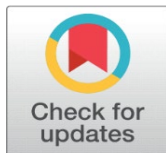
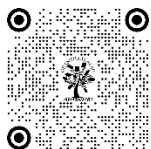


A STUDY ON EDUCATIONAL ASPIRATION AMONG UNDERGRADUATE STUDENTS

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1. INTRODUCTION

Aspiration means the goal an individual sets for himself in a task, which has intense personal significance for him or in which his ego-involved. Aspiration is a long-term goal that students desire to achieve, and tap into individual values about education (Bohon et al., 2006). When this aspiration particularly concentrates on education it is called educational aspiration (Alam, 2018). Educational Aspirations denote the level of schooling (e.g., High school diploma or bachelor's degree) students wish to complete. Educational aspiration is individual belief about plans. Student's aspiration is their idealistic values that reflect their desires, hopes and plans (Khattab, 2015).

Educational aspirations are determined by multiple interpersonal and systematic components. There are three major factors of educational aspiration: background factor, personal and environmental factors. Background factors involve socio-economic status and family structure. Personal factors are an individual's attitude, and interest and lastly, parental expectations and involvement are to be considered within environmental factors (Gottfredson, 2002). There are some particular personal factors which influence educational aspirations including level of interpersonal skills, self-restraint, self-sufficiency, self-concept, and sense of responsibility (Marjoribanks, 2002). Educational aspirations are not only related to socioeconomic status, and parental expectations of students but also to their friends' aspirations, academic self-perception, self-regulation, depression, and self-esteem (Chen & Hesketh, 2021). Therefore, the present research also concentrates on studying the educational aspiration of undergraduate students with respect to their socioeconomic and personal factors.

ABSTRACT

The purpose of this present study is to explore the Educational Aspiration of undergraduate students with certain personal and demographic variables. Descriptive survey method is employed for this study. The sample of the study consisted of 100 undergraduate students from the district North 24 Parganas of West Bengal. The educational Aspiration Test developed by Yasmin Ghani Khan (1999) was administered to collect the data. The result reveals that undergraduate students did not differ significantly in their Educational Aspiration with respect to their Gender, Religion, Residential locality, Type of family, Educational status of fathers and mothers, Occupation of fathers and mothers, academic stream and type of college.

Keywords: Aspiration, Educational Aspiration and Undergraduate

2. REVIEW OF RELATED LITERATURE

Amnah (2015) studied “Educational and Career Aspirations of University Honors and Non-Honors Students”. This study examined the aspirations and involvement of two groups of college students honors students and non-honors students by class standing (lower division compared to upper division) and gender (male and female) at a single large public university. All students at the university were invited to complete a survey that includes an educational aspiration scale, a career aspiration scale, and questions about student involvement. The final sample included 434 honors students and 366 non-honors students. A series of ANOVAs and regressions were performed to investigate the potential differences. Aspirations were greater for upper division honors students compared to lower division honors students. Additionally, higher academic involvement was related to higher aspirations and may be a mechanism by which the honors program influences aspiration.

Senthilselvam and Subramonian (2015) investigated the level of educational aspiration among higher secondary school students of the Coimbatore district. This was a descriptive study which disclosed that boys, students from urban areas, joint families, Arts stream NCC students and whose parents have college-level educational backgrounds, have higher levels of educational aspirations.

Kounsar Jan (2016) studied that there is a significant difference regarding educational aspiration among children in relation to their mothers’ occupations. The result disclosed that the children of non-working mothers have a higher level of educational aspiration than working mothers.

Gupta, S. and Bashir, L. (2017) explored the involvement of parental encouragement and the school environment in the educational aspirations of students. The methodology was a descriptive study of two districts of Kashmir. Secondary school students exhibited, 24%, 50.25%, and 25.75% which represent high, average, and low levels of the school environment. 21%, 51% and 27.25 % of students displayed high, average and low levels of parental encouragement whereas 18%, 55% and 27% of secondary students displayed high, average and low levels of educational aspiration.

Joshi (2019) attempted to analyze the level of educational aspiration among private and government secondary school students of the Porbandar District. The findings revealed that there is a significant difference between boys and girls in overall educational aspiration. Similarly, Guratati medium students have a better level of educational aspiration.

Sharath and Praveena (2022) conducted a study on trainee teachers of Mysuru district regarding gender, locality and type of college. The result revealed that 17.8% of trainee teachers have a high level of educational aspiration and the majority of them 82.2% have a low level of educational aspirations. This study also analysed that there is no such difference between urban and rural trainee teachers regarding their educational aspirations.

From the study of review of related literature the researcher come to know that very few researches were conducted in this field. So the researcher has made an attempt to study this problem. The above reviews are made use to select the sample, sources of collecting data to involve statistical techniques analysis. The present study covers reviews of related literature of different variables from both Indian and abroad. On the basis of the above reviews of related literature, the research gap for this particular research was identified and further the statement of the problem was determined.

3. OBJECTIVES OF THE STUDY

To find out whether there is any significant difference in students’ Educational Aspirations based on the following personal and demographic variables: i) Gender ii) Religion iii) Residential locality iv) Family type v) Educational status of father vi) Educational status of mother vii) Occupation of father viii) Occupation of mother ix) Academic stream x) Type of college.

HYPOTHESES OF THE STUDY

There is no significant difference in students' Educational Aspirations with respect to the following personal and demographic variables: i) Gender ii) Religion iii) Residential locality iv) Family type v) Educational status of father vi) Educational status of mother vii) Occupation of father viii) Occupation of mother ix) Academic stream x) Type of college.

DELIMITATION

Due to constraints of time, manpower and resources, the investigation was delimited to:

- Only 100 undergraduate students studying in Government- aided and Private general degree colleges of North 24 Parganas of West Bengal.

METHODOLOGY

The present study was a descriptive survey method. The data was collected from 100 general degree college undergraduate students in North 24 Parganas district by adopting a simple random sampling method.

TOOL USED FOR THE STUDY

Level of Educational Aspiration Test developed by Yasmin Ghani Khan (1999) was used by the researchers in this present study.

4. RESULTS AND DISCUSSION

The findings of the data analysis have been expressed in tabular and graphical form, as below:

Table 1: Difference in educational aspiration among undergraduate students with respect to their gender

			GENDER		Total
			Male	Female	
TOTAL SCORE	< MEDIAN	Count	22	20	42
		% within GENDER	52.4%	34.5%	42.0%
	>= MEDIAN	Count	20	38	58
		% within GENDER	47.6%	65.5%	58.0%
Total		Count	42	58	100
		% within GENDER	100.0%	100.0%	100.0%
Chi-Square Tests					
	Value	df	p Value		
Pearson Chi-Square	3.203	1	0.073		

Table 1, reveals that female students have marginally higher educational aspirations than male students. However, the P-value of this result is 0.073, which is greater than the 0.05 level of significance. It indicates that there is no significant difference in the educational aspirations of undergraduate students with respect to their gender. It means null hypothesis one is accepted. It may be because male and female undergraduate students are getting equal educational opportunities from their families and society in this new era. They both are equally aware of their future.

Table 2: Difference in educational aspiration among undergraduate students with respect to their religion

			Religion		Total
			Hindu	Muslim	
TOTAL SCORE	< MEDIAN	Count	28	14	42
		% within Religion	41.2%	43.8%	42.0%

	>= MEDIAN	Count	40	18	58
		% within Religion	58.8%	56.3%	58.0%
Total		Count	68	32	100
		% within Religion	100.0%	100.0%	100.0%
Chi-Square Tests					
	Value	df	p Value		
Pearson Chi-Square	0.059	1	0.808		

As shown in Table 2, Hindu religious students have comparatively higher educational aspirations than Muslim religious students. The P-value of this result is 0.808 which is greater than 0.05 level of significance, which indicates there is no significant difference in educational aspiration among undergraduate students with respect to their religion. So the second null hypothesis is accepted. The reason behind this type of result is that different religious groups practice different customs but they are equally acquainted with the importance of education in today's world.

Table 3: Difference in educational aspiration among undergraduate students with respect to their residential locality

		Locality		Total	
		Rural	Urban		
TOTAL SCORE	< MEDIAN	Count	10	32	42
		% within Locality	47.6%	40.5%	42.0%
	>= MEDIAN	Count	11	47	58
		% within Locality	52.4%	59.5%	58.0%
Total		Count	21	79	100
		% within Locality	100.0%	100.0%	100.0%
Chi-Square Tests					
	Value	df	p Value		
Pearson Chi-Square	0.345	1	0.557		

Table number 3 shows; that urban students have slightly higher educational aspirations than rural students. This table also shows that the P-value is 0.557, which is greater than the 0.05 level of significance, which means the third null hypothesis is accepted. It indicates that there is no significant difference in educational aspiration among undergraduate students with respect to their residential locality. It may be due to preferential treatment and the exposure given to the students is responsible for this type of result. Parents from both types of localities have a strong faith in education and are aware of the future of their children.

Table 4: Difference in educational aspiration among undergraduate students with respect to their family type

		Family Type		Total	
		Nuclear	Joint		
TOTAL SCORE	< MEDIAN	Count	21	21	42
		% within Family Type	36.8%	48.8%	42.0%
	>= MEDIAN	Count	36	22	58
		% within Family Type	63.2%	51.2%	58.0%

Total	Count	57	43	100
	% within Family Type	100.0%	100.0%	100.0%
Chi-Square Tests				
	Value	df	p Value	
Pearson Chi-Square	1.448	1	0.229	

Table number 4, reveals that students of nuclear families have barely higher educational aspirations than joint families. In this table, the P-value shows that there is no difference in educational aspiration among undergraduate students with respect to their family type as the calculated P-value is 0.229, which is greater than the 0.05 level of significance. So the fourth null hypothesis is also accepted. The reason may be in this present era, families support their children for their bright careers. The number of family members does not affect educational choices and aims of students.

Table 5: Difference in educational aspiration among undergraduate students with respect to the educational status of their fathers

		Father's Education				Total
		Illiterate	School	College		
TOTAL SCORE	< MEDIAN	Count	0	25	17	42
		% within Father's Education	0.0%	47.2%	37.0%	42.0%
	>= MEDIAN	Count	1	28	29	58
		% within Father's Education	100.0%	52.8%	63.0%	58.0%
Total		Count	1	53	46	100
		% within Father's Education	100.0%	100.0%	100.0%	100.0%
Chi-Square Tests						
	Value	Df	p Value			
Pearson Chi-Square	1.786	2	0.409			

Table number 5, shows that the students whose fathers have any college degrees have marginally higher educational aspiration than those students whose fathers have school-level qualifications. Here, the P-value is 0.409, which is greater than 0.05 level of significance. It indicated that the fifth null hypothesis is accepted, which means, there is no significant difference in educational aspiration among undergraduate students with respect to the educational status of their fathers. The causes of this kind of result are irrespective of the educational qualification of fathers, everyone has a positive attitude towards the importance of education and that is the reason their children are equally aware of their educational goals.

Table 6: Difference in educational aspiration among undergraduate students with respect to the educational status of their mothers

		Mother's Education			Total
		Illiterate	School	College	

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TOTAL SCORE	< MEDIAN	Count	1	26	15	42
		% within Mother's Education	33.3%	43.3%	40.5%	42.0%
	>= MEDIAN	Count	2	34	22	58
		% within Mother's Education	66.7%	56.7%	59.5%	58.0%
Total	Count	3	60	37	100	
	% within Mother's Education	100.0%	100.0%	100.0%	100.0%	

Chi-Square Tests			
	Value	df	p Value
Pearson Chi-Square	0.169	2	0.919

Table number 6, there is no such difference regarding educational aspiration among students with respect to the qualification of their mothers. This table shows that the P-value is 0.409, which is greater than the 0.05 level of significance. It indicated that the sixth null hypothesis is accepted, which means, there is no significant difference in educational aspiration among undergraduate students with respect to the educational status of their mothers. Everyone has a positive mindset towards education and that is the reason their children are equally aware of their educational aims.

Table 7: Difference in educational aspiration among undergraduate students with respect to their father's occupations

		Father's Occupation			Total	
		Government organization	Private organization	Self employed		
TOTAL SCORE	< MEDIAN	Count	12	10	20	42
		% within Father's Occupation	41.4%	43.5%	41.7%	42.0%
	>= MEDIAN	Count	17	13	28	58
		% within Father's Occupation	58.6%	56.5%	58.3%	58.0%
Total	Count	29	23	48	100	
	% within Father's Occupation	100.0%	100.0%	100.0%	100.0%	

Chi-Square Tests			
	Value	df	p Value
Pearson Chi-Square	0.027	2	0.986

Table number 7, there is almost similar educational aspirations can be found with respect to the occupations of fathers. This analysis represents a p-value of 0.986, which is greater than the 0.05 level of significance. It means there is no significant difference in educational aspiration among undergraduate students with respect to the occupation of their fathers. So, the seventh null hypothesis is accepted. The fact behind this result is that whatever occupation they are pursuing; everyone does one's utmost for their children.

Table 8: Difference in educational aspiration among undergraduate students with respect to their mother's occupations

		Mother's Occupation				Total
		Government organization	Private organization	Self employed	Home maker	

TOTAL SCORE	< MEDIAN	Count	0	3	3	36	42
		% within Mother's Occupation	0.0%	100.0%	30.0%	42.4%	42.0%
	>= MEDIAN	Count	2	0	7	49	58
		% within Mother's Occupation	100.0%	0.0%	70.0%	57.6%	58.0%
Total		Count	2	3	10	85	100
		% within Mother's Occupation	100.0%	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests			
	Value	df	p Value
Pearson Chi-Square	6.187	3	0.103

Table number 8, reveals that those students whose mothers are self-employed have marginally higher educational aspirations. In this analysis, the P-value was found to be 0.103, which is greater than the 0.05 level of significance. Therefore the eighth null hypothesis which states that there is no significant difference in educational aspiration among undergraduate students with respect to their mother’s occupations, stands accepted. Today’s mothers are conscious about their child’s future.

Table 9: Difference in educational aspiration among undergraduate students with respect to their academic stream

		Stream			Total	
		B A	B.SC	B.COM		
TOTAL SCORE	< MEDIAN	Count	15	11	16	42
		% within Stream	48.4%	42.3%	37.2%	42.0%
	>= MEDIAN	Count	16	15	27	58
		% within Stream	51.6%	57.7%	62.8%	58.0%
Total		Count	31	26	43	100
		% within Stream	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests			
	Value	df	p Value
Pearson Chi-Square	0.925	2	0.630

Table number 9, represents that these samples are mainly pursuing bachelor degrees in arts, science and commerce. Students who are pursuing commerce have barely higher educational aspirations than others. The analysis shows that the P-value is 0.630 which is greater than the 0.05 level of significance. Therefore the ninth null hypothesis which states that there is no significant difference in educational aspiration among undergraduate students with respect to their academic stream, stands accepted. The main cause of this kind of result is that undergraduate students are confident that they have chosen the right stream. They have a clear set of goals for their future.

Table 10: Difference in educational aspiration among undergraduate students with respect to type of college

Crosstab			
	Type of college		Total
	Government aided	Private	

TOTAL SCORE	< MEDIAN	Count	32	10	42
		% within Type of college	43.8%	37.0%	42.0%
	>= MEDIAN	Count	41	17	58
		% within Type of college	56.2%	63.0%	58.0%
Total	Count	73	27	100	
	% within Type of college	100.0%	100.0%	100.0%	

Chi-Square Tests					
		Value	df	p Value	
Pearson	Chi-Square	0.374	1	0.541	

Table number 10, shows that private college students have marginally higher educational aspirations than government-aided college students. The result reveals that as the P-value (0.541) is greater than the 0.05 level of significance, the tenth null hypothesis is accepted. It indicates that there is no significant difference in educational aspiration among undergraduate students with respect to type of college. The fact behind this type of result is that in this new era, government-aided or private educational institutions both have qualified teachers, well-equipped classrooms, laboratories, and libraries. They are also offering internet access. Therefore, students are getting equal opportunities and it helps to set their future educational aspirations.

5. MAJOR FINDINGS

After the analysis of tabulated data, the researcher found that there is no significant difference in educational aspiration among undergraduate students with respect to their Gender, Religion, Residential locality, Type of family, Educational status of fathers and mothers, Occupation of Fathers and Mothers, Academic Stream and Type of college.

6. CONCLUSION

The result of this research study puts stress on the significant role of parents in shaping students' educational aspirations, no matter what the educational and occupational status of the parents. Hence, parents and educational institutions need to be made aware of recent educational and job trends and that can help enhance the educational aspiration of students. It becomes the foremost of duty not only parents but also institutions to create a conducive and healthy environment to sustain high educational aspirations in students. Educational aspiration is a highly desirable factor for the social and scholastic achievement of young people.

CONFLICT OF INTEREST

None

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