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Abstract

Educational aspirations are educational goals that a person sets for himself or herself. It is an essential aspect of one's life because it motivates and energizes the individual to attain their goals. It is a vital component of one's personality that should be taken into consideration. So, the present study was conducted to investigate the educational aspirations among senior secondary school students with respect to gender, subject stream and residential background. Descriptive method was used for the present study. A sample of 300 senior secondary school students studying in various higher secondary schools of district Pulwama (Rural) and District Srinagar (Urban) were selected through Stratified random sampling technique. Educational Aspirations Scale developed and standardized by investigator was used to measure the educational aspirations of senior secondary school students. Statistical techniques like Percentage, Mean, S.D. and t-test were employed to find out the difference of educational aspiration among school students with respect to gender, subject stream and residential background. The findings of the study revealed that female students have high educational aspirations as compared to male students. The results further revealed that there is no significant difference in the educational aspirations of senior secondary school students on the basis of subject stream and residential background.

Keywords: Educational Aspirations, Senior secondary school students, Rural and Urban.



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INTRODUCTION

Considering the prevailing circumstances in the world, education has become an absolute necessity. As a result, it has steadily gained an important role in the lives of people, particularly future generations. People develop vital skills and proficiencies during their educational journey in order to perform better in various activities, particularly in the realm of competition. Being highly educated opens doors to more profitable jobs, provides a more respectable career, reduces the likelihood of unemployment, and ultimately leads to improved well-being. People nowadays aspire to obtain a higher education due to increased public awareness. It is believed that a student's educational and career

aspirations are the most important determinants of their future educational attainment. The purpose of education is to aid in the individual's holistic development; however, this cannot be accomplished in its entirety unless the individual possesses a sufficient amount of educational aspirations. Educational aspiration pertains to the pursuit of knowledge. Aspiration is synonymous with goals, ambitions, objectives, purpose, visions, strategies, desires, longings, and desires. Aspirations start developing in early childhood but vary as a result of life experiences. Aspirations of students play an essential role in the achievement of educational objectives. However, as students learn more about the real world and the complexities that come with it, their aspirations begin to decrease. The decrease is especially noticeable among students who experience various types of barriers in achieving their educational goals. In its fundamental essence, aspiration is a strong desire to achieve something lofty or great in life. The concept of level of aspiration was first introduced by Hoppe (1930) while making a reference to the degree of difficulty of the goal towards which a person is striving. Different thinkers have taken different perspectives on the concept of aspirations. Sirin et al. (2004) describe aspirations as "the educational and vocational dreams that students have for the future." Webster's Dictionary (1976) defines aspirations as a strong desire for realization of their ideas and accomplishment.

Educational aspiration is the level of education that an individual wants to achieve. It plays an essential role in the field of education, as an individual's accomplishment cannot be evaluated as successful or unsuccessful without acknowledgment of his level of aspiration. In the sphere of education, aspiration plays a significant role. It leads to activities that maximise the use of academic resources and facilities provided by the school for personal growth and development in order to attain high academic achievement. The internal standard of performance is the result of the individual's aspirations and satisfactions regarding his accomplishments. A person's level of expectation is influenced by his past successes. Some individuals may be content with their previous performance, while others may desire higher grades. They are frequently anxious to learn more, capable of doing so, and ambitious to accomplish more. Educational aspirations are also influenced by various factors such as- family backgrounds, socioeconomic status, living areas, gender, parental education, subject stream etc. **Rajesh and Chandrasekaran (2014)** examined the relationship between the educational aspirations of high school

students and a variety of personal and demographic variables. The result indicates significant differences in the educational aspirations of high school students based on their gender, class, instructional medium, residential background, family type, and mother's occupation. **Sophia and Veliappan (2015)** found that the educational and vocational aspirations of science and arts higher secondary students do not differ substantially. **Bashir, L., and R. Kaur (2017)** investigated the relation between educational aspirations and the school environment of secondary school students based on their residential background. The researcher discovered no substantial variation in educational aspirations between rural and urban secondary school students. **Raja, A. S. (2018)** conducted a study on educational aspirations of secondary school students. The results depicted that there is no significant difference between rural and urban high school students in their educational aspirations.

OBJECTIVES OF THE STUDY

1. To compare the educational aspirations of senior secondary school students on the basis of gender.
2. To compare the educational aspirations of senior secondary school students on the basis of subject stream.
3. To compare the educational aspirations of senior secondary school students on the basis of residential background.

HYPOTHESES

1. There is no significant mean difference between male and female senior secondary school students on educational Aspirations.
2. There is no significant mean difference between science and arts senior secondary school students on educational Aspirations.
3. There is no significant mean difference between rural and urban senior secondary school students on educational Aspirations.

METHOD AND PROCEDURE

The present study was conducted using descriptive research method. The sample of the study comprised of 1200 senior secondary school students selected from various higher secondary schools of district Pulwama (Rural) and District Srinagar (Urban) Kashmir by using stratified random sampling technique. Educational Aspiration Scale developed and standardized by the investigator was used for the collection of data. Parametric statistical

techniques like mean, standard deviation, percentages and t-test were used for analyzing the data.

ANALYSIS AND INTERPRETATION

Table 1: showing the mean comparison between male and female senior secondary school students on Educational Aspirations (N=150 in each group).

Variable	Gender	N	Mean	S.D.	t-value	p-value
Educational Aspirations	Male	150	73.77	10.07	3.51	.001 **
	Female	150	77.47	8.08		

***Significant at 0.01 level; *Significant at 0.05 level; NS=Not Significant*

The glance of the above table shows the mean comparison of male and female senior secondary school students on educational aspirations. The table reveals that the obtained t-value 3.51 is significant at 0.01 level. This infers that there is a significant difference between male and female senior secondary school students on educational aspirations. The mean favours female students which reveals that female students have higher educational aspirations as compared to male students. Therefore, the hypothesis which reads as, “There is no significant mean difference between male and female senior secondary school students on educational Aspirations” is rejected.

Table 2: showing the mean comparison between Science and Arts senior secondary school students on Educational Aspiration (N=150 in each group).

Variable	Stream	N	Mean	S.D.	t-value	p-value
Educational Aspirations	Science	150	76.71	9.83	1.10	.183 ^{NS}
	Arts	150	75.54	8.61		

***Significant at 0.01 level; *Significant at 0.05 level; NS=Not Significant*

The above table depicts the mean score of arts and science senior secondary school students on educational aspirations. From the table it is clear that calculated t-value is found to be 1.10 which is less than the standard table value at 0.05 level (1.96). This

indicates that there is no significant difference in the educational aspirations of science and arts senior secondary school students. Both science and arts students have somewhat similar educational aspirations. Therefore, the hypothesis No. 2 stated as, “There is no significant mean difference between Science and arts senior secondary school students on educational Aspirations” is accepted.

Table 3: showing the mean comparison between Urban and Rural senior secondary school students on Educational Aspirations (N=150 in each group).

Variable	Residence	N	Mean	S.D.	t-value	p-value
Educational Aspirations	Urban	150	76.43	9.25	0.28	.796 ^{NS}
	Rural	150	76.14	8.79		

***Significant at 0.01 level; *Significant at 0.05 level; NS=Not Significant*

The above table indicates the mean comparison of urban and rural senior secondary school students on educational aspirations. The table shows that calculated t-value 0.28 is insignificant. This depicts that there is no significant difference between urban and rural senior secondary school students on educational aspirations. Both the groups to some extent have similar educational aspirations. Therefore, the hypothesis No. 3 stated as, “There is no significant mean difference between urban and rural senior secondary school students on educational Aspirations” is accepted.

CONCLUSIONS

1. Based on the results of analysis it can be concluded that there is significant difference in the educational aspirations of male and female senior secondary school students. Female students possess high educational aspirations than male students.
2. The findings of the study also revealed that there is no significant difference between science and arts stream students on educational aspirations.
3. The findings of the study further depicted that urban and rural senior secondary school students do not differ significantly on educational aspirations.

EDUCATIONAL IMPLICATIONS

1. Regardless of family income or background, the results of this study highlight the importance of the home environment in shaping the educational aspirations of students. Therefore, parents must be made aware of the numerous positive and negative reward mechanisms that can aid in enhancing their child's educational aspirations. For children to maintain high educational aspirations, it is of the utmost priority that their parents create a hospitable and healthy environment at home. Young people, particularly adolescents, have strong educational aspirations and desires for academic and social achievement.
2. Educationists, governments, and policymakers must recognize the significance of one's outcome expectations, not only for children, but also for family, teachers, and the community, in order to assist them in supporting their children, students, and friends, so that the children can realize their potential and expectations.
3. To improve performance, the teacher should pay special attention to students with low educational aspirations and academic achievement.
4. In order to make the teaching-learning process more engaging and effective, school teachers should be trained to consider students' individual characteristics, particularly their educational aspirations.
5. Students with low educational aspirations also show poor academic performance. Teachers should therefore, prioritize the use of appropriate strategies to increase their aspiration level.

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