



A Study Of The Educational Aspiration Of Higher Secondary School Students In East Khasi Hills District, Meghalaya

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<p>CC License CC-BY-NC-SA 4.0</p>	<p style="text-align: center;">Abstract-</p> <p>The aim of this particular study is to measure the level of Educational aspiration of pupils. Keeping in view the level of understanding, educational maturity and growth pattern of pupils. The interpretation of raw scores according to this study gave us some understanding about the differences in the level of Educational aspiration of the students of East Khasi Hills District.</p> <p>Keywords – Educational, aspiration</p>
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1.1. Introduction:

Student aspirations are a term that is used frequently in education. Nowadays, it is found that educational institute refer to student aspirations. Indeed, educators have recognized the value of students who set ambitious goals, and who are inspired in the present to progress toward those goals. It is expected that students who set challenging goals learn to become task-oriented, feel a sense of purpose, and learn more. It is no surprise, then, that raising the aspirations of students is a universal priority. The word aspiration had different meaning for different person. To a layman it is only ambition. It means the attainment of power, honour or some achievement. To psychologists it means higher than this. Aspiration means longing for what is above one with advancement as its goals. Aspiration emphasise the desire to improve or to raise above one's present status. Aspiration has been defined in the dictionary of education as the goal or quality of performance desired by an individual or group in specified activity

1.2. Concept of Aspiration:

As defined by the Oxford Advanced Learner's Dictionary, aspiration means a strong desire to have something or to do something or to achieve something. For instance, it is understood that aspiration is a strong desire to achieve something high or great. The notion of aspirations can be vague, from dreams and fantasies to concrete ambitions and goals. Aspirations, however, usually connote the achievement of something high or great. They also address both present and future perspectives. Aspirations have two distinctive aspects. Firstly, they are future oriented. They can only be satisfied at some future time. This distinguishes them from immediate gratifications. Secondly, aspirations are motivators. They are goals in which individuals are willing to invest time, effort or money to attain. This distinguishes them from idle daydreams and wishes. Aspirations are an important mechanism in achieving good educational and occupational outcomes.

We know that young people in certain areas are less likely to develop ambitious educational aspirations. As educational aspirations are developed early, generally it theorised to affect student's life by enhancing the possibility of participating or pursuing educational opportunities. Students who believe that they can achieve in school and have the ability to do so are more likely to hold higher educational aspirations. This shows that the level of aspiration is the probable attainment by the individual in the near future.

Definitions on Aspiration:

According to *Denis Child*, we all set ourselves standards of achievement. These can be referred to as level of aspiration. Plainly the level at which we set our sights has an important bearing on our levels of performance. Children without a challenge are likely to improve their skills than those who are encouraged to strive for better performance.

In the words of *James Drever*, the term level of aspiration is best explained as a frame of involving self-esteem or alternative as a standard with reference to which an individual experience that is has the feeling of success or failure.

According to the definition given by *Richard, John* (2006) Aspiration levels are the borderline between perceived success and failure and denote the starting point of doubt and conflict in decision making. The difference between realized performance and the aspiration level is attainment discrepancy (Lant, 1992). Managers set their aspirations, or success requirements, from a project through aspiration formation. Aspirations are determined by three primary factors. The first is past performance levels. Managers would prefer to earn as much on any new project as they earned on past projects. Thus, matching or exceeding historical performance becomes a goal within the organization.

In view of *Hurlock* 1967, aspiration means the goal and sets for himself in a task which has intense personal significance for him or in which he is ego involved.

Eysenck in the *Encyclopedia of Psychology* defines the level of aspiration as the possible goals an individual sets himself in his performance.

Hoppe (1930) traced personal achievement to the experience of success and failure: a specific action only becomes success or failure because of its relation to a momentary goal or norm which can serve as a yardstick for the action considered in the sense of achievement. In experiments with different tasks Hoppe observed an increase in aspiration level after repeated success in the same achievement, and a decrease after repeated failure, which he described as typical shifts in aspiration level. An atypical shift would be an increase after failure and a decrease after success. Hoppe used the term ego- level for the attempt to keep one's self- image as high as possible by high standard of achievement.

Derek Rowntree in his dictionary of education defines aspiration as the standard of achievement which a learner is aiming for may be higher or lower than what he is capable of.

Robert Goldenson (1984) defined level of "aspiration as the standard used by the individual in setting his significant goals determines the level of performance to which he aspires". The aspiration level is an important component of the person's self image and may reflect a reasonable evaluation of him-self or be unrealistically high or low.

As pointed out by *Lewin* and others 1944 success levels raise the aspiration level and failure to lower or at least restrict it especially when the judgement of failure reflects group rather than individual standard also called the level of aspiration.

Educational Aspiration:

According to *Mac Brayne*(1987), educational aspiration means an individual's desire to obtain a status objective or goals, such as a particular occupation or levels of education, or it is expectation of the individual's estimation of the likelihood of attaining those goals, plans, ambitions or dreams.

Another definition of educational aspiration is an individual's desire to obtain goals, such as a particular occupation or levels of education (*Myrmphs-* 1989). Aspirations are strong desire to reach something high or great, young people's aspirations guide the students learn in the future.

Aspiration reflects individual's ideas of their possible selves, what they would like to become, and what they do not wish to become. Realising aspirations requires the energy and resources both from the young person and from others.

Need and Justification of the Study

The education system bears great responsibility in identifying the aspiration of the students. There is a need for enriching the educational system to uplift the spirit of the students in terms of education and occupation. The right kind of education is necessary to realise the aspirations of the students and to satisfy them to materialise their goals which they desire to achieve. Often young people seem to be in a dilemma for the future educational and occupational goals. The study will examine the extent to which aspirations – educational and occupational, are related to the Learning Environment. As Educational attainment in early adulthood was reportedly influenced by career preference developed during their high school years, the

present study will focus on the higher secondary education (classes XI and XII) in East Khasi Hills District of Meghalaya.

It is thought proper, therefore, that a study on the educational and occupational aspirations in relation to learning environment would throw some light to improve the educational system of the state. The study will also enable us to understand the interests and levels of aspirations of our younger generation, and to keep track of their achievements.

Statement of the Problem:

The investigator states the problem as **A STUDY OF THE EDUCATIONAL ASPIRATION OF HIGHER SECONDARY SCHOOL STUDENTS IN EAST KHASI HILLS DISTRICT, MEGHALAYA**

Objectives of the study:

1. To find out the differences in the level of Educational Aspiration between Male and Female students.
2. To find out the differences in the level of Educational Aspiration between Tribal and Non Tribal students
3. To find out the differences in the level of Educational Aspiration between Urban and Rural students

Null Hypothesis:

1. There is no significant difference in the level of Educational Aspiration between Male and Female Students
2. There is no significant difference in the level of Educational Aspiration between Tribal and Non- Tribal Students
3. There is no significant difference in the level of Educational Aspiration between Urban and Rural

Delimitation

The study is delimited only to the students of Higher Secondary Schools students in East Khasi Hills District, Meghalaya.

METHODOLOGY OF RESEARCH

Population:

The population of the study comprises of 41 Higher Secondary schools students in East Khasi Hills District. In Meghalaya, Higher Secondary school students comprise of Classes XI and XII and it falls under the different categories of management.

At the time of data collection, there are Nine Blocks in East Khasi Hills District, which consists of Shillong Municipality, Mawsynram Block, Shella Bholaganj, Myllem Block, Mawkynrew Block, Mawryngkneng Block, Mawphlang Block, Pynursla Block, Khat- Ar- ShnongLaitkroh Block. Therefore, these Development blocks have been mentioned in the population of the study.

Table No 1: Showing the number of Higher Secondary schools in East Khasi Hills District,

District	Government.	Deficit	Adhoc	Unaided or Private	Unaided or Purely Private	Total
East Khasi Hills	2+1	9	18	8	3	41

Sources: District Education School Officer, East Khasi Hills, Meghalaya.

3.3. Sample:

A representative sample of 25 institutions and 804 students from different categories will be selected by using simple random sampling (10% of the sample was drawn out from the population).

Table No. 3.3: Showing the Total sample of the study

Location	No of Schools	No of Students		Total
		Male	Female	

Urban	11	295	168	463
Rural	14	148	193	341
Total	25	443	361	804

Tools:

For the selection of the data the tool used by the investigators was the Educational Aspiration Scale (EAS) developed by V.P. Sharma and Anuradha Gupta.

Objective No 1: To find out the differences in the level of Educational Aspiration between Male and Female students**Table 1: Representing details of the Mean Scores, Standard Deviation, t- Value and significance in the level of Educational Aspiration between Male and Female students**

Educational Aspiration	Gender	N	Mean	Std. Deviation	df	t- value	Remark
	Male	443	24.14	6.68			
	Female	361	24.57	6.07			

$$t(802,0.05) = 1.96$$

Table No. 1 observed that the mean score in the Educational aspiration of male students was 24.14 with standard deviation of 6.68 and the mean score of female students was 24.57 with SD of 6.07. The 't' value .95 shows that it is not significant at 0.05 level. In the light of this table it could be interpreted that there is no significant difference between the mean scores of male and female secondary students in the Educational Aspiration. Hence the tested null hypothesis there is no significant difference in the Educational Aspiration between male and female students of secondary schools of East Khasi Hills District is retained.

Objective No 2: To find out the differences in the level of Educational Aspiration between Tribal and Non- Tribal students**Table 2: Representing details of the Mean Scores, Standard Deviation, t- Value and significance in the level of Educational Aspiration between Tribal and Non- Tribal students**

Educational Aspiration	Tribe	N	Mean	Std. Deviation	df	t- value	Remark
	Tribal	604	24.66	6.56			
	Non- Tribal	200	23.34	5.86			

$$t(802,0.05) = 1.96$$

Table No 2 shows the difference between Tribal and Non-Tribal students in the Educational aspiration of higher secondary school students of East Khasi Hills District, the t-value of 2.55 is significant at 0.05 level. Thus, the stated null hypothesis "*H₀2: There is no significant difference in the level of Educational Aspiration between Tribal and Non-Tribal Students*" is rejected at 0.05 level of significance. This implies that there is significant difference in the Educational Aspiration between Tribal and Non-Tribal Students with the mean difference of 1.32 which is in favour of the Tribal students.

Objective No 3: To find out the differences in the level of Educational Aspiration between Urban and Rural students.**Table 3: Representing details of the Mean Scores, Standard Deviation, t- Value and significance in the level of Educational Aspiration between Urban and Rural students**

Educational Aspiration	Region	N	Mean	Std. Deviation	df	t- value	Remark
	Urban	463	24.15	6.66			
	Rural	341	24.58	6.06			

$$t(802,0.05) = 1.96$$

Table 3 clearly shows that the mean score in the Educational Aspiration of Urban students was 24.15 with standard deviation of 6.66 and the mean score of Rural students was 24.58 with SD of 6.06. The 't' value .94 shows that it is not significant at 0.05 level. In the light of this table it could be interpreted that there is no significant difference between the mean scores of Urban and Rural secondary students in the

Educational Aspiration. Hence the tested null hypothesis there is no significant difference in the Educational Aspiration between Urban and Rural students of secondary schools of East Khasi Hills District is accepted.

Conclusion:

In today's world, education is a necessity, and for this reason, it has assumed an increasingly important role in future plans, especially for young people. During the educational process people gain necessary skills and competencies to be able to function on different competitive markets. Higher levels of educations are associated with higher income, a more prestigious career, lower risk of unemployment and an improved well-being. Education is also a key factor in promoting and sustaining economic growth and technological development.

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