

A COMPARATIVE STUDY OF EDUCATIONAL AND VOCATIONAL ASPIRATIONS OF SOCIALLY ADVANTAGED AND DISADVANTAGED STUDENTS

SURESH ANUGANTI

Senior Research Fellow, Department of Education,
Osmania University, Hyderabad, Telangana State, India.
Email: surijrf@gmail.com

Abstract: *The present study was undertaken to compare the educational and vocational aspirations of the secondary school students. The sample of the study consisted of 600 secondary school students studying X class in erstwhile Karimnagar district of Telangana State. Level of Educational Aspiration Test (LEAT), which was developed by Dr. Yashmin Ghani Khan and Vocational Aspiration Test (VAT) developed by researcher himself were used for data collection. Analysis of data was done by employing "t" test. The results of the study revealed that the socially advantaged students were found to be better than the socially disadvantaged students in both educational and vocational aspiration levels.*

Key Words: *Socially Advantaged, Socially Disadvantaged, Caste, Educational Aspirations, Vocational Aspirations, Students Aspirations.*

1. INTRODUCTION:

The Scheduled Castes, Scheduled Tribes and Backward Classes who were deprived of education for a long time requires not only the general literacy but also other skills which could equip them to face and experience the exogenous forces of modernization. Thus, education has been viewed as a mechanism through which the members of the Scheduled Castes and Scheduled Tribes are to be equipped to obtain occupational and economic mobility in order to establish equal status in the society by their individual achievement and worth.

The educational facilities provided under the various schemes sponsored by the Central and State Governments to Scheduled Castes, Scheduled Tribes and Backward Classes ranges from extensive provision of scholarships, free ships, hostels for school and college students to coach the candidates who are desirous of appearing for IAS and other competitive examinations.

The overall progress achieved in different aspects of educational and vocational development among these groups, since Independence, may be estimated with a background of their educational aspirations and their vocational preferences.

2. REVIEW OF RELATED LITERATURE:

Studies on Educational Aspirations

Marjoribanks, Kevin (2005) conducted a study to find relationship between educational aspirations and educational attainment for Australian young adults from different ethnic and social status backgrounds. He found that family background and adolescent's aspirations combined to have large associations with young adult's educational attainment, there were gender differences in the linear and curvilinear nature of relationships among family background, adolescents aspirations and young adults attainment and for young adults from lower social status families there were ethnic group differences in attainment at all aspiration levels, where as for young adults from higher status families, ethnic group differences in attainment were minimized at high aspiration levels.

Vaidya, S.A. (2006) carried out a study on Educational Aspiration of Higher Secondary Students in Relation to Different Variables. Findings of the study were: 1. The awareness towards education was increased in the society. 2. Boys had higher educational aspiration in comparison to girls. 3. The students from urban area had higher educational aspiration than rural students. 4. The students from nongovernmental school had higher education aspiration than the students from government school.

Kaur Pardeep (2007) conducted a study on the effect of stress and educational aspirations on the academic achievement of adolescent students; found that adolescents differ significantly in their levels of stress i.e. on the basis of high and low levels of stress. High stress and low stress students differ significantly in their level of educational aspirations.

Studies on Vocational Aspirations:

Mau and Bikos (2000) examined the relative importance of school, family, personal/psychological, race, and sex variables in predicting educational and vocational aspirations. A nationally representative sample of 10th-grade

students was followed through 2 years beyond their high school. Results suggested that sex and race significantly predicted educational and vocational aspirations of students.

Yadav, R.. (2000) conducted a study on Vocational Preferences of Adolescents in Relation to their Intelligence and Achievement. Findings of the study were: The students preferred administrative jobs than jobs related music and artistic. 2. Highly intelligent students prefer to go to jobs related to the area of Physical Sciences.

Lee and Rojewski (2012) examined the complex phenomenon of intra-individual and inter-individual differences in the development of occupational aspirations and factors influencing this development in a longitudinal sample of 5,727 Korean adolescents over a 4-year period. A downward trajectory of occupational aspirations from junior high school to the first year of high school was found. Rate of change in expressed aspirations was different for men and women. Potentially important initial differences in occupational aspirations development, based on curriculum track, were also detected.

A detailed observation of the literature reviewed so far reveals that though many studies have been conducted on educational and vocational aspirations in relation to pupils academic achievement, personal characteristics, school environment, subject matter etc..., but studies which were conducted on educational and vocational aspirations with reference to pupils social class, especially caste as a variable are scanty. Hence, the present study was undertaken to identify persistent gap if any between these two groups i.e., socially advantaged and disadvantaged.

Statement of the Problem: “A Comparative Study of Educational and Vocational Aspirations of Socially Advantaged and Disadvantaged Students”.

3. OBJECTIVES OF THE STUDY:

- To compare the educational aspiration level of the socially advantaged and disadvantaged students at secondary school level
- To compare the vocational aspirations of the socially advantaged and disadvantaged students at secondary school level

4. HYPOTHESIS OF THE STUDY:

- There will be no significant difference between educational aspirations of socially advantaged and disadvantaged secondary school students.
- There will be no significant difference between vocational aspirations of socially advantaged and disadvantaged secondary school students.

5. DATA ANALYSIS AND INTERPRETATION:

Table No - 1: Showing distribution of the Students who belong to various social categories with respect to their Levels of Educational Aspiration.

S.No	Category	Educational Aspiration	Frequency	Percentage
1	OC	Low	42	14
		Average	132	44
		High	126	42
		Total	300	100%
2	BC	Low	25	16
		Average	84	54
		High	47	30
		Total	156	100%
3	SC	Low	17	18
		Average	51	53
		High	28	29
		Total	96	100%
4	ST	Low	14	29
		Average	23	48
		High	11	23
		Total	48	100%

It is evident from table no. 1, majority of the sample among OC category students i.e. 44% are average and in the remaining sample 42% are high and 14% are low in the levels of educational aspiration. Among the BC category students, more than a half of the sample i.e. 54% was average and in the remaining sample, 30% are high and 16% are low in the levels of educational aspiration. Among the SC category of students, more than half of the samples i.e. 53%

are average and in the remaining sample, 29% are high and 18% are low in the levels of educational aspiration. Among the ST category of students, 48% are average and in the remaining sample, 23% are high and 29% are low in the levels of educational aspiration.

Table 2: Showing distribution of the Students who belong to various social categories and with respect to their Level of Vocational Aspirations

S.No	Category	Vocational Aspiration	Frequency	Percentage
1	OC	Low	19	13
		Average	144	48
		High	118	39
		Total	300	100%
2	BC	Low	26	17
		Average	82	53
		High	48	30
		Total	156	100%
3	SC	Low	18	19
		Average	49	51
		High	29	30
		Total	96	100%
4	ST	Low	11	23
		Average	23	48
		High	14	29
		Total	48	100%

It is evident from table no. 2, majority of the sample among OC category students i.e. 48% are average and in the remaining more than half of the sample 39% are high and a mere 13% are low in the levels of vocational aspiration. Among the BC category students, more than half of the sample i.e. 53% are average and in the remaining sample, 30% are high and 17% are low in the levels of vocational aspiration. Among the SC category students, more than half of the sample i.e. 51% are average and in the remaining sample, 30% are high and 19% are low in the levels of vocational aspiration. Among the ST category of students, 48% are average and in the remaining more than half of the sample, 29% are high and 23% are low in the levels of vocational aspiration.

Table 3: Showing results of test of significant difference between the mean scores of socially advantaged and socially disadvantaged secondary school students on LEAT

Educational Aspirations	Students	N	Mean	SD	t	Sig.	Df
	Socially Advantaged	300	31.61	12.73			
	Socially Disadvantaged	300	23.33	3.50			
	Total	600	27.47	8.11			

It is evident from the table no.3, the mean score of socially advantaged students on LEAT was 31.61 and socially disadvantaged student was 23.33. The obtained t value 10.85 with a df of 1 & 598 was found to be statistically significant at .01 level of significance. It implies that socially advantaged and socially disadvantaged secondary school students differ significantly on their educational aspirations.

Hence the hypothesis 1, which states that ‘There will be no significant difference between educational aspiration of socially advantaged and disadvantaged secondary school students’, is rejected.

Results of present study are in tune with Singh (1979), Kumar Yogesh (1989), Raj and Tiwari (1984), Kaur, D. (1990). However these results contradict with Das (1986), Majoribanks, Kevin (2005), Vaidya, S.A. (2006), Steele (1995) where it was found that in different social groups the disadvantaged students had higher or equal aspirations. In a study Prakash, V. (1984) taken caste as a variable and found no significant difference on the level of aspiration between socially advantaged and disadvantaged students.

Table 4: Showing results of test of significant difference between the mean scores of socially advantaged and socially disadvantaged secondary school students on VAT

Vocational Aspirations	Students	N	Mean	SD	t	Sig.	Df
	Socially Advantaged	300	47.83	7.53			
	Socially Disadvantaged	300	46.26	9.40			
	Total	600	47.04	8.46			

It is noticeable from the table no.4, the mean score of socially advantaged students on LEAT was 47.83 and socially disadvantaged students was 46.26. The obtained t value 2.261 with a df of 1 & 598 was found to be statistically significant at 0.05 level of significance. It reveals that socially advantaged and socially disadvantaged secondary school students differ significantly on their vocational aspirations.

Hence the hypothesis 2, which states that ‘There will be no significant difference between vocational aspirations of socially advantaged and disadvantaged secondary school students’, is rejected.

Results of the present study are in agreement with the results of Chand, j., (1985), Garg. (2000), Osa – Edoh and Alutu (2011), Kaur, D. (1990), Majoribanks (1985) and conversely Praksh, V. (1984) found no significant relationship between caste and the level of aspiration.

6. FINDINGS OF THE STUDY:

- Socially advantaged students were found to be better than the socially disadvantaged students with regard to educational aspirations and it was statistically significant.
- Socially advantaged students were found to be better than the socially disadvantaged students with regard to vocational aspirations and it was statistically significant.

7. EDUCATIONAL IMPLICATIONS:

For any country the human capital is an asset when it is properly used and placed appropriately for productive works. If every individual is given equal right to education, freedom in choosing their desired occupation, equal opportunities to develop oneself to the optimum level of his/her capability, ultimately that country prospers rapidly and the robust economic system is created.

- From the present study it is found that social disadvantage is a major problem and it needs to be addressed urgently. Due importance and attention is being given to sensory and physical disadvantaged sections of the society. They have subjected to study their psychological, educational and vocational problems by assessment, diagnosis and intervention. In similar fashion socially disadvantaged sections should be studied through proper assessment, diagnosis and intervention with special reference to their psychological, educational and vocational problems.
- Educational research need to focus attention to address the above felt needs of socially disadvantaged sections of the society on a war footing.
- The scope of the Inclusive Education should concentrate on the problems, which arises due to social maladies and malpractices, such as, gender discrimination, society stratification on caste lines, ethnicity conflicts, religious minorities problems, rural-urban disparities, poor-rich inequalities, migrant issues etc.,
- The research initiatives need to be established to address the inclusion of socially segregated groups into mainstream effectively.
- Disadvantaged Children are found to be lower than their counterpart, which is indicating that the central and state governmental efforts to raise the educational and vocational standards of disadvantaged students have not yet achieved the targeted goals. Governmental efforts in this regard should be continued and refined in order to pin pointedly laying the clear cut objectives to be achieved in timely manner.

8. CONCLUSION:

India is the second largest country in the world in terms of its population number. But, it is still listed under developing nations. By leveraging its population strength China is prospering and becoming the robust economy in the world. It is the best example for the proper utilization of one countries human capital. but, in our country the persistent caste, gender inequalities are the major concerns and need to be fixed for optimum and potential exploitation of human resources. Therefore there is a need to evolve a policy framework which focuses should be the benefit of the disadvantaged children and to intensify their aspirational levels. Such policy framework should consist of legal, economic, social and cultural action plans to be implemented in educational institutions particularly and in society generally.

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