

**RELATIONSHIP BETWEEN SOCIO-ECONOMIC STATUS  
AND  
EDUCATIONAL ASPIRATION AMONG HIGHER  
SECONDARY SCHOOL STUDENTS-A STUDY**

**A DISSERTATION  
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## DECLARATION

I do hereby declare that this study entitled "RELATIONSHIP BETWEEN SOCIO-ECONOMIC STATUS AND EDUCATIONAL ASPIRATION AMONG HIGHER SECONDARY SCHOOL STUDENTS - A STUDY" has been undertaken by me in partial fulfillment of the requirement for the degree of Master of Education.

I have completed this study under the guidance of Dr. B. Ramesh Babu, Professor of Education, Department of Education, Regional Institute of Education Bhopal.

I further declare that this dissertation has not been submitted earlier by me or others for any degree either in the Barkatullah University, or any other University.

Date: 12 | 5 | '20, j Y

Place: Bhopal



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## CERTIFICATE

This is to certify that the contents of this dissertation entitled "RELATIONSHIP BETWEEN SOCIO-ECONOMIC STATUS AND EDUCATIONAL ASPIRATION AMONG HIGHER SECONDARY SCHOOL STUDENTS - A STUDY", is the research work of Sarita Soy (M. Ed. Student of session of 2013-14) and carried out under my supervision at the Regional institution of Education, Bhopal (NCERT) for partial fulfillment of degree of Master of Education of Barkatullah University, Bhopal.

I further certify that the work has not been submitted either partly or fully to any other university or institution for the award of any degree.

Place: Bhopal

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**Sarita Soy**

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2013-14

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1.1 INTRODUCTION

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# CHAPTER I INTRODUCTION



## CHAPTER 1 INTRODUCTION

### 1.1 INTRODUCTION

In any society, the education plays important role for the development of human resources. Education is a process and kind of activity in relation to human beings. It is a continuous effort to develop all capacities of the student.

Individuals will have aspiration, all stages of life people try for self enhancement. The aspiration during student period influences their behavior.

The aspiration level of an individual is an important motivating factor. It is a frame of reference involving self esteem or alternatively experiences, that is the feeling of failure or success. 'Level of Aspiration' is a psychological construct which reflects a cognitive type of motivation of the individual. Frank defines it in terms of the level of future performance in a familiar task which an individual, knowing his level of past performance in that task explicitly undertakes to reach. James Drever explains it as a frame of reference involving self-esteem or alternatively as a standard with reference to which an individual experiences, i.e., has the feeling of success or failure. Thus, the level of Aspiration involves the estimation his ability (whether over, under or realistic) for his future performance on the strength of his past experience (goal discrepancy), his ability and capacity, the efforts that he can make towards attaining the goal, thus set by him. The goal setting behavior as well as the process of attaining the goal are consequences of his past experience, whether failure-oriented or success-oriented, level of efforts made by him in that direction, and his capacity to pursue the goal.

Social status is the position of the individual within the social relationships. It is that specific position of the individual in his relationships with other individuals by virtue of which he derives respect and prestige and whereby he exerts influence it being known by the symbols or signs and actions of the respect tendered to him (1964). The status in a group may be inherited but in modern society, the status is achieved. The economic factors play an important part in determining social status, which includes the total income of the family, saving, capacity to collect money in emergency etc. Therefore, it is better to call this factor as socio-economic factor rather than social or economic factor status. Above introduction stated about the socio-economic status and educational aspiration, both factor interrelated to each other and influence

student's educational aspiration on the socio-economic status of the student vice versa.

Hence, this research is titled as *"RELATIONSHIP BETWEEN SOCIO-ECONOMIC STATUS AND EDUCATIONAL ASPIRATION AMONG HIGHER SECONDARY SCHOOL STUDENTS-A STUDY"*

## **12 NEED OF THE STUDY**

Education is a human enterprise. It is a process and kind of activity in relation to human beings. It is a continuous effort to develop all capacities of the students to control their neighboring environment and to fulfill their needs. Though education is a part of human life, it cannot help the pursuers unless they have the required amount of educational aspiration. In this, education is playing important role. But effective role of education depends on the achievement levels of all the students. Hence, researcher takes a socio-economic and educational aspiration to examine the relationship between socio-economic status and educational aspirations of the students. And to examine the effects of socio-economic status and educational aspirations among students of higher secondary school. This study was not conducted in recent time, so Researcher takes the study. We also find out the result in relation to socio-class status and educational aspiration among students of higher secondary school.

## **13 STATEMENT OF THE PROBLEM**

RELATIONSHIP BETWEEN SOCIO-ECONOMIC STATUS AND EDUCATIONAL ASPIRATION AMONG HIGHER SECONDARY SCHOOL STUDENTS – A STUDY

## **14 OPERATIONAL DEFINITION OF VARIABLES**

Certain terms and words have been frequently used in the title and report of the study. These terms and words have been used with specific meanings and purposes. In order to avoid possibility of any ambiguity or difficulty in their understanding, these are defined here as follows.

### **1. Educational Aspirations:-**

The concept of educational aspiration has been explained differently by different educationists and psychologists but among of the definitions are as follows.

In the words of James Drever as quoted by Sharma and Gupta (1980) the term "Level of aspiration" is best explained as a frame of reference involving self esteem as a standard with reference to which an individual experiences his sense of achievement.

According to English Dictionary (1968) Level of aspiration may be defined as "The standard by which failure or as being up to what he expects of himself."

Wood (1959) as quoted by Singh (1975) has described 'Level of aspiration' as the level of performance for the goal that a person or hopes to reach in a specified activity. High level of aspiration is essential for accomplishing one's aim without strong aspiration it is not possible for a person to reach his goal.

Hurlock (1967) has defined aspiration as a longing for what is above one's achievement level.

In other words aspiration means the goal an individual sets for himself in a task which has intense personal significance for him or in which his ego is fully involved.

Bisrcil (1977) defined "Educational aspiration or expectations as individuals expressed desire to continue his formal schooling beyond high school".

So, the term aspiration was defined as fantasy level with or without any touch of reality. The term level of aspiration involves the estimation of one's ability for his/her future performance on the strength of his/her past experience, his/her ability and capacity. Here researcher takes a term educational aspiration for study because educational aspiration helps an individual to achieve his/her goal set by him/her. Educational Aspiration depends on awareness about educational mobility, opportunities and one's interest among known educational opportunities.

### **Socio-Economic Status:-**

The term 'Socio-economic Status', we mean, any group of persons coming closer to each other on continuum of Occupation, Education, Income, Caste and Culture. Chapin (1928) has offered most widely used definition of Socio-economic Status as "the position that an individual or family occupies with reference to the prevailing average standards of cultural possessions, effective income, material possessions and participation in group activity of the community."

Socio-economic status is often measured as a combination of education, income and occupation. It is commonly conceptualized as the social standing or class of an individual or group.

One's social position is determined by income, wealth, occupational prestige and educational attainment.

Socio-economic status is the total of a combination of a person's work experience, income, education and occupation measured against others. There are high, middle and low categories.

Socio-economic status is evaluated as a combination of factors including income, level of education and occupation. It is a way of looking at how individuals or family's fit into society using economic and social measures that have been shown to impact individuals' health and well-being. (By: LIZABETH BOSKEY, PhD updated Feb 06, 2009)

SANTROCK (2004) defines it as "the grouping of people with similar occupational, educational and economic characteristics."

WOOLFOLK (2007) calls socio-economic status "the relative standing in society based on income, power, background and prestige".

Here we take a term socio-economic status because the socio-economic status, family background, parental education has the significant influence on the educational aspiration of the students. So, the present study had been taken to assess and analyze the educational aspiration of students and relationship with socio-economic status which is responsible for the shaping of student's educational aspiration.

## **15 OBJECTIVES OF THE STUDY**

The present problem endeavors for the realization of the following objectives.

- 1) To study the relationship between the Socio-Economic Status and Educational Aspiration among higher secondary school students.
- 2) To study the relationship between Socio-Economic Status and Educational Aspiration among girls.
- 3) To study the relationship between the Socio-Economic Status and Educational Aspiration among boys.

## **16 HYPOTHESIS**

According to (Cohen & Cohen) (1983) hypothesis is a tentative generalization about the problem under investigation. It is an assumption or proposition, whose validity is to

he tested on the basis of the compatibility of its implication „with empirical evidence and with previous knowledge“.

To summarize, Hypotheses are suggested problems. Solutions which are expressed as generalization or proposition. The hypotheses for the present study are:-

- 1) There will be no significant difference between higher secondary school students of government and private school in their Educational Aspiration.
- 2) There will be no significant difference between higher secondary school students of government and private school in their Socio-Economic Status.
- 3) There will be no significant difference between boys and girls of higher secondary school students in their Educational Aspiration.
- 4) There will be no significant difference between boys and girls of higher secondary school students in their Socio-Economic Status.

## **17 DELIMITATION OF THE STUDY**

1. Socio-Economic Status and Educational Aspiration depends on and influenced by many factors like psycho-social, cultural, economic, those factors are neither considered nor neutralized in this study. Therefore relationship that examines this study is limited on weak foundation. This is important limitation of the study.
2. The study was restricted to the higher secondary schools of Bhopal District.
3. This study was delimited to students studying in class 11<sup>th</sup>.
4. This study was delimited to 200 students.
5. The study was restricted to four schools of Bhopal Dist.
6. The study was completed in the duration of 15 days.

**CHAPTER 2**  
**REVIEW OF RELATED**  
**LITERATURE**



## CHAPTER 2

### REVIEW OF RELATED LITERATURE

#### 21 INTRODUCTION

A research literature review is the effective evaluation of selected document on a research topic. A review may form an essential part of the research process or may constitute a research project itself.

In the context of a research thesis the literature review is a critical synthesis of previous research. The evaluation question and hypothesis logically to the research question and hypothesis.

In the context of a dissertation the literature review provides a background to the study being proposed.

#### 22 RELATED STUDIES: INDIAN CONTEXT

The researcher present below some selected studies according to review of related literature as follow:

There were 13 studies of the impact of different variables related to ecology, personality etc. on the vocational or education preferences of students.

Bhardwaj (1978) investigated the impact of components of creativity and intelligence upon vocational interest of 240 college going students.

Kurnars (1981) studied the individual as well as collective impact of self-esteem level of aspiration and delinquency or adolescent girls on risk-taking tendencies.

Mary John (1981) aimed at investigating the extent to which institutionalized adolescents differed from non-institutionalized adolescents on a future time perspective self-control and vocation interests.

Sharma (1982) attempted to relate adolescent's interest with personality factors Sex and anxiety.

Toong (1982) conducted a study on 1039 students of class a from urban higher secondary schools of three district headquarters of Punjab to find out the influence of creativity personality, achievement and socio-economic status on vocational aspiration.

Bhatnagar (1983) studied the extent of divergence between the occupational choices and vocational interests of adolescent girls and comparison were made among



different groups of girls students in occupational choices and factors influencing them, along with their interest.

Joshi (1983) studied the difference in the interests of higher secondary school pupils in relation to their parent's education socio-economic status location and personality traits. A factorial designs was formulated and analysis of variance was used for drawing conclusions. Different areas of interest rural and urban students were compared.

Tomar (1985) studied the occupational interest of adolescents in relation to sex, rural-urban residence, socio economic background and prevalent job trends of employment in eastern U.P.

Jain (1984) studied the development of interests among boys of the humanities, commerce and science streams belonging to rural and urban secondary schools.

Vijaylakshmi(1985) studied the occupational choices of women students and compared the groups of students offering sciences, arts, professional course and nonprofessional course.

Dabir (1986) tried to study how aptitudes motivation, socio-economic status and aspiration were related.

*Das* (1986) established a regression equation for academic achievement with reference to intelligence, Socio-economic status, peer influence and educational aspirations for different sample groups.

Mehta *eta*) (1985) studied the effect of residential status and sex on level of occupational aspiration of adolescents and the relationship between socio-economic status, father's education, father's occupation, intelligence and scholastic achievement with level of occupational aspiration.

However, the findings of these studies are conflicting and hence no conclusions can be drawn and generalizations made more studies of this kind are required with larger samples and with greater spread on population to enable generalized conclusions.

Chaudhary (1971) investigated the relationships among achievement motivation anxiety intelligence sex, social class and vocational aspiration.

Gaur (1973) studied the factors affecting the occupational aspirations of secondary school students.

Chadha (1979) studied the relationship among psychological and social factors of occupational aspirations.

Ilchot's (1981) study was aimed at studying the relationship between

- (a) Vocational aspirations and intelligence
- (b) Intelligence level of the subjects and their father's education
- (c) Intelligence level of the subject and their father's occupations.

Chadha, S.S. A study of some psychological and social factors as related to 'vocational aspirations of rural and urban high school children.

Major finding of the study

- 1) The urban boys aspired for engineering (48%), protective (11%) and health (10%) occupations whereas the rural boys aspired for teaching, welfare (43%) and engineering (36%) vocations.
- 2) The aspirations of fathers for their sons maintained more or less a similar rank order.

Das, S. peer influence and educational aspiration of secondary school students. A study in relation to their academic achievement. Ph. D. edu: MSU 1966

Major finding of the study

- 1) The educational aspiration of students belonging to urban schools was higher than that of students of rural schools.
- 2) Students of the high socio-economic status group had higher educational aspiration than students of the low socio-economic status group.

### 23 CONCLUSION OF REVIEW OF RELATED LITERATURE

In this chapter researcher organize the review of related literature, relevant to the educational aspiration and socio-economic status. Many review which have given, shows the relationship between educational aspiration and socio-economic status. Here seen that educational aspiration as well as socio-economic status affects each other.

On the basis of above studies researcher conclude that the present study makes to investigate the relationship between educational aspiration and socio-economic status of higher secondary school student.



**CHAPTER 3**  
**RESEARCH METHODOLOGY**

## CHAPTER 3 RESEARCH METHODOLOGY

### 31 INTRODUCTION

To make the knowledge of social sciences, including education more scientific, objective, valid and authentic research work is becoming more and more popular and essential. Research work has to be carried out with some method. In fact, methodology plays the most dominant role in any research work or investigation. It alone leads to scientific and valid results that can be depended upon.

This chapter deals with the methods and procedure including sampling, selection of tool, pre-testing their reliability and validity, data analysis and statistical techniques employed.

### 32 POPULATION

The population of the present research is the 11<sup>th</sup> class students of Bhopal city.

### 33 SAMPLE

The samples include four schools of Bhopal city of 11<sup>th</sup> class. Researchers select the schools randomly for the study.

For the present study, descriptive survey method is used.

### 34 VARIABLE UNDER STUDY

There are many variables which are important in research work. Variables of the present study are:

- 1) Socio-Economic Status
- 2) Educational Aspiration

### 35 RESEARCH TOOLS

#### 1) Socio-economic status

To study the socio-economic status, researcher used socio-economic status scale (Urban) Form A and B by S. P. Kulshrestha.

The scale can be administered individually or in group. The present scale contains 20 items in statements. The grand total of the test can be imposed and classified the status of the subject. The reliability of the scale was calculated by the test-retest method. The coefficient of correlation was found equal to 0.87. The

validity of the scale was also calculated by comparing the scale with Dr. Kuppuswami's and Pandey's socio-economic status questionnaire. The coefficient of correlation were found equal to 0.57 and 0.89 respectively.

## 2) Educational aspiration scale

For educational aspiration, educational aspiration scale (EAS) FORM P by Dr. V. P. Shanna and Dr. (KM) Anuradha Gupta is used for the purpose of the study and statistical treatment of data.

Dr. V. P. Shanna and Dr. (KM) Anuradha Gupta's educational aspiration scale for student is in objectively scorable test constructed to find out the level of educational aspiration. The scale can be administered individually or in group. There is no time limit however it takes about 25 minutes to administer the whole scale to complete it. Its coefficient of stability by Test-Retest method--  $r = 0.98$ .

Coefficient of internal consistency by odd-even technique using S-13 formula---  
 $r = 0.803$ . Its validity (a) Against scholastic Achievement (Board Exam.)  $r = 0.692$   
(b) Predictive validity with EAS, FORM V-----  $r = 0.5\%$

## 3.6 DATA COLLECTION PROCEDURE AND ADMINISTRATION

The researcher herself collected all the data from the subjects included in the sample. Prior to administering a test, the subjects were acquainted with the purpose of the tests. This was done to establish rapport and to make them feel easy. They were also informed of the general nature and purpose of each test. They were assured that the information collected from them would be kept confidential. This was done to motivate the subjects to take the test with ease and to give true responses without any fear and anxiety.

The language used by the test administrator in giving instructions to the subjects was as simple as possible, so that each subject was to understand clearly what was required by the researcher.

First of all, they were asked to fill about their information on the test booklet. Then they were given the instructions, which were printed on the cover page. Also they were asked to read the instructions themselves. When the test administrator was confident that everything was made clear to the students, they were asked to start the work. The filled test booklets were collected from the subjects. The response test

booklets were scored accordance with the procedure mentioned in the test manual. The data so obtained were subjected to statistical treatment.

### **3.7 STATISTICAL TECHNIQUE USED**

It is important for a researcher to draw logical inferences regarding the ability of his testable hypotheses. The utility of any research work is judged by the acceptance or rejection of these hypotheses. Statistical treatment was given to the data to test the hypotheses. The following statistical operations were used for the analysis of the data. To examine the relationship between the EA and SES, Correlation-Coefficient is drawn. For testing hypothesis Mean, SD and T-test is drawn.



# **CHAPTER 4**

## **DATA ANALYSIS AND INTERPRETATION**

## CHAPTER 4

### DATA ANALYSIS AND INTERPRETATION

#### 41 INTRODUCTION

In the first chapter problem was stated, objectives were formulated and limitations were spelt out. In the second chapter, brief review of research work was considered. In the third chapter, the methodology of the present work was described. In this fourth chapter researcher presents data analysis and interprets them.

Analysis of research data is an important step in the dissertation process. This is the time a researcher may reach important facts about the data collected, uncover facts that one might not otherwise have known. Assuming the need to analyse the data collected from the survey, the process begins with a quick review of the results, followed by analysis and reporting.

#### 42 DATA BASE

The data is collected from the following two government schools and two private schools of Bhopal. The schools selected for the study are as follows.

**Table 4.J**

Sl. no.	Name of School	Type	No. of student
1	Govt. Girls Higher Secondary School, Govindpura	Govt.	50
2	Kamla Nehru Govt. Girls Higher School, TT Nagar	Govt.	50
3	Kendriya Vidyalaya I . MP Nagar	Private	50
4	M.K.N. Higher Secondary School, Govindpura	Private	50



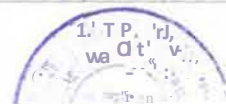
Table 4.2

Sl. No	Name of School	Type of School	Number of Student	Gender (Boyl Girl)	Raw Score (SES)	Inference (SES)	Raw Score (EA)	Inference (I.A)
1	Govt. Girls	Govt.	SHIRIN	GIRL	106	AVG	18	BELOW AVG
2	Higher		SARITA CHANDRAVANSHI	GIRL	89	LOW	16	IOW
3	Secondary		SAUMYASEN	GIRL	103	LOW	21	AVG
4	School,		SWATI SEN	GIRL	62	LOW	22	AVG
5	Govmdpura		DEEPA UBANARE	GIRL	97	LOW	27	HIGH
6			PRITI OJHA	GIRL	58	LOW	26	ABOVE AVG
7			RIKI KUSHWAH	GIRL	67	LOW	24	AVG
8			RUBINA KHATUN	GIRL	80	LOW	32	HIGH
9			MANISHA AHIRWAR	GIRL	79	LOW	22	AVG
10			DEEPIKA CHOUHAN	GIRL	108	AVG	21	AVG
11			NAGMA KHAN	GIRL	67	LOW	16	LOW
12			MUSHKAN SAWNER	GIRL	64	LOW	23	AVG
13			NAGMA PRAVIN	GIRL	99	LOW	23	AVG
14			PRITI	GIRL	52	LOW	23	AVG
15			USHA PAL	GIRL	54	LOW	15	LOW
16			DIPTI SHUKLA	GIRL	54	LOW	17	LOW
17			ALISHA	GIRL	97	LOW	27	HIGH
18			PUJASAHINI	GIRL	50	LOW	25	ABOVE AVG
19			TABASUM SAYED	GIRL	68	LOW	13	LOW
20			SANGITA MANDAL	GIRL	77	LOW	15	IOW
21			SHIVANI LOVABSE	GIRL	119	AVG	15	IOW
22			SUNADA VERMA	GIRL	60	LOW	16	LOW
23			NAJIYA	GIRL	76	LOW	21	AVG
24			PRIYANKA GUPTA	GIRL	51	LOW	24	AVG
25			URAVASHI SINGH	GIRL	55	LOW	20	AVG
26			RUKHSAR	GIRL	71	LOW	14	LOW
27			KUSUM BHARDWAJ	GIRL	58	LOW	24	AVG
28			RATANMALA SURYAVANSHI	GIRL	61	LOW	25	ABOVE AVG
29			PUJALODHI	GIRL	74	LOW	28	HIGH
30			MONIKA SHARMA	GIRL	114	AVG	19	BELOW AVG
31			SAFIYA BANO	GIRL	48	LOW	18	BELOW AVG
32			AYUSHI RAJPUT	GIRL	73	LOW	26	ABOVE AVG
33			FARIN KHAN	GIRL	79	LOW	25	AVG
34			TABASUM HANIF	GIRL	53	LOW	15	LOW

35		CHETNA YADAV	GIRL	78	LOW	26	ABOVE AVG
36		CHANDAGHAMGAYE	GIRL	63	LOW	24	AVG
37		FHATMA	GIRL	69	LOW	24	AVG
38		SHOBHA YADAV	GIRL	56	LOW	22	AVG
39		RAKHI SAHU	GIRL	91	LOW	10	VERY LOW
40		BHARTI	GIRL	102	LOW	18	BELOW AVG
41		SHAISTA	GIRL	86	LOW	21	AVG
42		DEEPALI CHOUHAN	GIRL	66	LOW	18	BELOW AVG
43		SABA AHMED	GIRL	53	LOW	27	HIGH
44		RACHNA	GIRL	67	LOW	20	AVG
45		PUSHPA DHURVE	GIRL	78	LOW	26	ABOVE AVG
46		AFHRIN BANO	GIRL	92	LOW	30	HIGH
47		TANUJA AHIRWAR	GIRL	42	LOW	24	AVG
48		SHAJIYA KHAN	GIRL	64	LOW	15	LOW
49		SAMAD BI	GIRL	109	AVG	16	LOW
50		SHAJMA	GIRL	113	AVG	20	AVG

S.I. No. School Name, Address, Pin Code, District, State, Gender (Boys / Girls), Raw Score (Sl..S), Inference (SES), School Level (LA), and Remarks (!, , \)

1	Kamla Nehru Girls High School, Nagar	SURJYA SURYAWASNSHI	GIRL	85	LOW	25	ABOVE AVG
2		KAN CHAN TIWARI	GIRL	80	LOW	15	LOW
3		VINITA MANDRE	GIRL	163	AVG	19	BELOW AVG
4		SANDHAYA JATAV	GIRL	66	LOW	26	ABOVE AVG
5		ANUSUIA GAOND	GIRL	148	AVG	26	ABOVE AVG
6		DIVYAYADAV	GIRL	72	LOW	25	ABOVE AVG
7		PUJA AHIRWAR	GIRL	72	LOW	21	AVG
8		AMRITA PATEL	GIRL	51	LOW	20	AVG
9		VERSHASAHU	GIRL	107	AVG	22	AVG
10		MEGHA CHOURISHIYA	GIRL	72	LOW	18	BELOW AVG
11		SALINI PRAJAPATI	GIRL	162	AVG	30	HIGH
12		RACHNA RAJPUT	GIRL	142	AVG	19	BELOW AVG
13		PALAVI MADHUKAR ARAK	GIRL	138	AVG	30	HIGH
14		VISHAKHA GARWAL	GIRL	94	LOW	27	HIGH
15		ARTI AHIRWAR	GIRL	106	AVG	21	AVG
16		PAYAL	GIRL	66	LOW	20	AVG
17		RUKMANI GOND	GIRL	89	LOW	18	BELOW AVG



18		SHEETAL	GIRL	71	LOW	28	HIGH
19		SWETAVERMA	GIRL	102	LOW	28	HIGH
20		NEETU KUSHWAHA	GIRL	69	LOW	20	AVG
21		SWATISAHU	GIRL	63	LOW	25	ABOVE AVG
22		REENA PETARI	GIRL	73	LOW	29	HIGH
23		PUJA GUNJ	GIRL	69	LOW	18	BELOW AVG
24		MANISH VISHWAKARMA	GIRL	66	LOW	25	ABOVE AVG
25		PRIYANKA KUSHWAHA	GIRL	84	LOW	15	LOW
26		DEEPMALA VISHWAKARMA	GIRL	101	LOW	28	HIGH
27		PRIYANKA SONI	GIRL	79	LOW	24	AVG
28		MEHAJBIN KHAN	GIRL	119	AVG	24	AVG
29		RUCHI TIWARI	GIRL	127	AVG	21	AVG
30		SONI MAJHI	GIRL	96	LOW	28	HIGH
31		VANDANA AHIRWAR	GIRL	78	LOW	19	BELOW AVG
32		RACHNA GANNOTE	GIRL	67	LOW	28	HIGH
33		SWATIVERMA	GIRL	85	LOW	29	HIGH
34		MALA SINGH	GIRL	115	AVG	23	AVG
35		KUMARI YOGESWARI	GIRL	71	LOW	29	HIGH
36		PUJA PATAK	GIRL	108	AVG	21	AVG
37		SULEKHA BIRMAH	GIRL	87	LOW	14	LOW
38		SOMLI GOTE	GIRL	78	LOW	22	AVG
39		RUBI KHAN	GIRL	72	LOW	19	BELOW AVG
40		PUJA MOHE	GIRL	87	LOW	25	ABOVE AVG
41		RENUKA VISWAKARMA	GIRL	58	LOW	22	ABOVE AVG
42		ANJALIYADAV	GIRL	113	AVG	26	ABOVE AVG
43		MANTASHA KHAN	GIRL	100	LOW	18	BELOW AVG
44		MAOHU VISWAKARMA	GIRL	53	LOW	17	LOW
45		NILESHA RAJPUT	GIRL	65	LOW	22	AVG
46		KHUSBU MEENA	GIRL	56	LOW	16	LOW
47		PINKI GHANGAR	GIRL	90	LOW	17	LOW
48		VINITA EMANE	GIRL	93	LOW	20	AVG
49		DAMINI KIR	GIRL	44	LOW	17	LOW
50		REKHA SOUNOHIYA	GIRL	72	LOW	17	LOW

Sl. No	Name of School	Type of School	Number of Student	Gender (Boy / Girl)	Raw Score (SES)	Inference (SES)	Raw Score (FA)	Inference (EA)
1	Kendrya Vidyalaya I MP Nagar	Private	MANISHA KHARE	GIRL	190	AVG	15	LOW
2			SHRADHA BAIRAGI	GIRL	178	AVG	23	AVG
3			SHAWNA MADHAV	GIRL	145	AVG	29	HIGH
4			SHACHI AJMERA	GIRL	205	AVG	26	ABOVE AVG
5			MANISHA CHAKRAVARTI	GIRL	107	AVG	15	LOW
6			PRAKHAR PALI	BOY	194	AVG	16	LOW
7			SHILPA RAWAT	GIRL	117	AVG	26	ABOVE AVG
8			ENILISHA KHAKHA	GIRL	101	LOW	17	LOW
9			SAMRIDHI DIVEDI	GIRL	260	HIGH	22	AVG
10			ANCHAL TIWARI	GIRL	139	AVG	24	AVG
11			SHAWNA TAYDE	GIRL	138	AVG	30	HIGH
12			YASH SINGH	BOY	134	AVG	19	BELOW AVG
13			PRATAP RAGHUVANSHI	BOY	138	AVG	29	HIGH
14			PRIYANKA GRIHE	GIRL	55	LOW	27	HIGH
15			SWETA SINGH RAJPUT	GIRL	147	AVG	26	ABOVE AVG
16			LATA KUSHWAHA	GIRL	94	LOW	23	AVG
17			BULBUL MALVIYA	GIRL	80	LOW	31	VERY HIGH
18			HIMANSU MISHRA	BOY	180	AVG	24	AVG
19			AVNIT KAUR	GIRL	153	AVG	30	HIGH
20			YASHVI SHARMA	GIRL	180	AVG	17	LOW
21			PALAVI MALVIYA	GIRL	141	AVG	17	LOW
22			GHANASHRI TIWARI	GIRL	155	AVG	25	ABOVE AVG
23			KRITIKA PATAK	GIRL	194	AVG	19	BELOW AVG
24			PRASHANT PARIHAR	BOY	167	AVG	20	AVG
25			JANHAVI SINGH BADHEL	GIRL	142	AVG	15	LOW
26			ANKITA BUDHANI	GIRL	195	AVG	18	BELOW AVG
27			RAMU UDDIN SHIDHIKI	BOY	116	AVG	21	AVG
28			RUCHI GOUR	GIRL	88	LOW	22	AVG
29			PARAKH GUJAR	BOY	237	HIGH	25	ABOVE AVG
30			SACHHI JAIN	GIRL	205	AVG	18	BELOW AVG
31			VIPUL SHARMA	BOY	154	AVG	13	LOW
32			MAYUR	BOY	125	AVG	15	LOW
33			MANMOHAN SINGH	BOY	156	AVG	15	LOW
34			LDHANUJA RANGARE	GIRL	161	AVG	14	LOW

35			KAVITA KUMARI	GIRL	134	AVG	27	HIGH
36			HARSITA GUPTA	GIRL	170	AVG	27	HIGH
37			EKTA SHARMA	GIRL	160	AVG	27	HIGH
38			SHREYA GAWALKAR	GIRL	195	AVG	28	HIGH
39			AOSHI SHARMA	GIRL	159	AVG	21	AVG
40			MANNAN ALI KHAN	BOY	131	AVG	15	LOW
41			ASHUTOSH PATAK	BOY	199	AVG	15	LOW
42			SUMIT SAXENA	BOY	178	AVG	15	LOW
43			PALAVI	GIRL	143	AVG	15	LOW
44			DISHA SRIVATSAVA	GIRL	175	AVG	31	VERY HIGH
45			ROHIT	BOY	164	AVG	20	AVG
46			AYUSH MISHRA	BOY	153	AVG	20	AVG
47			NILESH TRIPATHI	BOY	100	LOW	21	AVG
48			RAHULKUMAR	BOY	128	AVG	15	LOW
49			NISHA KUMARI	GIRL	160	AVG	21	AVG
50			SOURAV VERMA	BOY	135	AVG	15	LOW
Sl. No.	Name of School	Type of School	Number of Students	Gender (Boys / Girl)	Raw Score (SES)	Inference (SES)	Raw Score (FA)	Inference (FA)
1	t-1.KN. Higher Secondary School, (Ill, mdpura)	Private	ASHUTOSH SUKHLA	BOY	150	AVG	35	VERY HIGH
2			HARSH	BOY	78	LOW	14	LOW
3			NITIN KUMAR GANGVANE	BOY	79	LOW	29	HIGH
4			ALVA LODHE	GIRL	120	AVG	24	AVG
5			GEETA YADAV	GIRL	125	AVG	27	HIGH
6			SHALU SRIVATSAVA	GIRL	129	AVG	26	ABOVE AVG
7			SEEMA PATAVI	GIRL	68	LOW	22	AVG
8			NEHA AHIRWAR	GIRL	108	AVG	22	AVG
9			8081 SINGH	BOY	125	AVG	28	HIGH
10			ABHIRAJ RAIKWAR	BOY	137	AVG	25	ABOVE AVG
11			ANKUSH SINGH PARIHAR	BOY	86	LOW	22	AVG
12			ARTI MISHRA	GIRL	115	AVG	19	BELOW AVG
13			SHIVANI SRIVATSAVA	GIRL	99	LOW	24	AVG
14			SAHID	BOY	80	LOW	24	AVG
15			NILESH PAWAR	BOY	76	LOW	21	AVG
16			SOBHA KUMARI	GIRL	81	LOW	14	LOW
17			RAKHI YADAV	GIRL	76	LOW	18	BELOW AVG

	TABSSUM BEGAM	GIRL	84	LOW	20	AVG
19	RUKHSAR	GIRL	68	LOW	25	ABOVE AVG
20!	JAISHREE SHIKARI	GIRL	171	AVG	21	AVG
21	AOITYA SINGH	BOY	82	LOW	23	AVG
22	AKASH SHARMA	BOY	134	AVG	15	LOW
23	OEEPA SHARMA	GIRL	73	LOW	27	HIGH
24	RINKI YADAV	GIRL	46	LOW	19	BELOW AVG
25	SHIRIN	GIRL	69	LOW	20	AVG
26	NANDA VERMA	GIRL	138	AVG	20	AVG
27	SWATI SUKHLA	GIRL	42	LOW	21	AVG
28	PRIYANKA SRI\IATSAVA	GIRL	64	LOW	23	AVG
29	RUCHI	GIRL	61	LOW	24	AVG
30	SARITA VERMA	GIRL	86	LOW	19	BELOW AVG
31	ALIYA	GIRL	69	LOW	15	LOW
32	MANISHA PARIHAR	GIRL	62	LOW	14	LOW
33	TANUJA	GIRL	73	LOW	16	LOW
34	PRITI KUMAR!	GIRL	72	LOW	17	LOW
35	PRASANT SHARMA	BOY	115	AVG	18	BELOW AVG
36!	MAOHU KUSHWAHA	GIRL	120	AVG	19	BELOW AVG
37	BHARTI AHIRWAR	GIRL	98	LOW	20	AVG
38!	ISITA KUMARI	GIRL	70	LOW	19	BELOW AVG
39!	ANJALI TIWARI	GIRL	82	LOW	20	AVG
40!	MALA YADAV	GIRL	101	AVG	21	AVG
41!	PRIYANKA MALVIYA	GIRL	108	AVG	22	AVG
42	SOURAV PATAK	BOY	111	AVG	25	ABOVE AVG
43	RAM KUMAR	BOY	65	LOW	13	LOW
44	ROHIT ARORA	BOY	78	LOW	16	LOW
45	SUMITKUMAR	BOY	85	LOW	18	BELOW AVG
46	EKTAVERMA	GtRL	115	AVG	17	LOW
47	SACHHI JAIN	GIRL	130	AVG	25	ABOVE A
	SWETA VISHWAKARMA	GIRL	135	AVG	24	AVG
	MANISHA SINHA	GIRL	105	AVG	25	ABOVE AVG
0	RUCHI VISHWAKARMA	GIRL	89	LOW	30	HIGH

### 43 DATA ANALYSIS AND INTERPRETATION

The present study aimed to know the relationship between socio-economic status and educational aspiration of higher secondary school students. Objective of this study as follows-

#### Section 'A': Results pertaining to Relationship

(1) To study the relationship between the socio-economic status and educational aspiration among higher secondary school students.

**Hypothesis:** There is no significant relationship between Socio-Economic Status and Educational Aspiration.

**Table 4.3**

	r	r-table
Socio-Economic Status	0.133	0.197
Educational Aspiration	0.133	0.197

#### Interpretation

Table 4.3 shows that the value of r is 0.133. It indicates a positive correlation. Here table 4.3 shows that calculated value (0.133) is less than table value (0.197). This indicates a significant positive correlation.

On the basis of above, it can be concluded that Educational Aspiration is positively correlated with Socio-Economic Status of students. Having seen the relationship between variables on total sample, the researcher intends to see the relationship among girls and boys separately.

(2) To study the relationship between Social-Economic Status and Educational Aspiration among girls.

**Hypothesis:** There is no significant relationship between Socio-Economic Status and Education Aspiration among girls.

**Table 4.4**

	N	Mean	r-value
Socio-Economic Status	167	97.57	0.1027
Educational Aspiration		21.78	

**Interpretation**

Table 4.4 show that the value of r is 0.1027. It indicates that there is a positive correlation. That means high scores on one variable (SES) tend to be associated with high scores on the other variable (EA) and vice versa.

(3) To study the relationship between Socio-Economic Status and Educational Aspiration among boys.

**Hypothesis:** There is no significant relationship between Socio-Economic Status and Educational Aspiration among boys

**Table 4.5**

	N	Mean	r-value
Socio-Economic Status	33	129.39	-0.0063
Educational Aspiration		19.97	

**Interpretation**

Table 4.5 show that the value of r is -0.0063. It indicates that there is a negative correlation. That means high scores on one variable (SES) are associated with low scores on the other variable (EA) and vice versa.



Section 'B': Results pertaining to Demographic variables

Objective: To study the difference between higher secondary school students of government and private school in Educational Aspiration

Hypothesis (Ho 1): There will be no significant difference between higher secondary school students of Government and Private school in Educational Aspiration.

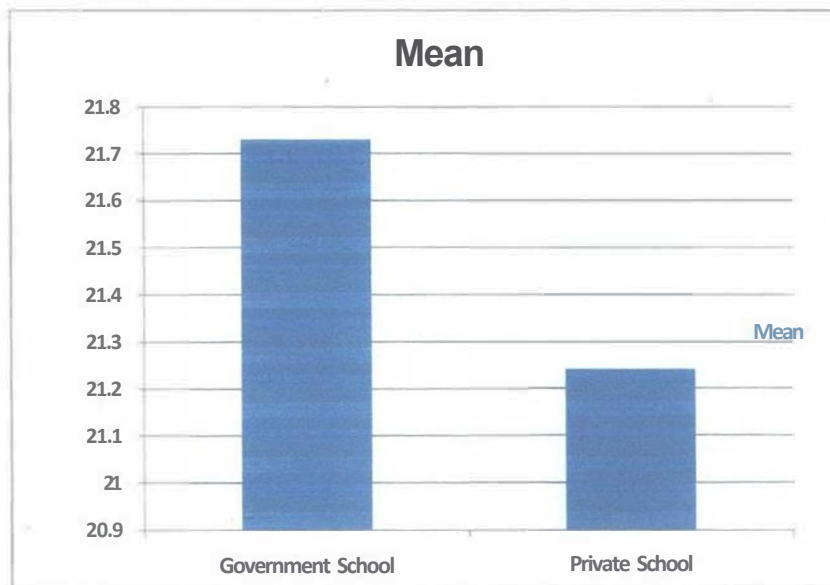
Table 4.6

Comparison of mean score of government and private school students

	N	Mean	SD	t-value
Government School	100	21.73	4.69	0.46
Private School		21.24	4.98	df=98

Graph 4.6

(jJ- 42B



#### Interpretation

Table 4.3.3 shows that the calculated t-value (0.46) is less than the table value (1.98) at 0.05 level with 98 df, so it is no significant. Thus null hypothesis stated that there is no significant difference between EA of the government and private schools is accepted.

**Objective:** To study the difference between higher secondary school students of government and private school in Socio-Economic Status.

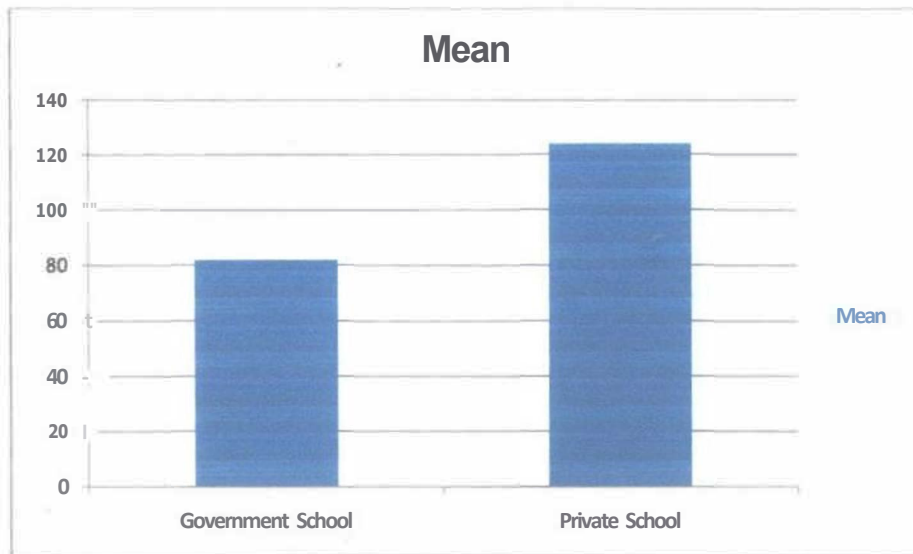
**Hypothesis (Ho 2):** There will be no significant difference between higher secondary school students of government and private school in socio-economic status.

**Table 47**

**Comparison of Mean score of Socio-Economic Status of government and private school student,**

Group	N	Mean	SD	t-value
Government School	100	81.76	25.23	8.17
Private School		123.88	45.00	df-98

**Graph 47**



**interpretation**

Table 4.7 show that the calculated t-value (8.17) is higher than the table value (2.63) at 0.01 level with 98 df, so it is significant Thus null hypothesis which stated that there is no significant difference between Socio-Economic Status of government and private schools is rejected.



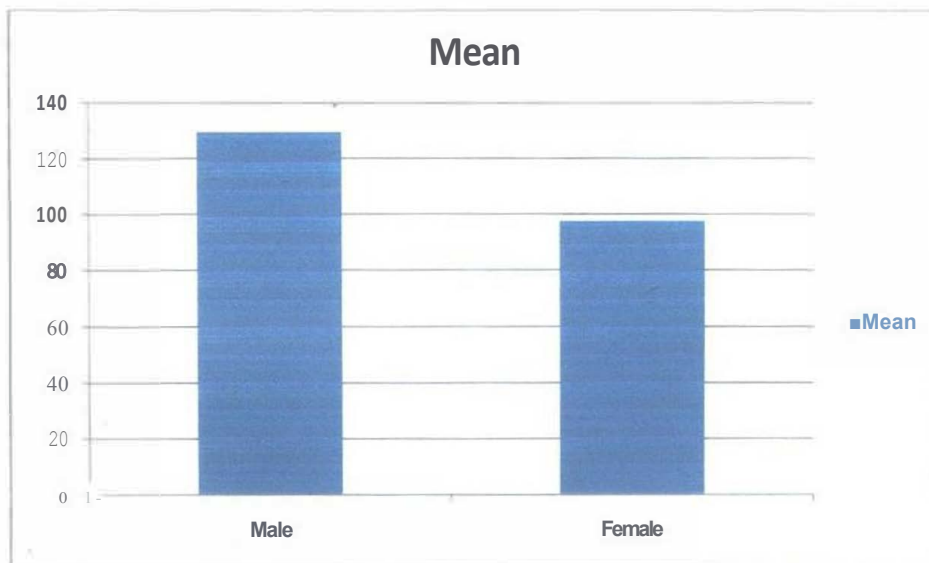
**Objective:** To study the difference between boys and girls of higher secondary school students in their Socio-Economic Status.

**Hypothesis (Ho 4):** There will be no significant difference between boys and girls of higher secondary school students in their Socio-Economic Status.

**Table 49**  
**Comparison of mean score of Socio-Economic Status of Boys and Girls**

Gender	N	Mean	SD	df	t-value
Boys	33	129.39	41.69	198	4.07
Girls	167	97.57	40.24		

**Graph 49**



**Interpretation**

Table 4.9 shows that the calculated t-value (4.07) is higher than the table value (2.60). Thus null hypothesis which stated that there is no significant difference between Socio-Economic Status of higher secondary school students is rejected.

**Objective:** To study the difference between boys and girls of higher secondary school students in Educational Aspiration.

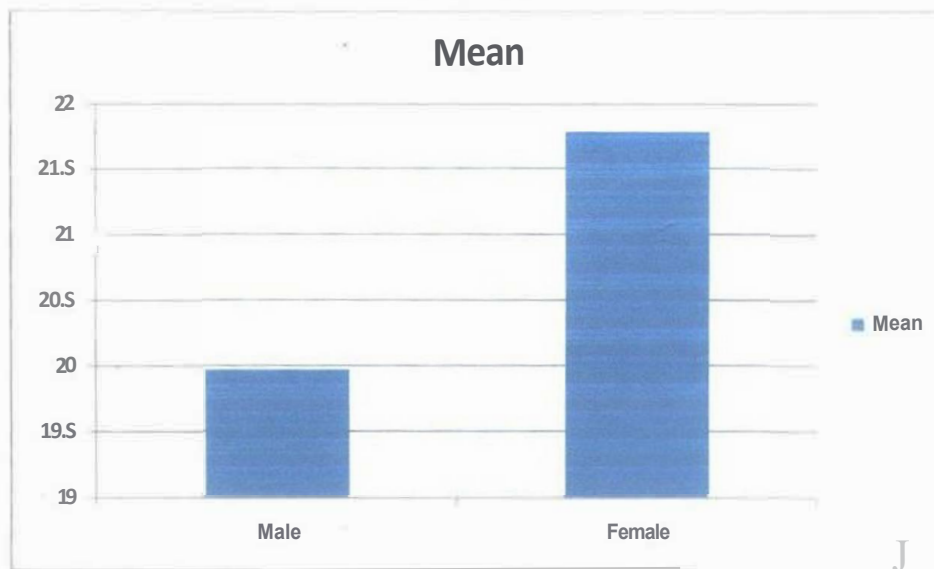
**Hypothesis (Ho 3):** There will be no significant difference between boys and girls of higher secondary school students in Educational Aspiration.

Table 4.8

Comparison of mean score of Educational Aspiration of Boys and Girls

Gender	N	Mean	SD	Of	t-value
Boys	33	19.97	5.45	198	2.48
Girls	167	21.78	4.67		

Graph 4.8



#### Interpretation

Table 4.8 shows that the significant difference in the mean score of educational aspiration of two variables. The t-value (2.48) was not significant at 0.01 level, so null hypothesis is accepted.

**CHAPTERS**  
**SUMMARY, MAJOR FINDINGS**  
**AND CONCLUSION**

## CHAPTERS

### SUMMARY, MAJOR FINDINGS AND CONCLUSION

#### 51 SUMMARY

Educational aspiration and socio-economic status plays important roles in education. Students with high educational aspirations are more do well in school regarding students with low educational aspiration. Student's educational aspirations as well as socio-economic status effects on their achievement. Socio-econornrtc status positively affects the student's education aspiration.

This chapter deals with summary of research work and data analysis of chapter 4 and conelusion.

#### 52 STATEMENT OF THE PROBLEM

The study deal with the relationship between socio-economic statu-; and educational aspiratkm among higher secondary school student. Thus the problem may be stated as:

RELATIONSHIP BETWEEN SOCIO-ECONOMIC STATUS AND EDUCATION ASPIRATION AMONG HIGHER SECONDARY SCHOOL STUDENT – A STUDY

#### 53 OBJECTIVE OF THE STUDY

- To study the relationship between the Socio-Economic Status and Educational Aspiration among higher secondary school students.
- To study the relationship between the Socio-Economic Status and Educational Aspiration among girls.
- To study the relationship between the Socio-Economic Status and Educational Aspiration among boys.

#### 54 HYPOTHESIS

- There will be no significant difference between higher secondary school students of go,vernment and private school in their Educational Aspiration.
- There will be no significant difference between higher Secondary school students of go,vernment and private school in their Socio-Economic Status.

- ✧ There will be no significant difference between boys and girls of higher secondary school students in their Educational Aspiration.
- ✧ There will be no significant difference between boys and girls of higher secondary school students in their Socio-Economic Status.

## 55 DELIMITATION OF THE STUDY

- ✧ The study was restricted to the higher secondary schools of Bhopal District.
- ✧ This study was delimited to students studying in class 11<sup>th</sup>.
- ✧ The study was delimited to 200 students.
- ✧ The study was restricted to four schools of Bhopal Dist.
- ✧ The study was completed in the duration of 15 days.

## 56 VARIABLES

- ✧ Socio-Economic Status
- ✧ Educational Aspiration

## 57 RESEARCH METHOD

- ✧ Descriptive survey method

## 58 SAMPLE OF THE STUDY

The samples include four schools of Bhopal city of 11<sup>th</sup> class. Researchers select the schools randomly for the study.

## 59 TOOLS USED FOR DATA COLLECTION

- ✧ Socio-Economic Status scale (urban) FORM A and B by P. Kulshrestha.
- ✧ Educational Aspiration scale FORM P by Dr. V. P. Shanna and Dr. (KM) Anuradhi Gupta.

## 5.10 PROCEDURE FOR DATA ANALYSIS

Data is analysed with the help of scores of data from the selected schools. To establish the relationship between the Socio-Economic Status (SES) and Education Aspiration Scale (EAS). (Contingency-Coefficient is derived for testing hypothesis (lean,  $\chi^2$ ) and  $T$ -test is done.



## 5.11 MAJOR FINDINGS OF THE STUDY

### Relationship: Pertaining to Relationship

- A positive correlation between the socio-economic status and educational aspiration among higher secondary schools students.
- A positive correlation between Socio-Economic Status and Educational Aspiration among girls.
- A negative correlation between Socio-Economic Status and Educational Aspiration among boys.

### Difference: Pertaining to Demographic variables

- Difference between higher secondary school students of government and private school in Educational Aspiration is not significant.
- Difference between higher secondary school students of government and private school in Socio-Economic Status is significant.
- Difference between boys and girls of higher secondary school students in Educational Aspiration is not significant.
- Difference between boys and girls of higher secondary school students in their Socio-Economic Status is significant.

## 5.12 SUGGESTIONS FOR FURTHER RESEARCH STUDIES

- This study may further extended in increasing sample size.
- This study may further extended to secondary school and college students.
- This study may further extended in rural schools, residential schools, welfare schools and special schools.
- This study may further extended by taking variables like age, gender, medium of instruction.
- A study may further conducted to measure the influence on student personality.

## 5.13 CONCLUSION

The primary goal of this study was to contribute to our understanding of knowledge of the Socio-Economic Status and Educational Aspiration of the students. This study deals with relationship between Socio-Economic Status and Educational Aspiration among higher secondary school students, as well as how they affects each other.



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# Appendix

गोपनीय



SESS

FORM A (URLIA)

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- (\*) 0)TIT Q'it (:, ifr ,rt\ r,l, uuf 'fit 0
- (\*) i'1'H-"1" Cl, #T1 qT"r" !!), fa ♦ 'fi 1TTi fi 'f -i" 0, IIIH"1 I u 0
- (T) filjcdl # #if Q, R,PIT (ms00) Q u02T- 0, fil'ill: 'f) U11f 0
- (1) '11m 0. hftf>T' E, fr.n lü: Q "'Ff j? 0, mf.fir•fr D
- <11) ♦efr- £l "'♦ ♦ 1j ♦lfif" #n 0, '111 jpl a "''''ll' u' t1111'f 0

t\. fl'k'it 1f it f>f >H t' fl'11'f>1/11>T 1111el ?

- {lr} ♦fn E
- (1) lfr<nf; a 0
- (III) ,11fqs 0
- (11) irf11♦ □
- (lf) q'-rff'> 0
- (1) lCq; □
- (\*) sll;111 #ml t , 0
- (lf) # 't' # 0

tv. 110t j(flit 11j;n: it mlf gll enllT lfi 'l'ill: lffi'♦ • 11♦ "' flTT ♦ml a

- (t) am t<llll 3111td Q
- (•) #,111 !'l'11 1111td r 0
- (lf) 1t ♦ Jlltdl 3111td l 0

t ♦ ♦11qllt 'fffl-fllll a♦ f ♦ 8♦if 'i:rfu0n) l l

- (s) IT'f1♦♦ lffq; l E
- (lf) ♦ffflfi'f> 'Hll♦ l J
- (1) am l!fllli l 0
- (vf) f;11) floll t; f l b

t\. 'l' faff 'l'♦ ♦ t T♦ q; 48l' wfu-A•-

- (r) #11 #jir rqt g , 0
- (•) ♦q; lfl♦♦<1111f ! l i i
- (lf) "-lf in l' t;11> ul' ""' tff l l D
- (lf) #M fl t; #! ♦ • l G
- (1) f>f Htdll #f t'a' a l E

t>. !'lfft #T if klllTT 'T' ")Hll l ft ,i11-

- (r) llffflAi ,fffl'olf 'lfr•n: t ♦ I 0
- (•) ♦ llfosr smf0 ♦ 'lTTt t; k) 1 h)
- (lf) fl'fl' fl'fl' 'lftm t; k) l 0
- (lf) .rim.. Wlft: t; g) l 0
- (lf) ♦ ♦ l l '0111t; g) l 0

t<. "fl ♦gm lfffl'f' 'lTTt !'ll it ♦ l l f 13m l l

- ◁) k) c) (•) "1 □ (lf) 11fql,1f ♦

tt. ITT <t lA ♦ "fir iT 'l♦ III q) ♦ UTt am <? 11) "ll !pill♦ flcT'flm !p( ♦ "ll' f ?

- (l) ♦ 0 (w) .f0 (T) llfffl'tll

o. "ll <f 'lll #hr)q,r);r firfoq) 'lf l0=f fl(1m •n Q#a ?

- (s) lf 0, (•) lq 0 (lf) aifm0f □

Total Score [ I Cateory r 1





