

Educational Aspirations of Undergraduate students of Dhemaji District, Assam

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The present study investigates the level of educational aspirations among undergraduate students in Dhemaji district, Assam, with a focus on gender-based differences. Using a descriptive survey method and a sample of 100 students (50 male and 50 female), data were collected through the Educational Aspiration Scale developed by Dr. V.P. Sharma and Anuradha Gupta. Statistical tools such as mean, standard deviation, t-test, and z-scores were used for analysis. The findings reveal that the majority of students possess moderate educational aspirations, with notable variations indicating diverse goal-setting tendencies. No significant difference was found in educational aspirations between male and female students. The study recommends targeted guidance and counseling programs to support students, especially those with lower aspirations, while promoting equal opportunities for both genders.

Introduction

Educational aspirations are referring the hopes and goals a person has about their education, like how far they want to study, how far they want to go in school such as finishing high school or getting a college degree and the kind of job they dream of doing in the future. These goals are often shaped by things like family background, money situation and life experiences.

In simple terms, education aspirations are the dreams and plan someone has for their education. This includes how much education they want and what kind of learning experiences they hope for.

Education aspirations among students are important because it helps motivate students to do well in educational field and get goals for the future. They show a person's desire to learn and succeed. Many things or the factors can affect educational aspirations of students such as a person family life, financial condition, school atmosphere and personal experiences. These are what someone wants to achieve, while expectations are what they think they can actually achieve. When there's a big gap between the two, it can lead to stress or mental issues.

Swell, Haller & Portes (1969) define educational aspirations as the level of education an individual hopes to attain, which is influenced by socio-psychological factors such as parental encouragement, peer influence and academic performance.

Garge, Kauppi & Urajnik (2002) define as educational aspirations are the educational goals students set for themselves, often influenced by family, peers and school environment.

According to Mau & Bakos (2000) educational aspirations are future educational plans or ambitions shaped by an individual's perception of their academic abilities and their environmental support.

Educational aspirations are important to undergraduate students as they guide their academic journey and future career plans. These aspirations reflect students' goals such as completing higher education, achieving good grades and pursuing specific professions. They help motivate students to stay focused, overcome challenges and make

informed decisions about their studies. Educational aspirations also influence personal growth and confidence, shaping a student's sense of purpose and direction in life.

Objectives of the study

1. To examine the level of educational aspiration among undergraduate students of Dhemaji district, Assam
2. To compare the level of educational aspiration between male and female undergraduate students.

Hypothesis

Ho. There is no significant different between male and female in the level of educational aspiration of undergraduate students.

Review of related literature

- ❖ Rani, Sarla & Sonu, Ms. (2022). Conducted study on "A study of educational Aspirations of under Graduate student." The findings of the study revealed that urban undergraduate female students showed significantly higher educational aspirations than rural students and were found significant different in the educational aspirations of students based on the type of college with self-financing college students differing from government college students.
- ❖ Shigwan et.al (2016) Conducted study on educational Aspirations of the Under Graduate Students from College of Agriculture Dapoli Tahsil of Maharashtra. The study found a majority of undergraduate boys aspired to complete post graduate studies, followed by 19.93 % aiming to complete only undergraduate studies, 10.82% aiming for doctoral studies, 5.56% for short-term courses and 5.23% for on agriculture degrees.
- ❖ Pascarella, E. T. (1984) on his study college environmental influences on students educational aspirations found that interpersonal peer groups significantly influence students' development with race playing a key role in shaping educational aspirations among students.
- ❖ Meinam M et.al (2023) Conducted study on Educational Aspirations among students of Manipur University, India. The results of the study revealed that the majority of the students wanted to pursue higher education.

Methodology

In this present study, researcher has used a quantitative approach with a descriptive survey method.

Population and Sample

The population of the present study is undergraduate students of Dhemaji district, Assam. In this present study 100 sample (50 male and 50 female) of undergraduate level students has selected as a sample for the study. The sample has been selected using random sampling techniques.

1.3.2 Tools of data collection

In this study, Educational Aspirations scale developed by Dr. V.P Sharma and Anuradha Gupta was administered to the students by the researcher for data collection.

1.4 Result and discussion

The present study for analysis and interpretation data of the educational aspirations under-graduate students is using appropriate statistical technique such as mean, SD, t-test, z score.

Objective 1. To examine the level of educational aspiration among undergraduate students of Dhemaji district, Assam.

Table 1. Showing the level of Educational Aspirations among undergraduate students of Dhemaji district

Sr. No	Range of z scores	No of Students	Grade	Level of Educational Aspiration	Percentage (%)
1	+2.01 and above	4	A	Extremely High	4%
2	+1.26 to +2.00	8	B	High	8%
3	+0.51 to 1.25	18	C	Above Average	18%
4	-0.50 to +0.50	42	D	Average /Moderate	42%
5	-1.25 to -0.51	16	E	Below Average	16%
6	-2.00 to -1.26	11	F	Low	11%
7	-2.01 and below	1	G	Extremely low	1%

Table no 1. Present the distribution of undergraduate students based on their level of educational aspirations as measured by z-scores. The data categorizes students into seven levels, ranging from “Extremely high” to “Extremely low”. Above table show that, a small proportion of students (4%) exhibit “Extremely high” educational aspirations with z-cores of +2.01 and above, while 8% fall into the “High” category (+1.26 to +2.00) and 18% are in the “Above average” range (+0.51 to +1.25). The majority of students 42% fall within the (-0.50 to +0.50) “Average/ moderate” level, it indicates a balanced aspiration level. Meanwhile, 16% of students are “Below average” (1.25 to -0.51), 11% are in the ‘Low category” (-2.00 to -1.26), and only 1% show “Extremely low” aspirations with z-scores of -2.01 and below. This distribution of table suggests that while most students possess moderate educational aspirations a notable portion fall at both higher and lower ends of the spectrum.

Objective 2. To compare the level of educational aspiration between male and female undergraduate students.

Ho. There is no significant different between male and female in the level of educational aspiration of undergraduate students.

Table 2. Showing SD, Mean, SD and t-value of Educational Aspiration of male and female undergraduate students

Variable	Gender	N	Mean	SD	Df	t-value	Remark
Educational Aspiration	Male	50	26.42	4.97	98	2.01	Accepted null hypothesis and not significant at 0.01% level
	Female	50	24.51	4.57			

Table no 2. The table present a statistical analysis of educational aspirations among male and female undergraduate students in Dhemaji district. The mean score and SD for male students ($M=26.42$, $SD=4.57$). The calculated t-value is 2.01 with 98 degrees of freedom. However, since this value is no significant at the 0.01 level, the null hypothesis is accepted. This indicates that there is no statistically significant difference in educational aspirations between male and female students at the 1% level of significant.

Major findings

On the basis of above analysis and result, the following findings were drawn.

1. The majority of undergraduate students of Dhemaji district exhibit moderate educational aspirations but a significant variation exists, with a notable proportion displaying both high and low levels of aspiration, indicating diverse motivational and goal-setting patterns among the student's population.
2. The study has been found that there is no significant difference in the mean score of educational aspirations between male and female undergraduate students.

Educational implication

Based on the findings of the present study some educational implications could include:

- Since findings of the study showing diverse motivational and goal-setting patterns among the student's population, educational institutions of Dhemaji district should implement target guidance and counselling programs to nurture and elevate the aspirations of students, especially those in the low and below average categories.
- Since there is no significant gender difference in educational aspirations, program should focus equally on both male and female students. encouraging goal setting, career awareness and motivational workshops can help bridge the aspiration gap and foster more ambitions and focused students' community.

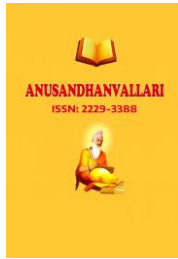
Conclusion

The present study aimed to examine the level of educational aspiration among undergraduate students of Dhemaji district, Assam, and to explore gender-based differences in these aspirations. The findings revealed that while the majority of students exhibit a moderate level of educational aspiration, there exists a wide range of aspirations across the student population, reflecting varied motivational levels and future goals. Importantly, the study found no significant difference in the level of educational aspiration between male and female students, suggesting that gender does not play a major role in influencing educational goals in this context.

These insights highlight the need for educational institutions in the region to adopt inclusive and personalized guidance programs. By addressing the aspirations of students at all levels particularly those with low or below-average aspirations, educators and policymakers can help students build clearer academic and career pathways. Furthermore, equal emphasis should be given to both male and female students in aspiration-enhancement programs, ensuring that all students are encouraged and equipped to pursue their educational and professional ambitions.

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