
**OCCUPATIONAL ASPIRATION OF SECONDARY SCHOOL STUDENTS IN
RELATION TO THEIR ACADEMIC ACHIEVEMENT**

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ABSTRACT

Education is life long process and patent force for social reconstruction. It is concerned not only with social progress but also with moral, political and economic development. Education is a constructive process, which pulls the person from darkness to light. It is a possession, which no can rob you off. Your all possession, wealth can be destroyed or stolen, but education acquired stays with you. It is an every growing possession which does not diminish. Education in the largest sense is an act or experience that has a formative effect on the mind, character or physical ability of an individual. Education is the process by which society deliberately transmits its accumulated knowledge, skills and values from one generation to other. It develops in an individual quality of a good leader and prepares a person for an occupation in his life, so that he becomes an earning, self confident and satisfied member of the society. The study described the relationship between occupational aspiration and academic achievement among secondary school students in relation to their gender and locality. In the present study researcher selected 120 secondary school students from four secondary schools of Yamuna Nagar district of Haryana. In the present study researcher used Occupational Aspirations Scale (OAS-G) developed & standardized by Dr. J.S. Grewal and Academic Achievement on the basis of student's percentage of previous class (10th). Researcher concluded that no significant relationship of occupational aspiration and academic achievement was found among secondary school students.

INTRODUCTION

Education is the process by which society deliberately transmits its accumulated knowledge, skills and values from one generation to other. It develops in an individual quality of a good leader and prepares a person for an occupation in his life, so that he becomes an earning, self confident and satisfied member of the society. A basic education is essential for everyone to understand and appreciate, during adolescence; individuals begin to plan for their future career by considering a number choice. By aspiring for and choosing the right occupations, the individuals was enjoy their world of work and the nation was flourish through the efforts of the dedicated working, counselors, parents, and educators may be better able to assist adolescents in their family climate or exploration of occupational options, help them seek career related information, and obtain support for their career plans by developing a greater understanding of the, 'STUDENT' occupational aspirations. The purpose of this research was to examine the occupational aspirations and rationales students provided. Occupational aspiration of youth is the goal set by youth with regard to his future career. Occupational aspirations constitute a person's desired work – related goals under ideal circumstance; these goals can reflect information about self – concept perceived opportunities, interests & hopes (Rojewski, 2005). Though aspirations are different from the types of occupations that people expect to obtain (realistic expectations), knowledge of aspirations is important to career development & individual job attainment. Aspirations can prompt or hinder educational & career planning, guide learning, help organize life options, choices & contribute to young

people's preparation for adult life. Some researchers have voiced disagreement about the actual role aspirations play in eventual job attainment, that is, whether they play a significant role in determine eventual job obtainment. Are aspirations merely reflections of perceived or real opportunity structures (availability of opt access to jobs) that are developed & conditioned as a result of life experiences? Whether the role of occupational aspirations is in shaping & guiding educational & career choices or simply in reflecting past experiences, consistent or coherent aspirations do have value as a predictor of future career related choices & to a lesser degree, actual career choices.

NEED AND SIGNIFICANCE OF THE STUDY

Education is as old as the human race. It is a never ending process of inner growth and development. India has long tradition of learning and education. The basic urge of every human being is learnt, that is confirmed, when a person writes the same thing. Kothari Commission (1916) has rightly observed, "The destiny of India is now being shaped in her class-room in a world based on science and technology; it is education that determines the level of prosperity welfare and security of the people." Thus education is the bases of progressive nation and the teacher is the pivot of any education system.

The study is significant from this point of view that occupational has been in the centre of research for several decades. Occupational aspiration constitutes a person' desired. Work related goals under ideal circumstances. Occupational aspiration is expected to play a significant role in life adjustment in general and vocational adjustment in particular. Nobody can deny from the fact that the person who have a high real self, level of aspiration and occupation are more successful in life. They show more efficiency in their work, their level of aspiration is much higher as compared to other. The high achiever students had a higher level of aspiration in comparison to the low achiever students. Keeping the above background into consideration the researcher undertakes the study of occupational aspiration of students in relation to their academic achievement. The well-known factors are family disintegration, which speed up the family disintegration of the social structure and thus the social fiber is built upon a shared value system. Life direction giving Home Environment can be developed in the positively managed home to grow it through root to end. Academic achievement always influences the occupational aspiration among students in India. Hence the researcher selected this topic to find out the relationship between occupational aspiration and academic achievement of secondary school Students. Hence, the trend of previous research studies shows that occupational aspiration is associated with many variables like learning styles, personality, thinking style, teaching strategies, locus of control, self concept academic achievement etc. But no study was conducted by taking these two variables together so the present study has a great significance, relevance and utility for both students and teachers. Further, the findings of the present study will be helpful in the designing appropriate strategies, educational programmes and interventions for increasing the strength, abilities, skills and competencies in students as well as teachers. Therefore, the present study is an endeavor in this direction.

OBJECTIVES OF THE STUDY:

1. To study the relationship between occupational aspiration and academic achievement of secondary school students.
2. To study the significant difference of occupational aspiration among male and female students of secondary Schools.

3. To study the significant difference of academic achievement among male and female students of secondary Schools.
4. To study the significant difference of occupational aspiration among urban and rural students of secondary Schools.
5. To study the significant difference of academic achievement among urban and rural students of secondary Schools.

HYPOTHESES OF THE STUDY:

1. There exists no significant relationship between occupational aspiration and academic achievement.
2. There exists no significant difference of occupational aspiration among secondary school students in relation to their gender.
3. There exists no significant difference of academic achievement among secondary school students in relation to their gender.
4. There exists no significant difference of occupational aspiration among secondary school students in relation to their residential background.
5. There exists no significant difference of academic achievement among secondary school students in relation to their residential background.

DELIMITATIONS OF THE STUDY

Keeping in view the time and financial constraints the study is delimited to the following:

1. The present study is delimited to four secondary schools of district Yamuna Nagar.
2. The study is delimited to 120 students.
3. The present study is delimited to gender and Locality only.

RESEARCH METHOD USED:

Descriptive Survey Method was employed in the present study.

POPULATION & SAMPLE:

The study was conducted on a representative sample of 120 students (60 Male and 60 Female) of secondary studying schools of rural and urban area of Yamuna Nagar.

TOOLS USED:

Following tools used:

1. **Occupational Aspirations Scale (OAS-G)** developed & standardized by Dr. J.S. Grewal.
2. **Academic Achievement** on the basis of student's percentage of previous class (10th).

STATISTICAL TECHNIQUE TO BE USED:

1. **'t- Test.**
2. **Pearson's co-efficient of correlation.**

DATA ANALYSIS:

TABLE – 4.1

CO-EFFICIENT OF CORRELATION BETWEEN OCCUPATIONAL ASPIRATION & ACADEMIC ACHIEVEMENTS OF SECONDARY SCHOOL STUDENTS

Variables	Df	Co- efficient of correlation “r”	Level of significance
Occupational Aspiration	118	-0.539**	P<0.01
Academic Achievement			

****Not Significant at 0.01 level of significance at T.V.=0.208**

Table 4.1 shows that the calculated “r” value is -0.539 between occupational aspiration & academic achievement of secondary students is not significant at 0.01 level of significance. This shows that there exists no significance relationship between the occupational aspiration and academic achievements of secondary students.

Hence, the null hypothesis is stated earlier that there is no significant relationship between occupational aspiration academic achievements of secondary students is accepted.

TABLE-4.2

SIGNIFICANCE OF DIFFERENCE OF OCCUPATIONAL ASPIRATION AMONG MALE AND FEMALE OF SECONDARY SCHOOL STUDENTS

OAS	N	Mean	S.D.	t- Test	Level of Signification
Male	60	50.65	9.0175	0.0634**	P<0.01
Female	60	47.96	6.46		

****Not significant at df/118 and level of significance is 2.62 at 0.01 level of significance.**

Table 4.2 depicts that mean occupational Aspiration score of male and female students are 50.65 and 47.96 with S.D. 9.0175 and 6.46 respectively. The calculated t-value comes out to be 0.0634 is not significance. It means that occupational Aspiration of male secondary school students is not differ significantly as compare to female secondary school students. Hence, the null hypothesis which is state earlier that there exists no significant difference of occupational aspiration among secondary school students in relation to their gender is accepted.

TABLE- 4.3

SIGNIFICANCE OF DIFFERENCE OF OCCUPATIONAL ASPIRATION OF SECONDARY SCHOOL STUDENTS OF RURAL AND URBAN

OAS	N	Mean	S.D.	t- Test	Level of Signification
Rural	42	51.61	8.927	0.0184**	P<0.01
Urban	78	48.06	7.084		

****Not significant at df/118 and level of significance is 2.62 at 0.01 level of significance.**

Table 4.3 shows that mean occupational Aspiration of rural & urban students are 51.61 and 48.06 with S.D. 8.927 and 7.084 respectively. The calculated t-value comes out to be 0.0184 is not significance. It means that occupational Aspiration of rural secondary school students does not differ significantly as compare to urban secondary school students. Hence, the null hypothesis which is state earlier there exists no significant difference of occupational aspiration among secondary school students in relation to their residential background is accepted.

TABLE- 4.4**SIGNIFICANCE DIFFERENCE OF ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS IN RELATION TO GENDER**

Gender	N	MEAN	S.D.	SEd	t- ratio	LOS
Male	60	70.71	10.61	1.567	0.470**	**Not significant
Female	60	69.97	9.256			

* **not significant at 0.01 level with table value is 2.60

Table 4.4 indicates that the Mean for Academic Achievement of male and female is 70.71 and 69.97 respectively. S.D. for male student and female student is 10.66 and 9.256. The SEd for male student and female student is 1.576. The calculated value of 't' test is 0.470. The table value at 0.01 level is 2.60 and at 0.05 level is 1.97. Here the calculated value is less the table value is less than the table value so there is no significance difference between academic achievements of secondary school students in relation to their gender. So the hypothesis stated earlier that there exists no significant difference in Academic Achievement of secondary school students in relation to gender is accepted.

TABLE- 4.5**SIGNIFICANCE DIFFERENCE OF ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS IN RELATION TO LOCALITY**

Locality	N	MEAN	S.D.	SEd	t- ratio	LOS
Rural	42	70.264	10.07	1.59	0.126**	**Not significant
Urban	78	70.464	9.84			

**** Not significant at 0.01 level the table value is 2.60**

Table 4.5 indicates that the Mean scores for academic achievement of rural students is 70.264 urban students is and 70.464 respectively. S.D. for rural student is 10.07 and urban student is 9.84 and. The SEd for rural student and urban student is 1.59. The calculated value of 't' test is 0.126. The table value at 0.01 level is 2.60 and at 0.05 level is 1.97. Here the calculated value is less than the table value so there is no significance difference between academic achievements of senior secondary school students in relation to their locality.

MAIN FINDINGS OF THE STUDY

1. No Significant relationship between occupational aspiration and academic achievement among secondary school students was found.
2. No significance difference of occupational aspiration was found among male and female students. It shows that gender does not influence occupational aspiration.
3. No significance difference of occupational aspiration was found among rural and urban students. It shows that residential background does not influence occupational aspiration.
4. No significance difference of academic achievement was found among male and female students. It shows that gender does not influence occupational aspiration.
5. No significance difference of academic achievement was found among rural and urban students. It shows that residential background does not influence occupational aspiration.

EDUCATIONAL IMPLICATIONS OF THE STUDY

The present study described that there was significant relationship between occupational aspiration & academic achievement. In the present study it has been found that there is significant positive relationship between occupational aspiration & academic achievement. In the teaching learning process occupational aspiration must be

emphasized with conditional approach. The present study shows that there exists a significant relationship between occupational aspiration & academic achievement. Teacher should develop personality of the students; make them able to survive in all conditions without taking negative stress. Provide conducive environment to them to flourish and nourish them.

In the present study it was found that environment, play a very important role in building-up the environment conducive to the success. Occupational aspiration as a motive for the students to a privileges or responsibility of teachers, mother & father (together or independently) to prepare the students, well settled person in the society, which provides ample opportunities to the students to find roots, continuity and a sense of belonging, and serves as an effective agents of socialization. Individual experiences not only help in making the sense of self identity and self ideal but may also lead him to parental attitude towards himself should be of great concern in the dynamics of behavior & may open new avenues of research for deeper prove in the domain of parent- child relationship.

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