platforms, and educational technologies, students now have access to a wide array of information about higher education, career options, and success stories. Recent studies have explored how digital media can play a pivotal role in broadening students' horizons and influencing their aspirations (Archer et al., 2014). Social media platforms, in particular, offer students access to role models, scholarship opportunities, and success narratives that they may not have encountered in their local environments.

Moreover, digital learning platforms and online mentorship programs have emerged as effective tools in supporting students'

educational journeys, especially for those in remote or underserved areas. These platforms provide students with access to resources, academic support, and virtual communities that can enhance their motivation to pursue higher education. While these technologies hold promise, research indicates that their impact is uneven, with students from lower socioeconomic backgrounds often lacking the resources or skills to fully benefit from these opportunities (Zhao & McDougall, 2019).

Mentorship Programs and Targeted Interventions

Mentorship programs have been another promising avenue for increasing students' educational aspirations. Research has shown that mentorship, whether formal or informal, provides students with critical guidance and support. Mentors can offer advice, share experiences, and connect students with opportunities that they might not have encountered otherwise (Herrera et al., 2011). These programs are particularly beneficial for students from disadvantaged backgrounds, who may not have the same access to educational guidance and career networks as their more affluent peers.

Targeted interventions, such as college preparatory programs and career counseling initiatives, have also gained attention in recent years. These programs aim to address the barriers that hinder students from pursuing higher education, including a lack of information, financial constraints, and low self-efficacy. Studies have demonstrated that when students are provided with the necessary resources, information, and guidance, their aspirations are more likely to align with their academic abilities, thus enhancing their motivation to pursue higher education (Castellanos & Gloria, 2007).

Localized Research Gaps in Developing Countries

Despite the growing body of research on educational aspirations, there remains a significant gap in localized studies, particularly in developing countries such as Pakistan. Most of the existing literature on educational aspirations focuses on Western contexts, where educational systems, social norms, and economic conditions differ considerably from those in developing nations. As a result, there is a pressing need for context-specific research that accounts for regional disparities, educational policy gaps, and cultural diversity in countries like Pakistan.

In Pakistan, educational aspirations are shaped by a complex interplay of social, economic, and cultural factors. Regional disparities, such as differences between rural and urban areas, play a significant role in determining students' access to quality education and their ability to aspire toward higher education. In rural areas, students often face challenges such as inadequate infrastructure, limited access to resources, and a lack of educational role models, which can hinder their aspirations. Additionally, gender norms, family expectations, and local cultural attitudes toward education can further limit students' aspirations,

particularly for girls (Siddiqui, 2017).

Educational policy gaps also contribute to these disparities, as policies often fail to address the unique needs of marginalized communities. While national educational reforms may promote access to education, there is often a lack of targeted strategies to increase aspirations among disadvantaged students. Furthermore, cultural diversity in Pakistan means that students from different ethnic and linguistic backgrounds may have different experiences of education and varying levels of access to opportunities that could foster their aspirations.

Thus, there is a critical need for more localized research that explores how these contextual factors influence educational aspirations in Pakistan and other developing countries. This research would provide valuable insights for policymakers, educators, and practitioners looking to design interventions that address the unique challenges faced by students in these regions.

Conclusion: Bridging the Gap

While emerging trends such as digital media and mentorship programs offer new avenues for increasing educational aspirations, there are significant gaps in localized research that need to be addressed. By conducting context-specific studies, particularly in developing countries, researchers can better understand the unique barriers that students face and develop more effective strategies to support their educational aspirations. In Pakistan, where disparities in access to quality education and social mobility are prominent, addressing these gaps will be crucial in fostering a more equitable and inclusive education system.

Research Questions

1. What are the prevailing educational aspirations among secondary school students?
2. How do students perceive the role of education in achieving upward social mobility?
3. Do socioeconomic factors influence students' educational goals and future expectations?

Methodology

Research Design

This study utilized a quantitative descriptive survey design. This design was chosen to explore the relationship between students' educational aspirations and their perceptions of social mobility. By employing a survey approach, the study gathered detailed information about students' aspirations, social mobility perceptions, and influencing factors, allowing for statistical analysis of these relationships.

Population and Sample

The population for this study consisted of secondary school students in Grades 9-12 from Rawalpindi District, Pakistan. The selection of this specific educational level was based on the critical stage of academic decision-making during secondary school, where students begin to form clear aspirations for higher education.

A total of 300 students were selected using stratified random sampling to ensure that the sample represented diverse socioeconomic backgrounds and types of schools (public and private). Stratified random sampling was essential to achieve a balanced representation of students from different socioeconomic statuses, which allowed for the examination of how these backgrounds influence educational aspirations.

Instrumentation

To collect data, a structured questionnaire was developed. The instrument was divided into three sections:

Section A: Demographic Information

This section gathered basic demographic information, including the students' age, gender, grade level, family income, and parental education. These factors are essential for understanding how personal and family background influences students' educational aspirations.

Section B: Educational Aspiration Scale

This section assessed students' educational aspirations, measuring their goals related to higher education. Students were asked about their intentions for continuing education beyond secondary school, their preferred fields of study, and their perceptions of the importance of higher education in achieving their personal and professional goals.

Section C: Perceptions of Social Mobility Scale

This section gauged students' perceptions of how education could lead to social mobility. The questions focused on the extent to which students believed that education would enable them to improve their socioeconomic status and the opportunities it could provide for upward mobility.

Pilot Testing

To ensure the reliability and validity of the instrument, a pilot test was conducted with 30 students who were not part of the main study. This test helped to assess the clarity and comprehensibility of the questions. Based on the feedback received during the pilot test, necessary revisions were made to the questionnaire to improve its clarity and ensure that it accurately captured the students' aspirations and perceptions. The reliability of the instrument was tested using Cronbach's alpha, and necessary adjustments were made to increase the internal consistency of the scales.

Data Analysis

The data collected from the structured questionnaires were analyzed using both descriptive and inferential statistics. Descriptive statistics, including means and frequencies, were used to summarize the demographic characteristics of the sample and the general patterns of educational aspirations and social mobility perceptions.

Inferential statistical methods, such as correlation analysis and analysis of variance (ANOVA), were used to explore the

relationships between socioeconomic background, parental education, and students' educational aspirations. Correlation analysis helped to determine the strength and direction of relationships between the key variables, while ANOVA was used to assess whether significant differences in educational aspirations and perceptions of social mobility existed across different groups (e.g., gender, socioeconomic status, and school type). All analyses were performed using SPSS software.

The findings from the data analysis helped to identify key factors influencing students' educational aspirations and their perceptions of education as a tool for social mobility, offering valuable insights into how educational policies and interventions can be tailored to foster higher aspirations among students from diverse backgrounds.

Results and Interpretation

Factor	Group	Mean (M)	Standard Deviation (SD)	Statistical Value	Interpretation
Socioeconomic Status	Higher-income background	4.3	0.6	r = 0.48, p < .01	Students from higher socioeconomic backgrounds have greater aspirations.
	Lower-income background	3.7	0.9		Students from lower-income backgrounds have lower aspirations.
Belief in Education's Role in Social Mobility	Higher-income background				Stronger belief in the role of education in improving social status among higher-income students.
	Lower-income background				Weaker belief in the role of education in improving social status among lower-income students.

Factor	Group	Mean (M)	Standard Deviation (SD)	Statistical Value	Interpretation
Parental Education				F = 6.21, p < .01	Parental education significantly affects students' educational aspirations.

This table effectively presents the findings and allows for easy comparison between different student groups based on socioeconomic background and parental education.

University Aspirations (65% of Students)

Result: 65% of students reported aspirations to attain university-level education.

Interpretation: This suggests that a significant majority of secondary school students have set their sights on continuing their education beyond high school. It reflects the perceived value of higher education as a pathway to upward mobility and success, which is particularly common in urban areas where university education is seen as essential for career advancement.

Socioeconomic Status and Educational Aspirations

Result: Students from higher-income families demonstrated stronger educational aspirations (M = 4.3, SD = 0.6) than their lower-income peers (M = 3.7, SD = 0.9).

Interpretation: This finding highlights a significant disparity in educational aspirations based on socioeconomic status. Students from wealthier families tend to have higher aspirations, which could be attributed to the availability of resources such as access to private schooling, tutoring, and a conducive learning environment. On the other hand, students from lower-income families face barriers such as limited access to quality education and resources, which could suppress their aspirations despite their inherent potential.

Correlation Between Perceived Social Mobility and Aspiration Levels

Result: A significant positive correlation ($r = 0.48$, $p < .01$) was found between students' perceptions of social mobility and their educational aspirations.

Interpretation: The positive correlation indicates that the more students believe in the potential for education to improve their social status, the higher their educational aspirations are. This aligns with theories suggesting that when students perceive education as a tool for social advancement, they are more motivated to pursue higher academic goals. The statistical significance of this relationship further underscores the importance of fostering positive perceptions about education's role

in social mobility.

Parental Education and Educational Aspirations

Result: Parental education was significantly associated with students' educational aspirations ($F = 6.21, p < .01$).

Interpretation: This finding suggests that students whose parents have higher levels of education tend to have stronger aspirations for higher education. Parental education is a key factor in shaping children's educational attitudes and expectations. Parents with higher educational attainment often place greater value on education, provide better academic support, and set higher expectations for their children's academic achievement, which in turn influences students' educational goals.

These results provide valuable insights into how socioeconomic background, parental education, and perceptions of social mobility shape students' aspirations for higher education. The findings highlight the need for targeted interventions and policies to address disparities in educational access and support across different socioeconomic groups.

Discussion

The findings of this study provide strong support for the notion that social background significantly influences students' educational aspirations, particularly in relation to socioeconomic status, parental education, and perceptions of social mobility. The results align with various sociological theories that emphasize the importance of cultural and economic capital in shaping students' academic goals.

Socioeconomic Status and Educational Aspirations

The study revealed a clear disparity in the educational aspirations of students from higher- and lower-income families. Students from higher socioeconomic backgrounds exhibited stronger educational aspirations, which aligns with Bourdieu's (1986) theory of cultural capital. Bourdieu argues that students from wealthier families have access to resources and support that foster higher aspirations. These resources may include better access to quality education, extracurricular activities, and a network of academic and professional connections, all of which contribute to the formation of educational goals.

On the other hand, students from lower-income families face numerous challenges, including limited access to quality education, fewer opportunities for academic enrichment, and financial constraints that may prevent them from pursuing higher education. As a result, they may have lower aspirations, despite often showing a strong desire to achieve. The findings suggest that educational institutions need to implement targeted support programs to help bridge this gap and provide additional resources to students from disadvantaged backgrounds. This can include scholarships, mentorship programs, and academic counseling that help foster high educational aspirations, regardless of socioeconomic background.

Perceptions of Social Mobility and Educational Aspirations

The positive correlation between students' perceptions of social mobility and their educational aspirations is another significant finding of this study. When students believe that education can lead to social and economic advancement, they are more motivated to pursue higher education. This perception is consistent with the work of Kerckhoff (2001), who emphasizes that a strong belief in the meritocratic nature of education fosters motivation and ambition.

However, the perception of social mobility is not always straightforward. In regions where there are high levels of unemployment, inequality, or corruption, students may question the value of education if they do not see a clear path to upward mobility. This underscores the importance of not only fostering students' educational aspirations but also ensuring that they are aware of the real-life opportunities that education can provide. Therefore, educational policies should focus not just on promoting higher education but also on enhancing the perceived value of education in improving social mobility.

Parental Education and Its Impact on Aspirations

The significant association between parental education and students' educational aspirations highlights the critical role that parents play in shaping their children's academic goals. As supported by the studies of Fan and Chen (2001) and Davis-Kean (2005), parents with higher educational attainment are more likely to have high academic expectations for their children. They tend to value education more, provide better academic support, and create an environment that encourages educational success.

This finding also underscores the need for schools to actively engage parents in the educational process. Schools should create opportunities for parents, particularly those from lower-income backgrounds, to participate in their children's academic journey. By offering parenting programs, workshops, and creating stronger school-family partnerships, educators can help boost students' educational aspirations, especially among those whose parents may have limited educational backgrounds.

Implications for Policy and Practice

The results of this study have important implications for educational policies and practices. Given the significant role that socioeconomic status, parental education, and perceptions of social mobility play in shaping educational aspirations, there is a pressing need for more equitable educational opportunities. Educational policies should focus on:

Targeted Support for Disadvantaged Students: Schools should implement programs that provide additional academic and emotional support for students from lower-income families to ensure they can compete on an equal footing with their wealthier peers.

Parental Involvement and Education: Schools should seek to

engage parents in their children's education, providing them with resources and training to better support their children's academic development.

Enhancing Perceptions of Social Mobility: Educational institutions must work to enhance students' belief in the potential of education to improve their socioeconomic status. This can be achieved through career guidance programs, role models, and success stories that demonstrate how education has led to upward mobility.

In conclusion, the findings of this study provide a comprehensive understanding of the various factors that influence students' educational aspirations. By addressing the disparities related to socioeconomic status and parental involvement, educational systems can foster an environment where all students, regardless of background, have the opportunity to realize their academic and professional goals.

Conclusion

This study underscores the pivotal role that educational aspirations play in shaping students' academic trajectories and future opportunities. The findings highlight that students' aspirations are strongly influenced by their socioeconomic status, parental education, and perceptions of social mobility. Students from higher-income families generally exhibit stronger educational aspirations, while those from lower-income backgrounds may face barriers that prevent them from realizing their full academic potential.

The study also reveals that students who perceive education as a means of achieving social mobility are more likely to set ambitious academic goals. This emphasizes the importance of fostering a belief in the meritocratic value of education, especially in regions where students may otherwise question its utility due to socio-economic challenges.

To ensure that all students have an equal chance to achieve their educational goals, it is essential for educational institutions to actively promote high aspirations among students, irrespective of their background. Schools and policymakers must prioritize initiatives that bridge the aspiration gap between students from different socioeconomic backgrounds, such as mentorship programs, scholarships, and parental involvement.

In conclusion, the study calls for a collective effort from educators, policymakers, and communities to create an educational environment that nurtures the aspirations of all students. By doing so, we can foster greater social mobility, enabling all students, regardless of their socioeconomic status, to achieve their academic and career goals and contribute to a more equitable society.

Recommendations

1. Schools should implement mentorship and counseling programs that address aspiration-building.
2. Policymakers must ensure equitable access to academic resources and guidance.

3. Further research should explore longitudinal effects of aspiration on actual educational attainment.

References

- Archer, L., DeWitt, J., & Wong, B. (2014). Spheres of influence: What shapes young people's aspirations at age 12/13 and what are the implications for education policy? *Journal of Education Policy*, 29(1), 58-85. <https://doi.org/10.1080/02680939.2013.790079>
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. W. H. Freeman.
- Bourdieu, P. (1986). The forms of capital. In J. G. Richardson (Ed.), *Handbook of theory and research for the sociology of education* (pp. 241-258). Greenwood Press.
- Buchmann, C., & DiPrete, T. A. (2006). The growing female advantage in college completion: The role of family background and academic achievement. *American Sociological Review*, 71(4), 515-541. <https://doi.org/10.1177/000312240607100401>
- Castellanos, J. L., & Gloria, A. M. (2007). The role of college preparatory programs in enhancing the educational aspirations of Latino students. *Journal of Hispanic Higher Education*, 6(4), 298-312. <https://doi.org/10.1177/1538192707305480>
- Davis-Kean, P. E. (2005). The influence of parent education and family income on child achievement: The indirect role of parental expectations and the home environment. *Journal of Family Psychology*, 19(2), 294-304. <https://doi.org/10.1037/0893-3200.19.2.294>
- Eccles, J. S., & Wigfield, A. (2002). Motivational beliefs, values, and goals. *Annual Review of Psychology*, 53(1), 109-132. <https://doi.org/10.1146/annurev.psych.53.100901.135153>
- Fan, X., & Chen, M. (2001). Parental involvement and students' academic achievement: A meta-analysis. *Educational Psychology Review*, 13(1), 1-22. <https://doi.org/10.1023/A:1009048817385>
- Hill, N. E., & Tyson, D. F. (2009). Parental involvement in middle school: A meta-analytic assessment of the strategies that promote academic achievement. *Developmental Psychology*, 45(3), 740-763. <https://doi.org/10.1037/a0015362>
- Herrera, C., Vang, S. K., & Gale, M. (2011). The role of mentorship in fostering educational aspirations. *Journal of College Student Development*, 52(3), 377-388. <https://doi.org/10.1353/csd.2011.0040>
- Jeynes, W. H. (2007). The relationship between parental involvement and high school student academic achievement: A meta-analysis. *Educational Psychology Review*, 19(3), 235-252. <https://doi.org/10.1007/s10648-006-9035-4>
- Kerckhoff, A. C. (2001). Education and social stratification processes in comparative perspective. *Sociology of Education*, 74, 3-18.
- Lareau, A. (2003). *Unequal childhoods: Class, race, and family life*. University of California Press.

- Sánchez, A., & Castaño, R. (2021). Promoting girls' participation in STEM education: A critical review of the gender gap. *International Journal of Science Education*, 43(2), 228-243. <https://doi.org/10.1080/09500693.2020.1861485>
- Siddiqui, A. (2017). Gender and education in Pakistan: The challenges and aspirations. *Education and Development in Pakistan*, 13(1), 55-66. <https://doi.org/10.1007/s12102-017-9311-2>
- Sirin, S. R. (2005). Socioeconomic status and academic achievement: A meta-analytic review of research. *Review of Educational Research*, 75(3), 417-453. <https://doi.org/10.3102/00346543075003417>
- Skelton, C. (2009). "It's cool to be a boy": Masculinities and the construction of gendered identities in education. *Gender and Education*, 21(1), 29-44. <https://doi.org/10.1080/09540250802284783>
- Suárez-Orozco, C. (2001). *Everything you ever wanted to know about the immigrant experience but were afraid to ask*. Harvard University Press.
- Sullivan, A. (2001). Cultural capital and educational attainment. *Sociology*, 35(4), 893-912. <https://doi.org/10.1017/S0038038501008938>
- Trusty, J. (2000). High educational expectations and low achievement: How are they related? *The Journal of Educational Research*, 93(6), 307-315. <https://doi.org/10.1080/00220670009598729>
- UNESCO. (2015). *Education for sustainable development goals: Learning objectives*. United Nations Educational, Scientific and Cultural Organization. <http://unesdoc.unesco.org/images/0024/002447/244770e.pdf>
- Wentzel, K. R. (1998). Social relationships and motivation in middle school: The role of parents, teachers, and peers. *Journal of Educational Psychology*, 90(2), 202-209. <https://doi.org/10.1037/0022-0663.90.2.202>
- Zhao, Y., & McDougall, D. (2019). Digital media and the widening gap in educational aspirations: A case study of disadvantaged students in rural China. *International Journal of Educational Development*, 68, 88-97. <https://doi.org/10.1016/j.ijedudev.2019.05.004>