



Tribal High School Students' Educational Aspirations In Relation To Their Scholastic Achievement

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ABSTRACT

Education plays a vital role in reshaping, reforming, and moulding the society. It can be characterised as a pillar of strength for the entire society since education allows us to build a civilization that is able to learn. It not only influences a person's life at every step but also has a negative impact on his social and academic achievements. Regarding students, accomplishment is the main objective of education; assessments of students' knowledge, skills, and attainment are made using either teacher-designed or standardised examinations. Thus, an effort has been made to look at their aspiration level in this study. The present study is an attempt to find out the effect that has been made to study the relationship between the scholastic achievement of tribal high school students in relation to their educational aspiration. Normative survey method was employed in this study and it was conducted in the Namakkal District, Tamil Nadu state. In the selection of sample, various bases for stratification such as gender, and type of family, medium of instruction and parents' occupation were taken into consideration. It is found that the scholastic achievement of high school students is average. The students of different scholastic achievement groups (high, average, low) seem to possess different educational aspiration. Also, it is found that there is a positive and significant relationship between scholastic achievement and educational aspiration.

Keywords: Educational aspiration, Scholastic achievement, Tribal high school students.

INTRODUCTION

Education is an essential technique in the development of human resources. Education is the only way for an individual to broaden their information and improve their vision. Unlocking each person's hidden potential is the true goal of education. The process of living through a constant reconstruction of experiences is what John Dewey defined as education. The individual's ability to govern his surroundings and realize his potential depends on the development of all these capacities in him (quoted by Dash, 2005). Education is described as a means of preparing oneself for life. In a social or cultural setting, it is a sophisticated social, cultural, and ethical process. In its widest definition, education is every action or encounter that shapes a person's thoughts, behaviour, or physical aptitude of a person; education, in its technical sense, is the process by which society consciously transfers its collected information, values, and skills through institutions from one generation to the next. India, a nation that is rapidly developing, has a bigger duty to educate, develop, and manage its own people resources for employment opportunities both domestically and internationally. Proper education is essential for both individual and national prosperity, since it serves as the foundation for the country. In order to support and maintain technical advancement and economic progress, education is essential. The foundation of all theories of social and human progress is education, together with advancements in the economy, culture, and empowerment.

EDUCATIONAL ASPIRATION

Individual's aspirations for their education play a vital role in improving their education. It is an intense desire for academic success. High levels of success and achievement are correlated with high levels of educational aspiration. One needs to be very motivated and willing to put in a lot of effort if they have to develop their educational aspirations. Every student wants to go to school. An individual chooses what path they want to

take in life and what field they want to specialize in. Students' behavior is influenced by their aspirations throughout that time. Students aspire to become teachers to overcome any challenges they encounter along the way. A guy who wants to pursue further education would choose to broaden his more information than completing a task.

The person with higher educational aspirations keeps going to school even after landing a job. A person who aspires to a higher education level makes an effort to learn new things in any field they work in. Scholastic achievement is a measure of performance outcomes that show how well a person performed in relation to particular objectives that were the main focus of activities in educational settings, such as schools, colleges, and universities. Most educational systems specify cognitive objectives that are either general (like critical thinking) or include knowledge and comprehension development in a particular intellectual field (like numeracy, reading, Science, or History). As a result, scholastic achievement ought to be viewed as a complex concept including several learning domains.

REVIEW OF RELATED LITERATURE

Chen, Allen and Hesketh (2023) assessed the influence of personal factors along with peer and parental factors on educational aspiration of students belonging to rural China. The sample consisted of 606 adolescents from central China and they were asked to complete a researcher made questionnaire. The personal factors included academic self-concept, academic self-regulation, target valuation and attitude for teachers. The study found a direct significant effect of these individual factors on educational aspiration of the adolescents. Moreover, the effect of peer and parental factors worked on educational aspiration via personal factors.

Kaushik and Sharma (2023) investigated the relation between educational aspiration and parent-child relationship of secondary students of Saharanpur district. The descriptive study employed Parent-Child Relationship Scale Test and Educational Aspiration Scale by Sharma and Gupta. The study found no significant relationship between educational aspiration and parent-child relationship of secondary students

Padernilla, Siason and Patubo (2022) explored all the social and economic factors that develop educational aspiration among poor. The objective of the study was to identify the push and pull factors for developing the aspiration. They carried out a qualitative, constructive case-study on 7 individuals. The study revealed that scarcity of appropriate scopes for advancement and low earning capacity act as push factor whereas better economic conditions and better employment chances played the pull factor.

NEED AND SIGNIFICANCE OF THE STUDY

Education is the prime mover of development. It opens the door to modernization. The students studying in high school level are at their peak of aspirations. They have to select professional studies after their high school studies or after their higher secondary studies.

The attitude of the students towards education is greatly influenced by their vocational interests. In order to find out their aspiration towards education, occupation and their academic achievement, the investigator has chosen the topic for the study.

OBJECTIVES OF THE STUDY

- To find out whether there is any significant difference between the boys and girls of tribal high school students with respect to their Scholastic Achievement.
- To find out whether there is any significant difference between nuclear family and joint family of tribal high school students with respect to their Educational Aspiration.
- To find out whether there is any significant difference between the Tamil medium and English medium tribal high school students with respect to their Scholastic Achievement.
- To find out whether there is any significant difference between the tribal high school students with respect to their Scholastic Achievement based on their parents' educational qualifications.

HYPOTHESES OF THE STUDY

- There is no significant difference between the boys and girls tribal high school students with respect to their Scholastic Achievement.
- There is no significant difference between nuclear family and joint family tribal high school students with respect to their Educational Aspiration.
- There is no significant difference between the Tamil and English medium of tribal high school students with respect to the Scholastic Achievement.

- There is no significant difference between the tribal high school students with respect to the Educational Aspiration based on their parents' educational qualifications.
- There is significant relationship between Scholastic Achievement and Educational Aspiration of tribal high school students.

METHODOLOGY

The Normative Survey method was used in this present study.

TOOLS USED FOR THE STUDY

- Educational Aspiration questionnaire which consists of 60 items, constructed and validated by investigator
- Half yearly examination marks have been taken for Scholastic Achievement marks of high school students.

SAMPLING

A grouping of a particular group of human beings or other living things is referred to as a population. The investigator selected 368 tribal high schools from Kolli Hills, Namakkal District in TamilNadu, India.

STATISTICAL TECHNIQUES USED

Descriptive analysis, Differential analysis and Correlation analysis have been used for analyzing the data.

ANALYSIS AND INTERPRETATION

Ho 1

There is no significant difference between the boys and girls Tribal High school students with respect to their Scholastic Achievement.

Table - 1 Results of t-test for Scholastic Achievement of tribal high school students with respect to their Gender

Variable	Sub Sample	N	Mean	S. D	't' value	Level of Significance
Gender	Boys	199	42.87	6.93	4.42	Significant at 0.05 Level
	Girls	169	42.75	6.84		

From the above table the calculated 't' value is found to be 4.42 and it is significant at the 0.05 level. Therefore, the null hypothesis is rejected and it is concluded that there is significant difference between boys and girls high school students with respect of their Scholastic Achievement.

Ho 2

There is no significant difference between nuclear family and joint family tribal High school students with respect to their Education Aspiration.

Table - 2 Results of t-test for Educational Aspiration of tribal high school students with respect to their type of family

Variable	Sub Sample	N	Mean	S. D	't' value	Level of Significance
Type of family	Nuclear family	188	42.81	6.50	0.30	Not Significant
	Joint family	180	42.79	6.79		

From the above table the calculated 't' value is found to be 0.30 and it is not significant at the 0.05 level. Therefore, the null hypothesis is accepted and it is concluded that there is no significant difference between the nuclear family and joint family high school students with respect of their Educational Aspiration.

Ho 3

There is no significant difference between the Tamil medium and English medium tribal high school students with respect to their Scholastic Achievement.

Table - 3 Result of t-test for the Scholastic Achievement of tribal high school student with respect to Medium of instruction

Variable	Sub Sample	N	Mean	S. D	't' value	Level of Significance
Medium of instruction	Tamil	185	305.87	107.59	4.40	Significant at 0.05 Level
	English	183	345.02	54.84		

From the above table the calculated 't' value is found to be 4.40 and it is significant at the 0.05 level. Therefore, the null hypothesis is rejected and it is concluded that there is significant difference between Tamil and English medium tribal high school students with respect of their Scholastic Achievement.

Ho 4

There is no significant difference between the tribal high school students with respect to the Educational Aspiration based on their parents' educational qualifications.

Table -4 Significant difference in Educational Aspiration based on Parental Educational Qualification

	Source	Sum of Squares	df.	Mean squares	F	Significance
Parents' Educational Qualification	Between Groups	20.495	2	1274.61	4.45	Significant
	Within Groups	104417.42	365	256.075		

In order to find out the significance of Educational Aspiration with respect to parents' Educational qualification of tribal high school students, the 'F' value was calculated. The calculated 'F' value is found to be 4.45 which is significant at 0.05 level. Therefore, the null hypothesis is rejected and it is concluded that there is significant difference among the tribal high school students who belong to different Parents' Educational Qualifications (Illiterate, School Education, and College Education).

Ho 5

There is significant relationship between Scholastic Achievement and Educational Aspiration of tribal high school students.

Table -5 Product Movement correlation (r) between Scholastic Achievement and Educational Aspiration.

Variables	'r'	Remarks
Scholastic Achievement	0.198	Significant
Educational Aspiration		

The co-efficient correlation between scholastic achievement and educational aspiration is found to be 0.198 [N = 361, $r = 0.198$, $P < 0.01$] which indicates that there exists a positive and significant correlation between scholastic achievement and educational aspiration of Tribal high school students.

FINDINGS OF THE STUDY

- There is significant difference between boys and girls tribal high school students Scholastic Achievement.
- There is no significant difference between nuclear family and joint family tribal high school students Educational Aspiration
- There is significant difference between Tamil medium and English medium tribal high school students with scholastic Achievement.
- There is significant difference in the educational aspiration among the Tribal high school students who belong to different Parental Educational Qualifications (Illiterate, School Education and College Education).
- There is a positive and significant correlation between educational aspiration and scholastic achievement.

CONCLUSION

The present investigation revealed the scholastic achievement of tribal high school students is at average level. The students of different achievement groups, as high, average and low seems to possess different scholastic achievement and educational aspiration. There is a positive significant relationship between scholastic achievement and educational aspiration. Educational aspiration is a significant predictor of scholastic achievement. As educational aspiration increases, scholastic achievement also increases.

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