

## **Category (Tribe and Non-Tribe) As a Factor in Educational Aspiration of Secondary School Students: An Investigation**

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**Abstract:** *Out of various problems faced by the students, the problem of setting the proper level of Educational Aspiration is the most important. Not only Psychological factors but also various societal factors like culture, opportunities, family background of the students, their socio-economic status, task oriented attitude, educational system, school curricula, school environment and performance influence the formation of nature and fulfillment of educational aspirations. The entry of tribal students of Odisha into the higher education and their representation in various elite groups is very poor. The researcher assumed it is due to the improper level of educational and career aspiration of the people of tribal community. Keeping these in view, the researchers considered Educational Aspiration as an important variable to study and considered the problem titled "Category (Tribe and Non-tribe) as a Factor in Educational Aspiration: An Investigation". For this purpose, researchers selected 680 (N =680) Secondary School going students from different sections studying in schools running under the Board of Secondary Education Odisha. The Mazumder Educational Aspiration Inventory (MEAI) has been used to measure the selected variable. Descriptive statistics along with t-test have been employed to analyze the data. The category i.e. tribe and non-tribe was found an important factor in setting Educational Aspiration.*

**Key Words:** *Tribe, Non-tribe, Educational Aspiration and Secondary School Students*

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### **I. Introduction**

Backwardness of Tribal community is one of the major concerns of our present society. Particularly, the conditions of tribes in Odisha are more miserable. In Odisha, the public participation of people belonging to tribal community in various sectors i.e. education, politics, workforce, mid and large scale business is very poor. Being as academicians and Education as discipline of their teaching and learning, the researchers have showed interest to consider this problem. They made a detailed review of findings and found that the academic progress of the students were determined by various factors viz.- Sociological, Psychological, Environmental and personal factors. Besides the socio- economic and physical limitations, different psychological aspects like-Intelligence, memory, anxiety, interest, attitudes, adjustment, aspiration, self-concept, motivation are expected to be the major influential determinants of academic progress. On the basis of theoretical concept of the education and personality of the tribes, the present researcher selected Educational Aspiration as an important variable to estimate the status of Educational Aspiration of adolescent secondary students belonging to different sections. Keeping the above issues in their mind the researchers identified this problem for the study. Thus, the problem identified by the researchers was titled as "**Category (Tribe and Non-tribe) as a Factor in Educational Aspiration of Secondary School Students: An Investigation**".

### **II. Literature Review**

Nayak, B.P. (1990) conducted a study on "Achievement – Motivation and Level of Aspiration of Tribal and Non-Tribal Children in the Age Group of 7-11 Year" with objective to make a comparative analysis of the aspiration level of tribal and non-tribal children and found that, tribal and non-tribal girls had a significantly better level of aspiration than tribal and non-tribal boys, especially at the higher level of schooling. At the lower level of education, boys had a significantly more realistic level of aspiration than girls under both the tribal and non-tribal categories. Tripathy, Suresh Kumar (1990) conducted "A Study of the Academic Performance of Tribal and Non-Tribal High School Students in Relation to Their Self-Concept, Level of Aspiration and Academic Motivation" and found that, academic performance was found to be significantly and positively related to the level of aspiration and academic motivation of tribal high achievers. Sati, B.D. (1991) made "Comparative Study of Needs, Values, Aspirations and Adjustments in Relation to Academic Achievement of Scheduled Castes and Other Students of Secondary Schools of Kumaun" and found that, Scheduled castes boys and girls did not differ in their values and educational aspirations. Non-scheduled castes students had higher economic and aesthetic values, educational aspiration, exhibition, change heterosexuality and aggression needs than scheduled castes students. Jain, Ganeshlal (1990) conducted. "A Comparative Study of Values, Level of Aspiration and Personality Traits of Rural and Urban Adolescent Girls of Rajasthan", and found that, the

aspiration level of both rural and urban adolescent girls was found to be average. J.D. Frank (1935) viewed that educational aspiration level was a result of a conflict among the following needs (a) to choose a high level of difficulty in order to achieve maximum success (b) to choose a low level of difficulty in order to meet with as little failure as possible (c) to choose a moderate level of difficulty whose mastery still appears possible. Among the very earlier studies Jucknat (1937) reported that successful pupils preferred to set realistic moderate goal, while unsuccessful pupils selected either extreme or low goals. Educational aspiration was a sum total of other level of aspiration goals such as career goals, occupational goals, life-style, etc. Career goals had also been used as good indicator of level of aspiration. Robinson (1962) attempted to study the relationship between school achievement and level of aspiration by taking achievement motivation into account. Mau, W. C and Bicos, L. H. (2000) studied on "Educational and Vocational Aspirations of Minority and Female Students : A Longitudinal Study" for examining the relative importance of school, family, personal, psychological, race and sex variables in predicting educational and vocational aspirations. Overall students showed increases in educational and occupational aspirations regardless of sex and race compared with other groups, Asian Americans had the greatest increase in educational aspirations. Female students, on the average had higher educational and vocational aspirations. Khallad, Y. (2002) conducted a study on "Education and Career Aspirations of Palestinian Youth" and found that, the male and the female participants perceived equal levels of family support for their education and career plans and aspired to equally high goals. Socio economic status was positively related to the level of participants' educational aspirations but not to the level of their career aspirations. Dandy, J. and Behuke, A. O. et al (2004) conducted a study on "Educational and Occupational Aspirations of Lation Youth and their Parents". Latino parent aspirations were found to transfer to their youth in some instances. Only one half of the parents were aware of their youth's aspirations and most had not discussed them with their youth. Youth and parents articulated several barriers to achieving higher educational or occupational aspirations.

### **III. Objectives of the Study**

1. To study the status of Educational Aspiration of both secondary Tribal and Non-tribal Students in respect to their gender and localities.
2. To compare the level of Educational Aspiration between the secondary Tribal and Non-tribal Students.
3. To develop and/or adopt, and standardize tool for measuring Educational Aspiration
4. To suggest for developing the positive Educational Aspiration on the basis of findings of the study.
5. To recommend for the further studies.

### **IV. Hypotheses**

The following null-hypotheses were considered for the present study.

**H01:** There exists no significant difference between Tribal Secondary School and Non-tribal Secondary School Students in respect to their Educational Aspiration.

**H02:** There exists no significant difference between Tribal Secondary School Boys and Non-Tribal Secondary School Boys in respect to their Educational Aspiration.

**H03:** There exists no significant difference between Tribal Secondary School Girls and Non-Tribal Secondary School Girls in respect to their Educational Aspiration.

**H04:** There exists no significant difference between Tribal Urban Secondary School Students and Non-Tribal Urban Secondary School Students in respect to their Educational Aspiration.

**H05:** There exists no significant difference between Tribal Rural Secondary School Students and Non-Tribal Rural Secondary School Students in respect to their Educational Aspiration.

### **V. Methodology And Design of the Study**

**A. Methods Employed:** The major objective of this study was to assess the Educational Aspiration of secondary students of Odisha. The study at present has been planned an implemented descriptive frame work. It aims at comprising the level of self concept in respect to gender, locality and category. As such the method of the investigation was confined to a descriptive and analytical approach, the methodology of the study involves collection, tabulation and meaningful analysis of the data; and drawing out the relevant inferences. Hence, description of the investigation is obviously combined with analysis, comparison, contrast, interpretation and evaluation.

#### **B. Variables Studied:**

(a) One Output or dependent Variable i.e. Educational Aspiration ,

(b) Three Attribute variables i.e. Category (Tribal & Non-tribal), Gender (boys and girl) and Localities (Rural and Urban)

**C. Population and Sample:** The population of the study was secondary schools students of Odisha. The schools included in the sample were found in two districts of Odisha i.e. Balasore and Mayurbhanja. A judgment sample of eleven schools was selected, the main consideration being that the schools should be situated in both the rural and urban areas. Out of eleven schools there were five co-educational, three were exclusively for boys and three were exclusively for girls. Six Schools were in a rural and other three schools were in urban areas. Initially, all the tools were administered on a sample of 722 secondary school students. Incomplete responses from students were excluded from the sample. After exclusion, the remaining sample was 680 in number, out of this 680 sample 285 were tribal and 395 were non-tribal students. Out of 285 tribal students 180 (boys 79 and girls 101) were from rural areas and 105 (boys 62 and girls 43) were from urban areas. Again out of 395 non-tribal students there were 143 (boys 89 and girls 54) from urban areas and 252 (boys 121 and girls 131) from rural areas. The distribution of the simple had been presented in the table -1

**Table-1 : Showing the Distribution of Sample:**

Localities	Gender	Category		Total
		Tribal	Non-Tribal	
Rural	Gender	Boys = 79	Boys = 121	200
		Girls = 101	Girls = 131	232
		Total = 180	Total = 252	432
Urban	Gender	Boys = 62	Boys = 89	151
		Girls = 43	Girls = 54	97
		Total = 105	Total = 143	248
Total		285	395	N= 680

**D. Tools Used:** For the present study the researchers have selected “educational aspiration” as one of the variables of the study. He critically reviewed various Educational Aspiration Inventories developed in India and abroad. Finally the researchers have selected Mazumder Educational Aspiration Inventory (MEAI) which contained all the dimensions as considered to study by the researcher for the present study. The psychological basis of the dimensions and the items involved in such test was matched perfectly with the present situation of this investigation.

**E. Statistics Used:** The collected data from students were subjected to different statistical techniques. All the statistics used in the study can be divided into four major parts, i.e.

- Descriptive Statistics: In order to find out the nature of sampling distribution, descriptive statistics were carried out for the variable. For this purpose, the statistics such as Mean, Median, S.D., Q, SK, K.U. were calculated.
- Inferential Statistics: The ‘t’-test was adopted to find out whether there was any significant mean difference between gender and students groups within the variables under consideration.

## VI. Definition of Keywords

**What is Educational Aspiration?** : Aspirations as measured and analysed in the social-psychological literature were forms of attitude. An educational aspiration designates a readiness to act towards the educational goals. There is a wide range of interpretations about the meaning of student’s articulation of educational goals. Aspirations represent realistic assessment by young students as to what objectives were desirable and possible in society. In other words, these articulations reflect both the internalization of societal values and the recognition of the process involved in realization those goals. Specific aspirations relate to educational objectives alone, while others relate to educational objectives only in an instrumental sense. Thus, educational aspiration may have meaning only in terms of career aspirations such as for an occupation, wealth, personal well-being or a particular life style.

**Who are Tribes?:** In India ‘Tribes’ are equated with Adivasis who are primitive and live in hills and forest areas. Literally “Adivasis” means the “original inhabitants” of India. In Sanskrit the word “Atavika” means forest dwellers or Adivasis. Hence, it may be appropriate to define tribe as people dwelling in hills and forests or Girijans. It was broadly divided the entire population of India into two main groups, such as “tribes” and “castes”. The tribes in India are known by various names such as – Primitive tribes, animists, jungle people, adivasis, aboriginals, original inhabitants of India and so on. The constitution of India has referred to them as the “Scheduled Tribes (STs). According to the Article-342 of the constitution of India, the ‘Scheduled tribes’ are the tribes who are the tribals or tribal communities which may be notified by the president. Article-342 of the constitution further declares that the tribes are entitled to have development benefit provided, they are scheduled.

According to the researchers, “tribes” are those who-

- (i) live in such communities notified by the president under article – 342 of the constitution of India.
- (ii) Follow the old and traditional pattern of life.
- (iii) Believe in supernaturalism and practice prejudices and nomadic habits.
- (iv) Pursue the subsistence economy.
- (v) Live in remote villages, hilly and forest areas, etc.

### VII. Significance of the Study

The researchers purposed that Educational Aspiration as the important variable, which is more responsible for enhancing the academic performance. The right kind of studies conducted in such field can prevent wastage and dropout in education, checks the poor academic performance, assist for proper utilization of resources and would be helpful in policy making. Students, teachers and parents will be benefited from this study experiencing the knowledge of importance issues related to setting proper level of aspirations, setting mass programmes etc. The planers and administrators will be able to assume the effects of some interactive nonintellectual psychological factors in relation to academic achievement of secondary school students. Ultimately the study might be helpful for qualitative upliftment of school education i.e. in framing curriculum, organizing programmes, employing methods of teaching and evaluation. The study would be helpful to teachers, educational planners, administrators, further researchers etc. in various ways.

### VIII. Description of the Tool Used

The present researchers have “selected educational aspiration” as one of the variables of the study. They critically reviewed various Educational Aspiration Inventories developed in India and abroad. The Researcher has selected some aspects or dimensions for studying or measuring the educational aspiration of the secondary students. The researchers have selected Mazumder Educational Aspiration Inventory (MEAI) which contained all the dimensions as considered to study by the researchers for the present study. The MEAI consisted of seven dimensions as – (1) Past experience (2) Goal period- long term and short term (3) Efforts made and success achieved in the examination (4) Education desired for Personal Development (5) Level of Education Desired (6) Education Desired for Self Satisfaction (7) Quality of Education Desired. The MEAI contained 55 items, out of which six items were filler items which were not included into dimension at the time of scoring for study.

**Justification for Using the MEAI:** The tools having high reliability and validity are more justified to employ for collection of data or assessment of the selected variables. For this purpose the researchers have determined the reliability and validity of the MEAI. For try-out purpose, the sample consisted of 183 high school students of both the sexes including rural and urban belonging to both category i.e. tribe and non-tribe were selected from three districts of Odisha i.e. Balasore and Mayurbhanj. The inventory was administered on the students of 9<sup>th</sup> and 10<sup>th</sup> grade students. A considerable time was provided to complete the responses. It was found that most of the students responded to all the items in 30 minutes. The difficulties faced by the students were noted. After seven days test has been re-administered on same sample. Both test and re-test scripts were scored for determining the coefficient co-relation.

**Table-2: Showing the 0.99 Confidence Intervals for True ‘r’ of Dimension VS Total MEAI, Converting it into Fisher’s ‘Z’ Function (N=183)**

Dimension Vs MEAI	‘r’	‘Z’	True ‘Z’ Lies between	True ‘r’ Lies Between
D <sub>1</sub> Vs MEAI	0.678*	.81	.62 to 1	.55 to .76
D <sub>2</sub> Vs MEAI	0.654*	.78	.59 to .97	.53 to .75
D <sub>3</sub> Vs MEAI	0.658*	.78	.59 to .97	.53 to .75
D <sub>4</sub> Vs MEAI	0.471*	.51	.32 to .70	.31 to .60
D <sub>5</sub> Vs MEAI	0.591*	.68	.49 to .87	.46 to .70
D <sub>6</sub> Vs MEAI	0.636*	.74	.55 to .93	.50 to .73
D <sub>7</sub> Vs MEAI	0.642*	.76	.57 to .95	.52 to .74

\*Significant at 0.01 level of significance

It was evident from the Table- 2, that all the ‘r’ s were significant at the 0.01 level. Hence, the internal consistency of the Dimensions of the Inventory was ensured.

### Determination of Reliability and Validity of the MEAI:

The present researchers selected the sample for study and administer the test on Oriya speaking students. Hence, the present researchers wanted to verify reliability and validity of MEAI to confirm whether it

would fulfill the purpose of the present study. For the process of adopting the present inventory the researchers had decided that intrinsic validity and con- current validity of the inventory would be the best measure of validity.

**(I) Reliability**

**Table-3: Reliability Co-efficient of MEAI**

Method	N	Inventory	Reliability Co-efficient
Test-Retest	183	MEAI	0.817

Through Test-Retest method, researchers determined the value of coefficient and correlation which was 0.817 and it was significant at 0.01 level. The test constructor had also found the value of coefficient by Cronbach Alpha method which was 0.821. In both cases it was found very high correlation. Hence, it had been proved that MEAI had the high reliability. So the selection of this tool for measuring Educational Aspiration of Secondary students was justified.

**Table-4: Showing the Dimension wise Reliability Co-efficient of MEAI through Test- Retest Method**

Method	Test-Retest Method						
N	183						
Relation Between Whole Test (MEAI) and Dimensions							
Relation Between Whole Test (MEAI) and →	D <sub>1</sub>	D <sub>2</sub>	D <sub>3</sub>	D <sub>4</sub>	D <sub>5</sub>	D <sub>6</sub>	D <sub>7</sub>
Reliability Co-efficient	0.631*	0.710*	0.811*	0.569*	0.692*	0.681*	0.700*

\*P < 0.01

**(II) Validity:**

**a) Content validity:** The Inventory was tried on a small sample. Ambiguity and misunderstanding which appeared in connection with certain items were removed. Then the Inventory was given its final form. Thus, the content validity of the Inventory was ensured.

**b) Intrinsic validity:** For Intrinsic validity, the researchers used the square root of the reliability. The validity for the inventory thus determined had been given in Table 4.20.

**Table-5: Validity from the Index of Reliability of Test Scores.**

Inventory	r <sub>tt</sub>	r <sub>t</sub>	Significance Level
MEAI	0.817	0.903	P<0.01

**(b) Concurrent validity:** Criterion related validation is the process of determining the extent to which test performance is related to some other valued measure of performance. It is the degree of correspondence between the indicant and the criterion. There are two types of criterion related validity. These are predictive validity and Con-current validity. It describes a criterian variable exists in the present. The coefficient of correlation between the two set of scores was found to be 0.601. The validity of MEAI was significant at 0.01 level, hence it might be considered as MEAI was good test for measuring Educational Aspiration. For concurrent validity, the researcher considered and used the school examination marks as the present criterion. The correlation coefficient between the school examination results (the criterion) and scores of MEAI for 183 children was 0.638. This result indicated that, concurrent validity of MEAI was high. Thus the use of this test for present study was justified.

**IX. Analysis And Discussion Of The Result**

After a detailed review of previous researches, it was hypothesized that gender as well as strata of the students did not affect his/her educational aspiration. Relevant statistical measures were used to test these hypotheses. Hence, it was also necessary to verify the assumption of parametric data for educational aspiration.

**9.1 Descriptive statistics**

**Table-6: Showing Descriptive Statistics concerning the Distribution of Educational Aspiration Scores**

Statistics	N	Mean	SE <sub>m</sub>	Median	Mode	SD	Variance
Value	680	143.37	0.45	143	143	11.69	136.65
Statistics	Skewness	SK <sub>m</sub>	Min.	Max.	P <sub>25</sub>	P <sub>75</sub>	Interquartile Range
Value	0.062	0.094	93	191	136	150	14

The descriptive statistics presented in the table-6 revealed the Median and Mode for the distributions of scores of MEAI were same but the Mean was slight different from Median and Mode and that difference was very negligible. The SD of the distribution was found to be positive (0.062) for Educational Aspiration; it indicated the pile-up scores on the left distribution. The value of Kurtosis (0.587) is higher than Normal distribution (0.263) for self-concept.

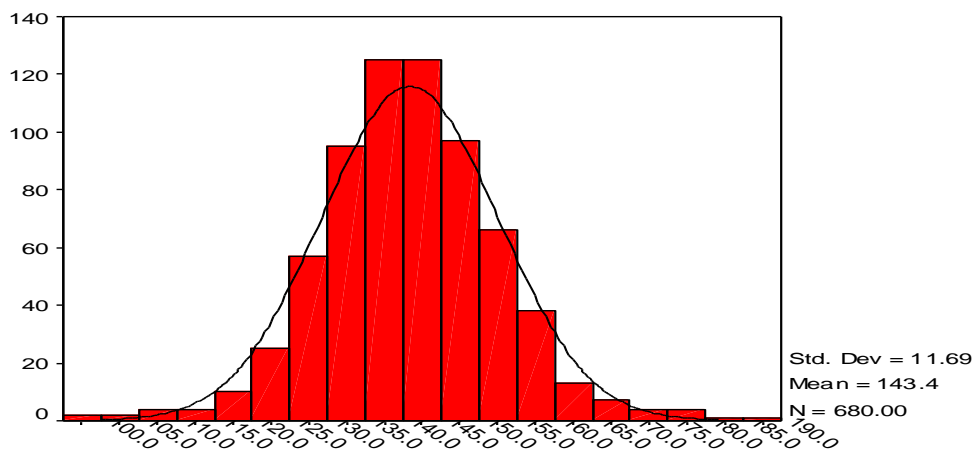
**Table-7 : Showing N, Mean and SD of the Strata considered for Educational Aspiration**

STATA	N	M	SD
Tribal Students (TS)	285	137.88	11.09
Non-Tribal Students (NTS)	395	147.33	10.46
Tribal Boys (TB)	141	138.86	9.84
Non-Tribal Boys (NTB)	210	149.81	10.22
Tribal Girls (TG)	144	136.93	12.15
Non-Tribal Girls (NTG)	185	144.52	10.03
Rural Tribal (RT)	180	136.81	12.33
Rural Non-Tribal (RNT)	252	144.38	8.51
Urban Tribal (UT)	105	139.73	8.29
Urban Non-Tribal (UNT)	143	152.54	11.51

The Table-7 referred that in educational aspiration non-tribal students showed better scores than tribals. Boys were higher than girls and urban students were also higher in MEAI.

**9.2 Graphical Representation of Data concerning Educational Aspiration**

For the purpose of better understanding and interpretation of the organized data for the Educational Aspiration of secondary students, the researchers have presented the scores for Educational Aspiration obtained by the students in strata wise and systematically through the help of drawing a number of Ogives (from Table-2-7).



**Fig.-1 : Histogram with Normal Probability Curve showing the Frequency Distribution drawn from (MEAI) scores**

The figure -1 showed that, the distributions of scores for MEAI represented through indicated it just leptokutic, but the figure showed the distributions were almost normal.

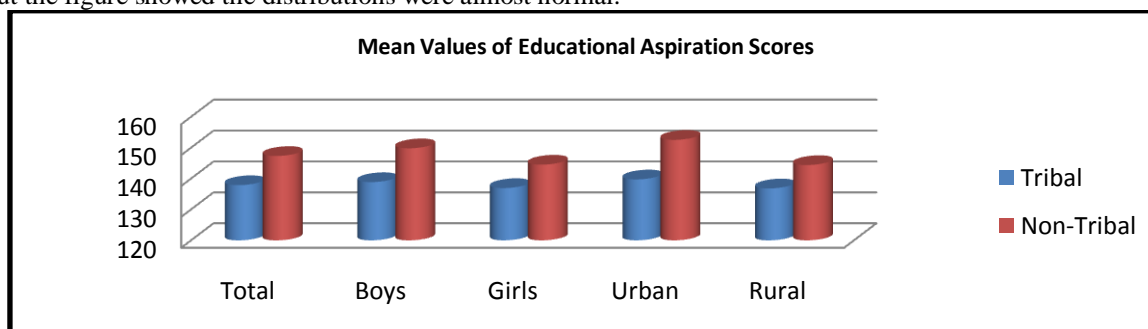


Fig.- 2: Histogram showing the Mean Values for the Scores of MEAL.

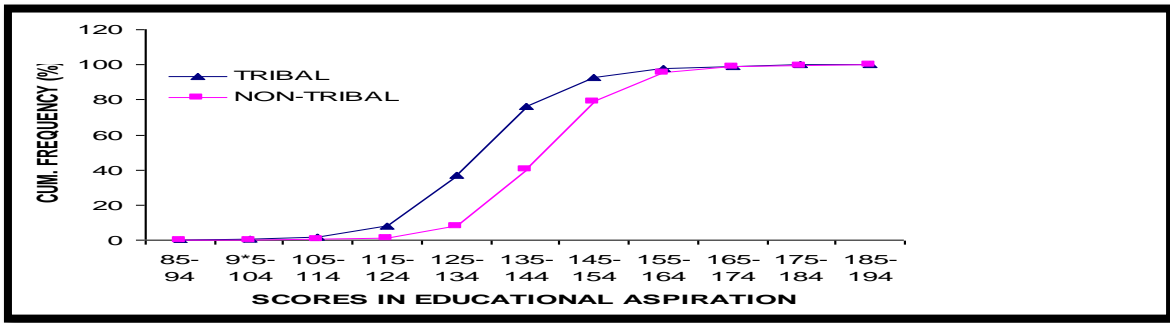


Fig.-3: Ogive showing the Scores in Educational Aspiration of Tribal and Non-Tribal Secondary Students

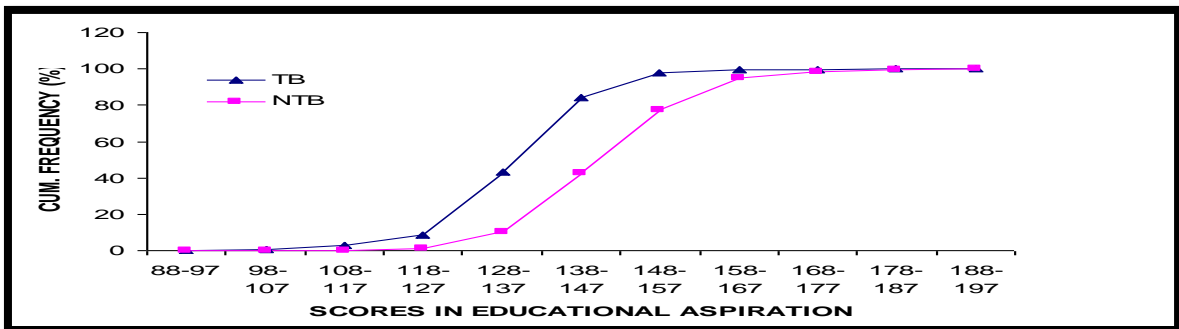


Fig.-4: Ogive showing the Scores in Educational Aspiration of Secondary Tribal Boys (TB) and Non-Tribal Boys (NTB)

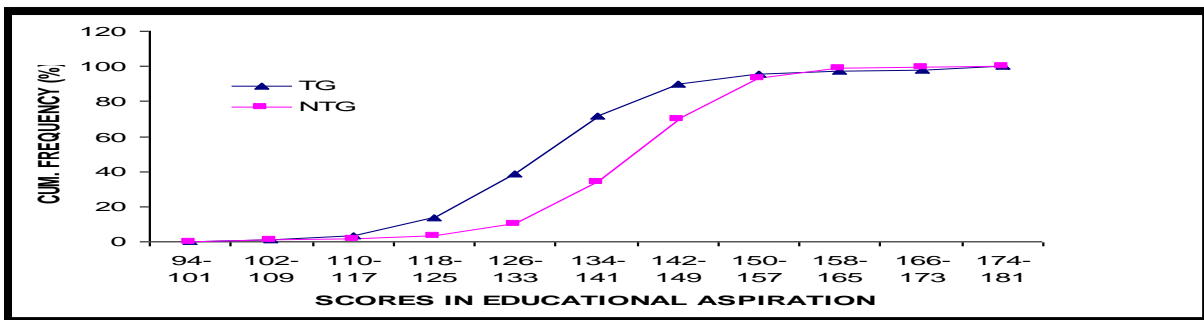


Fig.-5: Ogive showing the Scores in Educational Aspiration of Secondary Tribal Girls (TG) and Non-Tribal Girls (NTG)

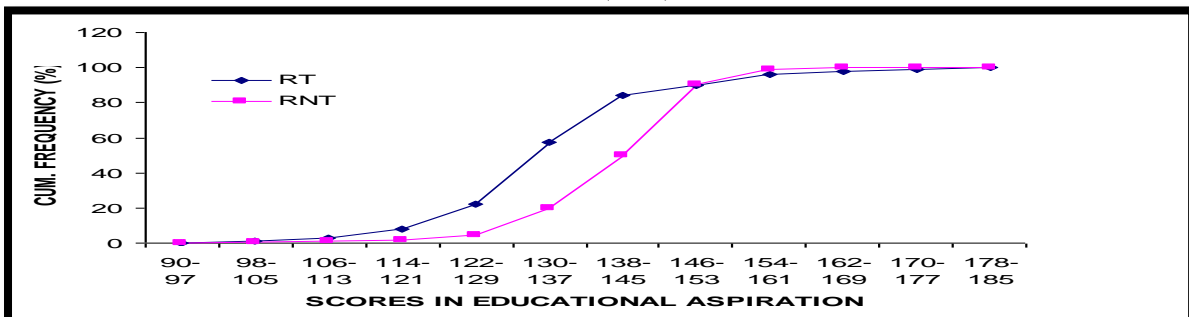


Fig.-6: Ogive showing the Scores in Educational Aspiration of Rural Tribal (RT) and Rural Non-Tribal (RNT) Secondary Students

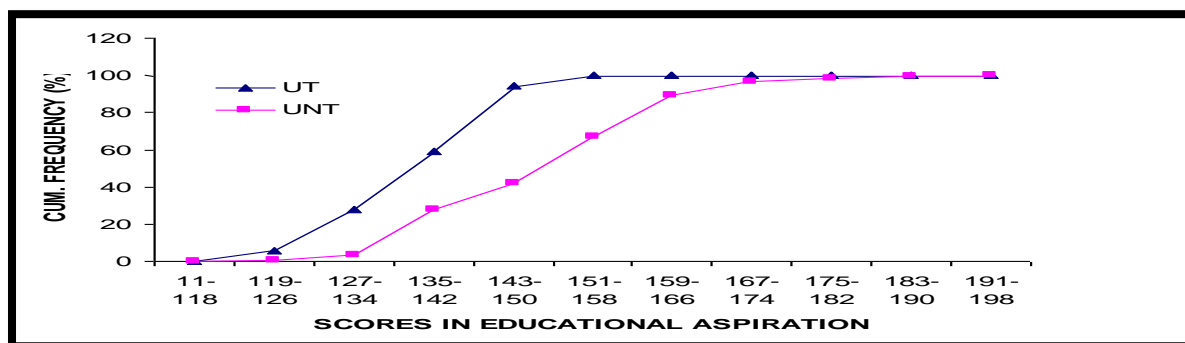


Fig.-7: Ogive showing the Scores in Educational Aspiration of Urban Tribal (UT) and Urban Non-Tribal (UNT) Secondary Students

The above Figures (vide-Fig.2-7) showed that, non-tribal adolescents represent better and realistic educational aspiration than tribal in each stratum. There was more difference between the Tribal and non-Tribal Secondary students in their Educational Aspiration

**9.3 Assumptions of Parametric Data for Educational Aspiration and Employing the Inferential Statistics:**

The assumption of independent observation, scale of measurement and homogeneity of variance were established. For the assumptions of normal probability, Descriptive Statistics were calculated. The results have been shown in Table-6 in addition to this; Histogram with NPC was presented as shown in Figure-1.

From the above descriptive statistics and Figure of NPC, it might be concluded that sampling distribution for self-concept of secondary students followed a tendency of Normal Probability. After fulfilling the criteria laid down for parametric statistics, the researcher has used “t”-test for testing the hypotheses in the present study.

**Analysis of Category (Tribal and Non-Tribal) as Factors in Setting Educational Aspiration of Secondary School Students:**

In the present section of the study, the researcher has used “t” test to determine whether there was any significant difference between the Tribal and Non-tribal students in educational aspiration scores for the purpose of testing the hypotheses. For this purpose, the summary of “t”test had been presented in the following tables (Table-9-13).

- (a) Analysis of the Difference between Tribal Students and Non-Tribal Students in Educational Aspiration pertaining to Null-Hypothesis No-1 (Ho<sub>1</sub>)

**Table-8: Showing ‘t’-value of Educational Aspiration of Tribal and Non-Tribal Secondary School Students.**

Variable	Difference Between	N	M	SD	SE <sub>M</sub>	SE <sub>D</sub>	t-value	df
Educational Aspiration	Tribal	285	137.88	11.09	0.66	0.84	11.225*	678
	Non-tribal	395	147.33	10.46	0.53			

\* Significant at 0.01 level

It might be said on the basis of the Table-8 that the Tribal and Non -Tribal students were different from one another in Educational Aspiration. The Table-8 showed that “t” value for Educational Aspiration of Tribal and Non-Tribal students was significant at 0.01 level. In view of the above result, the Ho<sub>1</sub> was rejected and concluded that the students belonging to tribes differed significantly to their counterparts in relations to their Educational Aspiration.

- (b) Analysis of the Difference between Tribal Secondary School Boys (TB) and Non-Tribal Secondary School Boys (NTB) in Educational Aspiration pertaining to Null Hypothesis No-2 (Ho<sub>2</sub>)

**Table-9: Showing ‘t’-value of Educational Aspiration of Tribal Boys (TB) and Non- Tribal Boys (NTB)**

Variable	Difference Between	N	M	SD	SE <sub>M</sub>	SE <sub>D</sub>	t-value	df
Educational Aspiration	TB	141	138.86	9.84	0.83	1.09	10.065*	349
	NTB	210	179.81	10.22	0.71			

\* Significant at 0.01 level



From the Table-9, it was found that the difference between Tribal boys Non-Tribal Boys were statistically significant. Looking at the “t” value of the male students of Tribes and Non-Tribes for Educational Aspiration, i.e 10.065 was significant at 0.01 level. So, the Null Hypothesis i.e.  $H_{02}$  was rejected. Hence, it could be concluded that, “there was a significant difference between the Tribal and Non-Tribal boys in their Educational Aspiration.”

(c) Analysis of the Difference between Tribal Girls (TG) and Non-Tribal Girls (NTG) in Educational Aspiration pertaining to Null-Hypothesis No-3 ( $H_{03}$ )

**Table-10 : Showing ‘t’-value of Educational Aspiration of Tribal Girls (TG) and Non-Tribal Girls (NTG) of Secondary Schools.**

Variable	Difference Between	N	M	SD	SE <sub>M</sub>	SE <sub>D</sub>	t-value	df
Educational Aspiration	TG	144	136.93	12.15	1.01	1.25	6.059*	327
	NTG	185	144.52	10.03	0.74			

\* Significant at 0.01 level

The Table-10 showed that, the “t”-value of the Tribal Girls (TG) and Non-Tribal Girls (NTG) for Educational Aspiration was significant at 0.01 level. Hence, the Null-Hypothesis-3 ( $H_{03}$ ) was not retained. So, it might have stated in general that, “there was a significant difference between Tribal Girls and Non-Tribal Girls in their Educational Aspiration”.

(d) Analysis of the Difference between Rural Secondary School Tribal (RT) and Rural Secondary School Non-Tribal (RNT) Secondary Students in Educational Aspiration pertaining to Null-Hypothesis No-4 ( $H_{04}$ )

**Table-11 : Showing ‘t’-value of Educational Aspiration of Rural Tribal (RT) and Rural Non-Tribal (RNT) Students at Secondary School level.**

Variable	Difference Between	N	M	SD	SE <sub>M</sub>	SE <sub>D</sub>	t-value	df
Educational Aspiration	RT	180	136.81	12.33	0.92	1.06	7.116*	430
	RNT	252	144.38	8.51	0.54			

\* Significant at 0.01 level

With regards to the table-11 it was considered that, the ‘t’ value of Rural tribal and Rural Non tribal students for Educational Aspirations was significant at 0.01 level and Null Hypothesis ( $H_{04}$ ) was rejected. Thus, it could be stated that “there was a significant difference between Rural Tribal students and Rural Non-Tribal Students in their Educational Aspiration”.

(e) Analysis of the Differences between Urban Tribal (UT) and Urban Non-Tribal (UNT) in Educational Aspiration pertaining to Null-Hypothesis No-5 ( $H_{05}$ )

**Table-12 : Showing ‘t’-value of Educational Aspiration of Urban Tribal (UT) and Urban Non-Tribal (UNT) Secondary School Students.**

Variable	Difference Between	N	M	SD	SE <sub>M</sub>	SE <sub>D</sub>	t-value	df
Educational Aspiration	(UT)	105	139.73	8.29	0.81	1.26	10.185*	246
	(UNT)	143	152.54	11.51	0.96			

\* Significant at 0.01 level

Further with regard to the Table-12, it was considered that, the Urban Tribal (UT) students would differ significantly from the Urban Non- Tribal (UNT) students in their Educational Aspiration, because the “t” value for the Educational Aspiration (MEAI) of these above strata was significant at 0.01 levels. Hence, the  $H_{05}$  was not accepted.

## X. Findings of the Study

One of the major objectives of the present study was to determine whether any differences were laid between the tribal and non-tribal students with regard to their educational aspiration. The treatment of descriptive and inferential statistics for the data of MEAI, revealed the following findings:

- The students belonging to tribe differed significantly to their non-tribe counterparts in respect to their Educational Aspiration.
- There was a significant difference between the Tribal School boys and Non-Tribal School boys in their Educational Aspiration.
- There was a significant difference between Tribal School Girls and Non-Tribal School Girls in their Educational Aspiration.

- The tribal students of rural area differed significantly to their rural non-tribal counterparts in respect to their Educational Aspiration.
- Urban Tribal students would differ significantly from the Urban Non- Tribal students in their Educational Aspiration.

It was found (Table-8-12) that, tribal students in cases of Gender (Boys and Girls) and localities (Rural and Urban) differed significantly from their non-tribals counterparts in respect to their educational aspiration. It was also revealed that, non-tribal students showed proper level of educational aspiration than tribal students (Fig-3-7). In the light of the above findings it might be concluded that, the tribal students differed to non-tribal students in relation to their educational aspiration significantly and was revealed the non-tribal students showed more superiority to their counter-parts or tribal students in setting the proper level of educational aspiration. It might be happened due to less opportunity and restricted environment.

### **XI. Implications of the Study**

The goal setting behaviour in the field of education was educational aspiration. In terms of educational aspiration, the characteristics of goal could be observed in a variety of ways during achievement as in the increased or lesson effort in the face of changing difficulties, in the dissolute or pursuit of new solution, in the expression of effect concerning success and failure, in the execution and non-execution of the task, Educational Aspiration represented both the goal or achievement and effort employed to attain it, so that success or at least not failure would be experienced. Hence, the following points would be worthwhile in the teaching learning process as well as education.

- Level of aspiration in education varies one person to another.
- Higher motivated persons with fear of failure set cautiously low goals.
- Success motivated persons had a higher level of aspiration than did failure-motivated persons.
- Successful students set slightly increased realistic goals while the failure groups tend to has either over by high or low level of aspiration.

### **XII. Suggestions for Further Research**

In the light of present study the following suggestions were recommended for further research-

1. The study needs to be made on a larger sample of educational organization for various strata such us:- Nursing, Primary Middle schools, Colleges and other educational institutions, so as to get a more reliable and comparable results.
2. The investigation of the same type may be conducted at different regions of the country to make a comparative study.
3. The Study for determining the different strata wise differences in educational aspiration i.e. Minority and Majority Community, Tribe, Castes and Backward Community may be conducted.
4. Case study may be conducted for acquiring in depth knowledge into the phenomenon of variables.
5. Longitudinal studies may be conducted to study the impact of background variables of students on their Educational Aspiration.
6. Cross-cultural studies of these variables among students in India and some foreign countries may be attempted.
7. More objective assessment of Educational aspiration can be made by using other forms of tests.

### **XIII. Conclusion**

“Each One can Learn and Each One can Achieve”, this statement has been proved in real sense when each individual would be psychologically empowered and individual would be able to set the proper level of aspiration. Hence, each student must be goal oriented and proper counseling will be provided conveying him/her about the progress and future scope. It is very necessary in case of tribal, female, rural and other backward group of students. The students will be assisted to set the proper level of academic aspiration; otherwise the success may not be expected. It is suggested that counseling intervention can be developed to address on psychological issues for those students who have low aspirations.

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