

A COMPARATIVE STUDY OF THE LEVEL OF EDUCATIONAL ASPIRATION OF SECONDARY SCHOOL STUDENTS IN LUCKNOW CITY



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Under the Supervision Of

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DECLARATION

I Shruti Dwivedi, hereby declare that for M.Ed. educational purpose my dissertation on the topic **“A Comparative Study of the Level of Educational Aspiration of Secondary School Students In Lucknow City”** is solely my research work.

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CERTIFICATE

It is certified that Shruti Dwivedi has carried out the dissertation work in title 'A Comparative Study of the Level of Educational Aspiration of Secondary School Students in Lucknow City' for the award of Master of education from Integral University, Lucknow, under my direction. This work encapsulates the results of original work and studies which are conceded out by the students themselves and the contents of the dissertation to not form the basis for the award of any degree to the candidate or to anybody else from this or any other institution.

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Chapter I

INTRODUCTORY

ORIENTATION

1.1 **INTRODUCTION**

Education can be said as a process which plays a very essential role in the all round development of the person. Education is a way of life which not only makes you literate but it transforms the individual into human being and a part of a society. The word education is derived from three Latin words namely

- Educare :- means to bring up or nourish.
- Educere :- means to draw out or to lead out.
- Educo :- means to extract out or to lead forth.

According to Swami Vivekananda, "***education is the manifestation of divine perfection already existing in man.***" education not only facilitates learning or it is not only the acquisition of knowledge but of skills, values, believe and habits which transforms a person into a true human being.

Education has a unique nature because of its varied characteristics such as :-

- Education is purposive,
- Education is planned,
- Education is a lifelong process,
- It is overall development,
- Tri-polar,
- Education is psychological as well as social.

Describing the statistics we can say that education has a definite purpose of all the educational activities and education needs planning. Saying education as a lifelong process means that the education starts right from the birth of the child till the death of the person. It is the process of development from infancy to

maturity and it includes every aspect of life. Education being a bipolar process means that the teacher and the pupil influence each other and education as a tri-polar process means that education involves the teacher, the people and the environment. If we discuss about the scope of education we can say that it has all the aspects and dimensions of life. It is concerned with the overall development of individual which includes physical, mental, aesthetic, intellectual, ethical, spiritual, social and vocational development of a person. It also focuses on the development of innate abilities and the power of individuals.

Mahatma Gandhi once said on education, ***“By education I mean an all round drawing out of the best in child and mind - body mind and spirit.”*** By this, he meant that education should not only develop the mind of the child but also his body and spirit. According to Mahatma Gandhi the education should Foster patriotism, he emphasized on vocational education, also laid emphasis on free and compulsory education. Education brings out the real man and it tells the power of the human mind and spirit. Education should be such that it leads to the all round development of the person as we can say in the words of Sri Aurobindo, instead of education the concept of integral education should be used. The education of human being starts right from the birth and it continues throughout his life.

Education generally takes place under the guidance of teacher and the methodology of teaching is called pedagogy. Education has numerous benefits which are like it creates more employment opportunities, it develops problem solving skills , it improves the economy, it provides a prosperous and happy life, it creates modern society, it has health benefits along with that it results in

economic growth, discourages crime, has environmental benefits and reduces gender based violence. According to article '21a' of our constitution each and every child has the right to education.

Education can be, of following types:

- 1) Formal education
- 2) Informal education
- 3) Non formal education.

- **Formal Education** :- It is what imparted within the premises of the school and it includes the basic knowledge in the academic that the child learns in a very formal manner. It starts from the elementary level to the secondary level and further to the college level. Such kind of education is provided by teachers.
- **Informal Education** :- It is a type of education in which the parent becomes the teacher to the child. This education is not derived from the school directly but it is the education derived from other sources. It helps in socializing the child, it acculturates the child, it helps in character formation, it supports mental development, it impacts oral education and it prepares ground for future learning.
- **Non formal Education** is the education which focus is basically on the vocational aspect and skill development part of education system. It focuses on skill development and it is highly flexible and includes a wide range of activities.

The education imparted also depends upon the type of teacher. A good teacher will motivate the children towards learning. A good teacher should have the following qualities:

- Command over the subject.
- Understanding of the learner.
- Use of teaching skills
- Good communication skills
- Leadership qualities

India is the world's third-largest education system in the world comprising of about 800 University is an around 39000 colleges with a capacity of more than 20 million students. Indian government has one special act which is right to education act which provides free and compulsory education to all children aged between 6 to 14 years and along with that India has world's largest higher education sector.

1.2 **CONCEPT OF ASPIRATION**

When we look at the level of educational aspiration, the word aspiration comes, which is the synonym to desire, hope or wish. **Aspiration** can be defined as a very strong desire to achieve something high to become famous. Many a times the word aspiration is considered as a synonym of ambition but aspiration is completely different from ambition. Aspiration is the eagerness to attain something which is meant for betterment. Aspirations is meant for the improvement of oneself and it emphasizes on something more than once present status regardless of the appreciation from the society.

Aspiration is a basic component of the self image of oneself. An element of self blandishment in this inclination may be there but it is considered a healthy since as it is a sign of self acceptance and self-confidence. The higher you go switch of relatively above then the status of one person proved to be the motivating force and give something to reach for. But it must remain within reasonable limits.

1.3 **LEVEL OF ASPIRATION**

Talking about ***the level of aspiration***, it is a Universal feature of personality but it appears to be relevant in a society like our own in which the pressure to attain is so great and the feelings of failure and success are very important. Many times the parents force the children on the basis of their own aspiration and this tends to be over influenced by comparison with other people's children. Many times parents develop these kinds of feelings of rejection towards the children when they are not measuring in their early childhood and in some environments. If the child continues to fall behind the pressure continuously increases and ultimately results to psychological damage.

Here the level of aspiration plays a positive role as the levels are attainable and when they are accomplished it motivates us to achieve another level on the other hand the experience of failure have more complex effects.

The level of aspiration is influenced by the way individuals monitor the current course in terms of attempting to either completed or missing action. But when the focus is only on completed actions the sense of personal commitment to the present goal level increases and the goal level appears to be more valuable and the people are satisfied by order to this level at the next opportunity. The focus is on the missing actions people, considered a missing progress and which to move forward to the next goal. In the next their desire to move forward turns into greater motivation to finish the present level and to move to a higher level.

The uses of level of aspiration are as follows :-

- It increases the self confidence.
- It helps in setting one's goal realistically.
- It helps in avoiding the failures.
- It helps us to know how much one has to try and work hard to reach his goal.

If a person develops career aspirations with time, it is natural. This is because everyone wants to secure position in the life and in order to establish status, gain responsibilities, and authority. Then a person needs his level of aspiration of sense of Independence and freedom engulfs a person. The educational aspirations help us to gain new experiences and meet people with different outlook to learn from.

In order to reach one's level of educational aspiration one should continuously work hard and let not any negativity interrupt once career aspirations. It is many times difficult to always stay motivated but aspirations help us how to stay motivated.

1.4 LEVEL OF EDUCATIONAL ASPIRATION

Hope in 1930 was the first one to introduce the concept of level of aspiration which is the degree of difficulty of a goal towards which one person is looking at or aiming at. But when education is attached with the word is Aspiration it becomes the word educational aspiration which is the Desire for the longing to strive for something higher than oneself. Aspirations motivates the person for better achievement and to stay always encouraged. And aspirations the important inputs for achievements as well. Educational aspirations, they are influenced by the family background, the society, the living area and the neighborhood of the person. When the person looks around himself he desire for something better than his present status and since everyones society and other factors are different naturally the educational aspirations also become different. Level of aspiration in the field of education is referred to as the level of educational aspiration. When we talk about aspirations it is classified into three broad categories namely:-

- ❖ Positive and negative Aspiration.
- ❖ Immediate and remote aspiration.
- ❖ Realistic and unrealistic aspiration.

- ❖ Positive aspiration is nothing but the orientation towards achieving success and improving one's present status for condition. For example a student in 12th class tries to get good percentage in every pre board examination and as a result he gets motivated to perform more in the next Pre- board and subsequently board examination .
- ❖ Negative respiration is avoiding any failure and to maintain the present status. For example an individual working fears to leave the job and prepare for hire competitive examination just in order to avoid any failure and to maintain his present status with no loss .
- ❖ Immediate aspirations are the goals which are achieved in a short time just like the test in the schools.
- ❖ Remote aspirations are the futuristic goals. Like a 12th class student aspires to become a scientist in the near future.
- ❖ Realistic aspirations are the goals with are attainable where as unrealistic aspirations are the goals which are beyond one persons capabilities and a not attainable.

For example becoming a doctor is a realistic aspiration where as becoming a Spider-Man is unrealistic aspiration.

Cooper, Arkelin and Tiebert (1994) defined aspirations “as hopes and ambitions that influenced by intrapersonal and interpersonal factors.”

Boyd said about level of aspiration that in (1952), “level of aspiration means and individuals ambition in and dynamic situation that is it in an individual’s

goals or expectation in regard to the goodness of his own future performance for a given task.”

There are many factors which effect the educational aspiration level of the students which are as follows:-

- parental education level
- financial condition
- atmosphere of the school
- atmosphere of the family
- occupation of the members of the family
- attitude towards School
- Gender
- social support
- pupils effort
- Reality of the aspirational goals,etc.

The level of aspiration of any individual is a motivating factor and it is a frame of reference which involves self esteem and experiences which include the feeling of failure or success . Aspirations begin right from the very early age but they are modified by the environment and the experiences of the child. As the child matures in response to the growing understanding of the world, the aspirations tend to decline. Each and every individual has some or the other kind of aspirations and at all the stages of life people try for self enhancement . But the aspirations during the student period of the child influences the most. The educational aspiration can be grouped into three units namely-

- Background factor
- Personal factors
- Environmental factors

- ✓ *The background factor* comprises of social and democratic attributes such as gender, age, social, economic status and structure of the family of the child or learner.
- ✓ *The personal factor* is psychological in nature. The psychological factor is composed of personal attitudes towards education of an individual.
- ✓ *The environmental factor* includes the aspects of social support which affect the individual.

It is very natural that higher education level leads to much more efficient human capital which ultimately results in human well being. And for higher education level it is necessary to have high level of educational aspiration that too among school students. Moreover it is evolving and the competition and economic challenges the world is facing the academic achievements have become larger than ever. In simple words it can be said that the level of academic achievement is already high so it is very important to keep the level of educational aspiration also high in order to reach those levels of academic achievements. And for having high level of educational aspiration, motivation plays a great role. Therefore we can say that education has an important role in motivating the students to achieve these levels. It is important for the students to know about their own capacities and to have a self introspection in various aspects .The level of aspiration as a goal striving is an important feature of modern competitive world.

The level of aspiration of student has a great impact on the results of the education system. The student having the higher educational aspiration level will definitely have higher results as compared to the student having low level of educational aspiration.

Promoting the level of educational aspiration by:-

- Developing a new motive which is realistic and reasonable.
- Relating with future life of the students and assigning independent responsibilities.
- Making clear new motive that will improve their self image.
- Improvement in the prevailing methods of teaching and learning.
- Introduction of new methodologies which ensures the active participation of the child.
- Career guidance and counseling on regular basis.
- Categorization of the students on the basis of their skills and aptitude.
- Ensuring a regular participation of the students in their respective fields.
- Regular conduction of quizzes, competitions and debates relating to the subjects specialization of the learners.
- Ensuring an active participation of the learner.
- Keeping a record of the progress towards the goal.
- Self studying should be emphasized.
- Efforts should be made to develop motivating social climate in the class.
- Learner should be made aware about the present scenario.

1.5 Need And Significance of the study

According to the present scenario of education it is needed to work on the development of children and with this view point the present study *a comparative study of level of educational aspiration of secondary students in Lucknow city* has taken place in order to compare the educational aspiration level of 3 boards namely UP Board, CBSE board and ICSE board. The present study has attempted to explore educational aspiration of secondary school students of ICSE, CBSE and U P board students of the Lucknow city. A representative sample of **300** secondary students was randomly selected from Government and private High Schools located in urban areas of Lucknow city. The present study is needed to know whether there is difference between the educational aspiration level of the students of these three boards. And this study is also needed whether the factor of gender effects the level of aspiration of the students of these boards . This study will help in highlighting that whether the difference in the boards effects the level of aspiration of the student sit is considered crucial in determining the careers of the student in future.

1.6 Statement of the problem –

The present study is stated as ‘**A Comparative Study Of Educational Aspiration Of Secondary Students In Lucknow City.**’

1.7 Operational definitions-

1.7.1Aspiration-

The word aspiration means ambition or hope of achieving something. It can be said as a strong desire or longing or aim. It is a goal or objective that is strongly desired.

1.7.2 Education-

Education is a process in which learning is facilitated and the process in which there is acquisition of knowledge, skills, values, morals, beliefs and habits. According to Socrates, “Education, means the bringing out of ideas of Universal validity which are latent in the mind of everyone “.

1.7.3 Educational Aspiration -

Educational aspiration reflects the goals of education which an individual sets for himself. When aspiration enters in the field of education it is referred to as educational aspiration and it is the orientation towards educational goals spaced in a Continuum of difficulty and social Prestige and arranged in an educational hierarchy.

1.7.4 Gender–

Gender is specially considered with reference to social and cultural differences rather than biological ones. Gender is a range of characteristics which is pertaining to and differentiating between femininity and masculinity. This characteristic may include gender based social structures or gender identity.

1.7.5 Secondary School –

Secondary School can be defined as a school which is the intermediate between Elementary School and college. It usually offers general, technical, vocational courses. In India the secondary schools are the 9th and 10th standards in which the children of the age group 14 to 16 years study. The Secondary school which I have taken are Nirmala Convent Inter college, St. Fidelis College, Mount Carmel College, Delhi Public School, SKD Academy, Radiant Public Higher Secondary School, Amity International School, Rani Laxmi Bai Memorial School, Aliganj Montessori School and Tathagat Public School.

1.8 **OBJECTIVES**

This study has the following objectives:

- 1) To compare the educational aspiration of secondary level students of ICSE and CBSE board students.
- 2) To compare the educational aspiration of secondary level students of ICSE and UP Board students.
- 3) To compare the educational aspiration of secondary level students of CBSE and UP Board students.
- 4) To compare the educational aspiration of male and female students of ICSE board.
- 5) To compare the educational aspiration of male and female students of CBSE board.
- 6) To compare the educational aspiration of male and female students of UP board.

1.9HYPOTHESES –

The hypotheses of the present study is mentioned as –

- 1) There is no significant difference in the level of educational aspiration of ICSE and CBSE board students.
- 2) There is no significant difference in the level of educational aspiration of secondary level students of ICSE and CBSE board students.
- 3) There is no significant difference in the level of educational aspiration of the secondary level students of CBSE and UP Board students.
- 4) There is no significant difference in the level of educational aspiration of male and female students of ICSE board.
- 5) There is no significant difference in the level of educational aspiration of male and female students of CBSE board.
- 6) There is no significant difference in the level of educational aspiration of male and female students of UP board.

1.10 ***Delimitations of the study:***

The delimitations of the study are as follows:

- The sample of the study is delimited to urban areas only.

Chapter2

REVIEW OF

THE RELATED

LITERATURE

2.1 INTRODUCTION

A literature review which is also called as narrative review is a type of review article. A literature review is scholastic paper which presents the current awareness including the concrete findings as well as methodological and theoretical contributions to a particular topic. Search reviews are found in academic journals and these literature review form the basis for research in every academic field. The review literature maybe the part of graduate or postgraduate student work which include the presentation of thesis, dissertation or a journal articles.

The types of review of literature include evaluative, exploratory and instrumental. There is one more category of literature review, which is systematic and is often classified disjointedly but it is essentially a literature review focused on a research question which tries to identify, appraise, select and synthesis all high quality research, arguments and evidence that are relevant to the question. Another concept of meta analysis is there which is typically a systematic review using statistical methods in order to effectively combine the data on all selected studies to produce reliable result.

The systematic recognition of location examination of document contain in sequence related to the research problem is called review of related literature. Articles, abstracts, reviews, dissertation, books, other research reports are included in these documents. The primary purpose of reviewing the literature is to determine about what has already been done related to this topic earlier. This is done with the intention to avoid unintentional duplication and it also provides a good understanding and insight which are necessary to develop a logical framework

regarding the topic. It also lets researcher to avoid making mistakes and to profit from the experiences. It also helps in the interpretation of the results of the study. And the most important reason for reviewing the literature is know what recommendations previous researches have listed in the studies for further research.

2.2 Indian Studies

The review of related literature of Indian studies is about the studies carried out in India on this topic. It is all about the studies and their research works of the researches in Indian studies and found by the investigator towards implementation of present study.

A Senthil Raja, (2018), made a work on level of educational aspiration, of high school students from the population of high school students in Villupuram district in Tamilnadu. The level of educational aspirational research tool was used for his research work constructed by Yasmin Ghani Khan(2011). It was found that rural and urban school students have no significant difference in the level of educational aspiration and no significant difference among the educational status of parents which includes parents who are illiterate or have gained School Education or have acquired higher education.

Dr. Mamta Chawla(2018) study the level of educational aspiration of secondary school students in relation to their achievement course. The population, secondary school students was taken from Panipat city. It was found out that there existed no significant difference in educational aspiration of Government and private secondary school students and there was no significant gender difference in educational aspiration of secondary school students with respect to gender.

Prakash, V. (1994) made a study on the students belonging to which school environment who was significantly higher on social value than their counter parts who are from poor environment .

Gupta, V. (1998), has done a” comparative study” of level of aspiration and of self concept of secondary school trainees before and after of the teaching practice . The findings were that after the teaching practice students increase their high level of aspiration from 18 % to 30%. Gender voice comparison illustrated the inverse connection between the level of aspiration and self perception because males were good in self concept and females for good and level of aspirations.

Kalluri and Rao D. Bhaskara(2000) explore that the variables like medium of learning, sex, level of schooling and age maybe influencing the educational aspirations and scientific attitudes of urban students .

S. Senthilselvam and Dr. G. Subramonian(2015) conducted a study on level of aspiration among Higher Secondary students of Coimbatore district . In this 150 Higher Secondary students were taken from various schools in Coimbatore and the simple random sampling technique was adopted for sampling. The upshot revealed that the boys, students from urban

area, joint family, arts discipline NCC students and both parents have college level education have a better level of aspiration.

Y. G. Singh(2011) made a study to find out only the level of education aspiration in secondary students is the influence of different variables like medium and sex and the findings show that the trait is not distributed normally . Boys had better educational aspiration than girls and the medium of instruction also influence the educational aspirational level.

V. R. Rajesh(2014) made a study to determine the level of educational aspiration of high school students in relation to the background variables include in the gender and residential locality and medium of instruction along with the school management. The sample included from the population was 300 high school students selected from Chennai City for the study. And the study revealed that the girls had high aspirations than that of boys and the level of aspiration of English medium students have a higher than that of the Tamil medium students.

BhargabPratim Bora (2016) conducted a study on educational and occupational aspiration in relation to school environment of the secondary school students of South Kamrup area of Assam . It was found that there is no significant difference between the occupational aspiration of boys and girls studying in secondary schools of South Kamrup area of Assam.

Adannur Hasan Ibrahim (2019) conducted a study on level of education aspirations among second year students of B.Ed colleges in Mysore City India. The study indicated that there is a significant difference between male and female of 2nd year students of B.Ed colleges in Mysore city with respect to the level of education aspirations and there is no significant difference in between the urban and rural with respect to the aspirational levels.

Pradeep Kumar, T. Talwar M. S. (2009) conducted study on the relationship between teacher absent and educational aspiration of primary school students in Agra.

C Geetha (2017) conducted a study on the impact of family factors on academic aspirations of secondary school students. Findings were there that 30% of the secondary students have high academic aspiration and 34 of students have moderate level where was remaining 29% of the secondary school students have low level of academic aspiration. TRAI family educational and occupational students possess good academic aspiration than moderate and low educational occupational and social status students.

Priyanka Mathur, Dr. AartiKalani(2016) conducted a study on the aspiration level of Urban and rural secondary students of Jaipur city: A case study. The main objective was to compare the urban and rural students of different level of aspiration and the sample of the study consisted of 600 students in the 300 words are one and 300 word rural students of secondary level . The sample was taken from the different schools . The results of the study revealed that there was a

significant difference between students of Urban and rural area on composites course of secondary level and it was also found that urban students have high scores as compared to rural students.

SonaliNegel,(2019) study the “level of aspiration” and its relation to academic performance of higher secondary school students. The study is an attempt to assess the level of aspiration and its relation to academic performance to protect the factors with increase student achievement and future and also this reflects a vast range of achievement possibilities for promoting various level of Aspiration. The study also realises the necessity to investigate any success of learners is significantly influenced by aspiration which factors determining them in order to have a better understanding of the students and ultimately it helps them to guide in the right direction with doubt losing the precious resources.

Aqueel Ahmad Pandith, Mudasir Hamid Malik and Dr. M. Y. Ganai,(2011), made a, study on self concept and level of aspiration among hearing impaired , visually impaired and crippled secondary school students of district Baramullah, J&K. This study was descriptive in nature. The sample included 150 physically challenged secondary school students identified from 90 secondary schools of district Baramulla of Jammu and Kashmir. the analysis of the data collected revealed that there was no significant difference on self concept and level of aspiration amongst hearing-impaired , visually impaired and triple secondary school students . It also indicated that all three categories have same attitude, knowledge of themselves and evolution of their achievements.

Dr. DarsanaChangkakoti, Dr. PurabiBaishya (2020) made a study on level of aspiration of Higher Secondary students in relation to their achievement motivation-An empirical study. the study was conducted in Kamrup region of Assam and the investigating employed descriptive survey method in which stratified random sampling was used to select 168 students out of which 84 boys and 84 girls . Result of the study showed that there existed no significant relationship between the level of aspiration and achievement motivation of the higher secondary students.

Dr. Suresh Rajkonwar, J. C. Soni and Jadab Dutta, (2014), studied on adjustment, level of aspiration, self concept and academic achievement of visually handicapped school children of Assam. The data of 400 visually handicapped children including 200 boys and 200 girls was taken from class 6 to 10th in six visually handicapped schools of lower and Upper Assam. From the study it was informed that the adjustment of visually handicapped boys and girls was found similar on overall adjustment and it also reveals that there existed no relationship between (a) adjustment and level of educational aspiration, (b) adjustment and self concept and (c) adjustment and academic achievement of visually handicapped children.

Abroad Studies

The review of related literature of abroad studies is about the studies carried out in other countries outside India. The investigator has found out and studied these literatures which are from researches from abroad.

Bushman, Clandia and Datan Ben(2002) conducted a study on educational aspirations and interpersonal influences in 12 countries. The study indicated that the peers and parents influence on educational aspirations in countries which have relatively different in secondary schooling like USA while the influence of educational aspiration is negligible in societies with more metamorphised Secondary Education .

Seginer Rachel and Vermulst, Ad. ,(2003) made a study to see the effect of academic achievement and educational aspiration, academic achievement and family background, to see the effect of educational aspirations into cultural that is Israeli Arab and Israeli Jews. The study showed that the indirect family background and academic achievement part show the gender difference only in Arab adolescence. Educational aspirations, for girl child in parents demanding for boy child and parental demanding were directly related to academic achievement of Arab boys and Jews adolescents.

Rathon (2011) exam inter-relationship between achievement of Secondary Education and education aspiration in deprived area of London and he found that girls were more likely than boys to express a wish to remain in education beyond the age of 16. The inherited differences and social psychological variables, specifically self-esteem and psychological distressed associated with higher educational aspirations.

L Page, LL Garboua, C Montmarquette(2007) made a study on inspirational levels and educational choices. It was found that there was a significant and interesting gender effect in the laws framing treatment such that means perform better and reached higher levels.

AO Haller, CE Butterworth(1960) examine the influence of peers on levels of occupational and educational aspiration and the study indicated that there was a significant difference between Bad influence of peers on the levels of occupational and educational aspiration based on gender factor.

JimohAbiola (2014) studied the impact of educational aspirations on vocational choices of the female secondary school students in Ondu West local government area of ondo state, Nigeria. The study indicated that the social economic status of parents has a strong influence on the education aspiration on vocational choices of female secondary school students.

Abdul Hamid Abdul Rahim, (2010) made a study on educational aspirations among first generation students and their parents are influenced to worth pursuing tertiary education. The study suggested that the policy makers who want to increase the improvement of students into higher education institution should be given more attention space and opportunity for first international students to have them to see the need and the find respiration to pursue studies at Higher Education institutions.

2.4 **META ANALYSIS**

A statistical analysis which joins the results of multiple scientific studies, is known as Meta analysis. When there are more than one studies addressing to the similar question then meta-analysis can be performed in which each individual study reporting measurements that are expected to have some degree of error. Meta-analysis can also be explained as a survey in which the results of studies included in the review are somehow statistical similar and a combined and analyzed as if they were one study. Meta analysis is conducted as it gives a more precise estimate of the effect size and increases the generalization of the results and therefore it enables the resolution of conflicts between studies and yield conclusive results.

CHAPTER III

METHODOLOGY **AND DESIGN** **OF THE STUDY**

3.1 METHODOLOGY

Research methodology it is about how researcher designs the study systematically in order to ensure a valid and reliable results that address the aims and objectives of the research properly. For example what data to collect, from where to collect and how to collect, including the analysis of the data. The methodology used is the survey method and the descriptive study which is described in the following paragraphs.

Thus we can say that a systematic procedure is followed by the researcher in order to carry how to use research in a scientific and valid manner is called research methodology . Firstly it involves Research Design preparation. After the discussion the design of the survey instrument, outline procedure for data collection is done.

3.2 Design Of The Study

A detailed plan of Investigation is a research design or in other words it is a blueprint of assessing the obtained data. In brief it may be defined as a sequence of steps taken further to ensure that the data will be collected in a way that permits objective analysis of the different hypothesis formulated with respect to the research problem. Research Design proves to be of great help to the researcher in testing the hypothesis by reaching valid and objective conclusion in reference to the relationship between dependent and independent variables .The kind of

Research Design is to be selected is based upon the purpose of Investigation , types of variables and the condition in which the research is to be conducted.

Designing the study is just like the mapping strategy, in which the selection of population, sample and sampling techniques, etc. are done. When the objectives are determined the research of the news is Survey method for data collection. In this study a survey has been made on secondary school students in Lucknow city in relation to their educational aspiration level at different boards .

3.3 Variables

DEPENDENT VARIABLE	INDEPENDENT VARIABLE
❖ Educational. Aspiration Level	❖ Board ❖ Gender

3.4 Method Of The Study

The researcher may follow any of the following types of method of the study depending upon the nature of the study-

- ✓ Historical research
- ✓ Philosophical research

- ✓ Experimental research
- ✓ Descriptive research

For the present studies researcher has applied the descriptive survey method.

3.5 Descriptive Research -

On the demand and nature of the study the investigator has used the descriptive research method for pursuing his study.

When research method describes the characteristics of the population of phenomenon studied it is called as descriptive research. This methodology focuses more on what of the research than on why of the research subject. Descriptive survey research uses surveys to gather data and this data is to know the limit to which different conditions and situations can be obtained among these subjects. For example if a researcher wants to determine two qualification of the professionals employed in Lucknow University he will use survey as his research instrument and each item on the survey will be related to qualifications is subjected to yes or no answer. The methods of descriptive research are as follows –

- Case Study method
- Observational method
- Survey Research

Case study method refers to detailed and in depth study of the subject or person or case which is to be studied . It includes formal research method to carry out the research and it uses the outcomes obtained from the case study research hypothesis can be established which further can be used to expand the Horizons of research.

For example a case study method used by scientist to study unusual phenomena occurring.

Observational research which is the second type of descriptive research is a type of non experimental Research and can be defined as a type of research where research observes the ongoing behaviour of the subject. It is usually used in social science fields and marketing fields.

The third type of descriptive research is the service research which is one of the most popular and easy forms of research. A questionnaire is made which contains a set of questions relating to the research problem either on paper or digitally prepared and this question as a distributed among random people in order to get their accurate opinion. This method is popularly used by University researchers and business researches. This data can further be used as secondary research data by other researchers.

The example of descriptive research can be of a book store which is to be started and therefore in order to learn about the choice of people and observation method is used to learn about what kind of books people like to read and borrow .

Advantages of Descriptive research –

- The data which is collected from the descriptive research is very helpful in decision making.
- A variety of data can also be obtained from different methods of the descriptive research .
- It is cheap and quick.
- It provides both qualitative and quantitative data.
- It can be conducted in natural settings.

3.6 Survey Method-

It is a research method which is used for collecting data from predefined group of respondents in order to gain information and insights into various topics. Service can have multiple purposes and the researcher can conduct it in many ways which is depending on the methodology chosen and the goal of the study. The survey method studies individual units of Sampling from a population and associated techniques of Survey data collection which can be questionnaire construction and methods, which can be used for improving the number and accuracy of responses. Bi statistical service are carried out in order to make statistical inference is about the population which is being studied. This inference depends on the questions in the survey.

This survey provide informations like Public Information and Research field such as marketing research, psychology, health care and sociology. Quantitative research uses survey method to answer questions about a population which can be poles about public opinion, Public Health survey, market research survey and government service which includes census as well.

The circle method is a scientific field which seeks to identify principal about the sample design, data collection instruments, statistical adjustment of data, data processing and final data analysis which can create random and systematic survey errors. Survey methodology is both a profession as well as a scientific field which means that some professionals in the field focuses on survey errors empirically and others design survey to reduce them . The demands which a survey methodologist has to face comprises of making decisions on how to:-

- Select and identify potential sample members.
- Collect data from those who are hard to reach.
- Evaluate the questions.
- Trained and supervised interviewers.
- Check data files for accuracy and internal consistency.
- Adjust survey estimates to correct for identified errors.

Talking about the research designs in survey method there are several designs that can be used. The three general types are Cross-sectional, successive independent samples and longitudinal studies.

Questionnaire should produce reliable and valid demographic variable measures

and how the sample is chosen from the sampling frame which consists of the list of members of the population. The main goal of survey is not to describe the sample but to a larger population. Each member of the populations is called as an element. And when the population is divided into sub-populations called strata and random samples are drawn from each of the strata, it is done on a proportional basis.

There are several ways of administrating a survey which includes several factors like costs, coverage of the target population, flexibility of asking questions, respondents willingness to participate and response accuracy.

3.7 Population –

A specified and identifiable group of individuals that have one or more characteristics in common that are of interest to the researcher is called population. It includes all the individuals of particular type or part of group.

The population of the present study consists of secondary school students in Lucknow city which is the capital of Uttar Pradesh, India.

3.8 Sample Used-

A small proportion of population selected for observation and analysis is called as sample.

Certain conclusions can be made about the characteristic of the population by observing the

characteristics of the sample from which it is drawn. Sampling really helps in drawing inferences or making generalizations on the basis of observation of variables within a relatively small proportion of the population. Important factors of sample selection including the size, the available subjects, the available resources. Samples from 10 different schools were collected. It included boys and girls from ICSE, CBSE and UP board schools. The sample includes 100 students from each board and from each board 50 student are girls and 50 students are boys. The sampling method used in this type of research is 'stratified random sampling'.

3.9 Description Of The Sample-

The sampling used in the study includes the secondary students in Lucknow City. The students are from UP Board, CBSE board and ICSE board. And each board consists of both boys and girls.

<i>Sr. No.</i>	<i>Name Of The Schools</i>	<i>Board</i>	<i>Sample Size (N)</i>
1	Nirmala Convent Inter College.	ICSE	31
2	ST.Fidelis College	ICSE	48
3	Mount Carmel College.	ICSE	21
4	Delhi Public School.	CBSE	35
5	SKD Academy	UP	76
6	Radiant Public Higher Secondary School	UP	24
7	Amity International School.	CBSE	14
8	Rani Laxmi Bai Memorial School.	CBSE	27
9	Aliganj Montessori School	CBSE	6
10	Tathagat Public School	CBSE	18

3.10 Procedure Of Data Collection –

Form the present study which is the comparative study of the level of educational aspiration of secondary school students in Lucknow city, one test was administered on 300 students out of which hundred students each from UP, CBSE and ICSE board and 50 students each according to the gender from UP, CBSE and ICSE board are taken.

The school selected for data collection are-

1. Nirmala Convent Inter College.
2. ST.Fidelis College
3. Mount Carmel College.
4. Amity International School.
5. Tathagat Public School
6. SKD Academy
7. Delhi Public School.
8. Radiant Public Higher Secondary School
9. Aliganj Montessori School
10. Rani Laxmi Bai Memorial School.

In order to collect the data the investigator first of all obtained prior permission from the principal and administered it with the help of subject teacher of the particular classes. The researcher explained the purpose of the test of level of educational aspiration and clearly read out the instructions which are given on the title page of the

inventory. The respondents which were the secondary students were made sure that the information provided by them would be kept confidential and along with this all the doubts of the students were cleared by the investigator and the test was administered then. When the responses were made the tool was collected back and the scoring was accordingly done as given in the manual .

3.11 **Tools Used –**

The instruments which help the researcher to gather data is known as the tool. The kind of tool which is used determines the type of information which is to be gathered. The selection of tool depends on the design and objectives of the study and the type of respondents intended to cover.

The tool which I have used in this study is **“Level of educational aspiration test” by Dr. Yashmin Ghani Khan. The level of educational aspiration test** was designed and standardized on the students of upper Primary School in general and class 8 in particular who are completing 8 years of free and compulsory education as stated in the Directive Principles of State Policy. The aspects of this test includes family support, pupils view, Pupil effort and reality of aspired goals. The revised form of the test was administered on student sample of 375 from class 6th to 10th of English and Hindi medium school.

3.12 Plan Of Data Analysis –

When the data was collected it was organized and then analyzed statistically by using M. S. EXCEL, which is spreadsheet software. The values were represented in percentage and mean, standard deviation and t values of the scores.

3.13 Statistical Techniques used in this study for data analysis

When the data was collected it was statistically analyzed with the help of MS Excel which is a spread sheet software. The Statistical Techniques used were found to be the most appropriate technique for the collection of data and then the Analysis of data was done.

The Statistical Techniques used are as follows

- Mean
- Standard deviation (SD)
- t- test

1) MEAN (M) –

When there is a large set of data, the average is taken out how to make the sense of data.

Mean is one of the search averages which is sometimes also known as Arithmetic mean. It is the measure of central tendency which is very commonly used. It is equivalent to the, sum of all the values of the data collected divided by the number of values in the data. Mathematically mean is represented as-

$$M = \Sigma fx / N$$

Where,

f = frequency

X = score

N = the number of items in the sample

2) STANDARD DEVIATION –

The measure of how widely values are dispersed from the average value which is the mean is called the standard deviation.

$$S = \sqrt{(\Sigma(X-x)^2) / (n-1)}$$

Where,

S= sample standard deviation

n = sample size

x = sample mean average

3) t – test

It is a statistical test which is used by play to compare the mean of two groups of samples and it is therefore used to evaluate whether the means of the two sets of data statistic is least significantly different from each other or not.

$$t = (X_1 - X_2) / S \sqrt{((1 / n_1) + (1 / n_2))}$$

Where, $S^2 = \{(n_1 - 1)SD_1^2 + (n_2 - 1)SD_2^2\} / (n_1 + n_2 - 2)$

X1, X2 are means of two groups

n₁, n₂ are numbers of observation of two groups

SD₁, SD₂ are standard deviation in two groups.

3.14 Null Hypothesis

A type of hypothesis which is used in statistic for the propose that there is no difference between certain characteristics of population is called as null hypothesis. Or we can say that

null hypothesis is a precise statement about a population that to the researcher tries to reject with sample data. It is also called as no difference hypothesis.

The null hypothesis makes judgement whether the obtain differences between sample is due to some actual difference or due to some chance errors. The null hypothesis is generally formulated for the purpose of being rejected because if it is rejected the alternative hypothesis is accepted. The null hypothesis is accepted if the difference between the experimental group and the control group is very small and it indicates the fact that a small difference between these two groups is due to sampling error or some other chance fluctuations. But if the difference between the experimental group and the control group is too large the hypothesis is likely to be rejected indicating the fact they obtained.

3.15 **Level Of Significance –**

The probability or chance of rejecting a null hypothesis by the test is when it is actually true, is the level of significance. The level of significance 0.05 related to the 95% confidence level.

The acceptance or rejection of a null hypothesis is based on this level of significance

- Rejecting a null hypothesis at 0.05 level indicates that the difference is as large as that found between the experimental and control groups would have resulted from sampling error which is less than 5 out of hundred applications of the experiment. In other words

it can be said as 95% probability of that difference is due to the experimental treatment rather than to sampling error.

- On the other hand there is a more rigorous test of significance which is 1% for 0.01.

Rejecting a null hypothesis at this level would suggest that a difference in means as large as that found between the experimental and control groups would have resulted from sampling error is less than 100 applications of the experiment.

In educational and psychological circles the 0.05 or the 5% level of significance is often used as a standard for rejection.

When samples are large then the critical value he approaches the Sigma score which is represented by z . If the value of Z equals to or exceeds 1.96 then the researcher may conclude that the difference between means is significant at the 0.05 level of significance and if the value of Z equals to or exceeds 2.58 the researcher may conclude that the difference between means is significant at the 0.01 level of significance.

P is Level Of Significance :

$P \geq 0.05$ not significant

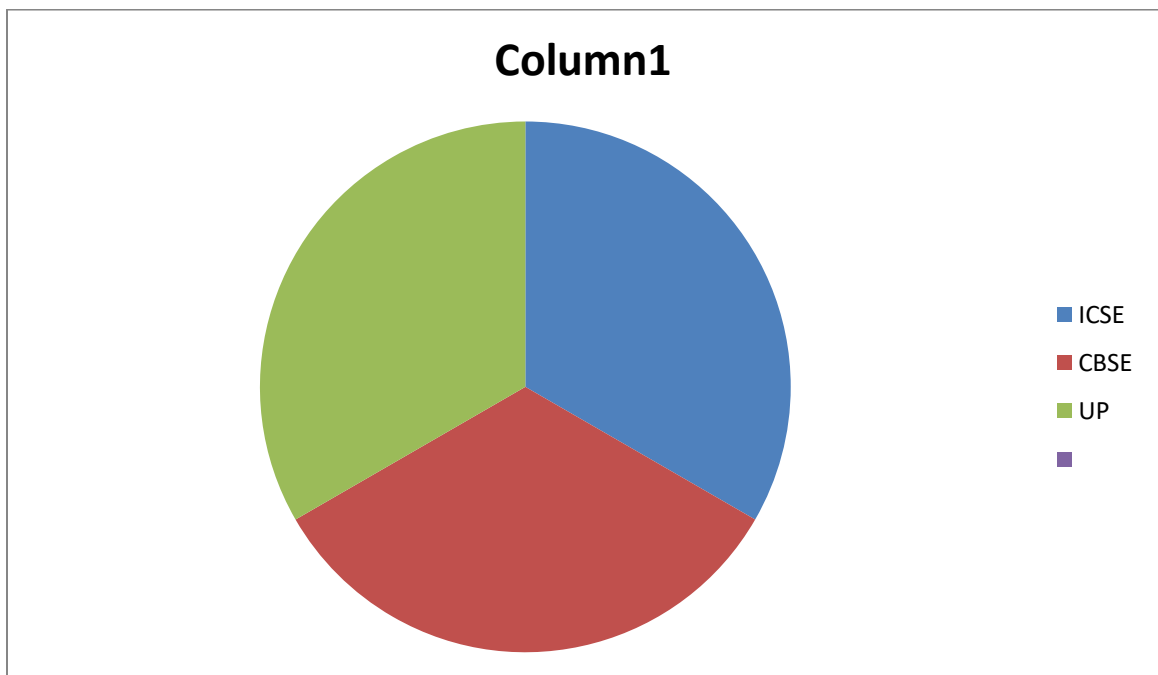
$P \leq 0.05$ significant

$P \leq 0.01$ highly significant

$P \leq 0.001$ very highly significant

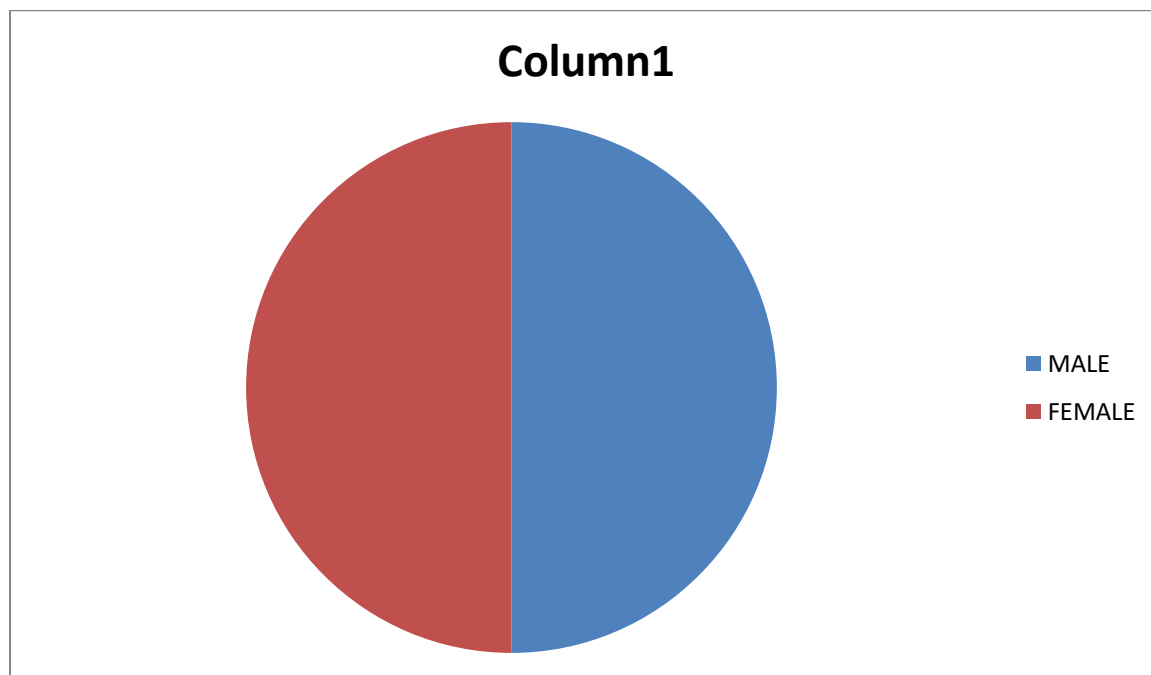
3.16 Sample Distribution On The Basis Of Board

Sr.No.	BOARD	SAMPLE (N)
1	CBSE	100
2	ICSE	100
3	UP	100
4	TOTAL	300



3.17 Sample Distribution On The Basis Of Gender

Sr. No.	Gender	Sample
1	Male	150
2	Female	150



Chapter IV

ANALYSIS AND INTERPRETATION

4.1 Analysis and Interpretation

The first responsibility of any educational research is that of being able to make logical experience covering the tenability of his or her testable hypothesis. The rejection or acceptance of this particular hypothesis will determine what contribution the study has made to the scientific development of the particular area. This is true in case of analysis of interpretation of the data. The elucidation and inspection of data represents that the application of deductive and inductive logic to the research process.

The data is sorted into subgroups and then it is analyzed and synthesized in such a way that the hypothesis can be verified or rejected. Thus, the final result may be principled or generalized. The analysis of data includes generally the comparison of the outcomes of different methods on several groups and then the making of decisions so as to achieve the goals. In each hypothesis the pertinent data must be assembled in quantitative form and then it is to be tested to determine whether or not there is significant difference in the result obtained from the controlled groups. However sometimes the type of data obtained is better as compared to the existing differences by contrast.

Previously mentioned that the main objective of the present study is to **Compare The level of Educational Aspiration Of Secondary School Students Of Lucknow City** according to their board and gender. In this study the investigator selected a sample of 300 secondary school students from each of the three boards namely ICSE board, CBSE board and UP board.

Objective

To compare the level of educational aspiration of ICSE and CBSE board students.

H_0

There is no significant difference of level of educational aspiration between the ICSE and CBSE board students.

Table – 01

<i>Level of educational aspiration</i>	N	Mean (M)	S. D.	t-value at df = 198	Remark
ICSE	100	39.03	10.04	2.65	
CBSE	100	37.34	9.49		SIGNIFICANT

Interpretation

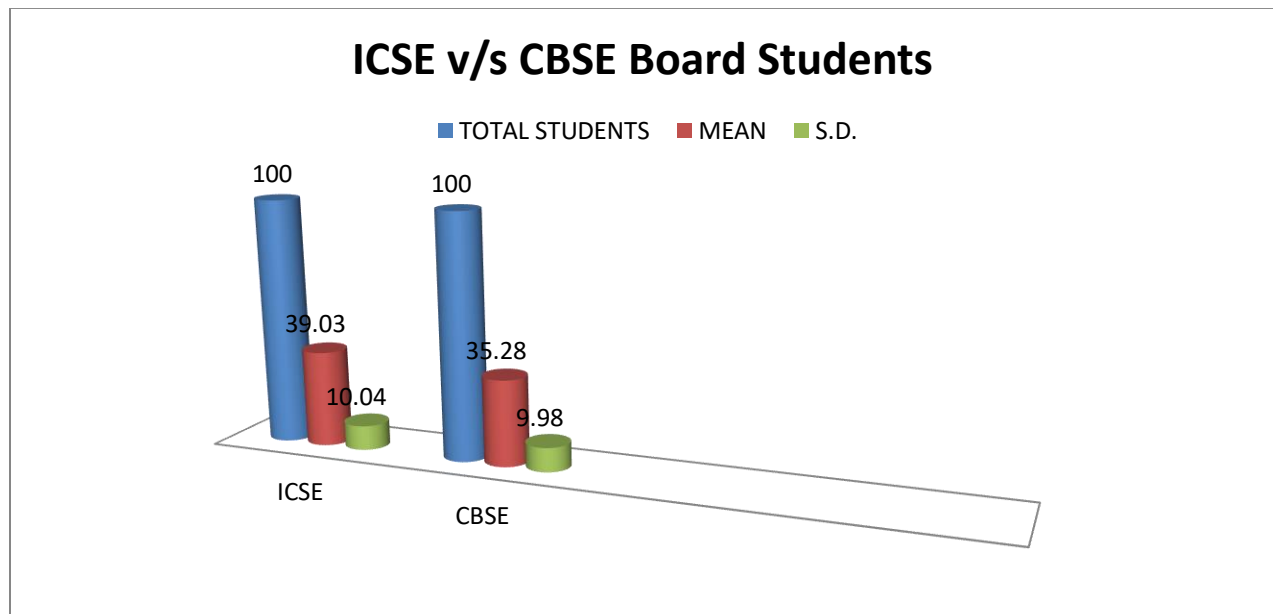
(0.05 level of significance the table value of t is 2.65)

The table above shows that the total number of ICSE board students is hundred and the mean is 39.03 and their standard deviation is 10.04. It also shows that the total number of CBSE board students is 100 and their mean is 35.28 with their standard deviation coming out to be 9.98. t value between the ICSE board students and the CBSE board students is 2.65 at the degree of freedom 198. The table value is 1.96 at 0.05 level of significance respectively.

From the above table it is inferred that the calculated the value 2.65 is more than the table value 1.96 at 0.05 level of significance. It means that there is significant difference of level of

educational aspiration level between the ICSE board students and the CBSE board students of secondary school in Lucknow city.

Hence the null hypothesis, there is significant difference of level of educational aspiration between the ICSE board students and the CBSE board students of secondary school is rejected.



Graphical representation of the mean and standard deviation on the basis of level of educational aspiration of ICSE and CBSE board students of secondary school.

Objective

To compare the level of educational aspirations of ICSE board and UP Board students.

H_0

There is no significant difference between the level of educational aspiration and between the ICSE board and UP Board students of secondary school.

Table 02

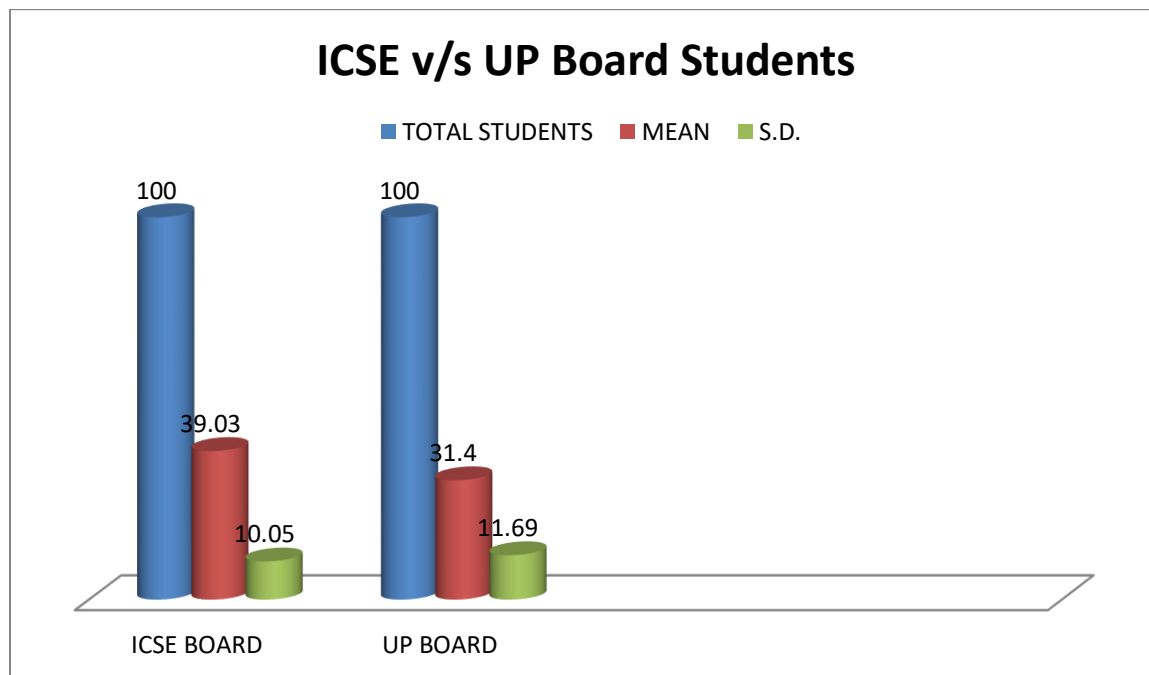
Level of of educational aspiration	N	Mean (M)	S. D.	t-value at df= 198	Remark
ICSE	100	39.03	10.05	4.95	
UP	100	31.40	11.69		SIGNIFICANT

Interpretation

At the 0.05 level of significance the table value of t is 1.96.

The above table shows that the total number of ICSE boards Secondary School student 100 whose mean is 39.03 and their standard deviation is 11.20. The number of UP board students are hundred with mean of 31.40 and standard deviation of 11.69. The t value between the UP Board students and ICSE board students is 4.95 at the degree of freedom of 198. The table value is 4.95 at 0.05 level of significance respectively.

From the above table it is inferred that the calculated t value 4.95 which is more than the table value 1.96 at 0.05 level of significance. It means there is a significant difference of level of educational aspiration between ICSE board students and U P board students of secondary school. **Hence the null hypothesis there is no significant difference of level of educational aspiration between the ICSE board students and the UP Board students of secondary school is rejected.**



Graphical representation of the mean and standard deviation on the basis of level of educational aspiration of ICSE board and UP Board students of secondary school.

Objective

To compare the level of educational aspiration of CBSE board and UP Board students up Secondary School

Ho3

There is no significant difference of level of educational aspiration between the CBSE board students and the UP Board students.

Level of educational aspiration	N	Mean (M)	S. D	t-value at df= 198	Remarks
CBSE	100	35.28	9.98	2.52	
UP	100	31.40	11.69		Significant

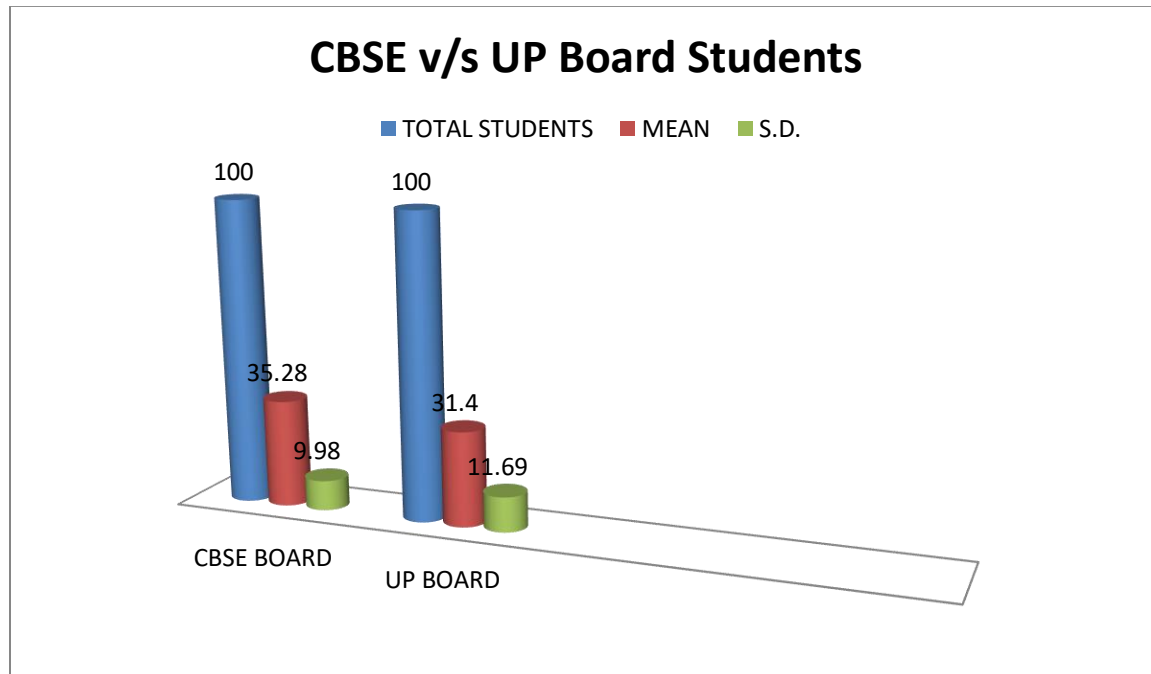
Interpretation

At 0.05 level of significance the table value of t is 1.96

The above table shows that the number of CBSE board students is 100 and the mean of the rose course is 35.28 with standard deviation of 9.98 and on the other hand the number of UP board students is hundred with the mean of RAW scores to be very 31.40 and standard deviation of 11.69. t value at degree of freedom 198 is 2.52 .

from the our table it is input type the t value 2.52 is more than the table value of 1.96 at 0.05 level of significance which means that the level of educational aspiration of CBSE and UP boards students is significant. .

Hence the null hypothesis, there is no significant difference of level of educational aspiration between the CBSE board students and the UP Board students of secondary school is rejected.



Graphical representation of the mean and standard deviation on the basis of level of educational aspiration of CBSE board and UP Board students of secondary school.

Objective

To compare the level of educational aspirations of male and female secondary school students of ICSE board.

Hypothesis

Ho4

There is no significant difference between the level of educational aspirations of male and female secondary school students of ICSE board.

Level of educational aspiration	N	MEAN(M)	S. D.	t value at df= 98	Remarks
MALE	50	39.06	10.23	0.01	NOT
FEMALE	50	39.04	9.96		SIGNIFICANT

Interpretation

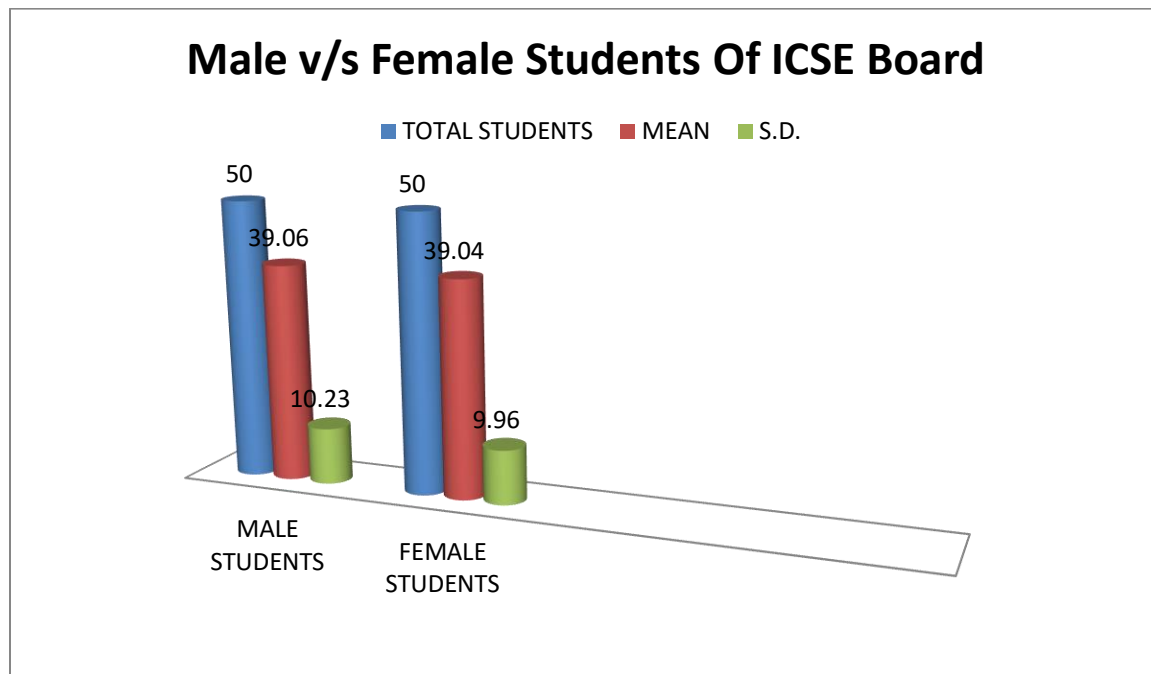
At the 0.05 level of significance the table value of t is 1.96

The above table shows at a number of main students of secondary school of ICSE board are 50 with mean of 39.06 and standard deviation of 10.23. The number of female students of 50 and the mean of the raw scores is 30 9.04 with standard deviation of 9.96. The t value at degree of freedom equals to 98 comes out to be 0.01.

From the above table it is inferred that the calculated t value 0.01 is less than the table value of 1.96 and 0.05 level of significance hence the difference between the level of educational

aspiration between the male and female secondary school students of ICSE board is not significant.

Hence the null hypothesis that there is no significant difference of level of educational aspiration of male and female secondary school students of ICSE board is accepted.



Graphical representation of the mean and standard deviation on the basis of level of educational aspiration of male and female students of ICSE board.

Objective

To compare the educational aspiration of male and female secondary school students of CBSE board.

Hypothesis

Ho5

There is no significant difference in the level of educational aspiration of male and female secondary school students of CBSE board.

Level of educational aspiration	N	Mean(M)	S. D.	t-value at df= 98	Remarks
MALE	50	35.28	10.47	0.498	NOT
FEMALE	50	36.28	9.58		Significant

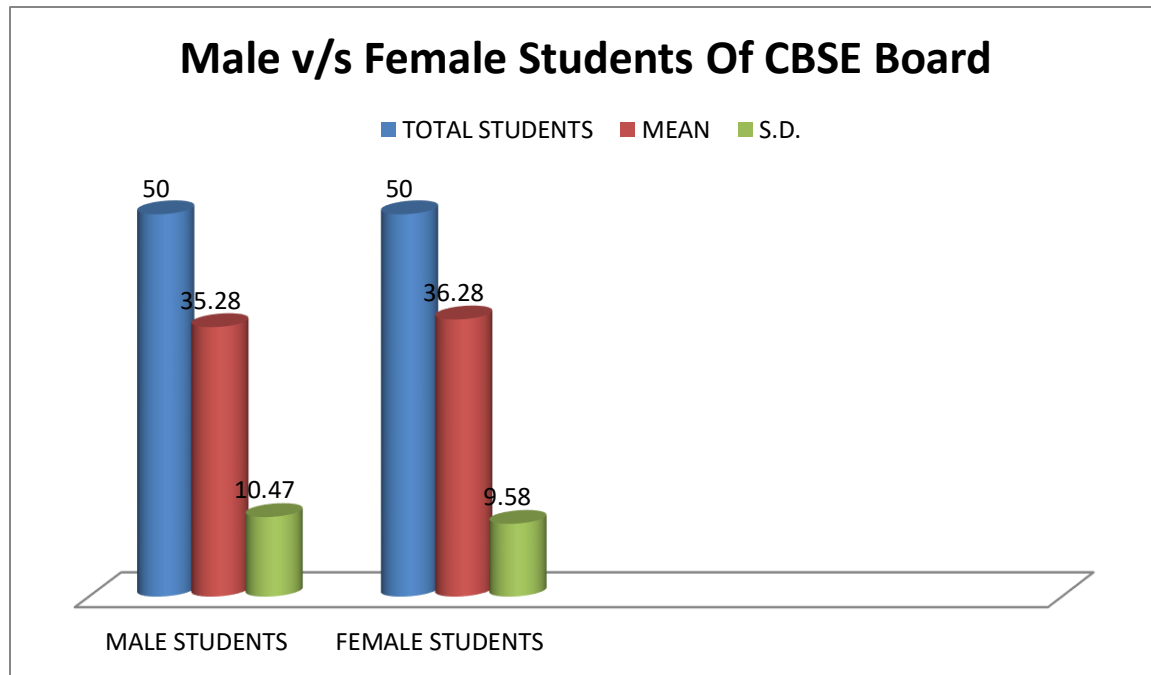
Interpretation

At 0.05 level of significance the table value of t is 1.96.

the above table shows that the total number of male students of CBSE board are 15 with the mean of 30 5.28 and standard deviation of 10.4 7 . Number of female students of U P board is 50 with the mean of 36.2 8 and standard deviation of. Dirty value at degree of freedom of 98 comes out to be 0.498.

From the overhead table it is deduced that the calculated t value 0.498 is less than the table value 1.96 at 0.05 level of significance and it means that there is no significant difference of level of educational aspiration between male and female secondary school students of CBSE board.

Hence the null hypothesis, that there is no significant difference of level of educational aspiration of male and female secondary school students of CBSE board is accepted.



Graphical representation of the mean and standard deviation on the basis of level of educational aspiration of male and female students of CBSE board.

Objective

To compare the level of education aspiration of male and female secondary school students of UP board.

Hypothesis

Ho6

There is no significant difference in the level of educational aspiration of male and female secondary school students of UP board .

Level of educational aspiration	N	Mean(M)	S. D.	t value at Df = 98	Remarks
MALE	50	34.38	9.53	0.78	NOT
FEMALE	50	35.90	9.91		SIGNIFICANT

Interpretation

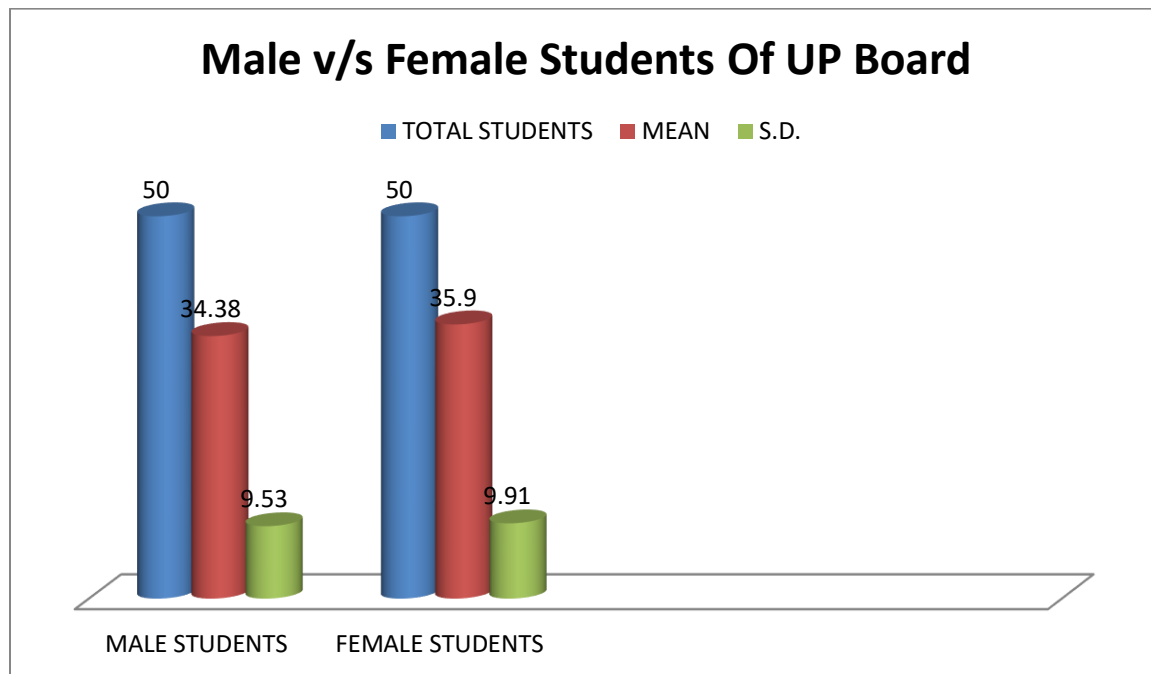
At the 0.05 level of significance the table value of t is 1.96.

The above table shows that the total number of male students of UP board is 50 and their mean is 34.38 with a standard deviation to be 9.53 and on the other hand number of female students of UP board is 50 with the mean of 35.90 and standard deviation of 9.91. t- value at degree of freedom 98 is 6.83.

The overhead table it is deduced that the calculated t value 0.78 which is clearly less than the table value 1.96 at 0.05, level of significance. It means, there is no significant difference

between the 'Level of educational aspiration' between male and female secondary school students of UP board.

Hence, the null hypothesis, there is no significant difference in the level of educational aspirations of male and female secondary school students of UP board is accepted.



Graphical representation of the mean and standard deviation on the basis of level of educational aspiration of male and female students of UP board.

Chapter - V

FINDINGS, CONCLUSIONS AND SUGGESTIONS FOR FURTHER RESEARCH

5.1 **Findings**

1. A significant difference of the level of educational aspiration was found between ICSE board students and CBSE board students of secondary school. It is inferred that the ICSE board students are having a high level of educational aspiration and CBSE board students having low level of educational aspiration.
2. A significant difference of the level of educational aspiration was found between ICSE board students and UP board students of secondary school. It is inferred that the ICSE board students are having a high level of educational aspiration and UP Board students have a low level of education aspiration as compared to ICSE board secondary school students.
3. A significant difference of the level of educational aspiration was found between CBSE board students and UP board students of secondary school. It is inferred that the CBSE Board students have high level of educational aspiration as compared to UP board students.
4. It was found that there is no significant difference in the level of educational aspiration between the male students and female students of secondary school of ICSE board. It means that there is no significant difference of level of educational aspiration of secondary school students on the basis of gender in ICSE board.
5. It was found that there is no significant difference of the level of educational aspiration between the male and female students of secondary school of CBSE board. It means

that there is no significant difference of level of educational aspiration of secondary school students on the basis of their gender in CBSE board.

6. It was found that there is no significant difference in the level of educational aspiration between the male students and female students of secondary school of UP board. It means that there is no significant difference of level of educational aspiration of secondary school students on the basis of gender in UP board.

5.2 **Conclusion**

A comparative study of the level of educational aspiration of secondary school students has been carried out during the year 2020 and 2021 in Lucknow city, capital of Uttar Pradesh.

The present study was undertaken with objective to study the level of educational aspiration of secondary school students is to know the influence of demographic variables viz, different boards (ICSE, CBSE and UP) and gender.

The population for study was comprised of secondary school students in the area of Lucknow city and there were a total of 300 students from Secondary Schools, 100 students from each ICSE, CBSE and UP Board.

There were a total of 150 female students and 150 male students in which 50 female and 50 male were from each boards respectively. All the students were from the urban area. In this study the researcher found that there is no significant difference in the level of educational aspiration between the male and female students of secondary school of all the three boards.

In this study it was found that there is a significant difference of the level of education aspiration between the different boards.

The research also found that the level of education aspiration of ICSE board students is higher than that of the CBSE board and UP Board students of secondary level.

It is the suggestion that new educational programs and methods should be included in CBSE and UP Board so that it results in positive and realistic aspirations in secondary school students. It is also recommended that the secondary school student should also create an environment for learning so that it leads to positive and high level of aspirations in academic field.

5.3 **Educational implications of the study**

Educational aspiration, the desire to excel in academic on the other hand the level of educational aspiration is the measure of this desire or will. Educational aspiration has become the topic of interest among the psychologist and educationist, including the other intellectuals. Each individual has different environment and thus the different level of aspiration and ultimately leading to different educational aspiration level. The level of educational aspiration it helps in predicting the type of aspiration the child is having and this may be very useful for the counselors in guiding the Student or the learners so that they will be able to define their ambitions and then consequently can work on them to achieve them.

The results of the present study imply that the students of ICSE board have better level of educational aspiration as compared to CBSE board and UP board secondary school students. There is a need to organize educational programs which develop positive and realistic aspirations among the UP board and CBSE board secondary school students. Along with that certain motivational programs and activities should also be included because motivation is influenced by one's interest and in addition to abilities it determines the educational and vocational aspirations.

5.4 Suggestions and areas for further research

Based on the present investigation and findings of the study following suggestions are offered for the study:-

1. As the present study focused on secondary school students, further researches may be extended to lower secondary school students and senior secondary school students.
2. This study may also be extended across the Universities and college students as well.
3. A comparative study of level of educational aspiration of lower secondary students.
4. A comparative study of level of educational aspiration of senior secondary students.
5. This study may also be extended to the rural area.
6. A comparative study of the level of educational aspirations of rural and urban areas of Lucknow district.
7. The further study can be extended by covering the variable such as age family background and stream.
8. The present study is done on 300 secondary school students, which can be further extended to more students.

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- **Andrea Madarsova Geckova's factors associated with educational aspirations among adolescents: cues to counteract social economic differences.**
- Essentials of educational psychology by S.K. Mangal
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APPENDIX



Consumable Booklet

of
LEAT-K

Dr. Yashmin Ghani Khan (Bhopal)

(English Version)

Kindly fill in the following Entries :

Date

Name _____ Father's Name _____
Date of Birth _____ Gender : Male ☐ Female ☐
Class _____ School _____
Designation _____ Speciality _____
Place _____ Area : Metropolitan ☐ Unban ☐ Rural ☐
Type of Family : Joint Family ☐ Single Family ☐

INSTRUCTIONS

On the Following pages, 30 Statements for your consideration and response. Read each statement carefully and decide your answer on any one of the three alternatives, viz., * **Yes**, * **Undecided** and * **No** by putting a ☒ mark in the box of the appropriate alternative which describes you the best.

Please do answer to all the 30 statements.

Be rest assured, your answers will be kept confidential.

SCORING TABLE

				z-Score	Grade	Level of Educational Aspiration
Page	2	3	4			
Raw Score						
Total Score						

Estd. 1971

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Sr. No.	Statements	Yes	Undecided	No	Score
1.	Is a person identified more by his efforts rather than his family prestige ?	☐	☐	☐	
2.	Is the fact that there are many students who score fewer marks than you, a consolation for you when you do not perform well ?	☐	☐	☐	☒
3.	Have you felt your parents' pressure while taking a particular decision ?	☐	☐	☐	☒
4.	Do you like people who regularly criticize you and force you to do better in your studies ?	☐	☐	☐	
5.	Do you usually avoid taking challenges fearing failure ?	☐	☐	☐	☒
6.	Do you always work hard and sincerely when given any academic work ?	☐	☐	☐	
7.	Do you accept failures as stepping-stones to success ?	☐	☐	☐	
8.	Do your parents believe that hard work is the key to achieve success ?	☐	☐	☐	
9.	Do you believe that you can acquire magical powers to succeed in any examination ?	☐	☐	☐	☒
10.	Do you believe that parents' encouragement is a must for building up a child's will to win or achieve success ?	☐	☐	☐	

Total Score Page 2

Sr. No.	Statements	Yes	Undecided	No	Score
11.	Can a person change his fate by hard work ?	☐	☐	☐	
12.D ₁	Do you enjoy listening to stories of superheroes with magical powers ?	☐	☐	☐	
D ₂	Do you believe that they could be real characters ?	☐	☐	☐	☒
13.	Do your parents support your views about your career ?	☐	☐	☐	
14.	Do you ever satisfy yourself on your failure by talking about the students performing worse than you ?	☐	☐	☐	☒
15.	Do you prefer to avoid work given to you ?	☐	☐	☐	☒
16.	Does it bother you if other students score more marks than you ?	☐	☐	☐	
17.	Does education have an impact on personality ?	☐	☐	☐	
18.	Do your parents punish you on cheating, copying or telling lies ?	☐	☐	☐	
19.	Are you always confident to succeed in every examination you take ?	☐	☐	☐	
20.	Do you believe that studying is a year long process and cannot be done over-night ?	☐	☐	☐	

Total Score Page 3

Sr. No.	Statements	Yes	Undecided	No	Score
21.	Can You discuss your personal and school problems with your parents ?	☐	☐	☐	
22.	Are you shy to ask your teachers or parents when you don't understand something ?	☐	☐	☐	☒
23.	Do you prefer to do assignments yourself ?	☐	☐	☐	
24.	Do you go on reading more till a particular concept is clear to you ?	☐	☐	☐	
25.	Are you usually ready to face a surprise test ?	☐	☐	☐	
26.	Do you want to make your identity by your own hard work rather than by your parents' fame ?	☐	☐	☐	
27.	Do you feel that scoring well in examination is important ?	☐	☐	☐	
28.	Do you try to improve your percentage in every examination ?	☐	☐	☐	
29.	Do you belong to group of academically successful students of your class ?	☐	☐	☐	
30.	Have you set your goal of life according to your scholastic interest and are striving to achieve it ?	☐	☐	☐	

Total Score Page 4