



A COMPARATIVE STUDY OF EDUCATIONAL AND OCCUPATIONAL ASPIRATION OF SOCIO-ECONOMICALLY ADVANTAGED AND DISADVANTAGED STUDENTS

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Abstract:

“You must expect
great things of
yourself before you
can do them.”

-Michael Jordan

Aspiration is an individual desire to obtain a status, objective or goals such as a particular occupation or level of education.

The Educational and occupational decisions at the high school level pave the way for future decisions to be taken by any individual in the world of work selection of career and setting in it, is an important task and a source of personal gratification.

And this educational and occupational aspiration is determined by parental background/ socio economic status of parents. Hence the present study is an attempt to compare the educational and occupational aspiration of socio economically advantaged and socio economically disadvantaged students of high school.

In this study descriptive survey method was conducted on a sample of 200 students of class X from various schools of Nagpur. The results show that there exists an insignificant difference between educational aspiration of socio economically advantaged and socio economically disadvantaged students at high school level, and shows a significant difference between Occupational aspiration of socio economically advantaged and socio economically disadvantaged students at high school level. Further, the results indicate a positive correlation between educational and occupational aspiration of socio economically advantaged and socio economically disadvantaged students at high school level.

Keywords: Educational aspiration, occupational aspiration, socio economically advantaged, socio economically disadvantaged.

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Rationale:

Every student has their own aspiration towards education and occupation which is somewhere related with their socio economic status.



The researcher reviewed the earlier studies and found that studies undertaken at high school level regarding Educational aspiration and Occupational aspiration with respect to socio economic status are few and scopes are there for studies.

Education plays a significant role in the future plans of young people. Higher levels of education have been associated with a higher income and higher standard of living.

The students at high school level are in the stage when they have to select and prepare for their occupation. They require assistance of their parents, teachers, who can direct them to reach their goals.

It is found that socio-economically disadvantaged group of students is a major problem and its needs to be addressed urgently. Disadvantaged students can be benefitted by Governmental schemes or policies.

The researcher hopes that the study will be of great use to the parents, teachers, government agencies, educational planners and all of those who are interested in the field of education and welfare of students.

Operational definition:

Educational aspirations: Used to refer to the educational goals students set for themselves or a hope or ambition of achieving something.

Occupational aspirations: Goal set by students with regard to his future career. Preference, liking or willingness to any particular occupation, job or profession.

Socio-economic-Status: In the present study, Family background, parent's education, parent's income, constitute the socio-economic-status of students.

Objectives:

1. To find out the socio-economically advantaged and disadvantaged students:
2. To study the educational aspirations level of socio-economically advantaged and disadvantaged students at high school level.
3. To compare the educational aspirations of socio-economically advantaged and disadvantaged students at high school level.
4. To study the occupational aspiration level of socio-economically advantaged and disadvantaged students at high school level.
5. To compare the occupational aspirations of socio-economically advantaged and disadvantaged students at high school level.
6. To find out the relation among socio-economically advantaged and disadvantaged students related to educational and occupational aspirations.

Hypothesis:

1. There is no significant difference between the mean of educational aspirations of socio-economically advantaged and disadvantaged students at high school level.
2. There is no significant difference between the mean of occupational aspirations of socio-economically advantaged and disadvantaged students at high school level.
3. There is no significant relation between the educational and occupational aspirations of socio-economically advantaged and disadvantaged students at high school level.



Scope of the Research:

Study was conducted in state board schools of central Nagpur zone and spread to all medium of instructions (English, Hindi and Urdu). Both government as well as private schools were covered.

Limitation:

The study was limited to high school level only. The study will be limited to Class X students only. Only educational and occupational aspiration of socio-economically advantaged and disadvantaged students was seen.

Review:

Garg et al. (2002) studied that the impact of family factors had their influence on shaping students' Educational aspirations. Koa et al. (2003) analyze that Educational aspirations are significant predictor of eventual educational attainment. Hossler et al. (1993) and MacBrayne (1987) suggest that children's own aspirations are influenced by the parent's aspirations or expectations for them. Naresh Kumar and Vijay Phogat (2017) focused on Educational aspiration in relation to their gender and conclude that girls have higher Educational aspirations than boys. Archana Singh and Madhu Sharma (2017) observed that Occupational aspirations of students belonging to business class parents are better than students belonging to service class parents. Liyaqat Bashir and Ramandeep Kaur (2017) concludes that there exists no significant difference between rural and urban secondary school students in their educational aspirations and exists a significant difference between rural and urban secondary school students in their school environment. Suresh Anuganti (2017) found that socio economically advantaged students were better than socio economically disadvantaged students with regards to Educational aspiration and also found that socio economically advantaged students were better than socio economically disadvantaged students with regard to vocational aspirations. Dr.

Tamunoimamajambo (2014) witnessed influence of parental socio economic status on adolescent vocational aspirations and not influenced by parental level of education.

Research methodology:

Descriptive Survey Method was used.

Sampling technique:

Simple random sampling technique was used.

Sample:

The sample for study consists of 300 Class X students from various schools of Nagpur. Both boys and girls were involved in the study from these 300 students 50 socio economically advantaged students and 50 socio economically disadvantaged students were selected for the present study.

Tools:

The following standardized scales were employed for the present study. They are as follows:

- Socio-economic status scale,
Standardized by: Rajbir Singh, Radhey Shyam, Satish Kumar
- Educational aspiration inventory, Standardized by: Dr. T. Pradeep Kumar



- Occupational aspiration scale, Standardized by: J.S Grewal

Statistical techniques:

Mean, Standard Deviation, t-test value, Pearson’s correlation were used.

Results:

After applying SES Scale, 50 high SES students and 50 low SES students were selected randomly for the present study and further two scales were administered to know the level of aspiration; (i.e.,) Educational Aspiration Inventory and Occupational Aspiration Scale.

Table 1: Difference in Educational Aspiration between advantaged and disadvantaged students.

| Groups | N | mean | S.D | t-value | result |
|---------------|----|------|------|---------|-----------------|
| Advantaged | 50 | 54.5 | 8.46 | 0.79 | Not significant |
| Disadvantaged | 50 | 55.9 | 9.16 | | |

Table 2: Difference in occupational aspiration between advantaged and disadvantaged students.

| Groups | N | mean | S.D | t-value | result |
|---------------|----|-------|-------|---------|-------------|
| Advantaged | 50 | 50.94 | 11.11 | 4.55 | Significant |
| Disadvantaged | 50 | 41.7 | 9.11 | | |

**Significant at 0.01 level.*

Table 3: Relationship of educational aspiration of advantaged students with Occupational aspiration of advantaged students.

| variables | N | R | result |
|--|----|-------|----------------------------|
| Educational aspiration of advantaged students | 50 | 0.009 | Positive Weak relationship |
| Occupational aspiration of advantaged students | 50 | | |

Table 4: Relationship of Educational aspiration of disadvantaged students with Occupational aspiration of disadvantaged students.

| variables | N | r | result |
|---|----|--------|----------------------|
| Educational aspiration of disadvantaged students | 50 | 0.2209 | Positive correlation |
| Occupational aspiration of disadvantaged students | 50 | | |

Table 5: Relationship of Educational aspiration of advantaged and disadvantaged students with Occupational aspiration of advantaged and disadvantaged students.



| variables | N | r | result |
|--|-----|--------|-----------------------------|
| Educational aspiration of advantaged and disadvantaged students | 100 | 0.9987 | Positive strong correlation |
| Occupational aspiration of advantaged and disadvantaged students | 100 | | |

Discussion:

As shown in **Table 1**, insignificant difference was found between advantaged and disadvantaged students. The t-value found to be 0.79 which is not significant at 0.01 level of significance. Thus the first hypothesis which states that “There is no significant difference between the mean of educational aspirations of socio-economically advantaged and disadvantaged students at high school level”, stand accepted.

As shown in **Table 2**, there is a significant difference between Occupational aspiration of advantaged and disadvantaged students. The t-value found to be 4.55 which is significant at 0.01 level of significance. Therefore the second hypothesis which states, that “There is no significant difference between the mean of occupational aspirations of socio-economically advantaged and disadvantaged students at high school level”, stand rejected.

It is clear from the **Table 3**, that there exists a weak relationship between educational aspiration of advantaged students with Occupational aspiration of advantaged students.

It is also clear from the **Table 4**, that there exists a positive correlation between Educational aspiration of disadvantaged students with Occupational aspiration of disadvantaged students.

Finally from the **Table 5**, it is evident that the Pearson’s coefficient of correlation (r) of Educational aspiration of advantaged and disadvantaged students with Occupational aspiration of advantaged and disadvantaged students was found to be 0.9987, hence strong positive correlation was observed. Thus, the last hypothesis which states that “There is no significant relation between the educational and occupational aspirations of socio-economically advantaged and disadvantaged students at high school level”, stand rejected in the light of above evidence.

Conclusion:

1. There is no significant difference between the mean of educational aspirations of socio-economically advantaged and disadvantaged students at high school level.
2. There exists a significant difference between the mean of occupational aspirations of socio-economically advantaged and disadvantaged students at high school level.
3. There exists a strong positive correlation between the educational and occupational aspirations of socio-economically advantaged and disadvantaged students at high school level.

Educational implications:

1. It is essential to increase the aspiration level of students at high school level, because it is the turning point for students to choose particular course for further education and also a deciding factor for fulfilling occupational aspiration of self.
2. Proper guidance should be provided to the students from time to time regarding carrier choices, courses



options, selection of subjects, streams of education.

- Both government and society needs to uplift the socio economically disadvantaged students, so that students may aspire high and achieve them successfully.

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