

Occupational Aspiration and Academic Achievement: A Comperative Study on Higher Secondary School Students in relation to their Gender

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ABSTRACT:

The objective of the study was to determine the relationship between occupational aspiration and academic achievement of a random sample of 200 higher secondary school students from West Tripura District of Tripura. Using descriptive survey method a detailed study was conducted based on their gender differences. For analysis of data, mean, SD, t-value calculation and Pearson's product moment correlation (r) was statistically used. A significant relationship was found between occupational aspiration and academic achievement of higher secondary school students. This study also revealed insignificant gender differences in occupational aspiration and academic achievement of higher secondary school students. The implications of the study contribute new knowledge to the field of educational psychology and may be used to facilitate proactive occupational aspiration among higher secondary school students which one is the most important level of forming decision regarding occupation and education.

KEYWORDS: Occupational Aspiration, Academic Achievement, Gender differences, Higher Secondary School Students.

1. INTRODUCTION:

An aspiration is a strong desire for high achievement and it is influenced by various factors like family background, parental income, parents' education, socio economic status, school environment and many other important factors. Adolescents' occupational aspirations and expectations have been viewed as significant determinants of academic success (Archana Das and Nilima Bhagabati, 2016). The normal age group of students for higher secondary school classes is 16-18 years. This is a terminal point of education when students make their valuable descision about their future job planning and make their full effort to bring their best success in academic performance.

Many research findings are conflicting with respect to gender differences especially in occupational aspirations. Some studies found no significant differences among boys and girls on their educational and occupational aspiration (Patton and Creed, 2007; Powers and Wojtkiewicz, 2004; Kao and Tienda, 1998; Ana Uka, 2015). While some findings show that male students aspire more about their education and occupation (Wall, Covell and MacIntyre, 1999) contrary to this result, some studies showed that girl's student aspired to higher level of education and occupation than boys (Howard et al., 2011; Mau, 1995).

The educational and vocational decisions at adolescent stage pave the way for future decision to be taken by any individual in the world of work. There are robust evidences that occupational aspirations are influenced by various

factors. Many research studies revealed that parent's occupations have a significant effect on children's occupational aspirations. The result shows that occupational aspiration of student belonging to business class parents are better than students belonging to service class parents (Archana Singh and Dr. Madhu Sharma, 2017). In another quantitative survey it was found that institutionalized adolescent girls are more career aspirants than boys (Jyothy G Vijayan, 2017). In another study significant difference has been found in the level of occupational aspirations of adolescent boys and girls (Sunaina, 2016). In the same study insignificant difference has been found in the level of self concept of adolescent boys and girls.

Women and men are equally treated in the eyes of the law. However our cultural condition is the main source of inequality between men and women. A recent study on a sample of 222 higher secondary school girls shows that the different category girls differ in their occupational aspirations (Archana Das, Nilima Bhagabati, 2016).

Adolescent is the period where youths plan and dream about their future career, consulting teachers as well as parents for career guidance, college education and technical courses of various kinds. The occupational aspiration at a tender age has a significant impact on choosing a career and job at later years.

Academic performance is the reflection of one's effort towards attaining the desired goal. Students with higher educational aspiration have to give their full effort towards achieving it through becoming success academically. Many research results reflect that occupational aspirations have a positive influence towards academic achievement. Adolescent's occupational aspiration and expectations have been viewed as a significant determinant of both short term educational and long term career choices (Schoon and Parson, 2002). Adolescent who experienced minimum academic risk expected to choose occupation of greater prestige (Rojewski, 1995). On the other side adolescents' experienced substantial risk of academic failure were more likely to report lower occupational aspiration (Rojewski and Hill, 1998).

Parent's played most crucial role in the children's education, securing occupation and building satisfaction later in life. Children required monitoring, support and most of all education from reliable and responsive parents. Educated individual understand the value of education and therefore they laid the best plan for their children. Parent's expectations for their children's eventual educational attainment have been related to children's own educational expectations and self concept, as well as to their actual academic performance (Phillips, 1987; Hall, Kurtz-Costes and Mahoney, 1997).

2. SIGNIFICANCE OF THE STUDY:

The occupational aspiration and academic achievement of higher secondary school students is very closely related two matters that attract the attention of many researchers for several years. Higher secondary school stage is a crucial stage in the educational hierarchy as it prepared the students for higher education and also for the world of work. The common disparities in India are gender inequality in education and occupation which in turn have immense effect on the life of students of higher secondary school stage. How much a student aspires about his establishment in labour market becomes an essential parameter, when it comes to upgrading academic performance. The motivation regarding the aspired or desired occupation in life leads one's effort towards the better performance of academic achievement. So it is essential to know the student's level of occupational aspiration and how it influences their academic performance. Hence the impact of level of occupational aspiration on gender and academic achievement- a comparative study of these parameters have been taken as essential for research.

3. STATEMENT OF THE PROBLEM:

The present study entitled as "Occupational Aspiration and Academic Achievement: A Comparative Study on Higher secondary school Students in Relation to their Gender".

4. OPERATIONAL DEFINITIONS OF THE TERM USED:

i) Occupational Aspiration: Rojewski (2005) defined occupational aspirations as an individual's expression of career related goal or choices. Johnson (1985) referred occupational aspirations as point in time expressions of occupational goals.

In this study the term 'occupational aspiration' is used in a sense that it is an expression of the desire to achieve or attain a particular occupation. It is a level of motivation that overcomes task complexity with perpetual efforts and push ones work towards attaining those occupations.

ii) Academic Achievement: The marks obtained in the last qualifying examination that is the final board examination result of class-XI was treated as an indicator of academic achievement of higher secondary students.

iii) Higher Secondary School Students: Students of intermediate stage between elementary stage and college stage, usually from class IX to XII was considered as higher secondary school students. In the present study the investigator will take the Govt. higher secondary school students of class-XI.

iv) Gender Differences: Higher secondary school level boys and girls students were taken to find out the differences in gender of occupational aspiration.

5. OBJECTIVES OF THE STUDY:

- i) To study the level of occupational aspiration and academic achievement of higher secondary school students.
- ii) To study the occupational aspiration of higher secondary school students in respect of their gender differences.
- iii) To study the academic achievement of higher secondary school students in respect of their gender differences.
- iv) To study the relationship between occupational aspiration and academic achievement of higher secondary school student.

6. HYPOTHESIS:

- i) The level of occupational aspiration and academic achievement of higher secondary school students is moderate.
- ii) There exists no significant difference between the higher secondary school boys with girls in their occupational aspiration.
- iii) There exists no significant difference between the higher secondary school boys with girls in their academic achievement.
- iv) There is no significant relationship between occupational aspiration and academic achievement of higher secondary school students.

7. METHODS:

In the present study descriptive survey method was used in which 'occupational aspiration scale' questionnaires were given to the sample of higher secondary school students.

8. RESEARCH TOOLS USED:

- i) Level of occupational aspiration scale developed by J. S. Grewal (1998).
- ii) Academic achievement record (Previous years' marks of the sampled students were taken as their academic achievement).

9. ADMINISTRATION OF THE TOOL:

In order to collect data the investigator adopted a confidence measure towards the students to win their trust which was very necessary to get accurate and correct results. The investigator read the instruction carefully and as keen the students to consult, if there is any difficulty in the understanding of the instruction.

10. POPULATION AND SAMPLE:

On the basis of objective of the study Govt. Higher Secondary School Students of west tripura district constituted the population of present study.

Sample: In the present study four schools from West Tripura District were selected for the fulfilment of the purpose. Using the simple random sampling method, a sample of total 200 students, 50 from each school (25 boys and 25 girls) studying in class XII were taken.

11. STATISTICAL TECHNIQUES:

The following statistical analysis technique was used.

- i) Descriptive statistics- Mean and Standard Deviation.
- ii) Inferencial statistics- Pearson's product moment coefficient correlation, t-test.
 - In order to find out the occupational aspirational differences between boys and girls, t-test was used.
 - In order to find out the academic achievement differences between boys and girls, t-test was used.
 - In order to find out the relationship between occupational aspiration and academic achievement, Pearson's correlation coefficient (r) was used.

12. DELIMITATIONS OF THE STUDY:

- i) The present study was delimited to West Tripura district only.
- ii) The present study was delimited to Higher Secondary School Students only.
- iii) The present study was delimited to a sample size of 200 only.
- iv) The present study was delimited to the influences of one parameter, viz. gender, on the occupational aspiration.
- v) The present study was delimited to the effect of occupational aspiration on one parameter i.e. on academic achievement.

13. RESULTS:

i) Levels of occupational aspirations and academic achievements of higher secondary school students:

Table1: Levels of occupational aspirations and academic achievement of higher secondary school students.

Level	Occupational Aspiration		Academic Achievement	
	N	%	N	%
High	32	16	56	28
Moderate	140	70	78	39
Low	28	14	66	33
Total	200	100	200	100

Table 1 shows that the majority of higher secondary school students are having moderate level of occupational aspirations and academic achievement. Students having high and low levels of occupational aspirations are very few. Again students having high and low academic achievement are also less in number.

ii) Gender differences in the occupational aspirations of higher secondary school students:

Table2: Difference in occupational aspirations between boys and girls of higher secondary school students.

Gender	N	Mean	SD	t-ratio	df	Level of significance
Boys	100	52.19	8.58	1.49	198	Not significant
Girls	100	50.32	9.20			

It is depicted from table-2 that the significance of mean difference in occupational aspiration among higher secondary school boys with girls came out 1.49, which is less than the table value 1.98 at 0.05 and 0.01 levels of significance. Therefore the second hypothesis which states that "There exists no significant difference between the higher secondary school boys with girls in their occupational aspiration", stands accepted. Many previous research

studies show similar findings regarding the gender differences in occupational aspirations (Jyothy G Vijayan, 2017, Sunaina, 2016).

It may be due to the fact that now a days girls are treated equal to the boys from the psychological, sociological and economical point of view. Unlike earlier times it is now presumed that girls are as worthy as the boys and that has been proven several times and many Government initiatives and awareness programmes/schemes has been taken to strengthen the girls economically.

iii) Gender differences in the academic achievements of higher secondary school students:

Table 3: Difference in academic achievement between boys and girls of higher secondary school students.

Gender	N	Mean	SD	t-ratio	df	Level of significance
Boys	100	54.59	7.81	1.67	198	Not significant
Girls	100	52.74	7.84			

It is depicted from the table-3 that the calculated t-value for testing the significance of mean difference in academic achievement of boys and girls of higher secondary school students came out 1.67 which is less than the table value 1.98 at 0.01 and 0.05 level of significance. Therefore, the third hypothesis which states that “There exists no significant difference between the higher secondary school boys with girls in their academic achievement” stands accepted.

iv) Relationship between occupational aspirations and academic achievements of higher secondary school students:

Table 4: Correlation between occupational aspirations and academic achievements of higher secondary school students.

Sl. No.	Types of Variable	N	r	Level of Significance
1.	Occupational Aspiration	200	0.626	Positive Correlation
2.	Academic Achievement	200		

It is depicted from the table-4 that the co-efficient of correlation between occupational aspiration and academic achievement of higher secondary school students is 0.626, which is indicating that the occupational aspiration and academic achievement of higher secondary school students are significantly and positively correlated. Therefore, we can say that there exists a moderate degree of positive correlation between occupational aspiration and academic scores of higher secondary school students. Many research results indicate that the students with high aspiration have higher academic achievement.

14. MAIN FINDINGS:

i) Findings revealed that the maximum number of higher secondary school students have moderate levels of occupational aspiration and academic achievement.

- ii) It was found that the level of occupational aspirations of higher secondary school students is similar to the level of academic achievement; on the other hand, high, moderate and low group differ significantly from each other.
- iii) It is confirmed that there exist no significant gender differences in the occupational aspiration and academic achievement of boys and girls.
- iv) It was observed that there exists a significant positive correlation between occupational aspiration and level of academic achievement of higher secondary school students.

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