

A Comparative Study of Educational Aspiration Among Scheduled Caste Secondary School Students

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Abstract

The present study has an attempt to explore levels educational aspirations of scheduled caste secondary school students. To study and compare the levels of educational aspiration of scheduled caste secondary school students. A representative sample of 760 form class 9th and 10th class students was randomly selected from government schools. Tools for collecting the data included Educational Aspiration Scale developed by Yashmin Ghani Khan, (2019). The data were analysed using descriptive statistics and T-Test, the finding of the study revealed majority of scheduled caste secondary school students fall under Average Realistic levels of Educational Aspiration and also found that the majority of scheduled caste secondary school students fall under Average Realistic levels of Educational Aspiration both gender male and female respectively. Moreover, data depicts that there is no significant difference between male and female scheduled caste secondary school student on educational aspiration levels.

Keywords: Educational Aspiration, Scheduled Caste, Students

Background

Different disciplines, including psychological, social-psychological, sociological, and economic views, have researched educational aspirations extensively to explain educational discrepancies. (Trebbels, 2014). Nevertheless, despite the term being frequently used to refer to the educational objectives that students set for themselves, there is no one, widely-accepted definition or consensus on what the term "educational ambitions" actually implies (Lent et al. 1994; Quaglia and Cobb 1996; Rojewski 2005 cited by Trebbels, 2014). Plans, decisions, and preferences are all generally considered as goal terms that differ largely along dimensions like the degree of specificity of city and proximity to the choice execution, therefore a range of phrases like these are frequently used—and occasionally used interchangeably (Lent et al. 1994; Rojewski 2005). Plans, decisions, and preferences are all generally considered as goal terms that differ largely along dimensions like the degree of specificity of city and proximity to the choice execution, therefore a range of phrases like these are frequently used—and occasionally used interchangeably (Lent et al. 1994; Rojewski 2005). When career goals are evaluated far enough away from the decision situation to not require commitment or reality considerations, they are frequently referred to as aspirations, whereas when goals are evaluated close to or at the point of transition, terms like expressed choices, plans, or decisions are more frequently used (Trebbels, 2014). In the long run, so

that future generations respect them for their social contributions and efforts. In this study, the researchers discovered that respondents had too many ambitions after receiving their higher education. After completing class ten, some of the respondents want to make a lot of money and gain social status. Similarly, some people want to make a significant contribution to their country, but they are aware of the path to success, which entails constant effort to realize their goals. Thousands of journeys begin with a single step, they explained. They have already marched in motion, and the time will come for them to achieve their goals (Poudel & Maharjan, 2018). Educational aspirations or desires may be a strong proxy for a less visible aspect of cultural capital. Understanding the importance of educational ambitions in the social reproduction of health inequality can be a crucial clue for health-inequity reduction strategies.

The Blau-Duncan model is expanded upon by the Wisconsin model of status achievement. (Trebbels, 2014), It was a crucial first step in systematising the causal links by which the social background of the family affects the educational and subsequent occupational attainments of its offspring. The most significant finding of Blau and Duncan's research was that educational attainment, which is the major mobility component that mediates the relationship between social origin and subsequent occupational success, most thoroughly influences occupational attainment. This was in addition to the finding that, as demonstrated by a large body of past research, the father's educational and professional status directly determines the statuses attained by the children (Trebbels, 2014). In order to examine the causal mechanisms at a more detailed social-psychological level, Sewell et al. (1969, cited by Trebbels, 2014) added a number of variables to the Blau-Duncan model. This was done in response to the lack of identification of the finer mediating processes through which status attainment occurs.

The path model's original definition was developed from an analysis of longitudinal questionnaire data collected from male Wisconsin high school seniors in 1957 and subsequent research in 1964. (Sewell et al. 1969 cited by Trebbels, 2014). The black dotted lines represent potential but theoretically disputed causative ties, the orange dotted lines represent correlations that were not given causal priority and were left unanalysed, and the straight solid lines represent the theoretically expected causal links (Trebbels, 2014).

Review Related Studies

Chawla (2018) attempts to study the educational aspiration of secondary school children concerning the type of school, gender, and relationship on academic achievement. The study examined that there is no significant difference in educational aspiration of govt. and private, male and females' secondary school children. There was a positive and contributory relationship between educational aspiration and academic achievement of secondary school students' revealed study conducted by (Ali, 2018). Furthermore, studies illustrated that educational aspiration plays a significant role in the improvement of academic achievement among secondary school students, and the study revealed that more than 80% of respondent's response educational aspiration effect positively on academic achievement (Swargiary & Devi, 2018). Raja (2017) stated that there is no significant difference in educational aspiration levels among rural and urban secondary school students and no significant difference among the parental educational status and educational aspiration of secondary school students. Another study revealed a low relationship between educational aspiration and academic achievement of secondary school students (Singh & Sharma, 2017). Furthermore, the study illustrated a positive and significant relationship between aspiration and academic achievement (Chauhan, 2017).

Objectives of the study

1. To study the levels of educational aspiration of scheduled caste secondary school students.
2. To compare the levels of educational aspiration of scheduled caste secondary school students with respect to Gender.
3. To compare the Educational Aspiration of Scheduled Caste secondary school students with respect to Gender.

Hypothesis

1. There is no significant difference between male and female Scheduled Caste Secondary School Students on Educational Aspiration

Methods and Procedure

For this study Descriptive Methods was followed by the investigator.

Population and sample

The population for the present study consists of the schedule caste secondary school students of Jammu division in the union territory of Jammu and Kashmir India. A representative sample of students had been selected from population for serving the purpose of study. Multistage random sampling techniques was used for the present study. The investigator has selected 38 schools and 19 students from each school were taken randomly for the present study. In this way the sample size comprises 760 out of which 384 were boys and 376 were girls.

Tool

Educational Aspiration Scale (E.A.S.) developed by *Yashmin Ghani Khan, (2019)* was applied for the present study.

Table:1 Frequency distribution of the sample with respect to Educational Aspirations.

Variable	Category	Frequency	Percentage
Educational Aspirations	Extremely Realistic	27	3.6
	Highly Realistic	64	8.4
	Above Avg. realistic	223	29.3
	Avg. Realistic	342	45.0
	Unrealistic	81	10.7
	Highly Unrealistic	20	2.6
	Extremely low Unrealistic	3	0.4
		N= 760	100.00

Objective 1

From the above table demonstrated that the levels of educational aspiration among scheduled caste secondary school students, viz. Extremely Realistic, Highly Realistic, Above Average Realistic, Average Realistic, Unrealistic, Highly Unrealistic, Extremely Low Unrealistic. Further, data depicts that the Extremely Realistic 27 (3.6 %), Highly Realistic 64 (8.4%), Above Average Realistic 223 (29.3%), Average Realistic 342 (45.0%), Unrealistic 81 (10.7%), Highly Unrealistic 20 (2.6 %) and Extremely Low

Unrealistic 3 (0.4 %). Besides this it is clear from the data majority of scheduled caste secondary school students fall under Average Realistic levels of Educational Aspiration.

Table 2 Descriptive statistics of Educational Aspirations with respect to Gender

Variable	Male	Female	Total
Extremely Realistic	16	11	27
Highly Realistic	32	32	64
Above Avg. Realistic	109	114	223
Avg. Realistic	173	169	342
Unrealistic	42	39	81
Highly Unrealistic	11	9	20
Extremely Low Unrealistic	1	2	3
Total	384	376	760

Objective 2

From the above table depicts those levels of educational aspiration among scheduled caste secondary school students with respect to Gender, viz. Extremely Realistic, Highly Realistic, Above Average Realistic, Average Realistic, Unrealistic, Highly Unrealistic, Extremely Low Unrealistic. Further, data depicts that the Extremely Realistic male are 16 and female are 11, Highly Realistic male 32 and female 32, Above Average Realistic male 109 and female 114, Average Realistic male 173 and female 169, Unrealistic male 42 and female 39, Highly Unrealistic male 11 and female 9 and Extremely Low Unrealistic 1 male and 2 females. Besides this it is clear from the data majority of scheduled caste secondary school students fall under Average Realistic levels of Educational Aspiration both gender male and female respectively.

Table 3

Significance of difference in mean between male and female scheduled caste secondary school students in relation to Educational Aspirations.

Variables	Gender	N	Mean	S.D	df	t-value	Sig	Remarks
Educational Aspirations	Male	384	39.67	7.72	758	.016	.987	Insignificant
	Female	376	39.68	7.54				
* = significant at $P \leq 0.05$								

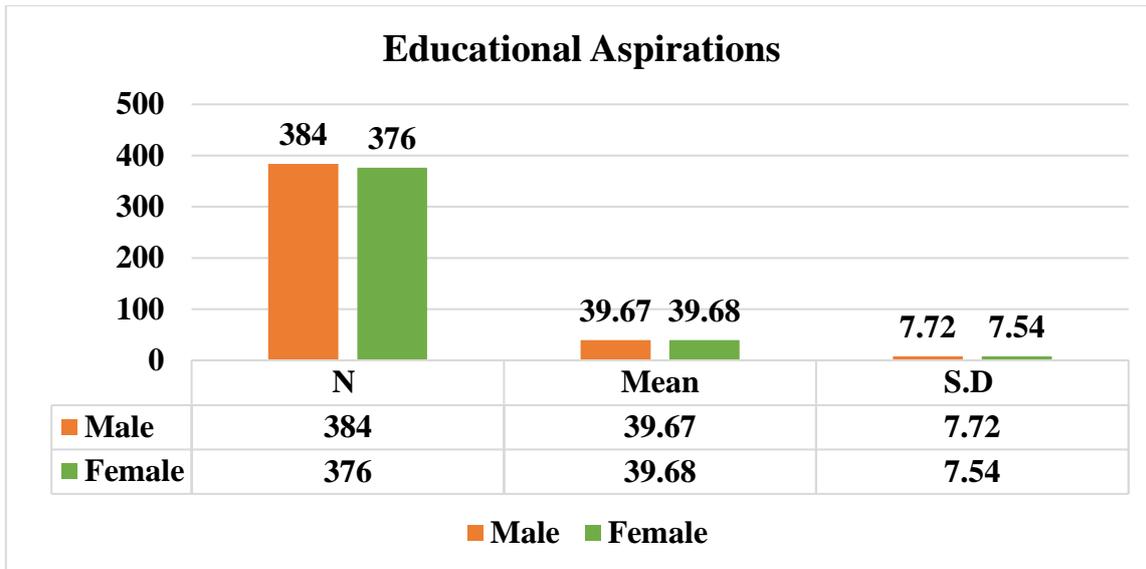


Fig: : Showing the mean and S.D of male and female scheduled caste secondary school students in relation to Educational Aspirations.

Table 3 and fig. reveals that the difference in mean between male and female scheduled caste secondary school students in relation to Educational Aspirations. The mean score of male scheduled caste secondary school students was 39.67 with S.D 7.72 while as female scheduled caste secondary school students 39.68 with S.D 7.54. The t-value was .016 which was not significant. This implies that there was no significant difference between male and female scheduled caste secondary school students on Educational Aspirations. So, that the objective which reads as “*To compare the Educational Aspiration of Scheduled Caste secondary school students with respect to gender*” has been realised and hypothesis “*There is no significant difference between male and female Scheduled Caste Secondary School Students on Educational Aspiration*” has been accepted.

Findings

1. Finding of the study revealed that the majority of scheduled caste secondary school students fall under Average Realistic levels of Educational Aspiration.
2. The study also found that the majority of scheduled caste secondary school students fall under Average Realistic levels of Educational Aspiration both gender male and female respectively.
3. The results of the study depicts that there is no significant difference between male and female Scheduled Caste Secondary School Students on Educational Aspiration.

Discussion

Discussion of the results in line with finding of the study, there is no significant difference between male and female scheduled caste secondary school students on Educational Aspirations. The results of the study in line with the findings of (Das & Bhagabati, 2016; Anuganti, 2017; Roy & Kumar, 2018, and Joshi, 2019) show that there is no significant difference in occupation aspiration of scheduled caste male and female students. Results of the study are in line with findings other than scheduled caste Raja, 2017; Monika & Devi, 2018; Chawla, 2018) found that the differences between male and female secondary school students are insignificant. The results against earlier findings other than Scheduled caste (Begum & Marayanappa, 2019; Baliya, 2019; Debnath & Singh, 2020) in which they found that there was a

significant difference between male and female secondary school students. This might be because students make an effort which makes their identities of their irrespective of gender, they work hard and sincerely in academic activities, sometimes they are listening stories of successful people which motivates them, parents support their views about their careers, they are always confident about the examination, they are trying best to improve their percentage in every examination and they set their goal of life according to interest and striving to achieve it. For students to be able to uphold high expectations in the future, raising aspirations needs to be accompanied by other community-level activities, social resources, enriching the society, and providing greater resources to meet the basic educational needs of families. Therefore, it is important to support students' high aspirations by providing them with the skills they need, attending to their learning requirements, and enhancing the information and possibilities they have available to them. Lack of proper guidance from parental and environmental aspects, there is a need to be proper guidance of scheduled caste students at the secondary level so far, their multiple forms of educational aspiration are a concern. Some of the scheduled caste respondents in the present study were found first generation learners in their families, they are lacking proper guidance.

Conclusion

The educational system easily wanders from reality's beat and rejects the existence of class interests at odds with one another. In India, the rising calls for school privatisation and the shrinking public budget, on the one hand, and the quick pace of education universalization through different programmes, on the other, reflect neither the value of high-quality education nor the necessity of education. There are places where the lack of schools or the poor quality of the schools itself have become social issues. After completing eighth grade, many kids still struggle to read and write. The option of not failing a pupil until the ninth standard seems to be detracting from a child's desire to pursue further development. As a result of the data, it can be concluded that because there is a constant rise in employment, there is still a serious concern about the quality of education provided in government schools. Instead of emphasising quality, we are focusing on quantity. We must adopt a left-brained mind-set in order to create society. Only until we adopt the viewpoints of the underserved group can inclusive growth be achievable. Additionally, education should focus on obtaining a respectable job in order to promote sustainable development, not just raising the literacy rate.

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