Educational Aspirations: A Comparative Study of College-Going Students in Abohar City

Mr. Manjeet Singh
Assistant Professor
DAV College of Education, Abohar

Abstract:

The study investigates the educational aspirations of college-going students in Abohar city, examining formal, informal, and non-formal education. Formal education, structured within educational institutions, progresses from elementary to college levels, imparting academic knowledge through a curriculum guided by teachers. Informal education occurs outside traditional settings, influencing socialization, character development, and lifelong learning through daily experiences and interactions with family and community. Non-formal education, organized outside the school curriculum, focuses on practical skills and vocational competencies, offering flexible learning opportunities. Additionally, the study explores the concept of aspiration, emphasizing its role in self-improvement and goal-setting. Objectives include comparing educational aspirations based on gender and background, while hypotheses test for differences in aspirations among male and female students and rural and urban backgrounds. Using statistical analysis, findings indicate no significant differences in aspirations based on gender or background among college-going students in Abohar city.

Introduction

Educational aspiration, the desire to attain higher levels of education or academic achievement, is a fundamental component of individuals' personal and professional development. Understanding the factors influencing educational aspirations among college-going students is crucial for fostering inclusive and equitable educational environments. This paper aims to investigate the educational aspirations of college students in Abohar city through a comparative study. It explores the diverse forms of education—formal, informal, and non-formal—and their contributions to individual learning and development. By examining the concept of educational aspiration and its significance in personal growth, the paper sets the stage for analyzing the educational aspirations of college students based on gender and rural-urban backgrounds. Through statistical analysis and interpretation of findings, this study seeks to shed light on the factors shaping educational aspirations among college students in Abohar city and contribute to the broader discourse on inclusive education and equitable access to educational opportunities. Education may be categorized of following types:

1. Formal Education
2. Informal Education
3. Non formal Education

Formal Education: Formal education is the structured learning that takes place within the confines of educational institutions such as schools, colleges, and universities. It follows a curriculum set by educational authorities and is typically delivered by trained teachers. Formal education spans from the early years of elementary school through secondary education and into higher education at the college or university level. Students receive instruction in various academic subjects, including mathematics, science, language arts, social studies, and more. The formal education system provides a systematic approach to learning, facilitating the acquisition of knowledge, skills, and qualifications necessary for personal and professional development.

Informal Education: Informal education encompasses the learning experiences that occur outside of traditional educational settings, often through daily life experiences and interactions with

family, peers, and the community. Unlike formal education, which follows a structured curriculum, informal education is spontaneous, unstructured, and often unintentional. It includes learning activities such as conversations with family members, observing and imitating behaviors, participating in cultural and social events, and engaging in hobbies and interests. Informal education plays a vital role in socialization, cultural transmission, character development, and lifelong learning. It complements formal education by providing practical skills, real-world experiences, and opportunities for personal growth and self-discovery.

Non-formal Education: Non-formal education refers to organized learning activities that do not follow the traditional school-based curriculum or structure but are designed to meet specific learning objectives outside of formal schooling. It focuses on developing practical skills, vocational competencies, and life skills essential for personal and professional advancement. Non-formal education programs are often flexible, adaptable, and accessible to learners of all ages and backgrounds. They may include workshops, seminars, vocational training courses, community-based programs, and distance learning initiatives. Non-formal education serves as a valuable complement to formal schooling, providing alternative pathways for skill development, career advancement, and lifelong learning opportunities.

Aspiration

Aspiration is the powerful urge to attain something significant, embodying desires, hopes, and wishes for self-improvement and advancement. Often confused with ambition, aspiration stands apart in its emphasis on personal betterment rather than mere success or recognition. It forms an integral part of one's self-image, representing a healthy acceptance and confidence in oneself. Aspiration serves as a potent motivator, compelling individuals to strive for higher goals and pursue avenues of growth and development. However, it's crucial to temper these aspirations with realism, ensuring that they remain within reasonable bounds to foster balanced progress.

While aspiration is synonymous with desire and hope, it goes beyond mere longing for success or fame. It underscores the drive to elevate oneself to a higher standard, irrespective of external validation or societal approval. Aspirations not only inspire

individuals to reach for loftier goals but also contribute to their overall sense of self-acceptance and confidence. However, maintaining a balanced perspective is essential, as unrealistic aspirations can lead to disappointment and disillusionment. By nurturing aspirations grounded in realism, individuals can channel their energy and efforts towards sustainable personal growth and fulfillment.

Concept & Level of Aspiration

The concept of aspiration is universal, deeply ingrained in human personality, but particularly relevant in societies where the pressure to succeed is high and feelings of failure or success weigh heavily. Often, parents project their own unfulfilled ambitions onto their children, leading to comparisons with others that can breed feelings of rejection. If a child falls behind, the pressure increases, potentially causing psychological harm. Yet, aspiration also plays a positive role, motivating individuals to achieve their goals and strive for success. How individuals monitor their progress, focusing on completed actions or recognizing what's missing, influences their level of aspiration. When achievements are acknowledged, a sense of personal commitment increases, driving individuals to pursue further goals. Aspiration not only boosts self-confidence but also aids in setting realistic goals, avoiding failures, and providing a roadmap for hard work and determination. Over time, as individuals develop career aspirations, they seek independence and new experiences, recognizing the importance of continuous effort in reaching educational and career goals.

In essence, aspiration serves as a guiding force, motivating individuals to overcome challenges and achieve personal and professional fulfillment. While societal pressures may influence aspirations, a balanced approach rooted in self-awareness and realistic goal-setting can mitigate their negative impact. Ultimately, continuous effort and resilience are essential in realizing aspirations, enabling individuals to navigate obstacles and setbacks on their journey toward success. Aspiration remains a powerful catalyst for growth and development, driving individuals to pursue their dreams and aspirations despite the challenges they may face.

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Educational Aspiration-

Educational aspiration refers to the personal goals and ambitions an individual sets for their educational journey. It encompasses the dreams and aims one has regarding what they want to achieve in school or college. When discussing educational aspiration, it's about identifying what someone hopes to accomplish in their education. These goals can vary in complexity, ranging from simple objectives to more challenging ones. Additionally, they may be influenced by societal perceptions of certain achievements and their level of admiration or respect. Essentially, educational aspiration is akin to having a ladder of goals that one aims to reach throughout their educational pursuits.

Objectives

This study has the following objectives:
1) To compare the educational aspiration of male and female college going students.
2) To compare the educational aspiration of rural and urban background college going students.

Hypotheses

The hypotheses of the present study is mentions below–
1. There is no significant difference in the level of educational aspiration of male and female college going students.
2. There is no significant difference in the level of educational aspiration of rural and urban background college going students.

Limitations of the study

The limitations of the study are as follows:
1. In this study Rural and urban background refers to the area situated of schools of class 12th.
2. In this study college going students refers to those students pursuing first year undergraduate course in different streams.
3. In this study only one college of abohar city is taken as population.

Population and Sample:

The population for this research paper comprises students enrolled at D.A.V. College, Abohar.

Tool Used: Self-made questionnaire was used to collect the data.

Statistical Techniques used in this study for data analysis

When the data was collected it was statistically analyzed with the help of MS Excel which is spread sheet software. The Statistical Techniques used were found to most appropriate technique for the collection of data and the analysis of data was done.

The Statistical Techniques used area follows
- Mean
- Standarddeviation (SD)
- t-test

Analysis and data interpretation:
Objective

To compare the level of education aspiration of male and female college going students.

Level of Educational Aspiration	N	MEAN(M)	S. D.	t-value at df=98	Remarks
MALE	50	39.06	10.23	0.01	NOT
FEMALE	50	39.04	9.96		SIGNIFICANT

Interpretation

At the 0.05 level of significance the table value of this1.96

The above table shows that the total no of rural back ground students so fare 50 and their mean is 34.38 with a standard deviation to be 9.53 and on the other hand of urban background are 50 with the mean of 35.90 and standard deviation to be 9.91 .t- value at degree of freedom 98 is 6.83.

The over head tablet it is deduced that the calculated value 0.78 which is clearly less than the table value 1.96 at 0.05, level of significance .It means ,there is no significance difference between the "Level of education aspiration" between rural and urban background college going students is not significant.

Hence the null hypothesis there is no significant difference in the level of education aspiration of rural and urban college going student is accepted.

Findings
- It was found that there is no significant

difference in the level of education aspiration between the male students and female students; it means that there is no significant level of education of college going students on the basis of gender.

- It was found that there is no significant difference in the level of education aspiration between the rural students and urban students; it means that there is no significant level of education of college going students on the basis of their background.

Educations implications of study

Educational aspiration the measure of desire to excel in academic on the other hand the level of education aspiration is the measure of this desire or will. Educational aspiration has become the topic of white interest among the psychologist an including the other intellectual. Each individual has different environment and thus the different level of aspiration and ultimately leading to different educational aspiration level. The level of educational aspiration it helps in predicting the type of respiration the child is having and this may be very useful for the counselors in guiding the Student of The learners so that they will be able to define their ambitions and then consequently can work on them to achieve them.

There is a need to organize educational programs which develop positive and realistic aspirations. Along with that certain motivational programs and activities should also be included because motivation is influenced by one's interest and in addition to abilities it determines the educational and vocational aspirations.

In conclusion, this paper has delved into the multifaceted concept of educational aspiration and its significance in personal and professional development. We began by exploring the diverse forms of education—formal, informal, and non-formal—and their pivotal roles in individual learning and growth. Through an in-depth analysis of aspiration, we elucidated its distinction from ambition and its essential role in fostering self-improvement and advancement. By examining the universal nature of aspiration and its relevance in societies characterized by high pressure to succeed, we highlighted its positive influence as a driving force for achieving personal goals.

Furthermore, our investigation into the level of aspiration shed light on how individuals monitor their progress and strive for continuous improvement. While societal pressures and parental influences may shape aspirations, we emphasized the importance of maintaining a balanced perspective grounded in self-awareness and realistic goal-setting. Through statistical analysis, we compared educational aspirations based on gender and rural-urban backgrounds, revealing insights into the factors shaping individuals' educational goals.

Moving forward, the implications of this study extend to educational practice and counseling. By understanding students' educational aspirations, educators and counselors can tailor interventions to support positive and realistic goal-setting. Motivational programs and activities can play a crucial role in nurturing aspirations and empowering individuals to pursue their dreams. Ultimately, fostering inclusive and equitable educational environments requires a holistic approach that acknowledges the diverse aspirations of learners and provides support for their educational journey.

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