



EDUCATIONAL ASPIRATIONS AND EDUCATIONAL SATISFACTION AMONG POST – GRADUATE STUDENTS

Dr. C. Somashekher,

Professor, Department of Sociology,

Bangalore University, Bengaluru -560056, Karnataka, India.

somashekher.c@rediffmail.com

Abstract- Using the empirical data on postgraduate students of Bangalore University, this study examines how different combinations of aspirations and satisfactions can impact the students' future. The purpose of this paper is to ascertain the level of educational aspirations as well as educational satisfaction among the postgraduate students and the extent of social background influence on the students' aspirations to pursue higher education. A total of 250 students from Bangalore university campus were interviewed for this purpose. The study indicates that students are on the higher side of aspirations and satisfaction. Furthermore, significant association was found between educational aspirations, age and social origin. Additionally, the study finds significant differences in favor of rural students being more satisfied with lower social origin.

Keywords- Aspirations, Education, Higher Education, Satisfaction, Students

I. INTRODUCTION

Higher education system, particularly university education provides opportunities for students to acquire the necessary knowledge and behavior for entering into professional careers. Thus, measures of the importance of life aspirations for post-graduating students indicate the strength of their life primacies and commitments and may predict lifelong adherences. The imperative for lifelong learning makes it important to understand students' expectations, the influences on them, and their decision-making process near the end of their post-graduating years, for these are likely to be central in shaping careers towards ongoing involvement in formal learning. The context of student decision-making as they complete post-graduation has changed considerably and is influenced by new dynamics in the job market. Students and their families face increasingly complex and sometimes difficult choices. There are sometimes significant cost benefit decisions for families to take with the rising cost of pursuing higher education. They also face a potentially bewildering array of tertiary options (James, Baldwin & McInnis, 1999). In these circumstances, it is particularly important to understand the educational aspirations and educational satisfaction that may lead to educational advantage and disadvantage in higher education participation as well as in shaping their future.

II. REVIEW OF LITERATURE

Knowledge gained with the help of empirical studies on students' educational aspirations are potentially useful for several reasons. As educational and occupational aspirations represent a person's orientation toward particular academic pursuits and career goals. Aspirations can also play a role in determining whether youths in general and students in particular pursue or ignore educational and occupational opportunities available to them during their educational career. Researchers have also shown that occupational aspirations are as effective in predicting future career attainment as results obtained from formalized interest inventories (Holland, Gottfredson, 1975; Holland, Gottfredson, Baker, 1990). In the light of this background an attempt is made in the present study to analyze the educational aspirations and educational satisfaction of post-graduate students. Any sociological study on students in higher level of education cannot afford to ignore these aspiration and satisfaction matters, hence an attempt is made here to analyze and interpret educational aspirations and educational satisfaction. Singh and associates (1976) in their study of scheduled caste students in 27 districts of eastern Uttar Pradesh focused on educational aspirations of Scheduled caste students. Levels of education aspired, strata and educational aspirations, a source of encouragement and educational aspirations, time devoted to studies and educational aspirations father's education and educational aspirations, politicization and educational aspirations are discussed in this study. Ozturk and Singh (2006) have explored the direct and indirect effects of socio-economic status and previous achievement on educational aspirations. The two variables were placed in a model together with the mediating variables of parental involvement, educational aspirations of peers, the student's educational aspirations and mathematics self-concept.

Educational aspirations are abstract statements or values and beliefs regarding future plans made by the students. When you are 21 and completed graduation what do you plan to do next? Numerous studies have followed to answer this question and to find out the outcomes for the students. Apart from the above studies few studies have made an attempt recently to analyze the impact of socio-economic background factors on educational aspirations of students. Garg et al. (2002) found that the parents play a significant role in shaping educational aspiration by

providing opportunity, encouragement and support to their children. The significant influence of gender factor on educational aspiration of students was found by Goel (2004); Vaidya (2006); Singh (2011); Mishra (2013). Socio-economic status also influences educational aspiration of students Goel (2004); Kevin (2005); Tanya et al (2009); Sino (2010); Madarasov et al (2010); and Boxer et al (2011). Influence of locality of residence on educational aspiration was found by Vaidya (2006); Katherine (2010); Makkar (2010); Andrade (2014); Keith et.al., (2011); Josen (2014); and Kumar and Gupta (2014).

Ostrow, Paul, Dark, and Berhman (1986) have found that the dropouts tend to have lower satisfaction due to social isolation and absence of opportunities for social contact. Demakis & McAdams (1994) identified that the student satisfaction is a part of overall life satisfaction and it is associated with social support and perceived stress. Coffman and Gilligan (2002), have analyzed the impact of social support stress and self-efficacy on students' satisfaction.

III. OBJECTIVES OF THE STUDY

The specific objectives of this paper are as follows:

1. To ascertain the levels of aspirations for higher education and educational satisfaction of post-graduate students.
2. To examine the relationships of age, gender and social origin to educational aspirations.
3. To examine the relationship of rural-urban background and social origin to educational satisfaction.

IV. METHODOLOGY OF THE STUDY

Utmost care was taken to see that all the scientific principles and procedures of data collection and analysis are meticulously followed to ward-off unwarranted generalizations and fallacious interpretations. The sample of 250 post-graduate students, pursuing their courses in different post-graduate departments of jnanabharathi campus, Bangalore University, was selected by using the systematic random sampling method. For analytical purpose correlation, regression and the chi-square statistical measures were widely employed in the study. Further, the data are also revealed in various types of diagrams for the better presentation.

V. RESULTS AND DISCUSSIONS

a) Educational Aspirations

For a post-graduate student, it is very important to have some kind of plan to move up in social space and career path because by the time he or she completes his or her post-graduation, he or she must have thought of plans or expectations like pursuing higher studies further a doctoral degree or to do some specialized course which would enhance the bio-data of the student. Ultimately, the student may like to settle for a fairly good job, it can be a civil service like Indian foreign/Administrative Service or prepare for competitive examinations.

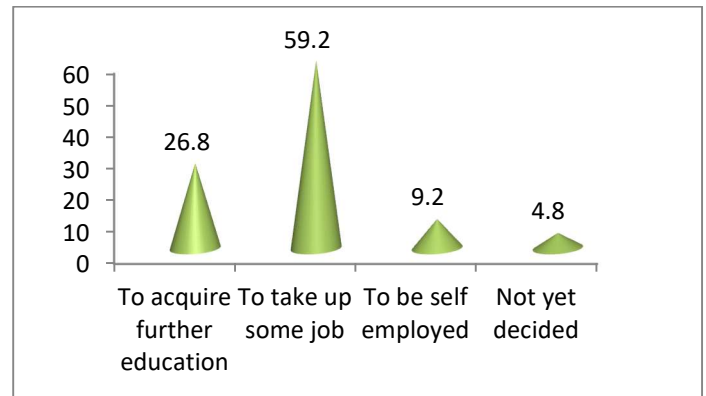


Fig.1 Ambition after Successfully Passing out the Course

With regard to ambition of the post-graduate students, the data seem to indicate that a majority (59.2 percent) of the respondents is keen to settle in life by acquiring jobs. However, a significant proportion (26.8 percent) of them aspires to pursue higher education still further after completing their post-graduation. Another positive aspect is that a small proportion (9.2 percent) of them chose to do some kind of an independent work and the rest were undecided. It could also be stated that the majority are after jobs as they tend to join job market as soon as they complete their post-graduation. Thus, primary goal of higher education is to get job opportunities.

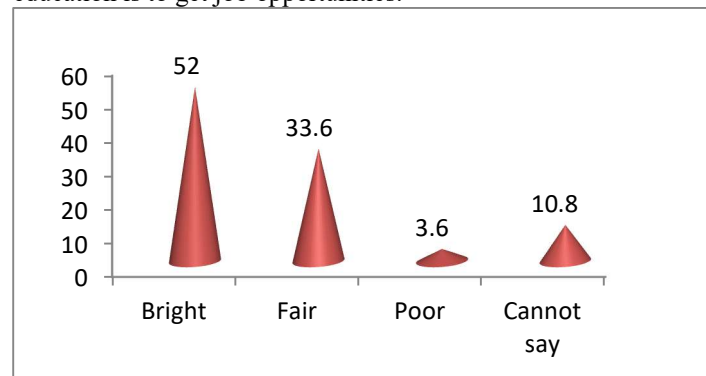


Fig.2 Assessment of Chances for achieving Goals

With regard to the chances of achieving their respective goals after post-graduation, the data presented above indicate that more than one-half (52.0 percent) of the respondents had expressed the chances as bright. Further, a significant proportion (33.6 percent) of them was not as optimistic as their chances are only fair and 10.8 percent were not clear about this. This reflects a kind of doubt in their mind as they were not able to decide. And a negligible proportion (3.6 percent) of them stated that their chances of achieving goals are very bleak.

However, a completely different pattern of response emerges while seeking information pertaining to the role of post-graduate education in bringing about changes in their life.

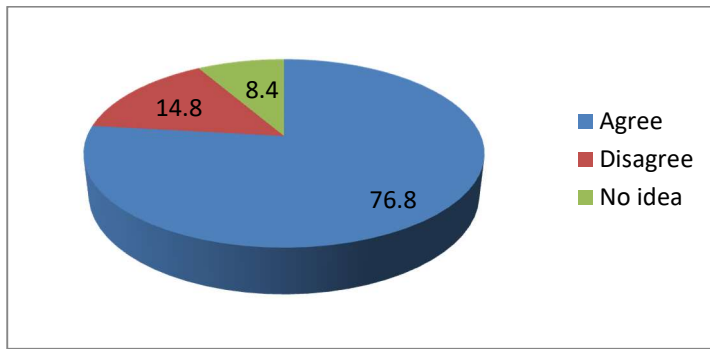


Fig.3 Role of Post-Graduate Education in Bringing Changes in Life

The data presented in the Fig.3 seem to suggest that more than three-fourths (76.8 percent) of them agree to the role played by post-graduate education, which they are pursuing at present, in bringing about changes in life. This proportion of response is much above that of the earlier query's responses of 52.0 percent. The set of queries posed to the students is quite probing. They are explicitly aimed at bringing out the intention and career plan after post-graduation. Post-graduation is a highly qualified degree itself. Pursuing higher technical qualified courses or seeking good placements depend on many factors like their age, merit in post-graduate degree, socio-economic background of the family, affordability etc.

TABLE 1

Expectation of Marks on an Average at The End of the Present Course

Expected percentage of Marks	No. of Respondents	Percentage
Up to 65	25	10.0
66 to 75	153	61.2
76 to 85	62	24.8
86 and above	10	4.0
Total	250	100.0

Based on their curriculum performance, the expected percentage of marks on an average was sought from the respondents. The response seems to be very positive as majority (61.2 percent) of the students expected to get 66 to 75 percentage of marks. Further, more than one-fourth (28.8 percent) of them are expected to score distinction and above marks. However, each and every student obviously would try to perform better in their degrees, in the sense no one would want to underperform in the exams and post-graduate students are no exceptions to this trend.

With regard to their aspiration to study abroad, the data seem to indicate an encouraging trend.

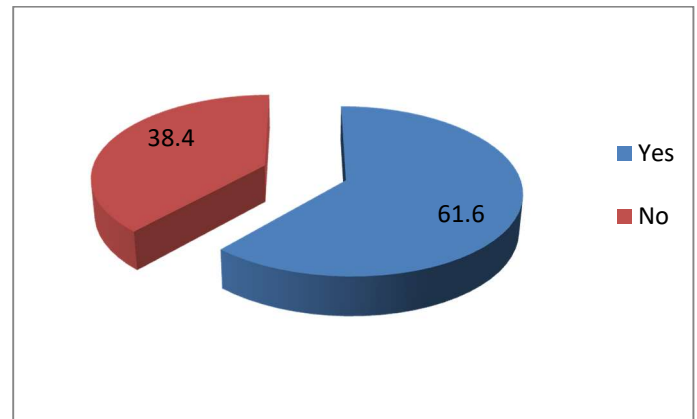


Fig.4 Aspiration to go Abroad for Higher Learning

The data presented in the fig.4 seem to indicate that a majority (61.6 percent) of post-graduate students were quite prepared to study abroad given an opportunity, indicating a strong globalizing educational trend which would enable them to stand in good stead in order to deliver the goods. This of course is valid only if they get opportunities. However, a significant proportion (38.4 percent) of them has explicitly said 'no' which means even if they get opportunities to study abroad, they may decline or not avail the opportunities.

Coming to the desire of post-graduate students for appearing entrance tests, it is more demanding now to appear for such tests to be competitive in their respective fields. In order to ascertain the trends towards which they are moving, and attempt is made here to analyze their goal to get through entrance exams like National Entrance Test (NET), State Level Entrance Test (SLET) and University Grants Commission/ Junior Research Fellow (UGC/JRF).

TABLE 2

Appearing for Entrance Exams

Exams	Yes		No		Total
	No. of Respondents	Percentage	No. of Respondents	Percentage	
NET	166	66.4	84	33.6	250 (100.0)
SLET	104	41.6	146	58.4	250 (100.0)
UGC	99	39.6	151	60.4	250 (100.0)

The data presented in the table 2 show that, two-thirds (66.4 percent) of them have opted for NET and a significant proportion (33.6 percent) of them have not opted. For SLET a

lower proportion (41.6 percent) of them has said ‘yes’ while a higher proportion (58.4 percent) of them has said ‘no’. For UGC it is still lower, only 39.6 percent have said ‘yes’, while 60.4 percent have said ‘no’. Ultimately the respondents’ choice for the majority is NET, followed by SLET and lastly it is UGC.

It is utmost essential in today’s world that each and every individual acquire basic knowledge of computer and its operations as well as some basic user friendly packages. At the post-graduate level, it is all the more necessary. Computers have become an essential household article and part of our life.

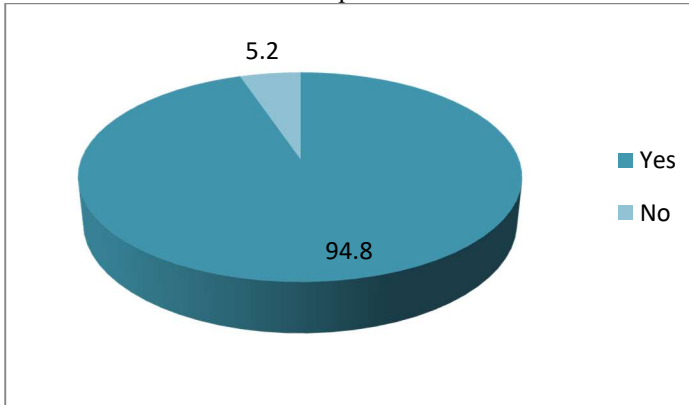


Fig.5 Possession of Computer Knowledge

The data in fig.5 seem to indicate that out of the 250 respondents, it is quite reasonable to expect that all of them are familiar with the computer and its uses in the modern changing technological world. However, 13 of them do not have any knowledge of computers. Two hundred thirty-seven of them (94.8 percent) possess computer knowledge. As to their exposure to different packages 52.3 percent or 124 out of 237 are exposed to Basics, 47 of them knew Excel along with Basics, 20 have exposure to 3 packages namely, Basis, SPSS and Excel. Seventeen respondents possess specialized knowledge along with Basics, Excel and SPSS like C2C, Java, HT, C, C++, MATLAB, HTML, CADD, Photoshop, Corel Draw and Programme languages.

b) Scale of Educational Aspirations

Educational aspiration means practically what educational qualifications one desires to attain and how long one is willing to pursue education, generally higher the motivation of students, higher will be educational aspirations and vice versa. Students with low motivation will not be able to perform better because such students may be unwilling to learn new things and in the process unlearn attitudes which may turn out to be unfavorable for education. However, educational aspirations naturally depend upon a wide array of matters. An attempt is made here to examine the nature of correlations between age of sample students and their educational aspects, as well as social origin and its correlation with educational aspirations. A modest attempt has also been made to construct a scale of educational aspirations of post-graduate students based on their responses like ambition, chances, changes, marks, exams, computer skills and to study abroad. The responses to these statements by each respondent were scored by using suitable scoring techniques and based on the score so arrived at, the post-graduate students were classified as those with ‘high’, and ‘low’ educational aspirations.

TABLE 3
Educational Aspirations

Level of Educational Aspirations	No. of Respondents	Percentage
Low	46	18.4
High	204	81.6
Total	250	100.0

The data pertaining to educational satisfaction so ascertained indicate that categorically, more than three-fourths (81.6 percent) of them are recognized with high level of educational aspirations and nearly one-fifth (18.4 percent) of them are identified with low level of educational aspirations.

As mentioned earlier the relationship between educational aspirations and variables such as age, gender, rural-urban background and social origin have been tested. The classification of these variables is same as that of the earlier ones. To begin with, the data on educational aspirations and age has been cross tabulated and the relationship between the two is found to be significant at 0.05 level.

TABLE 4
Educational Aspirations and Age

Educationa l Aspirations	Age			Total
	Young	Moderate	Old	
Low	29 (15.8)	9 (19.1)	8 (40.0)	46 (18.4)
High	154 (84.2)	38 (80.9)	12 (60.0)	204 (81.6)
Total	183 (100.0)	47 (100.0)	20 (100.0)	250 (100.0)

$X^2=7.03; d.f=2; C=0.168$; Significant at 0.05 level.

It is observed from the table 4 that, young students (84.2 percent) are aspiring educationally more than that of their older counterparts. Further, a significant proportion (40.0 percent) of the older students, who are more than 27 years, is comparatively exhibiting lower aspirations than that of their moderate (19.1 percent) and lower (15.8 percent) social origin counterparts. It could be attributed to the fact that older students tend to aspire less due to their growing age, which could have its implications for their job opportunities in the near future. The same trend could be reversed in the case of young students as they have plenty of time to aspire and compete for the better things. It means higher the age lower is the aspiration. Lower the age higher is the aspiration. Thus, the age of the post graduate students would have its own implications for their educational aspirations. As the age of the post-graduate students’ increases, the proportion of aspirations decreases. Thus, age plays a significant role in determining the educational aspirations. The tested aspiration value is at 0.05 level which is significant. So definitely an age factor has a significant

relationship towards attaining educational aspirations for the young and moderate age group than the older age group.

As for gender classification, the educational aspiration is neutral to both male and female. The aspiration levels do not show any significant variation between males and females which are 80.8 percent and 82.4 percent respectively. The tested results also concern with this observation as they were not significant. Educational aspirations do not distinguish between male or female. So is the case with rural, urban background of post-graduate students. The students with semi-urban and rural background have the highest aspirations of 84.3 percent and 83.3 percent respectively. The aspiration percentage of urban is lower at 75.4 percent. However, a significant association is found between educational aspirations and social origin of the post-graduate students.

TABLE 5
Educational Aspirations and Social Origin

Educational Aspirations	Social Origin			Total
	Low	Moderate	High	
Low	21 (26.6)	14 (12.3)	11 (19.3)	46 (18.4)
High	58 (73.4)	100 (87.7)	46 (80.7)	204 (81.6)
Total	79 (100.0)	114 (100.0)	57 (100.0)	250 (100.0)

$\chi^2=6.40$; $d.f=2$; $C=0.160$; Significant at 0.05 level.

Educational aspirations seem to depend upon social origin, it is generally assumed that students with higher status will have high aspiration and students with low social origin will have low aspirations. It can be found from the table-6.10, that high educational aspiration does not differ much across three categories namely low, moderate and high. Because the majority of the students from all the three categories 87.7 percent of moderate, 80.7 percent of high and 73.4 percent of low social origin has reported high aspirations. However, the comparatively higher proportion (26.6 percent) of low social origin has reported low aspiration, while 19.3 percent of high status students and only 12.3 percent of moderate status students have reported low aspirations. It means a higher proportion of high social origin and low social origin students have reported low aspirations. Compared to low and high social origin, students of moderate social origin have reported inversely with educational aspirations. However, the test results show significant relationship at 0.05 level. Thus, in case of educational aspirations, the opinions have established a significant association between age and social origin. However, the gender and rural-urban background are neutral.

c) Educational Satisfaction

To begin with, the satisfaction the post-graduate students derive from the higher education they carry out is sought to be focused upon. It is similar to the job satisfaction, among the employees of an organization or professionals pursuing a professional practice. In the literature on the sociology of education, it is theorized and stated that the satisfaction or pleasure, one derives from the academic work has significant

positive implications for performance, quality and quantity of academic production. An attempt, as such, is made in this section to ascertain the extent or level of satisfaction they experience as post-graduate students and its variation along with other personal traits.

Educational satisfaction among the post-graduate students was ascertained by employing a scale consisting of several statements. The responses to such statements as infrastructure, teaching, financial assistance, administration, instruction, etc., by each respondent were scored by using suitable scoring techniques and based on the score so arrived at, the post-graduate students were classified as those with 'high', and 'low' educational satisfaction. Satisfaction with what one learns and the course the student one pursues is a matter of serious concern. There is considerable empirical evidence to show that a satisfied and motivated student is able to perform well in his or her studies, but also willing to carry out day to day academic activities with skill and knowledge. Studies concerning with students' behavior must include students' satisfaction and motivation as the dependent variable. These aspects are influenced by a number of social, cultural and economic factors.

TABLE 6
Educational Satisfaction

Level of Satisfaction	No. of Respondents	Percentage
Low	55	22.0
High	195	78.0
Total	250	100.0

The data pertaining to educational satisfaction so ascertained indicate that post-graduate students are distinctively categorized as more than three-fourths (78.0 percent) of them have enjoyed a high level of educational satisfaction. However, more than one-fifth (22.0 percent) of them had low levels of educational satisfaction.

As stated earlier, the degree of educational satisfaction among post-graduate students could be varying with other personal background variables. As such, an attempt is made here to ascertain these variables and their implications for the degree of educational satisfaction.

Coming to the personal background of the post-graduate students the analysis reveals that age and gender of post-graduate students could not have significant bearing for the degree of educational satisfaction. No statistical association was found between educational satisfaction and age and gender of post-graduate students in the present study.

TABLE 7
Educational Satisfaction and Rural Urban Background

Educational Satisfaction	Rural Urban Background	Total

	Rural	Semi-Urban	Urban	
Low	18 (13.0)	16 (31.4)	21 (34.4)	55 (22.0)
High	120 (87.0)	35 (68.6)	40 (65.6)	195 (78.0)
Total	138 (100.0)	51 (100.0)	61 (100.0)	250 (100.0)

$\chi^2=14.55$; d.f=2; C=0.241; Significant at 0.01level.

It can be found in the table 7 irrespective of differences in the rural, urban background, majority of the students from all the three categories that is, 87 percent of rural, 68.6 percent of semi-urban and 65.6 percent of urban students of the sample have reported high educational satisfaction. Whereas low percent of rural students have reported low satisfaction and higher percent of urban students have reported low satisfaction. In between come the students of semi-urban background. The analysis does not throw sharp and significant variation, because a higher proportion of students reported high satisfaction. In overall terms majority of students reported high educational satisfaction.

Thus, rural, urban background appears to be of greater relevance in determining the level of educational satisfaction among the post-graduate students with those from both rural and urban backgrounds being distinctly divided along the degree of educational satisfaction. This finding also supports the assumption that owing to the determination to adjust with an academic milieu in institutions of higher learning and ambition to exposure, the post-graduate students from rural areas could be found with a higher degree of educational satisfaction. We may thus, state that post-graduate students from an urban background do not seem to enjoy any advantage over their rural counterparts with regard to the degree of satisfaction that they derive from their academic work.

Another aspect analyzed here is educational satisfaction and its correlation with social origin. It is generally assumed that the students of high social origin will derive high satisfaction and vice-versa. It may be theoretically true but empirically it is otherwise.

TABLE 8
Educational Satisfaction and Social Origin

Educational Satisfaction	Social Origin			Total
	Low	Moderate	High	

Low	16 (20.3)	17 (14.9)	22 (38.6)	55 (22.0)
High	63 (79.7)	97 (85.1)	35 (61.4)	195 (78.0)
Total	79 (100.0)	114 (100.0)	57 (100.0)	250 (100.0)

$\chi^2=12.63$; d.f=2; C= 0.225; Significant at 0.01level.

The data presented in the table 8 indicate that irrespective of difference in social origin, majority of students across all the three categories reported high educational satisfaction with a sizable proportion (85.1 percent) of moderate social origin, 79.7 percent of low social origin and 61 percent of high social origin. On the other hand, 38.6 percent of high social origin students reported low satisfaction, followed by 20.3 percent of low social origin reported low satisfaction, whereas the less number (14.9 percent) of students with moderate social origin reported low satisfaction level. Overall, it may be observed that majority of sample students reported high satisfaction. After discussing and analyzing the findings pertaining to the educational aspirations of the post-graduate students, further an attempt is made in the present study to analyze occupational intentions and goals which they have set for themselves in the near future.

VI. CONCLUSIONS

It could be found that the data pertaining to educational aspirations indicate that categorically, more than three- fourths (81.6 percent) of them are recognized with high level of educational aspirations. Age of the post graduate students would have its own implications for their educational aspirations. The study signifies that the higher the age lower is the aspiration, lower the age higher is the aspiration. Thus, quite expectedly, higher proportions of high social origin have reported higher aspirations and low social origin students have reported low aspirations. Thus, in the case of educational aspirations, the opinions have established a significant relation with age and social origin. However, the gender and rural-urban background are neutral. Coming to educational satisfaction the data seem to indicate that the majority of the post-graduate students are highly satisfied. No statistical association was found between educational satisfaction and age and gender of post- graduate students in the present study. However, rural, urban backgrounds appear to be of greater relevance in determining the level of educational satisfaction among the post-graduate students with those from both rural and urban backgrounds being distinctly divided along the degree of educational satisfaction.

REFERENCES

- [1] Andrade; M.S (2014). "The Successful Educational Journals of American Indian women: Forcing Aspirations for Higher Education". *International Journal of Multicultural Education*, vol.16 (1), pp. 21-38.
- [2] Boxer. P., Delorenzo, S. S., and Mercado. (2011). " *Educational aspiration-expectation discrepancies in relation to socioeconomic and academic risk-related factors*". ERIC Document Reproduction Service No, EU 930 857.



- [3] D.L. Coffman, T.D. Gilligan. (2002). Social support, stress, and self-efficacy: Effects on students' satisfaction. *College Student Retention*, vol.4(1). pp.53-66.
- [4] Demakis, G. J., & McAdams, D. P. (1994). Personality, social support, and well-being among first year college students. *College Student Journal*. vol.28. pp.235-242.
- [5] Goel, S. P. (2004). "Effect of gender, home and environment on educational aspiration". *Journal of Community Guidance and Research*, vol.21(1). pp.77-81.
- [6] Holland, J. L., & Gottfredson, G. D. (1975). "Predictive Value and Psychological Meaning of Vocational Aspirations", *Journal of Vocational Behavior*, vol.6. pp.349-363.
- [7] Holland, J. L., Gottfredson, G. D., & Baker, H. (1990). "Validity of Vocational Aspirations and Interest Inventories: Extended, replicated, and reinterpreted", *Journal of Counseling Psychology*, vol.37. pp.337-342.
- [8] James, R., Baldwin, G. and McInnis, C. (1999). "*The Factors Influencing the Choices of Prospective Undergraduates*", Canberra: Department of Education, Training and Youth Affairs.
- [9] Josen George (2014). "Educational Aspiration of Higher secondary school Students: A comparative study Based on certain Demographic Variable". *The International Journal of Humanities & Social Studies*. vol.2 (1). pp.78-81.
- [10] Katherine, M. C. (2010). "Educational aspirations in an urban community college: difference between immigrant and native student group"s. Retrieved from <http://www.freelibrary.com>
- [11] Keith Kintrea, Raif St Clair, and Muir Houston (2011). "*The influence of parents, Places and Poverty on Educational attitudes and aspirations*". Josesh Rowntree Foundation
- [12] Kevin. M. B. (2005). "*Family background, adolescents educational aspirations, and Australian young adults educational attainment*". Retrieved from <http://iej.cjb.net>.
- [13] Kumar, S. and Gupta M (2014). "A Comparative study of Level of Educational Aspiration of Secondary class students of Gov. and New Gov. Schools". VSRD. *International Journal of Technical & Non-Technical Research*. vol.5(1). pp.1-4.
- [14] Madarsova, G., Tavel, V. D., & Abel, S. (2010). "Factors associated with educational aspirations among adolescents: cues to counteract socioeconomic differences". *Social Science and Medicine*. vol.54(3). pp.106-148. Retrieved from <http://www.Biomedcentral.com>
- [15] Makkar, N (2010). "*A study of Educational Aspirations and school Adjustment of Student in Relation to organizational Climate*". Ph.D Thesis Punjabi University, Patiala.
- [16] Mishra, S (2013). "Science Attitude as a Determinent to Educational Aspiration in Students". *International Journal of Engineering Inventions*. vol.2(9). pp.29-33.
- [17] Ostrow, E., Paul, S., Dark, V., & Berhman, J. (1986). Adjustment of college women on campus: Effects of stressful life events, social support, and personal competencies. In S. E. Hobfoll (Ed.), *Stress, social support, and women* (pp. 29-45). Washington, D.C.: Hemisphere.
- [18] Ozturk, Mehmet A. and Kusum Singh (2006) "Direct and Indirect Effects of Socioeconomic Status and Previous Mathematics Achievement on High School Advanced Mathematics Course Taking". *The Mathematics Educator*. vol.16(2). pp. 25-34.
- [19] Shah, V., Patel, T., & Sewell, W. (1971). "Social class and educational aspirations in an indian metropolis". *Sociological Bulletin*. vol.20(2). pp.113-133. Retrieved from <http://www.jstor.org/stable/23618366>
- [20] Singh, T.P. et.al., (1976). "Educational Aspirations of Scheduled Castes Students in Eastern Uttar Pradesh:, Social Change", *Journal of the Council for Social Development*, (March-June) pp. 18-26.
- [21] Singh: Y.G (2011), " A study of Educational Aspiration in secondary school Students" *International Referred Research Journal*. vol.111(25). pp.35-36.
- [22] Sino, V. A. (2010). , "*A comparative study of self concept and level of aspiration of the students from general and coir worker's families in Alappuzha district*". Unpublished master's thesis Mahatma Gandhi University. Kottayam.
- [23] Tanya. M. N., Beth, A., Carolyn, B., and Deborah, O. H. (2009). "Understanding the educational aspirations of African American Adolescents child, family and community factors" . *Journal of American Educational Research*. vol.48(1). pp.57-72.
- [24] Vaidya; S.A. (2006). "A Study of Educational Aspiration of Higher Secondary students in Relation to Different Variables". *Indian Educational Abstract*. vol.6(2). pp.40-41.