

**EDUCATIONAL ASPIRATIONS OF SECONDARY SCHOOL STUDENTS IN  
RELATION TO THEIR GENDER**

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**Abstract**

*The present study is an attempt to assess the level of Educational Aspiration among secondary school students of North East Delhi. The level of educational aspiration is considered as an indicator of success of students. 85 students from two private schools were drawn by employing simple random techniques. To assess the level of Educational Aspirations, Level of Educational Aspiration Test (LEAT) developed and standardized by Yashmin Ghani Khan (2011) was used. The obtained data were analyzed by using mean, SD and 't' test. The finding of the study revealed that boys and girls differ significantly on their family support aspect and overall educational aspiration while on their views, efforts and reality of aspired goals they do not differ significantly. These findings will be useful for a range of stakeholders such as educationists, policy makers, teachers, parents, etc.*

**Key words:** *Educational Aspirations, Secondary School Students*

**Introduction**

Education plays a very important role in transforming a human being into useful citizen. In every society education means life both for individual as well as teachers. They will have aspirations. At all stages of life people try for self enhancement. The aspirations during students' period influence their behaviour. An individual' aspiration level represents him not only as he is at any particular moments, but also as he would like to be at some point in the future. By knowing a person's level of aspiration, we learn a great deal about him. So it is necessary to have a good knowledge of the inspirational level of an individual both from educational and from guidance point of view.

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Educational Aspiration is a strong desire for high achievement and it is influenced by family background what they learn in school, how they prepare for their uses and their ultimate academic mediate factors affect one's aspiration. Garg et al. (2002) found that the parents play a significant role in shaping educational aspiration by providing opportunity, encouragement and support to their children.

Educational aspiration is a significant factor for the enhancement of the education of a person. It is a craving for achievement in education. It is a crucial aspect of individuals attaining goals. High level of educational aspirations is an indicator of high level of achievement and success. Scholastic success of learners is significantly influenced by educational aspiration (Singh and Verma, 1995). The significant influence of gender factor on educational aspiration of children was found by Wolfgang et al (1972); Mau and Bikas (2000); Goel (2004); Vaidya (2006); Singh (2011); Mishra (2013); Rajesh and Chandrasekaran (2014); while Strand and Winston (2005) found that there is no significant difference in aspiration by gender. Cultural influence on educational aspiration was found by Flaxmar (1992) and Andrade (2014). Socio-economic status also influence educational aspiration of children Teachman and Kathleen (1998); Seginer and Vemulst (2002); Goel (2004); Vaidya (2008); Kevin (2005); Tanya et al (2009) ; Sino (2010) ; Madarasov et al (2010); Boxer et al (2010) and Gil et al (2011). Influence of educational level of parents on educational aspiration was reported in Alison and Harvey 2005); Kevin (2005); Keitn et al(2011) ; Kaur (2004). Influence of locality of residence on educational aspiration was found by Wolfgang (1972); Shouphing (2002); Caitlin (2006) ; Vaidya (2006); Katherine (2010) ; Makkar (2010); Andrade (2010); Keith (2011) ; Josen(2011); and Kumar and Gupta (2014). Influence of medium was found by Singh (2011), and Doddasiddaih et al (2013). Educational aspiration of students do not differ significantly with respect to their parental educational status (Josen (2014) .

Types of school management influenced education aspiration Upadhyay (1984) Kumar and Gupta (2014) and Rakesh and Chandrasekaran (2014), while Kaur (2012) concluded that there was no influence of type of school management of educational aspiration between science attitude and educational aspiration (Mishra 2013). Educational aspiration scores are

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positively correlated with personality characteristics and academic achievement motivation. ( Sandhya and Aruna 2014).

### **Significance of the Study**

Educational aspiration is a universal trait. Though, one can take decision about he or she want to become in life and what course to become he or she want to study. In well developed countries the school system is so organized that the student can make some anticipating or actual vocational decisions at the end of each stage of education. The students have the freedom to choose from different curricular, hence context the secondary school students have no freedom to choose the curriculum, that suits with and curricular choices and made only at the beginning of higher secondary stages, that too mainly on the basis of his academic achievements. Therefore, it was considered relevant to study these aspects namely educational aspirations among secondary school students.

### **Statement of the Problem**

**“Educational Aspirations of Secondary School Students in relation to their gender”**

### **Operational Definition**

#### **Educational Aspiration**

Educational Aspiration is a concept referring orientation towards educational goal, spaced in continuum of difficulty and social prestige and arranged in educational hierarchy.

#### **Secondary School**

A secondary school is a school which provides secondary education between the age of 11 and 16 or 11 and 18, after school and before higher education.

### **Objectives of the Study**

1. To compare family support of the secondary school students in relation to their gender.
2. To compare pupil view of the secondary school students in relation to their gender.
3. To compare pupil efforts of the secondary school students in relation to their gender.

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4. To compare Reality of aspired goals of the secondary school students in relation to their gender.
5. To compare educational aspirations and its dimensions of the students in relation to their gender.

### **Hypotheses of the Study**

1. There is no significant difference between family supports of students in relation to their gender.
2. There is no significant difference between pupil views of students in relation to their gender.
3. There is no significant difference between pupil efforts of students in relation to their gender.
4. There is no significant difference between reality of aspired goal students in relation to their gender.
5. There is no significant difference between educational aspirations and its dimensions of students in relation to their gender.

### **Methodology**

#### **Method of the study**

Descriptive survey method was employed.

#### **Population and Sample of the study**

**Population** for this study was secondary school students studying in the North East district of Delhi.

**Sample** the investigator selected one school randomly from the North East district. From the selected school 85 secondary school students were selected for the study purposively.

#### **Tool used**

Level of Educational Aspiration Test (LEAT) by Yashmin Ghani Khan (2011).

#### **Description of the tool**

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The LEAT has 30 items arranged in four dimensions. Items are in terms of statement/question to be responded either 'Yes' or 'No'. The items assess four dimensions of aspirations of Pupils- Family support, Pupil views, Pupil's efforts and Reality of Aspired Goals. The reliability of the test was found 0.83 by Test-Retest and by Split-Half method it was ranges from 0.43 to .88 for its different aspects. The Validity of the test was found 0.66 by Persons' Product Number. For analyzing the data mean S.D., and 't' test were used as the statistical techniques in the present study.

**Table 1**

**Mean difference of Education Aspirations and its' Dimensions of Secondary School Students with respect to gender**

Education Aspiration Dimension	Gender	N	Mean	SD	't' Value	Level of Significant
Family Support	Male	56	5.55	1.11	2.35	Significant
	Female	29	6.10	0.82		
Pupil View	Male	56	7.41	1.66	1.06	Not significant
	Female	29	7.79	1.35		
Pupils Efforts	Male	56	5.61	1.33	1.32	Not significant
	Female	29	6.03	1.48		
Reality of Aspired Goals	Male	56	3.25	1.68	1.57	Not significant
	Female	29	2.69	1.26		
Educational Aspirations	Male	56	21.73	3.17	8.46	Significant
	Female	29	27.76	3.00		

Author's calculation

**Interpretation**

**Family Support**

The calculated 't'- value is 2.35 which is higher than the table value 1.98 at .05 level of significance for family support between male and female students significance. So, mean difference is not significant at .05 level of significance. Therefore, the null hypothesis that "there exists no significant difference between male and female students in their family

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support” is rejected. Female students have higher family support in relation to educational aspiration.

### **Pupil’s View**

The calculated ‘t’ value is 1.06 which less than table value 1.98 at .05 level of significance for pupil’s view between male and female students. Therefore, the null hypothesis that “there exists no significant difference between male and female students in their pupil’s view” is accepted. Hence, the null hypothesis is retained. Male and female have similar pupil’s view.

### **Pupil’s Efforts**

The ‘t’- value is 1.32 which less than table value 1.98 at .05 level of significance for pupil’s efforts between male and female students, which is significance at .05 level of significance. Therefore, the null hypothesis “there exists no significant difference between male and female students in their pupils efforts”. Hence, the null hypothesis is retained. Male and female have similar pupil’s efforts.

### **Reality of aspired goals**

The ‘t’- value is 1.57 which less than table value 1.98 at .05 level of significance for reality of aspired goals between male and female students, which is significance at .05 level of significance. Therefore, the null hypothesis “there exists no significant difference between male and female students in their reality of aspired goals”. Hence, the null hypothesis is retained.

### **Educational Aspirations**

The ‘t’- value is 8.46 which higher than table value 1.98 at .05 level of significance is for overall educational aspirations between male and female students, which is significance at level .01 level of significance. Therefore, the null hypothesis “there exists significant difference between male and female students in their overall educational aspirations”. Hence, the null hypothesis is rejected. Thus, there exists a significant difference in overall education aspirations in relation to gender of the students. Female students have higher educational aspirations.

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## Conclusion

Educational aspiration is a universal trait. However, its essence differs in relation to background of the students. The present paper focused educational aspiration in relation to gender of the students. It concludes girls have higher education aspiration than boys.

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