



**SCERT, KERALA & FAROOK TRAINING COLLEGE, KOZHIKODE  
Young Scholars' Enrichment Programme**

**Educational Aspirations of Qualified and Non Qualified  
Higher Secondary School Students in Scholarship  
Exams at School Level in Malappuram District**

**Ashly C.S.**

Study Report submitted Under the Young Scholars Enrichment  
Programme Jointly conducted by SCERT, Kerala &  
Farook Training College, Kozhikode

**FAROOK TRAINING COLLEGE, KOZHIKODE  
2022-2024**

**Dr. Jayaprakash R. K.**

Director,  
SCERT, Kerala

---

## **CERTIFICATE**

I, **Dr. Jayaprakash R.K.**, do hereby certify that this study report entitled **EDUCATIONAL ASPIRATIONS OF QUALIFIED AND NON QUALIFIED HIGHER SECONDARY SCHOOL STUDENTS IN SCHOLARSHIP EXAMS AT SCHOOL LEVEL IN MALAPPURAM DISTRICT** is a record of bonafide study and research carried out by **Ashly C.S.** of M.Ed. Programme (2022-2024) under the supervision and guidance of **Dr. Irshana Shahnaz Ulladan**, Assistant Professor, Farook Training College, Kozhikode, as the part of *Young Scholars' Enrichment Programme* jointly conducted by *SCERT, Kerala & Farook Training College, Kozhikode*

Place: Trivandrum

Date:

**Dr. Jayaprakash R.K.**

(SCERT, Director)

**Prof (Dr.) T. Mohammed Saleem**  
Principal,  
Farook Training College, Kozhikkode

---

## **CERTIFICATE**

I, **Prof (Dr.) T. Mohammed Saleem**, do hereby certify that this study report entitled **EDUCATIONAL ASPIRATIONS OF QUALIFIED AND NON QUALIFIED HIGHER SECONDARY SCHOOL STUDENTS IN SCHOLARSHIP EXAMS AT SCHOOL LEVEL IN MALAPPURAM DISTRICT** is a record of bonafide study and research carried out by **Ashly C.S.** of M.Ed. Programme (2022–2024) under the supervision and guidance of **Dr. Irshana Shahnaz Ulladan**, Assistant Professor, Farook Training College, Kozhikkode, as the part of *Young Scholars' Enrichment Programme* jointly conducted by *SCERT, Kerala & Farook Training College, Kozhikkode*

Trivandrum  
.07.2024

**Prof (Dr.) T. Mohammed Saleem**  
(Principal)

**Dr. Irshana Shahnaz Ulladan**

Assistant Professor of Education

Farook Training College,

Kozhikode

---

## **CERTIFICATE**

I, **Dr. Irshana Shahnaz Ulladan**, do hereby certify that this study report entitled **EDUCATIONAL ASPIRATIONS OF QUALIFIED AND NON QUALIFIED HIGHER SECONDARY SCHOOL STUDENTS IN SCHOLARSHIP EXAMS AT SCHOOL LEVEL IN MALAPPURAM DISTRICT** is a record of bonafide study and research carried out by **Ashly C.S.** of M.Ed. Programme (2022-2024) under my guidance and supervision as the part of the *Young Scholars' Enrichment Programme* jointly conducted by *SCERT, Kerala & Farook Training College, Kozhikode*

**Dr. Irshana Shahnaz Ulladan**

Supervising Teacher

Farook Training College

Date: .07.2024

## Panel of Experts

SCERT, Kerala, and Farook Training College extend their heartfelt gratitude and sincere appreciation to the distinguished experts whose invaluable expertise and guidance significantly contributed to the success of this study. Their dedication and commitment at various stages of the project have been instrumental in achieving its objectives effectively.

**1. Prof. (Dr.) M. A. Sudhir**

*UGC Emeritus Professor,  
Gandhigram Rural Institute*

**2. Prof. (Dr.) Abdul Gafoor K**

*Department of Education,  
University of Calicut*

**3. Prof. (Dr.) Noushad P.P**

*School of Gandhian Thoughts and Developmental Studies,  
Mahatma Gandhi University*

**4. Prof. (Dr.) Rajeswari K**

*NVKSD College of Education,  
Attur*

**5. Dr. Anju I**

*Associate Professor,  
Government College of Teacher Education,  
Trivandrum*

**6. Dr. Biju K**

*Assistant Professor,  
Central University of Tamil Nadu*

**7. Dr. Shobha Jacob**

*Academic Coordinator,  
SCERT*

## DECLARATION

I, **Ashly C.S.**, solemnly declare that this study report entitled as **‘EDUCATIONAL ASPIRATIONS OF QUALIFIED AND NON QUALIFIED HIGHER SECONDARY SCHOOL STUDENTS IN SCHOLARSHIP EXAMS AT SCHOOL LEVEL IN MALAPPURAM DISTRICT’**, is an original work done by me under the supervision and guidance of **Dr. Irshana Shahnaz Ulladan**, Assistant Professor, Farook Training College Kozhikode, under *Young Scholars’ Enrichment Programme* jointly conducted by *SCERT, Kerala & Farook Training College, Kozhikode*

Farook Training college

**Ashly C.S.**

Date: .07.2024

## ***Acknowledgements***

*The dissertation has reached its final form, thanks to inspiration and support of many individuals and institutions. The investigator is deeply grateful to those who have contributed in various ways to successful completion of this study, making it a truly memorable and rewarding experience.*

*The investigator is deeply indebted to her supervising Teacher, **Dr. Irshana Shahnaz Ulladan**, Assistant Professor of Education, Farook Training College for her support, generous help, valuable suggestions combined with expert criticism and guidance throughout the study.*

*The investigator would like to express her profound gratitude to, **Dr.T. Muhammed Saleem**, Principal, Farook Training College for providing all the facilities to accomplish the work. The investigator extends her sincere gratitude to M.Ed Coordinator **Dr. Nowfal. C**, Assistant Professor, Farook Training College for valuable support and encouragement. The investigator extremely grateful to **Dr. Muneer V**, **Dr Niranjana K,P**, **Prof.(Dr). Mumthaz NS**, **Prof. (Dr). K Vijayakumari** for providing expert guidance at various stage of dissertation work.*

*The investigator is deeply indebted to the Director of SCERT, the Principal of DIET Malappuram, and all the 17 BRCs in Malappuram district for their valuable support in carrying out a study on the educational problems of Malappuram district. The guidance and support of **Prof. (Dr.) M. A. Sudhir** (UGC Emeritus Professor Gandhigram Rural Institute), **Prof. (Dr.) Abdul Gafoor K**(Department of Education, University of Calicut), **Prof. (Dr.) Noushad P.P** (SGTDS, MG University), **Prof. (Dr.) Rajeswari K** (NVKSD College of Education Attoor, Tamilnadu), **Dr. Anju I**(Associate professor Govt college of Teacher Education, Trivandrum), **Dr. Biju K**(Assistant Professor Central University of Tamilnadu), and **Dr. Shobha Jacob** (Research Officer SCERT)are also gratefully acknowledged.*

*The investigator would like to express thanks to Librarian, library staff, and office staff of Farook Training College. The investigator profoundly thanks to **Mr.RamPrakash**, Infratec, Calicut University, for printing and binding the dissertation. Finally the investigator is deeply indebted to her parents for providing whole hearted support and help to complete the work successfully.*

# CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

---

| <i>Chapter</i> | <i>Title</i>                       | <i>Page No.</i> |
|----------------|------------------------------------|-----------------|
| I              | INTRODUCTION                       | 1-18            |
| II             | REVIEW OF RELATED LITERATURE       | 19-53           |
| III            | METHODOLOGY                        | 54-69           |
| IV             | ANALYSIS AND INTERPRETATION        | 70-117          |
| V              | SUMMARY, CONCLUSION AND SUGGESTION | 118-135         |
|                | REFERENCES                         | 136-146         |
|                | APPENDICES                         |                 |

---

## LIST OF TABLES

| <i>Table No.</i> | <i>Title</i>  | <i>Page No.</i> |
|------------------|---|-----------------|
| 1                | Dimension wise Distribution of Items in Scale of Educational Aspiration.  | 61              |
| 2                | Result of Item Analysis of Items in the Scale of Educational Aspiration   | 63              |
| 3                | Description of the Sample of Scholarship Exam Qualified Higher Secondary School Students  | 65              |
| 4                | Description of the Sample of scholarship Exam Nonqualified Higher Secondary School Students                                       | 66              |
| 5                | Description of Sample of Scholarship Exam Non qualified Higher Secondary School Students by using Systematic Sampling             | 66              |
| 6                | Statistical Constant of the Variable Educational Aspiration among Scholarship Exam Qualified Higher Secondary School Students     | 74              |
| 7                | Statistical Constant of the Variable Educational Aspiration among Scholarship Exam Non qualified Higher Secondary School Students | 76              |
| 8                | Percentile Scores of Educational Aspiration among Scholarship Exam Qualified Higher Secondary School Students.                    | 78              |
| 9                | Percentile Scores of Educational Aspiration among Scholarship Exam Qualified Higher Secondary School Male Students                | 79              |
| 10               | Percentile Scores of Educational Aspiration among Scholarship Exam Qualified Higher Secondary School Female Students              | 80              |
| 11               | Percentile Scores of Educational Aspiration among Scholarship Exam Qualified Government Higher Secondary School Students          | 81              |

---

| <b><i>Table<br/>No.</i></b> | <b><i>Title</i></b>  | <b><i>Page<br/>No.</i></b> |
|-----------------------------|--|----------------------------|
| 12                          | Percentile Scores of Educational Aspiration among Scholarship Exam Qualified Aided Higher Secondary School Students          | 82                         |
| 13                          | Percentile Scores of Educational Aspiration among Scholarship Exam Qualified Unaided Higher Secondary School Students        | 83                         |
| 14                          | Percentile Scores of Educational Aspiration among Scholarship Exam Qualified Higher Secondary School Science Students        | 84                         |
| 15                          | Percentile Scores of Educational Aspiration among Scholarship Exam Qualified Higher Secondary School Humanities Students     | 85                         |
| 16                          | Percentile Scores of Educational Aspiration among Scholarship Exam Qualified Higher Secondary School Commerce Students       | 86                         |
| 17                          | Percentile Scores of Educational Aspiration among Scholarship Exam Non qualified Higher Secondary School Students.           | 88                         |
| 18                          | Percentile Scores of Educational Aspiration among Scholarship Exam Non qualified Higher Secondary School Male Students       | 89                         |
| 19                          | Percentile Scores of Educational Aspiration among Scholarship Exam Non qualified Higher Secondary School Female Students     | 90                         |
| 20                          | Percentile Scores of Educational Aspiration among Scholarship Exam Non qualified Government Higher Secondary School Students | 91                         |
| 21                          | Percentile Scores of Educational Aspiration among Scholarship Exam Non qualified Aided Higher Secondary School Students      | 92                         |
| 22                          | Percentile Scores of Educational Aspiration among Scholarship Exam Non qualified Unaided Higher Secondary School Students    | 93                         |
| 23                          | Percentile Scores of Educational Aspiration among Scholarship Exam Non qualified Higher Secondary School Science Students    | 94                         |
| 24                          | Percentile Scores of Educational Aspiration among Scholarship Exam Non qualified Higher Secondary School Humanities Students | 95                         |

---

---

| <b><i>Table No.</i></b> | <b><i>Title</i></b>   | <b><i>Page No.</i></b> |
|-------------------------|---|------------------------|
| 25                      | Percentile Scores of Educational Aspiration among Scholarship Exam Unqualified Higher Secondary School Commerce Students  | 96                     |
| 26                      | Data and Result of Test of Significance of Difference between Means of Educational Aspiration Higher Secondary School Students based on their Scholarship Exam Qualified Status   | 99                     |
| 27                      | Data and Result of Test of Significance of Difference between Means of Educational Aspiration among Scholarship Exam qualified male students and non qualified male students  | 100                    |
| 28                      | Data and Result of Test of Significance of Difference between Means of Educational Aspiration among Scholarship Exam Qualified Female Students And Non qualified Female Students  | 101                    |
| 29                      | Data and Result of Test of Significance of Difference between Means of Educational Aspiration among Scholarship Exam qualified Government Higher Secondary Students and Non qualified Government Higher Secondary School Students | 102                    |
| 30                      | Data and Result of Test of Significance of Difference between Means of Educational Aspiration among Scholarship Exam qualified Aided Higher Secondary Students and Non qualified Aided Higher Secondary Students                  | 103                    |
| 31                      | Data and Result of Test of Significance of Difference between Means of Educational Aspiration among Scholarship Exam qualified Unaided Higher Secondary Students and Non qualified Unaided Higher Secondary Students              | 104                    |
| 32                      | Data and Result of Test of Significance of Difference between Means of Educational Aspiration among Scholarship Exam qualified Science Higher Secondary Students and Non qualified Science Higher Secondary Students              | 105                    |
| 33                      | Data and Result of Test of Significance of Difference between Means of Educational Aspiration among Scholarship Exam qualified Humanities Higher Secondary Students and Non qualified Humanities higher Data Secondary Students   | 106                    |

---

---

| <i><b>Table No.</b></i> | <i><b>Title</b></i>  | <i><b>Page No.</b></i> |
|-------------------------|--|------------------------|
| 34                      | Data and Result of Test of Significance of Difference between Means of Educational Aspiration among Scholarship Exam Qualified Commerce Higher Secondary Students and Non Qualified Commerce Higher Data Secondary Students. | 107                    |
| 35                      | Data and Result of Test of Significance of Difference between Means of Educational Aspiration among Scholarship Exam Qualified Higher Secondary School Students based on the Subsample Gender                                | 111                    |
| 36                      | Data and Result of Test of Significance Difference between the Mean Scores of Educational Aspiration for Scholarship Exam Qualified Higher Secondary School Students based on Management                                     | 111                    |
| 37                      | Data and Result of Test of Significance Difference between the Mean Scores of Educational Aspiration for scholarship exam Qualified Higher Secondary School Students based on Streams  | 112                    |
| 38                      | Data and Result of Test of Significance of Difference between Means of Educational Aspiration among Scholarship Exam Unqualified Higher Secondary School Students based on the Subsample Gender                              | 114                    |
| 39                      | Data and Result of Test of Significance Difference between the Mean Scores of Educational Aspiration for Scholarship Exam Unqualified Higher Secondary School Students based on Management                                   | 115                    |
| 40                      | Data and Result of Test of Significance Difference between the Mean Scores of Educational Aspiration for Scholarship Exam Unqualified Higher Secondary School Students based on Streams                                      | 116                    |

---

## LIST OF FIGURES

| <i>Figure No.</i> | <i>Title</i>   | <i>Page No.</i> |
|-------------------|--|-----------------|
| 1                 | The graphical representation of educational aspirations of scholarship exam qualified higher secondary school students     | 75              |
| 2                 | The graphical representation of educational aspirations of scholarship exam Non-qualified higher secondary school students | 77              |

## **LIST OF APPENDICES**

| <b>Appendix<br/>No.</b> | <b>Title</b>                                      |
|-------------------------|---|
| I                       | Scale on Educational Aspiration(Malayalam –Draft) |
| II                      | Scale on Educational Aspiration(Malayalam-Final)  |
| III                     | Scale on Educational Aspiration(English-Final)    |
| IV                      | Response sheet-Scale on Educational Aspiration    |
| V                       | List of School selected for Data Collection       |

## Chapter 1

# INTRODUCTION

- *Need and Significance*
- *Statement of the Problem*
- *Definition of Key Terms*
- *Variable Selected for the Study*
- *Objectives of the Study*
- *Hypothesis of the Study*
- *Methodology in Brief*
- *Scope of the Study*
- *Limitation of the Study*
- *Organization of the Report*

## INTRODUCTION

*“Education is the most powerful weapon  
which you can use to change the world”*

- Nelson Mandela

Education is the best weapon to fight against all the social evils. Education is the process of activity in relation to human being. It is expected to bring an all-round development in child. Education is the first early investment for child development. A child is born in a family; the child learns different things from family .Along with passage of time the child grows up and learns to live in the society. From society they learn societal rules, regulations and how to live together. Next they initiate their formal education from school. In the school education of an individual there are four stages-primary, upper primary, secondary, higher secondary.

Students' lives are marked by numerous desires such as interests, achievements, setbacks, skills, drive, and ambitions. The degree of aspiration is a central focus for educational psychologists, shaping early in a child's life and evolving through experiences and surroundings. Aspiration, crucial in today's competitive world, involves striving towards goals. Success fosters satisfaction, happiness, and enhanced self-esteem, while failure can lead to embarrassment, regret, and feelings of inadequacy. However, in shaping one's aspirations, the level of aspiration itself plays a pivotal role (Rajesh, 2019).

The concept of the level of aspiration was initially introduced by Hoppe (1930) concerning the difficulty level of goals individuals aim for. The theoretical framework was further developed by Festinger (1942), Lewin et al. (1944), Sinha (1969), and Bhargava (1975). Aspirational concepts are rooted in psychology, guided

by achievement motivation theory (Quaglia & Cobb, 1996), which suggests that individuals can learn to set and achieve goals.

Through education, individuals learn to think critically, solve problems, be creative, and understand the world better. Education doesn't just mean getting good grades; it affects every part of a person's life, influencing how they see things, what they do, and how they interact with others. Personal dreams and goals are powerful motivators, shaping how people see themselves and whether they feel successful. When one's aspirations primarily revolve around education, it's termed as educational aspiration. This concept entails a person's inclination toward educational objectives, ranging in difficulty and social status, organized along an educational hierarchy. The various levels of education are intricately connected to one's educational aspirations

When the students reach the secondary stage, their aspiration are begin to take form. Students in this stage develop certain aspiration regarding their educational and future careers. The secondary level students are at a stage of facing new challenges in their life. The way in which they form their aspiration affect their behavior. During the stage aspiration allow the teenagers to evaluate the degree to which various choice help or hinder the chance of attaining goal. Aspiration has a profound influence on the personality of the students .Positive aspiration of achieving success are stronger than negative aspiration..The aspiration act as a source of motivation and led to achievement. The aspiration make them easy to make right one. The students academic achievement is influenced by the behavior of parents (Devi, 2019).

The aspirations of higher secondary school students regarding education are incredibly important, as they serve as a guiding light throughout their academic journey and future plans. These aspirations not only reveal students' desires for

personal growth but also heavily influence the paths they choose in education and careers. Clearly defined educational goals give students direction, motivation, and a sense of purpose in their studies. They inspire students to set objectives, strive for excellence, and seek out further educational opportunities. Additionally, these aspirations instill resilience and determination, especially during tough times. Beyond individual benefits, the educational aspirations of higher secondary students have a broader impact on society. They shape the future workforce, drive innovation, and fuel economic growth. By nurturing ambitious educational goals among students, societies can work towards greater fairness and social mobility, ensuring that everyone has the chance to realize their academic potential and make meaningful contributions to society. Therefore, it's crucial to understand and support the educational aspirations of higher secondary students to create an inclusive educational environment that empowers them to achieve their best.

The Secondary Education Commission of 1952-53 recognized the significance of secondary education for the socio-economic development of the country. It identified four primary objectives: fostering democratic citizenship, enhancing vocational proficiency, nurturing personality development, and cultivating leadership qualities. Subsequently, the Education Commission of 1964-66 emphasized the alignment of education with the life, needs, and aspirations of the populace, aiming to leverage it as a catalyst for social, economic, and cultural transformation essential for national progress. In the late 20th and early 21st centuries, the Indian government took substantial measures to enhance both the quality and quantity of secondary education. Notably, the Central Government launched the Rashtriya Madhyamik Shiksha Abhiyan (RMSA) in March 2009. This initiative aimed to bolster secondary education and elevate its standards, prioritizing

achieving a 75% enrollment rate compared to the 52.26% recorded in 2005-06. The implementation of RMSA commenced in the academic year 2009-10 (Devi, 2019).

In India, several national and state-level scholarship exams are conducted each year to identify and support talented students. The Lower Secondary Exam (LSS), Upper Secondary Exam (USS), and National Means cum Merit Scholarship (NMMS) are pivotal forces in shaping their academic trajectories. These scholarship exams offer financial assistance, recognition, and pathways to higher education, thereby dismantling economic barriers for disadvantaged students and empowering them to aim for advanced levels of learning. Additionally, the competitive environment fostered by these exams fosters a culture of academic excellence, motivating students to strive for greater scholastic success. Achieving scholarships not only brings recognition and prestige but also broadens students' educational horizons, enabling them to explore diverse fields of study and gain admission into prestigious institutions. Moreover, the unwavering support and encouragement from educators, parents, and communities reinforce students' aspirations, strengthening their belief in the transformative impact of education. Thus scholarship exams like LSS, USS, and NMMS exams play a crucial role in inspiring students to pursue their academic goals with determination and enthusiasm.

The various scholarship exams such as Lower Secondary Exam (LSS), Upper Secondary Exam (USS), and National Means cum Merit Scholarship (NMMS) also can have negative effects on students despite their aim to encourage academic success. The pressure to excel in these exams can harm students' mental health, leading to stress, burnout, and even depression. The competitive nature of these exams may create a harmful academic environment where students prioritize scores over genuine learning, hindering collaboration and creativity. Additionally, these

exams may widen educational inequalities by favoring students from privileged backgrounds with access to extra resources. Lastly, the focus on exam results may lead to students defining their worth solely based on academic achievements, impacting their self-esteem, especially if they don't perform well competitive exams in schools, like the Lower Secondary Exam (LSS) and Upper Secondary Exam (USS), hold considerable sway over students' educational dreams and their perceptions of success and failure. Especially in a state such as Kerala, in india, considering the extremely competent nature of its implementation, training and focus on the result. These tests act as pivotal moments in students' academic paths, often determining their progression to higher levels of education or their eligibility for prestigious scholarships. Achieving success in these exams validates students' hard work and dedication, motivating them to pursue further academic and career goals. Conversely, experiencing failure in these competitive assessments can be disheartening, leading to feelings of inadequacy or self-doubt. However, both success and failure in these exams provide valuable learning opportunities that shape students' resilience, determination, and adaptability as they navigate their educational journeys. Therefore, understanding the connection between educational aspirations and performance in competitive exams at the school level is crucial for grasping students' academic experiences and their pursuit of future goals.

### **Need and Significance**

The present world is competitive one. In today's student world, where everyone dreams big and competition for opportunities is intense, competitive exams play a huge role. These exams decide who gets into top schools, earns scholarships, and finds great careers. Students are caught up in a culture where doing well

academically is everything, often judging themselves by their test scores. The pressure to succeed in these exams affects every part of their lives, influencing their choices and even how they see themselves. As a result, students spend countless hours studying, sacrificing free time, socializing, and personal hobbies to do their best. This intense focus creates a competitive atmosphere where everyone wants to outdo each other. While competition can be motivating, it also brings stress and anxiety. So, while competitive exams can drive students to achieve their goals, they also risk harming their mental and overall well-being. This shows how ambition and achievement can impact students' lives in complex ways.

Stress resulting from a competitive examination is typically viewed as an individual's internal evaluation and reaction to a perceived challenge. This stress can lead to behavioral shifts such as depression, anxiety, and various other detrimental conditions. The stress induced by a competitive examination is typically perceived as a personal experience involving an individual's evaluation and reaction to a perceived threat. This stress can manifest in behavioral alterations such as depression, anxiety, and various other potentially harmful conditions (Rajesh et al., 2022). Competitive exams are important tests that measure students' abilities. Those who do well move forward, while others may not. These exams are commonly used for getting into universities, colleges, and high schools. In India, they're also used to hire people for many government jobs, from roles like Indian Administrative Service to Grama Niladhari Officer. These exams are crucial because they help ensure fairness and transparency in choosing candidates, reducing the chances of unfairness or bias. This means people are chosen based on their skills and abilities, making the recruitment process fairer and more efficient (Saraswathy & Mary, 2021).

Exams like the Lower Secondary Exam (LSS), Upper Secondary Exam (USS), and National Merit Cum Scholarship (NMMS) are important for young students. They introduce them to competition early on, teaching them how to compete fairly based on their academic skills. By taking part in these exams, students not only learn academic subjects but also develop important skills like time management, critical thinking, and problem-solving. These exams also motivate students to work hard and aim for success. They help students grow not just academically, but also as individuals, giving them the confidence and resilience to face challenges in their education and careers. Overall, these exams play a big role in shaping students into well-rounded and competitive individuals ready for the future.

For the present study, the researcher aim to investigate the impact of scholarships like the Lower Secondary Exam (LSS), Upper Secondary Exam (USS), and National Merit Cum Scholarship (NMMS) on students' educational aspirations. Many teachers and educators believe that schools play a crucial role in producing a large number of scholarship holders. However, it remains unclear whether these scholarships truly contribute to helping students achieve better positions compared to non-qualifying students. The present study seeks to verify if there is a significant difference between the educational aspirations of students who qualify for these scholarships and those who do not. By examining the aspirations of both groups, the researcher hopes to shed light on the effectiveness of these scholarships in shaping students' academic goals and future prospects.

While considering several studies, (Anuganti, 2016) conducted comparative study on educational aspiration of socially advantaged and socially disadvantaged

students. Result showed that socially advantaged students were found to be better than socially disadvantaged students with regard to educational aspiration and significant difference were found among educational aspiration in both socially advantaged and social disadvantages students with respect to gender.

Male adolescents had comparatively better educational aspirations than female adolescents and also, it was reported that the adolescents of rural locality had significantly better educational aspiration scores than students of urban locality (Rajesh & Chandrasekaran, 2014)

Alam (2018) provides significant information pertaining to the relationship between educational aspiration and socio-economic status among secondary school students .He also found that is a significant difference in the case of educational aspiration across locality and type of school of secondary school and socio economic status across locality and type of school of secondary school .Educational aspiration of private school students are better than government school students.

School environment also have role in educational aspiration of students. There is a positive significant relationship between educational aspiration of higher secondary school students with school environment (Bashir & Kaur, 2017).

Thus it is evident that a number of studies in relation to educational/academic aspiration have been conducted. Considering the specific experience of teachers with regard to students in Malappuram district concerning the over emphasis parents and students give in qualifying exams like Lower secondary exam (LSS), Upper secondary exam (USS), NMMS (National means cum merit scholarship).The lower secondary exam (LSS) and upper secondary exam(USS) is a state level scholarship exam for class 4<sup>th</sup> and 7<sup>th</sup> respectively conducted by Pareeksha Bhavan, SCERT,

Govt. of Kerala. National Means Cum Merit scholarship (NMMS) is conducted every year by science, branch of Director of Education, Delhi for the students studying in class 8<sup>th</sup> of Government/Aided school. Some schools have separate class in 4<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> class so that teachers provide intense coaching to cream students of classes in 4, 7 and 8 for the above mentioned competitive exams. Main aim of school authority has become to produce more scholarship holders each year and celebrate their victory. In this context the researcher, desires to study the prevalence of educational aspiration among higher secondary school based on gender, stream of study, achievement in competitive exams and comparing the educational dreams of both successful and unsuccessful high school students in scholarship exams (LSS, USS, NMMS) in Malappuram district is crucial. It is notable that Malappuram is the most popular district in Kerala. It is considered to be a part of the Malabar Kerala, where education has recently gained an accelerated progress. The state of Kerala is also acknowledged for its highest literacy in India.

This research helps us understand if scholarship programs truly inspire students to pursue higher education and better careers. By spotting any differences in the aspirations of successful and unsuccessful students, we can create targeted plans to ensure fairness and help all students succeed. Additionally, the findings can guide policymakers and educators in improving scholarship programs, empowering students to reach their educational and career goals. Overall, this study not only deepens our understanding of education but also helps create inclusive environments that support the growth of all students.

### **Statement of the Problem**

The present study is intended to find out the extent of educational aspiration of higher secondary school students in total group, relevant subgroup and to compare the

mean score educational aspiration of qualified and non qualified students in scholarship exams. Hence the study is entitled as “**EDUCATIONAL ASPIRATIONS OF QUALIFIED AND NON QUALIFIED HIGHER SECONDARY SCHOOL STUDENTS IN SCHOLARSHIP EXAMS AT SCHOOL LEVEL IN MALAPPURAM DISTRICT**”

### **Definition of Key Terms**

In order to get a clear picture about the study, the key terms are defined operationally and are given below.

#### **Educational Aspirations**

Educational aspirations refers to the goals, ambitions, and desire that individuals have for their educational pursuits (Wiley, 2017).

Educational aspirations encompasses their motivation, expectation, and commitment to achieving academic success and personal growth through education. (Gilakjani, 2011)

According to OECD, 2017 (Organization for economic Co-operation and development), educational aspirations are defined as “the level of education that individual aim to attain, and effort they are willing to put in to achieve it”

For the present study educational aspiration is operationally defined as a reflection of an individual educational expectation regarding their achievements which are influenced by number of factors including educational goals, academic motive, curiosity, resilience and self awareness.

#### **Higher Secondary School Students**

The higher secondary school students refer to those students studying 11<sup>th</sup> and 12<sup>th</sup> standard.

For the present study higher secondary school students means those students studying 11<sup>th</sup> or 12<sup>th</sup> standard in Malappuram district.

### **Scholarship Exams**

A scholarship exam typically refers to a standardized test or examination conducted by educational institutions, organizations, or governments to assess a student's academic abilities and potential and these exams are often used to award scholarships, grants, or financial aid to deserving students based on their performance in the test.

For the present study scholarship exams means school level competitive exams like LSS, USS, NMMS exams

### **Qualified and Non Qualified**

For the present study students presently studying in classes 11<sup>th</sup> and 12<sup>th</sup> and have qualified any of the scholarship exams are considered as qualified.

For the present study, students presently studying in classes 11<sup>th</sup> and 12<sup>th</sup> and have not qualified any of the scholarship exams are considered as non qualified.

## **Variables**

The present study is attempt to find out Educational aspirations of School level Scholarship exams Qualified and Non qualified higher secondary school students in Malappuram district. Therefore only one variable 'Educational Aspiration' involved in the study.

### **Categorical Variables**

- Gender, Streams of study, Type of management.

## **Objectives of the Study**

Objectives of the study are given below:

1. To find out the extent of educational aspirations of scholarship exam qualified higher secondary school students for total sample and relevant subgroup based on gender, management and streams of study.
2. To find out the extent of educational aspirations of scholarship exam non qualified higher secondary school students for total sample and relevant subgroup based on gender, type of Management and streams of study.
3. To find out whether there exist any significant mean difference on educational aspirations among scholarship exams qualified and non qualified higher secondary school students for total sample and relevant subgroup based on Gender, streams of study and type of management.
4. To find out whether there exist any significant mean difference on educational aspirations among scholarship exams qualified higher school students based on gender, streams of study and type of management
5. To find out whether there exist any significant mean difference on educational aspirations among scholarship exams non qualified higher secondary school based on gender, Streams of study and type of management

## **Hypotheses of the study**

1. There is no significant difference in the mean score of educational aspirations of scholarship exam qualified and non qualified higher secondary school students.
2. There is no significant difference in the mean score of educational aspirations of scholarship exam qualified male and non qualified male higher secondary school students.

3. There is no significant difference in the mean score of educational aspirations of scholarship exam qualified female and non qualified female higher secondary students.
4. There is no significant difference in the mean score of educational aspirations of scholarship exam qualified government and non qualified government higher secondary students.
5. There is no significant difference in the mean score of educational aspirations of scholarship exam qualified Aided and non qualified Aided higher secondary students.
6. There is no significant difference in the mean score of educational aspirations of scholarship exam qualified Un-Aided and non qualified Un- Aided higher secondary students
7. There is no significant difference in the mean score of educational aspirations of scholarship exam qualified science and non qualified science higher secondary students.
8. There is no significant difference in the mean score of educational aspirations of scholarship exam qualified humanities and non qualified humanities higher secondary students.
9. There is no significant difference in the mean score of educational aspirations of scholarship exam qualified Commerce and non qualified Commerce higher secondary students.
10. There is no significant difference in the mean score of educational aspirations of scholarship exams qualified higher secondary school students based on gender.

11. There is no significant difference in the mean score of educational aspirations of scholarship exams non qualified higher secondary school students based on type of management.
12. There is no significant difference in the mean score of educational aspirations of scholarship exams qualified higher secondary school students based on streams of study.
13. There is no significant difference in the mean score of educational aspirations of scholarship exams non qualified higher secondary school students based on gender
14. There is no significant difference in the mean score of educational aspirations of scholarship exams non qualified higher secondary school students based on type of management.
15. There is no significant difference in the mean score of educational aspirations of scholarship exams non qualified higher secondary school students based on streams of study

## **Methodology in Brief**

### **Method**

The purpose of the study is to investigate if there is any difference in the educational aspirations of school level scholarship exam qualified and non qualified higher secondary school students. Thus, survey method was used for the study to collect necessary information.

### **Sample**

The population considered for the present study is higher secondary school students in Malappuram district. The sample selected for the study was 900 higher

secondary school students of Tirurangadi, Malappuram, Tirur educational sub district of Malappuram district. In which 62 scholarship exam qualified students and 838 scholarship exam non qualified higher secondary school students are involved. Stratified random sampling was used giving due representation to strata such as gender, type of management and streams of study. For the purpose of comparing educational aspirations of qualified and non qualified students the number of non qualified ones was reduced using systematic sampling to 105 non qualified higher secondary students from 838 non qualified higher secondary school students. The study was carried out in 167 higher secondary school students. (62 qualified and 105 non qualified) of class 11<sup>th</sup> and 12<sup>th</sup> from a Tirurangadi, Malappuram and Tirur educational sub district of Malappuram district. Stratified random sampling technique was used by giving due representation to strata such as gender, type of management and streams of study

### **Tool used for the Data Collection**

1. Educational Aspirations Scale (Ashly & Irshana, 2023)

### **Statistical Techniques Used**

For the purpose of analyzing the collected data following statistical technique were used:

- Descriptive statistics
- Percentage analysis
- t-test (test the significant difference between mean of two groups)
- One way ANOVA (analysis of variance)

## **Scope of the Study**

The present study is intended to investigate comparing the educational aspirations of scholarship exam qualified and non qualified higher secondary school students. In order to collect data, appropriate and standard tool was employed. The investigator developed tool Scale of Educational Aspirations with help of supervising teacher. The sample selected for the study consisted of 900 higher secondary school students in Tirurangadi, Malappuram and Tirur sub district of Malappuram district. The data was collected by giving due representation to the gender, type of management and streams of study. Analysis and interpretation was carried out by following authentic statistical technique

The present study aimed to compare the educational aspirations of school level scholarship exam qualified and non qualified higher secondary school students in Malappuram district. When comparing the educational aspirations of students who have passed exams to those who haven't, it prompts us to question the effectiveness of placing excessive pressure on these exams. By highlighting this discrepancy, the study underscores the need for a re evaluation of current educational practices and policies. Specifically, it encourages a shift away from solely relying on exam results as the primary measure of academic success. Instead, educators, policymakers, and parents can use this information to advocate for a more balanced and holistic approach to education. This helps teachers and other educators to understand how these scholarship exam result influence the educational aspiration of students and their future.

### **Limitation of the Study**

- The study was conducted only on 900 higher secondary school students studying Tirurangadi, Tirur, Malappuram subdistrict of Malappuram educational district.
- The present study was limited to educational aspirations of qualified and non qualified higher secondary school based on gender, streams of study and type of management.
- Scholarship exams qualified students are smaller size compared to Scholarship exam non qualified students. so it was risk find significant mean difference in educational aspirations scholarship exams qualified students in subsample such as gender, streams, management and compare the educational aspirations of qualified and non qualified higher secondary students.
- Un comparable size of scholarship exam qualified and non qualified higher secondary school students.
- Less number of scholarship exam qualified students in management like un aided and stream like commerce, humanities

### **Organization of the Report**

The report of the study is presets in five chapters mainly introduction, review of the relative literature, methodology, analysis and interpretation and summary. The details of the organization of the report are described here

#### **Chapter 1**

This chapter of the report presents a brief introduction, need and significant of the study, statement of the problem, definition of key terms, variable selected for the

study, objective of the study, hypothesis of the study, a brief description of the methodology, scope and limitation of the study

## **Chapter 2**

This chapter deals with theoretical overview of the variable education aspiration and also it explains the review of related studies associated with the educational aspiration.

## **Chapter 3**

Methodology of the study is described in the chapter. It include description of the variables, objective of the study, hypothesis, tools employed for data collection, sample drawn, Data Collection procedure, and Statistical Techniques used for analyzing the data.

## **Chapter 4**

Details of the statistical analysis of the data along with the discussion and interpretation of the results are presented in this chapter.

## **Chapter 5**

This chapter provides summary of the study, along with the major findings of the study, educational implication of the study, and suggestions for further research area under consideration.

## Chapter 2

# REVIEW OF RELATED LITERATURE

- *Theoretical Overview of Variable*
- *Review of Related Studies*

## **REVIEW OF RELATED LITERATURE**

A research work is not meaningful without a thorough analysis of the related work. The research of related literature should be completed before proceeding with actual conduct of study. According to (Best& Khan, 2012) “Familiarity with the literature in any problem area help the students to discover what is already known, What others have attempt to find out, What method of attack have been promising and what problem remain to be solved”.

The present study is an attempt to understand the Educational aspirations of qualified and nonqualified higher secondary school students in scholarship exam at school level in Malappuram district. The first section deal with theoretical background of the variable and second section deals with various studies carried out by other researcher by using variable under the consideration.

Review of related literature done for the present study is described under the following section

### **Theoretical Overview of the Variable.**

- Theoretical Overview of Educational Aspiration
- Theoretical Overview of scholarship exam

### **Review of Related Literature**

- Studies on Educational Aspiration
- Studies on Scholarship/Scholarship Exams

## **Theoretical Overview of the Variable Educational Aspiration**

### **Concept of Level of Aspiration**

The concept of 'level of aspiration' was originally introduced by Tamra Dembo (1931), referring to the difficulty level of goals individuals strive for. It's an important psychological concept studied over the past five decades. Dembo, a student of Kurt Lewin, coined the term in English from the German "Anspruchsniveau," which denotes the expected level of performance.

Dembo's work was pioneering, while Hoppe (1930) conducted the first experimental study on level of aspiration. He explored factors influencing goal-setting behavior, highlighting that individuals vary in their aspiration levels. Realistic individuals base their goals on past experiences and abilities. Hoppe identified two opposing forces determining aspiration levels: ego forces set high goals despite potential failure, while pleasure principles seek success, thereby lowering aspiration (Sharma, 2002)

The, 'level of aspiration' means setting personal goals, which can be immediate or long-term, influenced heavily by motivational factors. Success in achieving goals influences future goal-setting. Factors influencing level of aspiration include subjective goal nature, tension release upon goal attainment, decision-making processes, and the impact of recent experiences.

Level of aspiration serves as an intrinsic motivational factor. In educational settings, students' expectations significantly impact their performance. Teachers play a crucial role in helping students set realistic goals—not too easy, yet attainable. Typically, individuals tend to set their aspiration levels slightly above previous achievements, adjusting them based on success or failure in subsequent attempts.

Ultimately, 'ideal goals' represent the highest aspiration, serving as long-term aspirations despite their current achievability. Achievement of goals provides satisfaction and aids in adapting harmoniously to one's environment.

### **Definition of Level of Aspiration**

Hoppe (1930) defined the level of aspiration (LOA) as a “person's expectations, goals or claims on his own future achievement in a given task”. On the basis of experimental analysis, Hoppe found that a given performance is accompanied by a feeling of failure if it goes above the level of aspiration and a given performance is accompanied by a feeling of success if it goes above the level of aspiration.

Frank (1935) "the term level of aspiration is defined as level of future performance in a familiar task which an individual, knowing his level of past performance in that task exactly undertakes to reach." "knowing his level of past performance in that task exactly undertakes to reach."

Boyd, (1952), "Level of aspiration means an individual ambitions in a dynamic situations, that is it an individual's goal or expectation in regard to the goodness of his own future Performance for a given task".( Joshi, 1963) pointed out that “level of aspiration individual strives positively towards the goal which is generally in keeping with his assets where as in wish fluffiest fantasies one is lost in them”.

Ali and Akhter (1973) have used the concept of level of aspiration as motivational construct to refer to the process of setting a goal by an individual in the activity to be performed. This depends on the individual's knowledge of past

performance in that particular task. Like other Psychological phenomena, motivational factor are important in directing individual behavior consciously and make him strive to perform certain types of activity in order to achieve a definite goal.

### **Theoretical Framework for Level of Aspiration.**

The theory of level of aspiration, initially introduced by Escalona in 1940 and further developed by Leon Festinger in 1942 as the Resultant Valence theory, offers a systematic explanation. Festinger's theory posits that an individual's feelings of success and fear of failure vary with the difficulty of goals set. This theory outlines four psychological conditions: (Talwar, 2006).

#### **The Valence of Success**

Festinger described it as the positive valence of future success. The theory state that it appears in a person when he sets his goals. It is very low at the very easy level and rises to a maximum at the difficult levels of performance.

#### **Valence of Failure**

Festinger described this condition as the negative valence of future failure. It appears to the individual when he sets his goals.

#### **Expectance of Success**

Festinger said that this condition is concerned with future performance of the individual. He added that it is the judgment of the individual as the time when he sets his goal to reach a given level of performance.

## **Expectance of Failure**

According to Festinger it is also known as the subjective probability of failure at the time of setting the goal. The nature of level of aspiration can be defined psychologically as the expectation of failure decreases as the expectation of success increases. This theory of level of aspiration emphasized that (a) importance of individual differences in motivation with achievement and failure, and (b) how aspirations can be explained in terms of differences of success and failure.

Herriot (1963) introduced another theory which incorporates comparison and normative functions. It suggests that an individual's aspiration level is influenced by self-assessment relative to others and the expectations perceived from significant others in relevant positions.

Lewin (1944) theory proposes that individuals balance between success and failure in achieving performance goals. It emphasizes the subjective probability of success or failure at various performance levels.

These theories highlight the significance of individual differences in motivation and the psychological factors influencing aspirations, such as the desire for success, fear of failure, and expectations of performance. They underscore how aspirations are shaped by comparisons with others and subjective assessments of success and failure probabilities. These theories contribute to understanding how individuals' aspirations impact both personal lives and community performance.

## **Determinants of Level of Aspiration**

In early childhood, a child primarily absorbs aspirations from their surroundings, as they are yet to fully understand their own abilities, interests, and

values. As they mature, personal factors gain importance, yet many aspirations and values continue to reflect their upbringing and environment.

### **Environmental Determinants**

#### ***(i) Parental Ambitions***

It influences the level of aspiration of the child. Parents always expect more from the first born. Therefore, the level of aspiration may be higher for the first born than that of those born earlier.

#### ***(ii) Social Expectations***

It is generally seen that society expects more from some people than others. It is assumed that one who is successful in a particular area may also be successful in other areas if he wishes.

#### ***(iii) Peer Pressure***

Friends influence the children in doing their work. If the friends encourage the child then he will develop a tendency of high goal setting.

#### ***(iv) Culture***

Culture plays an important role in setting the goal. Rich cultural background helps a child in fulfilling high expectations.

#### ***(v) Social Value***

Social values help in setting goals. Social rewards and prestige also help in reinforcement.

#### ***(vi) Competition***

Competition with the peers in the hope of showing better than the other is also an important factor of level of aspiration.

***(vii) Group Cohesiveness***

It is also a determinant of goal setting. The individual can do better and sets high goal when he is acting in a group.

**Personal Determinants**

***i) Wishes***

Wishes influence the level of aspiration. If the individual has high achievement motivation, the level of aspiration will be higher and thus wishes influence the level of aspiration.

***ii) Personality***

Personality is also considered as a determinant of level of aspiration. Personality characteristics determine the strength of aspiration.

***iii) Past Experience***

The previous experience of success strengthens aspiration level of an individual whereas failure may weaken it.

***iv) Values and Interest***

Values and interest are also important determinants of level of aspiration.

***v) Sex***

It is found that generally boys have higher aspiration than girls because of different interests, goals and expectations of the family and society.

***vi) Socio-economic Background***

It is generally found that upper and middle groups of society have higher degree of level of aspiration than the lower group.

**vii) Racial Background**

The aspirations of minority groups are higher than the aspirations of majority group. It is just a compensation of the minority groups (Rastogi, 2012)

**Educational Aspiration**

Educational aspiration is a psychological concept reflecting an individual's motivation towards academic pursuits. According to Hanson, it encompasses one's early beliefs about their academic capabilities and the highest level of education they aim to achieve, which strongly correlates with academic success. This aspiration acts as a benchmark for self-esteem and guides an individual's educational experiences (Drever, 1952). Essentially, it represents the educational goals a person sets for themselves, particularly beyond high school (Bisrell, 1977).

In educational and career development literature, educational aspirations are considered crucial as they mark the initial step towards career choices (Berkner & Chavez, 1997). They develop early in a student's academic journey and significantly impact their utilization of educational opportunities; high aspirations lead to greater educational advantages, while lower aspirations limit these opportunities. Educational aspirations influence learning outcomes and are vital for evaluating educational success (Drever, 1952).

Beyond personal development, educational aspirations also carry social significance, influencing choices from professions like medicine and engineering to various trades. Several factors shape these aspirations, including personal intentions, attitudes, academic performance, parental expectations, background, and peer influence (Byrne, 2014).

## **Factors Affecting Educational Aspiration**

Garg et al. (2002) identified the following three factors which influence the development of Educational Aspiration of an individual:

- a) Background Factor,
- b) Personal Factors and
- c) Environmental Factors.

### ***Background Factors***

Comprised of social and demographic attributes such as age, gender, socio-economic status and family structure.

### ***Personal Factor***

Personal factor is psychological in nature and is composed of an individual's personal attitude towards education, school and work.

### ***Environmental Factors***

Includes aspects of social support as parental involvement, affecting the individual.

Level of Educational Aspiration is defined as a psychological construct which reflects a cognitive type of motivation of the individual. The aspiration level of an individual is an important motivating factor. It is a crucial aspect of individual's intrinsic motivation, since it determines individual efforts towards attaining goals.

### **Definitions of Educational Aspiration**

According to Sirin et al. (2004) are of the view that aspirations are the future dreams of an individual towards his education and vocation. Likewise for Hurlock (1973) it is the involvement of a strong wish or ego of an individual towards the goal.

Educational aspiration scale and his description of educational aspiration, has considered educational aspiration as a concept referring orientation towards educational goal, spaced in continuum of difficulty and social prestige and arranged in educational hierarchy (Gupta, 2009)

According to Beal and Crockett (2010) educational aspiration of a person depends upon his thinking ability to attain the goals of education. In comparison with expectations, they conclude that expectations are influenced by external factors such as family or society whereas aspiration is aroused within the person for the attainment of goal. Hence aspiration is more important as compared to expectations in one's life.

According to Furlong and Cartmel (1995) educational aspiration is not only the first impression of one's ability but it is also the expectation of oneself towards educational achievement that one wants to achieve.

Arbona (2000) is of the view that educational aspiration is developed in student's life very early during his academic career, and generally influences his academic goals till their achievement.

Hence it is seen that educational aspiration at early stage guides the student to choose the right path and helps him to avoid wastage of time and energy. Those students who have high level of educational aspiration are likely to utilize more and more educational opportunities that lead them to achieve success in their academic career. Like-wise the students who possess low educational aspiration fail to utilize educational 16 opportunities and hence lag behind in educational career. In this way educational aspiration has a high influence on the academic career of a student.

## **Theoretical Overview of Scholarship Exam**

### **Scholarship Exams**

Scholarship exams play a pivotal role in the educational landscape of Kerala, offering crucial opportunities for students to excel academically and receive financial support. Among the most prominent are the Lower Secondary Scholarship (LSS), Upper Secondary Scholarship (USS), and National Means-cum-Merit Scholarship (NMMS), which cater specifically to students following the Kerala state syllabus. These exams not only identify and reward academic talent but also motivate students to achieve their full potential in their educational journey. This research seeks to explore the impact and effectiveness of these scholarship programs in promoting educational equity and excellence in Kerala.

### **1. LSS (Lower Secondary Exam)**

#### **Eligibility to Write LSS Exam**

- Students who are studying in the 4th standard that year in government aided and unaided public schools in Kerala and have got 'A' grade in the subject of Malayalam, English, Mathematics, and Environment Studies in the second time examination are eligible to write this examination.
- Students who are only 'B' grade any one of the above subjects can appear for the examination if they have obtained a grade first position in any subject in the sub district level Art Work Experience maths Social Science festival.

#### **Syllabus and Nature of Examination**

- LSS exam will have questions considering the learning achievements, understandings, abilities and attitudes to be achieved by the child up to the 4<sup>th</sup> standard.

- Exam syllabus covers all unit of 4<sup>th</sup> standard of that year.
- There will be questions to be answered in detail and questions to be answered in single words or in sentences and multiple choice questions
- The questions are to be answered using thinking skills at the following levels and are focused on higher abilities.
  - Accumulation of knowledge
  - Application of knowledge
  - Analytics
  - Assessment / Position Acceptance
  - Creativity

### **Structure of Exam**

There are two papers in LSS examination and duration each paper of the exam is one and half hours.

#### **Paper 1**

Part (A) : First language (Malayalam/English/thamizh)-20 marks

Part (B) : English -10 marks

Part (C) : General knowledge-10 marks

Total=40

#### **Paper 2**

Part (A) : environmental studies-20 marks

Part(B) : mathematics -20 marks

### **Eligibility for Scholarship**

1. Those who score 60% or above in both papers will be eligible for the scholarship
2. If none of the children belonging to the SC, ST OBC, OEC category in the sub-district gets the specified score then each child who has scored the highest score in this category will be considered for the scholarship. They should have scored at least 50%.

### **USS Exam (Upper secondary exam)**

#### **Eligibility of the Exam**

Students who are studying in the 7<sup>th</sup> standard that year in government aided and unaided public schools in Kerala are eligible for writing USS exam.

The selection of students for this exam based on mark in the second terminal exam .It has two criteria

1. 'A' grade in every subject (Language subject & Science subject)
2. 'A' grade in two paper & 'B' grade in one paper of the language paper & science subject (It only for those who have obtained a grade first position in any subject in the sub district level Art Work Experience, maths, Social Science festival)

#### **Syllabus and Nature of Examination**

- Uss exam syllabus covers all the unit of seventh standard of that year.
- LSS exam will have questions considering the learning achievements, understandings, abilities and attitudes to be achieved by the child up to the 7<sup>th</sup> standard.

- Multiple choice questions are used for to maintain objectivity and reliability of exam.
- The questions are to be answered using thinking skills at the following levels and are focused on higher abilities.
  - Accumulation of knowledge
  - Application of knowledge
  - Analytics
  - Assessment / Position Acceptance
  - Creativity

### **Structure of Exam**

There are two papers in USS examination and duration each paper of the exam is one and half hours.

#### **Paper 1**

- Part(A): First language(Malayalam/English/thamizh)-15 marks
- Part(B): English -15 marks
- Part(C): General knowledge-20 marks

Total 50

#### **Paper 2**

- Part(A): Environmental studies-20 marks
- Part(B): Basic science:20 marks
- Part(c) : Social science:20 marks

Total 50

### **Eligibility for Scholarship**

1. Those who score 60% or above in both papers will be eligible for the scholarship  
(Pareeksha Bhavan Govt of Kerala,2023)

### **National Means Cum Merit Scholarship Examination (NMMSE)**

The National Mans cum merit scholarship scheme is central government sponsored scheme. This is aiming at providing financial assistance to meritorious students belongs to economically weaker sections to arrest their drop out at class 8 and encourage them to continue studies at the secondary stage.

The scholarship amount of Rs.12000/ per annum is provide so that they could continue their secondary education in government or aided schools under Government or Aided schools under government of Kerala other than special or residential schools.

### **Eligibility Criteria to Appear NMMSS Selection Examination.**

- Students whose parental income is not more than Rs.350000- per annum.
- The Student should be studying as regular school under government of Kerala. The students studying in residential schools under state government are ineligible.
- Applicant should be pass 7<sup>th</sup> standard with 55% marks (For SC/ST marks should be 50%) in last term exam.

The state level examination consist of the following two tests,

1. Mental Ability Test (MAT)
2. Scholastic Ability Test (SAT).

The students must pass NMMSs examination with an aggregate of scholastic aptitude test (SAT) and mental ability test (MAT) to be taken together at minimum of 40 % (32% for SC/ST students) (Pareeksha Bhavan, Govt. of Kerala, 2023).

### **Review of Related Literature**

Under this section the researcher reviewed the recent studies related to Educational Aspiration and Scholarship/Scholarship exam. Here we discussed various research studies related with different dimensions of Educational Aspiration and some research studies with scholarship/Scholarship Exams

#### **Studies on Educational Aspiration**

In this section studies related with Educational Aspiration presented in chronological order.

Nath and Kumar (2024) investigate the educational aspirations among scheduled caste secondary school students. A total of 760 students from classes 9 and 10 in government schools were randomly selected as the representative sample. Data collection utilized the Educational Aspiration Scale developed by Khan (2019). The data analysis involved descriptive statistics and a T-test. The results indicated that a majority of scheduled caste secondary school students have average realistic levels of educational aspiration. Additionally, the study found no significant difference between male and female scheduled caste students in their educational aspiration levels.

Magaji (2023) conducted study to examine the relationship among school type, self-esteem, career aspiration and academic achievement in Mathematics of public senior secondary schools students in Adamawa state, Nigeria. The study addressed

seven research questions and tested eight null hypotheses within a survey research design. It focused on a population of 31,984 SS II students from 301 secondary schools in Adamawa state, sampling 641 SS II students, including 364 from mixed schools and 277 from single schools. Data collection instruments comprised validated scales for self-esteem, career aspirations, and a mathematics assessment test, with reliability coefficients of 0.78, 0.85, and 0.80 respectively. Analysis involved percentage, mean, and standard deviation for research questions and Simple Linear and Multiple Linear Regression for null hypotheses. Findings indicated no significant relationship between school type and academic achievement in Mathematics in senior public secondary schools. However, significant relationships were found between students' self-esteem, career aspirations, and academic achievement in mathematics. Additionally, gender, self-esteem, and career aspirations collectively influenced academic achievement. Consequently, enhancing self-esteem, parental involvement, teacher participation, and counseling services were recommended to support students in achieving academic success in Mathematics.

Rani and Sharma (2023) compared the educational aspirations of orphaned students and those living with their parents. A random sample of 80 students, comprising 40 from orphanages and 40 from normal family environments, participated. Khan's Level of Educational Aspiration Test was employed to gather data. The findings indicated a noteworthy distinction in educational aspirations between orphaned and normal students, with those from normal family backgrounds demonstrating higher aspirations compared to orphaned students.

Kumar (2022) conducted a study to examine the role of self efficacy and educational aspiration enhancing the academic achievement of higher secondary

school students. Sample of the study consist of 400 , 10<sup>th</sup> class students studying higher secondary school affiliated by CBSE Delhi of Saharanpur district. Simple random sampling technique was used to select sample. Descriptive survey method was used for the study .Result of the study point out that self efficacy and educational aspiration of the higher secondary students are positively correlated with academic achievement.

Torres et al. (2022).conducted a study to investigate the relationship between mathematical performance, academic well being, educational aspiration of junior high school students. This study delved into the academic well-being of students concerning their math self-concept, schoolwork engagement, and burnout in relation to their educational aspirations in mathematics. It explored the interconnections between students' mathematical performance, educational goals, and academic well-being. Employing a descriptive-correlational study design, the research focused on the grade 10 student population from Lawa Integrated School, with 161 students randomly sampled (86 males and 75 females). Data were collected through a survey questionnaire assessing academic well-being, educational aspirations, and mathematics achievement. Statistical analyses, including mean, standard deviation, frequency, percentage, mean percentage scores, Pearson product-moment, and Spearman rank order correlations, were employed to scrutinize the data. The results unveiled a robust and statistically significant association between students' academic success and arithmetic proficiency. Furthermore, a small yet statistically significant correlation emerged between academic well-being and educational aspirations, while a modest but statistically significant correlation was observed between academic achievement in mathematics and aspirations for further education.

Mohanta (2021) conducted a study to investigate impact of educational aspiration of tribal students on their academic achievement. The sample of the study was selected through a simple random sampling technique. The sample comprised of 180 secondary school tribal students of Mayurbhanj district of Odisha. The result of the study revealed that there exist significant positive relationship between educational aspiration and academic achievement among secondary school tribal students. Educational aspiration has a significant impact on the academic achievement of tribal secondary school students.

Kedar and Vardhan (2021) conducted a study was to understand if self concept has impact on level of educational aspirations of adolescents. The study was conducted on government and private schools of India. 300 adolescents in the age group between 13-18 were selected. Random sampling technique was used .Out of total 300,150 students were selected from government school and 150 from private school.150 was further divide into 75 boys and 75 girls. Self concept questionnaire and educational aspiration test were used to carried out the study. The major finding of the study was that the self-concept of adolescents had an effect on their level of educational aspiration. Other findings showed that there was only a slight difference in the self concept and level of educational aspiration between adolescents studying in Government schools and those studying in Private schools. It also showed that mostly, girls have a better self-concept and level of educational aspiration than the boys. The study proved that there is no association between self concept and level of aspiration among adolescents in the age group 13-18.

Mathai (2021) conducted study on academic aspiration of secondary school students in Kerala. The realm of academic aspirations warrants further exploration to

better understand its relationship with students' objectives. A recent investigation involving 360 secondary school students in Kerala found notable correlations between academic aspirations and variables such as gender, locality, and school management type. Interestingly, no discernible disparities in academic aspirations were observed across genders, school management types, or localities. The study underscores the significance of academic aspirations in shaping students' overall life trajectories.

Muneer and Saleem (2020) conducted a study on career aspiration of tribal residential students in Kerala. In this research, an investigation was undertaken to examine the career aspirations of students attending tribal residential schools in Kerala. The primary aims were to assess the extent of these aspirations and to analyze how gender and the type of school attended influenced them. The study involved 344 participants from different types of schools: 130 from regular residential schools (MRS), 130 from ashram schools, and 84 from Eklavya Model Residential Schools (EMRS). Data was gathered using a combination of a self-developed and standardized Career Aspiration Scale (CAS). The findings revealed that tribal residential school students generally exhibited an above-average level of career aspiration. Additionally, the analysis highlighted significant variations in career aspirations based on gender and the type of school attended.

Bonia and Moran (2020) conducted study on study habit and educational aspiration of the class X students of Jorhat district, Assam. The current study employed a descriptive survey method, focusing on class X students from various schools in Jorhat district during the academic year 2019. A sample of 15 schools was selected using simple random sampling techniques. The research utilized the Study

Habit Scale by Rani and Jaidkawas, as well as the Educational Aspiration Scale by V.P. Sharma and A. Gupta. Results indicated that there was no notable distinction between study habits and educational aspirations among the students. Moreover, a strong negative correlation emerged between study habits and educational aspirations, suggesting that students with poorer study habits tended to have higher educational aspirations, and vice versa.

Changkakoti and Baishya (2020) conducted a study on “Level of aspiration of higher secondary students in relation to their achievement motivation- An empirical study”. The aim of the study was to assess the level of aspiration and achievement motivation of higher secondary students, compare with to their gender, and establish a relationship between level of aspiration achievement motivation. The study employed descriptive survey method on a sample of 1680 higher secondary school students of Kamrup Metro by using stratified random sampling method. The tools (i) Level of Aspiration measure (Developed by Bharagava & Shah) and (ii) Achievement Motive Test (Developed by Bharagava) were used for data collection. The study found that most of the students possesses an average level of aspiration and achievement motivation. Level of aspiration of boys was found higher than that of girls and the achievement motivation of girls was found higher than that of boys. The study also found no significant relationship between the achievement and level of aspiration of the students.

Rama (2019). Conducted a study to determine whether academic achievement higher secondary student the effect of socio economic status on level of educational aspiration and academic achievement of higher secondary students in Dehradun of Uttarakhand. Descriptive survey method was used by the researcher for the

investigation. In the present study population comprises of the regular students studying in the grade 11<sup>th</sup> and 12<sup>th</sup> of government and private higher secondary school students. sample of the study consist of 1000 higher secondary students. Multistage sampling method was used due to different stage as type of school, locality, gender, stream .In relation to gender the result of the study point out that male and female do not differ in their economic status at higher secondary level and Educational aspirations of female students were higher than male students and academic achievement of the female students was higher than male students at hss level. In relation to locality the present study point out that urban and rural students do not differ in their socio economic status in hss level, But educational aspirations of students from urban locality are more aware of their potentials, abilities and capacities and students from rural locality are low achiever compared to the students from urban localities. In relation to type of school, private school students were socio economically stronger than government school students, educational aspirations of private school students higher than government school students and academic achievement of private school students higher than their counterpart. In relation to stream SES of science students were stronger than the arts students and educational aspiration of science students is much more than arts students and academic achievement of science students is higher than arts students. The study also stress the effect of SES on educational aspiration and effect of SES on academic achievement and the result indicate that SES positively correlated with educational aspiration and academic achievement.

Prajapati and Desai (2019) conducted study to understand the role of gender and medium in educational aspirations of school students. A total sample of 200 students was selected by purposive sampling technique from students of different

schools of Ahmadabad city. The sample was equally selected from boys and girls from both the medium. (Gujarati and English). The result shows that is no significant difference found in Educational Aspiration due to gender. Significant difference found in Educational Aspiration due to medium in school students. Gujarati medium students are having higher Educational Aspiration than English medium students.

Dar (2019) conducted study to examine the influence of Academic streams on Career aspirations of Adolescents. The study conducted a descriptive survey involving 600 adolescent participants from higher secondary schools and colleges in three districts of Kashmir Division (Anantnag, Srinagar, and Kulgam), utilizing a stratified random sampling approach. Data collection employed the Career Aspiration Scale developed by O'Brien (2012). Statistical analysis methods included Percentage calculation, one-way ANOVA, and Tukey's post hoc test. The findings indicated that 17.83% of respondents displayed low career aspirations, 58.33% had moderate aspirations, and 23.84% exhibited high aspirations. Significant variations were observed in career aspirations, including achievement aspiration, educational aspiration, and overall career aspirations, across different academic streams among adolescents. However, no significant differences were identified in leadership aspiration among respondents based on their academic streams.

Dobewall et al. (2019) conducted a study to examine the relationship between health and educational aspiration. The health selection hypothesis posits that poor health during adolescence may hinder students from making optimal educational decisions, potentially impacting their educational aspirations. To investigate this, we conducted a study on a cohort of students ( $n = 5,614$ ) in the Helsinki Metropolitan Region, tracking them from 7<sup>th</sup> to 9<sup>th</sup> grade, a critical period in Finland where

students choose between academic and vocational tracks. We collected data on various health factors (such as the Strengths and Difficulties Questionnaire, self-rated health, daily health complaints, long-term illness, and prescribed medication) and socio demographic backgrounds through surveys. Additionally, we obtained information on students' educational aspirations and academic achievements from official records. Using multilevel multinomial logistic regression analyses, we observed associations between health factors and educational aspirations, even after accounting for socio demographic background and academic performance. Healthier adolescents tended to aspire towards the academic track, while those with poorer health leaned towards the vocational track. Furthermore, there were consistent links between educational aspirations and changes in health status from 7<sup>th</sup> to 9<sup>th</sup> grade. These findings underscore the role of health in shaping educational trajectories early in adolescence, supporting the notion of health-related selection contributing to socioeconomic health disparities. Further research is warranted to identify effective interventions to support students with health challenges in realizing their educational potential.

Chawla (2018) conducted a study on the relationship between educational aspiration of students in relation to their academic achievement. The study was conducted at Panipat city. The senior secondary school students on the Panipat constitute the population for the purpose of the present study. The sample of the study consists of 200 students from two government and private school. In the present study stratified and simple random sampling has been used to select sample. The study revealed that there is no significant difference in educational aspiration of government and public school and educational aspiration of gender. But there is

moderate degree positive correlation between educational aspiration and academic score of secondary school students.

Kaur and Aman, (2018) conducted a study to investigate educational aspirations of adolescent students in relation to parenting behavior style. The present study was conducted at 300 students of plus one class selected randomly from the secondary school of jaladhar district .educational aspiration and parenting behavior scale was administered on the selected sample and 2x4 ANOVA was employed The result revealed that significant difference was observed in educational aspiration of secondary school students in relation to their different parenting style.

Hooda and Devi (2018) conducted a study to examine the role of educational aspiration to enhance the mathematical achievement of secondary school students. The study employed a descriptive survey approach, selecting a sample of 400 students through a multi-stage random sampling method. Data collection involved the use of the Educational Aspiration Scale developed by Kumar (2012) and the Mathematics Achievement Test by Singh and Jaidka (2015). Statistical analysis was conducted using a Two-Way ANOVA with a 3×2 factorial design, while Levine's Test of Homogeneity of Variance was employed to verify the assumption of variance homogeneity for the ANOVA. Results indicated a significant impact of both educational aspiration and gender on the mathematics achievement of secondary school students. However, no notable interaction effect between educational aspiration and gender school was observed.

Roy and Kumar (2018) conducted a study on “Aspirations of scheduled caste children and parent's expectations in educational development: A study from Indian perspective. The aim of the study was to study the educational aspirations with

respect to their socio-economic status and educational status of the Scheduled Caste background and determine the factors influencing their educational aspirations. The results of the study showed that after 10th and 12th, most of the students had not yet determined what they intended to do. It also indicated that the pressure was higher on Review of Related Literature 71 boys than on girls. Most of the male participants were preparing to enter their stream into the local college located nearby for the desired course. In comparison, the aspirations of girls were not beyond the teacher and nurse. The main factor found that the lack of proper guidance from parents. The results of the study also revealed that the parents did not discuss with the student for their further planning for study.

Bashir and Kaur (2017) conducted a study on examine the interrelationship of educational aspiration and school environment based on locality. The study was conducted on sample of 400 students studying in secondary school of Kashmir division .descriptive survey method of research is used .Both rural and urban students were selected as sample with equal distribution of 200 rural students and 200 urban students using simple random sampling method. The result show that there exist no significant difference between rural and urban school students with in their educational aspiration, there exist significant difference between rural and urban school student in their school environment and a positive relationship between educational aspirations of secondary school students with school environment.

Gupta and Basher, (2017) examined the influence of school environment and parental encouragement in educational aspiration of secondary school student .The methodology adopts a descriptive survey study,400 students from two district of Kashmir division of India. Both urban and rural students were selected as a sample

with equal distribution of 200 urban and 200 rural students. The sample of 200 urban students were further divided into 100 female and 100 male, same as rural students by using stratified random sampling technique .The study show that there exist significant positive relationship of parental encouragement and school environment with educational aspiration.

Gopal and Aruna (2017) conducted a comparative study on Social Adjustment and Educational Aspiration among Migrant and Non Migrant Children in Kerala. The research utilized a survey approach, selecting 200 upper primary non-migrant school students through random sampling and 70 upper primary migrant school students through purposive sampling. The researchers employed Social Adjustment Scale and Educational Aspiration Scale as assessment tools. Statistical methods such as Percentage analysis and mean difference analysis were applied. Results indicated a noteworthy distinction in social adjustment and educational aspirations between migrant and non-migrant children in Kerala.

Safari et al. (2016). Conducted a study to predict the academic aspiration based on spiritual intelligence and tenacity in the students of Birjand University of Medical Science. In a correlational cross-sectional study conducted during the 2015-16 academic year, 165 students from Birjand University of Medical Sciences were examined. Participants were chosen using the Morgan table and a stratified random sampling approach. The study utilized scales to measure spiritual intelligence, Ahvaz psychological tenacity, and academic enthusiasm. Data analysis was performed using SPSS 22 software, employing Pearson correlation coefficient, synchronous regression, and independent T-test methods. The findings revealed significant positive correlations between academic enthusiasm and both spiritual intelligence

( $r=0.10$ ) and psychological tenacity ( $r=0.21$ ;  $p<0.01$ ). Approximately 16% of the variance in academic enthusiasm was jointly explained by spiritual intelligence and psychological tenacity. Among the elements of spiritual intelligence, only existential critical thinking and transcendental consciousness were found to predict academic enthusiasm. Consequently, it can be inferred that academic enthusiasm is predictable based on individuals' spiritual intelligence and psychological tenacity.

Jan (2016) revealed that there is a significant difference between children of working and non-working on composite score of working and non working mothers are high in level of aspiration towards their children as compared to children of working mother.

Uka (2015) investigate the role of parents and adolescents characteristics in students educational and occupational aspiration. The objective of this study examine whether there are gender difference on students educational and occupational aspiration as well as parents and young's characteristics predicted students educational and occupational aspiration during their high school studies. The survey method was used .The sample consist of 64 male and 96 female students studying private and public high school in Tirana and Elbasan cities of Albania. The result showed that male were not significantly differ from female on educational and occupational aspiration and combination of variables gender, age, parents educational level and parents occupational level did not significantly contribute to the prediction of students educational and occupational aspiration. Among all variables only parental educational level significantly contributes to the prediction.

Bania et al. (2015) conducted a study to investigate the influence of mental health, psychosocial factors, and educational skills on educational aspirations among

multiethnic adolescents in an Arctic socio cultural context. The Norwegian Arctic Adolescent Health Study, conducted from 2003 to 2005, was a cross-sectional survey conducted in schools. Out of 5877 tenth graders aged 15 to 16, 4881 participated (a response rate of 83%), with 50.1% being female and 10% indigenous Sámi. Academic performance, indicated by higher grades, was linked to higher aspirations, while lower grades correlated with lower aspirations. Peer support and parental involvement influenced aspirations, regardless of whether they were high or low. Adolescents with fewer hyperactivity and attention issues tended to have higher aspirations, while those with emotional problems leaned towards intermediate aspirations. Males and Sámi adolescents tended to have lower aspirations, especially in remote northern areas. The study reinforced earlier findings that academic skills significantly impact educational aspirations, but it highlighted the importance of addressing mental health and social, familial, and residential factors to support adolescents' aspirations. Negative peer influences regarding pursuing higher education should be tackled by both families and schools. Gender, ethnicity, and religious background had minimal effects on students' educational aspirations in this study. Negative peer influences regarding pursuing higher education should be tackled by both families and schools. Gender, ethnicity, and religious background had minimal effects on students' educational aspirations in this study.

Khatab (2015) conducted a study on "Students' aspirations, expectations and school achievement: what really matters?." This research aimed to explore how various combinations of aspirations, expectations, and school performance can affect the future educational behavior of students (applying to university at the age of 17-18) by using the Longitudinal Study of Young People in England (LSYPE). The research indicates that students have better school performance with either high aspirations or high expectations than those with both low aspirations and low

expectations. In addition, the most significant indicator of potential educational behavior among students is complete alignment between high aspirations, high expectations, and high achievement. The study also indicated that low expectations do not adversely influence the future behavior of students as they have high aspirations accompanied by high school achievement. In addition, in support of white students at GCSE level, the study found significant ethnic differences, but these differences are reversed in relation to applying to university at the age of 17-18

Nyaga (2014) conducted a study to investigate the effect of examination oriented teaching on academic aspiration among secondary school students in Imenti South District of Kenya. The research utilized a descriptive survey design targeting a population of 14,847 participants, including teachers, students, and Assistant Education Officers in Imenti South District. Both stratified random sampling and purposive sampling methods were utilized to select the sample. Data collection involved the administration of three sets of questionnaires, and their reliability was assessed using Cronbach's Alpha Coefficient via SPSS version 17.0. The study revealed that an examination-oriented teaching approach has a detrimental impact on the academic aspirations of secondary school students. Consequently, the findings and recommendations are expected to serve as valuable guidance for various aspects of educational planning, development, administration, implementation, and evaluation, aiming to enhance the comprehensive educational experience of secondary school students in Imenti South District, Kenya.

Ariza et al. (2014) conducted a study to identify Gender roles and stereotypes may impact the perceptions and future expectations of teachers-in-training at the University of Córdoba, influencing their views on academic and professional spheres. The research sample consisted of students from the Social Education Degree and the Masters in Inclusive Education, along with teaching staff from various educational

levels at the University of Córdoba. A total of 157 students participated in the questionnaire administration. The collected data underwent descriptive analysis, comparative means assessment, correlation and regression analysis, examination of internal consistency, and exploration of factorial structure via both exploratory and confirmatory factor analysis techniques. The findings reveal several findings, including a preference for training-focused professional aspirations over leadership roles, a higher apprehension of negative evaluation among women compared to men, and a significant association between perceptions of gender roles in the workplace and individual aspirations and educational/professional expectations.

Mishra (2013) conducted a study to Investigate the role of scientific attitude to determine educational aspiration. The study aimed to investigate the science attitude and educational aspirations of senior secondary school students, particularly concerning gender differences. Employing a descriptive research approach of an ex-post-facto nature and a co-relational study design, the research examined a representative sample of 100 class XII students randomly selected from six senior secondary schools in Gangtok, Sikkim. The tools utilized in the study included the Science Attitude Scale developed by Grewal in 1990 and the Mazumdar Educational Aspiration Inventory from 2004. Results indicated no significant disparity in science attitude and educational aspiration based on gender. However, the study revealed a positive, albeit weak, correlation between science attitude and educational aspiration levels.

Bakar and Mohammed (2004) conducted a study to assess the academic performance, educational and occupational aspirations of students from technical secondary schools. The study involved 243 students, revealing that students in technical secondary schools hold lofty educational ambitions, with most aiming to pursue at least a Bachelor's degree. Specifically, 76% intend to pursue technical courses, predominantly in engineering. While roughly 60% exhibit average general

academic proficiency and 50% demonstrate average aptitude in mathematics and sciences, no notable correlations were found between academic performance and educational or occupational aspirations. The majority of students express confidence in securing further education and pursuing their desired fields and careers. Students possess moderate understanding of their desired fields of study and future career paths.

Meister (2001) conducted a study to examine influences of Educational Aspirations and Romantic Relationships on Adolescent Women's Vocational Interests. A study tracked 92 high school students attending a private all-girls school from their freshman to senior year. Surprisingly, as time passed, all students showed a stronger preference for careers traditionally associated with women. However, those with lower educational ambitions who were more involved in dating had less diverse interests and lower overall interest levels by their senior year compared to their peers. As anticipated, students with higher educational goals showed more dedication to career over family roles, while those with lower aspirations showed similar commitment to both work and family roles.

### **Studies on Scholarship /Scholarship Exams**

In this section studies related with few studies related with Scholarship Exams/Scholarship are presented in chronological order.

Anuradha and Ralte (2024) conducted a study on impact of scholarship on students-with special reference to Mizoram students. The sample for this study consists of students across diverse demographics and geographic locations in Mizoram and the general awareness on Scholarships among the respondents. A total of 101 Questionnaires were distributed and were subjected to statistical analysis. Data had been systematically analyzed through Statistical Package for the Social Sciences

(SPSS). Based on a study involving 101 respondents from diverse demographic backgrounds including age, gender, educational qualifications, and field of study, the alternative hypothesis of the research has been supported. The findings reveal that a majority of respondents, accounting for 51.5%, identified as female. Additionally, a substantial 83.2% of respondents belonged to the age group of 18-23 years. The largest cohort of participants, comprising 38.6%, came from the Commerce field. Furthermore, significant disparities were noted in awareness levels of student scholarships among respondents. Gender was found to influence financial attitudes significantly, and there were notable variations in financial challenges based on respondents' educational qualifications. These findings underscore the varied demographic influences within the study, contributing to the acceptance of the alternative hypothesis. So scholarship indeed have a significant impact on students financial attitude and awareness.

Keembiyahetti (2023) conducted a study to investigate whether the Grade Five Scholarship Examination (G5) in Sri Lanka has a beneficial impact on students' secondary education using the framework of an educational production function. Longitudinal data collected from a stratified random sample of 380 students in the Southern Province of Sri Lanka at two different points in time revealed that performance in the G5 examination significantly contributes to students' performance in secondary education. Specifically, the study found that each additional score of one mark (out of 200) achieved in the G5 examination correlates with an increase of 0.112 in the performance index of the G.C.E. O/L examinations at the secondary level, with statistical significance at the 1% level. This suggests that an improvement of ten marks in the G5 examination could potentially elevate the grade of one subject in the G.C.E. O/L results from a B-pass to an A-pass. These findings imply that the academic

foundation laid in primary education translates into better academic outcomes in secondary education. As a result, the study recommends maintaining the Grade Five Scholarship Examination despite its evolving objectives, as it serves as a motivational factor that enhances students' academic achievements at the secondary school level.

Indrakumar (2021) conducted a mixed research on examine the socio economic impact of scholarship schemes on students with disability. Quantitative and qualitative analyses were conducted to evaluate the scheme. A nationwide primary survey was undertaken using a structured questionnaire to gather both types of information across various scholarship programs. The survey included direct interviews with beneficiaries and covered approximately three percent of total beneficiaries over the years 2016-17, 2017-18, and 2019-20. Besides beneficiaries, the study also involved collecting data from implementing agencies and other stakeholders associated with the scheme. The scholarship schemes aimed at persons with disabilities (SwDs) encompassed six sub-components: Pre-Metric Scholarship Scheme, Post-Matric Scholarship Scheme, Top Class Education Scheme, National Fellowship Scheme, and National Overseas Scholarship Scheme. These scholarship schemes cover more than 43,000 new SwDs across different levels of education in the country in addition to the renewal of the existing/current students. It was found that the scholarship scheme has contributed immensely to the welfare of the PwDs.

Waskito and Azizah (2023) conducted a study on the effect of granting students scholarship on the learning motivation of the students of economics faculty of Yogyakarta state university in 2012. The research aimed to investigate the impact of scholarships on the learning motivation of students from the Economics Faculty at Yogyakarta State University in 2012. It employed a quantitative approach, distributing

questionnaires to students who received scholarships within the faculty. The sample included 32 respondents who received the Bidik Misi scholarship, 1 with the Supersemar scholarship, 21 with the PPA scholarship, 21 with the BBM scholarship, 1 with the BI scholarship, and 1 with the BNI scholarship. The findings indicated that scholarships influenced students' learning motivation by 7.4%, with the remaining 92.6% being influenced by other factors not explored in the study. The significance level for students receiving the Bidik Misi scholarship was 0.000, indicating a significant difference compared to other scholarship recipients. This suggests variations in learning motivation between Bidik Misi scholarship holders and those awarded different scholarships.

### **Conclusion**

In this chapter, a review of relevant studies have been studied to understand what is already known in the field of educational aspiration. The research reviews of related literature have been shown that research scope of this variable educational aspiration is very wide. It is evident that most of the research studies in educational aspiration has been outside of the India and inside in India and very few studies are seen inside Kerala. The review of related literature revealed that gender, socio economic status, study habit, parental environment, home environment, Self efficacy, romantic relationship.... etc like several variable can influence educational aspiration. . An intense search of related studies magnified that there is lack of studies related with scholarship exams especially on LSS, USS, NMMS, etc. Specifically, there is a lack of studies that compare the educational aspirations students who qualified for scholarship exams with those who do not. This gap highlight the need for research that explore how participation and performance in scholarship exams impact students future educational goals and ambition.

## Chapter 3

# METHODOLOGY

- *Variable of the study*
- *Objectives of the Study*
- *Hypothesis of the Study*
- *Method Used*
- *Sample selected for the Study*
- *Tools Used for Data Collection*
- *Data Collection procedure*
- *Statistical Technique Used*

## METHODOLOGY

This chapter explains the specific procedures or techniques used to identify , select, collect, process and analyze information related to the study. It describe method adopted for the study, tools used for data collection, and statistical techniques used for collecting and analyzing required data .The present study entitled **Educational aspirations of qualified and non qualified higher secondary school students in scholarship exam at school level in Malappuram district** attempt find the difference of educational aspiration of scholarship exam qualified and non qualified higher secondary students

The methodology adopted for the present study is described under the following heading

- Variables of the Study
- Objectives of the Study
- Hypothesis of the Study
- Method Used
- Sample Selected for the Study
- Tool Used for the Data Collection
- Data Collection Procedure
- Statistical Techniques Used

### **Variables**

The present study is attempt to find out Educational aspirations of School level Scholarship exams Qualified and Non qualified higher secondary school

students in Malappuram district. Therefore only one variable Educational Aspiration involved in the study.

### **Categorical variables**

- Gender, Streams and Type of management

### **Objectives of the Study**

1. To find out the extent of educational aspirations of scholarship exam qualified higher secondary school students for total sample and relevant subgroup based on gender, type of management and streams of study
2. To find out the extent of educational aspirations of scholarship exam non qualified higher secondary school students for total sample and relevant subgroup based on gender, type of management and streams of study
3. To find out whether there exist any significant mean difference on educational aspirations among scholarship exams qualified and non qualified higher secondary school students for total sample and relevant subgroup based on gender, type of management and streams of study.
4. To find out whether there exist any significant mean difference on educational aspiration among scholarship exams qualified higher school students based on gender, type of management and streams of study.
5. To find out whether there exist any significant mean difference on educational aspiration among scholarship exams non qualified higher secondary school based on gender, type of management and streams of study

### **Hypotheses of the Study**

1. There is no significant difference in the mean score of educational aspiration of scholarship exam qualified and non qualified higher secondary school students.
2. There is no significant difference in the mean score of educational aspiration of scholarship exam qualified male and non qualified male higher secondary school students.
3. There is no significant difference in the mean score of educational aspiration of scholarship exam qualified female and non qualified female higher secondary students.
4. There is no significant difference in the mean score of educational aspiration of scholarship exam qualified government and non qualified government higher secondary students.
5. There is no significant difference in the mean score of educational aspiration of scholarship exam qualified Aided and non qualified Aided higher secondary students.
6. There is no significant difference in the mean score of educational aspirations of scholarship exam qualified Un-Aided and non qualified Un- Aided higher secondary students
7. There is no significant difference in the mean score of educational aspiration of scholarship exam qualified science and non qualified science higher secondary students.

8. There is no significant difference in the mean score of educational aspiration of scholarship exam qualified humanities and non qualified humanities higher secondary students.
9. There is no significant difference in the mean score of educational aspiration of scholarship exam qualified Commerce and non qualified Commerce higher secondary students.
10. There is no significant difference in the mean score of educational aspiration of scholarship exams qualified higher secondary school students based on gender.
11. There is no significant difference in the mean score of educational aspiration of scholarship exams qualified higher secondary school students based on type of management.
12. There is no significant difference in the mean score of educational aspiration of scholarship exams qualified higher secondary school students based on streams of study.
13. There is no significant difference in the mean score of educational aspiration of scholarship exams unqualified higher secondary school students based on gender
14. There is no significant difference in the mean score of educational aspiration of scholarship exams unqualified higher secondary school students based on type of management.
15. There is no significant difference in the mean score of educational aspiration of scholarship exams unqualified higher secondary school students based on stream of study

## **Method Used**

Survey method was used to collect necessary data as the purpose of the study is to investigate the educational aspiration of scholarship exams qualified and non qualified higher secondary school students in scholarship exam at school level in Malappuram district.

## **Tools Used for Data Collection**

The required data was collected by using only one tool. The tool is constructed and standardized by the investigator with the help of supervising teacher. The tool used for present study is

- Educational Aspirations Scale (Irshana&ashly,2023)

The tool used for collecting data is described in detail under this section.

### **Scale of Educational Aspirations (Ashly & Irshana, 2023)**

For measuring the educational aspirations of higher secondary school students, a scale of educational aspirations was constructed and standardized by the investigator with the help of supervising teacher.

### ***Planning of the Scale***

Planning of the scale is first step in the construction of scale. It is essential to understand how researcher defines educational aspiration and identify the dimensions on educational aspiration. After reviewing the literature on educational aspiration, the investigator decided to use scale on educational aspiration as the construct is a personal attribute .The scale of educational aspiration is constructed on the basis of the three dimension of the educational aspiration such as goals, academic motive,

curiosity, resilience and self awareness. The investigators used five point scale in which responders specify their level of agreement to statement typically in five point such as(1) strongly agree,(2)Agree,(3)Un decided,(4)disagree,(5)strongly disagree to measure the educational aspiration of the higher secondary students.

### ***Preparation of the Scale***

The various dimensions of scale on educational aspiration identified as:

- Goal
- Academic motive.
- Curiosity
- Resilience
- Self awareness

**Goal.** This dimension represents the specific objectives or achievements that individuals aim to attain through their educational pursuits. These goals can vary widely and may include academic achievements such as earning degrees, mastering specific subjects, or obtaining certain grades and earning good job .This dimension includes 8 items in scale of educational aspiration. This dimension includes 8 items in the scale of educational aspiration.

Eg- It is clear to me who I want to be after 10 years

**Academic Motive.** The second dimension represents underlying reasons or motivations that drive individuals to pursue academic achievements or goals within the realm of education. Academic motives can vary widely among individuals and may include factors such as a passion for learning, personal fulfillment, career

advancement, intellectual curiosity, societal contribution, or the pursuit of excellence.

This dimension includes 14 items in the scale of educational aspiration.

Eg- I try to listen to the experiences and learning methods of successful people and take good lesson from it.

**Curiosity.** Third dimension, curiosity represents desire or eagerness to explore, learn, and understand new things. It is the innate drive to seek knowledge, ask questions, and engage with the world around us. This dimension includes 9 items in the scale of educational aspiration.

Eg- I have an urge to learn deeply about things

**Resilience.** The dimension Resilience represents staying focused and determined to reach your academic goals, even if you face challenges or setbacks. Resilience helps you bounce back from difficulties, adapt to changes, and stay committed to your path despite obstacles. This dimension include 14 items in the scale of educational aspiration

Eg-Iam keen to take my new challenges

**Self Awareness.** The final dimension represents student's understanding of their own strengths, weaknesses, interests, and goals within the context of their education. It involves recognizing one's own abilities, learning preferences, and areas for improvement. This dimension include 13 items in the scale of educational aspiration

Eg-I have clear idea about my abilities.

**Table 1***Dimension wise Distribution of Items in Scale of Educational Aspiration.*

| Dimensions educational aspiration | Item number                             |
|-----------------------------------|---|
| Goal                              | 1,6,11,16,21,26,31,36,46,51             |
| Academic motive                   | 2,7,12,17,22,27,32,37,41,42,47,52,57    |
| Curiosity                         | 3,8,13,23,28,35,38                      |
| Resilience                        | 4,9,14,19,24,29,33,39,43,45,49,54,59,18 |
| Self Awareness                    | 5,10,15,20,30,34,41,44,48,50,54,58,60   |

***Scoring Procedure***

The scale of educational aspiration consisted of items that can be answered with the strongly agree(SA), Agree(A), Neither agree nor disagree(U), disagree(D) and Strongly Disagree(SD). The respondent has to mark their response to each item in the appropriate column corresponding to any five alternatives. The positive items are scored by giving a score of 5 for strongly agree, 4 for Agree, 3 for neither agree nor disagree, 2 for Disagree and 1 for strongly disagree. The reverse scoring procedure was adopted for negative items. The draft scale of educational aspirations consists of 44 positive items and 16 negative items. The total score obtained for each sample is calculated to identify the score of educational aspirations of higher secondary school students.

***Pilot Testing***

A sample of 370 higher secondary school students of class 11<sup>th</sup> was selected for pilot testing. Due representation was given to the subgroup of the population while selecting sample for the pilot testing. The draft scale on educational aspiration was administered to the selected sample. Before administering the tool necessary instruction was given to students. The response sheets of 370 students that are

complete in all respect were selected for item analysis. The scores obtained in the pilot testing were subjected to item analysis.

### ***Item Analysis***

Item analysis was carried out to ensure the quality of items and for selecting items of final scale on educational aspiration. The selection of items for the final scale of educational aspiration was done as per procedure suggested by Edward (1969). The score obtained for 370 students after pilot testing were arranged in descending order. The upper 27 percent and lower 27 percent of score were identified and separated as upper group and lower group respectively. The score obtained for each item by upper group as well as lower groups were calculated separately. The t value calculated using the formula

$$t = \frac{\bar{X}_H - \bar{X}_L}{\sqrt{\frac{s^2_H + s^2_L}{n_H + n_L}}}$$

$X_H$  = The Mean score on a given statement for high group.

$\bar{X}_L$  = The Mean score on a given statement for low group.

$s^2_H$  = The variance of the distribution of responses of high group to the statement.

$s^2_L$  = The variance of the distribution of responses of the low group to the statement.

$n_H$  = The number of subject in the high group.

$n_L$  = The number of subject in the low group.

The result of item analysis of the sale of educational aspiration given below

The result of item analysis of scale of educational aspiration is given in table

**Table 2***Result of Item Analysis of Items in the Scale of Educational Aspiration*

| SI No. | t-value | Status   | SI. No. | t-value | Status   |
|--------|---------|----------|---------|---------|----------|
| 1      | 12.561  | Accepted | 31      | 1.330   | Rejected |
| 2      | 9.878   | Accepted | 32      | 8.604   | Accepted |
| 3      | 10.630  | Accepted | 33      | 8.672   | Accepted |
| 4      | 6.593   | Accepted | 34      | 1.676   | Rejected |
| 5      | 10.223  | Accepted | 35      | 11.767  | Accepted |
| 6      | 10.499  | Accepted | 36      | 9.977   | Accepted |
| 7      | 10.055  | Accepted | 37      | 10.330  | Accepted |
| 8      | 12.281  | Accepted | 38      | 1.7302  | Rejected |
| 9      | 12.324  | Accepted | 39      | 7.764   | Accepted |
| 10     | 8.858   | Accepted | 40      | 12.337  | Accepted |
| 11     | 4.707   | Accepted | 41      | 13.811  | Accepted |
| 12     | 3.239   | Accepted | 42      | 13.486  | Accepted |
| 13     | 10.836  | Accepted | 43      | 11.990  | Accepted |
| 14     | 9.176   | Accepted | 44      | 15.245  | Accepted |
| 15     | 1.564   | Rejected | 45      | 11.571  | Accepted |
| 16     | 1.401   | Rejected | 46      | 10.030  | Accepted |
| 17     | 3.722   | Accepted | 47      | 8.609   | Accepted |
| 18     | 11.268  | Accepted | 48      | 1.459   | Rejected |
| 19     | 3.563   | Accepted | 49      | 11.660  | Accepted |
| 20     | 12.126  | Accepted | 50      | 1.110   | Rejected |
| 21     | 1.423   | Rejected | 51      | 4.060   | Accepted |
| 22     | 4.036   | Accepted | 52      | 13.252  | Accepted |
| 23     | 6.474   | Accepted | 53      | 14.040  | Accepted |
| 24     | 1.519   | Rejected | 54      | 1.059   | Rejected |
| 25     | 12.393  | Accepted | 55      | 5.594   | Accepted |
| 26     | 12.102  | Accepted | 56      | 6.922   | Accepted |
| 27     | 3.815   | Accepted | 57      | 4.914   | Accepted |
| 28     | 9.217   | Accepted | 58      | 10.840  | Accepted |
| 29     | 12.279  | Accepted | 59      | 9.130   | Accepted |
| 30     | 8.760   | Accepted | 60      | 2.681   | Accepted |

Statement with t value greater than or equal to 2.58 (0.01) significance level were selected for the final version of scale on educational aspiration. Therefore, the final version of scale on Educational Aspirations consist of 50 items.

### ***Reliability of the Sample***

Reliability refers to the degree to which scale consistent and stable measuring it is intended to measure. A test is reliable if it is consistent with in itself and across time. To ensure reliability of the present scale cronbach alpha is a statistical technique is used to determine internal consistency. The cronbach alpha coefficient obtained is 0.970, which ensured the reliability of the scale

### ***Validity of the Scale***

The validity of scale of educational aspiration is ensured through face validity and content validity by expert in the field of education .To ensure face validity the investigator consulted expert during the development of scale of educational aspiration and sought the approved items. Thus face validity was ensured. In the present study content validity of the tool was established by comparing the dimension of the test with theoretical dimension of the educational aspiration. Thus content validity also ensured.

## **Sample Selected for the Study**

Selection of sample is a important aspect of any research. According to Best and Kahn (2012) “A population is any group of individual that have one or more characteristics is common tat are of interest to the researcher. A sample is small proportion of selected for observation and analysis”. The population considered for the study is higher secondary school students in malappuram district. Aim of the

study was compare the educational aspiration of school level scholarship exam qualified or non qualified higher secondary school students. The sample selected for the study was 900 higher secondary school students from Tirurangadi, Malappuram and Tirur sub district of Malappuram district. In the total 900 sample consist of 62 qualified students and 838 non qualified students. Here Resercher used two type of sampling one is stratified random sampling, another one is systematic sampling. Researcher use stratified random sampling was giving due representation to strata such as gender, type of management, stream of study.. Due to the smaller size of qualified students, it cannot be comparable with large size of non qualified students. So the number of non qualified students in reduced using systematic sampling .Here population size is 838 and sample size is 100.Size of selection of interval is  $838/100=8.30$ .So the researcher selected sample for every 8 th interval. I selected 8th sample element in every 8 th interval. Here the final total sample is 167 comprising of 62 Qualified and 105 non Qualified students.

**Table 3**

*Description of the Sample of Scholarship Exam Qualified Higher Secondary School Students*

| Total | Sample     | categories | Number of students |
|-------|------------|------------|--------------------|
|       | Gender     | Male       | 24                 |
|       |            | Female     | 38                 |
| 62    | Stream     | Science    | 48                 |
|       |            | Humanities | 9                  |
|       |            | Commerce   | 5                  |
|       | Management | Government | 22                 |
|       |            | Aided      | 36                 |
|       |            | Un aided   | 4                  |

**Table 4**

*Description of the Sample of scholarship Exam Nonqualified Higher Secondary School Students*

| Total | Sample     | Categories | Number of students |
|-------|------------|------------|--------------------|
| 838   | Gender     | Male       | 361                |
|       |            | Female     | 477                |
|       | Stream     | Science    | 287                |
|       |            | Humanities | 247                |
|       |            | Commerce   | 304                |
|       | Management | Govt       | 290                |
|       |            | Aided      | 335                |
|       |            | Unaided    | 213                |

**Table 5**

*Description of Sample of Scholarship Exam Non qualified Higher Secondary School Students by using Systematic Sampling*

| Total | Sample     | Categories | Number of Students |
|-------|------------|------------|--------------------|
| 105   | Gender     | Male       | 44                 |
|       |            | Female     | 61                 |
|       | Stream     | Science    | 36                 |
|       |            | Humanities | 32                 |
|       |            | Commerce   | 37                 |
|       | Management | Govt.      | 36                 |
|       |            | Aided      | 42                 |
|       |            | Unaided    | 27                 |

### **Data Collection Procedure**

The data required for the study was collected from selected sample ie, 900 higher secondary school students from tirurangadi, malappuram, tirur educational sub

district of Malappuram district. At first, the researcher sought permission from various head of the selected Govt, Aided, Unaided higher secondary school of the Malappuram district (Tirurangadi, Malappuram, Tirur subdistrict). After getting permission from headmaster/Head Mistress, the researcher administered the scale of educational aspiration to higher secondary students belongs to 11<sup>th</sup> or 12<sup>th</sup> standard. The investigator took almost one hour to administer this tool..The filled response sheets collected and response sheets of both the tool which are complete in all aspects were considered for data analysis.

### **Statistical Techniques**

For the purpose of analyzing the collected data following statistical techniques were used

1. Descriptive analysis
2. Percentile analysis
3. t-test (Test the significance difference between means of two groups)
4. One way ANOVA (analysis of variance)

### **Descriptive Statistics**

In the present study descriptive statistics mean, median, mode, standard deviation, skewness and kurtosis are used to know the properties of variable such as educational aspirations of higher secondary school students in Malappuram district.

### **Percentile Analysis**

Percentile analysis is widely used to interpret primary data. In the present study percentile analysis is used to determine the extent of educational aspirations of higher secondary school students for the total sample and relevant sub sample.

$$p_{i=1+h/f} \left[ \frac{i \times (N-C)}{100} \right]$$

l= lower limit of the class containing  $p_i$

f=frequency of the class containing  $p_i$

h=the magnitude of the class containing  $p_i$

C=cumulative frequency of the class preceding the class containing  $p_i$

### t-Test(Test of significant difference between the means of two group)

The Test of significance of the difference between means of a large and small Independent Sample (t-test) was used to know whether there exist significant difference between educational aspirations of qualified and non qualified higher secondary school students.

The t value Calculated Using the formula (for Large Independent Sample)

$$t = \frac{(\bar{X}_1 - \bar{X}_2)}{\sqrt{\frac{(S_1)^2}{n_1} + \frac{(S_2)^2}{n_2}}}$$

Where.

$\bar{X}_1$ =Mean of the upper group

$\bar{X}_2$ =Mean of the lower group

$S_1$ =Standard deviation of the upper group

$S_2$ =Standard deviation of the lower group

$n_1$ =sample size of the upper group

$n_2$ =sample size of the lower group

t value Calculated Using formula (Small Independent Sample)

$$t = \frac{(\bar{X}_1 - \bar{X}_2)}{\sqrt{\frac{n_1 s_1^2 + n_2 s_2^2}{(n_1 + n_2 - 2)} \left( \frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

$\bar{X}_1$ =Mean of the upper group

$\bar{X}_2$ =Mean of the lower group

$S_1$ =Standard deviation of the upper group

$S_2$ =Standard deviation of the lower group

$n_1$ =sample size of the upper group

$n_2$ =sample size of the lower group

### ANOVA (One-way)

The analysis is effective way is an effective way to determine whether the means of more than two samples are different to attribute sampling error. It helps us to know whether any of the difference between means of the given samples are significant. In a single classification or one-way analysis of variance, the relationship between one independent and one dependent variable is determined (Best & Khan,2012)

The analysis of variance consist of these options

- The variance of the score for four groups is combined into one composite group known as total group variance (vt).
- The mean value of the variance of each of the four groups computed separately is known as within groups variance (vw).
- The difference between the total group variance and the within groups variance is known as between variance groups(vt-vw=vb)
- The F ratio is computed by,

$$F = \frac{vb}{vw} \text{ (between group variance / within group variance)}$$

## Chapter 4

# ANALYSIS AND INTERPRETATION

- *Preliminary Analysis*
- *Major Analysis*
- *Percentile Analysis*
- *Mean Difference Analysis*

## **ANALYSIS AND INTERPRETATION**

The present study was designed to find out the difference in the educational aspirations of scholarship exam qualified and non qualified higher secondary school students .Basic descriptive statistics, percentile analysis, t-test(test the significant difference between the mean score of large and small independent sample),Analysis of variance (ANOVA) were carried out for the purpose of analyzing collected data.

The analysis chapter of present study carried out in two phases' .i.e., preliminary analysis and major analysis. The preliminary analysis deal with relevant statistical constants such as Mean, median, mode, standard deviation, skewness and kurtosis for identifying the nature of distribution of only variable of educational aspiration selected for the study. Preliminary analysis was carried out to understand the properties distribution scores of the variable. The major analysis deals with the result of major statistical technique such as percentile analysis, mean difference analysis and analysis of variance. The percentile analysis is used to find out the extent of educational aspirations of qualified and non qualified higher secondary school students in total sample and relevant subsample .Mean difference analysis and ANOVA(one way analysis of variance) is carried out for investigating the significant difference in the mean score of educational aspirations of qualified and non qualified higher secondary school students based on gender, type of management and stream of study. The statistical analysis was done on the background of the objective for formulated for the study.

The result of the whole analysis is done in the present study are described under the following heads

- Preliminary Analysis
- Major Analysis
- Percentile Analysis
- Mean Difference Analysis

Based on the result of statistical processing of data, the investigator tested the hypothesis formulated for the study.

### **Objectives of the Study**

- To find out the extent of educational aspirations of scholarship exam Qualified higher secondary school students for total sample and relevant subgroup based on gender, management and streams of study.
- To find out the extent of educational aspirations of scholarship exam Non qualified higher secondary school students for total sample and relevant subgroup based on gender, type of Management and stream of study.
- To find out whether there exist any significant mean difference on educational aspirations among scholarship exams Qualified and Non qualified higher secondary school students For total sample and relevant subgroup based on Gender, stream of study and type of management.
- To find out whether there exist any significant mean difference on educational aspirations among scholarship exams Qualified higher school students based on gender, stream of study and type of management
- To find out whether there exist any significant mean difference on educational aspirations among scholarship exams Non qualified higher secondary school based on gender, Stream of study and type of management

### **Hypotheses of the Study**

1. There is no significant difference in the mean score of educational aspirations of scholarship exam Qualified and Non qualified higher secondary school students.
2. There is no significant difference in the mean score of educational aspirations of scholarship exam Qualified male and Non qualified male higher secondary school students.
3. There is no significant difference in the mean score of educational aspirations of scholarship exam Qualified female and Non qualified female higher secondary students.
4. There is no significant difference in the mean score of educational aspirations of scholarship exam Qualified government and Non qualified government higher secondary students.
5. There is no significant difference in the mean score of educational aspirations of scholarship exam Qualified Aided and Non qualified Aided higher secondary students
6. There is no significant difference in the mean score of educational aspirations of scholarship exam qualified Un-Aided and non qualified Un- Aided higher secondary students
7. There is no significant difference in the mean score of educational aspirations of scholarship exam Qualified science and Non qualified science higher secondary students.
8. There is no significant difference in the mean score of educational aspirations of scholarship exam Qualified humanities and Non qualified humanities higher secondary students.

9. There is no significant difference in the mean score of educational aspirations of scholarship exam Qualified Commerce and Non qualified Commerce higher secondary students.
10. There is no significant difference in the mean score of educational aspirations of scholarship exams Qualified higher secondary school students based on gender.
11. There is no significant difference in the mean score of educational aspirations of scholarship exams Qualified higher secondary school students based on type of management.
12. There is no significant difference in the mean score of educational aspirations of scholarship exams Qualified higher secondary school students based on stream of study.
13. There is no significant difference in the mean score of educational aspirations of scholarship exams Non qualified higher secondary school students based on gender
14. There is no significant difference in the mean score of educational aspirations of scholarship exams Nonqualified higher secondary school students based on type of management.
15. There is no significant difference in the mean score of educational aspirations of scholarship exams Non qualified higher secondary school students based on streams of study

### **Preliminary Analysis**

As a first step of analysis, to know basic properties of variable, preliminary analysis of scores of variable educational aspiratioiun was carried out for the scholarship exam qualified higher secondary students and non qualified higher

secondary students.. Preliminary analysis helped the investigator to understand basic properties of the distribution of scores of variable under this study. It gives a brief summary of collected data which can be used to make more valid interpretation of result for present study. The distribution of scores of only variable educational aspiration were studied to understand whether the distribution follow normality. The important statistical constants such as mean, median, mode, standard deviation, skeweness and kurtosis of the distribution of scores for educational aspiration were determined for the scholarship exam qualified higher secondary school students and non qualified higher secondary school students. Important statistical constants of the variable educational aspiration among scholarship exam qualified and non qualified higher secondary school students for the total sample are calculated and presented in table 6.

**Table 6**

*Statistical Constant of the Variable Educational Aspiration among Scholarship Exam Qualified Higher Secondary School Students*

| Variable  | Sample                    | N          | Mean   | Median | Mode  | SD     | Skewness | Kurtosis |        |
|---|---------------------------|------------|--------|--------|-------|--------|----------|----------|--------|
| Educational Aspirations among Scholarship Exams Qualified | Total                     | 62         | 185.23 | 185    | 184   | 19.958 | -0.165   | 0.076    |        |
|   | Subject Management Gender | Male       | 24     | 179.79 | 182.5 | 193    | 21.645   | -0.333   | -0.339 |
|   |                           | Female     | 38     | 188.66 | 186.5 | 181    | 18.282   | 0.207    | -0.035 |
|   |                           | Govt.      | 22     | 191    | 189.5 | 186    | 21.503   | -0.211   | -0.288 |
|   | Subject                   | Aided      | 36     | 183    | 183   | 183    | 18.484   | -0.285   | 0.428  |
|   |                           | Unaided    | 4      | 173.5  | 182.5 | 200    | 19.74    | -1.956   | 3.846  |
|   |                           | Science    | 48     | 184.67 | 184.5 | 183    | 20.421   | -0.183   | 0.093  |
|   |                           | Humanities | 9      | 194.33 | 190   | 181    | 16.271   | 0.539    | -0.87  |
|   |                           | Commerce   | 5      | 174.2  | 172   | 168    | 17.398   | -0.544   | -0.289 |

Table shows that statistical constant of the variable educational aspiration among scholarship exam qualified higher secondary school students. The categorical

variable considered are Gender, Management, Stream/subject .The table show that the mean of obtained for educational aspiration among Total scholarship exam qualified higher secondary school students is 185.23.The median score obtained is 185.The mode of the obtained score is 184.Mean and median and mode of the variable are almost equal. The standard deviation of score of educational aspirations among scholarship exam qualified higher secondary school student is 19.958.The extend of skewness obtained is-0.165 which is show that distribution is negatively skewed. The measure of kurtosis is 0.076 which is show that distribution is **leptokurtic** in nature.

The distribution of scores of Educational Aspiration among Qualified higher secondary school students graphically plotted in Figure 1

**Figure 1**

*Histogram of Educational Aspiration among Scholarship Exam Qualified Higher Secondary School Students*

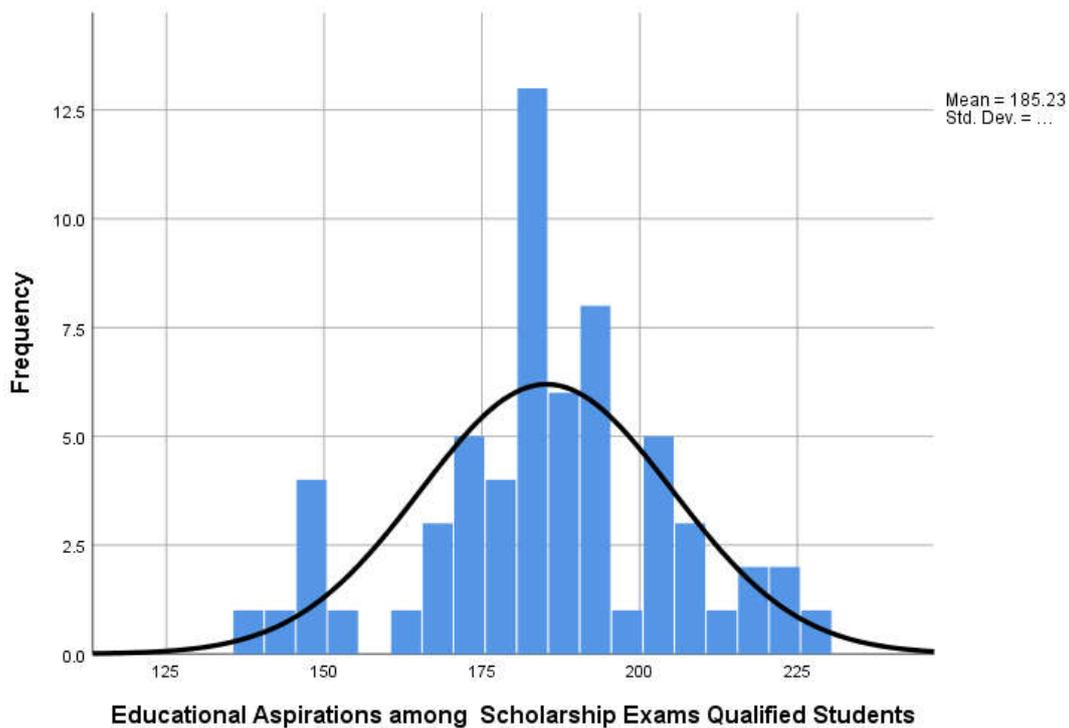


Figure show the graphical representation of educational aspiration among scholarship exam qualified higher secondary school students. It is evident that the score of educational aspiration among scholarship exam qualified higher secondary school students follow approximately a normal distribution.

**Table 7**

*Statistical Constant of the Variable Educational Aspiration among Scholarship Exam Non qualified Higher Secondary School Students*

| Variable  | Sample     | N          | Mean   | Median | Mode | SD     | Skewness | Kurtosis |        |
|---|------------|------------|--------|--------|------|--------|----------|----------|--------|
| Educational Aspirations among Scholarship Exams Unqualified | Total      | 105        | 174.86 | 173    | 189  | 17.833 | 0.26     | 0.503    |        |
|   | Gender     | Male       | 44     | 167.91 | 165  | 160    | 15.87    | 0.068    | -0.366 |
|   |            | Female     | 61     | 179.87 | 180  | 188    | 17.602   | 0.292    | 0.926  |
|   | Management | Govt.      | 36     | 178.42 | 180  | 183    | 19.763   | 0.441    | 0.886  |
|   |            | Aided      | 42     | 175.95 | 173  | 162    | 15.831   | 0.022    | -0.591 |
|   |            | Unaided    | 27     | 168.41 | 169  | 170    | 16.982   | 0.044    | 0.437  |
|   | Subject    | Science    | 36     | 174.33 | 172  | 168    | 20.516   | -0.198   | -0.753 |
|   |            | Humanities | 32     | 176.78 | 176  | 176    | 17.18    | 1.142    | 2.817  |
|   |            | Commerce   | 37     | 173.7  | 173  | 173    | 15.825   | 0.296    | 0.565  |

The table reveals that mean obtained for the educational aspirations of scholarship exam unqualified students is 174.86. The median score obtained is 173. Mode of obtained score is 183. Mean and median for variables is almost equal. And mode is slightly deviated from mean. The standard deviation of score of educational aspiration of scholarship exam unqualified higher secondary school students is 17.833. The extend of skewness obtained is 0.26. Which show the distribution is positively skewed. The measure of kurtosis is 0.503 is show that distribution is leptokurtic in nature.

The distribution scores of educational aspiration among Non qualified higher secondary school students is plotted in figure2

**Figure 2**

*Histogram of Educational Aspiration among Scholarship Exam Non-Qualified Higher Secondary School Students*

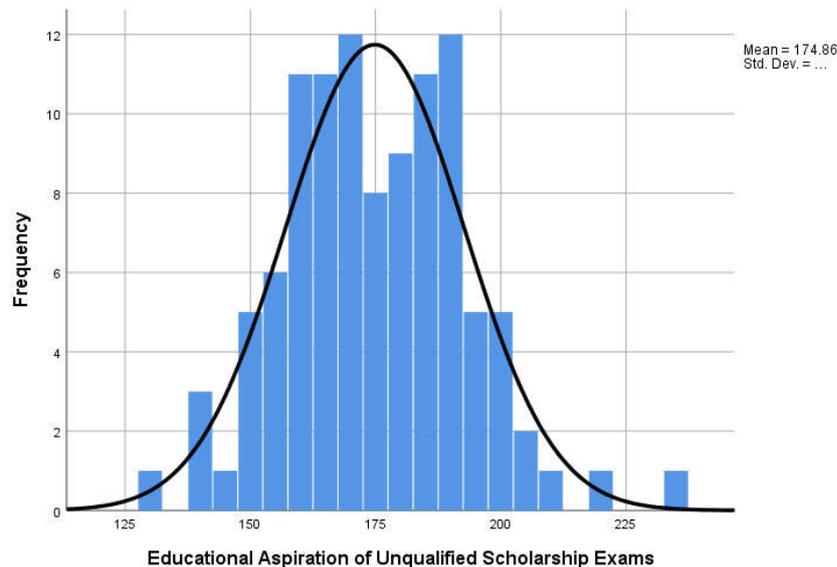


Figure show the graphical representation of educational aspiration among scholarship exam unqualified higher secondary school students. It is evident that the score of educational aspiration among scholarship exam qualified higher secondary school students follow approximately a normal distribution

### **Major Analysis**

This section deals with the result of major statistical technique such as percentile analysis, mean difference analysis and analysis of variance. The result obtained in this analysis are described in detail under the following sub section

#### **Percentile Analysis**

Percentile analysis was used to find out the extent of educational aspiration of scholarship exam qualified and non qualified higher secondary school students in

total sample and relevant subsample based on gender, type of management and stream of study.

The first objective of the study is to find out the extent of educational aspirations among scholarship exam Qualified higher secondary school students in total sample and subsample such as Gender, Stream of the study, type of management. The extent of educational aspiration among scholarship exam Qualified higher secondary school students was found by using percentile score of the distribution. The percentiles P<sub>10</sub>,P<sub>20</sub>,P<sub>30</sub>,P<sub>40</sub>,P<sub>50</sub>,P<sub>60</sub>,P<sub>70</sub>,P<sub>80</sub>, AND P<sub>90</sub> are calculated presented in table 8.

**Table 8**

*Percentile Scores of Educational Aspiration among Scholarship Exam Qualified Higher Secondary School Students.*

| Percentiles     | Score  | Mean   |
|-----------------|--------|--------|
| P <sub>90</sub> | 212.80 |        |
| P <sub>80</sub> | 202.80 |        |
| P <sub>70</sub> | 193.00 |        |
| P <sub>60</sub> | 189.60 |        |
| P <sub>50</sub> | 185.00 | 185.23 |
| P <sub>40</sub> | 181.00 |        |
| P <sub>30</sub> | 177.80 |        |
| P <sub>20</sub> | 171.60 |        |
| P <sub>10</sub> | 151.50 |        |

The table also reveals percentile scores educational aspiration of total scholarship exam qualified students. Mean score of educational aspiration of scholarship exam qualified higher secondary school students in total sample is 185.23, which lies in between 50<sup>th</sup> and 60<sup>th</sup> percentile. For the total sample the 10<sup>th</sup> percentile score of

educational aspiration among scholarship exam qualified higher secondary school students is 151.50. It means that the score of educational aspiration of 10 percent of scholarship exam qualified higher secondary school students below the score of 151.50 and Score of educational aspirations of 90 percent of scholarship exam qualified higher secondary school students above the score of 151.50. The 50th percentile score of educational aspirations among scholarship exam qualified higher secondary school students is 185. It means that score of educational aspirations of 50 percent of scholarship exam qualified students is below 185 and score of educational aspirations of 50 percent of scholarship exam qualified students is above 150. The 90th percentile score of educational aspirations among scholarship exam qualified higher secondary school is 212.80. It means that score of educational aspirations of 90 percent of scholarship exam qualified students is below the score of 212.80 and score of educational aspirations of 10 percent of scholarship exam qualified students is above the score of 212.80.

**Table 9**

*Percentile Scores of Educational Aspiration among Scholarship Exam Qualified Higher Secondary School Male Students*

| Percentiles     | Score  | Mean   |
|-----------------|--------|--------|
| P <sub>90</sub> | 207.50 |        |
| P <sub>80</sub> | 193.00 |        |
| P <sub>70</sub> | 193.00 |        |
| P <sub>60</sub> | 185.00 |        |
| P <sub>50</sub> | 182.50 | 179.79 |
| P <sub>40</sub> | 178.00 |        |
| P <sub>30</sub> | 173.50 |        |
| P <sub>20</sub> | 150.00 |        |
| P <sub>10</sub> | 145.50 |        |

The table also revealed that percentile scores of educational aspiration of scholarship exam qualified male higher secondary school students. The table show that Mean score of educational aspirations of scholarship exam qualified male students is 179.79, which also lie between 40 th and 50 th percentile. For the subsample the 10 th percentile score of educational aspiration of scholarship exam qualified male higher secondary school is 145.50. It means that score of educational aspiration of 10 percent of scholarship exam qualified male students is below the score of 145.50. The 50 th percentile score of educational aspiration of scholarship exam qualified male higher secondary school students is 182.50 and 90 th percentile score of educational aspirations of scholarship exam qualified male higher secondary school student is 207.50. It means that that score of educational aspiration of 50 percent of scholarship exam qualified male students is below 182.50 and 90 percent of scholarship exam qualified male students is below 207.50 simultaneously.

**Table 10**

*Percentile Scores of Educational Aspiration among Scholarship Exam Qualified Higher Secondary School Female Students*

| Percentiles     | Score  | Mean   |
|-----------------|--------|--------|
| P <sub>90</sub> | 217.30 |        |
| P <sub>80</sub> | 205.20 |        |
| P <sub>70</sub> | 195.20 |        |
| P <sub>60</sub> | 190.80 |        |
| P <sub>50</sub> | 186.50 | 188.66 |
| P <sub>40</sub> | 182.00 |        |
| P <sub>30</sub> | 181.00 |        |
| P <sub>20</sub> | 173.00 |        |
| P <sub>10</sub> | 165.70 |        |

The table also reveals percentile score of educational aspiration of scholarship exam qualified female higher secondary school students. The Mean score of educational aspirations of scholarship exam qualified female higher secondary school students is 188.66, Which lies between 50 th and 60 the percentile. For the subsample 10 th percentile of score educational aspirations of scholarship exam qualified female higher secondary school student is 165.70. It means that score of educational aspiration of 10 percent of scholarship exam qualified female student is below the score of 165.70. The 50 th percentile of score of educational aspiration of scholarship exam qualified female higher secondary school students is 186.50 .It means that score of educational aspiration of 50 percent of scholarship exam qualified female student is below the score of 186. The 90 th percentile of educational aspiration of scholarship exam qualified female higher secondary school student is 217. It means that score of educational aspiration of 90 percent of the scholarship exam qualified male student is below the score of 217.

**Table 11**

*Percentile Scores of Educational Aspiration among Scholarship Exam Qualified Government Higher Secondary School Students*

| Percentiles     | Score  | Mean   |
|-----------------|--------|--------|
| P <sub>90</sub> | 220.70 |        |
| P <sub>80</sub> | 210.00 |        |
| P <sub>70</sub> | 205.10 |        |
| P <sub>60</sub> | 197.20 |        |
| P <sub>50</sub> | 189.50 | 191.00 |
| P <sub>40</sub> | 185.00 |        |
| P <sub>30</sub> | 180.90 |        |
| P <sub>20</sub> | 173.80 |        |
| P <sub>10</sub> | 154.80 |        |

The table also reveals percentile score educational aspiration of scholarship exam qualified government higher secondary school students. Mean score of educational aspiration of scholarship exam qualified government higher secondary school student is 191. Which lies between 50 th and 60 th percentile. For the subsample 10 the percentile of score educational aspiration of scholarship exam qualified government higher secondary school student is 154.80. It means that score of educational aspiration of 10 percent of scholarship exam qualified government higher secondary school student is below the score of 154.8. The 50 th percentile score of educational aspiration of scholarship exam qualified government higher secondary school student is 189.50. It means that score of educational aspiration of 50 percent scholarship exam qualified higher secondary school student is below the score of 189.50. The 90 th percentile score of educational aspiration of scholarship exam qualified government higher secondary school student is 220.70. It means that score of educational aspiration of 90 percent of scholarship exam qualified government higher secondary school student below the score of 220.70

**Table 12**

*Percentile Scores of Educational Aspiration among Scholarship Exam Qualified Aided Higher Secondary School Students*

| Percentiles     | Score  | Mean   |
|-----------------|--------|--------|
| P <sub>90</sub> | 207.70 |        |
| P <sub>80</sub> | 193.00 |        |
| P <sub>70</sub> | 193.00 |        |
| P <sub>60</sub> | 188.40 |        |
| P <sub>50</sub> | 183.00 | 183.00 |
| P <sub>40</sub> | 181.00 |        |
| P <sub>30</sub> | 176.00 |        |
| P <sub>20</sub> | 169.80 |        |
| P <sub>10</sub> | 153.50 |        |

The table also reveals that percentage score of educational aspiration of scholarship exam qualified aided higher secondary school students. The mean score of educational aspiration of scholarship exam qualified aided higher secondary school students is 183. Which is lies between 50<sup>th</sup> and 60<sup>th</sup> percentile. For the subsample 10 the percentile of score educational aspiration of scholarship exam qualified Aided higher secondary school student is 153.50. It means that score of educational aspiration of 10 percent of scholarship exam qualified Aided higher secondary school student is below the score of 153.50. The 50 the percentile score of educational aspiration of scholarship exam qualified Aided higher secondary school student is 183.00. It means that score of educational aspiration of 50 percent scholarship exam qualified Aided higher secondary school student is below the score of 183.00. The 90<sup>th</sup> percentile score of educational aspiration of scholarship exam qualified Aided higher secondary school student is 220.70. It means that score of educational aspiration of 90 percent of scholarship exam qualified Aided higher secondary school student below the score of 220.70.

**Table 13**

*Percentile Scores of Educational Aspiration among Scholarship Exam Qualified Unaided Higher Secondary School Students*

| Percentiles     | Score  | Mean   |
|-----------------|--------|--------|
| P <sub>90</sub> | --     |        |
| P <sub>80</sub> | --     |        |
| P <sub>70</sub> | 184.50 |        |
| P <sub>60</sub> | 184.00 |        |
| P <sub>50</sub> | 182.50 | 173.50 |
| P <sub>40</sub> | 181.00 |        |
| P <sub>30</sub> | 162.50 |        |
| P <sub>20</sub> | 144.00 |        |
| P <sub>10</sub> | 144.00 |        |

The table also reveals that percentage score of educational aspiration of scholarship exam qualified unaided higher secondary school students. The mean score of educational aspiration of scholarship exam qualified aided higher secondary school students is 173.50. Which is lies between 30 th and 40 th percentile. For the subsample 10 the percentile of score educational aspiration of scholarship exam qualified unaided higher secondary school student is 144.It means that score of educational aspiration of 10 percent of scholarship exam qualified un-Aided higher secondary school student is below the score of 144.The 50 the percentile score of educational aspiration of scholarship exam qualified unaided higher secondary school student is 182.50.It means that score of educational aspiration of 50 percent scholarship exam qualified unaided higher secondary school student is below the score of 182.50.The 70 th percentile score of educational aspiration of scholarship exam qualified unaided higher secondary school student is 184.50.It means that score of educational aspiration of 70 percent of scholarship exam qualified unaided higher secondary school student below the score of 184.50.

**Table 14**

*Percentile Scores of Educational Aspiration among Scholarship Exam Qualified Higher Secondary School Science Students*

| Percentiles     | Score  | Mean   |
|-----------------|--------|--------|
| P <sub>90</sub> | 210.40 |        |
| P <sub>80</sub> | 204.20 |        |
| P <sub>70</sub> | 193.00 |        |
| P <sub>60</sub> | 188.80 |        |
| P <sub>50</sub> | 184.50 | 184.67 |
| P <sub>40</sub> | 181.00 |        |
| P <sub>30</sub> | 177.40 |        |
| P <sub>20</sub> | 170.60 |        |
| P <sub>10</sub> | 150.00 |        |

The table also reveals that percentage score of educational aspiration of scholarship exam qualified science higher secondary school students. The mean score of educational aspiration of scholarship exam qualified science higher secondary school students is 184.67. Which is lies between 50<sup>th</sup> and 60<sup>th</sup> percentile. For the subsample 10<sup>th</sup> percentile of score educational aspiration of scholarship exam qualified science higher secondary school student is 150. It means that score of educational aspiration of 10 percent of scholarship exam qualified science higher secondary school student is below the score of 150. The 50<sup>th</sup> percentile score of educational aspiration of scholarship exam qualified science higher secondary school student is 184.50. It means that score of educational aspiration of 50 percent scholarship exam qualified science higher secondary school student is below the score of 184.50. The 90<sup>th</sup> percentile score of educational aspiration of scholarship exam qualified science higher secondary school student is 210.40. It means that score of educational aspiration of 90 percent of scholarship exam qualified science higher secondary school student below the score of 210.40.

**Table 15**

*Percentile Scores of Educational Aspiration among Scholarship Exam Qualified Higher Secondary School Humanities Students*

| Percentiles     | Score  | Mean   |
|-----------------|--------|--------|
| P <sub>90</sub> | --     |        |
| P <sub>80</sub> | 217.00 |        |
| P <sub>70</sub> | 202.00 |        |
| P <sub>60</sub> | 198.00 |        |
| P <sub>50</sub> | 190.00 | 194.33 |
| P <sub>40</sub> | 186.00 |        |
| P <sub>30</sub> | 182.00 |        |
| P <sub>20</sub> | 181.00 |        |
| P <sub>10</sub> | 173.00 |        |

The table also reveals that percentage score of educational aspiration of scholarship exam qualified humanities higher secondary school students. The mean score of educational aspiration of scholarship exam qualified humanities higher secondary school students is 194.33. Which is lies between 50<sup>th</sup> and 60<sup>th</sup> percentile. For the subsample 10<sup>th</sup> percentile of score educational aspiration of scholarship exam qualified humanities higher secondary school student is 173. It means that score of educational aspiration of 10 percent of scholarship exam qualified humanities higher secondary school student is below the score of 173. The 50<sup>th</sup> percentile score of educational aspiration of scholarship exam qualified humanities higher secondary school student is 190.00. It means that score of educational aspiration of 50 percent scholarship exam qualified humanities higher secondary school student is below the score of 190.00. The 80<sup>th</sup> percentile score of educational aspiration of scholarship exam qualified humanities higher secondary school student is 217.00. It means that score of educational aspiration of 80 percent of scholarship exam qualified humanities higher secondary school student below the score of 217.00.

**Table 16**

*Percentile Scores of Educational Aspiration among Scholarship Exam Qualified Higher Secondary School Commerce Students*

| Percentiles     | Score  | Mean   |
|-----------------|--------|--------|
| P <sub>90</sub> | .      |        |
| P <sub>80</sub> | 192.00 |        |
| P <sub>70</sub> | 189.00 |        |
| P <sub>60</sub> | 181.60 |        |
| P <sub>50</sub> | 172.00 | 174.20 |
| P <sub>40</sub> | 170.20 |        |
| P <sub>30</sub> | 165.00 |        |
| P <sub>20</sub> | 153.00 |        |
| P <sub>10</sub> | 149.00 |        |

The table also reveals that percentage score of educational aspiration of scholarship exam qualified commerce higher secondary school students. The mean score of educational aspiration of scholarship exam qualified commerce higher secondary school students is 174.20. Which is lies between 50 th and 60 th percentile. For the subsample 10 the percentile of score educational aspiration of scholarship exam qualified commerce higher secondary school student is 149. It means that score of educational aspiration of 10 percent of scholarship exam qualified Commerce higher secondary school student is below the score of 149. The 50 the percentile score of educational aspiration of scholarship exam qualified Commerce higher secondary school student is 172.00. It means that score of educational aspiration of 50 percent scholarship exam qualified commerce higher secondary school student is below the score of 172.00. The 80 th percentile score of educational aspiration of scholarship exam qualified Commerce higher secondary school student is 192. It means that score of educational aspiration of 80 percent of scholarship exam qualified Commerce higher secondary school student below the score of 192.

**The Second objective** of the study is to find out the extent of **educational aspiration among scholarship exam un qualified higher secondary school students in total sample and subsample** such as Gender, Stream, management. The extent of educational aspiration among scholarship exam qualified higher secondary school students was found by using percentile score of the distribution. The percentiles P10, P20, P30, P40, P50, P60, P70, P80, AND P90 are calculated presented in tables.

**Table 17**

*Percentile Scores of Educational Aspiration among Scholarship Exam Non qualified Higher Secondary School Students.*

| Percentiles     | Score  | Mean   |
|-----------------|--------|--------|
| P <sub>90</sub> | 197.20 |        |
| P <sub>80</sub> | 189.00 |        |
| P <sub>70</sub> | 186.00 |        |
| P <sub>60</sub> | 179.60 |        |
| P <sub>50</sub> | 173.00 | 174.86 |
| P <sub>40</sub> | 169.40 |        |
| P <sub>30</sub> | 165.00 |        |
| P <sub>20</sub> | 159.20 |        |
| P <sub>10</sub> | 152.60 |        |

The table also reveals percentile scores educational aspiration of Total scholarship exam unqualified higher secondary school students. Mean score of educational aspiration of scholarship exam unqualified higher secondary school students in total sample is 174.86, which lies in between 50 th and 60 th percentile. For the total sample the 10 th percentile score of educational aspiration among scholarship exam unqualified higher secondary school students is 152.60. It means that the score of educational aspiration of 10 percent of scholarship exam unqualified higher secondary school students below the score of 152.60 and Score of educational aspirations of 90 percent of scholarship exam unqualified higher secondary school students above the score of 152.60. The 50 th percentile score of educational aspirations among scholarship exam unqualified higher secondary school students is 173.00. It means that score of educational aspirations of 50 percent of scholarship exam unqualified students is below the score of 173.00 and score of educational aspirations of 50 percent of scholarship exam qualified students is above the score of

173.00. The 90<sup>th</sup> percentile score of educational aspirations among scholarship exam unqualified higher secondary school students is 197.20. It means that score of educational aspirations of 90 percent of scholarship exam unqualified students is below the score of 197.20 and score of educational aspirations of 10 percent of scholarship exam unqualified students is above the score of 197.20.

**Table 18**

*Percentile Scores of Educational Aspiration among Scholarship Exam Non qualified Higher Secondary School Male Students*

| Percentiles     | Score  | Mean   |
|-----------------|--------|--------|
| P <sub>90</sub> | 191.00 |        |
| P <sub>80</sub> | 185.00 |        |
| P <sub>70</sub> | 176.00 |        |
| P <sub>60</sub> | 172.00 |        |
| P <sub>50</sub> | 165.00 | 167.91 |
| P <sub>40</sub> | 162.00 |        |
| P <sub>30</sub> | 158.00 |        |
| P <sub>20</sub> | 155.00 |        |
| P <sub>10</sub> | 149.00 |        |

The table also revealed that percentile scores of educational aspiration of scholarship exam unqualified male higher secondary school students. The table show that Mean score of educational aspirations of scholarship exam unqualified male students is 167.91, Which also lie between 50<sup>th</sup> and 60<sup>th</sup> percentile. For the subsample the 10<sup>th</sup> percentile score of educational aspiration of scholarship exam unqualified male higher secondary school is 149.00. It means that score of educational aspiration of 10 percent of scholarship exam unqualified male students is below the score of 149.00. The 50<sup>th</sup> percentile score of educational aspiration of scholarship exam unqualified male higher secondary school students is 165.00 and 90<sup>th</sup> percentile score of educational aspirations

of scholarship exam unqualified male higher secondary school student is 191.00. It means that that score of educational aspiration of 50 percent of scholarship exam unqualified male students is below the score of 165.00 and 90 percent of scholarship exam unqualified male students is below 191.00 simultaneously.

**Table 19**

*Percentile Scores of Educational Aspiration among Scholarship Exam Non qualified Higher Secondary School Female Students*

| Percentiles     | Score  | Mean   |
|-----------------|--------|--------|
| P <sub>90</sub> | 199.80 |        |
| P <sub>80</sub> | 190.60 |        |
| P <sub>70</sub> | 188.00 |        |
| P <sub>60</sub> | 185.20 |        |
| P <sub>50</sub> | 180.00 | 179.87 |
| P <sub>40</sub> | 173.00 |        |
| P <sub>30</sub> | 170.60 |        |
| P <sub>20</sub> | 166.00 |        |
| P <sub>10</sub> | 159.20 |        |

The table also reveals percentile score of educational aspiration of scholarship exam unqualified female higher secondary school students. The Mean score of educational aspirations of scholarship exam unqualified female higher secondary school students is 179.87, which lies between 40 th and 50 the percentile. For the subsample 10 th percentile of score educational aspirations of scholarship exam unqualified female higher secondary school student is 159.20. It means that score of educational aspiration of 10 percent of scholarship exam unqualified female student is below the score of 159.20. The 50 th percentile of score of educational aspiration of scholarship exam unqualified female higher secondary school students is 180.00. It means that score of educational aspiration of 50 percent of scholarship exam unqualified female

student is below the score of 180.00. The 90<sup>th</sup> percentile of educational aspiration of scholarship exam unqualified female higher secondary school student is 199.80. It means that score of educational aspiration of 90 percent of the scholarship exam unqualified male student is below the score of 199.80

**Table 20**

*Percentile Scores of Educational Aspiration among Scholarship Exam Non qualified Government Higher Secondary School Students*

| Percentiles     | Score  | Mean   |
|-----------------|--------|--------|
| P <sub>90</sub> | 199.00 |        |
| P <sub>80</sub> | 190.60 |        |
| P <sub>70</sub> | 188.90 |        |
| P <sub>60</sub> | 186.40 |        |
| P <sub>50</sub> | 180.00 | 178.42 |
| P <sub>40</sub> | 172.40 |        |
| P <sub>30</sub> | 167.00 |        |
| P <sub>20</sub> | 159.80 |        |
| P <sub>10</sub> | 151.40 |        |

The table also reveals percentile score educational aspiration of scholarship exam unqualified government higher secondary school students. Mean score of educational aspiration of scholarship exam unqualified government higher secondary school student is 178.42. Which lies between 40<sup>th</sup> and 50<sup>th</sup> percentile. For the subsample 10<sup>th</sup> percentile of score educational aspiration of scholarship exam unqualified government higher secondary school student is 151.40. It means that score of educational aspiration of 10 percent of scholarship exam unqualified government higher secondary school student is below the score of 151.40. The 50<sup>th</sup> percentile score of educational aspiration of scholarship exam unqualified government higher secondary school student is 180.00. It means that score of educational aspiration of 50

percent scholarship exam unqualified higher secondary school student is below the score of 180.00. The 90 th percentile score of educational aspiration of scholarship exam unqualified government higher secondary school student is 199.00. It means that score of educational aspiration of 90 percent of scholarship exam unqualified government higher secondary school student below the score of 199.00.

**Table 21**

*Percentile Scores of Educational Aspiration among Scholarship Exam Non qualified Aided Higher Secondary School Students*

| Percentiles     | Score  | Mean   |
|-----------------|--------|--------|
| P <sub>90</sub> | 199.00 |        |
| P <sub>80</sub> | 192.00 |        |
| P <sub>70</sub> | 185.20 |        |
| P <sub>60</sub> | 178.80 |        |
| P <sub>50</sub> | 173.00 | 175.95 |
| P <sub>40</sub> | 171.20 |        |
| P <sub>30</sub> | 165.00 |        |
| P <sub>20</sub> | 162.00 |        |
| P <sub>10</sub> | 155.80 |        |

The table also reveals that percentage score of educational aspiration of scholarship exam unqualified aided higher secondary school students. The mean score of educational aspiration of scholarship exam unqualified aided higher secondary school students is 175.90. Which is lies between 50 th and 60 th percentile. For the subsample 10 the percentile of score educational aspiration of scholarship exam unqualified Aided higher secondary school student is 155.80. It means that score of educational aspiration of 10 percent of scholarship exam unqualified Aided higher secondary school student is below the score of 155.80. The 50 the percentile score of

educational aspiration of scholarship exam unqualified Aided higher secondary school student is 173.00. It means that score of educational aspiration of 50 percent of scholarship exam unqualified Aided higher secondary school student is below the score of 173.00. The 90th percentile score of educational aspiration of scholarship exam unqualified Aided higher secondary school student is 199.00. It means that score of educational aspiration of 90 percent of scholarship exam unqualified Aided higher secondary school student below the score of 199.00.

**Table 22**

*Percentile Scores of Educational Aspiration among Scholarship Exam Non qualified Unaided Higher Secondary School Students*

| Percentiles     | Score  | Mean   |
|-----------------|--------|--------|
| P <sub>90</sub> | 187.40 |        |
| P <sub>80</sub> | 182.40 |        |
| P <sub>70</sub> | 178.60 |        |
| P <sub>60</sub> | 175.20 |        |
| P <sub>50</sub> | 169.00 | 168.41 |
| P <sub>40</sub> | 163.60 |        |
| P <sub>30</sub> | 157.40 |        |
| P <sub>20</sub> | 154.20 |        |
| P <sub>10</sub> | 148.40 |        |

The table also reveals that percentage score of educational aspiration of scholarship exam unqualified unaided higher secondary school students. The mean score of educational aspiration of scholarship exam unqualified aided higher secondary school students is 168.41. Which lies between 40<sup>th</sup> and 50<sup>th</sup> percentile. For the subsample 10 the percentile of score educational aspiration of scholarship exam unqualified unaided higher secondary school student is 148.40. It means that score of educational aspiration of 10 percent of scholarship exam unqualified un-Aided higher secondary

school student is below the score of 148.40. The 50th percentile score of educational aspiration of scholarship exam unqualified unaided higher secondary school student is 163.00. It means that score of educational aspiration of 50 percent scholarship exam unqualified unaided higher secondary school student is below the score of 163.00. The 90th percentile score of educational aspiration of scholarship exam unqualified unaided higher secondary school student is 187.40. It means that score of educational aspiration of 90 percent of scholarship exam unqualified unaided higher secondary school student below the score of 187.40

**Table 23**

*Percentile Scores of Educational Aspiration among Scholarship Exam Non qualified Higher Secondary School Science Students*

| Percentiles     | Score  | Mean   |
|-----------------|--------|--------|
| P <sub>90</sub> | 201.20 |        |
| P <sub>80</sub> | 195.60 |        |
| P <sub>70</sub> | 188.90 |        |
| P <sub>60</sub> | 184.40 |        |
| P <sub>50</sub> | 172.00 | 174.33 |
| P <sub>40</sub> | 168.60 |        |
| P <sub>30</sub> | 162.00 |        |
| P <sub>20</sub> | 158.00 |        |
| P <sub>10</sub> | 142.00 |        |

The table also reveals that percentage score of educational aspiration of scholarship exam unqualified science higher secondary school students. The mean score of educational aspiration of scholarship exam unqualified science higher secondary school students is 174.33. Which lies between 50th and 60th percentile. For the subsample 10th percentile of score educational aspiration of scholarship exam

unqualified science higher secondary school student is 142.00. It means that score of educational aspiration of 10 percent of scholarship exam unqualified science higher secondary school student is below the score of 142.00. The 50th percentile score of educational aspiration of scholarship exam unqualified science higher secondary school student is 172.00. It means that score of educational aspiration of 50 percent scholarship exam unqualified science higher secondary school student is below the score of 172.00. The 90th percentile score of educational aspiration of scholarship exam unqualified science higher secondary school student is 201.20. It means that score of educational aspiration of 90 percent of scholarship exam unqualified science higher secondary school student below the score of 201.20.

**Table 24**

*Percentile Scores of Educational Aspiration among Scholarship Exam Non qualified Higher Secondary School Humanities Students*

| Percentiles     | Score  | Mean   |
|-----------------|--------|--------|
| P <sub>90</sub> | 197.80 |        |
| P <sub>80</sub> | 188.40 |        |
| P <sub>70</sub> | 186.00 |        |
| P <sub>60</sub> | 179.80 |        |
| P <sub>50</sub> | 176.00 | 176.78 |
| P <sub>40</sub> | 171.40 |        |
| P <sub>30</sub> | 165.90 |        |
| P <sub>20</sub> | 162.60 |        |
| P <sub>10</sub> | 154.50 |        |

The table also reveals that percentage score of educational aspiration of scholarship exam unqualified humanities higher secondary school students. The mean score of educational aspiration of scholarship exam unqualified humanities higher secondary

school students is 176.78. Which is lies between 50 th and 60 th percentile. For the subsample 10 th percentile of score educational aspiration of scholarship exam unqualified humanities higher secondary school student is 154.50. It means that score of educational aspiration of 10 percent of scholarship exam unqualified humanities higher secondary school student is below the score of 154.50. The 50 th percentile score of educational aspiration of scholarship exam unqualified humanities higher secondary school student is 176.00. It means that score of educational aspiration of 50 percent scholarship exam unqualified humanities higher secondary school student is below the score of 176.00 The 90 th percentile score of educational aspiration of scholarship exam unqualified humanities higher secondary school student is 197.80. It means that score of educational aspiration of 90 percent of scholarship exam unqualified humanities higher secondary school student below the score of 197.80.

**Table 25**

*Percentile Scores of Educational Aspiration among Scholarship Exam Unqualified Higher Secondary School Commerce Students*

| Percentiles     | Score  | Mean   |
|-----------------|--------|--------|
| P <sub>90</sub> | 201.20 |        |
| P <sub>80</sub> | 195.60 |        |
| P <sub>70</sub> | 188.90 |        |
| P <sub>60</sub> | 184.40 |        |
| P <sub>50</sub> | 172.00 | 174.33 |
| P <sub>40</sub> | 168.60 |        |
| P <sub>30</sub> | 162.00 |        |
| P <sub>20</sub> | 158.00 |        |
| P <sub>10</sub> | 142.00 |        |

The table also reveals that percentage score of educational aspiration of scholarship exam unqualified commerce higher secondary school students. The mean score of

educational aspiration of scholarship exam unqualified commerce higher secondary school students is 174.33. Which lies between 50 th and 60 th percentile. For the subsample 10 the percentile of score educational aspiration of scholarship exam unqualified commerce higher secondary school student is 142.00. It means that score of educational aspiration of 10 percent of scholarship exam qualified Commerce higher secondary school student is below the score of 142.00. The 50 th percentile score of educational aspiration of scholarship exam unqualified Commerce higher secondary school student is 172.00. It means that score of educational aspiration of 50 percent scholarship exam unqualified commerce higher secondary school student is below the score of 172.00. The 90 th percentile score of educational aspiration of scholarship exam unqualified Commerce higher secondary school student is 201.20. It means that score of educational aspiration of 90 percent of scholarship exam unqualified Commerce higher secondary school student below the score of 201.20..

### **Mean Difference Analysis**

Mean difference analysis was carried out to test whether there exist any significant difference in the mean score of educational aspiration of scholarship exam Qualified and Non qualified higher secondary school students in total sample and relevant subsample based gender, type of management and streams of study, there exist any significant difference in scholarship exam qualified higher secondary school students in total sample and relevant subsample based on gender, type of management and stream of study and there exist any significant difference in scholarship exam unqualified higher secondary school students total sample and relevant subsample based on gender, type of management and stream of study .For this mean and standard deviation of the distribution of variable are calculated for

total sample and subgroup based on gender(Male and Female),type of management(Government, aided, unaided),Stream of study(science, commerce, humanities) of higher secondary school students. As subgroup are large and small size t-test formula for large and small independent sample was used to test the significant difference between the mean score of educational aspirations for scholarship exam qualified and non qualified higher secondary school students based on gender. One way ANOVA was used to test the significant difference between mean score of educational aspiration for higher secondary school students based on type of management and stream of study.

**The third objective** of the study is to find whether there exist any significance difference in educational aspirations among scholarship exam qualified and non qualified higher secondary school students For total sample and relevant subsample based on gender, stream of study, Type of management. Test of significance difference between mean of large and small independent sample(t-test) was used to find out whether there exist any significant difference in the educational aspirations among scholarship exam qualified and non qualified higher secondary school students for total sample and relevant subsample based on gender.

***Comparison of Mean Scores of Educational Aspiration of Scholarship Exam Qualified and Nonqualified Higher Secondary School Students***

The data and result of test of significance difference between the mean score of educational aspirations of scholarship exam qualified(62) and Non -qualified(105) of higher secondary school students are presented in table 26.

**Table 26**

*Data and Result of Test of Significance of Difference between Means of Educational Aspiration Higher Secondary School Students based on their Scholarship Exam Qualified Status*

| Variable                | Scholarship Exam Qualified Status |                |                 |                |                |                 | t-value | p-value |
|-------------------------|-----------------------------------|----------------|-----------------|----------------|----------------|-----------------|---------|---------|
|                         | Qualified                         |                |                 | Unqualified    |                |                 |         |         |
|                         | N <sub>1</sub>                    | M <sub>1</sub> | SD <sub>1</sub> | N <sub>1</sub> | M <sub>1</sub> | SD <sub>1</sub> |         |         |
| Educational Aspirations | 62                                | 185.23         | 19.958          | 105            | 174.86         | 17.833          | 3.472** | .001    |

\*\* p<.01

Table depict that the critical ratio obtained t-value 3.472 which is greater than 2.58, the tabled value for significance at .001 level, indicates a significant difference in educational aspirations of scholarship exam qualified and non qualified higher secondary school students. Mean score of educational aspirations of scholarship exam qualified higher secondary school students is 185.23. Mean score of educational aspirations of scholarship exam non qualified higher secondary school student is 174.86. It means that Educational aspiration scholarship exam qualified higher secondary students is greater than educational aspirations of scholarship exam non qualified students.

***Comparison of Mean Scores of Educational Aspirations of Scholarship Exam Qualified Male and Non qualified Male Higher Secondary School Students***

The data and result of test of significance difference between the mean score of educational aspirations of scholarship exam qualified male and non qualified male higher secondary school students are presented in table 27

**Table 27**

*Data and Result of Test of Significance of Difference between Means of Educational Aspiration among Scholarship Exam qualified male students and non qualified male students*

| Variable                | Male higher secondary school students |                |                 |                |                |                 | t-value | p-value |
|-------------------------|---------------------------------------|----------------|-----------------|----------------|----------------|-----------------|---------|---------|
|                         | Scholarship exam                      |                |                 |                |                |                 |         |         |
|                         | Qualified                             |                |                 | Non qualified  |                |                 |         |         |
|                         | N <sub>1</sub>                        | M <sub>1</sub> | SD <sub>1</sub> | N <sub>1</sub> | M <sub>1</sub> | SD <sub>1</sub> |         |         |
| Educational Aspirations | 24                                    | 179.79         | 21.645          | 44             | 167.90         | 15.869          | 2.588** | .001    |

Table indicate that the t- value obtained is 2.588 .which is greater than the tabled value at 0.01 level of significance ( 2.660 ) with df 66.The mean score of educational aspiration of male qualified higher secondary student is 179.79 and male Non qualified student is 167.90.The standard deviation obtained for male qualified higher secondary student is 21.645 and male non-qualified student is 15.869.Since t value obtained is greater than tabled value at 0,01 level, It can be concluded that there is a significant difference in the mean score of educational aspiration of scholarship exam qualified and un- qualified male students. Thus concluded that scholarship exam qualified male have higher aspiration than non qualified male.

***Comparison of Mean Scores of Educational Aspirations of Scholarship Exam qualified Female and Non qualified Female Higher Secondary School Students***

The data and result of test of significance difference between the mean score of educational aspirations of scholarship exam qualified female and non qualified female higher secondary school students are presented in table 28

**Table 28**

*Data and Result of Test of Significance of Difference between Means of Educational Aspiration among Scholarship Exam Qualified Female Students And Non qualified Female Students*

| Variable                | Female higher secondary school students |                |                 |                |                |                 | t-<br>value | p-<br>value |
|-------------------------|---|----------------|-----------------|----------------|----------------|-----------------|-------------|-------------|
|                         | Scholarship exam                        |                |                 |                |                |                 |             |             |
|                         | Qualified                               |                |                 | Non qualified  |                |                 |             |             |
|                         | N <sub>1</sub>                          | M <sub>1</sub> | SD <sub>1</sub> | N <sub>1</sub> | M <sub>1</sub> | SD <sub>1</sub> |             |             |
| Educational Aspirations | 38                                      | 188.65         | 18.281          | 61             | 179.86         | 17.601          | 2.381       |             |

Table indicate that the t- value obtained is 2.381, which is greater than the tabled value at 0.05 level of significance ( 2.000 ) with df 60. The mean score of educational aspiration of female qualified higher secondary student is 188.65 and female Non qualified higher secondary student is 179.86. The standard deviation obtained for female qualified higher secondary student is 18.281 and female un qualified students is 15.869. Since t value obtained is greater than tabled value at 0,05 level, It can be concluded that there is a significant difference in the mean score of educational aspiration of scholarship exam qualified and Non- qualified female students at 0.05 level. Thus qualified female students having more aspiration un qualified female students. But this t-value obtained is less than the tabled value at 0.01 level of significance (2.660) with df 60..It can be concluded that there is no significant difference in the mean score of educational aspiration of scholarship exam qualified and Non qualified female students at 0.01 level. Thus, the scholarship exam qualified and Non -qualified female higher secondary students having same level educational aspiration at 0.01 level

***Comparison of Mean Scores of Educational Aspirations of Scholarship Exam qualified Government and Non qualified Government Higher Secondary School Students***

The data and result of test of significance difference between the mean score of educational aspirations of scholarship exam qualified government and non qualified government higher secondary school students are presented in table 29

**Table 29**

*Data and Result of Test of Significance of Difference between Means of Educational Aspiration among Scholarship Exam qualified Government Higher Secondary Students and Non qualified Government Higher Secondary School Students*

| Variable                | Government higher secondary school students |                |                 |                |                |                 | t-value | p-value |
|-------------------------|---|----------------|-----------------|----------------|----------------|-----------------|---------|---------|
|                         | Scholarship exam                            |                |                 |                |                |                 |         |         |
|                         | Qualified                                   |                |                 | Non qualified  |                |                 |         |         |
|                         | N <sub>1</sub>                              | M <sub>1</sub> | SD <sub>1</sub> | N <sub>1</sub> | M <sub>1</sub> | SD <sub>1</sub> |         |         |
| Educational Aspirations | 22  | 191.00         | 21.503          | 36             | 178.41         | 19.763          | 2.276   |         |

Table indicate that the t- value obtained is 2.276, which is greater than the tabled value at 0.05 level of significance ( 2.021 ) with df 56. The mean score of educational aspiration of government qualified higher secondary student is 191.00 and government Non qualified higher secondary student is 178.41. The standard deviation obtained for government qualified higher secondary student is 21.503 and government un -qualified students is 19.763. Since t value obtained is grater than tabled value at 0,05 level, It can be concluded that there is a significant difference in the mean score of educational aspiration of scholarship exam qualified and un-qualified government students at 0.05 level. Thus qualified government students

having more aspiration than Non qualified government students. But this t-value obtained is less than the tabled value at 0.01 level of significance (2.704) with df 56. It can be concluded that there is not significant difference in the mean score of educational aspiration of scholarship exam qualified and unqualified government higher secondary students at 0.01 level. Thus, the scholarship exam qualified and unqualified Government higher secondary students having same level educational aspiration at 0.01 level.

***Comparison of Mean Scores of Educational Aspirations of Scholarship Exam qualified Aided and non qualified Aided Higher Secondary School Students***

The data and result of test of significance difference between the mean score of educational aspirations of scholarship exam qualified Aided and non qualified Aided higher secondary school students are presented in table 30

**Table 30**

*Data and Result of Test of Significance of Difference between Means of Educational Aspiration among Scholarship Exam qualified Aided Higher Secondary Students and Non qualified Aided Higher Secondary Students*

| Variable                | Aided higher secondary school students |                 |                |                |                 |        | t-value | p-value |
|-------------------------|--|-----------------|----------------|----------------|-----------------|--------|---------|---------|
|                         | Scholarship exam                       |                 |                |                |                 |        |         |         |
|                         | Qualified                              |                 |                | Non qualified  |                 |        |         |         |
| N <sub>1</sub>          | M <sub>1</sub>                         | SD <sub>1</sub> | N <sub>1</sub> | M <sub>1</sub> | SD <sub>1</sub> |        |         |         |
| Educational Aspirations | 36                                     | 183.00          | 18.483         | 42             | 175.95          | 15.831 | 1.814   |         |

Table indicate that the t- value obtained is 1.814, which is less than the tabled value at 0.05 level of significance (2.000) with df 76. The mean score of educational aspiration of Aided qualified higher secondary student is 183.00 and Aided unqualified higher secondary student is 175.95. Since t value obtained is less than

tabled value at 0,05 level, It can be concluded that there is no significant difference in the mean score of educational aspiration of scholarship exam qualified and Non qualified aided higher secondary students at 0.05 level. Thus scholarship exam qualified and Non qualified aided students are having same level of educational aspiration

***Comparison of Mean Scores of Educational Aspirations of Scholarship Exam qualified un Aided and Non qualified Unaided Higher Secondary School Students***

The data and result of test of significance difference between the mean score of educational aspirations of scholarship exam qualified unaided and non qualified unaided higher secondary school students are presented in table 31

**Table 31**

*Data and Result of Test of Significance of Difference between Means of Educational Aspiration among Scholarship Exam qualified Unaided Higher Secondary Students and Non qualified Unaided Higher Secondary Students*

| Variable                | Unaided higher secondary school students |                |                 |                |                |                 | t-value | p-value |
|-------------------------|--|----------------|-----------------|----------------|----------------|-----------------|---------|---------|
|                         | Scholarship exam                         |                |                 |                |                |                 |         |         |
|                         | Qualified                                |                |                 | Non qualified  |                |                 |         |         |
|                         | N <sub>1</sub>                           | M <sub>1</sub> | SD <sub>1</sub> | N <sub>1</sub> | M <sub>1</sub> | SD <sub>1</sub> |         |         |
| Educational Aspirations | 4  | 173.50         | 19.739          | 27             | 168.40         | 16.984          | 0.550   |         |

Table indicate that the t- value obtained is 0.550, which is less than the tabled value at 0.05 level of significance ( 2.042) with df 29.The mean score of educational aspiration of un aided qualified higher secondary student is 173.50 and Aided unqualified higher secondary student is 168.40.Since t value obtained is less than tabled value at 0,05 level, It can be concluded that there is no significant difference in

the mean score of educational aspiration of scholarship exam qualified and unqualified unaided higher secondary students at 0.05 level. Thus scholarship exam qualified and unqualified unaided students are having same level of educational aspiration

***Comparison of Mean Scores of Educational Aspirations of Scholarship Exam Qualified Science and Nonqualified Science Higher Secondary School Students***

The data and result of test of significance difference between the mean score of educational aspirations of scholarship exam qualified science and non qualified science higher secondary school students are presented in table 32.

**Table 32**

*Data and Result of Test of Significance of Difference between Means of Educational Aspiration among Scholarship Exam qualified Science Higher Secondary Students and Non qualified Science Higher Secondary Students*

| Variable                | Science higher secondary school students |                |                 |                |                |                 | t-value | p-value |
|-------------------------|--|----------------|-----------------|----------------|----------------|-----------------|---------|---------|
|                         | Scholarship exam                         |                |                 |                |                |                 |         |         |
|                         | Qualified                                |                |                 | Non qualified  |                |                 |         |         |
|                         | N <sub>1</sub>                           | M <sub>1</sub> | SD <sub>1</sub> | N <sub>1</sub> | M <sub>1</sub> | SD <sub>1</sub> |         |         |
| Educational Aspirations | 48                                       | 184.66         | 20.421          | 36             | 174.33         | 20.516          | 2.290   |         |

Table indicate that the t- value obtained is 2.290, which is greater than the tabled value at 0.05 level of significance ( 2.000 ) with df 82. The mean score of educational aspiration of science qualified higher secondary student is 184.66 and science unqualified higher secondary student is 174.33. The standard deviation obtained for science qualified higher secondary student is 20.421 and science un -qualified students is 19.763. Since t value obtained is greater than tabled value at 0,05 level, It can be concluded that there is a significant difference in the mean score of

educational aspiration of scholarship exam qualified and un- qualified government students at 0.05 level. Thus qualified science students having more aspiration than Non -qualified science students. But this t-value obtained is is less than the tabled value at 0.01 level of significance (2.660) with df 82.It can be concluded that there is no significant difference in the mean score of educational aspiration of scholarship exam qualified and un qualified government higher secondary students at0 .01 level. Thus scholarship exam qualified and un- qualified science students are having same level of educational aspiration

***Comparison of Mean Scores of Educational Aspirations of Scholarship Exam Qualified Humanities and Nonqualified Humanities Higher Secondary School Students***

The data and result of test of significance difference between the mean score of educational aspirations of scholarship exam qualified humanities and non qualified humanities higher secondary school students are presented in table 33

**Table 33**

*Data and Result of Test of Significance of Difference between Means of Educational Aspiration among Scholarship Exam qualified Humanities Higher Secondary Students and Non qualified Humanities higher Data Secondary Students*

| Variable                | Humanities higher secondary school students |                |                 |                |                |                 | t-<br>value | p-<br>value |
|-------------------------|---|----------------|-----------------|----------------|----------------|-----------------|-------------|-------------|
|                         | Scholarship exam                            |                |                 |                |                |                 |             |             |
|                         | Qualified                                   |                |                 | Non qualified  |                |                 |             |             |
|                         | N <sub>1</sub>                              | M <sub>1</sub> | SD <sub>1</sub> | N <sub>1</sub> | M <sub>1</sub> | SD <sub>1</sub> |             |             |
| Educational Aspirations | 9   | 194.33         | 16.271          | 32             | 176.78         | 17.179          | 2.737       |             |

Table indicate that the t- value obtained is 2.737 .which is greater than the tabled value at 0.01 level of significance ( 2.704 ) with df 39.The mean score of educational

aspiration of humanities qualified higher secondary student is 194.33 and humanities un- qualified student is 176.78. The standard deviation obtained for humanities qualified higher secondary student is 16.271 and humanities unqualified student is 17.179. Since t value obtained is greater than tabled value at 0,01 level, It can be concluded that there is a significant difference in the mean score of educational aspiration of scholarship exam qualified and un- qualified humanities students. Thus qualified humanities students have more aspiration than non qualified humanities students.

***Comparison of Mean Scores of Educational Aspirations of Scholarship Exam Qualified Commerce and Non Commerce Secondary School Students***

The data and result of test of significance difference between the mean score of educational aspirations of scholarship exam qualified commerce and non qualified commerce higher secondary school students are presented in table 34

**Table 34**

*Data and Result of Test of Significance of Difference between Means of Educational Aspiration among Scholarship Exam Qualified Commerce Higher Secondary Students and Non Qualified Commerce Higher Data Secondary Students.*

| Variable                | Commerce higher secondary school students |                |                 |                |                |                 | t-<br>value | p-<br>value |
|-------------------------|---|----------------|-----------------|----------------|----------------|-----------------|-------------|-------------|
|                         | Scholarship exam                          |                |                 |                |                |                 |             |             |
|                         | Qualified                                 |                |                 | Non qualified  |                |                 |             |             |
|                         | N <sub>1</sub>                            | M <sub>1</sub> | SD <sub>1</sub> | N <sub>1</sub> | M <sub>1</sub> | SD <sub>1</sub> |             |             |
| Educational Aspirations | 5   | 174.20         | 17.398          | 37             | 173.70         | 15.825          | 0.065       |             |

Table indicate that the t- value obtained is 0.065, which is less than the tabled value at 0.05 level of significance (2.021) with df 40. The mean score of educational

aspiration of Commerce qualified higher secondary student is 174.20 and Commerce unqualified higher secondary student is 173.70. Since t value obtained is less than tabled value at 0,05 level, It can be concluded that there is no significant difference in the mean score of educational aspiration of scholarship exam qualified and unqualified commerce higher secondary students at 0.05 level. Thus scholarship exam qualified and Non qualified commerce students are having same level of educational aspiration

### **Discussion.**

In this section researcher compare the mean score of educational aspiration of scholarship exam qualified and non qualified higher secondary school students in total sample and relevant sub sample based on gender, type of management, stream of study.

#### ***Total sample***

- The result of significant difference between mean of educational aspiration of higher secondary school students based on achievement in scholarship exam status revealed that there is a significant difference in the mean score of educational aspirations of scholarship exam qualified and non qualified students. It also indicates that Scholarship exam qualified higher secondary students have higher aspiration than non qualified ones.

#### ***Gender.***

- Result show that there exist significant difference between mean score of educational aspiration scholarship exam qualified and non qualified male students. Mean score of educational aspiration indicate that Scholarship exam qualified male have higher aspiration than non qualified male.

- Result show that there exist significant difference between mean score of educational aspiration scholarship exam qualified and non qualified female students at 0.05 level, but not significant at 0.01 level. . Mean score of educational aspiration indicate that Scholarship exam qualified female have higher aspiration than non qualified female
- As per total sample in both gender scholarship exam qualified students have more aspiration than non qualified ones

***Management.***

- Result show that there exist significant difference in the mean score of educational aspiration of scholarship exam qualified and non qualified government higher secondary school students at 0.05 level, but not significant at 0.01 level .At 0.05 level scholarship exam qualified government students have higher aspiration than non qualified government students.
- In both aided and unaided section there exist no significant difference in the mean score of educational aspiration qualified and non qualified higher secondary school students at 0,05 level.

***Streams.***

- Result also Indicate that there exist a significant mean difference in the mean score of educational aspirations of scholarship exam qualified and non qualified science higher secondary school students at 0.05 level, but not significant at 0.01 level. Mean score of educational aspiration show that scholarship exam qualified science students have more aspiration than non qualified science students.

- Result also indicate that there exist a significant difference in the mean score of educational aspirations of scholarship exam qualified and non qualified humanities students. Mean score of educational aspiration show that qualified humanities students have more aspiration than non qualified humanities students
- Result indicate that there exist no significant difference in the mean score of educational aspiration of scholarship exam qualified and non qualified commerce higher secondary students.

**The fourth objective** of the study is to find whether there exist any significance difference in the mean score of educational aspirations among scholarship exams qualified higher secondary school students based on gender, type of management and streams of study. Test of significance difference between mean of small independent sample(t-test) and one way ANOVA was used to find out whether there exist any significant difference in the mean score of educational aspirations among scholarship exams qualified higher secondary school students based on gender, type of management and streams of study

***Comparison of Mean Scores of Educational Aspirations of Scholarship Exam qualified Higher Secondary School Students based on Gender.***

The data and result of test of significance difference between the mean score of educational aspirations of scholarship exam qualified higher secondary school based on gender are presented in Table 35

**Table 35**

*Data and Result of Test of Significance of Difference between Means of Educational Aspiration among Scholarship Exam Qualified Higher Secondary School Students based on the Subsample Gender*

| Variable                | Scholarship exam Qualified HSS Students |                |                 |                |                |                 | t-value             | p-value |
|-------------------------|---|----------------|-----------------|----------------|----------------|-----------------|---------------------|---------|
|                         | Gender                                  |                |                 |                |                |                 |                     |         |
|                         | Male                                    |                |                 | Female         |                |                 |                     |         |
|                         | N <sub>1</sub>                          | M <sub>1</sub> | SD <sub>1</sub> | N <sub>1</sub> | M <sub>1</sub> | SD <sub>1</sub> |                     |         |
| Educational Aspirations | 24                                      | 179.79         | 21.645          | 38             | 188.66         | 18.282          | 1.731 <sup>NS</sup> | .089    |

Table depict that the critical ratio obtained t value 1.731 which is less than 2.000 with df 61, the tabled value for significance at 0,05 level. The mean score of educational aspiration of qualified male is 179.79 and qualified female student is 188.66,It concluded that there is no significant difference in the educational aspirations of scholarship exam qualified students based on gender in 0.05 level. Thus, the qualified male and female students having same level educational aspiration .

***Comparison of Mean Scores of Educational Aspirations of Scholarship Exam Qualified Government, Aided, Unaided Higher Secondary Students***

The data and result of test of significance difference between the mean score of educational aspirations of scholarship exam qualified higher secondary school based on type of management are presented in table 36

**Table 36**

*Data and Result of Test of Significance Difference between the Mean Scores of Educational Aspiration for Scholarship Exam Qualified Higher Secondary School Students based on Management*

|                | Sum of square | Df | Mean square | F     | Sig  |
|----------------|---------------|----|-------------|-------|------|
| Between groups | 1461.839      | 2  | 730.919     |       |      |
| Within groups  | 22837.000     | 59 |             | 1.888 | .160 |
| Total          | 24298.839     | 61 | 387.068     |       |      |

From table it is evident that F value obtained for educational aspiration of scholarship exam qualified higher secondary school students based on Type of management of school is 1.888 for (2,59) Df is less than tabled value of F(3.23) required at 0.05 level of significance. Thus there exists no significant difference in the mean score of educational aspiration of Scholarship exam qualified higher secondary school students belongs to Government, Aided and Unaided higher secondary schools

***Comparison of Mean Scores of Educational Aspirations of Scholarship Exam qualified Science, Commerce, Humanities Higher Secondary Students***

The data and result of test of significance difference between the mean score of educational aspirations of scholarship exam qualified higher secondary school based on stream of study are presented in table 37.

**Table 37**

*Data and Result of Test of Significance Difference between the Mean Scores of Educational Aspiration for scholarship exam Qualified Higher Secondary School Students based on Streams*

|                | Sum of square | Df | Mean square | F     | Sig  |
|----------------|---------------|----|-------------|-------|------|
| Between groups | 1369.372      | 2  | 684.686     |       |      |
| Within groups  | 22929.467     | 59 |             | 1.762 | .181 |
| Total          | 24298.839     | 61 | 388.635     |       |      |

From table it is evident that F value obtained for educational aspiration of scholarship exam qualified higher secondary school students based on subject streams is 1.762 for (2,59) Df is less than tabled value of F(3.23) required at 0.05 level of significance. Thus there is no significant difference in the mean score of educational aspiration of scholarship exam qualified higher secondary school students belongs to Science, humanities, commerce higher secondary schools

### **Discussion.**

In this section researcher compare mean score of educational aspiration of scholarship exam Qualified higher secondary students based on gender, type of management and streams of study

#### ***Gender.***

The result Indicate that there exist no significant difference between mean score of educational aspiration of scholarship exam qualified students based on gender at 0.05 level.

#### ***Management.***

Result Indicate that there exist no significant difference in the mean score of educational aspiration of Scholarship exam qualified higher secondary school students belongs to Government, Aided and Unaided higher secondary schools

#### ***Streams.***

Result Indicate that there is no significant difference in the mean score of educational aspiration of scholarship exam qualified higher secondary school students belongs to Science, humanities, commerce higher secondary schools.

. **The fifth objective** of the study is to find whether there exist any significance difference in the mean score of educational aspirations among scholarship exams Non- qualified higher secondary school students based on gender, Stream of study and type of management. Test of significance difference between mean of large independent sample t-test and ANOVA was used to find out whether there exist any significant difference in the mean score of educational aspirations among scholarship exams Non- qualified higher secondary school students based on gender.

***Comparison of Mean Scores of Educational Aspirations of Scholarship Exam Non qualified Higher Secondary School Students Based on Gender***

The data and result of test of significance difference between the mean score of educational aspirations of scholarship exam Non qualified higher secondary school students based on Gender are presented in Table 38.

**Table 38**

*Data and Result of Test of Significance of Difference between Means of Educational Aspiration among Scholarship Exam Unqualified Higher Secondary School Students based on the Subsample Gender*

| Variable                | Scholarship exam Unqualified HSS Students |                |                 |                |                |                 | t-value | p-value |
|-------------------------|---|----------------|-----------------|----------------|----------------|-----------------|---------|---------|
|                         | Gender                                    |                |                 |                |                |                 |         |         |
|                         | Male                                      |                |                 | Female         |                |                 |         |         |
|                         | N <sub>1</sub>                            | M <sub>1</sub> | SD <sub>1</sub> | N <sub>1</sub> | M <sub>1</sub> | SD <sub>1</sub> |         |         |
| Educational Aspirations | 44  | 167.91         | 15.870          | 61             | 179.87         | 17.602          | 3.578** | .001    |

Table depict that the critical ratio obtained t-value 3.578 which is greater than 2.58, the tabled value for significance at .001 level, indicates a significant difference in educational aspirations of scholarship exam un- qualified higher secondary school students based on gender. Mean score of educational aspirations of scholarship exam un qualified higher secondary school male students is 167.91 .Mean score of educational aspirations of scholarship exam un - qualified higher secondary school female student is 179.87 .It means that Educational aspiration scholarship exam Non qualified higher secondary female students is greater than educational aspirations of scholarship exam Non qualified male students.

***Comparison of Mean Scores of Educational Aspirations of Scholarship Exam Unqualified Government, Aided, Unaided Students***

The data and result of test of significance difference between the mean score of educational aspirations of scholarship exam unqualified higher secondary school based on type of management are presented in table 39.

**Table 39**

*Data and Result of Test of Significance Difference between the Mean Scores of Educational Aspiration for Scholarship Exam Unqualified Higher Secondary School Students based on Management*

|                | Sum of square | Df  | Mean square | F     | Sig   |
|----------------|---------------|-----|-------------|-------|-------|
| Between groups | 1629.684      | 2   | 814.842     |       |       |
| Within groups  | 31445.173     | 102 |             | 2.643 | 0.076 |
| Total          | 33074.857     | 104 | 308.286     |       |       |

From table it is evident that F value obtained for educational aspiration of scholarship exam unqualified higher secondary school students based on Type of management of school is 2.643 for (2,102) Df is less than tabled value of F(3.15) required at 0.05 level of significance. Thus there is no significant difference in the mean score of educational aspiration of scholarship exam unqualified higher secondary school students belongs to Government, aided and unaided schools.

***Comparison of Mean Scores of Educational Aspirations of Scholarship Exam Unqualified Science, Commerce, Humanities Higher Secondary Students***

The data and result of test of significance difference between the mean score of educational aspirations of scholarship exam unqualified higher secondary school based on stream of study are presented in Table 40.

**Table 40**

*Data and Result of Test of Significance Difference between the Mean Scores of Educational Aspiration for Scholarship Exam Unqualified Higher Secondary School Students based on Streams*

|                | Sum of square | Df  | Mean square | F     | Sig   |
|----------------|---------------|-----|-------------|-------|-------|
| Between groups | 177.659       | 2   | 88.829      |       |       |
| Within groups  | 32897.198     | 102 |             | 0.275 | 0.076 |
| Total          | 33074.879     | 104 | 322.522     |       |       |

From table it is evident that F value obtained for educational aspiration of scholarship exam unqualified higher secondary school students based on streams is 0.275 for (2,102) Df is less than tabled value of F(3.15) required at 0.05 level of significance. Thus there is no significant difference in the mean score of educational aspiration of scholarship exam unqualified higher secondary school students belongs to Science, humanities, commerce streams

**Discussion.**

In this section researcher compare mean score of educational aspiration of scholarship exam Non-qualified higher secondary students based on gender, type of management and streams of study

***Gender.***

The result revealed that there exists a significant difference in the mean score of educational aspiration of scholarship exam Non qualified higher secondary students based on gender .Mean score of educational aspiration indicate that Educational aspiration scholarship exam Non- qualified higher secondary female students is greater than educational aspirations of scholarship exam Non qualified male students .

***Management.***

The result also revealed that there is no significant difference in the mean score of educational aspiration of scholarship exam Non -qualified higher secondary school students belongs to Government, aided and unaided schools.

***Streams.***

Result revealed that there is no significant difference in the mean score of educational aspiration of scholarship exam Non qualified higher secondary school students belongs to Science, humanities, commerce higher secondary schools.

## Chapter 5

# SUMMARY, FINDINGS, CONCLUSIONS AND SUGGESTIONS

- *Study in Retrospect*
- *Major Findings of the Study*
- *Tenability of Hypothesis*
- *Educational Implication*
- *Suggestions for Further Research*

## **SUMMARY, FINDINGS, SUGGESTIONS**

This chapter provides an overview of significant aspect of the various stages of the study. The chapter organized under the following headings:

- Study in Retrospect
- Major Findings of the study
- Tenability of Hypothesis
- Educational Implication
- Suggestion for Further Research

### **Study in Retrospect**

This section try to make a retrospective study of different stages of the present study such as statement of the problem, variables of the study, Objectives of the study, hypothesis and methodology used for the study

#### **Restatement of the Problem**

The study is entitled as

“EDUCATIONAL ASPIRATIONS OF QUALIFIED AND NON QUALIFIED  
HIGHER SECONDARY SCHOOL STUDENTS IN SCHOLARSHIP EXAMS AT  
SCHOOL LEVEL IN MALAPPURAM DISTRICT”

#### **Variables**

The only variable in the study is ‘Educational Aspiration’

**Categorical variables** viz, Gender, Streams and Type of management

### **Objectives of the Study**

1. To find out the extent of educational aspirations of scholarship exam qualified higher secondary school students for total sample and relevant subgroup based on gender, type of management and streams of study
2. To find out the extent of educational aspirations of scholarship exam Non qualified higher secondary school students for total sample and relevant subgroup based on gender, type of management and streams of study
3. To find out whether there exist any significant mean difference on educational aspirations among scholarship exams qualified and Nonqualified higher secondary school students for total sample and relevant subgroup based on gender, type of management and streams of study.
4. To find out whether there exist any significant mean difference on educational aspiration among scholarship exams qualified higher school students based on gender, type of management and streams of study.
5. To find out whether there exist any significant mean difference on educational aspiration among scholarship exams Non- qualified higher secondary school based on gender, type of management and streams of study

### **Hypothesis of the Study**

1. There is no significant difference in the mean score of educational aspiration of scholarship exam qualified and non qualified higher secondary school students.
2. There is no significant difference in the mean score of educational aspiration of scholarship exam qualified male and non qualified male higher secondary school students.

3. There is no significant difference in the mean score of educational aspiration of scholarship exam qualified female and non qualified female higher secondary students.
4. There is no significant difference in the mean score of educational aspiration of scholarship exam qualified government and non qualified government higher secondary students.
5. There is no significant difference in the mean score of educational aspiration of scholarship exam qualified Aided and non qualified Aided higher secondary students.
6. There is no significant difference in the mean score of educational aspirations of scholarship exam qualified UnAided and non qualified Un- Aided higher secondary students
7. There is no significant difference in the mean score of educational aspiration of scholarship exam qualified science and non qualified science higher secondary students.
8. There is no significant difference in the mean score of educational aspiration of scholarship exam qualified humanities and non qualified humanities higher secondary students.
9. There is no significant difference in the mean score of educational aspiration of scholarship exam qualified Commerce and non qualified Commerce higher secondary students.
10. There is no significant difference in the mean score of educational aspiration of scholarship exams qualified higher secondary school students based on gender.

11. There is no significant difference in the mean score of educational aspiration of scholarship exams qualified higher secondary school students based on type of management.
12. There is no significant difference in the mean score of educational aspiration of scholarship exams qualified higher secondary school students based on stream of study.
13. There is no significant difference in the mean score of educational aspiration of scholarship exams unqualified higher secondary school students based on gender
14. There is no significant difference in the mean score of educational aspiration of scholarship exams unqualified higher secondary school students based on type of management.
15. There is no significant difference in the mean score of educational aspiration of scholarship exams unqualified higher secondary school students based on stream of study

### **Methodology in brief**

#### ***Method***

The purpose of the study is to investigate there is any difference in the educational aspirations of school level scholarship exam qualified and non qualified higher secondary school students. Thus, survey method was used for the study to collect necessary information.

### ***Sample***

The population considered for the present study is higher secondary school students in Malappuram district. The sample selected for the study was 900 higher secondary school students of Tirurangadi, Malappuram, Tirur educational sub district of malappuram district. In which 62 scholarship exam qualified students and 838 scholarship exam non qualified higher secondary school students are involved. Stratified random sampling technique was used by giving due representation to strata such as gender, type of management and streams of study. For the purpose of comparing educational aspirations of qualified and non qualified students we reduced the number of non qualified one using systematic sampling. Using systematic sample we selected 105 non qualified higher secondary students from 838 non qualified higher secondary school students. The study was carried out Total 167 comprising of 62 Qualified students and 105 Non qualified higher secondary school students of class 11<sup>th</sup> and 12<sup>th</sup> from a Tirurangadi, Malappuram and Tirur educational sub district of Malappuram district.

### ***Tools Used for the Data Collection***

Educational Aspirations Scale (Ashly &Irshana, 2023)

### ***Statistical Techniques Used***

For the purpose of analyzing the collected data following statistical technique were used:

- Descriptive statistics
- Percentile Analysis

- t-test(test the significant difference between mean of two groups)
- Analysis of Variance (ANOVA)

### **Major Findings**

Out of 62 scholarship exam qualified students, 24 are male and 38 are female, 22 are from government school and 36 are from aided and 4 from unaided schools, 48 included in science and 9 included in humanities and 5 included in commerce. It means that majority of scholarship qualified students choose science stream and aided school.

t-value obtained for educational aspiration is 3.472 which is greater than 2.58, the tabled value for significance at .001 level, indicates a significant difference in educational aspirations of scholarship exam qualified and non qualified higher secondary school students. Mean score of educational aspirations of scholarship exam qualified higher secondary school students is 185.23. Mean score of educational aspirations of scholarship exam non qualified higher secondary school student is 174.86. It means that Educational aspiration of scholarship exam qualified higher secondary students is greater than educational aspirations of scholarship exam non qualified students.

t-value obtained for educational aspiration is 2.588, which is greater than the tabled value at 0.01 level of significance (2.660) with df 66. The mean score of educational aspiration of male qualified higher secondary student is 179.79 and male un-qualified student is 167.90. The standard deviation obtained for male qualified higher secondary student is 21.645 and male non-qualified student is 15.869. Since t value obtained is greater than tabled value at 0,01 level, It can be concluded that there is a significant difference in the mean score of educational aspiration of

scholarship exam qualified and un- qualified male students. Thus concluded that scholarship exam qualified male students have higher aspiration than non qualified male.

t- value obtained for educational aspiration is 2.381, which is greater than the tabled value at 0.05 level of significance ( 2.000 ) with df 60. The mean score of educational aspiration of female qualified higher secondary student is 188.65 and female unqualified higher secondary student is 179.86. The standard deviation obtained for female qualified higher secondary student is 18.281 and female unqualified students is 15.869. Since t value obtained is greater than tabled value at 0,05 level, It can be concluded that there is a significant difference in the mean score of educational aspiration of scholarship exam qualified and un- qualified female students at 0.05 level. Thus scholarship exam qualified female students having more aspiration than Non qualified female students.

t- value obtained for educational aspiration is 2.276, which is greater than the tabled value at 0.05 level of significance ( 2.021 ) with df 56. The mean score of educational aspiration of government qualified higher secondary student is 191.00 and government unqualified higher secondary student is 178.41. The standard deviation obtained for government qualified higher secondary student is 21.503 and government un -qualified students is 19.763. Since t value obtained is grater than tabled value at 0,05 level, It can be concluded that there is a significant difference in the mean score of educational aspiration of scholarship exam qualified and un-qualified government students at 0.05 level. Thus scholarship exam qualified government students having more aspiration than Non qualified government students.

t- value obtained for educational aspiration is 1.814, which is less than the tabled value at 0.05 level of significance ( 2.000 ) with df 76. The mean score of educational aspiration of Aided qualified higher secondary student is 183.00 and Aided Non qualified higher secondary student is 175.95. Since t value obtained is less than tabled value at 0,05 level, It can be concluded that there is no significant difference in the mean score of educational aspiration of scholarship exam qualified and non qualified aided higher secondary students at 0.05 level. Thus scholarship exam qualified and Non qualified aided students are having same level of educational aspiration.

t- value obtained For educational aspiration is 0.550, which is less than the tabled value at 0.05 level of significance ( 2.042) with df 29. The mean score of educational aspiration of unaided qualified higher secondary student is 173.50 and Un aided nonqualified higher secondary student is 168.40. Since t value obtained is less than tabled value at 0,05 level, It can be concluded that there is no significant difference in the mean score of educational aspiration of scholarship exam qualified and un- qualified unaided higher secondary students at 0.05 level. Thus scholarship exam qualified and un qualified unaided students are having same level of educational aspiration

The t- value obtained for educational aspiration is 2.290, which is greater than the tabled value at 0.05 level of significance ( 2.000 ) with df 82. The mean score of educational aspiration of science qualified higher secondary student is 184.66 and science unqualified higher secondary student is 174.33. The standard deviation obtained for science qualified higher secondary student is 20.421 and science un - qualified students is 19.763. Since t value obtained is greater than tabled value at 0,05

level, It can be concluded that there is a significant difference in the mean score of educational aspiration of scholarship exam qualified and non - qualified science students at 0.05 level. Thus scholarship exam qualified science students having more aspiration than non -qualified science students.

t- value obtained for educational aspiration is 2.737 .which is greater than the tabled value at 0.01 level of significance ( 2.704 ) with df 39. The mean score of educational aspiration of humanities qualified higher secondary student is 194.33 and humanities un- qualified student is 176.78. The standard deviation obtained for humanities qualified higher secondary student is 16.271 and humanities unqualified student is 17.179. Since t value obtained is greater than tabled value at 0,01 level, It can be concluded that there is a significant difference in the mean score of educational aspiration of scholarship exam .qualified and un- qualified humanities students. Thus scholarship exams qualified humanities students have more aspiration than non qualified humanities students.

t- value obtained for educational aspiration is 0.065, which is less than the tabled value at 0.05 level of significance ( 2.021 ) with df 40. The mean score of educational aspiration of Commerce qualified higher secondary student is 174.20 and Commerce unqualified higher secondary student is 173.70. Since t value obtained is less than tabled value at 0,05 level, It can be concluded that there is no significant difference in the mean score of educational aspiration of scholarship exam qualified and un- qualified commerce higher secondary students at 0.05 level. Thus scholarship exam qualified and non qualified commerce students are having same level of educational aspiration

t-value obtained for scholarship exam qualified higher secondary school students based on gender is 1.731. So that there is no significant difference in the mean score of educational aspirations of scholarship exam qualified higher secondary school students in based on gender at 0.05 significance level.

F value obtained for educational aspiration of scholarship exam qualified higher secondary school students based on Type of management of school is 1.888 for (2,59) df is less than tabled value of F(3.23) required at 0.05 level of significance. Thus there exists no significant difference in the mean score of educational aspiration of Scholarship exam qualified higher secondary school students belongs to Government, Aided and Unaided higher secondary schools

F value obtained for educational aspiration of scholarship exam qualified higher secondary school students based on subject streams is 1.762 for (2,59) df is less than tabled value of F(3.23) required at 0.05 level of significance. Thus there is no significant difference in the mean score of educational aspiration of scholarship exam qualified higher secondary school students belongs to Science, humanities, commerce higher secondary schools

t-value obtained for scholarship exam unqualified higher secondary school students based on gender is 3.578 which is greater than 2.58, the tabled value for significance at .001 level, indicates a significant difference in educational aspirations of scholarship exam un-qualified higher secondary school students based on gender. Mean score of educational aspirations of scholarship exam un qualified higher secondary school male students is 167.91 .Mean score of educational aspirations of scholarship exam un - qualified higher secondary school female student is 179.87 .It

means that Educational aspiration scholarship exam un qualified higher secondary female students is greater than educational aspirations of scholarship exam un qualified male students.

F value obtained for educational aspiration of scholarship exam Non qualified higher secondary school students based on Type of management of school is 2.643 for (2,102) df is less than tabled value of F(3.15) required at 0.05 level of significance. Thus there is no significant difference in the mean score of educational aspiration of scholarship exam unqualified higher secondary school students belongs to Government, aided and unaided schools.

F value obtained for educational aspiration of scholarship exam Nonqualified higher secondary school students based on streams is 0.275 for (2,102) df is less than tabled value of F(3.15) required at 0.05 level of significance. Thus there is no significant difference in the mean score of educational aspiration of scholarship exam un qualified higher secondary school students belongs to Science, humanities, commerce streams.

### **Conclusion**

The result indicated that the no of scholarship exam qualified female students (38) is little more than no of scholarship exam qualified male students (24). Majority of the scholarship exam qualified students prefer Science stream (48) compared Humanities (9) and Commerce streams (5). Majority of the scholarship exam qualified students prefer Aided school (36) and government school (22) compared to Unaided school (4).

The result also revealed that there is a significant difference in the educational aspirations of scholarship exams Qualified and Non qualified students. . In Gender, both Male and Female scholarship exam Qualified higher secondary students have more aspiration than Non qualified Male and Female higher secondary school students. In Management, Educational Aspirations of scholarship exam Qualified Government higher secondary students have more aspiration than Non qualified Government higher secondary school students. In the case of Aided and Unaided school there is no significant difference in the educational aspirations of scholarship exam Qualified and Non qualified higher secondary students. This means Same level of educational aspirations of scholarship exam qualified and non qualified students in Aided and Unaided sector.

While considering the group of scholarship exams qualified students, there is a no significant difference in the educational aspirations of scholarship exam qualified higher secondary students based on gender, type of management and Stream of study.

While considering the group of scholarship exam Non qualified higher secondary students there is a significant difference in the educational aspirations of higher secondary school students based on Gender. Female scholarship exams Non qualified Students have more aspiration than Non qualified Male students. There is no significant difference in the educational aspiration of scholarship Non qualified higher secondary school students based on type of management and streams of study.

### **Tenability of the Hypotheses**

- *The 1<sup>st</sup> hypothesis state that there is no significant difference in the mean score of educational aspiration of scholarship exam qualified and non qualified higher secondary school students .The result show that there is significant difference in the mean score of educational aspiration of scholarship exam qualified and non qualified higher secondary school students. **Thus the first hypothesis is rejected.***
- *The 2<sup>nd</sup> hypothesis state that there is no significant difference in the mean score of educational aspiration of scholarship exam qualified male and non qualified male higher secondary school students. The result show that there is significant difference in the mean score of educational aspiration of scholarship exam qualified male and non qualified male higher secondary school students. **Thus the second hypothesis is rejected.***
- *The 3<sup>rd</sup> hypothesis state that there is no significant difference in the mean score of educational aspiration of scholarship exam qualified female and non qualified female higher secondary students. The result show that there is significant difference in the mean score of educational aspiration of scholarship exam qualified female and non qualified female higher secondary school students. **Thus the third hypothesis is rejected.***
- *The 4<sup>th</sup> hypothesis state that there is no significant difference in the mean score of educational aspiration of scholarship exam qualified government and non qualified government higher secondary students. The result show*

that there is significant difference in the mean score of educational aspiration of scholarship exam qualified government and non qualified government higher secondary school students. ***Thus the fourth hypothesis is rejected.***

- *The 5<sup>th</sup> hypothesis state that there is no significant difference in the mean score of educational aspiration of scholarship exam qualified aided and non qualified aided higher secondary students.* The result shows that there is no significant difference in the mean score of educational aspiration of scholarship exam qualified aided and non qualified aided higher secondary school students. ***Thus the fifth hypothesis is accepted.***
- *The 6<sup>th</sup> hypothesis state that there is no significant difference in the mean score of educational aspiration of scholarship exam qualified unaided and non qualified unaided higher secondary students.* The result shows that there is no significant difference in the mean score of educational aspiration of scholarship exam qualified unaided and non qualified unaided higher secondary school students. ***Thus the sixth hypothesis is accepted.***
- *The 7<sup>th</sup> hypothesis state that there is no significant difference in the mean score of educational aspiration of scholarship exam qualified science and non qualified science higher secondary students.* The result shows that there is significant difference in the mean score of educational aspiration of scholarship exam qualified science and non qualified science higher secondary school students. ***Thus the seventh hypothesis is rejected.***

- *The 8<sup>th</sup> hypothesis state that there is no significant difference in the mean score of educational aspiration of scholarship exam qualified humanities and non qualified humanities higher secondary students. The result shows that there is significant difference in the mean score of educational aspiration of scholarship exam qualified humanities and non qualified humanities higher secondary school students. Thus the hypothesis is rejected.*
- *The 9<sup>th</sup> hypothesis state that there is no significant difference in the mean score of educational aspiration of scholarship exam qualified commerce and non qualified commerce higher secondary students. The result shows that there is no significant difference in the mean score of educational aspiration of scholarship exam qualified science and non qualified science higher secondary school students. Thus the hypothesis is accepted*
- *The 10<sup>th</sup> hypothesis state that there is no significant difference in the mean score of educational aspiration of scholarship exams qualified higher secondary school students based on gender. . The result shows that there is no significant difference in the mean score of educational aspiration of scholarship exam qualified higher secondary school students based on gender. Thus the hypothesis is accepted.*
- *The 11<sup>th</sup> hypothesis state that there is no significant difference in the mean score of educational aspiration of scholarship exams qualified higher secondary school students based on type of management. There is no significant difference in the mean score of educational aspiration of scholarship exams qualified higher secondary school students based on type of management. Thus the hypothesis is accepted.*

- *The 12<sup>th</sup> hypothesis state that there is no significant difference in the mean score of educational aspiration of scholarship exams qualified higher secondary school students based on streams of study . There is no significant difference in the mean score of educational aspiration of scholarship exams qualified higher secondary school students based on streams of study. **Thus the hypothesis is accepted.***
- *The 13<sup>th</sup> hypothesis state that there is no significant difference in the mean score of educational aspiration of scholarship exams unqualified higher secondary school students based on gender. . The result shows that there is significant difference in the mean score of educational aspiration of scholarship exam qualified higher secondary school students based on gender. **Thus the hypothesis is rejected.***
- *The 14<sup>th</sup> hypothesis state that there is no significant difference in the mean score of educational aspiration of scholarship exams unqualified higher secondary school students based on type of management. There is no significant difference in the mean score of educational aspiration of scholarship exams qualified higher secondary school students based on type of management. **Thus the hypothesis is accepted.***
- *The 15<sup>th</sup> hypothesis state that there is no significant difference in the mean score of educational aspiration of scholarship exams unqualified higher secondary school students based on stream of study . There is no significant difference in the mean score of educational aspiration of scholarship exams qualified higher secondary school students based on type of stream of study,. **Thus the hypothesis is accepted***

### **Educational Implications of the Study**

The present study is an attempt to find out educational aspirations of qualified and non qualified higher secondary school students in scholarship exams at school level in Malappuram district. Major findings indicate that there is significant difference in the mean score of educational aspirations of scholarship exam Qualified and Non qualified higher secondary students. In the case of sub sample Wherever there is any significant difference in mean score of educational aspiration of scholarship exam Qualified and Non qualified students, Scholarship exam qualified students have more aspiration than non qualified students. It is to be noted that all categories of students are reap maximum benefit from education, special provision to enhance educational aspiration of Non qualified students must be taken care of.

In the case subsample there is any significant difference in the mean score of educational aspirations of scholarship exam qualified and non qualified students, qualified students have more aspiration than non qualified students .So teachers and organizations should provide more training and enrichment programme based on their aptitude to achieve their Goals and rise their scholarship amount for further study.

No significant difference exist in educational aspiration of qualified students based on gender and stream of study and type of management .But there is a huge difference in number of students selecting in different streams and schools. Majority of the Scholarship exams qualified students choose science streams compared to commerce and humanities. Majority of the scholarship exam qualified students choose Aided and then government school compared to unaided school .In the present situation science streams have more demand and high index mark for the

higher secondary admission. In the case of schools, top students always choose aided and government school compared to unaided school. Majority of scholarship exam qualified students choose science Stream, aided & government school indicate their best academic achievement. There is moderate degree positive correlation between educational aspiration and academic score of secondary school students (Chawla, 2018). So teachers and parents should value the achievement of scholarship exam qualified students and Provide more training, motivation and reinforcement maintain their aspiration throughout their life so they can achieve maximum potential.

In the case of Non qualified students concerned educational authorities must keep in mind that success in life cannot be merely attributed to high score in educational aspiration, rather it is achieving self actualization. The strategies must be implemented to help all students achieve their true potential.

### **Suggestion for Further Research**

The present study was carried out to study if there is any difference in the educational aspirations of scholarship exam qualified and non qualified students. By considering the scope and limitation of the study the researcher suggests some area of research related to this study in which future research should concentrate.

- This study can be carried out with qualitative research design.
- Replication of the study can be carried out in a state wide sample.
- This study was carried out considering scholarship exams qualified students in 4<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> standard only.
- Other scholarship and competitive exams like Olympiad may also be considered

## **REFERENCES**

## REFERENCES

- Alam, M.M. (2018). Study of educational aspiration and socio economic status of secondary school students. *International Journal of Creative Research Thought*, 6(2), 191-201. <http://www.ijcrt.org/>
- Ali, S. N., & Akhtar, M. (1973), Motivational effect of level of aspiration on performance in adjusted and maladjusted individuals *Manos -A Journal of Scientific Psychology*, 20, 1-7.
- Anuganti. (2017). A comparative study of educational and vocational aspirations of socially advantaged and disadvantaged students. *International journal of research culture society*, 1(8), 235-239.
- Anuradha, A.J., & Ralte, L. (2024). A study on impact of scholarship on students with special reference to Mizoram students. *International Journal of Creative Research Thought*, 12(3), 157-162.
- Arbona, C. (2000). The development of academic achievement in school-aged children: Precursors to career development. In S.D. Brown & R.W. Lent (Eds.), *Handbook of Counseling Psychology*. Wiley.
- Ariza, M.D.H., González, J.M.M., & Pareja, E.F.H. (2014). Perception and academic and professional aspiration on teachers in training :Gender barrier or possibilities?. *Omniscience: A Multi Disciplinary Journal*, 16 (1),31-42. <https://www.intangiblecapital.org/index.php/ic/article/download/1638/772>.
- Bakar, A.B.R., & Mohammed, S. (2004).Academic performance ,educational and occupational aspirations of technical secondary school students. *Pertanika Journal of Social Science and Humanities*, 12 (1), 31-34. <https://core.ac.uk/download/pdf/42990723.pdf>.

- Bania, E.V., Ecknoff, C., & Kverenmo, S. (2015). The influence of mental health, psychological factors, and educational skills on educational aspirations of indigenous sami and non-indigenous adolescents in the arctic. *Scandinavian Journal of Child and Adolescents Psychiatry and Psychology*, 3 (3), 169-179. <https://www.researchgate.net/publication/305856693>.
- Bashir, L., & Kaur, R. (2017). A study on interrelation of a educational aspiration with school environment of secondary school students. *International Journal of Educational and Applied Social Science*, 8, 269-275. <https://ndpublisher.in/admin/issues/EQv8spli.pdf>.
- Beal, S.J., & Crocket, L.J. (2010). Adolescent's occupational and educational aspirations and expectations: Links to high school activities and educational attainment. *Developmental Psychology Journal*, 46(1), 258-265.
- Berkner, L., & Chavez, L. (1997). *Access to post-secondary education for the 199 high school graduates*. U. S. Department of Education, National Center for Education Statistics.
- Best, J.W., & Khan, J. (2012). *Research in education* (10<sup>th</sup> ed.). Prentice Hall of India Pvt. Ltd.
- Bhargava, V. P. (1975). *Level of aspiration test* (based on coding method). Agra Psychological Research Cell.
- Bisrell, S. (1977). An analysis of the inter-relationships among achievement motivation, athletic participation and aspirations. *Academic Achievement and Educational Journal Sports Psychology*, 8(3), 191.

- Bonia., & Moran. (2020). A study on study habit and educational aspiration among the class 10<sup>th</sup> students of Jorhath district, Assam. *Pal arch's Journal of Archeological of Egypt/Egyptology*, 17 (7). <https://archives.palarch.nl/index.php/jae/article/download/6575/6387/12887>.
- Boyd, G.F. (1952). The levels of aspiration of white and Negro children in Non-segregated elementary school. *T. Soc. Psychology*, 36, 191-196.
- Byrne, M. (2014). *Factors affecting educational aspirations*. blogs.rch.org.all.
- Chawla. (2018). A study of educational aspiration of secondary school students in relation to their academic achievement. *International Journal of Social Science*, 8(4), [https://www.ijmra.us/project%20doc/2018/IJRSS\\_APRIL2018/IJMRA-13760.pdf](https://www.ijmra.us/project%20doc/2018/IJRSS_APRIL2018/IJMRA-13760.pdf).
- Dar, I.A. (2019). Influence of academic streams on career aspirations of Kashmiri Adolescents. *The International Journal of Indian Psychology*, 7(2). [https://www.researchgate.net/profile/Irshad-Dar2/publication/333034424\\_Influence\\_of\\_Academic\\_streams\\_on\\_Career\\_aspirations\\_of\\_Kashmiri\\_Adolescents/links/5cd7e4ae299bf14d958e913e/Influence-of-Academic-streams-on-Career-aspirations-of-Kashmiri-Adolescents.pdf](https://www.researchgate.net/profile/Irshad-Dar2/publication/333034424_Influence_of_Academic_streams_on_Career_aspirations_of_Kashmiri_Adolescents/links/5cd7e4ae299bf14d958e913e/Influence-of-Academic-streams-on-Career-aspirations-of-Kashmiri-Adolescents.pdf).
- Devi, B. (2020). *A study on academic achievement and educational aspiration of secondary school students in Udalguri district of Assam* [Doctoral dissertation, Department of Education, Gauhati University]. <http://hdl.handle.net/10603/344554>.
- Dobewall, H., Lindfors, P., & Karvonen, S. (2019). Health and educational aspirations in adolescence: A longitudinal study in Finland. *BMC Public Health* 19, 1447. <https://doi.org/10.1186/s12889-019-7824-8>

- Drever, J. (1952). *The impact of anxiety, frustration, level of aspiration and intelligence on academic achievement* (Doctoral dissertation). Bundelkhand University.
- Edward, A.L. (1969). *Techniques of attitude scale construction*. Appleton-Century-Crofts, Inc
- Festinger, L. (1942). A theoretical interpretation of shifts in level of aspiration. *Psychological Review*, 49(3), 235-250. <http://dx.doi.org/10.1037/h0055434>.
- Frank. (1935). The influence of level of performance on aspiration. *Journal of Experimental Psychology*, 18.
- Furlong, A., & Cartmel, F. (1995). Aspirations and opportunity structure: 13 year olds in areas with restricted opportunities. *British Journal of Guidance and Counselling*, 23, 361-375.
- Garg, R., Kauppi, C., Lewko, J. & Urajnik, D. (2002) A structural model of educational aspirations. *Journal of Career Development*, 29, 87-108. <http://dx.doi.org/10.1023/A:1019964119690>.
- Gilakjani, A. P. (2011). The significance of educational aspirations. *Journal of Education and Human Development*, 1(1), 1-9.
- Gopal, V. & Aruna, P.K. (2017). A comparative study of adjustment and educational aspiration among migrant and non migrant children in Kerala. *International Journal of Humanities and Science*, 22 (8), 22-28. <https://www.iosrjournals.org/iosrjhss/papers/Vol.%202022%20Issue8/Version-15/E2208152228.pdf>.

- Gupta, S., & Bashir, L. (2019). Educational aspiration of secondary school students: Influence of school environment and parental encouragement. *International Journal of Applied Business and Economic Research*, 15. [https://www.researchgate.net/publication/326710683\\_Educational\\_Aspiration\\_of\\_Secondary\\_School\\_Students\\_Influence\\_of\\_School\\_Environment\\_and\\_Parental\\_Encouragement](https://www.researchgate.net/publication/326710683_Educational_Aspiration_of_Secondary_School_Students_Influence_of_School_Environment_and_Parental_Encouragement).
- Herriot, R. E. (1963). In D. Thomas (Ed.) (2006), *Some social determinants of educational aspirations*. Harvard Educational Review.
- Hooda, M., & Devi, R. (2018). Exploring the role of educational aspiration to enhance the mathematical achievement of secondary school students. *International Journal of Research in Humanities*, 6 (9), 51-60. <https://www.researchgate.net/publication/328048231>.
- Hoppe, F. (1930). Studies on the Psychology of action and emotion IX success and Failure. *Psychological Forsch*, 14, 1-62.
- Hurlock. (1973). *Adolescent development. International student edition*. McGraw Hill.
- Indrakumar, D. (2021). Socio economic impact of scholarship schemes on student with disability. *Manpower Journal*, 4(3), 78-96.
- Jan, M. (2016). A study of level of educational aspiration of the children of working and non-working mothers. *Scholarly Research Journal for Humanity & English Language*, 2(12), 3017-3023.
- Joshi, M. C. (1963). Intelligence and vocational aspiration. *Journal of Vocational and Educational Guidance*, 9, 129-130.

- Kaur, R., & Aman. (2018). Educational aspirations of adolescents students in relation to their parenting style. *Journal of Emerging Technology and Innovative Research*, 5(2). <https://www.jetir.org/papers/JETIR1812865.pdf>.
- Kedar, S.G., & Vardhan, S. (2021). Self concept and level of educational aspiration among adolescents. *International Journal of Home Science*, 7 (3), 32-64. <https://www.homesciencejournal.com/archives/2021/vol7issue3/PartA/7-3-2-369.pdf>.
- Keembiyahetti, N. (2023). Impact of the grade five scholarship examination on the performance of secondary school education in Sri Lanka. *Srilanka Journal of Economic Research*, 11(1),67-79. <https://doi.org/10.4038/sljer.v11i1.196>.
- Krishan, K., Nath, S., & Kumar, B. (2024). A comparative study of educational aspiration among scheduled caste secondary school students. *International Journal of Multidisciplinary Research*, 6(1). <https://www.ijfmr.com/research-paper.php?id=11980>.
- Kumar, A. (2022). Self efficacy and educational aspirations as the determinants of academic achievement among higher secondary school students. *International Journal of Advanced Engineering and Management*, 4(5), 1560-1568. [https://ijaem.net/issue\\_dcp/Self%20Efficacy%20and%20Educational%20Aspirations%20as%20the%20Determinants%20of%20Academic%20Achievement%20among%20Higher%20Secondary%20School%20Students.pdf](https://ijaem.net/issue_dcp/Self%20Efficacy%20and%20Educational%20Aspirations%20as%20the%20Determinants%20of%20Academic%20Achievement%20among%20Higher%20Secondary%20School%20Students.pdf).
- Lewin, K. (1944). *Level of aspiration in personality and behaviour disorder*. Ronald Press.
- Lewin, K., Dembo, T., Festinger L., & Sears, S. P. (1944). *Level of aspiration*. Ronald. [https://www.researchgate.net/publication/233897158\\_Level\\_of\\_aspiration](https://www.researchgate.net/publication/233897158_Level_of_aspiration).

- Magaji, Y.U. (2023). Relationship between school type self esteem, career aspiration and academic achievement in mathematics of public secondary school in Adamawada State, Nigeria. *International Journal Research Publication and Review*, 4 (3), 4339-4350. <https://ijrpr.com/uploads/V4ISSUE3/IJRPR10838.pdf>.
- Malabayabas, M., Torres, P.C., Sapin, S.B., & Tamban, V. (2022). Mathematics performance, academic wellbeing and educational aspirations of junior high school students. *International Journal of Research in STEM Education*, 4(2), 87-102. [https://www.academia.edu/97012676/Mathematics\\_Performance\\_Academic\\_well\\_being\\_and\\_Educational\\_Aspirations\\_of\\_Junior\\_High\\_School\\_Students](https://www.academia.edu/97012676/Mathematics_Performance_Academic_well_being_and_Educational_Aspirations_of_Junior_High_School_Students).
- Mandal, P., Guha, A., & Banerjee, D. (2021). Attitude towards education of post metric scholarship recipient and non recipient students of 12<sup>th</sup> grade under WBCHSE board of West Bengal, India. *Wesleyan Journal of Research*, 28(1), 314-328.
- Mathai, (2021). Academic aspiration of secondary school students in Kerala. *International Journal of Creative Research Thought*, 7(8). <https://ijcrt.org/papers/IJCRT2108214.pdf>.
- Meinster, M.O., & Rose, K.C. (2001). Longitudinal influence of educational aspiration and romantic relationship in adolescent women vocational interest. *Journal of Vocational Behavior*, 58 (1), 313-327. [https://www.researchgate.net/publication/222386879\\_Longitudinal\\_Influences\\_of\\_Educational\\_Aspirations\\_and\\_Romantic\\_Relationships\\_on\\_Adolescent\\_Women's\\_Vocational\\_Interests](https://www.researchgate.net/publication/222386879_Longitudinal_Influences_of_Educational_Aspirations_and_Romantic_Relationships_on_Adolescent_Women's_Vocational_Interests).

- Mishra, S. (2013). Science attitude as determinant to educational aspirations in students. *International Journal of Scientific Intervention*, 2(9), 22-33. [https://www.researchgate.net/publication/342802586\\_Science\\_Attitude\\_as\\_a\\_Determinant\\_to\\_Educational\\_Aspiration\\_in\\_Students](https://www.researchgate.net/publication/342802586_Science_Attitude_as_a_Determinant_to_Educational_Aspiration_in_Students).
- Mohanta, S. (2021). Impact of educational aspiration among tribal students on their academic achievement. *International Journal of Research Publication and Reviews*, 2 (9), 612-614. <https://www.allresearchjournal.com/archives/2021/vol7issue5/PartC/7-4-94-800.pdf>.
- Nyaga, V.K., Henry, E.K., & Oundo, M.B. (2014). Effect of examination oriented teaching on academic aspiration among secondary school students Imenti South District, Kenya. *International Journal for Innovation Education and Research*, 2(5), 58-66. [https://www.researchgate.net/publication/349130414\\_Effects\\_of\\_Examination\\_Oriented\\_Teaching\\_on\\_Academic\\_Aspiration\\_among\\_Secondary\\_School\\_Students\\_in\\_Imenti\\_South\\_District\\_Kenya](https://www.researchgate.net/publication/349130414_Effects_of_Examination_Oriented_Teaching_on_Academic_Aspiration_among_Secondary_School_Students_in_Imenti_South_District_Kenya).
- OECD. (2017). *PISA 2015 Results (Vol. I). Excellence and Equity in Education*. OECD Publishing.
- Prajapati, P., & Desai, T.R. (2019). The role of gender and medium in school students. *International Journal of Indian Psychology*, 7 (3). <https://ijip.in/wp-content/uploads/2020/03/18.01.089.20190704.pdf>
- Quaglia, R., & Cobb, C. (1996). Toward a theory of student aspirations. *Journal of Research in Rural Education*, 12(3), 127-132 [http://sites.psu.edu/jrre/wp-content/uploads/sites/6347/2014/02/12-3\\_2.pdf](http://sites.psu.edu/jrre/wp-content/uploads/sites/6347/2014/02/12-3_2.pdf).
- Rajesh, E, Prasad, K.D.V., Panchal, J.J., Kumar, S., & Yadav, P. (2022). Analysis the Behavioural change among students due to competitive exam. *International Journal of Food and Nutritional Science*, 11(1), 1502-1513.

- Rajesh, V. (2019). *A study on educational aspiration intrinsic motivation and academic achievement among the higher secondary school students*. [Doctoral dissertation, Tamilnadu Teacher Education University].
- Rajesh, V.R., & Chandrasekaran, V. (2014). Educational aspirations of high school students. *Indian Journal of Applied Research*. 4 (12).
- Rama. (2019). *Effect of socioeconomic status on level of educational aspiration and academic achievement of higher secondary students* (Order no. 385527). [Doctoral dissertation, Hemwati Nandan Bahuguna Garwal University], [https://www.ijmra.us/project%20doc/2018/IJRSS\\_APRIL2018/IJMRA-13760.pdf](https://www.ijmra.us/project%20doc/2018/IJRSS_APRIL2018/IJMRA-13760.pdf).
- Rastogi, M. (2012), *Multi-variate analysis of anxiety. Self-concept and level of aspiration with academic achievement for higher secondary students* [Doctoral dissertation, CCS University].
- Roy, S., & Kumar, A. (2018). Educational aspirations and expectations among scheduled caste students: a study of Uttar Pradesh, India. *Journal of Historical Archaeology & Anthropological Sciences*, 3(5), 689-694. <http://dx.doi.org/10.15406/jhaas.2018.03.00152>.
- Safari, H., Jenaabad, H., & Salambad, M. (2016). Prediction of academic aspiration based on spiritual intelligence and tenacity. *Scientific Journal of Educational Strategies in Medical Science*, 8(6), 7-12. <https://edcbmj.ir/article-1-949-fa.pdf>.

- Saleem., & Muneer. (2021). Career aspiration among tribal residential school students of Kerala. *Indian Journal of Applied Science*, 10 (5). [https://www.researchgate.net/publication/352178826\\_CAREER\\_ASPIRATION\\_AMONG\\_TRIBAL\\_RESIDENTIAL\\_SCHOOL\\_STUDENTS\\_OF\\_KERALA\\_Muneer\\_V](https://www.researchgate.net/publication/352178826_CAREER_ASPIRATION_AMONG_TRIBAL_RESIDENTIAL_SCHOOL_STUDENTS_OF_KERALA_Muneer_V).
- Saraswathy, K., & Mary, R.S. (2021). Attitude towards competitive exams among college students. *Turkish Online Journal of Qualitative Inquiry*, 12 (8), 1406-1410.
- Sharma,N. (2002). *Socio-psychological study of goals and aspiration of female Students*.
- Sharma. (2023). A comparative study of level of aspiration of orphan and normal students. *Idealistic Journal of Advanced Research in Progressive Spectrums*, 2 (9). <https://ijip.in/wp-content/uploads/2019/02/18.01.166.20160401.pdf>.
- Sinha, D. (1969). Study of motivation in a developing country: concept of happy life among Indian farmers. *The Journal of Social Psychology*, 79(1), 89-97.
- Sirin, S.R., Diemer, M.A., Jackson, L.R., & Howell, A. (2004). Future aspirations of urban adolescents. A person-in-context model. *International Journal of Qualitative Studies in Ducation*, 17, 437-459.
- Subramonian, G. (2017). *Self concept and level of aspiration of higher secondary students in relation with their academic achievement* [Doctoral dissertation, Centre for Research in Education, Tamilnadu Teacher Education University]. <http://hdl.handle.net/10603/344825>

- Talwar, V. (2006). *The impact of anxiety, frustration, level of aspiration and intelligence on academic achievement* (Doctoral dissertation). Bundelkhand University.
- Tembo, T. (1931). The relative difficulty of goals as a determinant of motivation. *Journal of Experimental Psychology*, 14(5), 461-476.
- Uka, A. (2015). Students educational and occupational aspiration predicted by parents and adolescents characteristics. *European Journal of Social Science Education and Research*, 2(1). <https://revistia.com/index.php/ejser/article/view/6315>.
- Waskito, D., & Azizah, K. (2013). The effects of granting students scholarships on the learning motivation of the students of the economics faculty of Yogyakarta State University in 2012. *Pelita-Jurnal Penelitian Mahasiswa UNY*, 8(1).
- Wiley, A. (2017). Educational aspirations and expectations. In *Encyclopedia of International Higher Education Systems and Institutions* (pp. 1-4). Springer, Dordrecht.

# **APPENDICES**

**Appendix I**  
**FAROOK TRAINING COLLEGE**  
Research Centre in Education  
University of Calicut  
**EDUCATION ASPIRATION SCALE**  
(For Higher Secondary Students)  
**(Draft)**

Ashly C.S.  
M.Ed. Student

Dr. Irshana Shahnaz Ulladan  
Assistant Professor

---

**നിർദ്ദേശങ്ങൾ**

നിങ്ങളുടെ വിദ്യാഭ്യാസ അഭിലാഷവുമായി ബന്ധപ്പെട്ട ചില പ്രസ്താവനകളാണ് താഴെ കൊടുത്തിരിക്കുന്നത്. ഓരോ പ്രസ്താവനയും ശ്രദ്ധാപൂർവ്വം വായിച്ച ശേഷം അതിനോട് ശക്തമായി യോജിക്കുന്നുവെങ്കിൽ 'SA' എന്ന കോളത്തിലും, യോജിക്കുന്നുവെങ്കിൽ 'A' എന്ന കോളത്തിലും, അറിയില്ല എങ്കിൽ 'U' എന്ന കോളത്തിലും, യോജിക്കില്ല എങ്കിൽ 'D' എന്ന കോളത്തിലും, ശക്തമായി വിരോധിക്കുന്നു എങ്കിൽ 'SD' എന്ന കോളത്തിലും '✓' എന്ന ചിഹ്നം ഉപയോഗിച്ച് പ്രതികരണം രേഖപ്പെടുത്തുക. നിങ്ങളുടെ പ്രതികരണങ്ങൾ ഗവേഷണ ആവശ്യങ്ങൾക്ക് മാത്രമേ ഉപയോഗിക്കുകയുള്ളൂ എന്ന് ഉറപ്പു നൽകുന്നു, എല്ലാ പ്രസ്താവനയ്ക്കും പ്രതികരണം രേഖപ്പെടുത്തേണ്ടതാണ്.

---

1. ഹയർസെക്കൻഡറിക്ക് ശേഷം ഏത് കോഴ്സ് തിരഞ്ഞെടുക്കണം എന്നതിനെപ്പറ്റി എനിക്ക് കൃത്യമായ ധാരണയുണ്ട്.
2. വിജയിച്ചവരുടെ അനുഭവങ്ങളും പഠന രീതികളും കേൾക്കാനും അതിൽ നിന്ന് നല്ല പാഠങ്ങൾ ഉൾക്കൊള്ളാനും ശ്രമിക്കാറുണ്ട്.
3. എന്റെ സംശയങ്ങൾ നിവാരണം ചെയ്യാൻ ഞാൻ അധ്യാപകരെ നിരന്തരം സമീപിക്കാറുണ്ട്.
4. പുതുതായുള്ള വെല്ലുവിളികളെ ഏറ്റെടുക്കാൻ എനിക്ക് അതിയായ താല്പര്യം ഉണ്ട്.
5. എന്റെ കുറിനാധാരണത്തിന്റെ ഫലം ഉറപ്പായും കിട്ടുമെന്ന് എനിക്ക് ഉറപ്പുണ്ട്.
6. പത്ത് വർഷത്തിനുശേഷം ഞാൻ ആരാവണം എന്നത് എനിക്ക് വ്യക്തമാണ്.
7. പ്രത്യേകമായി താല്പര്യമുള്ള വിഷയങ്ങളിൽ ആഴത്തിൽ അറിവ് നേടാൻ ഞാൻ വ്യത്യസ്തതരം മാർഗ്ഗങ്ങൾ സ്വീകരിക്കാറുണ്ട്.
8. പഠ്യ വിഷയങ്ങളിൽ ആനന്ദം കണ്ടെത്താൻ ശ്രമിക്കാറുണ്ട്.
9. ഞാൻ ബുദ്ധിമുട്ടുള്ള വിഷയങ്ങൾ കൂടുതൽ ശ്രദ്ധിക്കാൻ ശ്രമിക്കാറുണ്ട്.

10. എന്റെ പരിമിതികളെ കുറിച്ച് ബോധവാനാണ്
11. എനിക്ക് ഹയർസെക്കൻഡറിക്ക് ശേഷമുള്ള ഉപരിപഠന മേഖലയെക്കുറിച്ച് ആശയ കൗഴപ്പമുണ്ട്.
12. ഉപരി പഠനത്തിന് പെട്ടെന്ന് തന്നെ ജോലി ലഭിക്കുന്ന കോഴ്സ് തെരഞ്ഞെടുക്കണമെന്ന് ആഗ്രഹമുണ്ട്.
13. പഠിക്കുന്ന കാര്യങ്ങളെ എന്റേതായ രീതിയിൽ ആവിഷ്കരിക്കാൻ ശ്രമിക്കാറുണ്ട്.
14. ഞാൻ ബുദ്ധിമുട്ടുള്ള പാഠഭാഗങ്ങൾ ഒഴിവാക്കി വിടുകയാണ് ചെയ്യാറുള്ളത്.
15. എന്റെ കഴിവുകളെ കുറിച്ച് എനിക്ക് വ്യക്തമായ ധാരണയുണ്ട്
16. ഞാൻ ബിരുദത്തിന് (degree) ഏതെങ്കിലും ഒരു കലാലയത്തിൽ പ്രവേശനം ലഭിച്ചാൽ തൃപ്തയാണ്
17. അധ്യാപകരോടുള്ള ഭയം മൂലമാണ് ഞാൻ പഠനത്തിൽ കൂടുതൽ ശ്രദ്ധിക്കുന്നത്.
18. പഠനം മെച്ചപ്പെടുത്താൻ ഞാൻ അധ്യാപകരിൽ നിന്നുള്ള നിർദ്ദേശങ്ങൾ സ്വീകരിക്കാറുണ്ട്.
19. എന്റെ പഠനം പ്രതികൂല സാഹചര്യങ്ങളിൽ മുടങ്ങി പോകാറുണ്ട്.
20. ബുദ്ധിമുട്ടുള്ള വിഷയങ്ങൾ കൂട്ടുകാരുമായി ചർച്ച ചെയ്തു പഠിക്കാറുണ്ട്.
21. എനിക്ക് മികച്ച വിദ്യാഭ്യാസ സ്ഥാപനങ്ങൾ തുടർ പഠനത്തിന് പ്രവേശനം ലഭിക്കണമെന്ന് നിർബന്ധമുണ്ട്.
22. രക്ഷിതാക്കൾക്ക് കൂടുതൽ താല്പര്യം ഉള്ള വിഷയത്തിൽ ഉപരിപഠനത്തിന് പോകാൻ ഞാൻ ആഗ്രഹിക്കുന്നു.
23. അഭിനിവേശം ഉള്ള മേഖലയിൽ തന്നെ ജോലി ലഭിക്കണമെന്ന് ആഗ്രഹമുണ്ട്.
24. പരീക്ഷയ്ക്ക് മാർക്ക് കുറയുന്ന വിഷയങ്ങളിൽ എനിക്ക് താല്പര്യം കുറയാറുണ്ട്.
25. എന്റെ പഠനത്തിലെ പോരായ്മകൾ തിരിച്ചറിയാനും അത് പരിഹരിക്കാനും ശ്രമിക്കാറുണ്ട്.
26. എന്റെ ലക്ഷ്യത്തിലേക്കുള്ള യാത്രയിൽ ആ മേഖലയിലെ വിദഗ്ധരുടെ നിർദ്ദേശങ്ങൾ തേടാറുണ്ട്.
27. അധ്യാപകരുടെ അധ്യാപന രീതിയാണ് എനിക്ക് ആ വിഷയത്തോടുള്ള താൽപര്യം നിർണ്ണയിക്കുന്ന പ്രധാന ഘടകം.
28. പുതിയ കാര്യങ്ങളെപ്പറ്റി പഠിക്കാൻ എനിക്ക് താല്പര്യം ഉണ്ട്.
29. ഒരു അധ്യാപന വർഷത്തിന്റെ തുടക്കം മുതൽ ഒടുക്കം വരെ അതേ ആത്മാർത്ഥതയിൽ തുടരാൻ ശ്രമിക്കാറുണ്ട്.
30. മറ്റുള്ളവരും ആയി താരതമ്യം ചെയ്യാതെ സ്വന്തം കഴിവുകളെ മെച്ചപ്പെടുത്താൻ ശ്രമിക്കാറുണ്ട്
31. അലക്ഷ്യമായി സോഷ്യൽ മീഡിയയിലും സുഹൃത്തുക്കളുമായി സമയം ചെലവഴിക്കാറുണ്ട്.

32. ഞാൻ പാഠഭാഗത്തിന്റെ ആശയ വ്യക്തതക്കുവേണ്ടി സാങ്കേതികവിദ്യയെ ആശ്രയിക്കുന്നുണ്ട്.
33. പരീക്ഷയ്ക്ക് മാർക്ക് കുറയുന്ന വിഷയങ്ങളിൽ എനിക്ക് താല്പര്യം കുറയാറുണ്ട്.
34. എന്റെ പഠനത്തിലെ പോരായ്മകൾ തിരിച്ചറിയാനും അത് പരിഹരിക്കാനും ശ്രമിക്കുന്നുണ്ട്.
35. കാര്യങ്ങളെപ്പറ്റി ആഴത്തിൽ അറിയാനുള്ള ത്വര എനിക്കുണ്ട്
36. വിദ്യാഭ്യാസത്തിലൂടെ ഉയർന്ന ജോലി കൈവരിക്കുന്നതിനെപ്പറ്റി ഞാൻ സ്വപ്നം കാണാറുണ്ട്.
37. പാഠഭാഗങ്ങൾക്ക് പുറമേ അറിവ് നേടാനായി ഞാൻ വായനശാലകൾ ഉപയോഗപ്പെടുത്താറുണ്ട്.
38. രക്ഷിതാക്കളുടെയോ അധ്യാപകരുടെയോ സഹായമില്ലാതെ തന്നെ പഠനകാര്യങ്ങൾ നന്നായി ശ്രദ്ധിക്കാറുണ്ട്.
39. നിരാശപ്പെടുത്തുന്നവരുടെ വാക്കുകൾ എന്നെ സ്വാധീനിക്കാറില്ല.
40. എന്റെ കഴിവുകളെ കുറിച്ച് എനിക്ക് വ്യക്തമായ ധാരണയുണ്ട്.
41. സ്കൂളിലെ നൈപുണി വികസന (skill development) പരിപാടികളിൽ പ്രവർത്തിക്കാൻ താല്പര്യം ഉണ്ട്.
42. ഉന്നത വിദ്യാഭ്യാസ സാധ്യതകളെക്കുറിച്ച് അറിവ് ലഭിക്കുന്ന പ്രസിദ്ധീകരണങ്ങൾ ഞാൻ വായിക്കാറുണ്ട്.
43. ഒരു പരീക്ഷയിൽ മാർക്ക് കുറഞ്ഞാലും അടുത്ത പരീക്ഷയിൽ അതിനെ മെച്ചപ്പെടുത്താൻ ശ്രമിക്കാറുണ്ട്.
44. ഒഴിവുസമയങ്ങൾ ഫലപ്രദമായി വിനിയോഗിക്കാറുണ്ട്.
45. വിദ്യാഭ്യാസത്തിലെ നൂതന പ്രവണതകളെ കുറിച്ച് ചർച്ചകളിൽ ഏർപ്പെടാറുണ്ട്.
46. എനിക്ക് അഭിരുചി പരീക്ഷയിൽ പങ്കെടുക്കാൻ താല്പര്യം ഉണ്ട്.
47. ഉന്നത വിദ്യാഭ്യാസത്തിനായി ലഭിച്ചുവരുന്ന സ്കോളർഷിപ്പുകളെ കുറിച്ച് അധ്യാപകരോട് ചർച്ച ചെയ്യാറുണ്ട്.
48. പാഠഭാഗങ്ങളെ നിത്യ ജീവിതവുമായി ബന്ധപ്പെടുത്താൻ ശ്രമിക്കാറുണ്ട്.
49. ഏത് പ്രതിസന്ധിയിലും അവസരങ്ങൾ കണ്ടെത്തി അതിനെ ഉപയോഗിക്കാൻ ശ്രമിക്കാറുണ്ട്.
50. പഠനത്തിൽ എനിക്ക് കഴിവുള്ള മേഖലയും കഴിവില്ലാത്ത മേഖലയും വേർതിരിച്ച് അറിയാനുള്ള കഴിവുണ്ട്.
51. ഹയർസെക്കൻഡറിക്ക് നല്ല മാർക്ക് നേടുക എന്നത് മാത്രമാണ് ഇപ്പോഴത്തെ ലക്ഷ്യം.
52. ഉപരി പഠനത്തിലൂടെ ഉന്നത പദവിയിൽ എത്തിയവരെ ഞാൻ മാതൃകയാക്കാറുണ്ട്.
53. പാഠഭാഗങ്ങളിലെ ആശയങ്ങൾ പരസ്പരം ബന്ധപ്പെടുത്തി പഠിക്കാൻ ശ്രമിക്കാറുണ്ട്.

54. സാമൂഹ്യ സേവനത്തിന് അവസരങ്ങൾ നൽകുന്ന NSS പോലുള്ള പരിപാടികളിൽ പങ്കെടുക്കാൻ താല്പര്യമുണ്ട്.
55. എന്റെ മാർക്കിനെ മറ്റുള്ളവരുമായി താരതമ്യം ചെയ്യാറുണ്ട്.
56. പത്താം ക്ലാസിലെ എന്റെ മാർക്ക് മൂലമാണ് ഞാൻ ഹയർ സെക്കൻഡറിക്ക് ഈ വിഷയം തിരഞ്ഞെടുത്തത്
57. തൊഴിൽരഹിതരെ കാണുമ്പോൾ കാണുമ്പോൾ എനിക്ക് പഠനത്തോട് വിമുക്തി തോന്നാറുണ്ട്.
58. എനിക്ക് താല്പര്യമുള്ള മേഖലയിൽ തുടർ പഠനം നടത്താൻ ആഗ്രഹിക്കുന്നു
59. പ്രയാസങ്ങൾ വരുമ്പോൾ അതെല്ലാം താൽക്കാലികം ആണെന്ന് വിശ്വസിക്കാറുണ്ട്.
60. അധ്യാപകർ എന്റെ കുറവുകൾ ചൂണ്ടിക്കാണിക്കുമ്പോൾ എനിക്ക് വിഷമം തോന്നാറുണ്ട്.

## Appendix II

### FAROOK TRAINING COLLEGE

Research Centre in Education

University of Calicut

### EDUCATION ASPIRATION SCALE

(For Higher Secondary Students)

(Final)

Ashly C.S.

M.Ed. Student

Dr. Irshana Shahnaz Ulladan

Assistant Professor

#### നിർദ്ദേശങ്ങൾ

നിങ്ങളുടെ വിദ്യാഭ്യാസ അഭിലാഷവുമായി ബന്ധപ്പെട്ട ചില പ്രസ്താവനകളാണ് താഴെ കൊടുത്തിരിക്കുന്നത്. ഓരോ പ്രസ്താവനയും ശ്രദ്ധാപൂർവ്വം വായിച്ച ശേഷം അതിനോട് ശക്തമായി യോജിക്കുന്നുവെങ്കിൽ 'SA' എന്ന കോളത്തിലും, യോജിക്കുന്നുവെങ്കിൽ 'A' എന്ന കോളത്തിലും, അറിയില്ല എങ്കിൽ 'U' എന്ന കോളത്തിലും, യോജിക്കില്ല എങ്കിൽ 'D' എന്ന കോളത്തിലും, ശക്തമായി വിരോധിക്കുന്നു എങ്കിൽ 'SD' എന്ന കോളത്തിലും '✓' എന്ന ചിഹ്നം ഉപയോഗിച്ച് പ്രതികരണം രേഖപ്പെടുത്തുക. നിങ്ങളുടെ പ്രതികരണങ്ങൾ ഗവേഷണ ആവശ്യങ്ങൾക്ക് മാത്രമേ ഉപയോഗിക്കുകയുള്ളൂ എന്ന് ഉറപ്പു നൽകുന്നു, എല്ലാ പ്രസ്താവനയ്ക്കും പ്രതികരണം രേഖപ്പെടുത്തേണ്ടതാണ്.

1. ഹയർസെക്കൻഡറിക്ക് ശേഷം ഏത് കോഴ്സ് തിരഞ്ഞെടുക്കണം എന്നതിനെപ്പറ്റി എനിക്ക് കൃത്യമായ ധാരണയുണ്ട്.
2. വിജയിച്ചവരുടെ അനുഭവങ്ങളും പഠന രീതികളും കേൾക്കാനും അതിൽ നിന്ന് നല്ല പാഠങ്ങൾ ഉൾക്കൊള്ളാനും ശ്രമിക്കാറുണ്ട്.
3. എന്റെ സംശയങ്ങൾ നിവാരണം ചെയ്യാൻ ഞാൻ അധ്യാപകരെ നിരന്തരം സമീപിക്കാറുണ്ട്.
4. പുതുതായുള്ള വെല്ലുവിളികളെ ഏറ്റെടുക്കാൻ എനിക്ക് അതിയായ താല്പര്യം ഉണ്ട്.
5. എന്റെ കഠിനാധ്വാനത്തിന്റെ ഫലം ഉറപ്പായും കിട്ടുമെന്ന് എനിക്ക് ഉറപ്പുണ്ട്.
6. പത്ത് വർഷത്തിനുശേഷം ഞാൻ ആരാവണം എന്നത് എനിക്ക് വ്യക്തമാണ്.
7. പ്രത്യേകമായി താല്പര്യമുള്ള വിഷയങ്ങളിൽ ആഴത്തിൽ അറിവ് നേടാൻ ഞാൻ വ്യത്യസ്തതരം മാർഗ്ഗങ്ങൾ സ്വീകരിക്കാറുണ്ട്.
8. പഠന വിഷയങ്ങളിൽ ആനന്ദം കണ്ടെത്താൻ ശ്രമിക്കാറുണ്ട്.
9. ഞാൻ ബുദ്ധിമുട്ടുള്ള വിഷയങ്ങൾ കൂടുതൽ ശ്രദ്ധിക്കാൻ ശ്രമിക്കാറുണ്ട്.

10. എന്റെ പരിമിതികളെ കുറിച്ച് ബോധവാനാണ്
11. എനിക്ക് ഹയർസെക്കൻഡറിക്ക് ശേഷമുള്ള ഉപരിപഠന മേഖലയെക്കുറിച്ച് ആശയക്കുഴപ്പമുണ്ട്.
12. ഉപരി പഠനത്തിന് പെട്ടെന്ന് തന്നെ ജോലി ലഭിക്കുന്ന കോഴ്സ് തെരഞ്ഞെടുക്കണമെന്ന് ആഗ്രഹമുണ്ട്.
13. പഠിക്കുന്ന കാര്യങ്ങളെ എന്റേതായ രീതിയിൽ ആവിഷ്കരിക്കാൻ ശ്രമിക്കാറുണ്ട്.
14. ഞാൻ ബുദ്ധിമുട്ടുള്ള പാഠഭാഗങ്ങൾ ഒഴിവാക്കി വിടുകയാണ് ചെയ്യാറുള്ളത്.
15. അധ്യാപകരോടുള്ള ഭയം മൂലമാണ് ഞാൻ പഠനത്തിൽ കൂടുതൽ ശ്രദ്ധിക്കുന്നത്.
16. പഠനം മെച്ചപ്പെടുത്താൻ ഞാൻ അധ്യാപകരിൽ നിന്നുള്ള നിർദ്ദേശങ്ങൾ സ്വീകരിക്കാറുണ്ട്.
17. എന്റെ പഠനം പ്രതികൂല സാഹചര്യങ്ങളിൽ മുടങ്ങി പോകാറുണ്ട്.
18. ബുദ്ധിമുട്ടുള്ള വിഷയങ്ങൾ കൂട്ടുകാരുമായി ചർച്ച ചെയ്തു പഠിക്കാറുണ്ട്.
19. രക്ഷിതാക്കൾക്ക് കൂടുതൽ താല്പര്യം ഉള്ള വിഷയത്തിൽ ഉപരിപഠനത്തിന് പോകാൻ ഞാൻ ആഗ്രഹിക്കുന്നു.
20. അഭിനിവേശം ഉള്ള മേഖലയിൽ തന്നെ ജോലി ലഭിക്കണമെന്ന് ആഗ്രഹമുണ്ട്.
21. എന്റെ പഠനത്തിലെ പോരായ്മകൾ തിരിച്ചറിയാനും അത് പരിഹരിക്കാനും ശ്രമിക്കാറുണ്ട്.
22. എന്റെ ലക്ഷ്യത്തിലേക്കുള്ള യാത്രയിൽ ആ മേഖലയിലെ വിദഗ്ധരുടെ നിർദ്ദേശങ്ങൾ തേടാറുണ്ട്.
23. അധ്യാപകരുടെ അധ്യാപന രീതിയാണ് എനിക്ക് ആ വിഷയത്തോടുള്ള താല്പര്യം നിർണ്ണയിക്കുന്ന പ്രധാന ഘടകം.
24. പുതിയ കാര്യങ്ങളെപ്പറ്റി പഠിക്കാൻ എനിക്ക് താല്പര്യം ഉണ്ട്.
25. ഒരു അധ്യാപന വർഷത്തിന്റെ തുടക്കം മുതൽ ഒടുക്കം വരെ അതേ ആത്മാർത്ഥതയിൽ തുടരാൻ ശ്രമിക്കാറുണ്ട്.
26. മറ്റുള്ളവരും ആയി താരതമ്യം ചെയ്യാതെ സ്വന്തം കഴിവുകളെ മെച്ചപ്പെടുത്താൻ ശ്രമിക്കാറുണ്ട്
27. ഞാൻ പാഠഭാഗത്തിന്റെ ആശയ വ്യക്തതയ്ക്കുവേണ്ടി സാങ്കേതികവിദ്യയെ ആശ്രയിക്കാറുണ്ട്.
28. പരീക്ഷയ്ക്ക് മാർക്ക് കുറയുന്ന വിഷയങ്ങളിൽ എനിക്ക് താല്പര്യം കുറയാറുണ്ട്.
29. കാര്യങ്ങളെപ്പറ്റി ആഴത്തിൽ അറിയാനുള്ള ത്വര എനിക്കുണ്ട്
30. വിദ്യാഭ്യാസത്തിലൂടെ ഉയർന്ന ജോലി കൈവരിക്കുന്നതിനെപ്പറ്റി ഞാൻ സ്വപ്നം കാണാറുണ്ട്.
31. പാഠഭാഗങ്ങൾക്ക് പുറമേ അറിവ് നേടാനായി ഞാൻ വായനശാലകൾ ഉപയോഗപ്പെടുത്താറുണ്ട്.

32. നിരാശപ്പെടുത്തുന്നവരുടെ വാക്കുകൾ എന്നെ സ്വാധീനിക്കാറില്ല.
33. എന്റെ കഴിവുകളെ കുറിച്ച് എനിക്ക് വ്യക്തമായ ധാരണയുണ്ട്.
34. സ്കൂളിലെ നൈപുണി വികസന (skill development) പരിപാടികളിൽ പ്രവർത്തിക്കാൻ താല്പര്യം ഉണ്ട്.
35. ഉന്നത വിദ്യാഭ്യാസ സാധ്യതകളെക്കുറിച്ച് അറിവ് ലഭിക്കുന്ന പ്രസിദ്ധീകരണങ്ങൾ ഞാൻ വായിക്കാറുണ്ട്.
36. ഒരു പരീക്ഷയിൽ മാർക്ക് കുറഞ്ഞാലും അടുത്ത പരീക്ഷയിൽ അതിനെ മെച്ചപ്പെടുത്താൻ ശ്രമിക്കാറുണ്ട്.
37. ഒഴിവുസമയങ്ങൾ ഫലപ്രദമായി വിനിയോഗിക്കാറുണ്ട്.
38. വിദ്യാഭ്യാസത്തിലെ നൂതന പ്രവണതകളെ കുറിച്ച് ചർച്ചകളിൽ ഏർപ്പെടാറുണ്ട്.
39. എനിക്ക് അഭിരുചി പരീക്ഷയിൽ പങ്കെടുക്കാൻ താല്പര്യം ഉണ്ട്.
40. ഉന്നത വിദ്യാഭ്യാസത്തിനായി ലഭിച്ചുവരുന്ന സ്കോളർഷിപ്പുകളെ കുറിച്ച് അധ്യാപകരോട് ചർച്ച ചെയ്യാറുണ്ട്.
41. ഏത് പ്രതിസന്ധിയിലും അവസരങ്ങൾ കണ്ടെത്തി അതിനെ ഉപയോഗിക്കാൻ ശ്രമിക്കാറുണ്ട്.
42. ഹയർസെക്കൻഡറിക്ക് നല്ല മാർക്ക് നേടുക എന്നത് മാത്രമാണ് ഇപ്പോഴത്തെ ലക്ഷ്യം.
43. ഉപരി പഠനത്തിലൂടെ ഉന്നത പദവിയിൽ എത്തിയവരെ ഞാൻ മാതൃകയാക്കാറുണ്ട്.
44. പാഠഭാഗങ്ങളിലെ ആശയങ്ങൾ പരസ്പരം ബന്ധപ്പെടുത്തി പഠിക്കാൻ ശ്രമിക്കാറുണ്ട്.
45. എന്റെ മാർക്കിനെ മറ്റുള്ളവരുമായി താരതമ്യം ചെയ്യാറുണ്ട്.
46. പത്താം ക്ലാസിലെ എന്റെ മാർക്ക് മൂലമാണ് ഞാൻ ഹയർ സെക്കൻഡറിക്ക് ഈ വിഷയം തിരഞ്ഞെടുത്തത്
47. തൊഴിൽരഹിതരെ കാണുമ്പോൾ കാണുമ്പോൾ എനിക്ക് പഠനത്തോട് വിമുക്തി തോന്നാറുണ്ട്.
48. എനിക്ക് താല്പര്യമുള്ള മേഖലയിൽ തുടർ പഠനം നടത്താൻ ആഗ്രഹിക്കുന്നു
49. പ്രയാസങ്ങൾ വരുമ്പോൾ അതെല്ലാം താൽക്കാലികം ആണെന്ന് വിശ്വസിക്കാറുണ്ട്.
50. അധ്യാപകർ എന്റെ കുറവുകൾ ചൂണ്ടിക്കാണിക്കുമ്പോൾ എനിക്ക് വിഷമം തോന്നാറുണ്ട്.

## Appendix III

### **FAROOK TRAINING COLLEGE**

Research Centre in Education

University of Calicut

### **EDUCATION ASPIRATION SCALE**

(For Higher Secondary Students)

**(Final)**

Ashly C.S.  
M.Ed. Student

Dr. Irshana Shahnaz Ulladan  
Assistant Professor

---

#### **Instruction**

The following statements are related to your educational aspiration. Read each statement carefully and decide to what extent each of the statement is true as far as you concerned. choose the one that suits you best from the response such as Strongly Agree (SA), Agree (A), Un decided(U), Disagree (D), Strongly Disagree (SD). your responses will be kept confident and used to only for research purpose.

---

1. I have a clear idea about which course to choose after higher secondary.
2. I tried to listen to the experiences and learning method of successful people and take good lessons from it.
3. I constantly approach teacher to clear my doubts.
4. I am keen to take on new challenges.
5. I am sure my hard work will pay off.
6. It is clear to me who I want to be after 10 years.
7. I use different methods to gain in-depth knowledge on topics of particular interest. Try to find pleasure in academic subjects.
8. I try to pay more attention to difficult subjects.
9. I am aware of my limitations.
10. I am confused about the field of Higher Education after higher secondary.
11. I want to choose a course for higher studies that will get me a job soon.
12. I tried to express what is learn in my own way.
13. I tend to skip the difficult lessons.
14. I pay more attention to studies because of my fear of teachers.
15. To improve learning I take suggestions from teachers.
16. My studies get stuck in adverse situations.
17. Difficult subjects are studied by discussion them with friends.

18. I want to go for higher studies in the subject that my parents are interested in.
19. Want to get a job in the field where I am passionate about.
20. I try to identify the shortcomings in my studies and correct them
21. I seek the opinions of expert in the field on my journey to the goal.
22. The main factor that determines my interest in the subject is the teaching styles of the teachers.
23. I am interested in learning new things.
24. Try to maintain the same sincerity from the beginning to the end of the academic year.
25. Try to improve my own abilities without comparing to others.
26. I rely on technology for conceptual clarity of the lesson.
27. I tend to lose interest in subject where I get low mark in the exam.
28. I haven't urge to learn deeply about things.
29. I dream of attaining a higher job through education.
30. Apart from lesson, I use the libraries to gain knowledge.
31. Their words of disappointment do not affect me.
32. I have a clear idea about my abilities.
33. Interested in working in skill development program in school.
34. I read publications that inform me about higher education opportunities.
35. Even if the mark drop one exam, I tried to improve it in the next exam.
36. Free time is used effectively.
37. Engaged in discussion about the latest trends in education.
38. I am interested to appear in aptitude test.
39. Scholarship with higher education are discussed with the teachers.
40. In any crisis, tries to find opportunities and use them.
41. The only goal now is to get good marks for higher secondary examination.
42. I follow the examples of those who have attained high status through higher education.
43. Attempts are made to learn concept in the lesson in relation to each other.
44. I compare my marks with others.
45. I choose this subject for higher secondary because of my marks in class 10<sup>th</sup>.
46. I hate studying I see educated unemployed people.
47. I want to pursue for the studies in my field of interest.
48. When difficulties come it is believed that is temporary.
49. I feel bad when teachers point out my shortcomings.

## Appendix IV

# EDUCATION ASPIRATION SCALE (For Higher Secondary Students)

### RESPONSE SHEET

Name of the School:.....

Gender: Male /Female /Others       Stream: Science /Commerce /Humanities

Have you Appeared for LSS/USS/NMMS/Other      Scholarship exams?: Yes / No

If Yes, which exams:.....

Have you qualified for LSS/USS/NMMS/Other Scholarship exams?: Yes / No

If Yes, which exams:.....

| Sl. No. | SA | A | U | D | SD |
|---------|----|---|---|---|----|
| 1.      |    |   |   |   |    |
| 2.      |    |   |   |   |    |
| 3.      |    |   |   |   |    |
| 4.      |    |   |   |   |    |
| 5.      |    |   |   |   |    |
| 6.      |    |   |   |   |    |
| 7.      |    |   |   |   |    |
| 8.      |    |   |   |   |    |
| 9.      |    |   |   |   |    |
| 10.     |    |   |   |   |    |
| 11.     |    |   |   |   |    |
| 12.     |    |   |   |   |    |
| 13.     |    |   |   |   |    |
| 14.     |    |   |   |   |    |
| 15.     |    |   |   |   |    |
| 16.     |    |   |   |   |    |
| 17.     |    |   |   |   |    |
| 18.     |    |   |   |   |    |
| 19.     |    |   |   |   |    |
| 20.     |    |   |   |   |    |
| 21.     |    |   |   |   |    |
| 22.     |    |   |   |   |    |
| 23.     |    |   |   |   |    |
| 24.     |    |   |   |   |    |
| 25.     |    |   |   |   |    |

| Sl. No. | SA | A | U | D | SD |
|---------|----|---|---|---|----|
| 26.     |    |   |   |   |    |
| 27.     |    |   |   |   |    |
| 28.     |    |   |   |   |    |
| 29.     |    |   |   |   |    |
| 30.     |    |   |   |   |    |
| 31.     |    |   |   |   |    |
| 32.     |    |   |   |   |    |
| 33.     |    |   |   |   |    |
| 34.     |    |   |   |   |    |
| 35.     |    |   |   |   |    |
| 36.     |    |   |   |   |    |
| 37.     |    |   |   |   |    |
| 38.     |    |   |   |   |    |
| 39.     |    |   |   |   |    |
| 40.     |    |   |   |   |    |
| 41.     |    |   |   |   |    |
| 42.     |    |   |   |   |    |
| 43.     |    |   |   |   |    |
| 44.     |    |   |   |   |    |
| 45.     |    |   |   |   |    |
| 46.     |    |   |   |   |    |
| 47.     |    |   |   |   |    |
| 48.     |    |   |   |   |    |
| 49.     |    |   |   |   |    |
| 50.     |    |   |   |   |    |

**Nb:-** SA: ശക്തമായി യോജിക്കുന്നു (Strongly Agree)  
 A: യോജിക്കുന്നു (Agree)      U: അറിയില്ല (Undecided)  
 D: യോജിക്കില്ല (Disagree)      SD: ശക്തമായി വിയോജിക്കുന്നു (Strongly Disagree)

## Appendix V

### LIST OS SCHOOLS IN MALAPPURAM DISTRICT SELECTED FOR DATA COLLECTION

---

| <b>Sl. No.</b> | <b>Name of Schools</b>                         | <b>Educational Sub district</b> |
|----------------|--|---------------------------------|
| 1              | NNMHSS Chelambra, Malappurm                    | Tirurangadi                     |
| 2              | Govt.Model HSS Calicut University Campus       | Tirurangadi                     |
| 3              | Garden Valley English Medium school            | Tirurangadi                     |
| 4              | St Pauls higher Secondary School, Thenzhipalam | Tirurangadi                     |
| 5              | PMSAPT HSS ,Kakkove, Malappuram                | Malappuram                      |
| 6              | Govt.HSS,Kottappuram                           | Malappuram                      |
| 7              | Anvar English Higher Secondary School          | Malappuram                      |
| 8              | Govt.Boys HSS, Tirur                           | Tirur                           |
| 9              | Kunhimon Haji Memorial HSS,Tirur               | Tirur                           |
| 10             | Fathima Matha HSS Tirur                        | Tirur                           |