



ISSN: 0975-833X

## RESEARCH ARTICLE

### A STUDY ON EDUCATIONAL ASPIRATION OF HIGHER SECONDARY SCHOOL STUDENTS IN SELECTED SCHOOL OF VILLUPURAM DISTRICT

Sasikumar, S.

Assistant Professor, Sri Rangapoopathi College of Education, Aalampoondi, Gingee, Viluppuram NH-66,  
Chengam Tiruvannamalai, Gingee - Tindivanam Rd, Gingee, Tamil Nadu 604151

#### ARTICLE INFO

##### Article History:

Received 25<sup>th</sup> September, 2018  
Received in revised form  
20<sup>th</sup> October, 2018  
Accepted 17<sup>th</sup> November, 2018  
Published online 31<sup>st</sup> December, 2018

##### Key words:

Occupational aspiration  
Formation of aspiration  
Role of occupation in life.

#### ABSTRACT

Any nation can advance, improve and develop to reach the zenith of success if it relies on its greatest treasure i.e. the children. Adolescents growing into youth if guided properly will channelize their boundless energy for the well-being of society and ultimately to the nation also. Maximum utilisation of this precious resource can be possible by providing love, care, mutual respect and support from parents, good nurturing environment at home and the concern and trust of all. Children, brought up in such environment, feel secure and optimistic. Further, the encouragement of parents boosts and makes them mentally alert enabling them to think better for their future goals. Generally it is believed that a child gets education from schools and colleges only. But the truth is somehow different; there is a variety of sources from which the child receives education.

*Copyright © 2018, Sasikumar. This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.*

**Citation:** Sasikumar S. 2018. "A study on educational aspiration of higher secondary school students in selected school of Villupuram district", *International Journal of Current Research*, 10, (12), 76922-76929.

## INTRODUCTION

### THE CONCEPT OF EDUCATION

Education is a continuous as well as constructive process which keeps people out of darkness, poverty and misery and leads a person on the palls of enlighten, prosperity and happiness by developing his individuality in all its aspects

### THE CONCEPT OF OCCUPATION

An unaffiliated person who acts on his own judgment; a writer or journalist who submits work to various publishers without actually being employed by any of them; a person hired on a part-time or temporary basis to perform tasks for which he has been specially trained. This expression dates from the Middle Ages when, after the Crusades, bands of knights offered their services to any country that was willing to pay. Also known as mercenaries or free companies, these bands were commonly called free-lances in reference to their knightly weapon, the lance. Eventually the term was applied to unaffiliated politicians. In contemporary usage, however, a free-lancer is anyone (though usually a writer) who offers his services on a

temporary basis with payment upon completion of the work, as opposed to payment in the form of a salary or retainer.

### ROLE OF OCCUPATION IN LIFE

Human life is made purposeful and, meaningful through occupation. In addition to satisfying the basic needs of life, one's occupation gives one a status in society. The prosperity of the individual and the Nation at large depends on the manual dexterity and hard work of the individuals. One way of becoming a productive member of the society for an individual is through self realization. The major avenue for self realization is through one's work, which can be fulfilled by selecting a suitable occupation. Selection of a right type of job and subsequent growth and adjustment in it is satisfying both to the individual and also meets the man-power needs of the society.

### EDUCATIONAL ASPIRATION

In the present era of technology, the society has witnessed developments in many areas such as media, politics, education, industry, medicine and information technology. Education holds the most important place among these. Hundreds of avenues have opened up. The adolescent feels lost between himself and the outer world itself. As a result of these developments, the most important area i.e. education has undergone a transformation.

#### \*Corresponding author: Sasikumar, S.,

Assistant Professor, Sri Rangapoopathi College of Education,  
Aalampoondi, Gingee, Viluppuram NH-66, Chengam  
Tiruvannamalai, Gingee - Tindivanam Rd, Gingee, Tamil Nadu  
604151.

Starting from pre independence till date, the area of education has evolved many positive and developmental changes. The adolescent has 5 to decide about his aims and the courses to achieve success in life. Many times when he is not satisfied with his education at home he turns to go abroad even. Holistic development of personality is the main goal of education which cannot be achieved until and unless the individual is serious about his aspiration. The term, „Aspiration“ is used in many ways. It can be used as a quest for knowledge, wish for something, targets, goals, ways or strategies to perform any work or the evaluation of one’s own performance. In general, individuals are ever striving for knowledge since their birth. The level of aspiration that one possesses influences his results.

## OCCUPATIONAL ASPIRATION

The terms profession, vocation and jobs are considered synonyms of occupation in the day-to-day usage. In the same way interests, likes and preferences are regarded synonyms of aspiration. But there are suitable contextual differences in their meanings. In the present investigation the term “Occupational Aspirations”, means desire for a job. “Occupational Aspiration may be defined as the steadfast desire for continuous patterns of activities that provide workers likelihood and define their general social status.”

## DEFINITIONS OF EDUCATIONAL ASPIRATION

Sirin, Diemer, Jackson, and Howell (2004) are of the view that aspirations are the future dreams of an individual towards his education and vocation. Likewise for Hurlock (1973) it is the involvement of a strong wish or ego of an individual towards the goal. Sharma and Gupta (2009) are of the view that in an educational hierarchy, educational aspiration is arranged as orientation towards goal and social prestige to achieve that goal.

## FORMATION OF ASPIRATION

The seed of aspiration starts germinating from the very early childhood. It begins to sprout with the passage of time and depends upon the dedication of an individual towards his target. Hence the origin of the seed lies in the family, later on peer, teacher, society with their influence make it grow and develop.

**Factors Influencing Educational Aspirations:** The factors responsible for influencing educational aspiration are given below Socio-economic Status. For the selection of school, socio-economic status plays an important role. If the parents are rich and command a good repute they will enrol their child in a well reputed and well equipped school where the child’s aspiration starts unfolding his wings or gets modified as per the need. Those parents, who are not economically sound, fail to provide proper opportunity to their wards and failed to influences their aspirations in healthy manner. Psychological well being. If the person is mentally sound he will think with different perspectives or face any challenge strongly to work towards his goal. Whereas the child with poor mental health will never be able to overcome hurdles and will be prone to give up and surrender. Parental support. The support and boost provided by the parents are priceless. Parents can influence the aspiration level of the child positively or negatively. If the child’s needs and his abilities are not taken into consideration

while expecting targets to be fulfilled by him it will lessen and curtail his morale and create adverse affect on his aspirations. Whereas the words like „well done“, „you can do this“ encourage the child and give proper shape to his aspirations even in adverse circumstances and situations. According to Garg, Kauppi, Lewko and Urajnik (2002) the parents not only shape the aspiration of their child but also boost him, provide opportunities, resources and share their experiences in the child’s learning. Demo & Acock, (1988) are of the view that the student living with one of his parents constitutes low level of educational aspiration as compared to the student who lives with both of his parents. Zhou and Glick (2005) in their study found that the parents who show more interest in their child’s academic activities, constantly check their school report, involve and attend school activities and generate a high level of educational aspiration in the child as compared to the parents who do not give their time to their child. McDill and Coleman (1965) also concluded that adolescent aspiration is highly influenced by parents’ encouragement.

**Peer groups:** The peer pressures also influence the aspiration level of a child. If the group the child accompanies is healthy, extrovert and optimistic it will boost the child towards the target but in contrast to it if the peer group is not good, or remains pessimistic or remains indulged in destructive activities will reduce his aspiration and pull it down.

**Society:** The scenario of the society also influences the aspirations. If the society is resourceful and provides favourable opportunity to rise, the aspiration will get impetus but if the society is not able to fulfil the demands of the child, his aspiration level will surely decline.

## NEED AND SIGNIFICANCE OF THE PRESENT STUDY

India is a developing country and it is a country rich in resources both material and human. To say India is a poor country is a mere travesty of facts. It is the misinterpretation of the whole scene. The truth is India is poorly equipped to utilize fully and profitably its immense wealth and resources. The human resources have to be improved to meet this challenge. Unfortunately our education continues to be bookish and theoretical after the independence also, preparing individuals for second rate white collared jobs. It is unfortunate that we still cling to the British system of education meant only for producing clerks for various offices. The British rulers never had any interest in enabling the Indian youth to vocationally qualified. Their aim was to produce only literate, Indian who would help them in the administration of the country. Despite the recommendations made by the Calcutta University Commission (1917-19) and later Commissions with regard to vacationing secondary education. Realizing this shortcoming, education has come to be vocationalized right from the secondary stage, as our country requires skilled workers of different categories, besides highly qualified and competent professionals, to man and industries at the higher levels, the Kothari education commission (1964-66) recommended the 10+2+3 pattern aiming at vocationalizing secondary education. The ‘+2’ stage is of ‘2’ streams (a) academic and (b) Vocational. Later a review committee was set up under the chairmanship of ‘Dr. Adscrab to review the curriculum of ‘+2’ stage of education. They have also recommended certain measures for the implementation of vocationalized courses at this stage.

## STATEMENT OF THE PROBLEM

The present problem entitled “A study on Educational Aspirations of Higher Secondary School Students in selected schools of Villupuram District”.

## OBJECTIVES OF THE STUDY

- To find out the levels of Educational Aspirations of Higher Secondary School Students in Villupuram District.
- To find out the levels of Occupational Aspirations of Higher Secondary School Students in Villupuram District.
- To find out the levels of Educational Aspirations of Higher Secondary School Student who comprised various sub-samples based on their.
  - Gender
  - Locality
  - Course of Study
  - Type of Management
  - Type of school
- To find out the levels of Occupational Aspirations of Higher Secondary School Student who comprised various sub-samples based on their.
  - Gender
  - Locality
  - Course of Study
  - Type of Management
  - Type of school
- To find out if there is any significant difference between the sub-samples based on their.
  - Gender
  - Locality
  - Course of study
  - Type of Management
  - Type of school
- In respect to their Educational Aspirations.
- To find out if there is any significant difference between the sub-samples based on their.
  - Gender
  - Locality
  - Course of study
  - Type of Management
  - Type of school
- In respect to their Occupational Aspirations.
- To find out if there is any relationship between the Educational Aspiration and Occupational Aspirations of Higher Secondary School Students for the entire sample and its sub-samples.

## HYPOTHESES OF THE STUDY

- The Higher Secondary Student’s Educational Aspirations are high.

- The Higher Secondary Student’s Occupational Aspirations are high.
- The Educational Aspiration of Different Sub-Samples of Higher Secondary School Students is high.
- The Occupational Aspiration of Different Sub-Samples of Higher Secondary School Students is high.
- There is significant difference between the male and Female Higher Secondary Students in respect of their Educational Aspirations.
- There is significant difference between the Rural and Urban Higher Secondary Students in respect of their Educational Aspirations.
- There is significant difference between the Arts and Science Group Higher Secondary Students in respect of their Educational Aspirations.
- There is significant difference between the Arts and Commerce Group Higher Secondary students in respect of their Educational Aspirations.
- There is significant difference between the Science and Commerce Group Higher Secondary Students in respect of their Educational Aspirations.
- There is significant difference between the Higher Secondary Students who studied in Government Schools and Aided Schools in Respect of their Educational Aspirations.
- There is significant difference between the Higher Secondary Students who studied in Government Schools and Un-Aided Schools in respect of their Educational Aspirations.
- There is significant difference between the Higher Secondary Students who studied in Aided Schools and Un-Aided Schools in respect of their Educational Aspirations.
- There is significant difference between the Higher Secondary Students who studied in boys Schools and Girls Schools in respect of their Educational Aspirations.
- There is significant difference between the Higher Secondary students who studied in boys Schools and Co-Education Schools in respect of their Educational Aspirations.
- There is significant difference between the higher secondary Students who studied in Girls Schools and Co-Education Schools in respect of their Educational Aspirations.
- There is significant difference between the male and Female Higher Secondary Students in respect of their Occupational Aspirations.
- There is significant difference between the urban and Rural Higher Secondary Students In respect of their Occupational Aspirations.
- There is significant difference between the Arts and Science Group Higher Secondary Students in respect of their Occupational Aspirations.
- There is significant difference between the Arts and Commerce Group Higher Secondary students in respect of their Occupational Aspirations.
- There is significant difference between the Science and Commerce Group Higher Secondary Students in respect of their Occupational Aspirations.
- There is significant difference between the Higher Secondary Students who studied in Government Schools and Aided Schools in Respect of their Occupational Aspirations.

- There is significant difference between the Higher Secondary Students who studied in Government Schools and Un-Aided Schools in respect of their Occupational Aspirations.
- There is significant difference between the Higher Secondary Students who studied in Aided Schools and Un-Aided Schools in respect of their Occupational Aspirations.
- There is significant difference between the Higher Secondary Students who studied in boys Schools and Girls Schools in respect of their Occupational Aspirations.
- There is significant difference between the Higher Secondary students who studied in boys Schools and Co-Education Schools in respect of their Occupational Aspirations.
- There is significant difference between the higher secondary Students who studied in Girls Schools and Co-Education Schools in respect of their Occupational Aspirations.
- There exists a significant relationship between the Educational Aspirations and Occupational Aspirations of Higher Secondary School Students.
- There exists a significant relationship between the Educational Aspirations and Occupational Aspirations of different Sub-Samples of Higher Secondary Students.

## SAMPLING OF THE STUDY

In the present study Random Sampling Technique has been used. The '+1' students of various Higher Secondary Schools of Villupuram District has been utilized. Ten higher Secondary Schools from the Villupuram District were chosen by the lottery method and all the '300' higher secondary '+1' students studying in these '10' selected schools were involved in this study.

## STATISTICAL TECHNIQUES USED

The following Statistical Techniques have been employed in the present investigation.

- Descriptive analysis
- Differential analysis
- Correlational analysis

## REVIEW OF RELATED LITERATURE

### STUDIES CONDUCTED IN INDIA

Negel and Pramanik (2019) undertook a study to look into the level of aspiration and its relation to academic performance of higher secondary school students in relation to the type of school locality i.e urban/ rural as well as to gender i.e. male / female. The research was conducted by using Descriptive Survey Method. A sample of 200 students studying in higher secondary schools from class 12th of two districts named Howrah and Hooghly was selected through Random sampling technique. The sample consisted of 200 boys and 200 girls. Level of aspiration was measured by administering the test prepared by Shrivastva (2009) whereas academic performance was assessed on the basis of marks obtained by the students in their previous class. A number of statistical tools such as Correlation Coefficient, t-test were applied to obtain the data.

Statistical analysis concluded that there exists no significant relation between level of aspiration and academic performance of higher secondary students in relation to gender and locality. Kumar and Selvakumar (2018) did research with an aim to find out educational aspiration of 9th class students in relation to gender i.e. boys/girls; locality i.e. urban/rural; medium of instruction i.e. Tamil/ English; and in relation to the type of school i.e. government/government aided/self-finance schools. The study used a Normative Survey Method taking into consideration the description standards and rules of behaviour. For the purpose of study, a sample of 1066 students was selected on the basis of Stratified random sampling technique. The sample covered 22 schools of government/government aided/self-finance schools in Villupuram district of Tamilnadu. Self prepared, tested and verified tool having 22 statements was used to collect information about educational aspiration of the students. Statistical techniques such as percentage analysis, t - test and F – test were used to analyze the data. It was observed in the study that no significant difference was found in educational aspiration with respect to gender. The results have also indicated that rural students have high educational aspiration as compared to urban students. Medium of instruction was found to play a significant role in the life of students for making learning easy. Further it was found that the students studying in self finance schools possessed a higher level of educational aspirations than the students studying in government /government aided.

Salgotra (2018) undertook a study on secondary school students to investigate the relationship of Educational Aspiration and Socio-Economic Status among them. Educational Aspiration was treated as dependent variable whereas Socio-Economic Status as independent variable. Multistage Sampling Technique was employed for the present study. The sample was taken from 10th class students studying in government schools of four tehsils named -Akhnoor, Bishnah, R. S. Pura, Jammu city from Jammu district of Jammu and Kashmir State of India. Out of 215 schools, 5 were selected randomly from each tehsil. A sample of 351 students studying in 10th class in government schools of the above mentioned tehsils were selected through Random sampling technique. Level of Educational Aspiration Test developed by Yasmin Ghani Khan to measure educational aspiration of the students and Socio -Economic Status Scale developed by Rajeew Bharadwaj were used to collect the data. Statistical techniques like Mean, Pearson Correlation Coefficient were employed to find out the difference of Educational Aspiration among school students with respect to low Socio-Economic Status and High Socio-Economic Status. The findings revealed a significant difference between educational Aspiration and socio-economic status among secondary school students. The result showed that the students with high socio-economic status have strong aspirations as compared to students with low socio-economic status

### STUDIES CONDUCTED IN ABROAD

Richard T. Lapan and Kevin Tate (2014) studied and found out that eights grade boys and girls expressed stronger Career Interest in and higher Self Efficacy for those Occupations that they rated as employing more of their own gender. The study highlights how career practitioners can work with adolescents to wider their perceived range of Occupational Choices.

## MATERIALS AND METHODS

### VARIABLES OF THE STUDY

- Educational Aspirations of higher secondary school students.
- Occupational aspirations of higher secondary school students.
- Sub-variables
- Gender
- Locality of the school.
- Group of Study
- Type of Management
- Type of school

### TOOLS USED IN THIS STUDY

This test aims to measure the Educational aspirations of higher secondary students and for this purpose Educational aspiration Inventory constructed and standardized by Grewal 1990 was used and personal data sheet also included. This test aims to measure the occupational aspirations of higher secondary students and for this purpose occupational aspiration scale (OAS) constructed and standardized by Dr. J.S Grewal 2000 was used and personal data sheet also included.

### DESCRIPTION OF THE TOOL EDUCATIONAL ASPIRATION INVENTORY

Tools used for the study were Grewal (1990), consists of 50 statements under four point scale of both the positive and negative statements Mazumdar Educational Aspiration Inventory (2004), consists of 50 statements.

### OCCUPATIONAL ASPIRATION SCALE

The level of occupational aspiration (LOA) has been defined as the orientation towards occupational goals (Haller and Miller, 1963). A scale of for measuring the LOA was developed by Haller and Miller (1967) to provide a scientific and well standardized procedure for measuring the occupational aspirations of youth. The scale was developed on the basis of rank ordering of 90 representatives' occupations out of a list prepared by the National opinion Research center (norc, 1947 of the USA. The NORC study was done by means of a quota controlled national sample of adults numbering 2,920 persons. In this study, the respondent rated each of the 90 occupations, representing all levels from day-labour to business and professional, on a five point scale of general standing. The respondent's estimates of an occupation were then averaged and the average scores were placed in rank order. The NORC rating which are also called the north halt scores (1947) are the best available means for operationalizing the continuum of difficulty of LOA.

As mentioned above Haller and Miller utilized the NORC list of 90 occupations to prepare an occupational Aspiration scale (OAS) consisting of eight multiple choice type items. Each item contains ten occupations nearly of all occupational status level arranged in a mixed order. The OAS asks for both short and long range realistic as well as idealistic expressions of the Levels of occupational preferences. Each of these four combinations (i.e. idealist short range and realistic range long range) is assessed twice, thereby making the number of items

to eight. The present scale was adopted by the investigator by getting the prestige rating of 150 occupational titles, identical with the NORC list. These titles were taken from the dictionary of occupational titles of India. The number was reduced to 108 by a panel of judges who were employed in different occupations. The final lists were employed in different occupations. The final list was administered on 200 persons and were asked to rate each occupation on a five point scale ranging from an occupation of a 'excellent' to 'poor' standing, social standing of each occupations was calculated out of a rank of 100 by multiplying frequency rating in each of the five categories by 1.0, 0.8, 0.6, .4, 0.2 respectively. Thus all '0' to '9' depends upon their ranks which ranged from '20' to '95' and above. Eighty out of 108 occupations with different prestige values were arranged in mixed order in eight multiple choice items in the format given below. OAS format: Combination of expression levels and goals periods for each of the four questions wordings

### ADMINISTRATION

The OAS can be administered in a group testing situation. The eight items are preferred by a set of written instructions which the tester readers over group or the beginning of the test period. These, instructions and the first item are reproduced below. "This set of questions concern your interest in different kinds of jobs. There are eight questions. Each one asks you to choose one job out of ten presented. Read each items carefully. They are different answered each one of our best you can. Do not omit any".

**Question 1.** Of the jobs listed in this question, which is the best one you are really sure you can get when your schooling is over?

- Lawyer
- Agriculture inspector
- Doctor
- Primary school teacher
- Diplomat in foreign service
- Barber
- Psychologist
- Motor mechanic
- Travelling salesman
- postman

It should be emphasized to the respondents that there are no 'right' or 'wrong' answer and that they are not bound by a time limit. Half an hour is a sufficient time for the administration of the test. This includes both the instruction and response time.

It is reported by Haller and Miller and also it is the respondents feel that they need more information. But the semi-projective nature of the OAS requires that the tester gives no information beyond that is specified leaving the testing situation as unstructured as possible. These test booklets are usable but separate answer sheet can also be provided. Like other tests and scales the OAS is also fakable. These limitations however, can be overcome by giving specific instruction to the respondents. A proper rapport with the respondents is also necessary before the scale is administered.

**DATA COLLECTION:** The copies of personal data sheet and the copies of occupational aspiration scale have been circulated to 300 '+1' students of higher secondary schools of

Villupuram District during the academic year 2020. Clear instructions have been given to the respondents and their earnest cooperation was solicited. Sufficient time was given to all the respondents and they were asked to freely register their responses for all the items without omitting any one under the direct supervision or investigator. The data have been collected from the 10 higher secondary school students in the above said manner.

**Table 3.3. Table showing distribution of total sample as per the school**

Sl. No.	Names of the Schools	Type of School Management
1	Government Girls Higher Secondary School. Gingee.	Government
2	Government Girls Higher Secondary School. Tindivanam	Government
3	St. Joseph Cluny Higher Secondary School. Tindivanam.	Private
4	Saradha Higher Secondary School. Tindivanam.	Private
5	Montfort Higher Secondary School. Tindivanam	Private
6	Government Higher Secondary School. Ananthapuram	Government
7	St. Michael's Higher Secondary School. Gingee.	Private
8	Government Higher Secondary School. Kavara.	Government
9	Government Higher Secondary School. Rettanai.	Government
10	Government Higher Secondary School. Melolukur	Government

## ANALYSIS AND INTERPRETATION OF THE DATA

### DISCRIPTIVE ANALYSIS

### EDUCATIONAL ASPIRATIONS

The mean and the standard deviation of Educational Aspirations have been computed for the entire samples and its sub samples.

**Table Showing The means and standard deviations of the educational aspirations of higher secondary schools students of the entire sample and its sub-samples**

Sub-Sample	N	M	Standard Deviation
Entire sample	300	25.73	8.71
Gender	Male	23.56	5.24
	Female	27.61	6.19
Locality	Rural	24.09	6.82
	Urban	24.01	5.64
Group of study	Arts	25.91	6.12
	Science	26.82	7.61
	Commerce	25.99	8.93
Type of management	Government	24.27	6.52
	Aided	26.53	5.26
	Private	25.16	6.40
Type of school	Boys	25.95	7.65
	Girls	27.64	5.55
	Co-education	25.80	8.24

The following inferences have been drawn from the table No. 4.1. In the Educational aspiration scale used in this investigation, a respondent can secure as a maximum of 72 in the Educational aspirations scale.

In the present study the mean of the entire sample is 25.75. These shows the higher secondary school students have possessed relatively a high level of Educational aspiration. Female students  $M = 27.61$  have surpassed their male counterparts  $M = 23.56$  in their occupational aspirations. The higher secondary school students who reside in urban area and rural area have more or less equal Educational aspirations  $M = 24.01$  and  $M = 24.09$  as respectively. Among the groups of the higher secondary school students who opted science as their optional subject have possess high Educational aspiration  $M = 26.82$  than the arts and commerce group students. In this respect the second place is secured by commerce group students in respect of their Educational aspirations. Among the management of educational institutions the higher secondary school students who have studied in aided higher secondary schools are considerably higher in Educational aspiration  $M = 26.53$  than the students who have studied in private  $M = 25.16$  and Government higher secondary school  $M = 24.27$ . Among the type of the school, the higher secondary school students who have studied in Girls higher secondary school proved higher in their Educational aspirations  $M = 27.64$  than the students who have studied in mixed schools  $M = 25.80$  and boys schools  $M = 25.95$ .

**LEVELS OF EDUCATIONAL ASPIRATIONS:** It may be recalled one of the objectives of this study is to find out the levels of the Educational aspirations of the higher secondary school students. For this purpose the percentage of Educational aspirations scores obtained by the higher secondary school students have been collected. On the basis of this obtained scores 3 levels have been computed for the entire sample in respect of their Educational aspirations.

**Table Showing The Levels Of Educational Aspirations**

Sl.No.	Levels	N	%
1	High	100	33.33
2	Average	120	40.00
3	Low	80	26.67

From the table it may be inferred as many as 120 (40%) higher secondary school students are laying in average level, 100 students (33.33%) are coming in high level if Educational aspirations and remaining 80 students (26.67%) are coming in low level of Educational aspirations. Among the 300 higher secondary school students as a maximum of 120 (40%) students are in average level in their Educational aspirations. This has been diagrammatically represented in fig. no.1

**OCCUPATIONAL ASPIRATIONS:** The mean and the standard deviation of Occupational Aspiration have been computed for the entire samples and its sub samples. The following inferences have been drawn from the table In the occupational aspiration scale used in this investigation, a respondent can secure as a maximum of 72 in the occupational aspirations scale. In the present study the mean of the entire sample is 56.05. These shows the higher secondary school students of Villupuram District have possessed relatively a high level of occupational aspiration. Female students  $M = 56.67$  have surpassed their male counterparts  $M = 54.23$  in their occupational aspirations. The higher secondary school students who reside in urban area and rural area have more or less equal occupational aspirations  $M = 55.89$  and  $M = 55.40$  as respectively.

**Table Showing The means and standard deviations of the occupational aspirations of higher secondary schools students of the entire sample and its sub-samples**

Sub-Sample		N	M	Standard Deviation
Entire sample		300	56.05	12.25
Gender	Male	150	54.23	13.27
	Female	150	56.67	18.57
Locality	Rural	150	55.89	11.15
	Urban	150	55.40	17.98
Group of study	Arts	125	53.78	15.92
	Science	100	59.68	15.59
	Commerce	75	53.80	13.26
Type of management	Government	100	52.98	16.15
	Aided	100	58.77	15.15
	Private	100	56.56	12.22
Type of school	Boys	50	52.73	13.08
	Girls	50	58.86	15.71
	Co-education	200	55.14	14.97

Among the groups of the higher secondary school students who opted science as their optional subject have possess high occupational aspiration  $M = 59.68$  than the arts and commerce group students. In this respect the second place is secured by commerce group students in respect of their occupational aspirations. Among the management of educational institutions the higher secondary school students who have studied in aided higher secondary schools are considerably higher in occupational aspiration  $M = 58.77$  than the students who have studied in private  $M = 56.56$  and Government higher secondary school  $M = 52.98$ . Among the type of the school, the higher secondary school students who have studied in Girls higher secondary school proved higher in their occupational aspirations  $M = 58.86$  than the students who have studied in mixed schools  $M = 55.14$  and boys schools  $M = 52.73$ .

**LEVELS OF OCCUPATIONAL ASPIRATIONS:** It may be recalled one of the objectives of this study is to find out the levels of the occupational aspirations of the higher secondary school students. For this purpose the percentage of occupational aspirations scores obtained by the higher secondary school students have been collected. On the basis of this obtained scores 3 levels have been computed for the entire sample is respect of their occupational aspirations.

**Table Showing The levels of aspirations**

Sl.No.	Levels	N	%
1	High	90	30
2	Average	150	50
3	Low	60	20

From the Table no. 4.4 it may be inferred as many as 150 (50%) higher secondary school students are laying in average level, 90 students (30%) are coming in high level if occupational aspirations and remaining 60 students (20%) are coming in low level of occupational aspirations. Among the 300 higher secondary school students as a maximum of 150 (50%) students are in average level in their occupational aspirations.

## SUMMARY AND CONCLUSION

### IMPORTANT FINDINGS OF THIS STUDY

Female students  $M = 27.61$  have surpassed their male counterparts  $M = 23.56$  in their occupational aspirations. The

higher secondary school students who reside in urban area and rural area have more or less equal Educational aspirations  $M = 24.01$  and  $M = 24.09$  as respectively. Among the groups of the higher secondary school students who opted science as their optional subject have possess high Educational aspiration  $M = 26.82$  than the arts and commerce group students. In this respect the second place is secured by commerce group students in respect of their Educational aspirations. Among the management of educational institutions the higher secondary school students who have studied in aided higher secondary schools are considerably higher in Educational aspiration  $M = 26.53$  than the students who have studied in private  $M = 25.16$  and Government higher secondary school  $M = 24.27$ . Among the type of the school, the higher secondary school students who have studied in Girls higher secondary school proved higher in their Educational aspirations  $M = 27.64$  than the students who have studied in mixed schools  $M = 25.80$  and boys schools  $M = 25.95$ . Thus the Gender of the higher secondary school students caused no significant difference in respect of their Educational Aspirations. The Locality of the higher secondary school students caused no significant difference in respect of their Educational Aspirations. The Course of Study of the higher secondary school students caused significant difference in respect of their Educational Aspirations. The Course of Study of the higher secondary school students caused no significant difference in respect of their Educational Aspirations. The Course of Study of the higher secondary school students caused significant difference in respect of their Educational Aspirations. The school of Management of the higher secondary school students caused significant difference in respect of their Educational Aspirations.

The school of Management of the higher secondary school students caused a significant difference in respect of their Educational Aspirations. The school of Management of the higher secondary school students caused no significant difference in respect of their Educational Aspirations. The Type of school of the higher secondary school students caused no significant difference in respect of their Educational Aspirations. The Type of school of the higher secondary school students caused no significant difference in respect of their Educational Aspirations. The Type of school of the higher secondary school students caused no significant difference in respect of their Educational Aspirations. The Type of school of the higher secondary school students caused no significant difference in respect of their Educational Aspirations. Female students  $M = 56.67$  have surpassed their male counterparts  $M = 54.23$  in their occupational aspirations. Among the groups of the higher secondary school students who opted science as their optional subject have possess high occupational aspiration  $M = 59.68$  than the arts and commerce group students. In this respect the second place is secured by commerce group students in respect of their occupational aspirations. Among the management of educational institutions the higher secondary school students who have studied in aided higher secondary schools are considerably higher in occupational aspiration  $M = 58.77$  than the students who have studied in private  $M = 56.56$  and Government higher secondary school  $M = 52.98$ .

Among the type of the school, the higher secondary school students who have studied in Girls higher secondary school proved higher in their occupational aspirations  $M = 58.86$  than the students who have studied in mixed schools  $M = 55.14$  and boys schools  $M = 52.73$ . The higher secondary school students who reside in urban area and rural area have more or less equal occupational aspirations  $M = 55.89$  and  $M = 55.40$  as

respectively. The mean value of the entire sample is 46.00. This shows the higher secondary school students of Villupuram district have possess relatively a high level of occupational aspirations. Among the different groups of study the higher secondary school students who opted science as their optional subject students have possess considerably higher occupational aspirations than Arts and Commerce students. The higher secondary school students who have studied in Aided higher secondary schools are considerably higher in their occupational aspirations than the Private and Government higher secondary school students. The higher secondary school students who have studied in Girls higher secondary schools are considerably higher in their occupational aspirations than the Boys and Co-education higher secondary school students. The higher secondary schools students who reside in urban area have registered higher occupational aspirations than the rural locality students. Among the 300 higher secondary students as a maximum of 150 (50%) students are in average level in their occupational aspirations. There is significant difference between the male and Female Higher Secondary Students in respect of their Occupational Aspirations. There is significant difference between the Arts and Science Group Higher Secondary Students in respect of their Occupational Aspirations.

There is significant difference between the Arts and Commerce Group Higher Secondary students in respect of their Occupational Aspirations. There is significant difference between the Science and Commerce Group Higher Secondary Students in respect of their Occupational Aspirations. There is significant difference between the Higher Secondary Students who studied in Government Schools and Aided Schools in Respect of their Occupational Aspirations. There is significant difference between the Higher Secondary Students who studied in Government Schools and Un-Aided Schools in respect of their Occupational Aspirations. There is significant difference between the Higher Secondary Students who studied in Aided Schools and Un-Aided Schools in respect of their Occupational Aspirations. There is significant difference between the Higher Secondary Students who studied in boys Schools and Girls Schools in respect of their Occupational Aspirations. There is significant difference between the Higher Secondary students who studied in boys Schools and Co-Education Schools in respect of their Occupational Aspirations. There is significant difference between the higher secondary Students who studied in Girls Schools and Co-Education Schools in respect of their Occupational Aspirations. There is significant difference between the urban and Rural Higher Secondary Students In respect of their Occupational Aspirations. There exist of higher and positive correlation between the academic Educational Aspirations and Occupational Aspirations scores of Higher Secondary Students. The same trend is prevailing in almost all the sub-samples too except in two cases. In the case Rural Area and Private schools there is no significant relationship between the Educational Aspirations and Occupational Aspirations of higher secondary schools students.

## CONCLUSION

This study reveals that the students have not been provided any guidance either in education or in vocational sphere. They are not having adequate knowledge about their preference abilities and aptitudes etc. They choose occupations, which can provide greater monetary gains or can raise their social prestige. Right person should be placed in proper place. Assistance should be provided to students in selecting an occupation. Selection of an occupation should agree with actual potentialities of the studies. Educational and vocational guidance should also be provided for all the students in all schools to make wise selections of students. Guidance should no longer be added to the educational programmes but should be an indispensable part of the programme itself. It is essential for children beginning in the kindergarten and continuing throughout their social experience. Through the school activities like dramas, debates, part-time jobs, speeches and visits to places of occupational preference, the students should be made to find out and realize their potentialities. Propagation of educational and vocational information's is one more important work, which should be provided for in the schools. So that the students know the requirements of the school subjects etc. which they think of selection. The school library should have current literature on occupational information and the students should be helps to use it.

## REFERENCES

- Agarwal, K. 2019. Parental Encouragement Scale. Agra: National Psychological Corporation. Ahma, P. A., Hamid, M. M., & Ganaie, M. Y. 2012. Self concept, level of aspiration and academic achievement of physically challenged and normal students at secondary level. *Research on Humanities and Social Sciences*, 2(2), 61-66.
- Ahuja, A. 2016. A Study of Self-Efficacy among Secondary School Students in relation to Educational Aspiration and Academic Achievement. *Educational Quest- An International Journal of Education and Applied Social Sciences*, 7(3), 275, Doi: 10.5958/22307311.2016.00048.9
- Akhter, A., & Pandey, S. 2018. A study of parental encouragement on the academic achievement of secondary level students in J & K. *International Journal of Advanced Educational Research*, ISSN: 2455-6157, 3(2), 500-503.
- Akhter, S. 2015. Psychological well-being in student of gender differences. *The International Journal of Indian Psychology*, 2(4), 153-161. Doi: B00337V2I42015
- Ali, M. I. 2018. Study of educational aspiration and academic achievement of senior secondary school students in relation to gender and area. *ZENITH International Journal of Multidisciplinary Research*, ISSN 2231-5780, 8 (4), 3

\*\*\*\*\*