

# **Educational Aspirations of Higher Secondary School Students in Tirupur Industrial Hub**

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## **Abstract**

As per the NCERT (2005) the Indian educational arena is a vast diverse system serving a huge heterogeneous population of students having a multi-level system or tiers of education at the primary, upper primary, secondary and higher secondary levels. The Indian Constitution has listed the “right to education” as one among the fundamental rights and education appears in the concurrent list also. The Right of Children to Free and Compulsory Education Act (2009) insists upon basic education of every child born in India. So the state and the central government allocate funds for education in order to equip all the government and government aided schools and colleges with necessary infrastructure so as to provide an opportunity to the students who come from economically under privileged level of the society. Tirupur District of Tamil Nadu is a hub for hundreds of units functioning to produce export quality hosiery products. It is known as the knitwear capital due to its massive textile and garment manufacturing industry. It is a major exporter of cotton knitwear, with a significant global market share, and is nicknamed the "Dollar City" for its export earnings. The hosiery market is in constant demand for procuring the raw materials as well as the export of quality finished goods.

Though this is good on one side, there is a lot of chance for the youth to abstain from studies and dropout from school if there is any difficulty in studies as they reach the Higher Secondary level. Since the schism between the government and private school is high in terms of teaching environment, facilities, and resources the children who hail from poor, uneducated rural pockets do not get an opportunity to have tutors or coaching classes to help them in their studies and aspire for higher education. With this background, the present study has been attempted.

This study entitled “**Educational Aspirations of Higher Secondary School Students in Tirupur Industrial Hub**” attempts to observe the level of educational aspirations among students studying in government and private matriculation higher secondary schools in Tirupur Educational District of Tamil Nadu.

**Keywords:** Aspiration, Focus on Learning, Educational infrastructure, government and aided schools, socio-economic background, Tirupur District)

As per the NCERT (2005) the Indian educational arena is a vast diverse system serving a huge heterogeneous population of students having a multi-level system or tiers of education at the primary, upper primary, secondary and higher secondary levels. The Indian Constitution has listed the “right to education” as one among the fundamental rights and education appears in the concurrent list also. The Right of Children to Free and Compulsory Education Act (2009) insists upon basic education of every

child born in India. So the state and the central government allocate funds for education in order to equip all the government and government aided schools and colleges with necessary infrastructure so as to provide an opportunity to the students who come from economically under privileged level of the society.

In India the higher secondary schooling comprises of government, private and government assisted schools that create great difference in environments for learning, resources, and socio-cultural contexts that influence students' aspirations in several ways. The socio-political contexts in which students are born and raised plays an important role in influencing aspirations. So a combination of academic performance, school engagement, personal interests, parent expectations and resources available, can enable or limit students' aspiration and can have a significant impact on accessing higher education.

Aspirations are an individual's ability to identify and set goals for the future, while being inspired in the present to work toward those goals. Aspiration is a psychological construct that encompasses an individual's hope concerning his or her future and mental projection that motivates present actions. Aspirations impact motivation and educational choices. So the educational aspirations are dynamic and influenced by academic experiences and exposure to different career paths inclusive of socio-economic context in which students are embedded. To make all the individual learners as useful citizens of this country and face the future expectations of the society, parents, teachers and educational administrators must concentrate on enhancing the educational aspiration of the individual learners.

Tirupur District of Tamil Nadu is a hub for hundreds of units functioning to produce export quality hosiery products. It is known as the knitwear capital due to its massive textile and garment manufacturing industry. It is a major exporter of cotton knitwear, with a significant global market share, and is nicknamed the "Dollar City" for its export earnings. The hosiery market is in constant demand for procuring the raw materials as well as the export of quality finished goods. Though the market is booming throughout the year with constant demand, there is a lot of exploitation by the employer and at the same time availability of jobs at dime a dozen. So there is a tendency among youth to work in the dyeing units, yarn bleaching unit, spinning and weaving units to earn some money for basic necessities. Though this is good on one side, there is a lot of chance for the youth to abstain from studies and dropout from school if there is any difficulty in studies as they reach the Higher Secondary level. Since the schism between the government and private school is high in terms of teaching environment, facilities, and resources the children who hail from poor, uneducated rural pockets do not get an opportunity to have tutors or coaching classes to help them in their studies and aspire for higher education. With this background, the present study has been attempted.

This study entitled **“Educational Aspirations of Higher Secondary School Students in Tirupur Industrial Hub”** attempts to observe the level of educational aspirations among students studying in government and private matriculation higher secondary schools in Tirupur Educational District of Tamil Nadu. In addition the study focuses on comparing students' aspirations based on school type and gender. Recognizing the aspirations is a key for shaping students' academic success and progressive future goals. Studies have been taken up by researchers to identify, observe and analyze how students react to their immediate environment and other influences that play a progressive or detrimental role in shaping their future. Reviews of previous researchers has enabled us to understand that aspiration is as an expression of the will to achieve and improve in dimensions, such as career social, economic, personal and educational. The academic aspiration of the students from government schools surely differ from the

privately managed school students. Moreover, the socio- economic background of students significantly influences student's academic aspirations.

Gupta, S. and Bashir, L. (2017) in their study explored how the levels of parental encouragement, school environment impacts educational aspiration of students . Their findings are a prediction of how parental encouragement and school environment can lead to higher levels of educational aspiration of students. Kounsar Jan 's(2016) study revealed that there is a significant difference between children of working and non-working mothers on composite score of working and non-working mothers and also found that children of non-working mothers are high in level of aspiration towards their children as compared to children of working mothers. Students who believe in their capabilities and foresee positive outcomes are more likely to aim for higher education.

### **Objectives of the study**

Every research will have at least one objective. The objectives serve as a road map for the research. In addition the objectives will keep the study within bounds and at the same will ensure that there is no digression.

The objectives of this study are as follows:

1. To identify, observe, record and analyze the educational aspiration level of higher secondary school students.
2. To study the educational aspiration level of students of government and private matriculation higher secondary schools.
3. To study the level of educational aspiration of male and female students of government higher secondary schools.
4. To study the level of educational aspiration of male and female students of private matriculation higher secondary schools.

### **Key terms definition**

**Aspiration** is a strong desire to achieve something high or great. The notion of aspirations can come from dreams and fantasies and take shape as ambitions and goals. In addition aspirations can be defined as an individual's ability to identify and set goals for the future, while being inspired in the present to work toward those goals.

**Educational Aspiration** is an Individual's strong desire to achieve something high or great in his education and career.

### **Higher Secondary School Student**

A student ( he/she) who is studying in the class/standard XI or XII in private and government higher secondary schools.

### **Delimitations of the study**

1. The study focuses on higher secondary school students only.
2. This study is confined to Tirupur district.
3. The variables taken are students' gender and school type.

**Methodology adopted**

This study was undertaken by using the normative survey method among students of Tirupur educational district of Tamilnadu. The schools from Tirupur town and nearby places were selected by the researchers. The survey consists of 180 samples from higher secondary schools of Tirupur Educational district of Tamilnadu. Among them, there were 90 government school students and 80 private matriculation school students from three government and three private schools respectively.

**Tools Used**

The purpose of preparing a tool is that it has to contain items that will match the objectives of the study and at the same time maintain good standard without being ambiguous or too loose. The data is vital for any research and it must be collected with the help of special instruments or devices. The success of a research depends on proper selection of the tools. For the present investigation the researcher has chosen the tool - Students' Aspiration Scale (SAS developed and standardized by the researchers). The tool has 31 statements after it was subjected to item analysis and its scoring was of Likert scale type. Therefore the criterion of internal consistency (Murphy & Likert, 1938, Good & Hatt, 1956, Anastasi, 1961) was adopted.

The reliability of the tool was achieved by using the Test -Retest method. The correlation coefficient of the reliability test score in total is 0.696. The research tool prepared by the investigator was distributed to a group of – subject experts, teacher educators, and higher secondary school teachers, high school teachers and their suggestions were incorporated.

**Hypotheses of the Study**

The investigator framed the following null hypotheses to verify the objectives of this study.

H01: There is no significant difference between the educational aspiration of students of government and private matriculation higher secondary schools.

H02: There is no significant difference between the educational aspiration of male and female students of government higher secondary schools.

H03: There is no significant difference between the educational aspiration of male and female students of private higher secondary schools.

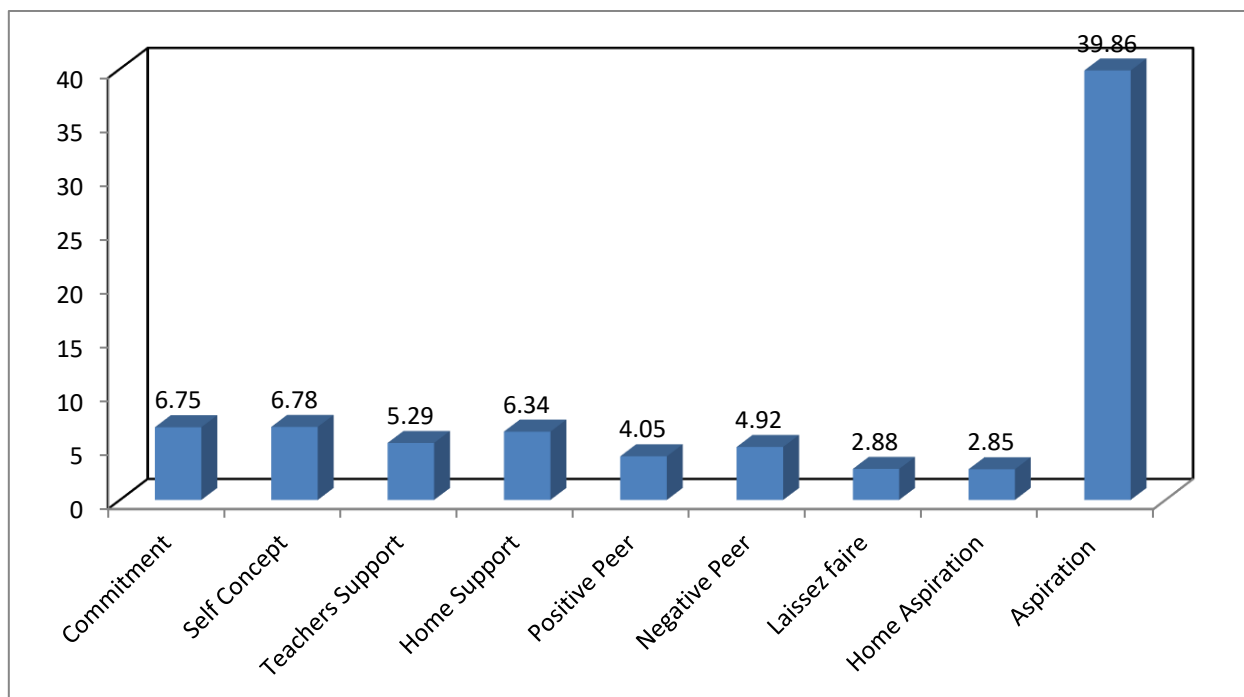
**Statistical Techniques Used**

For the analysis of the data, Descriptive analysis (Mean & S.D) and differential analysis ('t' test & 'F' test) has been used.

**Aspiration of the Selected Higher Secondary School Students**

The level of the aspiration of the selected higher secondary school students has been presented in the following dimensions:

**Table :1**



The students' aspiration levels as a whole with regard to commitment to schooling, self-concept, teacher support, home support, positive peer support, negative peer support, Laissez Faire and home educational aspiration.

## Comparison of the Aspiration of Government and Private School Students

Comparison of the mean aspiration scores of the students from Government and Private higher secondary schools is the given in the following table.

**Table - 2. Mean Perception Scores of Government and Private School Students**

School		N	Mean	SD	t
Commitment	Govt.	90	6.98	1.32	2.21
	Private	90	6.52	1.45	
Self Concept	Govt.	90	6.52	1.55	2.26
	Private	90	7.03	1.49	
Teachers Support	Govt.	90	5.06	0.95	3.02
	Private	90	5.52	1.11	
Home Support	Govt.	90	6.38	1.47	0.307
	Private	90	6.31	1.44	
Positive Peer	Govt.	90	4.02	0.9	0.43
	Private	90	4.08	0.85	
Negative Peer	Govt.	90	4.61	0.88	3.92
	Private	90	5.22	1.19	

Laissez faire	Govt.	90	2.89	0.48	0.18
	Private	90	2.88	0.33	
Home Aspiration	Govt.	90	2.81	0.47	13
	Private	90	2.89	0.32	
Aspiration	Govt.	90	39.3	4.21	2.02
	Private	90	40.5	3.66	

While comparing it is noted that the  $t$  value with regard to: commitment to schooling, academic self concept, negative peer support, teacher support and in general aspiration are greater than the table value so there is a significant difference. However with regard to: home support, positive peer support, Laissez Faire, and home educational aspiration are lesser than the table value so there is no significant difference.

These results reveal that there is a significant difference between the aspiration levels of students who hail from government and private matriculation higher secondary schools in the aspiration components as follows:

- Commitment to Schooling
- Academic self concept
- Teacher Support
- Negative Peer support, and
- In general aspiration

Since there is a significant difference between the aspiration of students of government and private matriculation higher secondary schools in the aspiration levels, the

“H01: There is no significant difference between the aspiration of students of government and private higher secondary schools-is rejected”.

The following graph indicates the mean aspiration scores of selected students of government and private higher secondary schools.

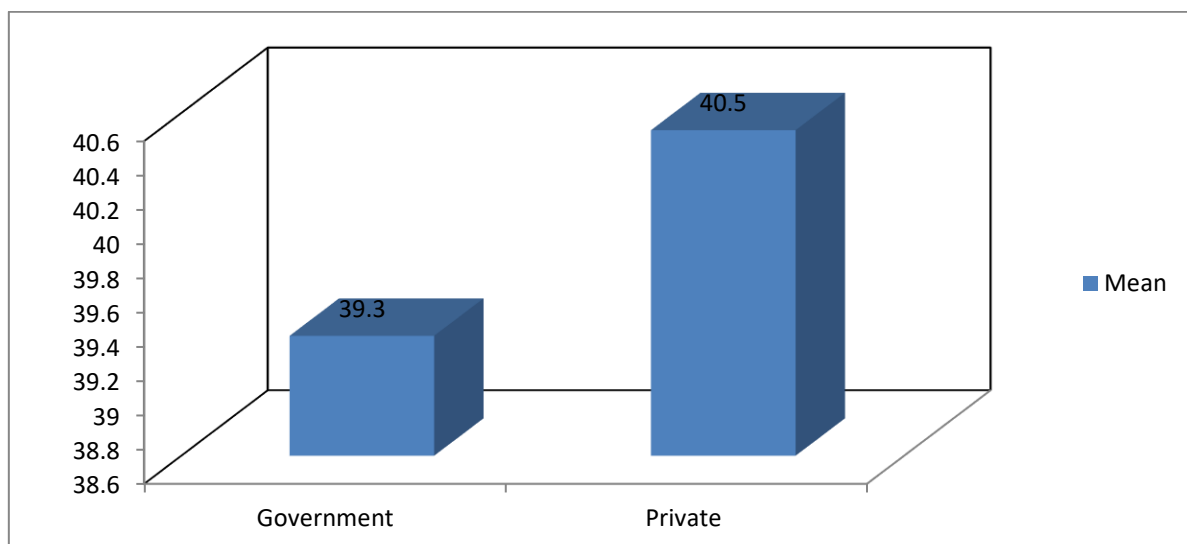


Figure 1. Aspiration of Govt. & Private Hr. Sec. School Students

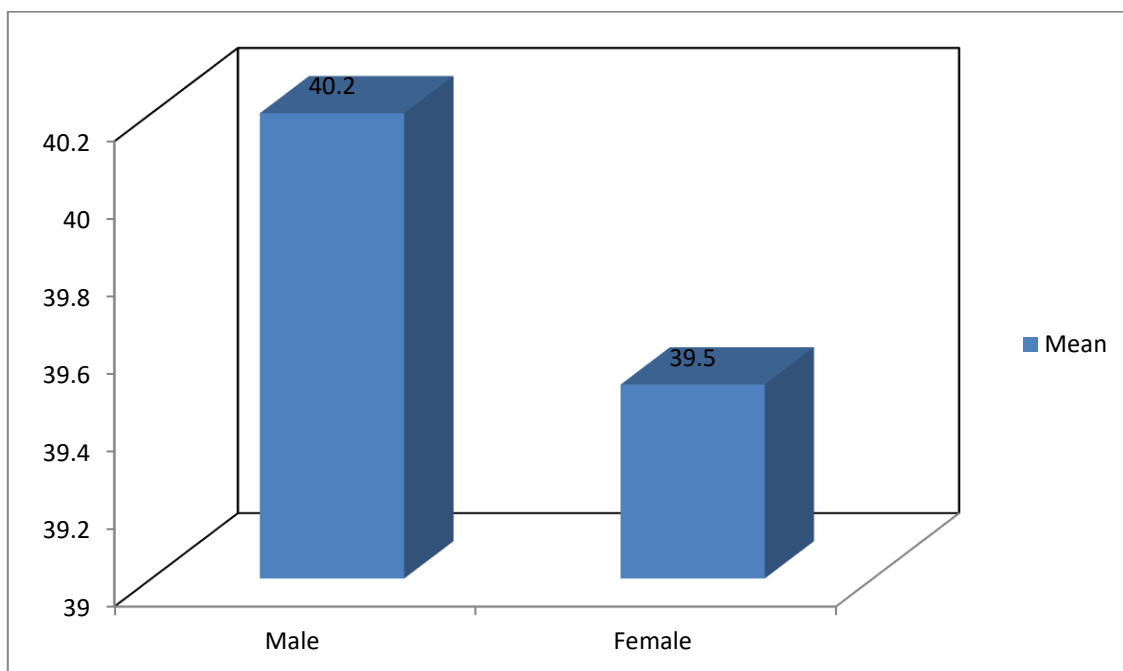
The above graph shows that the students of government and private higher secondary schools are having moderate educational aspiration level and the private school students are having better aspiration levels than the government school students.

## Comparison of the Aspiration of Male and Female Students

Comparison of the aspiration scores of male and female students of higher secondary schools is tabulated as follows:

Gender		N	Mean	SD	t
Commitment	Male	90	6.82	1.43	0.69
	Female	90	6.68	1.36	
Self Concept	Male	90	6.81	1.51	0.29
	Female	90	6.74	1.57	
Teachers Support	Male	90	5.13	1.04	1.99
	Female	90	5.44	1.06	
Home Support	Male	90	6.32	1.45	0.200
	Female	90	6.37	1.46	
Positive Peer	Male	90	4.1	0.84	0.77
	Female	90	4.0	0.91	
Negative Peer	Male	90	5.22	1.12	3.92
	Female	90	4.61	0.97	
Laissez faire	Male	90	2.94	0.41	2.00
	Female	90	2.82	0.41	
Home Aspiration	Male	90	2.86	0.41	0.18
	Female	90	2.84	0.39	
Aspiration	Male	90	40.2	3.98	1.18
	Female	90	39.5	3.97	

From table3 it can be understood that there is a significant difference between the aspiration level of male and female students of higher secondary schools So the null hypothesis “H02: There is no significant difference between the aspiration of male and female students of higher secondary schools - is accepted”. The following graph indicates the mean scores of aspiration scores of male and female students of higher secondary schools.



Comparison of the mean scores of aspiration levels among the female students of government higher secondary is presented as follows:

Government X Gender		N	Mean	SD	't' value
Commitment	Male	45	6.91	1.43	0.48
	Female	45	7.04	1.21	
Self Concept	Male	45	6.67	1.55	0.89
	Female	45	6.38	1.54	
Teachers Support	Male	45	4.91	0.95	1.45
	Female	45	5.2	0.94	
Home Support	Male	45	6.24	1.48	0.86
	Female	45	6.51	1.47	
Positive Peer	Male	45	4.09	0.9	0.7
	Female	45	3.96	0.9	
Negative Peer	Male	45	4.76	0.8	1.56
	Female	45	4.47	0.94	
Laissez faire	Male	45	3.0	0.48	2.22
	Female	45	2.78	0.47	
Home Aspiration	Male	45	39.4	4.31	0.25
	Female	45	39.2	4.15	

The scores reveal that there is a significant difference between the aspiration levels of male and female students of higher secondary schools in the component- Laissez Faire in the aspiration and , in other components of aspirations the selected male and female students do not differ significantly. In general, there is no significant difference between the aspiration of male and female students of government higher secondary schools in their aspiration. Therefore, the null hypothesis “H03 : There is no significant



difference between the aspiration of male and female students of government higher secondary schools is accepted”.

#### Comparison of the Aspiration levels of Male and Female Students of Private Schools

Government X Gender		N	Mean	SD	't' value
Commitment	Male	45	6.73	1.45	1.39
	Female	45	6.31	1.43	
Self Concept	Male	45	6.96	1.46	0.49
	Female	45	7.11	1.53	
Teachers Support	Male	45	5.36	1.09	1.43
	Female	45	5.69	1.12	
Home Support	Male	45	6.4	1.44	0.58
	Female	45	6.22	1.46	
Positive Peer	Male	45	4.11	0.78	0.37
	Female	45	4.04	0.93	
Negative Peer	Male	45	5.69	1.2	4.03
	Female	45	4.76	0.98	
Laissez faire	Male	45	2.89	0.32	0.32
	Female	45	2.87	0.34	
Home Aspiration	Male	45	2.91	0.29	0.32
	Female	45	2.87	0.34	
Aspiration	Male	45	41	3.46	1.54
	Female	45	39.9	3.79	

From table 4 it can be noted that there is a significant difference between the aspiration levels of male and female students of higher secondary schools with regard the aspiration component: negative peer support and in other components of aspirations they do not differ significantly. However in general, there is no significant difference between the aspiration levels of male and female students of private higher secondary schools in the aspiration so the null hypothesis “H04: There is no significant difference between the aspiration of male and female students of private higher secondary schools” - is accepted .

#### Findings

Based on the data the findings of this study in general that among the eight components, 3 can be graded as above medium level of significance, two medium , one average and two below average levels of significance. There is a significant level of difference between the aspiration levels of students of government and private matriculation higher secondary schools in the components such as : commitment to schooling, academic self concept, teacher support, negative peer support, and in general aspiration. However in general, there is a significant difference between the aspiration levels of students from government and private matriculation higher secondary schools.

The private school students are having better aspiration levels than the government school students. There is a significant difference between the aspiration levels of male and female students of higher

secondary schools in the component such as :teacher support, negative peer support, and Laizzez Faire but with regard to other components there is no significant difference based on gender.

There is a significant difference between the aspiration levels of male and female students of higher secondary schools in the component-Laissez faire and, in other components of aspiration there is no significant differenc on account of gender.

There is a significant difference between the aspiration levels of male and female students of higher secondary schools in the component negative peer support.

### **Recommendations**

Based on the data analysis the recommendations of the researchers are as follows:

1. The findings of the present study reveal that most of the students are having only a moderate level of educational aspiration.
2. Therefore, the administrators and heads of higher secondary school education must take more efforts to motivate the students in the academic activities.
3. More researches in assessing the students' psychological aspects have to be carried out to create a better learning environment that nurtures a higher level of educational aspiration.
4. Feedback from the students regarding the infrastructural facilities and instructional facilities of the higher secondary schools should be collected by the heads of schools during the course of study. Heads of schools should welcome their suggestions and incorporate the necessary changes.
5. Authorities and school heads must support and encourage their students to have active interaction in the class room with achievers by conducting interactive programs.

### **Suggestions for Further Research**

The following are the some of the areas suggested for future researchers.

1. This study could be replicated in various taluks of Tirupur district.
2. A study that includes high school students and teacher trainees can be conducted.
3. A study could be conducted to know the impact of predefined activities structured into the day to day teaching and learning processes in the schools.
4. A study could be conducted to identify the academic achievement of school students due to the impact of home support and motivation.

### **Conclusion**

The present study has given a clear view of the aspiration levels of higher secondary school students. The results indicate that though Tirupur is a hub for export in hosiery and has an immense population with potential for business, aspiration levels of students at the Higher Secondary level is not very promising. There is no paucity of funds for education in the state / central government budget, but the implementation for improving the infrastructure has to be done by the apex bodies in every district. In spite of being a home for several private matriculation and international schools the educational aspiration levels are on the brink of dropping to average or below average level. It is high time that teachers and authorities gear up motivational events and activities for students at the higher secondary level irrespective of whether they are from government or private schools. There is an immediate need for basic motivation sessions and corporates can provide interactive sessions as a CSR initiative.

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