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## A Study of Educational Aspiration in relation to SES and rural- urban background as Secondary School Students

**Abstract :** The present paper aims at examining the socio-economic status and rural-urban background on educational aspiration of secondary school students. For this purpose 150 rural and 150 urban school students were selected as sample on the basis of purposive and incidental sample units on the basis of Hindi version Educational Aspiration scale' of V. P. Sharma and Anuradha Gupta; and socio-economic scale (rural and urban form) of R. A. Singh and S. K. Saxena were administered on a total sample obtained on both scales and were scored as per instructions of the scale's manual. Product moment correlation (r) between SES scores and educational aspiration scores were computed. Significance of Mean difference (t-test) between high-low SES groups, and rural-urban groups of respondent students were calculated. Results revealed significant and positive r between SES and educational aspirations. High SES respondents and urban respondents were found significantly superior in educational aspiration in comparison to their low SES, and rural counterparts.

**Key word :** Socio-economic status, Rural-Urban and Educational Aspiration.

**Introduction :** Level of aspiration works as a motivation in a person's life. It forces people to work in the direction of their goals in life. When it occurs in education or in the life period of students, it is generally known as educational aspiration. Though aspirations begin shaping early in life, but evolve over time through experience and the environment . By knowing a person's level of aspiration, we learn a great deal about him. The concept of level of aspiration was first introduced by Hoppe (1930) while making a reference to the degree of difficulty of the goal toward which a person is striving, and the first presentation of the theoretical concept of Level of Aspiration was made by Escalona which further elaborated by Festinger in 1942, Dembo and Sears in 1944. Further pioneer works included

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in the areas were of Pareek (1958), Bhargava, V. P. (1975), Tiwari, G. and Singh H.M. (1976), Davidson (2006), Manjunath, D.R.(2020), Ali, M.I. (2018) and etc. Researches Showed that level of aspiration is a key predictor in the continuation of schooling and improved academic performance. Several studies confirmed that higher aspiration consistently associated with higher academic performance.

Level of aspiration has several moderators such as family background, societal expectation, past achievements and so on.

**Review of literature :** Kaur (2012) found that family background, societal expectations and past achievements played a role in modifying a child's level of aspiration.

Yerdelen, S., Mc Caffrey, A. and Klasben, R.M. (2016) studied the role of motivation and self-perception in shaping academic aspirations. They argued that motivation plays a mediating role between aspirations and academic achievement. The present paper socio-economic status and rural-urban background of school students were taken as independent variables and education aspiration as dependent variables.

**Objectives of the study :** Some main objectives of the study are -

- (i) To assess the relationship between socio-economic status and educational aspiration among school students.
- (ii) To assess the effect of rural-urban background on educational aspiration of school students.
- (iii) To examine the effect of high-low SES on educational aspiration of school students.

**Hypotheses :** On the basis of review of literature following hypotheses were formulated and tested to achieve the above objectives -

- (i) There would be a positive and significant relationship between socio-economic status and educational aspiration.
- (ii) Urban students would have higher educational aspiration to their rural counterparts.
- (iii) There would be significant differences between high and low SES groups of students on their educational aspirations.

#### **Methodology :**

**Sample:** A total number of 300(150 rural & 150 urban) secondary school students from rural and urban area's school of Darbhanga district were selected on the basis of purposive-cum-incident sampling technique. They all were the students of 9th and 10th classes, and their age ranged from 14.5 yrs to 16 yrs.

#### **Scales used :**

(i) Socio-economic Status Scale : Hindi version socio-economic status scale of Prof. R. A. Singh and Prof. S. K. Saxena was used to measure the SES of the students. This scale has two forms - rural and urban. In urban form, there are 18 items and in rural form, there are 21 items. Both forms of scale are highly reliable and valid as reported by the authors.

There is no time limit of the scale for its administration. However, it has been found that ordinarily it takes a period of thirty-five minutes.

Scoring of both forms of scale is given in the manual. Higher total scores indicated high SES and lower total scores indicated low SES of the respondents.

(ii) Educational Aspiration Scale : For assessing the educational aspiration level of respondents a well designed and standardized Hindi version scale of Educational Aspiration of Professor V. P. Sharma and Dr. Anuradha Gupta were used. This scale has altogether 45 items in paired form. Respondents have to choose on item of a pair and put the ✓ mark into the appropriate box.

There is no time limit, however, it takes about 25 minutes to respond on the whole scale.

The desired response was awarded with '1', otherwise no award point is given. The range of scores varied from 00(zero) to 45. Higher total marks indicated aspiration level in a

fair amount.

**Procedure of Data Collection :** Socio-economic status scale and Educational aspiration scale, both were administered in a single sitting one by one in a natural classroom setting in a group of 25 to 30 students each.

**Statistical Analysis and Discussion :** Scores obtained on both scales were first analysed by computing r. Then Mean , S.D. and t-tests were computed, taking rural-urban and high-low SES groups on educational aspiration scores.

**Table : 1**

Co-efficient of correlation between SES scores and Educational Aspiration scores :

Variables	SES	N	df	p
<b>Educational Aspiration</b>	<b>r =0.283</b>	<b>300</b>	<b>298</b>	<b>&lt;.01</b>

Above Table 1 revealed significant positive correlation between socio-economic status scores and educational aspiration scores of the students. Those students who scored higher on SES scale / or those who were from higher family status showed high educational aspiration, whereas students from lower family socio-economic status scored poor on educational aspiration. They comparatively had lower educational aspirations. Thus, findings confirmed our hypothesis no. 01.

**Table-2**

Mean, S. D., SEM and t-ratio on educational aspiration Scores of rural-urban students :

Group	N	Mean	S.D	SEM	t-ratio	df	p
<b>Rural</b>	150	28.55	5.80	0.47	4.84	298	<.01
<b>Urban</b>	150	31.50	4.75	0.39			

Statistical findings in the above Table-2 clearly revealed that mean value ( $\bar{x} = 31.50$ ) of urban students on educational aspiration was higher to that of their rural counterparts ( $\bar{x} = 28.55$ ). Obtained t-value ( $t = 4.84$ ) was also highly significant. In other words, it may be said that urban students excelled their rural counterparts on level of educational aspiration and it's probability existed about 99%. Thus, our hypothesis no. 2 was confirmed.

**Table -3**

Mean, S.D., SEM and t-ratio of educational aspiration of high SES and low SES group :

Group	N	Mean	S.D	SEM	t-ratio	df	p
<b>High SES</b>	150	32.45	5.15	0.42	4.66	298	<.01
<b>Low SES</b>	150	29.75	4.85	0.396			

An inspection of the statistical results in the above Table-3, we found that educational aspiration mean scores ( $\bar{x} = 32.45$ ) of high SES group (students) was higher to that of their low SES counterparts ( $\bar{x} = 29.75$ ), and the obtained significance of mean difference ( $t = 4.66$ ) was highly significant at less than .01 level of confidence. Thus, the educational aspirations of students were influenced much by their socio-economic status. Our hypothesis no. 3, thus, confirmed.

**Conclusions :**

- (i) Socio-economic status and educational aspirations of secondary students found positively correlated.
- (ii) Urban students in comparison to their rural counterparts had greater/higher educational aspirations.
- (iii) Students' educational aspirations were influenced by their families socio-economic status.

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