Level of Educational Aspiration in relation to Self-esteem of Secondary School Students of Meghalaya

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Abstract

The present study was undertaken with the purpose of studying the Level of Educational Aspiration of secondary school students in relation to their Self-esteem. A sample of 200 secondary school students which included both male and female and belonging to rural and urban areas was selected using stratified random sampling technique. The investigators employed a descriptive survey method and the tools such as Level of Educational Aspiration Test developed by Dr. Yasmin Ghani Khan (2011) and Self-Esteem Scale constructed and standardized by Dr. Jyoti Mankar (2011) were used in carrying out the entire study. The main objectives of the present study are; (a) to study the Level of Educational Aspiration and Self-esteem of the secondary schools students (b) to find out the difference in the level of educational aspiration between gender and locale and (c) to find out the relationship between Level of Educational Aspiration and Self-esteem. Various descriptive and inferential statistical techniques like percentage, mean, standard deviation,'t' test and Pearson coefficient correlation (r) were used in analysing the data.

Keywords: *Educational Aspiration, Self-esteem, Secondary School Students*

Introduction

In this modern society everyone is expected to be a high achiever. The criteria which judge one's true potentialities and capacities are perhaps academic achievement. In the present society one will be known as successful if a person has class, job, big salary and big status, therefore an individual's occupation constitutes their self-esteem (Kainthola, 2016). But this fact does not mean that a low academic achiever cannot get success and good occupation in his life. Educational aspiration plays a vital role in predicting achievement and may be seen as an element in academic achievement motivation, focusing as they do on the strong desire for success and the development of goals to succeed in particular educational areas or to gain a particular grade. The level of aspiration is an individual's expectation or ambition. It refers to the estimate of one's future performance in a given task. According to

Boyd (1952) "Level of aspiration means an individual's ambition in a dynamic situation that is it is an individual's goals or expectation in regard to the goodness of his own future performance for a given task". All individuals have some aspirations. The aspirations during student's period influence their behaviour. The term educational aspiration or vocational choice is based on knowledge of traits. The aspirations level of an individual is an important motivating factor.

Self-esteem is often seen as a personality trait, which means that it tends to be stable and enduring and therefore plays important role in motivation as well. Self-esteem can involve a variety of beliefs about our self, such as the appraisal of our own appearance, beliefs, emotions, and behaviours. Rosenberg (1965) one of the pioneers in this domain, stated that self-esteem refers to an individual's overall positive evaluation to the self. He added, that high self-esteem consists of an individual respecting oneself and considering oneself worthy. Self-esteem can play a significant role in our motivation and success throughout our life. Low self-esteem may hold us back from succeeding at school or work because we do not believe ourselves to be capable of success. Self-esteem is defined as the set of positive or negative evaluations of individuals about their own selves (Rosenberg, 1965). Self and self-esteem constitute two different dimensions of personality. The self represents the cognitive part of the personality, whereas self-esteem represents the affective and psychological dimension. The personality traits of the individuals, their physical features, abilities, skills, social relations, feelings and their ideas about their academic or professional performance and the satisfaction they feel as a result of these ideas are included in the concept of self-esteem (Yılmaz, 2000 & İzgiç et al., 2001). A high level of aspirations indicates that the individual has high self-esteem, whereas a low level of aspiration indicates low self-esteem. People with high self-esteem are individuals who are successful in academic and professional areas, who can handle stress, who can establish social and close relations and who have a high level of vitality and enjoyment. At the same time, people with low self-esteem are individuals who have a low level of vitality and enjoyment, who are not confident and who feel inadequate in terms of success and skills (Özkan, 1994).

Therefore, we can say that self-esteem plays a vital role in deciding the level of aspiration of students. Students having high self-esteem tend to look up on themselves and have high aspirations in their life rather than students who are having a low self-esteem and undermine themselves.

Review of Related Literature

Every one of us has some kind of aspirations in life. An individual may naturally develop his own aspiration and it may also happen because of the parent's motivation and inspiration. Gupta and Bashir (2017) stated that parental encouragement and school environment and is significant predictor of educational aspiration. In the study conducted by Kaur (2012) the results indicated that gender and type of school do not influence educational aspiration of adolescents, but different levels of intelligence influence the educational aspiration of the adolescents. Further, Bashir and Kaur (2017) with the purpose of studying educational aspiration of secondary school students in relation to their school environment and to find out the difference in educational aspiration and school environment of secondary school students on the basis of locality the result showed that there exists no significant difference between rural and urban secondary school students in their educational aspiration. However there exists significant difference between rural and urban secondary school students in their school environment. Further the results indicate that there exists a positive significant relationship between educational aspirations of secondary school students with school environment.

Poudel and Maharjan (2017) conducted a study on association between the level of aspiration and achievement of students of secondary level a sample of 511 students of grade ten students of three districts of Nepal were selected and in this research student of Nepal they have high aspiration in life furthermore the study found that the practices of study habit are directly related to the academic achievements. Raja (2017) conducted on level of educational aspiration of high school students and found that rural and urban school student is not significant difference in the level of educational aspiration and no significant difference among the educational status of parents (illiterate/ School Education/Higher Education) in the level of educational aspiration of high school students. With regards to the study conducted by Ali (2018) on educational aspiration and academic achievement of senior secondary school students in relation to gender and area the results revealed that Educational aspiration has a positive and contributory effect on the Academic achievement of Students. The students belong to urban background differ significantly in their academic achievement than that of rural students. Further, the study indicated that gender plays insignificant role in educational attainment of students. As of Chawla (2018) conducted a study on educational aspirations of secondary school students in relation to their achievement scores and concluded that there exists no significant difference in educational aspiration of government and private secondary

school students. There is no significant gender difference in educational aspiration of secondary school students with respect to gender.

Arshad, Zaidi and Mahmood (2015) conducted to assess the self-esteem and academic performance among university students after arising of several behavioural and educational problems. Moreover a significant difference was found between male and female students on self-esteem and academic performance scores, which indicate that female students have high scores on academic performance as compared to male students and male students have high scores on self-esteem as compared to female students. Ogot (2015) investigated the relationship between self esteem and academic performance of students in selected high schools in Njoro District, Nakuru County, Kenya and the study revealed that students' academic achievement is highly affected by their self-esteem. Students with high self-esteem post the highest grades. In the study carried out by Maheswari and Maheswari (2016) the findings of the study revealed that more than half of the respondents (52.5%) had low self-esteem whereas 47.5 per cent of them have high self-esteem. Furthermore, Körük (2017) conducted a study on the effect of self-esteem on student achievement; the finding indicated that self-esteem has a medium level positive effect on student achievement. Ntemsia et al. (2017) investigates on self-esteem and anxiety level of students at the technological educational institute of Athens–planning of interventions the findings showed female students displayed statistically significantly higher anxiety levels and lower self-esteem than male students, whereas both genders showed a statistically significant negative correlation between self-esteem and the number of failed courses (the more the failed courses, the lower the score on self-esteem scale). Moreover, a statistically significant negative correlation was found between anxiety level and self-esteem, with students who scored higher on anxiety tending to also have lower self-esteem. Furthermore, the results appeared to be considerably different in each faculty, with the students of the Faculty of Fine Arts and Design displaying significantly lower self-esteem levels and higher anxiety levels compared to the students of other Faculties. Alavijeh (2018) aimed to determine the level of self-esteem and its association with academic achievement among students of Kermanshah University of Medical Sciences (KUMS). The results appear that planning psychological interventions to increase levels of self-esteem may be useful in promoting academic achievement.

Justification of the Study

From all the levels of formal education, the secondary level is considered as a very important level of education because this is the stage where the students take decision for their future. The students from their early stage of education have an aspiration which they

want to acquire in their life. They also set higher dream for themselves, some students set their own goals in life because they are aware of their own abilities and capacities, but some students do not do the same. Hence, at this stage they need to be guided properly so that they can achieve their goals in future. From the review of the related literatures, the investigators have undertaken this study in order to know the abilities, interest, personalities, values, beliefs and potential of the students. The investigators hope that the study will be of great significance to the parents, teachers, educational planners and all of those who are interested in the field of education and welfare of students. It will help the students to take decision about their future precisely.

Operational Definition of the Terms Used

    (i) *Educational Aspiration:* Aspiration means a longing for and striving for some goal higher than oneself or one's present status, which differs from ambition, which is the eagerness or an ardent desire to achieve a particular honour or power (Khan, 2011).

    (ii) *Self-esteem:* Self-esteem refers to an individual's sense of his or her value or worth or the extent to which a person values, approves of, appreciates, prizes, or likes him or herself **(**Mankar, 2011).

    (iii) *Secondary School Students:* Secondary school students refers to those students who are studying in class IX and class X in East Khasi Hills District of Meghalaya.

Objectives

    The main objectives of the study are:

1)   To study the Level of Educational Aspiration and Self-esteem of secondary school students.

2)   To find out the difference in Educational Aspiration of secondary school students between:

      a.   Sex

      b.   Locale

3)   To find out the difference in Self-esteem of secondary school students between:

      a.   Sex

      b.   Locale

4)   To find out the relationship between the Level of Educational Aspiration and Self-esteem of secondary school students.

Hypotheses

    The following hypotheses formulated as follows:

Ho1: There is no significant difference in the Level of Educational Aspiration between male and female secondary school students.

Ho2: There is no significant difference in the Level of Educational Aspiration between rural and urban secondary school students.

Ho3: There is no significant difference in Self-esteem between male and female secondary school students.

Ho4: There is no significant difference in Self-esteem between rural and urban secondary school students.

Ho5: There is no relationship between Level of Educational Aspiration and Self-esteem of secondary school students.

Delimitation of the Study

The present study was delimited only to Class IX and X students of MBOSE secondary schools in East Khasi Hills Districts of Meghalaya.

Method of the Study

The investigators adopted a Descriptive survey method in carrying out the study.

Sample

The sample of the study included 200 secondary school students of East Khasi Hills District of Meghalaya.

Sampling Technique

In order to draw the required sample for the study, stratified random sampling technique was used.

Tools used

The tools used in the present study were:

a. Level of Educational Aspiration Test developed by Dr. Yasmin Ghani Khan (2011).

b. Self-Esteem Scale constructed and standardized by Dr. Jyoti Mankar (2011).

Analysis of data

The investigators used various descriptive and inferential statistics like percentage, mean, standard deviation (SD),'t' test and Pearson's coefficient correlation (r) for the analysis of the data. The data collected was analyzed and interpreted under the following objectives.

Objective 1: To study the Level of Educational Aspiration and Self-esteem of secondary school students

In order to study the Level of Educational Aspiration and Self-esteem of secondary school students the data was analysed and interpreted using frequency, percentages and range of raw scores. The data was analysed and interpreted as follows:

(a) To study the Level of Educational Aspiration of secondary school students

In order to study the Level of Educational Aspiration of secondary school students the data collected was analysed using frequency, percentages and range of raw scores. The ranges of raw scores were expressed in frequency and percentages and this is shown in Table No. 1.1.

Table No 1.1

Percentage in Level of Educational Aspiration of Secondary School Students

Range of Scores	Frequency	Percentage (%)	Level of Educational Aspiration
Above 22	41	20.50%	High
15 to 22	152	76%	Average
Below 15	7	3.50%	Low
Total	200		

Referring to Table No. 1.1 it shows that 20.50% of the secondary school students have high level of educational aspiration, 76% of the secondary school students have average level of educational aspiration and 3.50% of the secondary school students have low level of educational aspiration. Thus the study revealed that majority (76%) of the secondary school students have average level of educational aspiration which implies that it will help students to select their future accurately and to accomplish their goals in life.

(b) To study the Self-esteem of secondary school students

In order to study the Self-esteem of the secondary school students the data collected was analysed using frequency, percentages and range of raw scores. The ranges of raw scores were expressed in frequency and percentages and this is shown in Table No.1.2.

Table No. 1.2

Percentage in Self-esteem of Secondary School Students

Range of Scores	Frequency	Percentage (%)	Levels of Self-esteem
112.17 to 152.94	38	19%	High Self-esteem
71.38 to 112.16	158	79%	Moderate Self-esteem
30.59 to 71.37	4	2%	Low Self-esteem
Total	720		

Regarding Table No. 1.2 it reveals that 19% of the secondary school students have high self-esteem, 79% of the secondary school students have moderate self-esteem and 2% of the

secondary school students have low self-esteem. Thus, the study found that majority (79%) of the secondary school students have moderate self-esteem and implies that it will further motivate them to have confidence in them-selves of their own abilities and capacities towards improving their academic performance.

Objective 2: To find out the difference in the Level of Educational Aspiration between:

     a.   **Sex**

     b.   **Locale**

To find out difference in the Level of Educational Aspiration between sex (male and female) and locale (rural and urban) of the secondary school students, the data collected was analysed using both descriptive and inferential statistics such as mean, standard deviation *(SD)* and *'t'* test. The analysis and interpretation of the objectives are discussed on the basis of formulated hypotheses.

(a) To find out the difference in the Level of Educational Aspiration between male and female secondary school students

H$_o$1 There is no significant difference in the Level of Educational Aspiration between male and female secondary school students

In order to find out the level of significant difference between male and female secondary school students, the data was analysed and interpreted using *'t'* test. The *'t'*-value set at 0.05 level of significance with *df*=198 is 1.97. It is represented in the Table No. 1.3.

Table No. 1.3

Difference in Level of Educational Aspiration between Male and Female Secondary School students

Sex	N	Mean	SD	df	't'	Remarks
Male	83	19.80	2.65	198	1.10	Not significant
Female	117	20.26	3.20			

Looking at Table No. 1.3 it shows that the *'t'* value 1.10 with *df*=198 is not significant at 0.05 level. Hence, the stated null hypothesis, **"There is no significant difference in the Level of Educational Aspiration between male and female secondary school students"** was accepted and this implies that gender does not play the role of Level of Educational Aspiration of secondary school students.

(b) To find out the difference in the Level of Educational Aspiration between rural and urban secondary school students

H$_o$2 There is no significant difference in the Level of Educational Aspiration between rural and urban secondary school students

In order to find out the level of significant difference between rural and urban secondary school students, the data was analysed and interpreted using *'t'* test. The *'t'*-value set at 0.05 level of significance with *df*= 198 is 1.97. It is represented in the Table No. 1.4.

Table No. 1.4

Difference in Level of Educational Aspiration between Rural and Urban Secondary School Students

Locale	N	Mean	SD	df	't'	Remarks
Rural	98	20.54	2.96	198	2.21	Significant at 0.05
Urban	102	19.62	2.95			

On observing Table No. 1.4 it indicates that the *'t'* value 2.21 with *df*=198 is significant at 0.05 level. Hence, the stated null hypothesis, **"There is no significant difference in the Level of Educational Aspiration between rural and urban secondary school students"** was rejected. This indicated that there is significant difference in the Level of Educational Aspiration between rural and urban secondary school students and implies that locale plays a role in determining the Level of Educational Aspiration of secondary school students. It was also observed that the mean difference 0.92 is in favour of rural secondary school students. Thus, it indicated that students from rural areas have high level of Educational Aspiration compared to the students of urban areas.

Objective 3: To find out the difference in Self-esteem between:

    a.   **Sex**

    b.   **Locale**

To find out difference in Self-esteem between sex (male and female) and locale (rural and urban) of the secondary school students, the data collected was analysed using both descriptive and inferential statistics such as mean, standard deviation and *'t'* test. The analysis and interpretation of the objectives are discussed on the basis of formulated hypotheses.

(a) To find out the difference in Self-esteem between male and female secondary school students

H$_o$3 There is no significant difference in Self-esteem between male and female secondary school students

In order to find out the level of significant difference between male and female secondary school students, the data was analysed and interpreted using *'t'* test. The *'t'*-value set at 0.05 level of significance with *df*=198 is 1.97. It is represented in the Table No. 1.5.

Table No. 1.5

Difference in Self-esteem between Male and Female Secondary School Students

Sex	N	Mean	SD	df	't'	Remarks
Male	83	63.22	12.72	198	0.212	Not significant
Female	117	62.84	12.32			

Table No. 1.5 shows that the *'t'* value 0.212 with *df*=198 is not significant at 0.05 level. Hence, the stated null hypothesis, **"There is no significant difference in Self-esteem between male and female secondary school students"** was accepted and hence implies that gender does not play a role in determining the Self-esteem of secondary school students.

(b) To find out the difference in Self-esteem between rural and urban secondary school students

H₀4 There is no significant difference in Self-esteem between rural and urban secondary school students

In order to find out the level of significant difference between rural and urban secondary school students, the data was analysed and interpreted using *'t'* test. The *'t'*-value set at 0.05 level of significance with *df*= 198 is 1.97. It is represented in the Table No. 1.6.

Table No. 1.6

Difference in Self-esteem between Rural and Urban Secondary School Students

Locale	N	Mean	SD	df	't'	Remarks
Rural	98	53.33	8.24	198	16.58	Significant at 0.05
Urban	102	72.28	7.93			

Referring to Table No. 1.6 it appears that the *'t'* value 16.58 with *df*=198 is significant at 0.05 level. Hence, the stated null hypothesis, **"There is no significant difference in Self-esteem between rural and urban secondary school students"** was rejected. The finding indicated that there is significant difference in Self-esteem between rural and urban secondary school students and implies that locale plays a role in determining the Self-esteem of secondary school students. It was also observed that the mean difference 18.95 is in favour of urban secondary school students. Thus, it can be concluded that students from urban areas

have high Self-esteem compared to the students of rural areas. The probable reasons may be that urban secondary school students were guided properly and help in developing with healthy and positive attitudes and beliefs by their parents.

Objective 4: To find out the relationship between Level of Educational Aspiration and Self-esteem of secondary school students

To find out the relationship between Level of Educational Aspiration and Self-esteem of secondary school students, the data collected was analysed using mean, standard deviation *(SD)* and Pearson Product Moment Coefficient of Correlation *(r)*.

H_o5 There is no relationship between Level of Educational Aspiration and Self-esteem of secondary school students

In order to find out the relationship between Level of Educational Aspiration and Self-esteem of secondary school students, the data was analysed and interpreted using Pearson's coefficient correlation *(r)*. The *'r'* value set at 0.05 level with *df*=198 is 0.138. This is represented in the Table No. 1.7.

Table No. 1.7

Relationship between Level of Educational Aspiration and Self-esteem of Secondary School Students

Category	N	Mean	SD	df	'r'	Remarks
Level of Educational Aspiration	200	20.01	3.17	198	0.182	Significant
Self-esteem	200	53.28	6.85			

On observing Table No 1.7 it is undoubtedly revealed that the *'r'* value=0.182 with *df*=198 is significant at 0.05 level. Hence, the stated null hypothesis, **"There is no relationship between Level of Educational Aspiration and Self-esteem of secondary school Students"** was rejected. Thus, the finding implies that there is a positive and strong relationship between the Level of Educational Aspiration and Self-esteem of the secondary school students and therefore can be concluded that higher the Self-esteem in students higher is their level of Educational Aspiration.

Findings and Discussions

While examining the findings of the present study, it is seen that majority of the secondary school students have an average level of educational aspiration. This finding is in

line with the findings of Poudel and Maharjan (2017) which found that students have high aspiration in life furthermore the study also found that the practices of study habit are directly related to the academic achievements.

The present study also found that there is no significant difference in the Level of Educational Aspiration between male and female secondary school students correspond to the findings of Kaur (2012) and Chawla (2018) who found that gender do not influence educational aspiration of adolescents, but different levels of intelligence influence the educational aspiration of the adolescents.

Moreover, the present study revealed that there is significant difference in the Level of Educational Aspiration between rural and urban secondary school students the mean difference 0.92 is in favour of rural secondary school students. Thus, it indicated that students from rural areas have high level of Educational Aspiration compared to the students of urban areas. This finding refutes the finding made by Raja (2017) who stated that rural and urban school students is not significant difference in the level of educational aspiration.

The study also revealed that majority (79%) of the secondary school students have moderate self-esteem hence this finding is incongruent with the finding of Maheswari and Maheswari (2016) and Ntemsia et al. (2017) which revealed that more than half of the respondents (52.5%) had low self-esteem whereas 47.5 per cent of them have high self-esteem.

The study is also found that there is no significant difference in Self-esteem between male and female secondary school students and implies that gender does not play a role in determining the Self-esteem of secondary school students which is not in tune with the finding of Arshad, Zaidi and Mahmood (2015) who stated that there is significant difference in Self-esteem between male and female students and concluded that male students had higher self-esteem as compared to female students.

Educational Implications of the Study

1. As the research findings revealed that most students have average level of educational aspiration, teachers should be oriented to take care of student's need and also give special attention to students to enhance their aspiration so that they can reach their goal in life. The teachers and parents should also work cooperatively in order to help them and to provide special attention especially to those students who have low educational aspiration to enhance their academic performance.

2. Since the study found that majority of secondary school students have moderate self-esteem, therefore, the study emphasise the need for planning interventions that will

help students to develop high and healthy self-esteem because high level of self-esteem leads to high educational aspiration and good academic performance.

Conclusion

In a nut shell and keeping in view the findings of the current study, it revealed that majority (76%) of the secondary school students have average level of educational aspiration which means that it will help students to select their future accurately and to achieve their goals in life, the study also found that majority (79%) of the secondary school students have moderate self-esteem and implies that it will further motivate them to have confidence in them-selves of their own abilities and capacities towards improving their academic performance. However, the study implies that gender does not affect the Level of Educational Aspiration and Self-esteem of secondary school students but with respect to locale the study revealed that there is significant difference in the Level of Educational Aspiration and Self-esteem and implies that locale plays a role in determining the Level of Educational Aspiration and Self-esteem of secondary school students. Finally, the finding of the present study implies that there is a positive and strong relationship between the Level of Educational Aspiration and Self-esteem of the secondary school students and concluded that higher the Self-esteem in students higher is their level of Educational Aspiration.

Acknowledgement

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