

Influence of Educational Adjustment on Occupational Aspirations of Higher Secondary Students

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ABSTRACT

The transition period of higher secondary education is a critical phase in students' lives, where academic experiences significantly influence their future career choices. This research aims to examine the influence of educational adjustment on occupational aspiration among higher secondary students, with particular emphasis on understanding the nature of their relationship and exploring gender-based differences. Educational adjustment refers to the process by which students adapt to academic pressures, institutional norms, teacher expectations, and peer dynamics. Occupational aspiration, on the other hand, denotes the level and type of career goals for students based on their interests, values, and perceived capabilities. The study adopted a quantitative research design, utilizing standardized psychometric tools to assess both educational adjustment and occupational aspiration among a representative sample of higher secondary students. Statistical techniques such as correlation analysis and independent samples t-tests were employed to analyze the data.

Keywords: Educational Adjustment, Occupational Aspiration and Higher Secondary School Students

INTRODUCTION

Education begins in school and ends when a student is assessed based on how well they passed an exam. To put it another way, education is a process of growth that starts in infancy and continues until adulthood, or from the womb to the tomb.

The occupational aspirations of adolescents are a cause of educational and career attainment. They have been viewed as significant determinants of both short-term educational and long-term career choices. Work is vital to our existence because it meets our needs for comfort and allows us to appreciate the things we enjoy. Life requires labour in order to function. Work is essential to life and all of its joys, and its significance in a person's life might hardly be exaggerated. It is common to use the phrases "occupation" and "work" interchangeably. The word "occupation" designates a particular, clearly defined category of work. Vocation is the most important and fundamental component of a person's life; it is the primary task of a series of tasks carried out methodically to generate revenue. A goal-oriented strategy known as "occupational ambition" consists of the following: a self-concept related to a certain occupational level of the hierarchy. The phrase "level of aspirations" was employed in this instance by several psychologists and sociologists who have examined the topic of career choice. A person's "occupational ambition" is what a considers to be his dream job. When interpreted in this way, aspiration

is extremely similar to if not the same as, an individual's ideal option as determined by interviews and open-ended 'What could you do if you could do what you actually wanted to accomplish?' type questions or desired to achieve. Realistic and idealistic occupational aspirations differ in that the former choose an occupation by taking into account all potential barriers that might prevent the individual from pursuing their chosen career, while the latter choose an occupation in the absence of any constraints. Similar ideas and reports that in the occupational choice, the first step is aspirations, which is not in touch with the apparent fact, though, may have imaginative reality. (Crites, 1969).

Living a happy and serene life requires adjustment. It is a continual process that lasts a lifetime. Adjustment issues arise from infancy and persist until death. Finding a balance between an individual's needs and their contentment. An individual's adjustment is greatly influenced by their home and school environments. The definition of "adjustment" in a dictionary is to fit, make appropriate, adapt, change, harmonize, or make correspond. Hence, to adjust two things is to change one or both of them so that they are consistent with one another. The adolescent phase of life is characterized by several pressure and difficulties. Human life's adolescent phase is full with adjusted issues brought on by a variety of behavioural, psychological, and bodily changes. The process of adjustment is how a living thing keeps its needs and environment in balance. In this process, the individual also make efforts to maintain harmonious relationship with the environment.

Educational adjustment is the process by which a person assigns his responsibilities to his education and determines whether or not he achieves his objectives. If someone is not able to acquire high exam scores, he will struggle to fit in with the classroom, but kids who score well on the test will feel more at ease in their learning environment. People find it easier to adjust to school when they are in a healthy setting. The degree to which the youngster is satisfied with his classmates', instructors', and school principal's behavior, as well as with the discipline, schedule, and extracurricular activities, all have an impact on how well he adjusts. The individual must respond to demands that are either internal (emotional) or external (social and educational). Sometimes these two needs conflict with one another, which makes the adjustment process difficult for the individual. There are two different kinds of procedures in adjustment. The first involves adapting to one's environment, whereas the second involves altering one's environment to suit one's needs. Adjustment is therefore crucial in one's life. Adjustment made during adolescence will largely shape the person that individual will become as an adult. In order to adjust, a person must constantly engage with his surroundings and place demands on it. Adjustment can occasionally be achieved when a person concedes and accepts circumstances.

NEED AND SIGNIFICANCE OF THE STUDY.

This study is essential to understand how educational adjustment influences occupational aspirations among higher secondary students in Jiribam, a socio-culturally diverse and educationally under-resourced district of Manipur. Many students here face challenges like limited access to guidance, economic constraints, and gender-based expectations, which affect their career goals. The study aims to provide region-specific insights into how well students adjust to their school environment and how that shapes their future plans. It also explores gender differences, helping identify the need for counseling services, targeted support, and inclusive career guidance programs. By focusing on Jiribam, this research can support better educational planning, reduce student migration, empower marginalized groups, and promote equitable opportunities for all learners in the region.

OBJECTIVES OF THE STUDY

- To find out the level of educational adjustment of higher secondary students.
- To find out the level of occupational aspirations of higher secondary students.
- To find out the level of educational adjustment of boys and girls of higher secondary students.
- To find out the level of occupational aspirations of boys and girls of higher secondary students.
- To study the relationship between educational adjustment and occupational aspiration of higher secondary students.

HYPOTHESES OF THE STUDY

- There are no significant differences between the level of educational adjustment of boys and girls of higher secondary students.
- There are no significant differences between the level of occupational aspiration of boys and girls of higher secondary students.
- There is no significant relationship between educational adjustment and occupational aspiration of higher secondary students.

DELIMITATIONS OF THE STUDY

- The present research work is confined to senior secondary school students of Jiribam district, Manipur.
- This study is delimited to the students studying in class 12th.
- This present study has included both the male and female higher secondary students.

REVIEW OF RELATED LITERATURE

A careful review of the research journals, Ph. D thesis, books, dissertations and other sources of information on the problems are investigated.

Studies related to Educational Adjustment:

Rajkumari and Babita (2021), studied how secondary school students' self-efficacy related to their educational adjustment. Data were collected for the study using a randomly chosen sample of 100 secondary school students using the self-efficacy scale developed and standardized by Arun Kumar Singh & Shruti Narain (2014) and the adjustment inventory developed and standardized by Basant Bahadur Singh & Seema Rani (2006). The study's findings demonstrated that female secondary school pupils have lower levels of educational adjustment than male counterparts. Regarding gender, there is no discernible variation in secondary school pupils' self-efficacy.

Rajput. P. & Bala, I. (2023), overview on relationship between educational adjustment and academic achievement among adolescents. The study also attempted to examine Educational Adjustment in terms of sex and types of school. The sample constituted total 100 secondary school students out of which 50 were boys and 50 girls. Educational Adjustment Inventory by Rani & Singh (2014) was used for Academic achievement scores have been taken from the ninth-class final exam scores of students. Mean, SD and 't' tests were being calculated. It was also noted that girl students and students studying in private schools were found to have more academic achievement than their counter parts male and government secondary school students. A significant and positive relationship was also observed between educational adjustment and academic achievement among secondary school students.

Chandra R. S. (2023), conducted research on the anxiety levels and issues with educational adjustment

of adolescents transitioning from self-financed to government schools in Kerala. The term "transitional students" was defined by the study's investigators as kids who shift schools in terms of curriculum. This study employed the purposive sampling technique on a sample of 300 kids from different districts in Kerala. In this study, adolescents who were switching from self-financing to government schools were given the Educational Adjustment measure and an anxiety measure by the researcher. In addition, the study shows a connection between anxiety and academic adjustment issues among adolescents transferring from privately funded to publicly funded schools.

Studies related to Occupational Aspirations:

Saharia, G and Baishya, P. (2022), an investigation into the career goals of upper secondary students concerning their gender and school location. This study aims to determine the career goals of upper secondary pupils based on their gender and school location. The research is classified as a descriptive survey. The survey included 156 students from five higher secondary schools—two urban and three rural—located in two blocks of the Darrang District, Assam, under the AHSEC and offering an arts track. The study's data was gathered using J.S. Grewal's Occupational Aspiration Scale. According to the study's findings, high school students have high aspirations for their careers, and there are no differences between male and female students or those who attend urban schools.

Sharma, P. (2022), studied senior secondary students' career aspirations in relation to their academic achievement stream and parents' occupations. The focus of this study is on senior secondary students' career goals in relation to their academic standing, their parents' occupations, and their stream. Using the random sample procedure, 600 students were selected for this investigation. According to the study's findings, the majority of senior secondary pupils had higher than average aspirations for their careers. The career aspirations of males and girls were found to differ significantly. Regarding the academic performance and stream of senior secondary pupils, no discernible variation was observed in their career aspirations.

Chopra, Sharma (2023), an analysis of senior secondary students' career goals in relation to their academic track record and their parents' occupations. The "occupational ambition scale" created by Grewal has been used to examine the student's career goals. On the other hand, a self-made personal data sheet has been utilised to determine the parent's occupation and level of education. According to the study's findings, the majority of senior secondary students exhibit higher than average levels of vocational aspiration. The survey also suggests that there is a notable disparity between senior secondary student's career goals and their parent's occupations.

Research Gap

From the literature review it has been observed that various studies have been conducted on the educational adjustment and occupational aspiration with different variables. But no study has been carried out related to educational adjustment with occupational aspiration of higher secondary students in the context of Jiribam district. Additionally, it has also been found that no study was conducted in the state of Manipur as well.

RESEARCH METHODOLOGY

The methodology is the general research strategy that outlines the way in which research is to be undertaken and among things identifies the methods to be used. In the present study descriptive survey method has been used for data collection.

Population of the Study

In the current investigation the population is made up of normal students enrolled in the 12th grade at the higher secondary schools in the Jiribam district of Manipur.

TABLE 1.1 Name of the higher Secondary Schools in Jiribam District.

| Sl. No | Name of the schools | No. of male students. | No. of female students. | Total no. students. Of |
|--------|---|-----------------------|-------------------------|------------------------|
| 1. | Jiribam Higher Secondary School | 36 | 20 | 56 |
| 2. | Borobekra Higher Secondary School | 18 | 15 | 33 |
| 3. | Rajkumari Sanatombi Devi Vidyalaya, Jiribam | 30 | 32 | 62 |
| Total | | 84 | 67 | 151 |

Sample of the Study

In the present research, 2 schools have been selected by using Simple Random Sampling method and 60 students were selected (30 male and 30 female) by using Disproportionate Random Sampling method.

TABLE 1.2 Name of the sample higher Secondary Schools in Jiribam District.

| Sl No. | Name of the School | No. of male students | No of female students | Total no. of students. |
|--------|---|----------------------|-----------------------|------------------------|
| 1. | Jiribam Higher Secondary School | 15 | 15 | 30 |
| 2. | Rajkumari Sanatombi Devi Vidyalaya, Jiribam | 15 | 15 | 30 |
| Total | 02 | 30 | 30 | 60 |

Tools of the Study

- Student's School Adjustment Scale SSAS,(2020) by Dr. Surskha Sarsani
- Occupational Aspiration Scale OAS, (2011) by Dr. J.S. Grewal

Variables of the Study

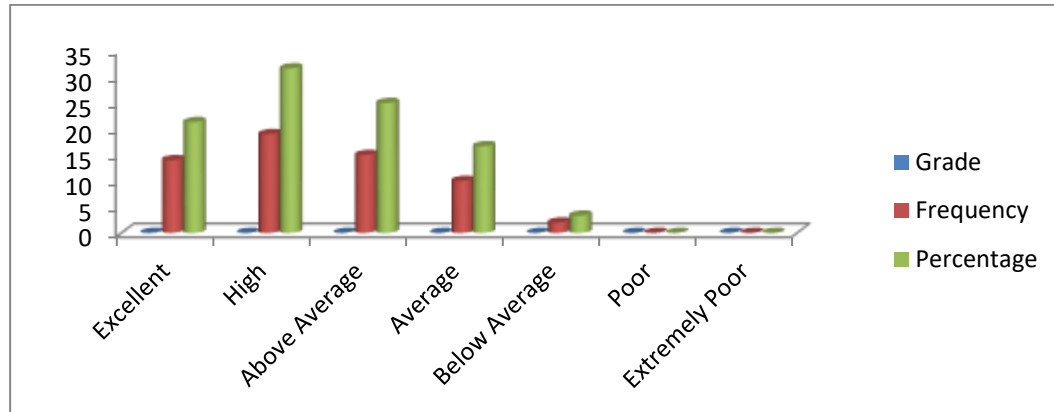
- Independent variable: The quantity that the researcher modifies to link an observed event is known as the independent variable. In this study Educational Adjustment is the independent variable.
- Dependent variable: It is referred to as a dependent variable if an element rises or falls in response to a declining independent variable. In this present study Occupational Aspiration is the dependent variable.

ANALYSIS AND INTERPRETATION OF DATA**OBJECTIVE1.** To find out the level of educational adjustment of higher secondary students.**Table 1.3 showing the level of educational Adjustment of higher secondary students.**

| Level of School Adjustment | Grade | Frequency | Percentage |
|----------------------------|-------|-----------|------------|
| Excellent Adjustment | A | 14 | 23.33% |
| High Adjustment | B | 19 | 31.67% |
| Above Average Adjustment | C | 15 | 25% |
| Average Adjustment | D | 10 | 16.67% |
| Below Average Adjustment | E | 2 | 3.33% |
| Poor Adjustment | F | 0 | 0% |
| Extremely Poor Adjustment | G | 0 | 0% |

| | | | |
|--|-------|----|------|
| | Total | 60 | 100% |
|--|-------|----|------|

Figure 1.1: Showing the level of educational Adjustment of higher secondary students



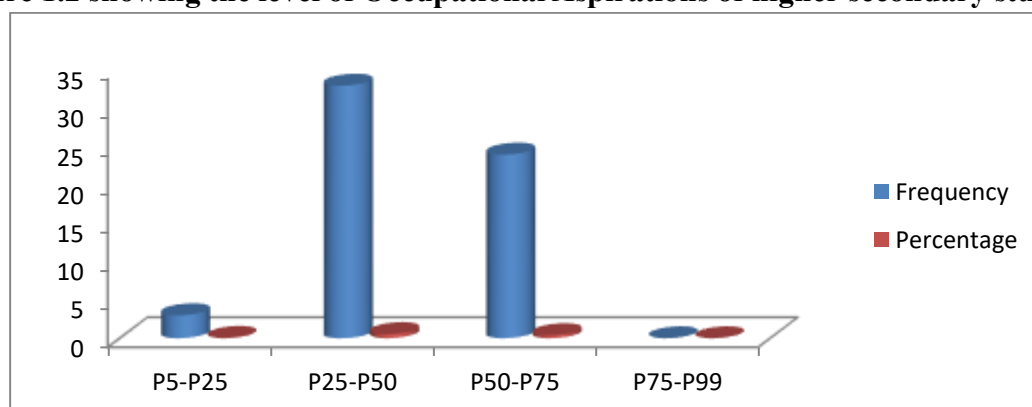
The table 1.3 and corresponding figures 1.1 show that, excellent adjustment grade-A of frequency 14 with 23.33%, high adjustment grade-B of frequency 19 with 31.67%, above average adjustment grade-C of frequency 15 with 25%, average adjustment grade-D of frequency 10 with 16.67%, below average adjustment grade-E of frequency 2 with 3.33%, poor adjustment grade-F of frequency 0 with 0%, extremely poor adjustment grade-G of frequency 0 with 0%. Here, the highest level of educational adjustment of higher secondary students has achieved high adjustment grade-B of frequency – 19 with 31.67%.

OBJECTIVE 2. To find out the level of occupational aspirations of higher secondary students.

Table 1.4 showing the level of Occupational Aspirations of higher secondary students.

| Percentile | Frequency | Percentage |
|-----------------------------------|-----------|------------|
| P ₅ - P ₂₅ | 3 | 5% |
| P ₂₅ - P ₅₀ | 33 | 55% |
| P ₅₀ - P ₇₅ | 24 | 40% |
| P ₇₅ - P ₉₉ | 0 | 0% |
| Total | 60 | 100% |

Figure 1.2 showing the level of Occupational Aspirations of higher secondary students.



The tables 1.4 and corresponding figure 1.2 shows that, percentile $P_5 - P_{25}$ of frequency 3 with 5%, $P_{25} - P_{50}$ of frequency 33 with 55%, $P_{50} - P_{75}$ of frequency 24 with 40% and $P_{75} - P_{99}$ of frequency 0 with 0%. Here the highest occupational aspiration of higher secondary students lies between the $P_{25} - P_{50}$ of frequency 33 with 55%.

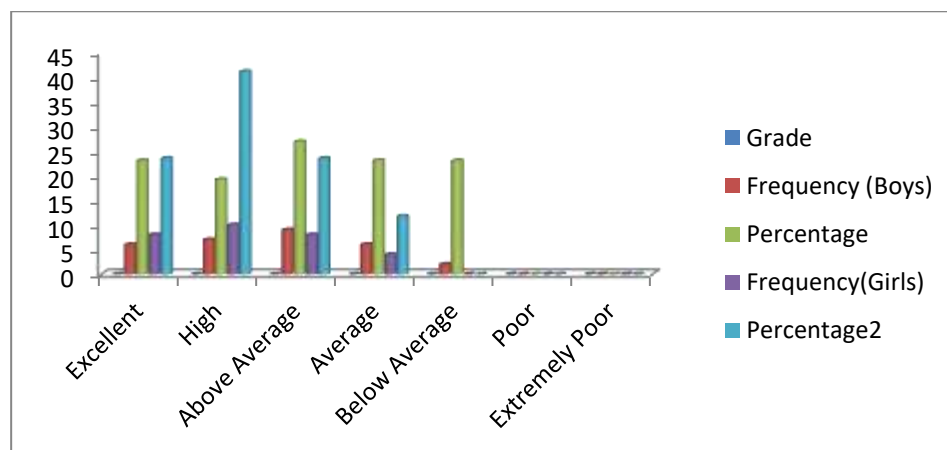
OBJECTIVE 3. To find out the level of educational adjustment of boys and girls of higher secondary students.

H_{01} . There are no significant differences between the level of educational adjustment of boys and girls of higher secondary students.

Table 1.5 showing the level of educational adjustment of boys and girls higher secondary students.

| Level of School Adjustment | Grade | Frequency (Boys) | Percentage | Frequency (Girls) | Percentage |
|----------------------------|-------|------------------|------------|-------------------|------------|
| Excellent Adjustment | A | 6 | 23.07% | 8 | 23.52% |
| High Adjustment | B | 5 | 19.23% | 14 | 41.17% |
| Above Average Adjustment | C | 7 | 26.92% | 8 | 23.52% |
| Average Adjustment | D | 6 | 23.07% | 4 | 11.76% |
| Below Average Adjustment | E | 2 | 23.07% | 0 | 0% |
| Poor Adjustment | F | 0 | 0% | 0 | 0% |
| Extremely Poor Adjustment | G | 0 | 0% | 0 | 0% |
| | Total | 26 | 99.98% | 34 | 99.97% |

Figure 1.3: Showing the level of educational adjustment of boys and girls of higher secondary students.



The table 1.5 and corresponding figure 1.3 shows that, the level of adjustment: excellent adjustment grade – A frequency (boys) 6 with 23.07% whereas frequency (girls) 8 with 23.52%, high adjustment

grade – B frequency (boys) 5 with 19.23% whereas frequency (girls) 14 with 41.17%, above average adjustment grade – C frequency (boys) 7 with 26.92% whereas frequency (girls) 8 with 23.52%, average adjustment grade – D frequency (boys) 6 with 23.07% whereas frequency (girls) 4 with 11.76%, below average adjustment grade – E frequency (boys) 2 with 7.69% whereas frequency (girls) 0 with 0%, poor adjustment grade – F frequency (boys) 0 with 0% whereas frequency (girls) 0 with 0% and extremely poor adjustment grade – G frequency (boys) 0 with 0% whereas frequency (girls) 0 with 0%. Here the highest educational adjustment is achieved by girls with high adjustment of grade – B, frequency – 14 with 41.17%.

Table 1.6 Significant difference of educational adjustment on the basis of gender.

| Gender | M+SD | t value | p value | df | Level of significance |
|--------|--------------|---------|---------|----|--------------------------------|
| Boys | 181.58+19.52 | 0.84 | 0.405 | 60 | Not significant at 0.05 Level. |
| Girls | 185.74+18.64 | | | | |

The table 1.6 indicated the mean differences in educational adjustment in terms of gender. From this table it has been found that “t” value for mean differences among the boys and girls is 0.84 and the corresponding “p” value has been found to be 0.405, which indicate that there is no significant difference in the sample means of the boys and girls. Since the p value is greater than 0.05, null hypothesis stating that there is no significant differences between the level of educational adjustment of boys and girls of higher secondary students can be accepted.

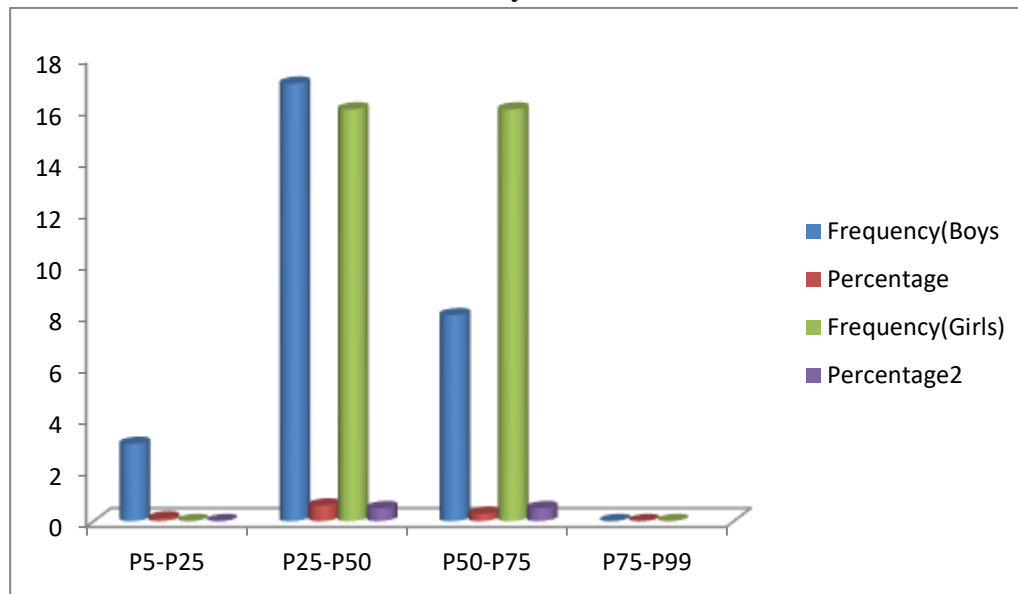
OBJECTIVE 4. To find out the level of occupational aspirations of boys and girls of higher secondary students.

H₀₂. There are no significant differences between the level of occupational aspiration of boys and girls of higher secondary students.

Table 1.7 showing the differences level of occupational aspirations of boys and girls of higher secondary students.

| Percentile | Frequency (Boys) | Percentage | Frequency (Girls) | Percentage |
|-----------------------------------|------------------|------------|-------------------|------------|
| P ₅ – P ₂₅ | 3 | 10.71% | 0 | 0% |
| P ₂₅ – P ₅₀ | 17 | 60.71% | 16 | 50% |
| P ₅₀ – P ₇₅ | 8 | 28.57% | 16 | 50% |
| P ₇₅ – P ₉₉ | 0 | 0% | 0 | 0% |
| Total | 28 | 99.99% | 32 | 100% |

Figure 1.4 showing the difference level of occupational aspiration between boys and girls of higher secondary students.



From the table 1.7 and corresponding figure 1.4 shows that, percentile P₅ – P₂₅, frequency (boys) – 3 with 10.71% whereas frequency (girls) – 0 with 0%; percentile P₂₅ – P₅₀, frequency (boys) – 17 with 60.71% whereas frequency (girls) – 16 with 50%; percentile P₅₀-P₇₅, frequency (boys) – 8 with 28.57% whereas frequency (girls) – 16 with 50%; percentile P₇₅ – P₉₉, frequency (boys) – 0 with 0% whereas frequency (girls) – 0 with 0%. Here, the level of occupational aspiration is achieved by boys comparing to girls with 60.71%.

Table 1.8 showing significant difference in occupational aspiration on the basis of gender.

| Gender | M+SD | t value | p value | df | Level of significance |
|--------|--------------|---------|---------|----|-----------------------|
| Boys | 47.07 + 8.20 | 3.75 | 0.0004 | 60 | Not significant |
| Girls | 53.52 + 4.70 | | | | |

From the table 1.8 it has been found that “t” value for mean differences among the boys and girls is 3.75 and the corresponding “p” value has been found to be 0.0004, which indicate that there is no significant difference in the sample means of the boys and girls. Since the p value is smaller than 0.05, null hypothesis stating that there is no significant differences between the level of educational adjustment of boys and girls of higher secondary students can be rejected.

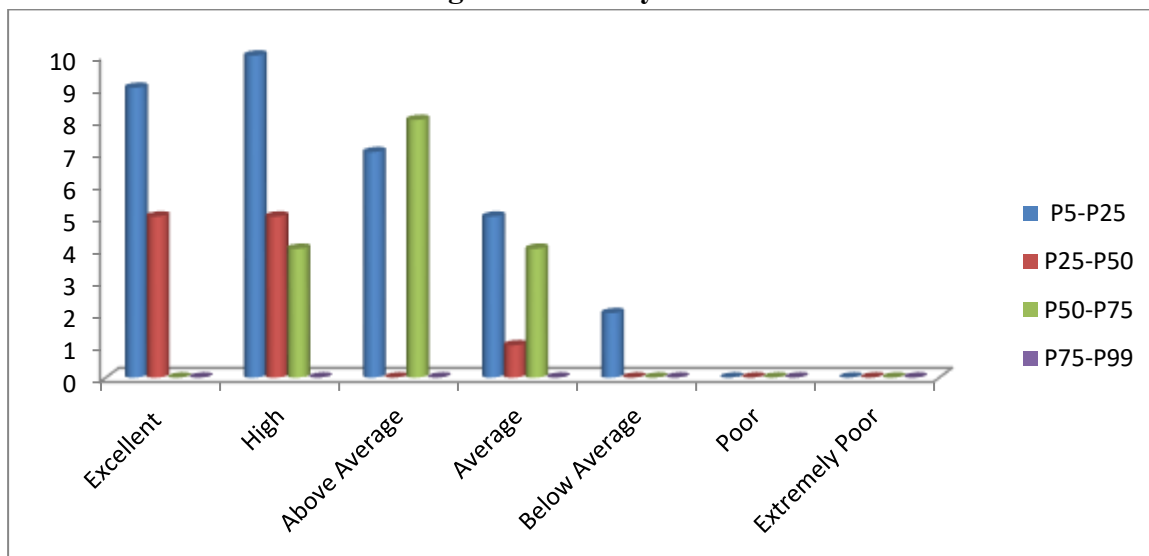
OBJECTIVE 5. To study the relationship between educational adjustment and occupational aspiration of higher secondary students.

H₀₃. There is no significant relationship between educational adjustment and occupational aspiration of higher secondary students.

Table 1.9 showing the relationship between educational adjustment and occupational aspiration of higher secondary students.

| | Percentile P ₅ – P ₂₅ | Percentile P ₂₅ – P ₅₀ | Percentile P ₅₀ – P ₇₅ | Percentile P ₇₅ – P ₉₉ |
|---------------------------|--|---|---|---|
| Excellent Adjustment | 9 | 5 | 0 | 0 |
| High Adjustment | 10 | 5 | 4 | 0 |
| Above Average Adjustment | 7 | 0 | 8 | 0 |
| Average Adjustment | 5 | 1 | 4 | 0 |
| Below Average Adjustment | 2 | 0 | 0 | 0 |
| Poor Adjustment | 0 | 0 | 0 | 0 |
| Extremely Poor Adjustment | 0 | 0 | 0 | 0 |
| Total | 33 | 11 | 16 | 0 |

Figure 1.5 showing the relationship between educational adjustment and occupational aspiration of higher secondary students.



From the table 1.9 and corresponding figure 1.5 shows that, the excellent adjustment of 9 students lies under percentile P₅ – P₂₅, 5 students under percentile P₂₅ – P₅₀, 0 students under P₅₀ – P₇₅, 0 students under P₇₅ – P₉₉; high adjustment of 10 students lies under percentile P₅ – P₂₅, 5 students under P₂₅ – P₅₀, 4 students under P₅₀ – P₇₅, 0 students under P₇₅ – P₉₉; above average adjustment of 7 students lies under P₅ – P₂₅, 0 students under P₂₅ – P₅₀, 8 students under P₅₀ – P₇₅, 0 students under P₇₅ – P₉₉; average adjustment of 5 students lies under P₅ – P₂₅, 1 students under P₂₅ – P₅₀, 4 students under P₅₀ – P₇₅, 0 students under P₇₅ – P₉₉; below average adjustment of students 2 lies under P₅ – P₂₅, 0 students for the rest of the groups. Here, those students which lie under the group of percentile P₅ – P₂₅ that is 10 students have higher occupational aspirations with high adjustment comparing to other students.

A Pearson correlation was computed to assess the relationship between educational adjustment and occupational aspiration. There is a positive correlation between the two variables, $r(58) = 0.12$, $p = .352$,

which was not significant. So, the null hypothesis there exist no significant relationship between educational adjustment and occupational aspiration can be accepted.

FINDINGS OF THE STUDY

On the basis of the analysis and interpretation of data, the following major findings have been found:

- In the present study from the analysis of objective 1 it has been found that the level of educational adjustment of higher secondary students has high adjustment grade- B of frequency 19 with 31.67%, while excellent adjustment grade-A of frequency 14 with 23.33%, above average adjustment grade-C of frequency 15 with 25%, average adjustment grade-D of frequency 10 with 16.67%, below average adjustment grade-E of frequency 2 with 3.33%, poor adjustment grade-F of frequency 0 with 0%, extremely poor adjustment grade-G of frequency 0 with 0%.
- The level of adjustment between the boys and girls, girls achieved more high adjustment than boys by scoring the frequency of 14 with 41.17%. The level of adjustment: excellent adjustment grade – A frequency (boys) 6 with 23.07% whereas frequency (girls) 8 with 23.52%, high adjustment grade – B frequency (boys) 5 with 19.23% whereas frequency (girls) 14 with 41.17%, above average adjustment grade – C frequency (boys) 7 with 26.92% whereas frequency (girls) 8 with 23.52%, average adjustment grade – D frequency (boys) 6 with 23.07% whereas frequency (girls) 4 with 11.76%, below average adjustment grade – E frequency (boys) 2 with 23.07% whereas frequency (girls) 0 with 0%, poor adjustment grade – F frequency (boys) 0 with 0% whereas frequency (girls) 0 with 0% and extremely poor adjustment grade – G frequency (boys) 0 with 0% whereas frequency (girls) 0 with 0%. Here the highest educational adjustment is achieved by girls with high adjustment of grade – B, frequency – 14 with 41.17%.
- The H_{01} indicated the mean differences in educational adjustment in terms of gender. From this table it has been found that “t” value for mean differences among the boys and girls is 0.84 and the corresponding “p” value has been found to be 0.405, which indicate that there is no significant difference in the sample means of the boys and girls. Since the p value is greater than 0.05, null hypothesis stating that there is no significant differences between the level of educational adjustment of boys and girls of higher secondary students can be accepted.
- The study reveals that the level of occupational aspirations of higher secondary students falls under the percentile $P_{25} - P_{50}$ of frequency 33 with 55%. Percentile $P_5 - P_{25}$ of frequency 3 with 5%, $P_{50} - P_{75}$ of frequency 24 with 40% and $P_{75} - P_{99}$ of frequency 0 with 0%.
- The difference level of occupational aspiration between boys and girls were identified, boys under the group of percentile $P_{25} - P_{50}$ of frequency 17 with 60.71% has achieved while comparing to girls. Therefore, boys are more aspirant than girls. From the table 4.4 and corresponding figure 4.4 shows that, percentile $P_5 - P_{25}$, frequency (boys) – 3 with 10.71% whereas frequency (girls) – 0 with 0%; percentile $P_{25} - P_{50}$, frequency (boys) – 17 with 60.71% whereas frequency (girls) – 16 with 50%; percentile $P_{50} - P_{75}$, frequency (boys) – 8 with 28.57% whereas frequency (girls) – 16 with 50%; percentile $P_{75} - P_{99}$, frequency (boys) – 0 with 0% whereas frequency (girls) – 0 with 0%.
- The H_{02} indicated the mean differences in occupational aspiration in terms of gender. From this table it has been found that “t” value for mean differences among the boys and girls is 3.75 and the corresponding “p” value has been found to be 0.0004, which indicate that there is no significant difference in the sample means of the boys and girls. Since the p value is smaller than 0.05, null hypothesis stating that there is no significant differences between the level of educational adjustment

of boys and girls of higher secondary students can be rejected.

- In the present study it is found that the relationship between educational adjustment and occupational aspiration of higher secondary students was found related as the boys with high aspirant has low adjustment according to their environment while the girls with high adjustment has a lower aspiration towards the occupation. The excellent adjustment of 9 students lies under percentile $P_5 - P_{25}$, 5 students under percentile $P_{25} - P_{50}$, 0 students under $P_{50} - P_{75}$, 0 students under $P_{75} - P_{99}$; high adjustment of 10 students lies under percentile $P_5 - P_{25}$, 5 students under $P_{25} - P_{50}$, 4 students under $P_{50} - P_{75}$, 0 students under $P_{75} - P_{99}$; above average adjustment of 7 students lies under $P_5 - P_{25}$, 0 students under $P_{25} - P_{50}$, 8 students under $P_{50} - P_{75}$, 0 students under $P_{75} - P_{99}$; average adjustment of 5 students lies under $P_5 - P_{25}$, 1 students under $P_{25} - P_{50}$, 4 students under $P_{50} - P_{75}$, 0 students under $P_{75} - P_{99}$; below average adjustment of students 2 lies under $P_5 - P_{25}$, 0 students for the rest of the groups.
- A Pearson correlation was computed to assess the relationship between educational adjustment and occupational aspiration. There was a positive correlation between the two variables, $r(58) = 0.12$, $p = .352$, which was not significant. So, the null hypothesis there exist no significant relationship between educational adjustment and occupational aspiration can be accepted.

DISCUSSION

Educational Adjustment and Occupational Aspiration are interrelated with each other. Educational adjustment is the process by which a person assigns his responsibilities to his education and determines whether or not he achieves his objectives. Students find easier to adjust when the environment is in healthy setting. Family plays a main role in a student life in every step of adjustment. A good adjusted student has high aspirations towards the occupation on the other hand due to their family environment. A goal – oriented strategy known as “Occupational Aspiration” consists of the following: a self-concept related to a certain occupational level of the hierarchy. Out of 60 students, 28 boys in occupational aspiration are more aspirant than the girls but low at the educational adjustment whereas out of 60 students, 34 girls in educational adjustment are more adjusted comparing to boys but low at occupational aspiration.

SUGGESTIONS

- The present study suggested that, all the higher secondary schools must give importance to providing guidance service to students who are having problems with their adjustment.
- Career counselling should be given to build the interest of the students. The schools must not give importance only to high achiever of their students, but also to teach them how to adjust with oneself and their environment.
- The schools must conduct meeting with their parents of the students and make them to know about their child status.
- The school should maintain a separate records relating to their behavior, interest and their adjustment. This will help in diagnosing the child's gap.
- Some of the enrichment programs should conduct to improve the adjustment of the students with their peer groups, society, with their family, group assignment, group learning and other team work. Teachers and family is the greatest role model for their students and child.
- For the future research focus can be made on studying the occupational aspiration of students in

relation to different streams and management of schools. Teacher should take initiative to provide more career exposure to the students for making their occupational aspiration true.

CONCLUSION

From the study it has been revealed that the higher secondary students have high level of occupational aspiration regarding their future occupations. Boys are more aspirant than the girls. The study revealed high occupational aspiration of the students but low for the girls so, from secondary education stage importance should be given on guiding the students towards selection of a right career according to their occupational aspirations. The findings of the study have a great application in providing proper career guidance and counselling to the students keeping the diverse career options in mind. Teacher should take initiative to provide more career exposure to the students.

The present study includes that the educational adjustment of higher secondary students are more adjusted by the girls. This implies that a student with poor adjustment has high occupational aspirations and students with high adjustment have poor occupational aspiration. Adjustment difficulties, loneliness and depression are much more common now a day among higher secondary students than due to their environment. The problem of students, adjustment has increased rapidly causing student's indiscipline which has posed a negative impact on their personal development. The failure to achieve proper adjustment makes the adolescents frustrated and also loses their own self-worth and confidence in their entire process. Career aspiration of male students was higher than the female while female students were having higher self-confidence than the male students.

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