**EFFECT OF EDUCATIONAL ASPIRATION ON SELF ESTEEM OF HIGHER SECONDARY SCHOOL STUDENTS**

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**DECLARATION**

I, NAVAMI P.N., do hereby declare that this dissertation “**EFFECT OF EDUCATIONAL ASPIRATION ON SELF ESTEEM OF HIGHER SECONDARY SCHOOL STUDENTS”** has not been submitted by me for the award of any Degree, Diploma, Title or Recognition before.

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**I, Dr. HASSAN KOYA M.P.,** do hereby certify that this dissertation, “**EFFECT OF EDUCATIONAL ASPIRATION ON SELF ESTEEM OF HIGHER SECONDARY SCHOOL STUDENTS”** is a record of bonafide study and research carried out by **NAVAMI P.N**, under my supervision and guidance.

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**INTRODUCTION**

Education is a process for developing inner potentialities. The process of education doesn’t mean pouring of knowledge from one pot to another. The globalization trend has explored numerous avenues to the success and career development of the young generation. The focus of present education is to prepare a globalized student however it is quite unfortunate that our classroom practices have remained as traditional ever. Education should be a creative and purposeful one. The main aim of education is to make the individual socially efficient.

Kerala Curriculum Framework (2007) accepted the educational perspective as learner centered, activity oriented constructivist pedagogy. Learning progresses on the basis of common principle of education as a journey from concrete to abstract and known to unknown. Knowledge is constructed through the constant interaction between the learner and his environment. Effective learning becomes possible only in an environment which recognizes the child’s personality. “Education is not a physical thing that can be delivered through the post or through a teacher. Fertile and robust education is always created, rooted in the physical and cultural soil of the child, and nourished through interaction with parents, teachers, fellow students and the community”(NCF-2005).

The above statement reveals that there should so many factors that affect the educational process. We know that curriculum teaching methods, environment of schools, aptitude and attitudes of students, etc plays a significant role in all the educational process. So it must follow some psychological principles. Educational psychology is the branch of applied Psychology, which seeks to apply the psychological principles, theories and techniques to human behaviour in educational situations.

Psychological traits such as Self Esteem, Educational Aspiration etc, significantly contribute towards a wholesome personality development of students. (Talawar, 2010) These traits mould the students hope, instill, confidence, responsibility, and respect for elders, among them.

Educational aspiration has been identified as an essential factor for widening educational participation in lifelong learning process. “Educational aspiration tailors a student in the relative importance he gives different values which have intense, personal significance or in which his ego is involved”(Nayagam,2004) According to Maslow (1956) Self Esteem helps for a person feel good about themselves, feel competent and anticipate success.

According to Kothari Commission (1964-‘66) the destiny of India is being shaped, in her classrooms. Any Nation’s progress depends upon the educational level of people living there. So teaching learning process should be goal oriented. Learning helps to mould a person, and it is for life long. Life should be goal oriented and purposeful. Modern world is too much competitive. Students are explored to wide variety of opportunities in the field of career and course selection. So it is essential that every one should know their efficiencies and inefficiencies. It will help them to choose the best place where they can shine.

The higher secondary stage is a critical as it poses maximum challenge. While the students in this age group are passing through a transition stage from adolescence to youth .they have to take important decisions concerning their future. In fact more than the surface knowledge and aptitude the aspiration especially educational aspiration plays a vital role in setting their goals. Similarly their belief or confidence in their own strength and capacities also significant in shaping their future.

**1:1 NEED AND SIGNIFICANCE**

The innovation in the disciplines of sociology, psychology and pedagogy and information technology have resulted in a major shift in the system of education through out the world. There is a paradigm shift from teacher centered to learner centered education. All children are naturally motivated to learn, and their attitudes, emotions and beliefs are an integral part of their cognitive development. Teachers are the facilitators in learning process. They are learning designers, and organization of pupil evaluation. To ensure academic out put the curriculum, syllabi and textbooks follow learner centered, and activity oriented.This helps the learner to move confidently in whole educational process. It is very much essential for the students at the primary level to have high educational aspiration. Today the basic educational level describes the amount of success in life. Learner friendly approach will help the learner to make this aspiration. Educational aspirations are considered as strong desire to achieve something great. To achieve this greatness every one must satisfy their esteem needs, i.e.,to know themselves. Their capabilities, their strengths, their weakness, their environments, their attitudes, their aptitudes etc. To sum up they should know their self very well.

Relationship with Educational aspiration and Self Esteem had been studied by some researches and varieties of conclusions developed. Allen (2008)found that Educational Aspiration is need for life satisfaction. Life satisfaction can be possible only if a person satisfies his esteem needs. Educational aspiration and self esteem of returning and traditional community college students are posses a positive relationship (Karen, 2005) There is a positive effect of self concept on adolescents academic aspiration. That is Educational Aspiration can directly predicted by their self esteem. (Ahmavaara et al. 2007). Nayagam and Arokiasamy (2004) reported that the higher secondary school students of Tamilnadu shows a relationship between Educational Aspiration and self esteem. Male and Female students and XII standards students enjoy higher self esteem and gender and class of study do not seem to have exerted significant influence on self esteem. But Gender and class of study have significantly influenced their Educational Aspiration. Karen (1979) reported that there is no significant relationship shows in educational aspiration, self esteem and academic performance of non traditional college students.

The review of related literature explore that the two variable viz, self esteem and educational aspiration are related positively. However there are some studies shows that the variables do not show any relation (Karen, 1979). There is a need to identify the gender difference in the variable Educational Aspiration on Self Esteem. Similarly the type of school management, locality, and faculty may also influence the educational aspiration of students. From the earlier studies it is clear that the two variables educational aspiration and self esteem significant contribute to the development of the individual. Moreover in Indian context there were limited studies conducted between Educational Aspiration and self esteem. The results of previous studies indicate inconclusive finding and demand further research in this area. This prompted the investigator to take up a study in the topic “The Effect of Educational Aspiration on Self Esteem of Higher Secondary School Students”

**1:2 STATEMENT OF THE PROBLEM**

The problem of the study is entitled as “The Effect of Educational Aspiration on Self Esteem of Higher Secondary School Students”.

**1:3 DEFINITION OF KEY TERMS**

**Educational Aspiration**

Educational Aspiration reflects individuals ideas of their possible selves, what they would like to become, what they might become and what they do not wish to become.

**Self Esteem**

The judgment and attitude an individual holds towards himself (Good, 1973)

Relatively permanent positive or negative feelings about the self that may become more positive or negative as a person encounter success and failure (International Encyclopedia of Psychology)

**Effect**

The term effect stands for the condition resulting when the impact on one factor (Educational Aspiration) is dependent on the presence or absence of another factor (Self Esteem)

**Higher Secondary School Students**

The term Higher Secondary School Students is used to denote the students attending XI, XII class in any of the government /aided schools of calicut and Malappuram districts.

**1:4 VARIABLES SELECTED FOR THE STUDY**

As the intention of the study is to find out the Effect of Educational Aspiration on Self Esteem of Higher Secondary Schools Students. The variables of the study are Self Esteem and Educational Aspiration

**1:5 OBJECTIVES OF THE STUDY**

The objectives set for the study are the following

1:5:1 To find out whether there is any significant difference in Educational Aspiration of higher secondary school students in the relevant sub samples based on,

1. Gender
2. Locale

c) Type of School Management

1:5:2 To find out whether there is any significant difference in Self Esteem of higher secondary school students in the relevant sub samples based on

1. Gender
2. Locale
3. Type of School Management

1:5:3 To find out the effect of Educational Aspiration on Self Esteem of higher secondary school students for the total sample and sub samples based on,

1. Gender
2. Locale
3. Type of School Management

**1:6 HYPOTHESES OF THE STUDY**

1:6:1 There will be significant difference in the EducationalAspirations of pupils in the sub sample based on

1. Gender
2. Locale
3. Type of School Management

1:6:2 There will be significant difference in Self Esteem of the pupils in the sub samples based on

1. Gender
2. Locale
3. Type of School Management

1:6:3 There will be significant Effect of Educational Aspiration on Self Esteem of higher secondary school students for the total sample and sub sample based on

1. Gender
2. Locale
3. Type of School Management

**1:7 METHODOLOGY**

**Sample**

The present study was carried out on a representative sample of 730 students of class XI and XII of higher secondary schools of Malappuram and Kozhikode districts of Kerala State. The final sample taken for the analysis was 720 due to elimination of incomplete data. The sample was drawn by stratified sampling method giving due representation to factors like gender, faculty, locale, type of management of the school,

**Tools Used**

The tools for the present study are

a) Educational Aspiration Scale (Navami & Koya,2010)

b) Self Esteem Inventory (Koya & Beegam, 2007)

**Statistical Techniques**

The following statistical techniques have been used for the analysis of data in the present study.

a) Preliminary analysis

b) Test of Significance of Difference between Means for Large Independent sample

c) One-Way Analysis of Variance

**1:8 SCOPE AND LIMITATIONS OF THE STUDY**

The present study is intended to investigate the Effect of Educational Aspiration on Self Esteem of Higher Secondary School Students. It investigates the Educational Aspiration and Self Esteem of Male and Female students, Rural and Urban pupil, Government and Aided school students. For the collection of data appropriate standardized tools were used. The sample selected for the study was 720 secondary school students using stratified random sampling techniques. Therefore the investigator hopes that the study will give reliable and valid result which can be generalized. The result of the present study will help educationalists to know the aspirations of students and motivates them as per their aspirations.

To conduct the study investigator prepared one tool i.e., Educational Aspiration Scale. It can be used further to find out the Educational Aspiration of Higher Secondary School Students in other areas. It can also be used to assess the educational aspiration of pupils in high school classes. Investigator adopted a tool, Self Esteem Inventory for this study.

Even though the present study was conducted with maximum possible care and specificity certain limitations have crept in to the study.

* The study is confined to two districts only
* The investigator conducted the study on the higher secondary school students studying under the Board of Higher Secondary Education, Kerala. Students from CBSE, VHSE, and private (Unaided) or open school are not included in this study.
* The investigator considered only Gender, Locale and Type of Management of school in which they studying to stratify the study sample
* In spite of all these limitations the investigator hopes that the results obtained will be more or less accurate and dependable, and will help to brings modifications in the existing system.

**1:9 ORGANIZATION OF THE REPORT**

The report has been presented in five chapters

**Chapter I**

This chapter of the report contains a brief introduction of the problem, need and significance of the study, statement of the problem, definition of key terms, variables of the study, and objectives of the study, hypotheses of the study and scope and limitations of the study.

**Chapter II**

This chapter deals with theoretical overview of Educational Aspiration and Self Esteem and studies related to the variables.

**Chapter III**

In this chapter investigator discusses the methodology of the study in detail with description of objectives, hypotheses, variables, tools employed for data collection, sample for the study, data collection procedure, standardization procedure, scoring and consolidation of data and the statistical techniques used for analysis.

**Chapter IV**

This chapter describes preliminary analysis, details of the major statistical analysis of data, interpretation of data, discussion and conclusion

**Chapter V**

This chapter unveils summary of the study, major finding, tenability of hypotheses, educational implications of the study and suggestions for further research in the area.

**REVIEW OF RELATED LITERATURE**

Review of related literature is an important component of any research. A careful review of the researches reported in journals, books, dissertations and other sources of information, related to the problem to be investigated is one of the important steps in the planning of any research study. The summary of related literature provides better understanding of the problem which helps the investigator in evolving insights to build new approaches to the problem that is selected.

According to Khan (2007) “Since effective research is based upon past knowledge, review of related literature helps to eliminate the duplication of what has been done and provide useful hypotheses and helpful suggestions for significant investigation”.

The present study tries to find out the Effect of Educational Aspiration on Self Esteem of higher secondary school students. Theoretical outline of the variables Educational Aspiration and Self Esteem, review of studies related to the variables involves in the problem are presented in this chapter. These are presented under two main headlines viz;

1. Theoretical overview
2. Review of related literature

**2:1 THEORETICAL OVERVIEW OF EDUCATIONAL ASPIRATION**

This section of the review deals with the theoretical aspects related to variables Educational Aspiration.

**2:1:1** **What is Aspiration**

Aspiration means the strong desire to achieve something, such as success or goal. It means an ambition, a dream, a hope, goal design, wish, craving, intension etc. Aspirations are most potent powerful and basic sources of one’s success. When they are combined with definiteness of purpose they became a dynamic force. Aspirations are considered as the integral and important parts of a Self picture, that represents he/she is, he/she would like to be and he/she do not wish to become. Aspirations determine future of a person and his development. Aspirations have two aspects. Firstly Aspirations are future oriented. They can only be satisfied at some future time. Secondly they are motivators. They are goals individuals are willing to invest time, effort or money in to attain. In brief Aspirations is “any goal an individual is willing to invest in beforehand” (Sherwood, 1989)

**2:1:2 Components of Aspiration**

Aspirations are strong desire to reach something high or great. It has two major components. Attitude and Motivation. Attitude refers to overt and covert interests in pursuing specific courses of action. Attitude comprised of five components.

**Sub components of Attitude**

|  |  |
| --- | --- |
| Emotion | It is a strong feeling such as love fear and anger. |
| Target | It is that person tries to achieve |
| Direction | It is the way of development |
| Intensity | It means the intensity of feeling |
| Consistency | It is the quality of having some opinions |

Motivation energizes an individual to act in a particular manner at a particular time to attain a goal. It has four sub components.

**Sub components of Motivation**

|  |  |
| --- | --- |
| Achievement drive | It means one’s striving to meet an excellence. |
| Commitment | It means dedication to an action |
| Initiative | It is one’s capacity for independent action |
| Optimism | It is an attitude marked by hope, confidence, cheerfulness and faith in future. |

**2:1:3 Unveils the concept of Educational Aspiration**

Educational Aspiration is a strong desire to achieve something such as success in academic or occupational profile. Educational Aspiration has been identified as a key strategy for widening educational participation in life long learning process. It reflects individual’s ideas of their possible selves. What they would like to become, what they might become and what they do not wish to become. Educational Aspirations highly influences students’ outcome such as academic and occupational attainments. It simply means students view and perception of his/her intension to attain additional education. Educational Aspiration tailors a student in the relative importance he gives different values which have intense, personal significance or in which his ego is involved.

Looker (1999) reported that school performance and attitudes towards schools were seen as having a positive influence on aspiration by more than two-thirds of the youth surveyed.

Theory of Planned Behaviour developed by Ajzen (1991) suggests that intentions are good predictors of behaviours. According to this theory people’s conscious decisions to engage in specific actions are determined by their attitudes towards the behaviour in question, the relevant subjective norms and their perceived behaviour control. According to Murray (1938) human behaviour is essentially goal directed and the most important information to know about a person is the direction and intensity of his aspirations.

Hoppe (1931) described aspirations as the totality of expectations for the future performance. Expectations are the drive force which direct us in the future life. However this component varies among individual. Expectations varies from individual to individual and depends on factors like community, age, gender and locale. Alloway *et al.,* (2004) considered Educational Aspirations as a cognitive state that motivates or drives young people to strive for academic success. Both personal dimensions and social dimensions are important mediating factors for the success.

Educational Aspirations are also related to Lewin’s (1951) Field theory. A successful individual typically sets his next goal followed by his last achievement Lewin’s field theory which treats aspirations as the choosing goals with in the field. This psychological field is comprised of individuals achieving various valued ends. i.e., greater the value assigned for potential goal then grater the likelihood of achieving it. Frank (1941) said that aspiration is a compromise between the subjects evaluation of his ability with respect to the difficulty of the task and his desire to achieve a high level of performance. i.e., between judgment and a goal.

Theory of Neighborhood effects put forward by Simon (2007) states that the presence of working and middleclass neighbours serve as a positive aspire for promotes conventional behaviour. The author describes that the presence of that may increase the quality of schools, social networks and thus enhances the level of Educational Aspiration. According to Allen (2008) Educational Aspirations is a need for life satisfaction. i.e., when Educational Aspiration increases, life satisfaction also increases. For the betterment of satisfaction it is to be known that the individual differences, internalized personal values, level of ambition, achievement, differences in the goals etc, must be developed. The better perception of opportunities fuel Educational Aspiration and life satisfaction.

Nurturing aspiration and potential theory of excellence by Grimmett (2007) says that to achieve excellence, potential has to be shaped, directed, and guided in to an intentional purposeful and relatively structural force, named Educational Aspiration. It is highly related to commitment, hard work, determination, and perseverance etc. Spenner and Featherman (1978) defined Educational Aspiration as a willingness to work to achieve goals.

**2:1:4 Components of Educational Aspiration**

Salami (2008) pointed out that individual characteristics like motivation, achievement, attitude, believes, family norms, social approval, evaluation of possible consequences, performance of a particular behaviour, perceived behaviour control, etc helps to build in statement for assess Educational Aspiration. Personality, vocational interests, parents socio-economic status, also determines the Educational Aspirations of high school students.

**2:1:5 Factors affecting Educational Aspiration**

Much of the researches of Educational Aspirations had found that individual level factors such as students personal characteristics family, socio-economic background, social class, academic history, curriculum track placement, ability level, peer groups and teachers supports, home support, commitment to schooling, parents education play significant roles in the prediction of Educational Aspiration of students(Salami, 2008) Race, place, socio-economic inequality, unemployment, quality of housing, poverty, school facilities, crime, population etc also affects for the shaping of Educational Aspiration(Charles et al, 2009)

**2:1:6 How to measure Educational Aspiration**

Educational Aspiration is measured by looking at an individuals attitudes, motivation and expectation with regard to formal education. In a study ‘Influence of recreation on Educational Aspiration’ it was measured by using statements for motivation, attitudes and expectation towards a five point Likert Scale ranging from strongly disagree(1) to strongly agree(5).

Questionnaires also used to assess Educational Aspiration.The questionnaire involved four point scale ranging strongly agrees, agree, disagree, and strongly disagree. “Open ended questions can be used to assess Educational Aspiration, or finding barriers that prevent the students from achieving more at school.”(Sherwood, 1989)

**2:1:7 How to develop Educational Aspiration**

Low grades and low achievement can lead to a sense that “school isn't for me." Elementary schools need to provide all students with the tools necessary for success. These include a firm grounding in basic content, in learning to learn, and in higher-order thinking strategies.

Secondary schools need more relevant curriculum so that students answer for themselves the question, “Why do I have to know this?" The secondary school curriculum should stress the kinds of skills adults need, for example, working cooperatively and problem-solving.

Schools also should organize to address the social and emotional needs of students. Matching small groups of students with a caring adult can provide students the coaching they need to jump all the hurdles that lie between them and high school graduation.

Parents can raise their own expectations for their children's academic achievement. They should insist that teachers and students raise their expectations as well. Parents can also express their support for the value of education and help the schools celebrate successes.

The community can signal its commitment to education by providing scholarships, recognizing academic as well as athletic prowess, helping to improve local schools, creating apprenticeship and work/study opportunities, and developing venture capital for young entrepreneurs.

School board members can revise the mission of the district so that the school's goal is not only to prepare students to leave, but also to empower them to stay in rural areas.

Employers can refuse full-time employment to people of school age and support part-time employees in their efforts to finish school.

Communities, counties, states, and Congress can create economic and technological development policies that encourage diversification of the rural economy.

**2:2 Studies related to Educational Aspiration.**

Prager and Karen (1979) investigated the relationship between Educational Aspiration, Self Esteem and academic performance in non-traditional college student. No significant relationship was found between Self Esteem scores and one measure of Educational Aspiration and the difficulty level of the two year college curriculum .Implications for the college counselors working with non-traditional students are also discussed.

Prager and Karen (1979) conducted another study on Educational Aspiration and Self Esteem in returning and traditional community college students.They compared the Educational Aspirations, Self Esteem and personal skills assessment of returning (n=39) and traditional (n=89) community college students.Results confirmed a positive relationship between Educational Aspirations and Self Esteem in both groups. Personal skills assessment was not related to educational aspiration in returning students.

Rajput (1992) conducted a study on Educational Aspiration and academic achievement of secondary school students –Effect of certain family factors. The sample consisted of the students of class XI to XII of higher secondary schools of the Garhwal region, covering male as well as female students belonging to urban and rural areas. The result reveals that the Educational Aspiration of students was influenced positively by their parental encouragement.

Ved prakash (1995) conducted a study on Educational Aspirations school adjustment and values of plus two arts and science male students in relation to environment. Stratified sampling was used in 400 students covering 200 from science and 200 from arts group were selected. The sample was confined to only male students of plus two levels. The tools used include educational aspiration scale, school adjustment inventory, study of values scale and school environment scale. The collected data were treated using mean, standard deviation and ‘t’. The results revealed the relationship between Educational Aspiration and school climate was positive and significant and in case of Educational Aspiration students belonging to rich school environment were significantly higher social value than their counterparts, from poor school environment groups. Students belonging to rich school environment differed significantly from that of poor school environment. Plus two science students have significantly better Educational Aspiration and arts counterparts have comparatively less.

Debra (1997) reported a study on African American females and put forward a theory of Educational Aspiration. Results indicate that aspiration is a difficult concept to define.

Ransey .D.Koo(1998) examined the relationship between Educational Aspiration, cross cultural sensitivity and field of study of Chinese student teachers at the university of Macau.The results reveal that there were significant relationship among cross cultural sensitivity and Educational Aspiration.

Family background, adolescents Educational Aspiration and Australian young adults educational attainment was a study conducted by Kevin Morjoribanks(2005). In this study relationships were examined between Educational Aspiration and educational attainment for Australian young adults from different ethnic and social backgrounds. 3,547 women and 3,264 male young adults were participated. The results indicates that family background and adolescent participations combined to have large associations with young adults educational attainment there were gender differences in the linear and curvilinear nature of relationship among family background, adolescents aspirations and young adults attainment and for young adults from lower social status families there were ethnic differences in attainment at all aspiration levels, where as for young adults from higher social status families, ethnic groups differences in attainment were minimized at high aspiration levels.

Simons (2007) studied the effect of neighborhood context on the college aspirations of American African adolescents. The results shows that concentrated neighborhood disadvantage exert a significant influence on college aspirations even when accounting for the micro level context of adolescents. Overall, the findings suggest that living in a disadvantaged context lowers Educational Aspiration.

Ahmavaara *et al*.(2007) studied the effect of selective schooling and self concept on adolescents academic aspiration-An examination of Dweck’s self theory. The finding shows that aspiration is predicted directly by gender, school type, and type of intelligence theory. Intelligence theory also effects aspirations indirectly with effects being mediated by perceived academic performance, confidence and Self Esteem

Strand and Winston (2008) conducted a study on Educational Aspirations in Inner city schools. The results are discussed in relation to theories of aspiration which stress its nature as a cultural capacity.

Salami (2008) examines the roles of personality, vocational interests, academic achievement and some socio-cultural factors in Educational Aspirations of secondary school students in southwestern Nigeria. A survey research was conducted and the sample comprised 220 male and 210 females’ secondary school students. Hierarchal multiple regression analysis was used to analyze the data. The result reveals that specific personality; interest dimensions, academic achievement, socio-economic status and demands from extended family were significantly related to the students Educational Aspirations.

Belanger *et al.* (2009) explores the ability of students to achieve their optimistic educational scenario (aspirations) and to provide contextual information on the factors which may have influenced their failure to do so with a large sample of approximately 20,000 respondents from a government longitudinal database. The youth in Transition Survey (YITS) was designed for measure, every two years, major transitions in youth people’s lives with respect to education training, and work.

Jacob (2010) examines the role of educational expectations in the educational attainment process. The research work was done by analyzing educational aspirations. For the conceptual framework of the study researcher focused the literatures of Educational Aspirations.

**2:3 THEORETICAL OVERVIEW OF SELF ESTEEM**

Self Esteem is an oldest concept in the field of psychology. The term Self Esteem was introduced by William James in 1890. It involves one’s mental perception of one’s qualities, not of one’s physical features.

Brookover (1964) explained Self Esteem in the context of education and has been found that it is positively associated with academic achievement.

Maurice Rosenberg(1965) defined Self Esteem in terms of a stable sense of personal worth or worthiness, measurable by self report testing. Rosenberg defined Self Esteem is the evaluation which the individual makes customarily maintained with regards to himself, expressed as an attitude of approval or disapproval.

According to Coopersmith (1967) Self Esteem is a personal judgment of worthiness that is expressed in the attitudes that individual hold towards himself. It is a subjective experience, which the individual conveys by verbal reports and other expressive behaviour.

Nathaniel Branden in 1969 described that Self Esteem is a basic human need and it is an automatic and inevitable consequence of the sum of individuals choices in using their consciousness. He also mentioned that Self Esteem makes an essential contribution to the life process and it is the indispensable to normal and healthy self development, and has a value for survival.

Maslow described two kinds of esteem needs – the need for respect from others and the need for self respect. Without the fulfillment of these needs, an individual feels discouraged, and may feel inferior.

Ogier, Hornby considered Self Esteem is highly related with a wide variety of behaviors and attitudes in both academic and non academic aspects.

Lau (1985) found that family and classroom environments are two factors which are most strongly related to pupils Self Esteem.

Fox (2000) reported that high Self Esteem is associated with choice, persistence, and success in a broad range of achievement and health related behaviours.

Barry (2002) states that student well being was measured in terms of Self Esteem. Jo Ann Abe(2004) examined that self esteem was the strongest predictor of emotional distress of students.

Lusa and Pereira (2007) found that Self Esteem as an aspect of great relevance in the life of each person, as it contributes to a satisfying existence. Self Esteem is a human need, it is comprised of internal and external factors, resulting in a dynamic and multi dimensional process that is built and rebuilt along the life cycle.

Illies *et al.*(2007) viewed that Self Esteem moderates individuals affective reactions to feedback.

**2:3:1 Meaning of Self Esteem**

It is the idea about ourselves or our opinion of ourselves. Self Esteem is the judgment and attitude an individual holds towards himself. It is a relatively permanent positive or negative trait as a person encounters success and failure in daily life.

**2:3:2 Self Esteem aspect of one’s life**

Self Esteem has an important relevance in the life of each person, as it contributes to a satisfying existence. It is a human need and an essential factor in the educational process of every person. In the field of education providing the means for students to achieve a positive self esteem provides courage to face challenging and difficult situations. People with high Self Esteem are generally optimistic and they lead a purposeful life. A person with low Self Esteem feels unworthy, incapable and incompetent. According to the Self Theory of Carl Roger, and others Self Esteem plays an important role for our wellbeing. Self Esteem also can be considered as an acquired trait than an innate one. Because other peoples reaction may influence our self worth. But we are the final authority of our Self Esteem.

**2:3:3 Factors affecting Self Esteem**

Believe in ourselves are very important. It gives confidence and feels secure. Self Esteem is a major component in determining success or failure. As a teacher it should be noted that always remain supportive and be a facilitator in all the difficulties of a child. It will make sure that a trust, strength, and a sense of belongingness. Self Image, Self worth, Self confidence, Self control, Self assertion, and Self actualization, etc are the factors the affects persons Self Esteem

**2:3:4 Components of Self Esteem**

For healthy Self Esteem, a person need to develop or acquire some or all of the following characteristics.

1. A sense of security
2. A sense of belongingness
3. A sense of purpose
4. A sense of personal competence and pride
5. A sense of trust
6. A sense of responsibility
7. A sense of contribution
8. A sense of making real choices and decisions
9. A sense of self discipline and self control
10. A sense of encouragement, support and reward
11. A sense of accepting mistakes and failure
12. A sense of family self esteem

**2:3:5 Measuring Self Esteem**

Coopersmith (1981) measured self esteem by self esteem inventory. It was developed as a 50 items instrument worded for the children between the ages of 8 and 10 years. The instrument contained four subscales. 26 items concerned with global self esteem, 8 items with social self and peers, 8 items concerned with home and parents and 8 items with school and academic matters.

Rosenberg(1965) introduced a self esteem scale. Karunanidhi(1996) constructed and standardized a self esteem inventory contains 82 items based on the Self Esteem theory. The tool consists of both positive and negative items. The statements are simple, clear, direct to the point.

**2:4 Studies related to Self Esteem**

Thomas and sanandaraj(1982) aimed at determining the extent of relation between scores on self esteem and academic achievement. The study was conducted on370 students. Pearson’s r and t have been used for statistical analysis. The result indicated that there is significant positive relationship between the variables under study. The study further revealed that high achievers differ significantly from low achievers in self esteem at 0.01 level.

Verma and ashore (1988) attempted to study the relationship between self esteem and academic achievement of male and female adolescents. The study was conducted on a sample of 50 male and 50 female adolescents of 10th class. The finding revealed that non-significant positive relationship between self esteem and academic achievement of male and female adolescents. There is no significant difference between high and low self esteem group of male and female adolescents. There is no significant difference between high and low self esteem group of male and female adolescent on academic achievement.

Vinutha *et al.* (1989) studied self esteem in ninth standard children by using the culture free self esteem inventory of Battle (1981) from A, was administered to a sample of 184 girls and 184 boys. The results showed high self esteem for boys and girls. Boys have significantly high self esteem on general social and academic self esteem than girls. Girls have less self esteem than that of boys.

Karunanidhi *et al*. (1995) aimed to find the effect of perceived problems on self esteem and gender differences. Results revealed that girls perceived less number of problems and high self esteem than boys. Both boys and girls have scored high global self esteem and low on physical self esteem. Overall self esteem was found to be high for girls than for boys. There was a significant relationship between perceived problems and self esteem. Adjustment to school work and teaching procedures were found to be predictors of self esteem among girls.

Greenberg *et al*. (1993) conducted a study to assess the proposition that self esteem serves an anxiety buffering function. In the study it was hypothesized that raising self esteem would reduce anxiety in response to vivid images of death in support of the hypothesis, samples who received positive personality feed back reported less anxiety in response to a video about death than did neutral feedback samples. In studies 2 and 3 it was hypothesized that increasing self esteem would reduce anxiety among individuals anticipating painful shock. Consistent with this hypothesis, both success and positive personality feedback reduced samples psychological arousal in response to subsequent that of shock. Thus converging evidence of an anxiety buffering functional of self esteem was obtained.

Pricilla and Karunanidhi(1996) had attempted to find out the influence of self –disclosure on self esteem, interpersonal communication and apprehension among high school students (36 boys and 31 girls ) belonging to middle class income group. Self disclosure inventory, interpersonal communication inventory, self esteem questionnaire and apprehension questionnaire were used. The data was analyzed using coefficient of correlation and ‘t’ test. The results revealed the influence of self disclosure on self esteem and boys and girls tend to differ on the level of self disclosure, Self esteemed interpersonal communication.

Johnson (1997) documented that juvenile delinquent not only had low self esteem, they also had significantly lower reading skills and achievements. Juvenile delinquency prevention programs often fail because they overlook the crucial element of self esteem and its impact on riding eloquent behaviour.

Vasuki and Reddy (1997) conducted a study of self esteem of single children among the school boys and girls. The sample consisted of 40 school students, of which 20 were boys and 20 were girls. Incidental sampling techniques were used. The self esteem inventory was administered to all 40 students individually with the help of their parents. Responses scored, and the results revealed that most of single children had high self esteem.

Amarjith Kaur et al. (1998) conducted a study of teaching skill, locus of control, self esteem and assertiveness of pupil teachers belonging to science and humanity streams. It was conducted comprising of 451 pupil teachers of government college education, chandigarh and Dev samaj college of teacher education , sector 36 –B , chandigarh out of which 235 pupil teachers belonged to humanities and 216 to science stream. It was found that the skill of introducing lesson were higher in pupil teacher belonging to humanities stream, where as skill of fluency in questioning , science and non verbal cues and total of skill were higher in pupil teachers belonging to science stream. Pupil teachers belonging to humanities stream are less assertive than that of pupil teachers belonging to science stream and pupil teachers with internal locus of control have high self esteem and have high assertiveness and pupil teachers with high self esteem have high assertiveness.

Watkins and Dong(2000) tried to assess the self esteem of Chinese school children. Self description questionnaire was used to 231 Chinese 12-13 year old students are reported. The item scale correlates and reliability co-efficient obtained were impressive. Factor analysis generally supported both the specific facets of the SQ-1 and the existence of an underlying general self concept factor. These results are then considered in relation to other evidence of the cross cultural validity of both the SDQ-1 and the Shavelson model of the self. Tentative comparisons, of the Chinese means to those of previously reported Australian, Filipino, Nepalese and Nigerian children of the same age indicated that there was a tendency for the Australians and the Nigerians to have relatively higher non-academic self esteem than the other nationalities. The Nigerians seemed to have significantly higher opinions of the physical appearance than did the other nationalities.

Martins *et al*.(2002)tries to analyze what strategies are pursued in order to protect self-esteem when it is threatened by a negative self-evaluation of school competence. Participants were 838 secondary-school students from the seventh to the ninth grades. Data were collected using Harter’s Self-Perception Profile for Adolescents, together with a Scale of Attitudes towards School. The results show that there are significant differences between the self-esteem enjoyed by successful and unsuccessful students in the seventh grade

Parameswari and Elango(2003) conducted a study of relationship of self esteem to quality of life in the context of demographic variables in institutionalized elderly. 100 people formed the sample for the study, which were randomly chosen from 3 different old age homes, in Coimbathore city. Quality of life was measured by using quality of life the MOS short from 36 (ware 1994) and self esteem was measured by using self esteem scale by Rosenberg(1964). The data was analyzed using mean, standard deviation, r and t. From the study it was concluded that self esteem of early people has a significant effect on their quality of life.

Nayagam and Arokiasamy (2004) studied the relation between self esteem and educational aspiration of high and higher secondary school students. The sample comprised 120 students. A self esteem inventory and Educational Aspiration scale were prepared by the investigator. The study revealed that the male students and XII th standards students enjoy higher self esteem than the female Xth standards students.

Beegam (2007) investigated the relationship of Self Esteem and approaches of studying of higher secondary school students. The finding suggested that Self Esteem and Approaches to studying are not depend each other. In rare case it is revealed that a negative relationship exists among these variables.

Ranganathan (2008) conducted a study on self esteem and teaching aptitude of DT.Ed. Students. The major objective is to explore the relationship between self esteem and teaching aptitude of DT.Ed. Students. Sample size was 97 of teacher trainees studying various institutions during 2005-0. t test was used and it was shown that there was a significant positive relationship between high self esteem and teaching aptitude, and there was no significant difference between gender and level of self esteem and teaching aptitude among the trainees.

Asna (2008) examines the influence of self esteem and approaches to studying on achievement in chemistry of higher secondary schools students. The finding shows that the variables examined were influential in determining the Chemistry achievement.

Swarnalatha (2008) conducted a study on the relationship of self esteem and academic achievement of school students. The data was collected from a sample of 400 students (257 boys and 143 girls) of ninth standard. The self esteem Questionnaire (karunanidhi, 1996) was used to measure the self esteem of students. Examination marks were taken as measure of academic achievement. The results show no relationship between self esteem and academic achievement.

**Conclusion**

Survey of literature on Educational Aspiration and Self Esteem gave a wide prospective of the present problem under study. The study related to Educational Aspiration is limited in number in Indian context. Moreover the investigator could not trace any attempt made so far to identify the effect of Educational Aspiration on Self Esteem.

**METHODOLOGY**

Methodology of a study is the key of its validity.The credibility of a research work depends largely upon the aptness of the methods, tools and techniques followed by the researcher in collecting and analyzing the data. A suitable method helps the researcher to carryout work in a systematic way.

The present study is entitled the “Effect of Educational Aspiration on Self Esteem of Higher Secondary School students. It is an attempt to find out the effect of Educational Aspiration on Self Esteem of Higher Secondary School Students. The methodology adopted for the study is described under the following major headlines.

3:1 Variables of the Study

3:2 Objectives of the Study

3:3 Hypotheses of the Study

3:4 Tools used for the study

3:5 Sample selected for the study

3:6 Data collection procedure, Scoring and consolidation of data

3:7 Statistical techniques used for analysis of data

The details of each of the above are given below.

**3:1 VARIABLES OF THE STUDY**

As the invention of the study was to find out the Effect of Educational Aspiration on Self Esteem of Higher Secondary School Students of Calicut and Malappuram districts, the variables of the study are categorized in to two viz; dependent and independent variables. Educational Aspiration is the independent variable and Self Esteem is the dependent variable.

**3.2 OBJECTIVES OF THE STUDY**

The objectives set for the study are the following

3:2:1 To find out whether there is any significant difference in Educational Aspiration of higher secondary school students in the relevant sub samples based on,

1. Gender
2. Locale

c) Type of School Management

3:2:2 To find out whether there is any significant difference in Self Esteem of higher secondary school students in the relevant sub samples based on

1. Gender
2. Locale
3. Type of School Management

3:2:3 To find out the effect of Educational Aspiration on Self Esteem of higher secondary school students for the total sample and sub samples based on,

1. Gender
2. Locale
3. Type of School Management

**3.3 HYPOTHESES OF THE STUDY**

3:3:1 There will be significant difference in the EducationalAspirations of pupils in the sub sample based on

1. Gender
2. Locale
3. Type of School Management

3:3:2 There will be significant difference in Self Esteem of the pupils in the sub samples based on

1. Gender
2. Locale
3. Type of School Management

3:3:3 There will be significant Effect of Educational Aspiration on Self Esteem of higher secondary school students for the total sample and sub sample based on

1. Gender
2. Locale
3. Type of School Management

**3.4 TOOLS USED FOR THE COLLECTION OF DATA**

A researcher will require many data gathering tools or techniques which vary in their complexity design administration and interpretation. “Each tool is appropriate for the collection of certain type of evidence or information. The researcher has to select from the available tools, which will provide adequate data, he/she requires for testing of the hypotheses. In some situations, he/she may find that existing research tools do not suit his purpose and so he/she may modify them or construct his/her own”(Kaul; 1997)

For the present study Self Esteem is the dependent variable and to assess this investigator adopted the Self Esteem inventory prepared and standardized by Koya & Beegum, 2007. For measuring dependent variable Educational Aspiration, the investigator developed a scale on Educational Aspiration with the help of her supervising teacher.

**3:4:1 Construction and Standardization of Educational Aspiration Scale**

The procedure of construction and Standardization of Educational Aspiration Scale is described under the following headlines

3:4:1:1 Planning of the scale

3:4:1:2 Preparation of the scale

3:4:1:3 Tryout of the scale

3:4:1:4 Finalization of the Scale

**3:4:1:1 Planning of the scale**

For the preparation of Educational Aspiration scale the investigator made an extensive study on the features of Educational Aspiration and its components. The available literature shows that mainly 11 features constitute the Educational Aspiration. In the present study investigator has identified 11 major components.

* Attitude
* Motivation
* Family-background
* Socio-economic background
* Academic history
* Ability level and perceived behavior control
* Peer groups
* Teachers and parents supports
* Commitment to schooling
* Parents education
* Influence of media

**3:4:1:2 Preparation of the scale**

The test items were prepared in accordance with components involved in Educational Aspiration. After preparing the test item the investigator has consulted with experts and in accordance with their opinion she avoided vague items and initially prepared 59 items.

**3:4:1:3 Tryout of the scale**

Try out of the first draft was done in order to select valid items for the final scale.

1. Sample selected for the tryout sample: - For this the scale was administrated to a selected group of 370 students of higher secondary school, using stratified sampling technique giving due representation to gender, locale, type of management and faculty. Proper instructions were given regarding to method of responding. The response sheets were scored according to the scoring scheme.
2. Scoring of tryout of the scale: - The sheets were scored using the scoring scheme. Statements of each positive item has give possible responses viz; strongly agree, agree, undecided, disagree, and strongly disagree. Scores 5,4,3,2, and 1 were given to each positive item. For each negative item the scores were given 1,2,3,4, and 5 respectively according to reverse scoring procedure. The scores of the individual items were summed to give total scores of the students for the try out section.

**3:4:1:4 Finalization of the Scale**

For the finalization of scale item analysis was done the procedure suggested by Edwards (1997) was followed. The scored response sheets were arranged in the descending order on the basis of scores obtained. Then the subjects having top 27% and low 27% scores were taken as high and low group respectively. Under each group, the scores obtained for each individual for each item were presented in a chart, the number of pupil making strongly agree, agree, undecided, disagree, strongly disagree were calculated and presented in the form of a frequently distribution. For each item the mean, and standard deviation were calculated. The t value of each statement was calculated by using the formula



**(Garret, 1998)**

Where,

 = The Mean response score obtained on a given statement for the high group

 = The Mean response score obtained on a given statement for Low group

 = The variance of the distribution of the response scores on a given statement for the high group

 = The variance of the distribution of the response scores on a given statement for the low group

N1 = Number of subjects in the high group

N2 = Number of subjects in the low group

The critical ratio obtained for each item together with means and standard deviations of the scores of the groups are given in the Table 3:1

**Table 3:1**

**The critical ratio obtained**

**for each item together with means and standard deviations**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl.No | Low group mean | Low group S.D | High group mean | High group S.D | ‘*t’* value | remarks |
|  | 4.17 | 0.865 | 4.45 | 0.821 | 2.347 | Accepted |
|  | 4.27 | 1.013 | 4.69 | 0.646 | 3.490 | Accepted |
|  | 3.81 | 1.284 | 4.39 | 1.109 | 3.410 | Accepted |
|  | 3.13 | 1.353 | 3.91 | 1.386 | 4.020 | Accepted |
|  | 3.07 | 1.350 | 4.01 | 1.381 | 4.860 | Accepted |
|  | 3.89 | 1.270 | 4.48 | 1.029 | 3.600 | Accepted |
|  | 3.99 | 1.114 | 4.43 | 1.096 | 1.980 | Accepted |
|  | 2.89 | 1.262 | 4.04 | 1.286 | 6.380 | Accepted |
|  | 3.38 | 1.346 | 4.06 | 1.290 | 3.640 | Accepted |
|  | 3.84 | 1.330 | 4.47 | 1.040 | 3.700 | Accepted |
|  | 3.40 | 1.270 | 4.27 | 1.160 | 5.000 | Accepted |
|  | 4.06 | 0.930 | 4.53 | 0.820 | 3.700 | Accepted |
|  | 4.14 | 0.980 | 4.43 | 0.790 | 2.200 | Accepted |
|  | 3.96 | 1.070 | 4.32 | 0.980 | 2.400 | Accepted |
|  | 3.77 | 1.050 | 4.28 | 0.940 | 3.600 | Accepted |
|  | 3.47 | 1.201 | 4.31 | 1.021 | 5.320 | Accepted |
|  | 3.54 | 1.305 | 4.15 | 1.200 | 3.430 | Accepted |
|  | 4.42 | 0.843 | 4.49 | 0.890 | 0.560 | Rejected |
|  | 4.10 | 0.915 | 4.53 | 0.750 | 3.610 | Accepted |
|  | 3.72 | 1.110 | 4.32 | 0.920 | 4.170 | Accepted |
|  | 4.08 | 1.031 | 4.29 | 0.930 | 1.500 | Rejected |
|  | 3.63 | 1.050 | 4.28 | 0.990 | 4.490 | Accepted |
|  | 4.03 | 1.039 | 4.46 | 0.770 | 3.320 | Accepted |
|  | 3.71 | 1.273 | 4.27 | 1.070 | 3.360 | Accepted |
|  | 3.74 | 1.115 | 4.31 | 1.001 | 3.800 | Accepted |
|  | 4.08 | 1.060 | 4.56 | 0.680 | 3.790 | Accepted |
|  | 3.83 | 1.101 | 4.55 | 0.750 | 5.380 | Accepted |
|  | 3.88 | 0.956 | 4.32 | 1.030 | 3.120 | Accepted |
|  | 4.06 | 1.023 | 4.49 | 0.710 | 3.440 | Accepted |
|  | 4.19 | 1.011 | 4.52 | 0.830 | 2.510 | Accepted |
|  | 3.65 | 1.113 | 4.22 | 1.030 | 3.750 | Accepted |
|  | 3.56 | 1.085 | 4.26 | 0.940 | 4.850 | Accepted |
|  | 3.49 | 1.190 | 4.34 | 0.966 | 5.500 | Accepted |
|  | 3.71 | 1.140 | 4.08 | 1.220 | 2.200 | Accepted |
|  | 3.11 | 1.080 | 4.54 | 0.830 | 3.140 | Accepted |
|  | 3.72 | 1.120 | 4.25 | 1.980 | 3.500 | Accepted |
|  | 3.45 | 0.990 | 4.16 | 0.980 | 5.060 | Accepted |
|  | 3.63 | 1.353 | 4.23 | 0.917 | 3.586 | Accepted |
|  | 3.98 | 0.953 | 4.31 | 1.066 | 2.493 | Accepted |
|  | 3.96 | 0.875 | 4.21 | 0.927 | 1.812 | Rejected |
|  | 4.25 | 0.770 | 4.26 | 0.694 | 0.082 | Rejected |
|  | 3.98 | 0.963 | 4.39 | 0.796 | 3.450 | Accepted |
|  | 4.11 | 0.952 | 4.15 | 0.799 | 0.322 | Rejected |
|  | 4.02 | 0.004 | 4.26 | 0.827 | 1.869 | Rejected |
|  | 3.72 | 0.995 | 4.11 | 0.752 | 3.012 | Accepted |
|  | 4.02 | 1.014 | 4.33 | 0.764 | 2.453 | Accepted |
|  | 4.17 | 0.853 | 4.39 | 0.688 | 1.920 | Rejected |
|  | 4.13 | 0.917 | 4.47 | 0.603 | 2.960 | Accepted |
|  | 4.12 | 0.987 | 4.60 | 0.805 | 4.148 | Accepted |
|  | 3.63 | 1.244 | 4.41 | 0.805 | 5.262 | Accepted |
|  | 3.88 | 1.017 | 4.35 | 0.868 | 3.511 | Accepted |
|  | 4.10 | 0.904 | 4.42 | 0.767 | 2.690 | Accepted |
|  | 3.89 | 0.983 | 4.05 | 1.137 | 1.060 | Rejected |
|  | 3.87 | 0.981 | 4.37 | 0.860 | 3.830 | Accepted |
|  | 3.81 | 1.003 | 4.31 | 0.849 | 3.740 | Accepted |
|  | 3.84 | 0.906 | 4.47 | 0.702 | 5.490 | Accepted |
|  | 4.12 | 0.856 | 4.40 | 0.791 | 2.401 | Accepted |
|  | 3.85 | 1.018 | 4.47 | 0.822 | 4.730 | Accepted |
|  | 3.80 | 1.054 | 4.01 | 1.077 | 1.393 | Rejected |

The investigator selected statements with ‘*t’* value equal or greater than 1.96. Thus 9 items were rejected. So there were included 50 items in the final Educational Aspiration Scale. A copy of Educational Aspiration Scale is given as appendix I.

**3:4:2 Reliability**

Reliability of a test is its ability to yield consistent result from one set measure to another. According to Best (1996), “reliability is the degree of consistency that the instrument or procedure demonstrates whatever it is measuring it does so consistently”.

The investigator used test-retest method to find out the reliability of the test.

Repetition of a test is the simplest method of determining agreement between two sets of scores. The test is given and repeated on the same group and the correlation is computed between the first and second sets of scores. (Garret, 2004).

The two sets of scores thus obtained and then they are tabulated and their statistical correlation determined. Higher the correlation more the reliability. Reliability of the scale was estimated by test-retest method on a sample of 40 students with a gap of 3 weeks. The reliability co-efficient was found by using the formula,



Where,

 = Sum of the X scores

 = Sum of the Y scores

 = Sum of the squared X score

 = Sum of the squared Y score

 = Sum of the product Y paired X and Y scores

N = Number of paired scores

The reliability of the test was found to be 0.439. Which indicates that the test is moderately reliable.

**3:4:3 Validity**

According to Best and Khan (2007) Validity is that quality of a data gathering instrument or procedure that enables it to measure what it is supposed to measure. The investigator referred text books, reference books, and other related materials to prepare the tool. This was prepared and finalized in consultation with experts and established content validity.

**3:5 SAMPLE SELECTED FOR THE STUDY**

The present study is conduct among higher secondary school students. The size of the population is huge, and so it is impossible and impracticable to study the population characteristics as such therefore it was decided to take representative sample of the population which determines the extent of generalizability of the result obtained through this study. In selecting the sample investigator had to consider three major aspects viz; Sampling technique, Factors represented, and the Size of the sample.

**3:5:1 Sampling technique**

More important than the size is the care with which the sample is selected. The population consists of large number of students belonging to different strata, like gender of the students, locale of the school, type of management of school, faculty of the students etc. So it is advisable to sub divide the population in to smaller homogeneous groups to get more accurate representation.

The investigator adopted stratified sampling, on the assumption that it will be a true representation of the population. According to Garret (1996) when the population is composed of sub groups or strata of different size and stratified sampling method is applicable. It is used to ensure the representation of whole population and to avoid bias.

**3:5:2 Factors represented in the sample**

For the present study the investigator considered the following factors as strata from which the necessary sample was drawn.

3:5:2:1 Gender of the subject (Male/Female)

3:5:2:2 Locale of the school (Rural/Urban)

3:5:2:3 Type of management of school (Government/Aided)

3:5:2:4 Faculty (Science/Commerce/Humanities)

**3:5:2:1 Gender of the subject**

It is an established fact that gender of the subjects is one of the important factors that influences various traits of the students. In this study number of boys and girls are taken comparatively same that is in the proportion 1:1

**3:5:2:2 Locale of the school**

Many studies have revealed that locale of the school is related with the student performance. Moreover percentage of success in secondary school leaving certificate examination shows that location of the school influences the achievement of students to a considerable extent. In this study the proportion decided for rural and urban schools was 10:4

**3:5:2:3 Type of management of school**

Based on the agencies which run the schools in Kerala, there are mainly two categories of schools.

1. Schools which are directly managed by government, through director of public instruction.
2. Aided schools which are managed by private agencies.

Investigator included sample from Government and Aided schools in the proportion 10:4

**3:5:2:4 Faculty**

The curriculum of higher secondary schools, consists of three major divisions; science, humanities, and commerce batches. The investigator decided to take batches like the ratio science: commerce: humanities =1:1:1

**3:5:3 Size of the sample**

The study was proposed to be conducted on a representative sample of 720 pupils of Malappuram and Kozhikode districts. The investigator selected 10 Government and 4 Aided schools out of which 10 schools were from rural area and 4 were from urban area. The details of sample distribution considered for the study are given in table 3:2

**Table 3:2**

**Break up of the Basel sample on the basis of sub samples**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Sub samples | Gender | | Type  of management | | Locale | | Faculty | | |
| Male | Female | Govt | Aided | Urban | Rural | Science | Commerce | Humanities |
| 342 | 388 | 522 | 208 | 258 | 472 | 216 | 176 | 338 |
| Total | 730 | | 730 | | 730 | | 730 | | |

**Table 3:3**

**Details of school-wise distribution**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Sl. No | Name  of school | Type  of management | Locale | Faculty | No of students | | Total |
| Male | Female |
| 1 | GVHSS, Cheruvannur | Govt. | Rural | Humanities | 11 | 32 | 43 |
| 2 | GVHSS, Feroke | Govt. | Rural | Science | 24 | 34 | 58 |
| 3 | U.H.H.S.S  Chalium | Aided | Rural | Commerce | 29 | 30 | 59 |
| 4 | GBHSS,  Parayanchery | Govt. | Urban | Humanities | 39 | 8 | 47 |
| 5 | GVHSS,  Beypore | Govt. | Rural | Humanities | 29 | 23 | 52 |
| 6 | GHSS,Medical college campus | Govt. | Urban | Science | 20 | 35 | 55 |
| 7 | GVHSS,  Meenchanda | Govt. | Rural | Humanities | 30 | 24 | 54 |
| 8 | MVHSS,  Ariyallur | Aided | Rural | Science | 15 | 32 | 47 |
| 9 | University Campus | Govt. | Urban | Science | 41 | 10 | 51 |
| 10 | G.M.H.S.S  University Campus | Govt. | Urban | Humanities | 21 | 18 | 39 |
| 11 | GHSS,  Peruvallur | Govt. | Rural | Commerce | 38 | 18 | 56 |
| 12 | V.P.K.M.H.S.S  Pallikkal | Aided | Rural | Humanities | 19 | 34 | 53 |
| 13 | GHSS,Chelari | Govt. | Urban | Commerce | 22 | 34 | 56 |
| 14 | CBHSS  Vallikunnu | Aided | Rural | Humanities | 15 | 35 | 50 |

**3:6 DATA COLLECTION PROCEDURE, SCORING AND CONSOLIDATION OF DATA**

**3:6:1 Administration of the tool**

After sample selection the investigator contacted concerned institutions and sought permission to administer the test. Before the administration the investigator explained significance of the study, necessary instructions were given to the students to fill the tool, in fixed time duration. The investigator carefully clarified the doubts of the students.

When the test was over, the investigator collected the response sheets and separated them in to two parts as male and female. After completing the data collection all answer sheets were arranged according to the subgroups in order to facilitate initial statistical processing.

**3:6:2 Scoring and Consolidation of data**

Before scoring the response sheet the entire sheet with incomplete data were deleted. This resulted in a rejection of 30 answer sheet from the Basel sample. The final sample of the study was reduced to 720 students of higher secondary school. The breakup of final sample is given in table 3:4

The investigator scored the response sheets according to the scoring scheme prepared. The Educational Aspiration scale scheme prepared. The Educational Aspiration scale contains both positive and negative items. The response of the positive statements strongly agree, agree, undecided, disagree, strongly disagree was provided with scores 5,4,3,2, and 1 respectively. The negative statements were scored reversely. Maximum of 250 marks can be scored for the Educational Aspiration Scale. The Self Esteem inventory contains 55 items. For the positive items always, mostly, sometimes, rarely, and never which were scored 5,4,3,2 and 1 respectively. Negatives items are scored inversely. Maximum of 275 marks can be scored for the self esteem inventory.

The data thus collected considering Gender, Locale of the school, and Type of management of the school, Faculty of the students were consolidated for the purpose of analysis. Thus the consolidated data was analyzed with the help of statistical package for social sciences (SPSS).

**Table 3:4**

**Break up of the Final sample on the basis of sub samples**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Sub samples | Gender | | Type  of management | | Locale | | Faculty | | |
| Male | Female | Govt | Aided | Urban | Rural | Science | Commerce | Humanities |
| 342 | 378 | 520 | 200 | 255 | 465 | 211 | 171 | 338 |
| Total | 720 | | 720 | | 720 | | 720 | | |

**3:7 STATISTICAL TECHNIQUES USED**

The scored obtained from 720 pupils were subjected to statistical treatment. The various statistical techniques used in the present study included.

* Preliminary Analysis
* Test of significance of difference between Means for large independent sample.
* One-Way Analysis of Variance

**ANALYSIS AND INTERPRETATION**

This chapter deals with the statistical analysis and information of collected data. According to Good (1959) “Analysis is a process which enter into research in one form or another form the very beginning. It may be fair to say that research consists of two large steps the gathering of data and the analysis of these data, but no amount of analysis in validity extract from the data factors which are not present”.

The process of analysis, interpretation and generalization involves organization, editing, classifying and tabulating the data. Analysis of data means studying and tabulating the data. Further it helps the investigator to interpret the data. This will lead to a meaningful conclusion to the study. The process of interpretation is essentially one of stating what the result show, their meaning and significance. The present study is an attempt to explore the effect of Educational Aspiration on Self Esteem of higher secondary school students of Calicut and Malappuram districts. The analysis of data has been on keeping in view the objectives and hypothesis of the present investigation.

The details of statistical analysis and its results are presented in the following headlines.

4:1 Preliminary Analysis

4:2 Investigation of Mean Difference

4:3 Major Analysis

**4:1 PRELIMINARY ANALYSIS**

As a preliminary analysis the distribution of scores of independent and dependent variables were examined. The important statistical constants like Mean, Median, Mode, Standard Deviation, Skewness, and Kurtosis were computed for the total sample and sub samples. This was done to see whether the variables were normally distributed or not.

Details of statistical constant of two variables Educational Aspiration and Self Esteem for total sample and sub samples based on Gender, Locale, Type of Management are presented in Table 4:1

**Table 4:1**

**Statistical characterization**

**of the variables for the Total sample and Sub samples**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Sample | Variable | Mean | Median | Mode | S.D. | Skewnes | Kurtosis |
| Total sample N=721 | Educational Aspiration | 231.545 | 230 | 226.90 | 19.46 | 0.239 | 0.782 |
| Self Esteem | 213.17 | 213 | 212.65 | 14.19 | 0.134 | 0.565 |
| Male N = 342 | Educational Aspiration | 228.56 | 227 | 223.87 | 19.95 | 0.305 | 0.771 |
| Self Esteem | 212.30 | 212 | 211.39 | 14.22 | 0.284 | 0.984 |
| Female N= 379 | Educational Aspiration | 234.23 | 234 | 233.52 | 18.63 | 0.246 | 0.936 |
| Self Esteem | 213.96 | 214 | 214.07 | 14.14 | 0.005 | 0.276 |
| Urban N= 255 | Educational Aspiration | 232.69 | 233 | 233.60 | 18.32 | 0.137 | 0.232 |
| Self Esteem | 210.99 | 210 | 208.01 | 14.01 | 0.006 | 0.221 |
| Rural  N= 466 | Educational Aspiration | 230.91 | 229 | 225.171 | 20.05 | 0.298 | 0.999 |
| Self Esteem | 214.36 | 214 | 213.26 | 14.16 | 0.208 | 0.941 |
| Govt.  N=520 | Educational Aspiration | 234.45 | 233 | 230.08 | 18.64 | 0.452 | 0.623 |
| Self Esteem | 212.86 | 213 | 213.26 | 14.35 | 0.023 | 0.043 |
| Aided N=201 | Educational Aspiration | 224.005 | 225 | 226.99 | 19.55 | 0.016 | 0.786 |
| Self Esteem | 213.97 | 214 | 214.04 | 13.76 | 0.479 | 2.397 |

The table 4:1 shows that the value of Mean, Median, and Mode for the variable Self Esteem are 213.17, 213 and 212.65 respectively. These are almost equal which shows the normality of distribution. The obtained skewness is 0.134 which close to zero indicates the distribution is symmetrical. The value of kurtosis is 0.565(>0.263) which suggest that the distribution is platikurtic. The above discussion shows that the distribution of the variable Self Esteem is almost normal.

Graphical representation of the variable Educational Aspiration and Self Esteem of higher secondary school students for the total sample are presented in figure 4:1 and 4:2



**FIGURE: 4.1** **Smoothed frequency curve of Educational Aspiration**



**FIGURE : 4.2 Smoothed frequency curve of Self Esteem 4:2 INVESTIGATION OF MEAN DIFFERENCE**

In this part of analysis, investigation of Gender, Locale, Type of Management, Faculty difference for the independent variable Educational Aspiration and dependent variable Self Esteem were computed. The intention was to find out whether any significant difference exists in the mean scores of Educational Aspiration and Self Esteem of Male and Female, Rural and Urban, Government and Aided sample. For this purpose mean and standard deviation of the variables were calculated separately and were subjected to two tailed test of significance difference. The whole sample was treated as large and independent sample.

**4:2:1 INVESTIGATION OF GENDER DIFFERENCE IN EDUCATIONAL ASPIRATION**

To find out whether there exist significant difference in the Educational Aspiration between Male and Female. The mean scores of the two samples were compared using two tailed test of significance. Data and results of comparison is given in Table 4:2

**Table 4:2**

**Data and Results of the**

**Test of Significance of Difference in the Mean Scores**

**of Educational Aspiration between Male and Female Sample**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Variable Compared | Group compared | | | | | | Critical ratio |
| Male | | | Female | | |
| N1 | M1 | σ1 | N2 | M2 | σ2 | t=3.94 |
| Educational Aspiration | 342 | 228.56 | 19.95 | 379 | 234.23 | 18.6 |

The ‘t’ value obtained is 3.94 . This value is greater than the table value (1.96) required for significance at 0.05 level.

**DISCUSSION**

The result of the test of significance of difference shows that there is significant difference in the mean scores of Educational Aspiration between Male and Female pupils. It means that Male and Female pupil are not identical in their Educational Aspiration. The mean scores obtained for Female sample (234.23) is greater than the value obtained for Male sample (228.56). This further suggests that the Female students Educational Aspiration is higher than that of Male.

**4:2:2 INVESTIGATION OF LOCALE DIFFERENCE IN EDUCATIONAL ASPIRATION**

The mean and standard deviations of independent variable Educational Aspiration of Rural and Urban subjects of the total sample were subjected to two tailed test of significance of difference between means. The basic data for test of significance and the obtained critical ratios for Rural and Urban subjects are presented in the Table 4:3

**Table 4:3**

**Data and Results of the Test of   
Significance of Difference in the Mean Scores of   
Educational Aspiration between Rural and Urban Students**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Variable Compared | Group compared | | | | | | Critical ratio |
| Rural | | | Urban | | |
| N1 | M1 | σ1 | N2 | M2 | σ2 | t=1.177 |
| Educational Aspiration | 466 | 230.91 | 20.05 | 255 | 232.69 | 18.32 |

The critical ratio obtained is 1.177. This value is less than the table value (1.96) required for significant at 0.05 level.

**DISCUSSION**

The critical ratio less than the table value shows that there is no significant difference in the Educational Aspiration of Rural and Urban school pupil. It means Rural and Urban school pupil are identical in their Educational Aspiration.

**4:2:3 INVESTIGATION OF DIFFERENCE IN THE TYPE OF MANAGEMENT FOR EDUCATIONAL ASPIRATION**

The test of significance for the difference between the mean scores of Government school and Aided school pupils for Educational Aspiration were calculated. The result of the test of significance is presented in the Table 4:4

**Table 4:4**

**Data and Results of the Test of   
Significance of Difference in the Mean Scores of   
Educational Aspiration between Government and Aided school Students**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Variable Compared | Group compared | | | | | | Critical ratio |
| Government | | | Aided | | |
| N1 | M1 | σ1 | N2 | M2 | σ2 | t=6.65 |
| Educational Aspiration | 520 | 234.45 | 18.64 | 201 | 224.005 | 19.55 |

The critical ratio obtained (6.65) is greater than the tabled value ‘t’(1.96) required for significance at 0.05 level.

**DISCUSSION**

The critical ratio 6.65 obtained is greater than the table value 1.96 shows that there is significant difference in the mean scores of Educational aspiration between Government and Aided pupils. The mean score obtained for Government sample is 234.45 and that of Aided is 224.00. It means that Aided and Government school pupils are not identical in their Educational Aspiration. However the high mean score is associated with Government sample. This further indicates that Government students Educational Aspiration is higher than that of Aided Students.

**4:2:4 INVESTIGATION OF GENDER DIFFERENCE IN SELF ESTEEM**

To find out whether there exist significant difference in the Self Esteem between Male and Female, the mean scores of the two samples were compared using two tailed test of significance and the obtained critical ratios for Male and Female subjects are presented in the table 4:5

**Table 4:5**

**Data and Results of the Test of Significance of Difference**

**in the Mean Scores of Self Esteem between Male and Female Students**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Variable Compared | Group compared | | | | | | Critical ratio |
| Male | | | Female | | |
| N1 | M1 | σ1 | N2 | M2 | σ2 | t=1.57 |
| Self Esteem | 342 | 212.30 | 14.22 | 379 | 213.96 | 14.14 |

The critical ratio (1.57) obtained is less than that of the t value (1.96) required for significance at 0.05 level.

**DISCUSSION**

There exist no significant difference in the mean scores of Self Esteem of Male and Female. This shows that Male and Female are identical in their Self Esteem.

**4:2:5 INVESTIGATION OF LOCALE DIFFERENCE IN SELF ESTEEM**

The mean and S.D of dependent variable Self Esteem of Rural and Urban Students of the total sample were subjected to two tailed test of significant difference between means . The basic data for test of significance and the obtained critical ratio for Rural and Urban pupils are presented in Table 4:6

**Table 4:6**

**Data and Results of the Test of Significance of Difference in the**

**Mean Scores of Self Esteem between Rural and Urban school students**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Variable Compared | Group compared | | | | | | Critical ratio |
| Rural | | | Urban | | |
| N1 | M1 | σ1 | N2 | M2 | σ2 | t=3.072 |
| Self Esteem | 466 | 214.36 | 14.16 | 255 | 210.99 | 14.01 |

The critical ratio (3.072) obtained is greater than that of the ‘t’ value (1.96) required for significance at 0.05 level.

**DISCUSSION**

The result of the test of significance of difference shows that there is significant difference in the means scores of Self Esteem between Rural and Urban students. It means that Rural and Urban pupil are not identical in their Self Esteem. The mean scores obtained for Rural pupil 214.36 is greater than the value obtained for Urban students (210.99). This further reveals that the Rural students Self Esteem is higher than that of Urban.

**4:2:6 INVESTIGATION OF DIFFERENCE IN SELF ESTEEM OF STUDENTS IN DIFFERENT TYPE OF MANAGEMENT**

The test of significant for the difference between the mean scores of Self Esteem of Government and Aided pupils were calculated. Data and Results of the test of significance for the difference are presented in Table 4:7

**Table 4:7**

**Data and Results of the Test of   
Significance of Difference in the Mean Scores of   
Self Esteem between Government and Aided school students**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Variable Compared | Group compared | | | | | | Critical ratio |
| Government | | | Aided | | |
| N1 | M1 | σ1 | N2 | M2 | σ2 | t=0.94 |
| Self Esteem | 520 | 212.86 | 14.35 | 201 | 213.97 | 13.7 |

The critical ratio obtained is less than the ‘t’ value required for significance at 0.05 level.

**DISCUSSION**

The obtained critical ratio 0.94 is less than the table value t (1.96) shows that there is no significant difference in the mean scores of Self Esteem between Government and Aided school students. It indicates that Government and Aided school pupils are identical in their Self Esteem.

**4:3 MAJOR ANALYSIS**

This is the core analysis which highlights the identification of the Effect of independent variables Educational Aspiration, on the dependent variable Self Esteem. This part of the chapter is devoted for the detailed techniques of analyzing the data. This is done with a view of investigate the effect of independent variable on the dependent variable. Since there is only one independent variable One Way ANOVA is used.

Before proceeding to ANOVA, the data for analysis is subjected to through examination with a view to know whether the data is sufficient to satisfy the major assumptions suggested by Hays (1973) to carry over the One Way ANOVA procedure. These assumptions were,

* The distribution of the dependent variable in the population from which the sample is drawn, should follow normality.
* The variance in the population from which the samples are drawn are equal.
* The preliminary analysis shows that the variables are following the normal distribution

It is assumed that there exists a homogeneity of variance, since the sample is large (N=720) the basic assumptions for employing ANOVA were satisfied (Ferguson, 1976).

**CLASSIFICATION OF SAMPLE BASED OF INDEPENDENT VARIABLE**

On the basis of independent variable scores the whole sample was classified in to three groups. High educational aspiration group, Average educational aspiration group, Low educational aspiration group.

Subjects having scores of educational aspiration one standard deviation above the mean were treated as high educational aspiration group. Those who have educational aspiration scores, one standard deviation below the mean were treated as low educational aspiration group , and subjects having scores between means plus one standard deviation were considered average educational aspiration group.

In the present study the mean scores of Educational aspiration for the total sample is 231.545 and S.D is 19.46. Therefore the subjects having scores 251 and above (M+1σ) were considered as high educational aspiration group and those having scores 212.08 and below (M-1σ) were considered as low educational aspiration group. Subject whose scores comes between 251 and 212.08 were considered as having average educational aspiration group. The details of numbers of cases lying in high, average, low educational aspiration group for Male, Female, Rural, Urban, Government, Aided are presented in Table 4:8

**Table 4:8**

**Details of number of cases**

**lying in the Three different educational aspiration**

**groups for Male, Female, Rural, Urban, Government, and Aided**

|  |  |  |  |
| --- | --- | --- | --- |
| **sample** | **High**  **educational**  **aspiration** | **Average**  **educational**  **aspiration** | **Low**  **educational aspiration** |
| Male | 38 | 241 | 63 |
| Female | 50 | 285 | 44 |
| Rural | 56 | 335 | 75 |
| Urban | 32 | 191 | 32 |
| Government | 75 | 391 | 54 |
| Aided | 13 | 135 | 53 |

**4:3:1 MAIN EFFECT OF EDUCATIONAL ASPIRATION ON SELF ESTEEM IN TOTAL SAMPLE**

One Way ANOVA was employed for subjects to study and find out the effect of educational aspiration on self esteem of higher secondary school students . The whole computation were done using computer software SPSS

By this technique the sum of squares their degrees of freedom, the mean squares of variance and corresponding F ratios were obtained. In order to ascertain the significance tabled F value were taken from Table F.

In One Way ANOVA, the 3 level of Educational Aspiration were made use of to investigate the group difference in Self Esteem among 3 different educational aspiration group for Male, Female, Rural, Urban, Government, Aided pupils. Follow up analysis were employed.

The data and the result of the Effect of Educational Aspiration on Self Esteem for the Total sample is given in summary of One Way ANOVA Table 4:9

**TABLE 4.9**

**Summary of One-way ANOVA for Self Esteem**

**by Educational Aspiration for the Totals Sample (N = 720)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Source of Variation | Sum of squares | Degrees of freedom | Mean square of variation | F-value | Levels of significance |
| Between groups | 886.2119 | 2 | 443.106 | 2.2063 | NS |
| Within groups | 144195.8 | 718 | 200.8298 |
| Total | 145082 | 720 |  |

NS: Not significant

The F value obtained for the main effect of Educational Aspiration on Self Esteem is 2.2063. The value is less than the table value 3.01 at 0.05 level of significance, for degrees of freedom (2, 718). It suggest that Self Esteem has no significant effect at three levels of Educational Aspiration.

**4:3:2 MAIN EFFECT OF EDUCATIONAL ASPIRATION ON SELF ESTEEM IN SUB SAMPLE MALE**

The data and result of the effect of independent variable Educational Aspiration on Self Esteem for the sub sample Male is given in summary of One Way ANOVA table 4:10

**Table 4:10**

**Summary of One-way ANOVA for Self Esteem by   
Educational Aspiration for the Sub sample Male (N = 342)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Source of Variation | Sum of squares | Degrees of freedom | Mean square of variation | F-value | Levels of significance |
| Between groups | 684.0801 | 2 | 342.040 | 1.697 | NS |
| Within groups | 68301.9 | 339 | 201.480 |
| Total | 68985.98 | 341 |  |

NS: Not significant

The F value obtained for the main effect of Educational Aspiration on Self Esteem for the sub sample Male is 1.697.This value is below than the table value 3.03 at 0.05 level of significance for degrees of freedom (2, 339).

This implies that Educational Aspiration has no effect on Self Esteem of three groups viz, High , Average, Low. Further the different levels of Educational aspiration viz, High educational aspiration, Average educational aspiration, Low educational aspiration do not bring any variable in Self Esteem.

**4:3:3 MAIN EFFECT OF EDUCATIONAL ASPIRATION ON SELF ESTEEM IN SUB SAMPLE FEMALE**

The data and result obtained from the effect of Educational aspiration on Self Esteem for the sub sample female is given in summary of One Way ANOVA table 4:11

**Table 4:11**

**Summary of One-way ANOVA for Self Esteem**

**by Educational Aspiration for the Sub sample Female (N = 378)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Source of Variation | Sum of squares | Degrees of freedom | Mean square of variation | F-value | Levels of significance |
| Between groups | 187.927 | 2 | 93.96368 | 0.4685 | NS |
| Within groups | 75411.55 | 376 | 200.5627 |
| Total | 75599.48 | 378 |  |

NS: Not significant

The F value obtained is 0.46. Which is less than the table value 3.03 at 0.05 level of significance for degrees of freedom 2,376. Hence there is no significant effect of Educational Aspiration on Self Esteem

This implies that Educational Aspiration is not able to discriminate significantly between the Self Esteem of three groups viz, High , Average, Low.

**4:3:4 MAIN EFFECT OF EDUCATIONAL ASPIRATION ON SELF ESTEEM IN SUB SAMPLE RURAL**

It is done with a view to find out the effect of Educational Aspiration on Self Esteem in case of pupil in Rural areas. The results presented in summary is in the table 4:12

**Table 4:12**

**Summary of One-way ANOVA for Self Esteem   
by Educational Aspiration for the Sub sample Rural (N = 465)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Source of Variation | Sum of squares | Degrees of freedom | Mean square of variation | F-value | Levels of significance |
| Between groups | 317.780 | 2 | 158.8901 | 0.7908 | NS |
| Within groups | 93022.73 | 463 | 200.913 |
| Total | 93340.51 | 465 |  |

NS: Not significant

From the table it is implies that the F value obtained is 0.79 is less than the table value 3.02 at 0.05 level of significance for degrees of freedom (2,463). It shows that there is no significant effect of educational aspiration on Self Esteem for the sub sample Rural.

**4:3:5 MAIN EFFECT OF EDUCATIONAL ASPIRATION ON SELF ESTEEM IN SUB SAMPLE URBAN**

The data and result of the effect of dependent variable Educational Aspiration on Self Esteem for the sub sample Urban is given in summary of One Way ANOVA table 4:13

**Table 4:13**

**Summary of One-way ANOVA for Self Esteem   
by Educational Aspiration for the Sub sample Urban (N = 255)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Source of Variation | Sum of squares | Degrees of freedom | Mean square of variation | F-value | Levels of significance |
| Between groups | 1019.853 | 2 | 509.92 | 2.63 | NS |
| Within groups | 48842.13 | 252 | 193.818 |
| Total | 49861.99 | 254 |  |

NS: Not significant

Table 4:13 indicates that the obtained F value is 2.63, which is less than that table value 3.01 at 0.05 level of significance for degrees of freedom 2,252. It suggests that Educational Aspiration has no effect on Self Esteem of three groups viz, High, Average, and Low.

**4:3:6 MAIN EFFECT OF EDUCATIONAL ASPIRATION ON SELF ESTEEM IN SUBSAMPLE GOVERNMENT**

It is done with a view to find out the effect of Educational Aspiration on Self Esteem in case of students in Government managed institutions. The data and result are given in summary of One Way ANOVA is in table 4:14.

**Table 4:14**

**Summary of One-way ANOVA for Self Esteem   
by Educational Aspiration for the Sub sample Government N = 520)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Source of Variation | Sum of squares | Degrees of freedom | Mean square of variation | F-value | Levels of significance |
| Between groups | 9267693 | 2 | 463.3847 | 2.258 | NS |
| Within groups | 106059.8 | 517 | 205.1447 |
| Total | 106986.6 | 519 |  |

NS: Not significant

From the table it is revealed that the F value obtained is 2.25, which is below the table value at 0.05 level of significance for degrees of freedom 2,517. It suggests that Educational Aspiration has no effect on Self Esteem of three groups viz, High, Average, and Low.

**4:3:7 MAIN EFFECT OF EDUCATIONAL ASPIRATION N SELF ESTEEM IN SUB SAMPLE AIDED**

This investigation is done with a view to find out the effect of Educational Aspiration on Self Esteem of Aided management school pupils. The results were presented in the table 4:15

**Table 4:15**

**Summary of One-way ANOVA for Self Esteem   
by Educational Aspiration for the Sub sample Aided (N = 200)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Source of Variation | Sum of squares | Degrees of freedom | Mean square of variation | F-value | Levels of significance |
| Between groups | 252.73 | 2 | 126.367 | 0.66 | NS |
| Within groups | 37664.14 | 198 | 190.222 |
| Total | 37916.87 | 200 |  |

NS: Not significant

It can be interpreted from the table 4:15, that the F value obtained is 0.66, which is below the table value at 0.05 level of significance for degrees of freedom 2,198. It has no effect on Self Esteem of three groups.

**SUMMARY, CONCLUSION, AND FINDINGS**

This chapter provides a retrospective view of the study, major findings, educational implications, and suggestions for further research in this area.

**5:1 STUDY IN RETROSPECT**

The present study is entitled as Effect of Educational Aspiration on Self Esteem of Higher Secondary School students.

**5:2 VARIABLES**

In the present study the investigator treated Educational Aspiration as independent variable, Self Esteem as dependent variable, Gender, Locale, and Type of Management as demographic variables.

**5.3 OBJECTIVES OF THE STUDY**

The objectives set for the study are the following

5:3:1 To find out whether there is any significant difference in Educational Aspiration of higher secondary school students in the relevant sub samples based on,

1. Gender
2. Locale

c) Type of School Management

5:3:2 To find out whether there is any significant difference in Self Esteem of higher secondary school students in the relevant sub samples based on

1. Gender
2. Locale
3. Type of School Management

5:3:3 To find out the effect of Educational Aspiration on Self Esteem of higher secondary school students for the total sample and sub samples based on,

1. Gender
2. Locale
3. Type of School Management

**5:4 HYPOTHESES OF THE STUDY**

5:4:1 There will be significant difference in the EducationalAspirations of pupils in the sub sample based on

1. Gender
2. Locale
3. Type of School Management

5:4:2 There will be significant difference in Self Esteem of the pupils in the sub samples based on

1. Gender
2. Locale
3. Type of School Management

5:4:3 There will be significant Effect of Educational Aspiration on Self Esteem of higher secondary school students for the total sample and sub sample based on

1. Gender
2. Locale
3. Type of School Management

**5.5 METHODOLOGY**

**Sample**

The present study was carried out on a representative sample of 730 students of class XI and XII of higher secondary schools of Malappuram and Kozhikode districts of Kerala State. The final sample taken for the analysis was 720 due to elimination of incomplete data. The sample was drawn by stratified sampling method giving due representation to factors like gender, faculty, locale, type of management of the school,

**Tools used**

The investigator used the following tools for the study.

1. Educational Aspiration Scale (Navami & Koya, 2010)
2. Self Esteem Inventory (Koya & Beegam, 2007)

**Statistical Techniques**

The data were analyzed using the following techniques.

1. Preliminary Analysis
2. Test of Significance difference between Means for large independent sample
3. One Way ANOVA

**5:6 MAJOR FINDINGS OF THE STUDY**

In this study the major findings are given in a summative form. The focus of the study is to find out gender difference in dependent variable and independent variable. Also to find out main effect of Educational Aspiration on self esteem.

1. Mean Difference of Educational Aspiration in sub sample Gender

The analysis shows that the mean difference is significant in Gender and Type of Management for Educational Aspiration. The value obtained for difference between Male and Female is significant (t=3.94) for Educational Aspiration. This suggests that the Educational Aspiration of Male and Female students are not identical. The high mean score associates with female students. This further suggest that the educational aspiration of female students are higher than male students.

1. Mean Difference of Educational Aspiration in sub sample Type of Management

The critical ratio(t= 6.65)is greater than the table value 1.96 at 0.05 level of significance. This shows that there is significant difference in the Educational Aspiration of Government and Aided school students. It means Government and Aided school pupil are not identical in their Educational Aspiration. From the table it is also reveals that the Educational aspiration of Government pupil are higher than that of Aided school students.

1. Mean Difference of Educational Aspiration in sub sample Locale

The critical ratio(1.17) is less than the table value (1.96) shows that there is no significant difference in the Educational Aspiration of Rural and Urban school pupil. It means Rural and Urban school pupil are identical in their Educational Aspiration

1. Mean Difference of Self Esteem in sub sample Locale

The test of significant of difference in the mean scores of Self Esteem between Rural and Urban pupil shows a significant difference. The t value obtained is 3.07.which is greater than the table value (1.96) required for significance at 0.05 level. It indicates that the Rural and Urban pupil are not identical in their self esteem.

1. Mean Difference of Self Esteem in sub sample Gender

The critical ratio (t=1.57) is less than the table value 1.96 at 0.05 level of significance. So there exists no significant difference in the mean scores of Self Esteem of Male and Female. This shows that Male and Female are identical in their Self Esteem

1. Mean difference of Self Esteem in sub sample Type of Management

The critical ratio 0.94 is below than the table value 1.96 shows that there is no significant difference in the Self Esteem of Government and Aided school pupil. It means Government and Aided school pupil are identical in their Self Esteem.

1. The main effect of Educational Aspiration on Self Esteem was found not significant of the total sample(F=2.20, P<0.05 for (2,718) degrees of freedom)
2. The main effect of Educational Aspiration on Self Esteem was found not significant for the sub sample Male (F=1.69, P<0.05 for (2,339) degrees of freedom)
3. The main effect of Educational Aspiration on Self Esteem was found not significant for the sub sample Female (F=0.4685, P<0.05 for (2,376) degrees of freedom).
4. The main effect of Educational Aspiration on Self Esteem was found not significant for the sub sample Rural (F=0.7908,P<0.05 for (2,463) degrees of freedom)
5. The main effect of Educational Aspiration on Self Esteem was found not significant for the sub sample Urban (F=2.630,P<0.05 for (2,252)degrees of freedom)
6. The main effect of Educational Aspiration on Self Esteem was found not significant for the sub sample Government (F= 2.258,P<0.05 for (2,517) degrees of freedom)
7. The main effect of Educational Aspiration on Self Esteem was found not significant for the sub sample Aided(F=0.66,P<0.05, for (2,198) degrees of freedom)

The main effect of Educational Aspiration of Self Esteem was found not significant for the total sample and all the sub samples based on Gender, Locale, Type of Management at 0.05 level. This finding is supported by former study – No significant relationship was find between Self Esteem and Educational Aspiration of non-traditional college students (Prager and Karen,1979).

**5:7 TENABILITY OF HYPOTHESES**

1. Hypothesis I states that there will be significant difference in Educational Aspiration of pupils in the sub sample based on Gender Locale and Type of Management. The result of comparison of Mean Scores indicates that there is significant difference in the Educational Aspiration of Government and Aided (t=6.65).and Male and Female(t=3.94) students.

The result also reveals that there exist no significant difference in the Educational Aspiration of Rural and Urban (t=1.17) pupils. Therefore the hypothesis I is partially accepted.

1. Hypotheses II states that there will be significant difference in the Self Esteem of pupils in the sub sample based on Gender, Locale and Type of Management. The result of comparison of Mean scores of Self Esteem of Urban and Rural school pupils shows that they are not identical in their Self Esteem. There exists significant difference in the Mean Scores of Urban and Rural pupil (t=3.07).

The result also reveals that there exist no significant difference in the Self Esteem of Male and Female students. It also shows no difference between Government and Aided student’s Self Esteem. Therefore the hypothesis II is partially substantiated.

1. Hypothesis III states that there will not be significant effect of Educational Aspiration on Self Esteem of Higher Secondary School students, for the total sample and sub samples based on Gender, Locale, & Type of Management of school. The findings reveal that the main effect of Educational Aspiration on Self Esteem is not significant for the total sample and all the sub sample based on Gender, Locale and Type of Management. There fore the hypothesis III is rejected.

**5:8 EDUCATIONAL IMPLICATIONS**

The present study was to find out the Effect of Educational Aspiration on Self Esteem of Higher Secondary School students in two districts of Kerala, i.e., Malappuram and Kozhikode.

Based on the result obtained from the study some the practical suggestions are offered which will be helpful to improve the existing Educational Aspiration and Self Esteem of Higher Secondary School Students.

1. The finding shows that female student’s educational aspiration is high. Even though there is women empowerment programs which highlights the development of women in the society. It is not reached evenly everywhere. The beneficiaries are only a few. Women empowerment program is now concentrated in higher education and adult education. There is no programmes at higher secondary education level. So the government should implement progammes for the improvement of female students. Government should also provide good infrastructure facilities special vocation programmes especially for girls. The educational environment inside the home should be accelerated, by providing latest technologies in education like internet, computer etc.
2. Government school students Educational Aspiration is higher than that of Aided school students . Most of students belongs to government school have socially poor family background. The facilities enjoy by them in school are at low and meagre.. This may create an urge to become professional in the future. There is tendency to overcome the limitation enjoying y government school students. Another reason is that the teachers in government school are well qualified and they are recruited through open competition like Public Service Commission. The teaching and instruction of these teachers may create high aspiration among the students. So there should be infrastructure facilities provided. Library, Laboratory, Placement cell, Career guidance counselors etc should be work properly.
3. Rural pupil are directed by limited values. Child raring practices are good in rural areas. Competition mentality is comparatively less there. So the pupil from rural areas get more chances for their development. Rural students face not much stress and strain. The effect of Globalization, Liberalization, Privatization more faced by urban students. That treat is less in rural areas. So conflict is less in rural area.. This creates a favorable contusive environment for developing Self Esteem in Rural Students. The Urban students are more technologically drive while compare with poor students. Misuse of technology by urban students may be the cause of their low Self Esteem. Other hand rural students are not ill effected by technology.

**5:9 SUGGESTION FOR FURTHER RESEARCH**

Based on the present study investigator suggests the following area for further research.

1. The same study can be extended to central school, CBSC,ICSC, students.
2. The study can be conducted on vocational secondary students and college students.
3. Present study can be extended to other districts of Kerala
4. Educational Aspiration can be studied with other variable such as perceived parental support, Self Efficacy, Achievement Motivation etc.

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**APPENDIX VIII**

**EDUCATIONAL ASPIRATION SCALE**

**English Response Sheet**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SL/No** | **Strongly agree** | **Agree** | **Un decided** | **Disagree** | **Strongly**  **Dis agree** |  | **SL/No** | **Strongly agree** | **Agree** | **Un decided** | **Disagree** | **Strongly**  **Dis agree** |
| 1 |  |  |  |  |  |  | 26 |  |  |  |  |  |
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| 12 |  |  |  |  |  |  | 37 |  |  |  |  |  |
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| 15 |  |  |  |  |  |  | 40 |  |  |  |  |  |
| 16 |  |  |  |  |  |  | 41 |  |  |  |  |  |
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| 18 |  |  |  |  |  |  | 43 |  |  |  |  |  |
| 19 |  |  |  |  |  |  | 44 |  |  |  |  |  |
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**APPENDIX VII**

**EDUCATIONAL ASPIRATION SCALE**

**English Response Sheet**

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| **SL/No** | **Strongly agree** | **Agree** | **Un decided** | **Disagree** | **Strongly**  **Dis agree** |  | **SL/No** | **Strongly agree** | **Agree** | **Un decided** | **Disagree** | **Strongly**  **Dis agree** |
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**APPENDIX VI**

**EDUCATIONAL ASPIRATION SCALE**

**English Response Sheet**

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| **SL/No** | **Strongly agree** | **Agree** | **Un decided** | **Disagree** | **Strongly**  **Dis agree** |  | **SL/No** | **Strongly agree** | **Agree** | **Un decided** | **Disagree** | **Strongly**  **Dis agree** |
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**APPENDIX IV**

**EDUCATIONAL ASPIRATION SCALE**

**Malayalam Response Sheet**

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| **SL.No** | ià-ambn tbmPn-¡p-¶p. | tbmPn-¡p¶p | A`n-{]m-b-anÃ | hntbm-Pn-¡p-¶p. | ià-ambn hntbm-Pn-¡p-¶p |  | **SL.No** | ià-ambn tbmPn-¡p-¶p. | tbmPn-¡p¶p | A`n-{]m-b-anÃ | hntbm-Pn-¡p-¶p. | ià-ambn hntbm-Pn-¡p-¶p |
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| 22 |  |  |  |  |  |  | 47 |  |  |  |  |  |
| 23 |  |  |  |  |  |  | 48 |  |  |  |  |  |
| 24 |  |  |  |  |  |  | 49 |  |  |  |  |  |
| 25 |  |  |  |  |  |  | 50 |  |  |  |  |  |

**APPENDIX IV**

**EDUCATIONAL ASPIRATION SCALE**

**Malayalam Response Sheet**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SL.No** | ià-ambn tbmPn-¡p-¶p. | tbmPn-¡p¶p | A`n-{]m-b-anÃ | hntbm-Pn-¡p-¶p. | ià-ambn hntbm-Pn-¡p-¶p |  | **SL.No** | ià-ambn tbmPn-¡p-¶p. | tbmPn-¡p¶p | A`n-{]m-b-anÃ | hntbm-Pn-¡p-¶p. | ià-ambn hntbm-Pn-¡p-¶p |
| 1 |  |  |  |  |  |  | 26 |  |  |  |  |  |
| 2 |  |  |  |  |  |  | 27 |  |  |  |  |  |
| 3 |  |  |  |  |  |  | 28 |  |  |  |  |  |
| 4 |  |  |  |  |  |  | 29 |  |  |  |  |  |
| 5 |  |  |  |  |  |  | 30 |  |  |  |  |  |
| 6 |  |  |  |  |  |  | 31 |  |  |  |  |  |
| 7 |  |  |  |  |  |  | 32 |  |  |  |  |  |
| 8 |  |  |  |  |  |  | 33 |  |  |  |  |  |
| 9 |  |  |  |  |  |  | 34 |  |  |  |  |  |
| 10 |  |  |  |  |  |  | 35 |  |  |  |  |  |
| 11 |  |  |  |  |  |  | 36 |  |  |  |  |  |
| 12 |  |  |  |  |  |  | 37 |  |  |  |  |  |
| 13 |  |  |  |  |  |  | 38 |  |  |  |  |  |
| 14 |  |  |  |  |  |  | 39 |  |  |  |  |  |
| 15 |  |  |  |  |  |  | 40 |  |  |  |  |  |
| 16 |  |  |  |  |  |  | 41 |  |  |  |  |  |
| 17 |  |  |  |  |  |  | 42 |  |  |  |  |  |
| 18 |  |  |  |  |  |  | 43 |  |  |  |  |  |
| 19 |  |  |  |  |  |  | 44 |  |  |  |  |  |
| 20 |  |  |  |  |  |  | 45 |  |  |  |  |  |
| 21 |  |  |  |  |  |  | 46 |  |  |  |  |  |
| 22 |  |  |  |  |  |  | 47 |  |  |  |  |  |
| 23 |  |  |  |  |  |  | 48 |  |  |  |  |  |
| 24 |  |  |  |  |  |  | 49 |  |  |  |  |  |
| 25 |  |  |  |  |  |  | 50 |  |  |  |  |  |

**APPENDIX II**

**EDUCATIONAL ASPIRATION SCALE**

**Malayalam Response Sheet**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SlNo** | ià-ambn tbmPn-¡p-¶p. | tbmPn-¡p¶p | A`n-{]m-b-anÃ | hntbm-Pn-¡p-¶p. | ià-ambn hntbm-Pn-¡p-¶p |  | **SL.No** | ià-ambn tbmPn-¡p-¶p. | tbmPn-¡p¶p | A`n-{]m-b-anÃ | hntbm-Pn-¡p-¶p. | ià-ambn hntbm-Pn-¡p-¶p |
| 1 |  |  |  |  |  |  | 31 |  |  |  |  |  |
| 2 |  |  |  |  |  |  | 32 |  |  |  |  |  |
| 3 |  |  |  |  |  |  | 33 |  |  |  |  |  |
| 4 |  |  |  |  |  |  | 34 |  |  |  |  |  |
| 5 |  |  |  |  |  |  | 35 |  |  |  |  |  |
| 6 |  |  |  |  |  |  | 36 |  |  |  |  |  |
| 7 |  |  |  |  |  |  | 37 |  |  |  |  |  |
| 8 |  |  |  |  |  |  | 38 |  |  |  |  |  |
| 9 |  |  |  |  |  |  | 39 |  |  |  |  |  |
| 10 |  |  |  |  |  |  | 40 |  |  |  |  |  |
| 11 |  |  |  |  |  |  | 41 |  |  |  |  |  |
| 12 |  |  |  |  |  |  | 42 |  |  |  |  |  |
| 13 |  |  |  |  |  |  | 43 |  |  |  |  |  |
| 14 |  |  |  |  |  |  | 44 |  |  |  |  |  |
| 15 |  |  |  |  |  |  | 45 |  |  |  |  |  |
| 16 |  |  |  |  |  |  | **46** |  |  |  |  |  |
| 17 |  |  |  |  |  |  | **47** |  |  |  |  |  |
| 18 |  |  |  |  |  |  | **48** |  |  |  |  |  |
| 19 |  |  |  |  |  |  | **49** |  |  |  |  |  |
| 20 |  |  |  |  |  |  | **50** |  |  |  |  |  |
| 21 |  |  |  |  |  |  | **51** |  |  |  |  |  |
| 22 |  |  |  |  |  |  | **52** |  |  |  |  |  |
| 23 |  |  |  |  |  |  | **53** |  |  |  |  |  |
| 24 |  |  |  |  |  |  | **54** |  |  |  |  |  |
| 25 |  |  |  |  |  |  | **55** |  |  |  |  |  |
| 26 |  |  |  |  |  |  | **56** |  |  |  |  |  |
| 27 |  |  |  |  |  |  | **57** |  |  |  |  |  |
| 28 |  |  |  |  |  |  | **58** |  |  |  |  |  |
| 29 |  |  |  |  |  |  | **59** |  |  |  |  |  |
| 30 |  |  |  |  |  |  | **60** |  |  |  |  |  |

**APPENDIX III**

**FAROOK TRAINING COLLEGE  
EDUCATIONAL ASPIRATION SCALE**

**(Final)**

**Dr. HASSANKOYA.M.P NAVAMI.P.N**

Associate Professor.M.Ed. Student

Farook Training College

**\nÀt±i-§Ä**

Xmsg sImSp-¯n-cn-¡p¶ Hmtcm {]kvXm-h-\bpw {i²m-]qÀÆw hmbn-¡p-I. Hmtcm {]kvXm-h-\bv¡pw 5 hoXw {]Xn-I-c-W-§Ä sImSp-¯n-cn-¡p-¶p. Hmtcm¶pw \n§Ä \n§sf Ipdn¨v Nn´n-¡p-¶tXm \n§Ä¡v \n§-sf-¡p-dn¨v tXm¶p-¶tXm Bb Imcy-§-fm-Wv. Chbv¡v icn-sbt¶m sXsät¶m DÅ D¯-c-§-fn-Ã. \n§-fpsS {]Xn-I-c-W-§Ä Hmtcm¶pw D¯-c-¡-S-em-knÂ (1) ià-ambn tbmPn-¡p-¶p. (2) tbmPn-¡p-¶p. (3) A`n-{]m-b-an-Ã. (4) hntbm-Pn-¡p-¶p. (5) ià-ambn hntbm-Pn-¡p-¶p F¶n-h-bnÂ \n¶v Gähpw A\p-tbm-Py-ambn tXm¶p-¶-Xn\v t\tc-bpÅ hr¯-¯nÂ KpW-\-Nn-Ó-(x)an«v tcJ-s¸-Sp-¯p-I.

amXrI

]T-\-cw-Ks¯ shÃp-hn-fn-Isf A`n-ap-Jo-I-cn-¡m³ F\n¡v km[n-¡pw.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ià-ambn tbmPn-¡p¶p | tbmPn-¡p¶p | A`n-{]m-b-anÃ | hntbm-Pn-¡p¶p | ià-ambn hntbm-Pn-¡p-¶p. |
|  | X |  |  |  |

1. sslkvIqÄ ¢mÊp-I-fnÂ e`n¨ anI¨ t{KUp-IÄ ]T-\-cw-K¯v F\n¡v t{]mÕm-l-\-am-bn-«p-­v.
2. Ct¸m-gpÅ Fsâ ]T-\-\n-e-hmcw Rm³ Ipd-¨p-IqSn sa¨-s¸-Sp-t¯-­-Xp-­v.
3. ]T-\-t¯-¡mÄ Fsâ c£nXm-¡Ä Fs´-¦nepw XmÂ¡m-en-I-tPm-en¡v ap³K-W\ \ÂIp-¶-h-cm-Wv.
4. A²ym-]-I-cnÂ\n¶v imk\ tIÄ¡p-sa-t¶mÀ¯v Rm³ kvIqfnÂ t\cs¯ F¯n-t¨-cm-dp-­v.
5. {Kq¸v {]hÀ¯-\-§-fnÂ t\Xr-Øm\w hln-¡p-¶-Xn-t\-¡mÄ ]¦m-fn-bm-bn-cn-¡p-¶-XmWv F\n¡p XmÂ¸-cyw.
6. Cu tImgvkv F§-s\-sb-¦nepw ]mÊm-IpI F¶-XmWv Fsâ e£yw.
7. ]T-\-Im-e-L-«-¯nÂ Xs¶ Rm³ D¶-X-tPm-en-bnÂ F¯n-t¨-cp-¶-Xns\ Ipdn¨v Nn´n-¡m-dp-­v.
8. A²ym-]-I-cpsS AXr]vXn Hgn-hm-¡m³ th­n Rm³ ]T-\-{]-hr-¯n-bnÂ GÀs¸-Sm-dp-­v.
9. FÃm ¢mÊnepwFt¸mgpw th­-hn[w{i²n-¡p-hm³ F\n¡v km[n-¡m-dn-Ã.
10. ]mc-¼-cy-am-bn-«pÅ tPmen-bnÂ \n-¶pÅ Hcp amäw Fsâ Imcy-¯nÂ c£n-Xm-¡Ä B{K-ln-¡p-¶n-Ã.
11. kmaq-ly-{]-hÀ¯-\-§-fnÂ ]s¦-Sp-¡p-¶-Xn-s\-¡mÄ F\n¡v XmÂ]cyw Iq«p-Im-tcm-sSm¸w kabw sNe-h-gn-¡m-\m-Wv.
12. XSÊ-§Ä h¶p-tNÀ¶mepw F\n¡v ]T-\-ta-J-e-bnÂ \n¶v ]n³am-dm³ tXm¶m-dn-Ã.
13. Fsâ \yq\-X-Isf Xncn-¨-dnªv AXns\ adn-I-S-¡m-\pÅ amÀ¤-§-sf-¸än Rm³ Nn´n-¡m-dp-­v.
14. ]co-£-bnÂ D¯-c-sa-gp-Xm³ km[n-¡msX t]mb `mK-§sf Ipdn¨v Rm³ Nn´n-¡m-dp-­v.
15. ]e ]mT-`m-K-§-fnepw Fsâ Adnhv ]qÀ®-a-Ã.
16. {Kq¸v {]hÀ¯-\-§-fnÂ ]e-t¸mgpw Fsâ km¶n[yw th­{X kPo-h-a-Ã.
17. Fsâ c£n-Xm-¡Ä¡v Fsâ A[ym-]-Isc ]cn-N-b-an-Ã.
18. XpSÀhn-Zym-`ym-k-cw-K¯v B{K-ln-¡p¶ tImgvkn-te¡v F\n¡v {]th-i\w t\Sm-\m-hpw.
19. ]{X-¯nse hnZym-`ym-k-]w-àn-IÄ Rm³ hmbn-¡m-dp-­v.
20. kwi-b-§Ä Zpco-I-cn-¡m³ Rm³ A[ym-]-Isc kao-]n-¡m-dp-­v.
21. ]T-\-s¯-¡mÄ F\n¡v Fs´-¦nepw tPmen-I-fnÂ GÀs¸-Sm-\m-Wn-ãw.
22. Fsâ ho«p-ImÀ s]¬Ip-«n-I-fpsS D]-cn-]-T-\-t¯-¡mÄ B¬Ip-«n-I-fpsS D]-cn-]-T-\-¯n\v {]m[m\yw \ÂIp-¶p.
23. AwKo-Imcw e`n-¡p-sa-¶-Xp-sIm­v aäp-Å-hsc klm-bn-¡m³ F\n¡v XmÂ]cyam-Wv.
24. Ah-k-c-§ÄFÃm-hÀ¡pw h¶p-tN-cp-sa¶ ip`m]vXnhnizmkwF\n-¡p-­v.
25. km¼-¯n-I-amWv Bfp-I-fpsS Ìmäkv \nÀ®-bn-¡p-¶-Xnsâ am\-Z-Þ-sa¶v Rm³ hniz-kn-¡p-¶p.
26. kvIqÄ A´-co£w ]e-t¸mgpw F\n¡v aSp¸v Df-hm-¡m-dp-­v.
27. c£n-Xm-¡Ä {]Xo-£n-¡p-¶-Xnepw sa¨-s¸« {]I-S\w ImgvN sh¡m³ F\n¡v Ign-bpw.
28. F\n¡v ]e-t¸mgpw ]pkvX-I-§fpw ]T-t\m-]-I-c-W-§fpw hm§n-¯-cm³ amXm-]n-Xm-¡Ä XmÂ]cyw ImWn-¡m-dn-Ã.
29. hnZym-`ym-k-cw-Ks¯ \qX-\-]-cn-jvI-c-W-§sf Ipdn¨v Fsâ ho«nÂ NÀ¨-IÄ \S-¯m-dp-­v.
30. ¢mÊn-epÅ Fsâ {]I-S\w {i²n-¡-s¸-Sp¶ Xc-¯n-ep-Å-Xm-Wv.
31. D]-cn-]-T-\-¯n-\mbn Zqc-tZ-i¯v Ah-kcw e`n-¨mÂ AXv D]-tbm-Ks¸Sp¯m³ amXm-]n-Xm-¡-sfs¶ t{]cn-¸n-¡pw.
32. Fsâ t]mcm-bva-I-sf-¸än amXm-]n-Xm-¡Ä ]c-kv]cw kwkm-cn-¡m-dp-­v.
33. anI¨ tPmen e`n-¡-W-sa¶ Dt±-i-t¯m-sS-bmWv Rm³ ]Tn-¡p-¶-Xv.
34. aäp-Å-h-cpsS k½À±w sIm­mWv Rm³ ]e tPmen-Ifpw sNbvXp XoÀ¡m-dp-Å-Xv.
35. ¢mÊnse {][m-\-s¸« Xocp-am-\-§-fnÂ A[ym-]-IÀ Fs¶ DÄs¸-Sp-¯m-dp-­v.
36. {]mtZ-in-I-sse-{\_-dn-bnÂ F\n¡v AwK-Xz-ap-­v.
37. sXmgnÂ Ah-k-c-A-h-t\_m[w Df-hm-¡p¶ skan-\m-dp-IÄ Rm³ {i²n-¡m-dp-­v.
38. kzbw ap³ssI FSp¯v ]T\{]hr-¯n-I-fnÂ apgp-Im³ Rm³ {i²n-¡m-dp-­v.
39. {Kq¸nÂ Fsâ ]¦ns\ kl-]m-Tn-IÄ {]iw-kn-¡m-dp-­v.
40. hntÎgvkv Nm\-ense ]cn-]m-Sn-IÄ ]T-\-ta-J-e-I-fn-te¡v D]-tbm-K-s¸-Sp-¯m³ F\n¡v km[n-¡pw.
41. ]T\ {]Xn-k-Ôn-IÄ XcWw sNbvXv Rm³ apt¶-dpw.
42. Cu tImgvknÂ ]Tn-¡p¶ hkvXp-X-Isf aäp taJ-e-I-fn-te¡v {]tbm-Kn¡mw F¶v F\n¡v hnizm-k-ap-­v.
43. Fsâ ]T-\-km-a-{Kn-IÄ Rm³ ASp¡pw Nn«-tbmSpw IqSn kq£n-¡m-dp-­v.
44. F\n¡v \_p²n-ap-s«¶v tXm¶p¶ ]mT-`m-K-§Ä a\-Ên-em-¡n-sb-Sp-¡m³ Rm³ {i²n-¡m-dnÃ.
45. ]T-\-cw-Ks¯ t]mcm-bva-Isf Ipdn¨pw ]cn-lm-c-amÀ¤-§sf Ipdn¨pw Rm³ Nn´n-¡m-dp­v.
46. ]mTy ]mtTy-X-c-{]-hÀ¯-\-§-fnse anI-hn\v F\n¡v kmaq-lnI AwKo-Imcw e`n-¨n-«p-­v.
47. ]mT-]p-kvX-I-§Ä¡-¸pdw hnÚm-\-{]-Z-amb ]pkvX-I-§Ä Rm³ hmbn-¡m-dp-­v.
48. hnZym-`ymk hnN-£-W-·m-cpsS kan-Xn-bp-ambn kwh-Zn-¡m³ Rm³ B{K-ln-¡p-¶p.
49. Fsâ \_Ôp-¡-fnÂ DbÀ¶ tPmen-bnÂ {]th-in¨ Bfp-Isf Rm³ ho£n-¡m-dp-­v.
50. sXmgnÂ cwK¯v Hcp Hgn-hn-te¡mbn aÕ-c-ap-­m-bmÂ F\n¡v hnPbw t\Sm-\m-Ipw.

**APPENDIX IX**

**FAROOK TRAINING COLLEGE  
SELF ESTEEM INVENTORY**

**(Final)**

**Dr. HASSANKOYA.M.P Badhariya Beegam.P**

Lecturer in Natural Science M.Ed. Student

**\nÀt±i-§Ä**

Xmsg sImSp-¯n-cn-¡p¶ Hmtcm {]kvXm-h-\bpw {i²m-]qÀÆw hmbn-¡p-I. Hmtcm {]kvXm-h-\bv¡pw 5 hoXw {]Xn-I-c-W-§Ä sImSp-¯n-cn-¡p-¶p. Hmtcm¶pw \n§Ä \n§sf Ipdn¨v Nn´n-¡p-¶tXm \n§Ä¡v \n§-sf-¡p-dn¨v tXm¶p-¶tXm Bb Imcy-§-fm-Wv. Chbv¡v icn-sbt¶m sXsät¶m DÅ D¯-c-§-fn-Ã. \n§-fpsS {]Xn-I-c-W-§Ä Hmtcm¶pw D¯-c-¡-S-em-knÂ (1) FÃm-bvt¸mgpw. (2) an¡-t¸mgpw. (3) Nne-t¸mÄ (4) A]qÀÆ-ambn. (5) Hcn-¡-ep-anÃ F¶n-h-bnÂ \n¶v Gähpw A\p-tbm-Py-ambn tXm¶p-¶-Xn\v t\tc-bpÅ hr¯-¯nÂ KpW-\-Nn-Ó-(x)an«v tcJ-s¸-Sp-¯p-I.

amXrI

Gsä-Sp¯ Imcy-§Ä hfsc `wKn-bmbn sN¿m³ F\n¡v Ignbpw.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| FÃm-bvt¸mgpw | an¡-t¸mgpw | Nne-t¸mÄ | A]qÀÆ-ambn | Hcn-¡-ep-anÃ |
|  | X |  |  |  |

1. Fsâ km¼-¯n-I-Øn-Xn-bnÂ Rm³ Xr]vX-\m-Wv.
2. Iq«p-Im-cmWv CS-bnÂ Fsâ A`n-{]m-b-§Ä¡v aXn-bmb ]cn-K-W\ e`n-¡m-dp-­v.
3. FÃm-bn-S¯pw Rm³ kpc-£n-X-\mWv.
4. Fs¶ Bcpw Cã-s¸-Sp-¶n-Ãm-sb¶v tXm¶m-dp-­v.
5. Iq«p-Im-cp-ambn CS-]-g-Ip-t¼mÄ F\n¡v hf-sc-tbsd kt´mjw e`n-¡m-dp-­v.
6. aäp-Å-h-tcmSv CS-]-g-Ip-t¼mÄ F\n¡v kXy-k-ÔX ]peÀ¯m³ Ign-bm-dp-­v.
7. Fsâ Pohn-X-¯n\v hyà-amb e£y-ap-s­¶v Rm³ hniz-kn-¡p-¶p.
8. Rm³ aSn-b-\m-Wv.
9. Fsâ Iq«p-ImÀ Fs¶ Ah-K-Wn-¡p-¶-Xmbn F\n¡v tXm¶m-dp-­v.
10. aäp-Å-h-tcmSv \Ã coXn-bnÂ s]cp-am-dm³ F\n¡v Ign-bpw.
11. Fsâ Imcy-§Ä kzbw t\m¡m³ F\n¡v Ign-bp-sa¶v Rm³ hniz-kn-¡p-¶p.
12. Fsâ hnZym-`ym-k-¯nÂ kwXr-]vXn-bn-Ãm-¯-Xmbn F\n¡v tXm¶m-dp-­v.
13. tIm]w hcp-t¼mÄ Bß-\n-b-{´Ww ]men-¡m³ F\n¡v Ign-bpw.
14. kvIqfnÂ I½n-än-IÄ cq]-s¸-Sp-¯p-t¼mÄ Ft¶bpw DÄs¸-Sp-¯m-dp-­v.
15. A[ym-]-I-cpsS hnaÀi-\-§Ä Fs¶ hnj-an-¸n-¡m-dp-­v.
16. kzbw A`n-am-\n-¡-¯-¡-Xmbn F\n¡v hf-sc-sbm-¶p-anÃ F¶p tXm¶m-dp-­v.
17. ]d-bp¶ Imcy-§Ä {]mhÀ¯n-I-am-¡p-¶-XnÂ Rm³ ]cm-P-b-s¸-Sm-dp-­v.
18. ]T-\-Im-cy-§-fnÂ Iq«p-ImÀs¡m-¸-sa-¯m³ Ign-bm-dnÃ F¶v tXm¶m-dp-­v.
19. Rm³ GIm-´X Cã-s¸-Sp-¶p.
20. hmKvZ¯w \nd-th-äp-¶-XnÂ Rm³ hogvN hcp-¯m-dp-­v.
21. ]mTy-]-²-Xn-bp-ambn \_Ô-s¸«v XpSÀ{]-hÀ¯-\-§Ä IrXy-ambn Rm³ sN¿m-dp-­v.
22. Rm³ \Ã Ign-hpÅ Bfm-Wv.
23. aäp-Å-hÀ F´p hnNm-cn-¡p-sa¶v `b¶v ]e {]hr-¯n-I-fnepw ap¶n-«n-d-§m-dn-Ã.
24. Gsä-Sp¯ Imcy-§Ä hfsc `wKn-bmbn sN¿m³ F\n¡v Ign-bpw.
25. Fsâ Pohn-X-¯n\v ASp¡pw Nn«-bp-anÃ F¶p tXm¶m-dp-­v.
26. Fsâ ]T-\-e£yw Adnhv tiJ-cn-¡pI F¶Xp am{X-amWv.
27. kwLw tNÀ¶pÅ Ifn-I-fnÂ F\n¡v \¶mbn ]s¦-Sp-¡m³ Ign-bm-dp-­v.
28. Fsâ kplr-¯p-¡Ä Fs¶ klm-bn-¡p¶p F¶-XnÂ Rm³ kt´m-j-hm-\m-Wv.
29. Fsâ PohnXw {]tbm-P-\-an-Ãm-¯-Xm-sW¶v F\n¡v tXm¶m-dp-­v.
30. BßmÀ°-amb Iq«p-Im-cnÃ F¶ Nn´ Fs¶ hnj-an-¸n-¡m-dp-­v.
31. Xmc-X-tay\\Ã HmÀ½-i-àn-bpÅBfmWvRms\¶vF\n¡v tXm¶m-dp-­v.
32. kvIqfnse hnhn[ ¢\_p-I-fpsS ]cn-]m-Sn-bnÂ Rm³ kPo-h-ambn ]s¦-Sp-¡m-dp-­v.
33. sN¿p¶ {]hÀ¯n-IÄ¡v \Ã ^ew e`n-¡p-sa¶v F\n¡v hnizm-k-ap-­v.
34. Fs¶ H¶n\pw sImÅnÃ F¶v tXm¶m-dp-­v.
35. {Inbm-ß-I-ambn Imcy-§Ä sN¿m³ F\n¡v Ign-bpw.
36. Fsâ Bi-b-§Ä aäp-Å-h-cpsS ap¼nÂ {]I-Sn-¸n-¡m³ F\n¡v Ign-bpw.
37. Znh-tk\ FSp¯ Imcy-§Ä Rm³ IrXy-X-tbmsS ]Tn-¡m-dp-­v.
38. DbÀ¶ Øm\-§Ä hln-¡m³ F\n¡v Ign-bpw.
39. Rm³ Fs¶ Xs¶ Cã-an-Ã.
40. A]-cn-Nn-Xsc A`n-ap-Jo-I-cn-¡m³ F\n¡v `b-am-Wv.
41. skan-\m-dp-I-fnÂ kPo-h-ambn ]s¦-Sp-¡m³ F\n¡v Ign-bpw.
42. hnP-b-t¯-¡m-tfsd ]cm-P-b-am-Wv F\n-¡p-­m-bn-cp-¶-sX¶v Rm³ hnNm-cn-¡m-dp-­v.
43. Rm³ asäm-cm-fm-bn-cp-s¶-¦nÂ F¶v ]e-t¸mgpw hnNm-cn-¡m-dp-­v.
44. AbÂhm-kn-I-tfmSv \Ã coXn-bnÂ s]cp-am-dm³ F\n¡v Ign-bpw.
45. Ft¶-¡mfpw aäp-Å-h-tc-bmWv IqSp-X-em-fp-Ifpw Cã-s¸-Sp-¶-Xv F¶v tXm¶m-dp-­v.
46. Fsâ Ignhpw Ign-hp-tISpw Rm³ Xncn-¨-dn-bm-dp-­v.
47. kplr-¯p-¡Ä hnPbw ssIh-cn-¡p-t¼mÄ Ahsc {]iw-kn-¡m³ aSn-¡m-dn-Ã.
48. IrXy-X-tbmsS Imcy-§Ä sN¿m³ F\n¡v Ign-bpw.
49. AÑ-\-½-amÀ Ft¶mSv tZjys¸Sp¶Xv Fsâ \·bv¡v th­n-bm-sW¶v Rm³ hniz-kn-¡p-¶p.
50. Rm³ \sÃmcp hyàn-bm-Wv.
51. amXm-]n-Xm-¡-fpsS tPmen-bnÂ F\n¡v eÖ tXm¶m-dp-­v.
52. F\n-s¡-s´-¦nepw ]d-bm-\p-Å-t¸mÄ km[m-c-W-bmbn Rm\Xp ]d-bpw.
53. \Ã Xocp-am-\-§Ä FSp-¡m\pw AXnÂ Xs¶ Dd¨v \nÂ¡m\pw F\n¡v Ign-bpw.
54. amXm-]n-Xm-¡Ä X½n-epÅ s]cp-amäw Fs¶ kt´m-j-s¸-Sp-¯m-dp-­v.
55. ho«p-Im-tcm-sSm-¶n¨v Hgnhv kabw sNe-h-gn-¡p¶kµÀ`-§ÄhfscIpd-hm-Wv.

**APPENDIX X**

**SELF ESTEEM INVENTORY**

**Malayalam Response Sheet**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SL.No** | FÃm-bvt¸mgpw. | an¡-t¸mgpw | Nne-t¸mÄ | A]qÀÆ-ambn | Hcn-¡-ep-anÃ |  | **SL.No** | FÃm-bvt¸mgpw. | an¡-t¸mgpw | Nne-t¸mÄ | A]qÀÆ-ambn | Hcn-¡-ep-anÃ |
| 1 |  |  |  |  |  |  | 31 |  |  |  |  |  |
| 2 |  |  |  |  |  |  | 32 |  |  |  |  |  |
| 3 |  |  |  |  |  |  | 33 |  |  |  |  |  |
| 4 |  |  |  |  |  |  | 34 |  |  |  |  |  |
| 5 |  |  |  |  |  |  | 35 |  |  |  |  |  |
| 6 |  |  |  |  |  |  | 36 |  |  |  |  |  |
| 7 |  |  |  |  |  |  | 37 |  |  |  |  |  |
| 8 |  |  |  |  |  |  | 38 |  |  |  |  |  |
| 9 |  |  |  |  |  |  | 39 |  |  |  |  |  |
| 10 |  |  |  |  |  |  | 40 |  |  |  |  |  |
| 11 |  |  |  |  |  |  | 41 |  |  |  |  |  |
| 12 |  |  |  |  |  |  | 42 |  |  |  |  |  |
| 13 |  |  |  |  |  |  | 43 |  |  |  |  |  |
| 14 |  |  |  |  |  |  | 44 |  |  |  |  |  |
| 15 |  |  |  |  |  |  | 45 |  |  |  |  |  |
| 16 |  |  |  |  |  |  | 46 |  |  |  |  |  |
| 17 |  |  |  |  |  |  | 47 |  |  |  |  |  |
| 18 |  |  |  |  |  |  | 48 |  |  |  |  |  |
| 19 |  |  |  |  |  |  | 49 |  |  |  |  |  |
| 20 |  |  |  |  |  |  | 50 |  |  |  |  |  |
| 21 |  |  |  |  |  |  | 51 |  |  |  |  |  |
| 22 |  |  |  |  |  |  | 52 |  |  |  |  |  |
| 23 |  |  |  |  |  |  | 53 |  |  |  |  |  |
| 24 |  |  |  |  |  |  | 54 |  |  |  |  |  |
| 25 |  |  |  |  |  |  | 55 |  |  |  |  |  |
| 26 |  |  |  |  |  |  |  | | | | | |
| 27 |  |  |  |  |  |  |
| 28 |  |  |  |  |  |  |
| 29 |  |  |  |  |  |  |
| 30 |  |  |  |  |  |  |