**INTELLIGENCE AND ASPIRATION FOR HIGHER EDUCATION OF HIGHER SECONDARY SCHOOL**

**STUDENTS IN MALAPPURAM DISTRICT**

**BINDU.K**

***Dissertation
submitted to the University of Calicut
in partial fulfillment of the
 requirement for the degree of*MASTER OF EDUCATION**

**FAROOK TRAINING COLLEGE**

**UNIVERSITY OF CALICUT**

**2011**

**DECLARATION**

I, Bindu.K, do hereby declare that this dissertation **INTELLIGENCE AND ASPIRATION FOR HIGHER EDUCATION OF HIGHER SECONDARY SCHOOL STUDENTS** **IN MALAPPURAM DISTRICT** has not been submitted by me for the award of a Degree, Diploma, Title or Recognition before.

Farook College **BINDU.K**

**CERTIFICATE**

I, Dr. Manoj Praveen do hereby certify that this dissertation tiled, **INTELLIGENCE AND ASPIRATION FOR HIGHER EDUCATION OF HIGHER SECONDARY SCHOOL STUDENTS IN MALAPPURAM DISTRICT** is a record of bonafide study and research carried out by **BINDU.K.** Under my super vision and guidance. The report has been not submitted by her for the award of a Degree, Title or Recognition before.

Farook college  **Dr. MANOJ PRAVEEN**

 Assistant Professor

 Farook Training College

ACKNOWLEDGEMENT

 At the very outset the investigator thanks the most benevolent god almighty who enabled him to successfully complete the task.

 The investigator is deeply indebted to her supervising teacher Dr. **MANOJ PRAVEEN,** Assistant Professor, Farook Training College, for his constant encouragement, generous help and valuable suggestions combined with expert criticism.

 The investigator mould like to express her profound gratitude to
Prof. **A FAZILUDHEEN**, Principal Farook Training College, for his whole hearted co-operation in extending facilities and encouragement to conduct this study,

 The Investigator Express her thanks to the faculty members, the librarian and the supporting staff of the college for their co-operation extended to complete the present study.

 The investigator acknowledges with utmost pleasure friends and family members who have whole heartedly co-operated with the study

**Farook college Bindu.K**

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**INTRODUCTION**

Education is an essential human virtue. The chief task of education is to shape man or to guide the evolving dynamism through which man forms himself as a man. It can play a vital role in improving the quality of one’s is life and the socio-economic condition of the nation. The task of education is to lead people out of darkness into light.

The term ‘education’ has very wide connotation. Philosophers and thinkers from Yajana Valky (Around 1000 B.C) to Gandhiji (1869-1948 A.D). In the East and From Socrates (469-399 B.C) to Dewey (1859 to 1952 A.D) have given in the meaning of education in accordance with their philosophy of life with the result there have emerged divergent concepts of education and different definitions.

 The word ‘education’ is derived from the Latin word ‘educare’ which means ‘to rear’ ‘to nourish’ and to bring up’ some are of the view that education means to ‘draw out’ ‘to bring up’, ‘to foster’.

 Education is a changing, contested and often highly personalized, historically and politically constructed concept referring to all the experiences in which student can learn something. D.H Lawrence claimed education should aim to lead out the individual nature in each man and women to its true fullness.

 Interpreting education, Gandhiji said; “By education I mean an all round drawing out of the best in child and man, body mind and spirit”.

 Dr. S. Radhakrishnan said, “Education is nothing but training the intellect, refinement of the heart and discipline of the spirit”.

 The term intelligence covers the abilities associated with all cognitive processes. It is the ability which helps an individual to make adjustment with the environment, make abstract thinking and learn from experience. Intelligence is not a thing. It is a way of behaving, thinking understanding, reasoning and organizing. An intelligent person is able to solve different problems very fast. The intelligent persons behavior is goal directed. As a society becomes increasingly complex owing to rapid scientific and technological progress, it needs high capacity man power to sustain and maintain the pace of progress of the society. For reasons such as this the concept of intelligence is becoming increasingly important in modern societies.

 Aspiration for higher education means a strong desire to achieve a goal that an individual wishes to attain. Educational aspiration has been identified as an essential factor for widening educational participation in lifelong learning process.

 According to Kothari commission (1964-66) The desting of India is being shaped, in her class rooms. Any Nations progress depends upon the educational level of people living there. So teaching learning process should be goal oriented. Learning help 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 filed of career and course selection. So it is essential that every one should know their efficiencies and inefficiencies. Will help tem to choose the best place where they can shine.

**NEED AND SIGNIFICANCE**

To day the basic educational level describes the amount of success in life Learner friendly approach will help the learner to make the educational aspiration. Educational aspiration is considered as a strong desire to achieve something great. To achieve this greatness they must have intelligence.

 Higher secondary stage is a crucial stage in all the children. This stage poses maximum challenge, while the student in this age group are passing through a transition stage from adolescence to growth they have to take importance decisions concerning their future. So the educational aspiration plugs a vital role in setting their goals. Their belief confidence strength and capacities significant in shaping their future.

 After completing the secondary school life most of the students join in to the higher secondary courses. This is the importance turning point of the pupils when they selected the optional subject which they like. They select the favorite courses like engineering, medicine, Teaching etc. for getting the desired job. So investigator felt that intelligence plays an important role in their higher education. Analyzing the review of related literature the researcher found that there was no study conducted in this area. So investigator made an attempt to study the topic on intelligence and aspiration for higher education for higher secondary school students.

**STATEMENT OF THE PROBLEM**

 The problem of the study is entitled as “INTELLIGENCE AND ASPIRATION FOR HIGHER EDUCATION OF HIGHER SECONDARY SCHOOL STUDENTS IN MALAPURAM DISTRICT ”.

**DEFINITION OF KEY TERMS**

Some of the key terms used in the study are defined below:-

**Intelligence**

Intelligence for the present study means the “general intelligence or ‘g’ factor which will measure the general capacity measured by a verbal Group Test of Intelligence.

**Aspiration**

 Aspiration is the goal or quality of performance desired by an individual or group in a specified activity.

**Higher Education**

Higher Education means the education offered to persons of considerable intellectual maturity usually, required though secondary schooling.

**Higher Secondary School Students**

 The term Higher Secondary School students is used to denote the students attending. XI, XII in any of the government / aided / unaided schools of Malappuram District.

**VARIABLES SELECTED FOR THE STUDY**

 As the intention of the study is to find out the intelligence and Aspiration for Higher Education of Higher Secondary School students. The variables of the study are intelligence and Aspiration for higher education.

**OBJECTIVES**

1. To find out if there exists any significant relationship between intelligence and Aspiration for higher education of higher secondary school students.

2. To find out if there exists any significant relationship between intelligence and Aspiration for higher education of higher secondary school students in the sub samples based on,

a. Gender.

b. Type of management.

c Locality

d. Subject

3. To find out if there exists any significant difference in intelligence and Aspiration for higher education of higher secondary school students between relevant sub samples based on,

a. Gender.

b. Type of management.

c Locality

d. Subject

**HYPOTHESES OF THE STUDY.**

Based on the objectives, the present study is designed to test the following hypotheses.

1. There exist significant relationship between intelligence and aspiration for higher education of higher secondary school students .

2. There exist significant relationship between intelligence and Aspiration for higher education of higher secondary school students in the relevant subsamples based on,

a. Gender.

b. Type of management.

c Locality

d. Subject

3. There exists significant difference in the mean score of intelligence of higher secondary school students in the relevant sub samples based on,

a. Gender.

b. Type of management.

c Locality

d. Subject

4. There exists significant difference in the mean score of Aspiration for higher education of higher secondary school students in the relevant sub samples based on,

a. Gender.

b. Type of management.

c Locality

d. Subject

**METHODOLOGY**

**Sample**

 The present study was carried out on a representative sample of 450 students in higher secondary schools in Malappuram District. The sample was drawn by stratified sampling method giving due presentation to factors like gender, type of management, locality, subject.

**Tools used**

The tools for the present study are;

1. Verbal Group Test of Intelligence Scale. (Dr.PK Sudheesh Kumar, Dr. Hameed.A and Prasanna.A)
2. Aspiration for higher Education questionnaire. (Adbdul Rasak, Modified by the Investigator and Supervisor)

**Statistical Techniques used for the Analysis of Data**

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

1. Preliminary Analysis – Mean, Median, Mode, Standard deviation, Skewness and Kurtosis.
2. Pearson’s Product Moment Co-efficient of correlation
3. Test of significance of differences between means for different categories –‘t’ test for large independent sample.

**SCOPE AND LIMITATIONS OF THE STUDY**

 The present study is a sincere venture to find out the relationship between intelligence and Aspiration for higher education of higher secondary school students in Malappuram District. It investigates the intelligence and Aspiration for higher education of Male and Female higher secondary school students, Govt. Aided and Unaided higher secondary school students, Rural and Urban higher secondary school students, and higher secondary school students in science discipline, Humanities discipline and commerce discipline. For the collection of data appropriate standardized tools were used. The sample selected for the study was 450 higher secondary school students using stratified random sampling. There for the investigator hopes this study will give reliable and valid result which can be generalized. The result of the present study will help educationalists to know the level of intelligence and aspirations of higher education of higher secondary school students.

 To conduct the study investigator modified one tool ie, Aspiration for higher education scale. It can be used further to find out the Aspiration for higher education of higher secondary school students in other area. It can also be used to assess the aspiration for higher education of pupils in high school classes. Investigator adopted a tool, verbal Group Test of Intelligence scale for this study.

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

1. Shortage of time has necessitated the investigator to confine the study in Malappuram District.
2. The investigator conducted the study on Higher Secondary School students studying under the Board of Higher Secondary Education, Kerala. Students from CBSE, VHSE and open schools are not included in this study.
3. The investigator considered only Gender, Locale Type of Management and subject in which they studying to stratify the study sample.
4. Sample size of the present study was limited to 450.

 Inspite of all these limitations every effort was make from the part of investigator to make the study precise and objective.

**Organization of the Report**

**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, objectives of the study, hypotheses of the study and scope and limitations of the study.

**Chapter -II**

 This chapter deals with theoretical over view of intelligence and Aspiration for higher education and studies related to the variables.

**Chapter – III**

 This chapter contains the methodology of the study. This covers a discussion of the nature of variables, tools employed for the collection of data, selection of the sample, administration of tools, consolidation of the data and statistical procedure used for analysis.

**Chapter – IV**

 This chapter presents the details of analysis of data taken up in the order of objectives of the study. The analysis is followed by an interpretation of the major results and a discussion of the tenability of the hypothesis.

**Chapter – V**

 This chapter contains major findings of the study. Suggestions for improving educational practices and suggestions for further research in the area.

**REVIEW OF RELATED LITERATURE**

The review of related literature is an important component of any research. A careful review of the researches reported in books journals dissertations and other sources of information, relate to the problem to be investigated is one of the important steps in planning of any research study.

**Importance of the review**

The review of related literature serves multiple purposes and is essential to a well designed research study. If generally comes early in the research process, and it any part of the research study, it is a crucial aspect of planning a study, the objectives of which is to justify the rational behind a study. It provide an overview of historical perspective development, deviations and new development of research in that area and also guides to identify the methods, appropriate to the present problem under investigation.

 Review of the related literature; besides allowing the researcher to acquaint himself with current knowledge in the field for area in which he is going to conduct his research, serves the following purposes.

1. The review of related literature enables the researcher to define the limits of his field. It helps the researcher to delimit and define his problem.

2. By reviewing the related literature the researcher can avoid unfruitful and useless problem areas. He can select those areas in which positive findings are very likely to result and his endeavors would be likely to add to the knowledge in a meaningful way.

3. Through the review of related literature, the researcher can avoided unintentional duplication of well established findings. It is no use to replicate a study when the stability and validity of its results have been clearly established.

4. It gives researcher an understanding of the research methodology which refers to the way the study is to be conducted. It helps the researcher to know about the books and instruments which provided to be useful and promising in the previous studies. It gives insight in to the statistical methods through which validity is to be established.

5. It helps to know about the recommendations of previous researches listed in their studies for further research.

As Best and Khan (1995) notes “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 hypothesis and helpful suggestions for significant investigation”.

 It is very essential for every investigator to be up to date in his information about the literature. To his own problem already done by others it is considered the most important pre- requisite to future planning and conducting the study. The researcher can take advantages from similar or related literature as regards to methodology, data collection procedure adopted and conclusion drawn. He can justify his own endeavor in the field.

Turney and Robb (1971). State “the identification of a problem development of a research design and a determination of the size and scope of the problem, all depend to a great extend on the care and intensity with which a researcher has examined the literature related to the indented research”.

A valid investigation can’t done without careful consideration of the previous empts related to at. The views of related literature also help in providing placement and direction for the study to fit into its existing body of knowledge.

 The intension of the study is to assess the intelligence, Aspiration for higher education and extent of relationship between them. Theoretical out line of the variables intelligence and aspiration for higher education, a review of studies related to the variables involves in the problem are presented in this chapter. These are presented under two heading namely;

1. Theoretical overview.

2. Studies related to intelligence and Aspiration for Higher Education.

**THEORETICAL OVERVIEW OF INTELLIGENCE**

Intelligence is one of the most important hypothetical concept in Educational psychology. Perhaps it the most discussed and least understood by educators. It represence the most researched source of individual differences.

The definitions of intelligence are diverse and overlapping due to strong difference in the theoretical background.

Vernon (1960) Classified all the definitions under there broad categories. as

1. Biological:- According to this approach intelligence is the capacity to adapt relativity in new situation.

2. Psychological:- This category deals with the relative effects of heredity and environmental influences in the development of intelligence.

3. Operational:- This is defined by giving the conditions for the truth a sentence in which the term occurs, instead of defining the world itself. Every one would accept this kind of definitions for scientific work and distinguish it from vague popular conceptions of the term.

 Four - fold classification of definitions of intelligence.

A variety of definitions of intelligence have been suggested by the psychologists, which can be classified in to at least four distinct groups.

1. Ability to adjust:- This category emphasis upon the adjustment and adaptation of the individual to his total environment or limited aspects. According to this group intelligence is general mental adaptability to new problems and to new situations of life.

 J Piaget (1926) “ Adaptation to physical and social environment”

**Ability to learn:-**

 It stresses the ability to learn. The more intelligent person, the more reality and extensively he is able to learn and enlarge his fiend of activity and experience.

Spearman ( 1927) :- “ intelligence may be thought of in terms of two abilities is ‘g’ general and ‘s’ or specific.

 Ability to abstract reasoning:- This maintains that intelligence is the ability to carry on abstract thinking. This implies the effective use of ideas and efficiency in dealing with symbols, specially numerical and verbal symbols.

 E.L Thorndike (1931) :- we may define intelligence in general as the power of good response from the point of view of truth or fall”.

 Operational definitions:- These categories of definitions are not and perhaps cannot be mutually exclusive. They intersect and overlap at many points.

 P.E Vernon (1927):- “Intelligence is what intelligence test measures”.

 D.W Wechsler (1950):- defined “intelligence is the aggregate or the global capacity of the individual to act purposefully, to think rationally and to deal effectively with the environment”.

 Wagnan (1937) defined “intelligence as the capacity to learn and adjust to relatively new and changing conditions.

**Theories of Intelligence**

 The theories of intelligence propagated by psychologists from time to time have tried to uncover the components or elements of intelligence. These Theories can be grouped under to categories

I. **FACTOR THEORIES OF INTELLIGENCE.**

**a.** Unitary theory or monarchic theory.

 This theory, oldest in origin, holds that intelligence consists of one factor, a fund of intellectual competence, which is universal to all activities of the individual. intelligence is not just a unity factor and the unitary theory is, therefore, not acceptable.

2. Anarchic theory or multifactor theory

 The main propagator of this theory was E.L Thorndike’s As its name suggests this theory, also called atomistic Theory of intelignce, considers intelignce . to be a combination of numerous separate elements or factor, each one being a minute elements of one ability. There is, then, no such thing as general in the intelligence (a single factor) and there are only many highly dependent specific abilities which go into the accomplishment of different tasks.

**3. Spearman’s two factor theory.**

 This theory was advocated by Spearman (1923). according to him, each intellectual activity involves a general factor ‘g’ which it shares will all intellectual activities and a specific factor ‘s’ which belongs to it alone. in this way he suggested that there is something which might be called general intelligence - a sort of general mental energy, running through all the different tasks. The amount of ‘g’ in a person dependence on the amount of cortical energy present and the maximum quantum of this is fixed. In addition to this general factor these are specific capabilities, which an individual the ability to deal with a specific problems.

**4. Group factor theory.**

L.L Thurston, an American psychologist propagated this theory. Four factors not common to all intellectual abilities but common to certain activities comprising a group, the term group factor was suggested. While working on a test of primary mental abilities, he came to the conclusion that- certain mental operations have a common primary factor which gives them psychological and functional unity and, which differential them from other mental operations. These mental operations constitute a group factor. So there are a number of group of mental abilities and each of those group has its own primoy factor. Thurston and his associates have identified nine factor. Like Verbal, Special, Numerical, Memory, word fluency, inductive reasoning, dedicative reasoning, perceptual and problem solving factor.

5. This theory was propagality by G.H Thompson (1939), a British psychologist. It assumes that the mind is made up of several independent bonds or elements. Any specific test or school activity samples some of chose bonds. It is possible that two or more test sample and utilize the same bands, and a general common factor can be said to exist among them. It is also possible that some other test sample different bonds, in which case the test have nothing in common and each of them is specific.

**Vernon’s hierarchical theory**

 The British Psychologist P.F Vernons (1950) suggested hierarchical structure for the organization of intelligence. According to him, the mind is a kind of hierarchy in which ‘G’ is the most prominent mental ability ie., an overall factor measured through intelligence tests. Under ‘G’ we have two major group factor, termed as ved and km, representing two main kinds of mental abilities. While the first major group factor ved is concerned with the verbal, numerical and educational abilities. The other major group factor km connected with practical, mechanical, special, physical abilities. These two major factors can be divided into minor group factors and intimately. This minor factor specific factors related with minute specific mental abilities.

**Guil Ford’s theory involving a model of intellect**

Guil Ford’s(1961) and his associates, while working in the psychological laboratory at the university of Southern California, developed a model of intelligence on the basis of the factor analytical research studies conducted by them which involved a number of intelligence test. They concluded that. Every mental process or intellectual activity can be described in terms of three basic dimensions or parameters known as operations - the act of thinking; contents – the terms in which we think (such as words or symbols); and product- the ideas we come up with. Each of these parameters - operations, contents and products - may be farther subdivided into some specific factor that are.

|  |  |  |
| --- | --- | --- |
| Operations | Contents | Products |
| Evaluation | Figural factor (F) | Units (U) |
| Convergent Thinking | Symbolic | Classes (C) |
| Divergent thinking | Semantic | Relations (R) |
| Memory | Behavioral | Systems (S) |
| Condition |  | Transformation (T) |
| Cognition |  | Implications (I) |

II **COGNITIVE THEORIES OF INTELLIGENCE**

 These theories of intelligence fried to analyze and describe intelligence in terms of certain fundamental cognitive processes.

The theories are;

1. **Cattel and Horn’s theory of intelligence.**

Cattell (1965) and Horn (1978) Proposed a theory of intelligence by distinguishing between two type of intelligence. Fluid intelligence crystallized Intelligence. These two types of intelligence intermingle and interact to produce overall intelligence.

Fluid intelligence is considered to be the mental capacity of an individual, which is required for learning and problem solving. It is dependent on neurological development and is relatively free from the influence of education and culture. Crystallized intelligence, on the other hand not a function of one’s neurological development and there fore is not innate or unlearned like fluid intelligence. Rather, it is a specially learned and is, there fore depend on education and culture.

**2.** **Jensen’s theory of Mental Functioning.**

 Arthur Jensen (1969) propounded the theory of mental functioning. According to this theory, the functioning of one’s mind depends upon the type and degree of intelligence possesses Jensen describes one’s intelligence as being composed of two type of abilities, namely associative abilities and conceptual abilities The first category includes one’s ability to remember, reproduce, identify, discriminate, synthesize, associate, assimilate, transfer and apply etc.. Conceptual abilities on the other hand, involves one’s ability to carry out higher order of thinking, reasoning, analyzing and the capacity of problem solving.

**3. Campion and Brown’s theory of intelligence.**

 The American psychologist Joe campain and Ann Brown developed a theory of intelligence according to which one’s intelligence is composed of a two part system. The first part is a biologically based architectural system and the second an environmentally influenced executive system. The architectural system works as a base for one’s intellectual functioning. it includes such basic mental abilities as memory capacity, the rate of tem of memory, the ability of proper information processing etc. the executive system works as a store - house of knowledge and information and is said to include the cognitive abilities like cognitive schemata, cognitive learning strategies and meta cognition. It works on a higher level so responsible for higher order mental functioning.

**4. Sternberg’s information processing theory of intelligence.**

 The most recent acceptable theory of intelligence has been put found by the American psychologist Robert Sternberg (1985) by adopting an information presenting approach to cognitive or problem solving. The information processing approach to is the manner an which one proceeds to perform a mental cake or solve a problem from the time one come across it, gathers information and make use of this information for completing the task or solving the problem in hand. This have the following steps.

1.Encoding 2. Inferring 3. Mapping 4. Application 5. Justification
6. Reponses

**Gardner’s theory of multiple intelligence.**

 Howard Gardner of Harvard university has propounded a unique theory of intelligence called the theory of multiple intelligence. The different types of intelligence have been named by Gardner as linguistic, logical- mathematical, special, musical, bodily - kinesthetic interpersonal and interpersonal.

1. **Linguistic Intelligence,**

 This type of human intelligence is responsible for all kinds, of linguistic competence, abilities, talents and skills available in human being. This is most visible in professionals.

**2.** **Logical Mathematical.**

This type of intelligence is responsible for all types of abilities, talents and skills in areas related to logic and mathematics. This can be found the professionals like mathematicians, philosophers physicists etc.

**3. Spatial Intelligence.**

 This type of intelligence is concerned with the abilities, talents and skills involving the representation and manipulation of special configuration and relationship. Many of us as adults make use of this kind of intelligence. It is found the professional like architects, engineers, mechanics, etc.

4. **Musical intelligence.**

 The type of intelligence corves the abilities talents and skills pertaining to the field of music. It can be visible in musicians and composers.

**5. Bodily kinesthetic intelligence.**

 This type of intelligence’s concerned with the set of abilities, talents, and skills involved in using ones body or its various parts to perform skillful and purposeful movements. This can be visible in dances, athletes and surgeons

**6. Intra personal intelligence**

 This type of intelligence consists of an individual’s abilities to enable him to know him self. It includes knowledge and understanding. Of one’s cognitive strengths, styles, and metal functioning, as well as one’s feeling range of emotions and skills to utilize one’s fund of knowledge in practical situations. This type of intelligence is demonstrated by yogis, saints, and masters of Zen.

**7. Inter- Personal Intelligence**

 The counter part of interpersonal intelligence in one’s cognitive structure is interpersonal intelligence. It consist of the abilities toe understand individuals other than one’s self and one’s relations to other. This type of inteligenc is most visible among psychotherapist, teachers, sales people, politicians and religious leader.

**8. Existential intelligence**

 A new intelligence is existential intelligence it concern with ultimate issues it is chiefly 20th century philosophical movement embracing diverse is doctrines but entering on analysis of individual who must assume ultimate responsibility for acts of freewill without any certain knowledge of what is right or wrong or good or bad. The people with this intelligence learn best through seeing the “big picture” of human existence by asking philosophical questions about the world.

**9. Emotional intelligence.**

 Emotionally intelligent individuals stand out, their ability to empathize persevere, control impulses, communicate clearly, make thoughtful decisions, solve problems, and work with others earns them friends and success. They tend to lead happier lives with more productive, and they spur productivity in others. At school, they do better on standardized test and help create a safe, comfortable classroom atmosphere that makes it easier to learn.

**THEORETICAL OVERVIEW OF ASPIRATION FOR HIGHER EDUCATION**

This section of the review deals with the theoretical aspects related to variables aspiration for higher education.

**Meaning of 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. Aspirations are considered as the integral and important parts of a self picture that represents he or she is, he or she would like to be and he or she do net wish to become. Aspirations determine feature of a person and his development. Aspirations can be defined as a student’s ability to identify and set goals for the future, while being inspired in the present to work toward those goals. .

 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 into attain. In other, aspirations have two major underpinning that is inspiration and ambitions. Inspiration reflects that an activity is exciting and enjoyable top the individual and the aware of being fully and richly involved in life here and know. It is depicted by an individual who becomes involved in an activity for its intrinsic value and enjoyment. Ambitions represent the perception that an activity is important as a means to future goals. It reflects individuals perception that it is both possible and desirable to think in future terms and to plan for the future. An individual with aspirations must exhibit behavioral traits reflective of both ambitions and inspirations.

 In brief aspirations are “any goal an individual is willing to invest in beforehand”. (Sherwood, 1989)

 **Components of aspiration**

1. The components of Aspiration for higher Education is described us below:-

**I – Attitude**

 Attitude refers to an overt or covert interest in pursuing specific course of action, in response to particular situation. It is a relatively stable and enduring pre-disposition to behave or react in a certain enduring predisposition to behave or react in a certain way to ward persons, objects, institutions or issues. The attitude has five components.

**a. Emotion**

A strong feeling such as love, fear and anger. It is the part of a persons character that consists of feeling. In general the emotional state is a complex reaction involving a high level of activation and visceral changes and accompanied by strong feeling or affective states.

**b. Target**

The term target refers to the result that a person try to achieve.

**c. Direction**

It refers to the line of development way or trend one has in mind of an aspect.

**d. Intensity**

The term intensity refers to the state or quality of being intense and intensity of feeling. It is the strength with which an opinion or attitude is held.

**e.** **Consistency**

The quality of always behaving in the some way or of having some opinions, standards etc.

**II – Motivation**

Motivation refers to as something which prompts, compels and energies an individual to actor behave in a particular manner at a particular time of attuning some specific goal or purpose. Motivate means to invite to action or serve as an inventive or goal. The motivation has four components.

a. **Achievement drive**

These refers to ones striving to improve or meet a standard of excellence.

b. **Commitment**

The term commitment refers to dedication to a long term course of action.

c. **Initiative**

The term initiative refers to the individual’s capacity for independent action to star a series of activities.

d. **Optimism**

It refers to an attitude marked by hope, confidence, cheerfulness and faith in future

**STUDIES RELATED TO INTELLIGENCE**

1. Baskas, Richard. S (2011) conducted a study on intelligence and education of one self and for others. The purpose of this study is to examine how intelligence is used to acquire education to make positive changes for oneself and for others. Results revealed that intelligence is required to understand what changes are to be made, to determine how to make decisions on what changes need to be, and how to apply these decisions to make changes

2. Proyer, Rene T. (2011) conducted a study on estimated intelligence and academic performance. The study examines the relation between subjectively assessed adult playfulness and psychometric and self estimated intelligence in a sample of 254 students. As expected, playfulness existed widely independently from psychometric intelligence. Correlation pointed in the direction of higher expressive playfulness and numerical intelligence and lower creative playfulness and figural intelligence was associated with. Better academic performance. Students who described themselves as playful were more likely to do the extra reading that went beyond what was needed to pass the exam. This can be seen as first evidence of a positive relation between playfulness in adults and academic achievement.

3. Syzmanowicz, Agata, Furnhan and Adrian (2011) Reported in article learning and individual differences. In this for metu-analyses to examine the magnitude of sex differences in self estimates of general, mathematical logical, spatial and verbal abilities. For all but verbal ability males gave scientifically higher self estimates then did females. The weighed mean effect size d for general intelligence was 0.37, for mathematical 0.44, for spatial 0.43 and for verbal 0.07. As these were significally heterogeneous, homogeneity analysis was performed to identify moderating factors. These includeds and dominating authors gender.

5. Aklhar Praveen (2011) conducted a research on general intelligence of DIET college students in Relation to various Demographical factor in Kurnool destrict for study the investigator selected a stratified random sample of 260 students of DIET college in Karnool District. The result is these were no significant gender differenced between male and female DIET students in Test General Intelligence (TGI). These was no significant effect of nativity on TGI of DITE students. These were no significant difference in age of DIET students and their performance in TGA. There was no significant effect of literacy of parents on DITE students in TGI performance.

6. Manorajan Panda (2005) conducted a study to discover the effect of intelligence on academic achievement in different categories of school and assess interrelationship between academic achievement and intelligence of class IX students in different categories of schools. The sample for the study is 550 students in class IX. The result of the study is there is no significant difference in academic achievement of students. studying in different categories of schools and there is a low relationship between academic achievement and intelligence in different categories of schools. The study reveals that is little significant relationship between academic achievement and intelligence in schools students involved in this study.

7. Manus Ranjan Panigrahi (2005) conducted a study to academic achievement in relation to intelligence and Socioeconomic studies of high school students. The sample for the study is 100 students. In 4 schools. The tool used in the study is a group intelligence test developed by Dr. Prayag Mehta and socio economic status scale developed by Pro. S N Rao. The study reveals that there is significant and positive correlation between academic achievement and intelligence while there is a law positive correlation between academic achievement and socio economic status.

8. Reena. V, Nair (2010) reported in an article in an article named multiple intelligence. A Broad Vision of education. In this article the author covers that thought there any be some significant questions and issues around multiple intelligence theory, It still has had utility in education helping many teachers to look beyond the narrow confines of curriculum and testing and assist people to live their lives well.

Messereef Aseefa and Asha Guptha (2000) conducted a study on intelligence, Locus of control and well being Adolescents in Adis-Abab, Ethiopia. The sample of the study consisted of 600 school going and out of school adolescents. The results reveal that. Intelligence is possibility and significantly related with locus of control. This is a positive influential factor between the two variables. Higher level of intelligence is corrected positively with higher well being of adolescents. The tool used for this study are Ravens’ and progressive matrices (Spm 1996) Locus at control scale Rotter,s interval - External scale (1960) and well being scale of Verma and Verma (1984)

Shikhu Dhall and Praveen T. Thukral (2000) conducted a study on intelligence of secondary school students in relation to the parental attitude. The Sample of study is 1000 students from 9th drawn from Govt and Govt Aided schools of four district of Panjab. The result of the study revealed chat intelligence is significantly related with scales of parent.

Alice Mathew (2004) reported in an article multiple intelligence, recent friends in the proceeds of learning and teaching theory have gained ground. It is well accepted that individuals can taught to achieve by manipulating the type of intelligence that is strong in them. No one can be labeled as an intelligence. If we believe in he theory of multiple intelligence. Let parents and conducts be continued of at this will go a long way in building self confidence in our younger generation.

Shreyashi Paltasingh (2010) conducted a study on import of Socio demographic factor on unit intelligence and creativity of Pupils at secondary school level. The sample used for the study is 125 pupils of ninth classes belonging to two H.S.S of Banpur town of Orissa. The tool used for the study is Jalota’s group test of General Mental Ability for testing Intelligence score and Baqure Mehdie’s verbal test of creative thinking was used for total creativity score. The findings revels the students of upper socio Economic status exhibit higher creativity than their counterparts of lower Socio Economic status.

 Vandana V. Jadhar Ajayakumar B. Patil (2010) investigate a study on mental intelligence among student intelligence in reaction general intelligence and Academic Achievement. The sample for the study is 141 students studying in the college of education in Satara city. The tool used for the study is Mangal Emotional Intelligence Inventory (MEII). General intelligence test development by S.K Pal and K.S Misra and Academic Achievement score at theory mark obtained in annual examination. The finding of the study prove that there is no relationship between emotional intelligence and General intelligence. It also reveals that emotional intelligence has no relationship with academic achievement of student teachers. Emotional intelligence can be learned and gradually developed. So the emotional literacy problem should be organized for student teachers. This program will be beneficial and helpful student teachers in improving their economical intelligence. It will be also useful in improving student teacher’s performance in college.

 **STUDIES RELATED TO ASPIRATION FOR HIGHER EDUCATION**

 Prager and Karen (1974) individual the relationship between educational aspiration, self and academic performance in non tradition college student. No significant relationship was fund between self esteem scores and one measure of educational aspiration and the difficulty level of the two year college curriculum. Implication for the college counselors working with non traditional students’ are also discussed.

 Rajput (1992) conducted a study on educational aspiration and academic achievement of secondary school student- effect of certain family factors. The sample contend of the students of class XI to XII of higher secondary school of the Garhual 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.

 Vd Pratasb (1995) conducted a study on educational aspiration school adjustment and value of plus two arts science male students in relation to environment. Stratified sampling was in 400 students covering 200 from science and 200 from art group were selected the sample was confined to only mala students of plus two level. The tools used included educational aspiration scale. School adjustment inventory study of value and environment scale. The collected data were treated using means, standard deviation and ‘t’ the results revealed the relationship between educational aspiration and school climate was possessive and significant and in case of educational aspiration. Students belonging to rich school environment were significantly higher social value than their counter, part, from poor school environment group. Differed scientifically from that of poor school environment. Plus two science students have significantly better educational aspiration and art counterparts, have comparatively less.

 Debra (1997) reported a study on African American females and put forwards a theory of educational aspiration. Results indicates that aspiration is difficult concept to define.

 Ransey D. Koo (1998) Examine the relationship between educational aspiration, cross cultural sensitivity and fined of study of Chinese studied teachers at the university of Macau. The result reveal that these were significant relationship among cross cultural sensitivity and educational aspiration,

 G: Little flower (2005) reported in an article named quality enhancement in higher education. In the new digital environment adaptive capability is the key to survival and growth because traditional methods of functioning will guarantee neither success nor substances. By inducting ourselves to changes, colleges can become nurseries that promote. scientists . and great thinkers who will be really intersected in solving the problems at the sociality around them. This article manly focus, in higher education require careful planning that will certainly reveal the possibility of pooling resource and changing expertise in the areas of shared intelvets.

 R.Syamalamba reported in an article survey in this competitive world. for to improve its quality. ( 2006) the role of academic libraries in the growth and development of Higher education. The article states to achieve excellence in higher education the role of academic libraries is very important. We have to be quality conscious, if we have to sustain and survey in this competitive world and also services. According the changing of the usenes.

 G.S Ready (2007) reported in an article named India’s her education in a Muddle. In this article the author takes a look at the current state of higher education in the country, especially in view of the foreign education providers (Regulation) Bill that is stated it come up in the parliament soon, and suggest. Certain measures that can be under taken to not only face the eminent challenge of foreign educational institutions but also to check the way ever increasing flow of Indian students to USA, UK and Australia. Newsland and other countries depriving the country of thousands of cores of rupees that could be invested in India to give a boost to the higher education sector.

 Abmavarura, et al., (2007) conducted a study on the effect of selective schooling and self concept on Adolescents Academic Aspiration: An examination at Dweck’s self theory. The aim of this research is to develop a model achievement aspiration in adolescence and to compare young people who are dedicated it selective grammar school with those who attend a non selective “secondary modern” school. The sample consisted of 856 English secondary school pupils.

The finding are achievement aspiration is predicted directly by gender school type and type of intelligence theory. The finding provides substantial support for Dweck’s self theory, showing that import them are related to aspirations. How ever the way in which theory of intelligence relates to age and gender suggests there may be important cross cultural differences not addressed by ducks theory it also investigates the casual paths between aspiration, implicit theories of intelligence and the impact of school selection.

 Z Zayapragassarazan, S Ganapathy (2002) reported in an article privatization of Higher Education in India. It world be good for the nation to experiment privatization in a national and judicious way for a select a period as time in the selected areas and recovers. But it is not advisable to permit. Unhindered process of privatization. Privatization is inevitable to meet the growing needs it own society.

 Wentzel, Kathrgh.R (1998) reported in an article parent’s aspirations for children’s educational attainments in relation to parental Beliefs and social address variable. Examined social address variables in relations to parents aspiration for children educational attainment. The article found each belief a significant, independent predictor of aspirations, and social address variables related to aspirations by way of beliefs.

 Simons (2007) studies the effect of neighbor hood context on the college aspirations of American adolescents. The result shows that concentrated neighborhood disadvantage exert a significant influence on college aspiration even when accounting for the micro level context of adolescents. Overall, the finding suggests that living in a disadvantage context lowers educational aspiration.

 Ahmavaura et.al ( 2007) studied the effect of selective schooling and self concept on adolescents academic aspiration-An exams of Dwecks self theory The findings shows that aspiration is predicted directly by gender, school type, and type of intelligence theory. Intelligence theory also effects aspiration 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 discounted in relation to theories of aspiration which stress it nature as a cultural capacity.

 Jacob (2010) examinees the vole of educational expectations in educational attainment process. The research work was done by analyzing educational aspirations of the conceptual frame work it the study researcher the literature of educational aspirations.

 G. Sigaravelu, T.Muthukrishnan (2007) reported in an article ICT: Boon for higher education. The author focuses on the learning activates to be performed in the traditional learning by exploiting the modern ICT and dwells on the feasible learning activities in the domain of ICT in order to better and further the e- communication learning out comes of the students in education in general and higher education in particular. ICT helps professional development of teaching and learning and individuals involved in the programs of teacher education

 Ashok A.D’Cruz (2007) reported the article Quality assurance in Higher Education through Teacher Professionalism. The author asserts that to ensure quality assurance teachers should continuously update their knowledge and upgrade their skills laying emphasis on relevance of knowledge, skill, personal characteristics, professional perspectives and motivation.

 G..S Reddy (2007) reported in an article higher education lower standards. The author in this article takes a look at the prevailing higher education scenario in the country, the main factors that are contributing to the fall in standards, the impressive strides that are being made by China and the steps that are essential of we are to become a serious player in the world’s knowledge economy.

M.S Talawar, T.Pradeep Kumar (2010) conducted a study on correlation between teacher absenteeism and educational aspiration of primary school students. A sample of 124 teachers and 150 students was drawn adopting random sampling technique from govt. primary schools of Bangalore district, Karnadaka. Survey method was used to collect the data. The study revealed that there is high negative correlation between teacher absenteeism and educational aspiration of primary school students. There is no significant difference in the educational aspiration of boys and girls belonging to govt. primary schools. There is a significant difference in absenteeism of male and female primary school teachers.

**METHODOLOGY**

 A research method is a way of conducting and implementing research. Research methodology is the science and philosophy behind all research. Research methods are of great importance in research process. The sciences of any research depends largely on the suitability of methods and the tools and techniques used for the collection of data. The success of research depends up on the suitability of methods adopted. The research methods helps the researcher to find the various diversified area of the study.

 The present study is intended to find out the extent of relationship between Intelligence and Aspiration for higher education of higher secondary school students. The design of the study is described under the following major sections.

1. **Variables.**
2. **Objectives.**
3. **Hypothesis.**
4. **Tools used for data collection.**
5. **Samples used for the study.**
6. **Data collection procedure, scoring and consolidation of data.**
7. **Statistical techniques used for analysis.**

**A. VARIABLES**

The variable selected for the study are following

**Independent Variable**

Intelligence are treated as independent variables.

**Dependent variable**

Aspiration for higher education are treated as dependent variables.

**B. OBJECTIVES**

1. To find out if there exists any significant relationship between intelligence and Aspiration for higher education of higher secondary school students.

2. To find out if there exists any significant relationship between intelligence and Aspiration for higher education of higher secondary school students in the sub samples based on,

a. Gender.

b. Type of management.

c Locality

d. Subject

3. To find out if there exists any significant difference in intelligence and Aspiration for higher education of higher secondary school students between relevant sub samples based on,

a. Gender.

b. Type of management.

c Locality

d. Subject

**C. HYPOTHESES OF THE STUDY**

Based on the objectives, the present study is designed to test the following hypotheses.

1. There exist significant relationship between intelligence and aspiration for higher education of higher secondary school students.

2. There exist significant relationship between intelligence and Aspiration for higher education of higher secondary school students in the relevant subsamples based on,

a. Gender.

b. Type of management.

c Locality

d. Subject

3. There exists significant difference in the mean score of intelligence of higher secondary school students in the relevant sub samples based on,

a. Gender.

b. Type of management.

c Locality

d. Subject

4. There exists significant difference in the mean score of Aspiration for higher education of higher secondary school students in the relevant sub samples based on,

a. Gender

b. Type of management.

c Locality

d. Subject

**D. TOOL USED FOR DATA COLLECTION**

The source of a research depends on the availability of relevant data. So the investigation needs certain methods and instruments to gather necessary information.

 The investigator employed the following tools for collecting data.

1. Verbal intelligence Scale. (Dr. P.K Sudheesh Kumar, Dr. Hameed.A and Prasanna.A)
2. Aspiration for higher education scale. (Abdul Rasak, modified by the investigator and supervising teacher )

**Description of the tool**

1. **Verbal Group Test of Intelligence (VGTI)**

For the present study Intelligence is the independent variable and to assess the investigator adopted the Verbal Group Test of Intelligence tool prepared and standardised by Dr. P.K Sudheesh Kumar, Dr. Hameed.A and Prasanna.A (1997)

1. **Aspiration for higher Education Scale**

For measuring dependent variable, Aspiration for higher education, the investigator super visor modified the scale developed by Abdul Rasak and Abdul Hameed Mukthar Mahal.

In the study the investigator assessed the aspiration for higher education of higher secondary students, using the Aspiration higher education Assessment scale modified by the investigator construct by Abdul Rasak, and Abdul Hameed Mukthar Mahal with the help of supervising teacher.

From the available literature the investigator identified two major components of aspiration is, attitude and motivation. Attitude comprised of five components and motivation comprised four components.

Based on the component obtained from literature the investigator modified a scale for accessing aspiration for higher education consisting of 37 positive statements and 10 negative statements and of 47 statements. The subjects have to respond to each of the items by choosing any one of the alternatives ‘strongly agree’, ‘Agree’, ‘undecided’, ‘disagree’ and ‘strongly disagree’. A score of 5,4,3,2 and 1 was assigned to the responses ‘strongly agree, ‘agree’, ‘undecided’, ‘disagree’ and ‘strongly’ disagree’ respectively. The order of scoring was reversed for the negative items. The sum of scores for individual items indicates the aspiration for high education of higher secondary students in Malappuram district.

The components of Aspiration for higher Education are described us below:-

**I Attitude**

 Attitude refers to an overt or covert interest in pursuing specific course of action, in response to particular situation. It is a relatively stable and enduring pre-disposition to behave or react in a certain enduring predisposition to behave or react in a certain way to ward persons, objects, institutions or issues. The attitude has five components.

1. **Emotion**

A strong feeling such as lave, fear and anger. It is the part of a persons character that consists of feeling.

1. **Target**

The term target refers to the result that a person try to achieve.

1. **Direction**

It refers to the line of development way or trend one has in mind of an aspect.

1. **Intensity**

The term intensity refers to the state or quality of being intense and intensity of feeling. It is the strength with which an opinion or attitude is held.

1. **Consistency**

The quality of always behaving in the same way or of having some opinions, standards etc.

**II Motivation**

Motivation refers to as something which prompts, compels and energies an individual to actor behave in a particular manner at a particular time of attuning some specific goal or purpose. Motivate means to invite to action or serve as an inventive or goal. The motivation has four components.

1. **Achievement drive**

These refers to ones striving to improve or meet a standard of excellence.

1. **Commitment**

The term commitment refers to dedication to a long term course of action.

1. **Initiative**

The term initiative refers to the individual’s capacity for independent action to star a series of activities.

1. **Optimism**

It refers to an attitude marked by hope, confidence, cheerfulness and faith in future

**E. SAMPLE USED FOR THE STUDY**

Population for the present study covers the 450 higher secondary students in Malappuram District. The following criteria were considered for selection of sample for the study.

1. Gender
2. Type of management.
3. Locality.
4. Subject

**Sample size**

The population at the present study covers the 9 higher secondary school in Malappuram district. That is a heterogeneous group. So the sampling technique used as stratified random sampling. This process gives research a more representative sample than one selected using other techniques the study was conducted on a total of 450 students.

**Pilot study**

 The first draft of the scale consists of 47 items, the tryout of which done in order to select valid items find form by empirically testing the discriminative power of each item.

 For this the scale was ministered to sample of 300 students selected using stratified random sampling techniques. The response sheet were scored according to the scoring scheme.

**Item analysis**

 The purpose of item analysis is to select item that have item characteristics. The procedure of item analysis are discussed below.

 The 300 response sheets obtained after preliminary testing were scored the total scores for each sheet was calculated then this sheets were arranged in descending order of the total score and the highest and lowest 27 percent (100 sheets) of the total sheets were separated.

 The mean and standard deviations of the sores obtained for each item for the upper group and the lower group were calculated separately. The critical ratio were calculated using the formulas.

 

 X1 = Mean of the upper group (for an item)

 X2 = Mean of the lower group

 1 = Standard Deviation of the upper group

 2 = Standard deviation of the lower group

N1 = Sample size of the first group

 N2 = Sample size of the second group

 Item with critical ratio greater than 1.96, the table value of‘t’ at 0.05 level of significance was selected for the final scale.

The critical ratio (‘t’ value) obtained for each items are given in table 3.1

**Table No. 3.1**

**Critical Ratio (‘t’) value**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Sl.No.** | **‘t’ value** |  | **Sl.No.** | **‘t’ value** |
| 1 | 3.67 | 25 | 4.36 |
| 2 | 5.20 | 26 | 5.56 |
| 3 | 2.3069 | 27 | 3.98 |
| 4 | 3.268 | 28 | 5.52 |
| 5 | 3.54 | 29 | 4.68 |
| 6 | 3.88 | 30 | 4.18 |
| 7 | 2.35 | 31 | 4.47 |
| 8 | 3.16 | 32 | 3.90 |
| 9 | 4.36 | 33 | 4.96 |
| 10 | 4.73 | 34 | 3.85 |
| 11 | 3.29 | 35 | 3.77 |
| 12 | 3.09 | 36 | 3.32 |
| 13 | 4.11 | 37 | 4.56 |
| 14 | 5.01 | 38 | 1.88\* |
| 15 | 3.88 | 39 | 4.45 |
| 16 | 3.91 | 40 | 4.71 |
| 17 | 3.43 | 41 | 6.44 |
| 18 | 3.78 | 42 | 4.57 |
| 19 | 4.99 | 43 | 4.26 |
| 20 | 4.54 | 44 | 2.80 |
| 21 | 4.29 | 45 | 3.37 |
| 22 | 4.82 | 46 | 3.21 |
| 23 | 4.50 | 47 | 4.68 |
| 24 | 3.52 |  |

* + Rejected items

**Preparation of the final questionnaire**

 As per the critical ratio obtained for 46 items are greater than 1.96, the required value for significance at 0.05 laved, those items were selected for the final scale.

**Reliability**

 Reliability refers to the extent to which the responses or behavior made by individuals are consistent across items, setting or times. According to best (1996) “Reliability instrument of procedure demonstrates whatever it is measuring it does so consistently”. Reliability of the tool was established by the test retest method on a sample of 30 students keeping a gap of one month between the two administrations. The co-efficient of correlation obtained is 0.79. The value indicates that the test is reliable.

**Validity**

 In the words of Donated H. Mc Burncy Validity is “an indication of accuracy is terms of the extent to which a research conclusion corresponds with reality”. The validity refers to degree to which a fest measures what it indented to measure, when compared with accepted criteria. The validity for the present scale was ensured using face validity. A test is said to have face validity when it appears to measure whatever the author had in mind namely what he has thought he was measuring (Garrett, 1973). The items in the present scale were phrased in the least ambiguous way and the meaning of all terms was clearly defined. The scale was administered to a tryout sample of 50 students. It was found that the subject compare handed the items clearly and responded to the items without misunderstanding the items. The scale thus possesses face validity.

**F. DATA COLLECTION PROCEDURE, SCORING AND CONSOLIDATION OF DATA**

1. **Data Collection Procedure**

 After having an idea of the sample, the investigator sought permission from the head of selected schools for collection data and made necessary arrangements for it. The investigator met the students at their convenient time and explained the nature and confidentiality of the study and make them convinced the need of the study. After giving necessary instructions, the investigator administered the Aspiration for higher education scale and verbal Group Intelligence Test tool. There were give enough time to fill their response sheet and Test. Then the response sheet along with tools were collected and sorted for analysis.

1. **Scoring and Consolidation of data**

 The verbal Group Test of Intelligence statistical consists of 5 test ie, verbal analyses verbal clarification, Numerical reasoning Verbal Reasoning and comprehension. Each test consists of 20 objective type questions the response sheets were scored according to the scoring scheme prepared. The students were instructed to respond each item by putting (🗸) mark under the response final suitable for them against the option is A B C and D. finally, for finding out the assess the intelligence the investigator added the scores.

 Aspiration for higher education Assessment scale consists 47 items. The subjects are to be responded to each of the 47 items by choosing anyone of the alternative responses–“strongly agree”,‘Agree’,‘undecided’, ‘Disagree’, and ‘strongly disagree’. A score of 5, 4,3,2,1 was given to responses “strongly Agree” “Agree”, “undecided” “Disagree”, and “strongly disagree” respectively. The order is reversed for the negative items.

**G STATISTICAL TECHNIQUE USED FOR ANALYSIS OF DATA**

 The sores obtained from 400 students were subjected to statistical treatment. The various statistical techniques used were given below:-

**Persons Product Moment co-efficient of Correlation.**

 The most often used and most precise co-efficient of correlation is known as the Pearson’s Product Moment Co-efficient (r). The degree of relationship is measured and represented by the co-efficient of correlation.



Where,

  = sum of the xscores

  = sum of the y scores

  = sum of the squared x scores

  = Sum of squared y scores

  = Sum of the product of paired X and Y scores

  = Number of paired scores

 In this study correlation co-efficient ‘r’ is used to find out if there exists any significant relationship between intelligence and Aspiration for higher education of higher secondary school students.

1. **Test of significance of difference between Means for Different categories**

 The statistical technique, fest of significance of difference between means for different categories is used to final and if there exist, any significant difference in intelligence and Aspiration for higher education between relevant subsamples.

 

 Where X1 and X2 are the mean scores of the two groups,12 and 22 the variances of the two groups and N1 andN2 the number of cases in each group. If the obtained critical ratio is greater than required value fro significance the mean difference is considered to be significant.

**ANALYSIS**

The main purpose of study was to asses the intelligence and Aspiration for higher education and the relationship between them of higher secondary students. The collected data was analyzed statically and the results were presented and discussed in this chapter with reference to the objectives of the study.

**OBJECTIVES**

1. To find out if there exists any significant relationship between intelligence and Aspiration for higher education of higher secondary school students.

2. To find out if there exists any significant relationship between intelligence and Aspiration for higher education of higher secondary school students in the sub samples based on,

a. Gender.

b. Type of management.

c Locality

d. Subject

3. To find out if there exists any significant difference in intelligence and Aspiration for higher education of higher secondary school students between relevant sub samples based on,

a. Gender.

b. Type of management.

c Locality

d. Subject

**HYPOTHESES OF THE STUDY.**

Based on the objectives, the present study is designed to test the following hypotheses.

1. There exist significant relationship between intelligence and aspiration for higher education of higher secondary school students .

2. There exist significant relationship between intelligence and Aspiration for higher education of higher secondary school students in the relevant subsamples based on,

a. Gender.

b. Type of management.

c Locality

d. Subject

3. There exists significant difference in the mean score of intelligence of higher secondary school students in the relevant sub samples based on,

a. Gender.

b. Type of management.

c Locality

d. Subject

4. There exists significant difference in the mean score of Aspiration for higher education of higher secondary school students in the relevant sub samples based on,

a. Gender.

b. Type of management.

c Locality

d. Subject

**Preliminary Analysis of the Test Scores**

 the important statistical properties of the scores on the variables under study were analyzed as a preliminary step. The mean, median, mode, standard deviation, skewness, and kurtosis were computed for the whole sample .The details of the statistics were presented in table 4.1

**Table 4.1**

**Preliminary analysis of test scores**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **No** | **Variables**  | **N** | **Mean** | **Median** | **Mode** | **S.D** | **Skewness** | **Kurtosis**  |
| 1 | Intelligence total  | 450 | 68.10 | 70.00 | 73 | 13.79 | -.470 | -.457 |
| 2 | Aspiration for higher education  | 450 | 186.80 | 188 | 194 | 18.63 | -.877 | 2.24 |

**Discussion of Result.**

To know the nature of distribution, the important statistical constant of the selected variables for the total and sub samples were analyzed. It is found that the measures of central tendency namely, mean, median, mode are almost equal for the intelligence and aspiration for higher education. The value of skewness is -. 470 and -.877 which shows that the distribution is negatively skewed. The value of kurtosis in intelligence is -. 475, which suggests that. The distribution is slightly leptokurtic. But in aspiration for higher education the value of kurtosis is 2.24,which suggests that the distribution is leptokurtic. This indicates that the distribution of scores approximate closely what is expected for a normal curve and variable can be considered to be normally distributed.

**1. Interpretation of the computed correlation co-efficient.**

When we have computed a correlation co-efficient between two variables, next thing is to consider what it tells us. First it tell us whether there is any correlation between two variables and if any such relationship exist, then to indicates the degree of closeness or significance of the relationship. The interpretation of the correlation. Co-efficient is presented in Table 4:2

**Table 4.2**

**Interpretation of the computed correlation co-efficient**

|  |  |
| --- | --- |
| **Range of computed correlation** **co-efficient** | **Interpretation** |
| 0 | Zero relation; absolutely no relationship  |
| 0.0to 0.2 | Slight; almost negligible relationship |
| 0.2 to 0.4 | Low correlation; definite but small relationship  |
| 0.4 to 0.70 | Moderate correlation; substantial but small relationship  |
| 0.71 to 0.90 | High correlation; marked relationship |
| 0.91 to 0.99 | Very high correlation; quite independent relationship  |
| 1 | Perfect correlation; almost identical or opposite relationship  |

**2. Correlation between intelligence and Aspiration for Higher education for the Total sample and relevant sub samples.**

a). The collected data has been analyzed to find out the extent of relationship between intelligence and Aspiration for higher education of higher secondary school students. It is estimated using Pearsons’s product moment co-efficient of correlation (r).

 The co efficient of correlation between intelligence and Aspiration for Higher education for the total sample and sub sample presented in the table 4:3

**Table 4.3**

**coefficient of correlation between intelligence and Aspiration
for higher education for total sample N= 450) and subsample
based on Gender, Type of management, locality, and subject.**

|  |  |  |
| --- | --- | --- |
| Sl.No | Sample | Correlation ‘r’ |
| 1 | Total | .089 |
| 2 | Male | .099 |
| 3 | Female | .098 |
| 4 | Govt | .109 |
| 5 | Aided | .059 |
| 6 | Unaided | .091 |
| 7 | Rural | .104 |
| 8 | Urban | .132 |
| 9 | Science | .086 |
| 10 | Humanities | .084 |
| 11 | Commerce | .219 |

From the table it can be seen that, the co-efficient correlation for independent variable intelligence with the depend variable Aspiration for higher education in the case of total sample is 0.089,which denotes almost negligible and positive relationship between intelligence and aspiration for higher education of higher secondary school students.

 The co-efficient correlation between intelligence and aspiration for higher education in the case of male higher secondary school students is 0.099 which indicates almost negligible and positive relationship between intelligence and aspiration for higher education of male higher secondary school students.

 The co-effient of correlation between intelligent and aspiration for higher education of the female higher secondary school students is 0.098, which indicates almost negligible and positive relationship between intelligence and aspiration for higher education of the female higher secondary school students.

 The co-efficient correlation for independent variable intelligence with the dependant variable aspiration for higher education for Govt higher secondary school students is .109. The obtained value indicate suggests that in case of Govt Higher Secondary school students the variable intelligence and aspiration intelligence and aspiration for higher education are significantly related and the relationship is negligible and positive.

 The co-efficient correlation for independent variable intelligence and dependent variable aspiration for higher education of Aided higher secondary school students is .059. The obtained value indicates that in the case of Aided Higher secondary school students, the variables intelligence and Aspiration for higher education almost negligible positive correlation.

 The co-efficient correlation for independent variable intelligence and dependent variable aspiration for higher education of Unaided higher secondary school students is .091. The obtained value indicates that in the case of Unaided higher secondary school students, the variables intelligence and Aspiration for higher education is almost positive negligible relationship.

The co-efficient correlation for independent variable intelligence and dependent variable aspiration for higher education of Rural higher secondary school students is .104. The obtained value indicates that in the case of Rural higher secondary school students, the variables of intelligence and Aspiration for higher education are significantly related and relationship is negligible and positive.

The co-efficient correlation for independent variable intelligence and dependent variable aspiration for higher education of urban higher secondary school students is 1.32 the obtained value indicates that in the case of urban higher secondary school students, the variable intelligence and Aspiration for higher education are significantly related, and the relationship is negligible and positive.

The co efficient correlation for independent variable intelligence and dependent variable aspiration for higher education of higher secondary school students belongs to science discipline is 0.086 the obtained value indicate that in the case of students belong to science discipline, the variable intelligence and Aspiration for higher education are significantly related, and the relationship is negligible and positive.

 The co efficient correlation for independent variable intelligence with dependent variable aspiration for higher secondary school students belongs to humanities discipline is 0.084. The obtained value indicates belong to humanities discipline, the variable intelligence and Aspiration for higher education are significantly related, and the relationship is negligible and positive.

 The co efficient correlation for independent variable intelligence with dependent variable aspiration for higher education higher secondary school students belongs to commerce discipline is .219. The obtained value indicated that in the case of students belong to Commerce discipline, the variable intelligence and aspiration for higher education are significantly small positive relationship.

COMPARISON OF MEAN SCORE OF INTELLIGENCE AND ASPIRATION FOR HIGHER EDUCATION OF HIGHER SECONDARY SCHOOL STUDENTS BETWEEN SUBSAMBLE BASED ON GENDER, TYPE OF MANAGEMENT, LOCALITY, AND SUBJECT.

1.  **Comparison of mean score of intelligence between male and female higher secondary school students**

**Table 4.4**

**Date and Result of the test of significance of difference in intelligence between male and female higher secondary school students.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sl.No** | **Category** | **N** | **M** | **SD** | **‘t’ value** | **Level of significance** |
| 1 | Male | 235 | 68.73 | 13.25 | 1.002 | NS |
| 2 | Female | 215 | 67.42 | 14.36 |

**Ns: Not significant at 0.05 level**

 Table indicates that the mean scores of intelligence for male and female Higher secondary school students are 68.73 and 67.42 respectively. The Standard deviation are 13.25 and 14.36 respectively. The ‘t’ value obtained is 1.002. The table value of ‘t’ at 0.05 significant level is 1.96. Since the obtained value of ‘t’ is 1.002, which is less than 1.96 so the mean difference in intelligence between male and female Higher secondary school students is not statistically significant.

**Discussion**

 The mean score for male and female higher secondary school students were analyzed. It is found that there is no significance in intelligence between male and female higher secondary school students. So it can be inferred that the intelligence of female and male higher secondary school students is almost equal.

**2.** **Comparison of mean score of intelligence between Govt and Aided Higher secondary school students.**

**Table No 4.5**

**Date and result of the fest of significance of Difference in**

 **Intelligence between Govt and Aided Higher secondary school students.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sl.No** | **Category** | **N** | **M** | **SD** | **‘t’ value** | **Level of significance** |
| 1 | Govt | 158 | 73.49 | 10.87 | 1.28 | NS |
| 2 | Aided | 161 | 71.91 | 11.18 |

 NS: Not significant at 0.05 level

 Table indicates that the mean scores of intelligence for Govt and Aided Higher secondary school students are 73.49 and 71.91 respectively. The Standard deviation are 10.87 and 11.18 respectively. The‘t’ value obtained is 1.28. Which is less than 1.96, the required table value for significant at 0.05level so the mean difference in intelligence between Govt and Aided Higher secondary school students is not statistically significant.

**Discussion**

The mean score for intelligence Govt and Aided Higher secondary school students were analyzed. It is found that there is no significance difference in intelligence between Govt and Aided higher secondary school students. So it can be inferred that the intelligence of Govt and Aided higher secondary school students is almost equal.

**3. Comparison of mean score of intelligence between Govt and Unaided higher secondary school student**

**Table No 4.6**

**Date and result of the test of significance of Difference in
Intelligence between Govt and Unaided Higher secondary school students.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sl.No** | **Category** | **N** | **M** | **SD** | **‘t’ value** | **Level of significance** |
| 1 | Govt | 158 | 73.49 | 10.87 | 11.58 | S |
| 2 | Unaided | 131 | 56.92 | 13.45 |

 S. Significant at 0.05 level.

The table indicates that the mean scores of intelligence for Govt and Unaided Higher secondary school students are 73.49 and 56.92 respectively. The Standard deviations are 10.87 and 13.45 respectively. The ‘t’ value obtained is 11.58 is greater than 1.96 the required table value significant at 0.05 level. So the mean difference in intelligence between Govt and Unaided higher secondary school students is statistically significant.

**Discussion**

The mean score of intelligence of Govt and unaided Higher secondary school students were analyzed. It is found that there is significant difference in intelligence between Govt and unaided higher secondary school students. So it can be inferred that intelligence of unaided higher secondary school students is differ from the intelligence of Govt higher secondary school students. ie. By analyzing the means score, the Govt higher secondary school student intelligence is higher than the unaided higher secondary school students.

**4.** **Comparison of mean score of intelligence between Aided and Unaided Higher secondary school students**

**Table No 4.7**

**Date and result of the test of significance of Difference in Intelligence between aided and Unaided Higher secondary school students**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sl.No** | **Category** | **N** | **M** | **SD** | **‘t’ value** | **Level of significance** |
| 1 | Aided  | 161 | 71.91 | 11.18 | 10.39 | S |
| 2 | Unaided | 131 | 56.92 | 13.45 |

 S. Significant at 0.05 level.

The table indicates that the mean scores of intelligence for Aided and Unaided Higher secondary school students are 71.91 and 56.92 respectively. The Standard deviations are 11.18 and 13.45 respectively. The‘t’ value obtained is 10.39 is greater than 1.96 the required table value significant at 0.05 level. So the mean difference in intelligence between Aided and Unaided higher secondary school students is statistically significant.

**Discussion**

The mean score of intelligence of Aided and Unaided higher secondary school students were analyzed. It is found that there is significant difference in intelligence between Aided and unaided higher secondary school students. So it can be inferred that intelligence of unaided higher secondary school students is differ from the intelligence of Aided higher secondary school students. ie. By analyzing the means score, the Aided higher secondary school student intelligence is higher than the unaided higher secondary school students.

**5. Comparison of mean score of intelligence between rural and urban higher secondary students.**

 **Table No 4.8**

**Date and result of the test of significance of Difference in Intelligence between rural and urban Higher secondary school students**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sl.No** | **Category** | **N** | **M** | **SD** | **‘t’ value** | **Level of significance** |
| 1 | Rural | 293 | 65.70 | 14.78 | 5.206 | S |
| 2 | Urban | 157 | 72.60 | 10.36 |

 S. Significant at 0.05 level.

The table indicates that the mean scores of intelligence for rural and Urban Higher secondary school students are 65.70 and 72.60 respectively. The Standard deviations are 14.78 and 10.36 respectively. The ‘t’ value obtained is 5.20 is greater than 1.96 the required table value significant at 0.05 level. So the mean difference in intelligence between rural and Urban higher secondary school students is statistically significant.

**Discussion**

The mean score of intelligence of rural and Urban higher secondary school students were analyzed. It is found that there is significant difference in intelligence between rural and Urban higher secondary school students. So it can be inferred that intelligence of rural higher secondary school students is differ from the intelligence of Urban higher secondary school students. ie. By analyzing the means score, the Urban higher secondary school students intelligence is higher than the rural higher secondary school students.

**6.** **Comparison of mean score of intelligence of higher secondary school students between science and humanities discipline.**

**Table No 4.9**

**Date and result of the test of significance of Difference in intelligence of higher secondary school students between science and humanities discipline**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sl.No** | **Category** | **N** | **M** | **SD** | **‘t’ value** | **Level of significance** |
| 1 | Science  | 214 | 70.50 | 11.06 | 7.88 | S |
| 2 | Humanities  | 143 | 59.69 | 14.84 |

 S. Significant at 0.05 level.

 Table indicates that the mean scores of intelligence of higher secondary school students between science and humanities discipline are 70.50 and 59.69 respectively. The standard deviation are 11.06 and 14.84 respectively. The ‘t’ value obtained is 7.88 is greater than 1.96. The required table value for significance at 0.05 level. So the mean difference intelligence of higher secondary school students between science and humanities discipline are statistically significant.

**Discussion**

The mean score of intelligence of higher secondary school students between science and humanities discipline were analyzed. It is found that there is significant difference in intelligence of higher secondary school students between science and humanities discipline. So it can be inferred that the intelligence of higher secondary students in humanities discipline is differ from the intelligence science discipline. By analyzing the means score, the intelligence of higher secondary school students in science discipline is higher than the humanities discipline.

**7. Comparison of mean score of intelligence of Science and Commerce higher secondary school students**

**Table No 4.10**

**Date and result of the test of significance of Difference in intelligence of higher secondary school students between science and commerce discipline**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sl.No** | **Category** | **N** | **M** | **SD** | **‘t’ value** | **Level of significance** |
| 1 | Science  | 214 | 70.50 | 11.06 | 3.63 | S |
| 2 | Commerce  | 93 | 75.52 | 11.24 |

 S. Significant at 0.05 level.

 Table indicates that the mean scores of intelligence of higher secondary school students between science and Commerce discipline are 70.50 and 75.52 respectively. The standard deviation are 11.06 and 11.24 respectively. The‘t’ value obtained is 7.88 is greater than 1.96. The required table value for significance at 0.05 level. So the mean difference in intelligence of higher secondary school students between science and commerce discipline are statistically significant.

**Discussion**

The mean score of intelligence of higher secondary school students between science and commerce discipline were analyzed. It is found that there is significant difference in intelligence of higher secondary school students between science and commerce discipline. So it can be inferred that the intelligence of higher secondary students in commerce discipline is differ from the intelligence science discipline. By analyzing the means score, the intelligence of higher secondary school students in commerce discipline is higher than the science discipline.

**8. Comparison of mean score of intelligence of Humanities and Commerce higher secondary school students.**

**Table No 4.11**

**Date and result of the test of significance of Difference in intelligence of higher secondary school students between Humanities and commerce discipline**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sl.No** | **Category** | **N** | **M** | **SD** | **‘t’ value** | **Level of significance** |
| 1 | Humanities | 143 | 59.69 | 14.84 | 8.76 | S |
| 2 | Commerce  | 93 | 75.52 | 11.24 |

 S. Significant at 0.05 level.

 Table indicates that the mean scores of intelligence of higher secondary school students between Humanities and Commerce discipline are 59.69 and 75.52 respectively. The standard deviation are 14.84 and 11.24 respectively. The ‘t’ value obtained is 8.76 is greater than 1.96. The required table value for significance at 0.05 level. So the mean difference in intelligence of higher secondary school students between Humanities and commerce discipline are statistically significant.

**Discussion**

The mean score of intelligence of higher secondary school students between Humanities and commerce discipline were analyzed. It is found that there is significant difference in intelligence of higher secondary school students between Humanities and commerce discipline. So it can be inferred that the intelligence of higher secondary students in commerce discipline is differ from the intelligence Humanities discipline. By analyzing the means score, the intelligence of higher secondary school students in commerce discipline is higher than the Humanities discipline.

**9. Comparison of mean score of aspiration for higher education between male and female higher secondary school students.**

**Table 4.12**

**Date and Result of the test of significance of difference in aspiration for higher education between male and female higher secondary school students.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sl.No** | **Category** | **N** | **M** | **SD** | **‘t’ value** | **Level of significance** |
| 1 | Male | 235 | 183.81 | 18.64 | 3.609 | S |
| 2 | Female | 215 | 190.07 | 18.10 |

S: significant at 0.05 level

 Table indicates that the mean scores of aspiration for higher educationof male and female Higher secondary school students are 183.81 and 190.07 respectively. The Standard deviation are 18.64 and 18.10 respectively. The ‘t’ value obtained is 3.609. The table value of ‘t’ at 0.05 significant level is 1.96. Since the obtained value of ‘t’ is greater than the table value. So the mean difference aspiration for higher education between male and female higher secondary school students is statistically significant.

**Discussion**

 The mean score of aspiration for higher education of male and female higher secondary school students were analyzed. It is found that there is a significant difference in aspiration for higher education between male and female higher secondary school students. So it can be inferred that the male higher secondary school students differ in their aspiration for higher education from female higher secondary school student. By analyzing the mean score of aspiration for higher education of female higher secondary school student is greater than the male higher secondary school student.

**10. Comparison of mean score of aspiration for Higher education between Govt and Aided higher secondary school students.**

**Table 4.13**

**Date and Result of the test of significance of difference in aspiration for higher education between Govt and Aided higher secondary school students.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sl.No** | **Category** | **N** | **M** | **SD** | **‘t’ value** | **Level of significance** |
| 1 | Govt | 158 | 18344 | 17.19 | 1.84 | NS |
| 2 | Aided | 161 | 189.06 | 17.85 |

NS: Not significant at 0.05 level

 Table indicates that the mean score of aspiration for higher education of Govt and Aided higher secondary school students is 183.44 and 189.06 the standard deviations are 17.19 and 17.85 respectively. The ‘t’ value obtained is 1.84 which is less than 1.96, the required table value for significant is 0.05. So the mean difference aspiration for higher education between Govt and aided higher secondary school students is not statistically significant.

**Discussion**

 The mean score of Aspiration for higher secondary education Govt and Aided higher secondary school students were analyzed. It is found that there is no significance difference in aspiration higher education between Govt and Aided higher secondary school students. So it can be inferred that aspiration for higher education of Govt and Aided higher secondary school students is almost equal

11. **Comparison of mean score of aspiration for Higher education between Govt and aided higher secondary school students.**

**Table 4:-14**

**Table: 4:12 Data and Result of the Test of Aspiration for higher education between Govt and unaided higher secondary school students**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sl.No** | **Category** | **N** | **M** | **SD** | **‘t’ value** | **Level of significance** |
| 1 | Govt | 158 | 18344 | 17.19 | .105 | NS |
| 2 | Unaided | 131 | 185.68 | 20.96 |

NS: Not significant at 0.05 level

 Table indicates that the mean score of aspiration for higher education of Govt and Aided higher secondary school students is 185.44and 185.68 Respectively the standard deviation are 17.19 and 20.96respectively. The ‘t’ value obtained is -.105 level So the mean difference in aspiration for higher education between Govt and unaided higher secondary school students is not statistically significant.

**Discussion**

 The mean score of Aspiration for higher secondary education Govt and unaided higher secondary school students were analyzed. It is found that there is no significance difference in aspiration higher education between Govt and unaided higher secondary school students. So it can be inferred that aspiration for higher education of Govt and Unaided higher secondary school students is almost equal.

**12.** **Comparison of mean score of aspiration for Higher education between Aided and Unaided higher secondary school students.**

**Table: 4:15**

**Data and Result of the Test of significance**

 **of difference in aspiration for higher education**

**between aided and unaided higher secondary school students**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sl.No** | **Category** | **N** | **M** | **SD** | **‘t’ value** | **Level of significance** |
| 1 | Aided | 161 | 189.06 | 17.85 | 1.49 | NS |
| 2 | Unaided | 131 | 185.68 | 20.96 |

 Table indicates that the mean score of aspiration for higher education of Aided and Unaided higher secondary school students are 189.06 and 185.68 Respectively the standard deviation are 17.85 and 20.96 respectively. The ‘t’ value obtained is 1.49 which is less than 1.96 at 0.05 significance level. So the mean difference in aspiration for higher education between Aided and unaided higher secondary school students is not statistically significant.

**13. Comparison of mean score of aspiration for Higher education between Rural and urban higher secondary school students.**

**Table: 4:16**

**Data and Result of the Test of significance**

**of difference in aspiration for higher education**

 **between Rural and urban higher secondary school students.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sl.No** | **Category** | **N** | **M** | **SD** | **‘t’ value** | **Level of significance** |
| 1 | Rural | 293 | 187.78 | 18.33 | 1.52 | NS |
| 2 | Urban | 157 | 184.98 | 19.09 |

Table indicates that the mean score of aspiration for higher education of Rural and Urban higher secondary school students are 187.78 and 184.98 statistically the standard deviation are 18.33 and 19.09 respectively. The ‘t’ value obtained is 1.52 which is less than 1.96 at 0.05 significance level. So the mean difference in aspiration for higher education between Rural and Urban higher secondary school students is not statistically significant.

**Discussion**

 The mean score of Aspiration for higher secondary education Rural and Urban higher secondary school students were analyzed. it is found that there is no significance difference in aspiration higher education between Rural and Urban higher secondary school students. So it can be inferred that aspiration for higher education of Rural and Urban higher secondary school students is almost equal.

**14. Comparison of mean score of aspiration for higher education for higher secondary school students between science and humanities discipline**

**Table: 4:17**

**Date and result of the test of significance of Difference**

 **in aspiration for higher education for higher secondary**

 **school students between science and humanities discipline**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sl.No** | **Category** | **N** | **M** | **SD** | **‘t’ value** | **Level of significance** |
| 1 | Science | 214 | 186.10 | 18.45 | .842 | NS |
| 2 | Humanities | 143 | 187.72 | 16.75 |

 Table indicates that the mean score of aspiration for higher education of higher secondary school students in humanities discipline are 186.10 and 187.72 Respectively the standard deviation are 18.45 and 16.75 respectively. The‘t’ value obtained is .842 which is less than 1.96 at 0.05 significance level. So the mean difference in aspiration for higher education of higher education of higher secondary school students in humanities between science discipline are not statistically significant.

**Discussion**

 The mean score of Aspiration for higher education of higher secondary education school students in Humanities disciplines were analysed it is found that there is no significance difference in aspiration for higher education of higher secondary school students between science and humanities discipline so it can be inferred that aspiration for higher education of higher secondary school students between Science and Humanities discipline is almost equal.

**15.** **Comparison of mean score of aspiration for higher education for higher secondary school students between science and humanities discipline**

**Table: 4:18**

**Date and result of the test of significance of Difference**

 **in aspiration for higher education for higher secondary**

 **school students between science and humanities discipline**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sl.No** | **Category** | **N** | **M** | **SD** | **‘t’ value** | **Level of significance** |
| 1 | Science | 214 | 186.10 | 18.45 | .842 | NS |
| 2 | Humanities | 143 | 187.72 | 16.75 |

**NS. Not significant at 0.05 level**

 Table indicates that the mean score of aspiration for higher education of higher secondary school students in humanities discipline are 186.10 and 187.72 Respectively the standard deviation are 18.45 and 16.75 respectively. The‘t’ value obtained is .842 which is less than 1.96 at 0.05 significance level. So the mean difference in aspiration for higher education of higher education of higher secondary school students in humanities between science discipline are not statistically significant.

**Discussion**

 The mean score of Aspiration for higher education of higher secondary education school students in Humanities disciplines were analysed it is found that there is no significance difference in aspiration for higher education of higher secondary school students between science and humanities discipline so it can be inferred that aspiration for higher education of higher secondary school students between Science and Humanities discipline is almost equal.

**16. Comparison of mean score of aspiration for higher education for higher secondary school students between science and commerce discipline**

**Table: 4:19**

**Date and result of the test of significance of Difference**

 **in aspiration for higher education for higher secondary**

 **school students between science and commerce discipline**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sl.No** | **Category** | **N** | **M** | **SD** | **‘t’ value** | **Level of significance** |
| 1 | Science | 214 | 186.10 | 18.45 | .375 | NS |
| 2 | Commerce | 93 | 187.01 | 21.67 |

**NS. Not significant at 0.05 level**

 Table indicates that the mean score of aspiration for higher education of higher secondary school students in commerce discipline are 186.10 and 187.01 Respectively the standard deviation are 18.45 and 21.67 respectively. The ‘t’ value obtained is .842 which is less than 1.96 at 0.05 significance level. So the mean difference in aspiration for higher education of higher education of higher secondary school students in commerce between science discipline are not statistically significant.

**Discussion**

 The mean score of Aspiration for higher education of higher secondary education school students in commerce disciplines were analysed it is found that there is no significance difference in aspiration for higher education of higher secondary school students between science and commerce discipline so it can be inferred that aspiration for higher education of higher secondary school students between Science and commerce discipline is almost equal.

**17.** **Comparison of mean score of aspiration for higher education for higher secondary school students between humanities and commerce discipline**

**Table: 4:20**

**Date and result of the test of significance of Difference**

 **in aspiration for higher education for higher secondary**

 **school students between humanities and commerce discipline**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sl.No** | **Category** | **N** | **M** | **SD** | **‘t’ value** | **Level of significance** |
| 1 | Humanities | 143 | 187.72 | 16.75 | .283 | NS |
| 2 | Commerce | 93 | 187.01 | 21.67 |

**NS. Not significant at 0.05 level**

 Table indicates that the mean score of aspiration for higher education of higher secondary school students in humanities discipline are 187.72 and 187.01 respectively the standard deviation are 16.75 and 21.67 respectively. The ‘t’ value obtained is .283 which is less than 1.96 at 0.05 significance level. So the mean difference in aspiration for higher education of higher education of higher secondary school students in humanities between science discipline are not statistically significant.

**Discussion**

 The mean score of Aspiration for higher education of higher secondary education school students in Humanities disciplines were analyzed it is found that there is no significance difference in aspiration for higher education of higher secondary school students between humanities and commerce discipline so it can be inferred that aspiration for higher education of higher secondary school students between Humanities and commerce discipline is almost equal.

**SUMMARY, CONCLUSION AND SUGGESTIONS**

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

**1. STUDY RETROSPECT**

The present study is entitled as **‘INTELLIGENCE AND ASPIRATION FOR HIGHER EDUCATION OF HIGHER SECONDARY SCHOOL STUDENTS IN MALAPPURAM DISTRICT”.**

**2. VARIABLES**

 The investigator treated intelligence is an independent variable and Aspiration for higher education, is dependent variables.

**3. OBJECTIVES**

1. To find out if there exists any significant relationship between

intelligence and Aspiration for higher education of higher secondary school students.

1. To find out if there exists any significant relationship between intelligence and Aspiration for higher education of higher secondary school students in the subsample based on,
2. Gender
3. Type of management / institution.
4. Locality.
5. To find out if there exists any significant difference in intelligence and Aspiration for higher education of higher secondary school students between relevant subsample based on,
6. Gender
7. Type of management / institution.
8. Locality.
9. Subject

**A. HYPOTHESES OF THE STUDY**

Based on the objectives, the present study is designed to fest the following hypothesis.

1. There exists significant relationship between intelligence and Aspiration for higher education of higher secondary school students.
2. There exists significant relationship between intelligence and Aspiration for higher education of higher secondary school students in the subsample based on,
3. Gender
4. Type of management / institution.
5. Locality.

3. There exists significant difference in the mean score of intelligence of higher secondary school students in the relevant sub samples based on,

a. Gender.

b. Type of management.

c Locality

d. Subject

4. There exists significant difference in the mean score of Aspiration for higher education of higher secondary school students in the relevant sub samples based on,

a. Gender.

b. Type of management.

c Locality

d. Subject

**V – METHODOLOGY**

**Sample**

 The study was conducted on a sample of 450 higher secondary school students from 9 schools in Malppuram District. The Sample selection was done using stratified random sampling technique giving due representation to factor like Gender, type of management, Locality and subject.

**Tools used**

 The investigator used the following tools further study.

1. Verbal group Test of Intelligence scale
2. Aspiration for Higher Education Opinionnaive. Statistical Techniques used.

The collected data were analysed using the following techniques:-

1. Preliminary Statistics
2. Pearson’s Product Moment co-efficient of Correlation (r)
3. Test of significance of Mean Difference for Independent sample.

**VI – MAJOR FINDING OF THE STUDY**

 The major finding of the study are the following:-

1. There exists negligible relationship between intelligence and Aspiration for higher education of higher secondary school students in the total sample( r = 0.089)
2. There exists negligible relationship between intelligence and Aspiration for higher education of Male higher secondary school students ( r = 0.099)
3. There exists negligible relationship between intelligence and Aspiration for higher education of Female higher secondary school students (r = 0.098)
4. There exists negligible relationship between intelligence and Aspiration for higher education of Govt. higher secondary school students (r = .109)
5. There exists negligible relationship between intelligence and Aspiration for higher education of Aided higher secondary school students.(r = 0.059)
6. There exists negligible relationship between intelligence and Aspiration for higher education of unaided higher secondary school students. (r=0.019)
7. There exists negligible relationship between intelligence and Aspiration for higher education of Rural higher secondary school students.(r=.104)
8. There exists negligible relationship between intelligence and Aspiration for higher education of urban higher secondary school students.(r=.132)
9. There exists negligible relationship between Intelligence and Aspiration for higher education for higher secondary school students in science discipline. (r = 0.086)
10. There exists negligible relationship between intelligence and Aspiration for higher education of higher secondary school students in Humanities discipline.(r = 0.084)
11. There exists low relationship between intelligence and Aspiration for higher education of higher secondary school students in Commerce discipline (r = 0.219)
12. There exists no significant difference in intelligence between male and female higher secondary school students.(t value = 1.002)
13. There exists no significant difference in intelligence between Govt. and Aided higher secondary school students.(t value = 1.28). By analysising the mean score of intelligence of Govt. higher secondary school students is higher than the Aided higher secondary school students.
14. There exists significant difference in intelligence between Govt. and unaided higher secondary school students. (t value =11.58). By analyzing the mean score of intelligence of Govt. higher secondary school student is greater than the unaided higher secondary students.
15. There exists significant difference in intelligence between Aided and unaided higher secondary school students. (t value = 10.39) ie Aided higher secondary students intelligence is higher than the unaided higher secondary school students.
16. There exists significant difference in intelligence between Rural and urban higher secondary school students. (t value = 5.206) i.e., Urban higher secondary students intelligence is higher than Rural higher secondary school students
17. There exists significant difference in intelligence of higher secondary school students in Science and humanities discipline. ( t value = 7.88). By analysising the mean score of intelligence of Higher secondary schools students in Science discipline is higher than the humanities discipline.
18. There exists significant difference in intelligence between Science and commerce discipline higher (t value = 3.63) By analysing the mean score, of intelligence of higher secondary school students in commerce discipline is higher than the science discipline.
19. There exists significant difference in intelligence of higher secondary schools students between humanities and Commerce discipline (t value = 8.76) By analysing the mean score, of intelligence of higher secondary school students in commerce discipline is higher than the Humanities discipline.
20. There exists significant difference in aspiration for higher education between male and female higher secondary school students. (t value = 3.609)Female HS students aspiration for higher education higher than the male HS school students.
21. There exists no significant difference in aspiration for higher education between Govt. and Aided higher secondary school students. (t value = 1.84)
22. There exists no significant difference in aspiration for higher education between Govt. and unaided higher secondary school students. (t value = .105)
23. There exists no significant difference in aspiration for higher education between Aided and unaided higher secondary school students. (t value = 1.49)
24. There exists no significant difference in aspiration for higher education between Rural and urban higher secondary school students. (t value = 1.52)
25. There exists no significant difference in aspiration for higher education of higher secondary schools students in science and humanities discipline (t value = .842)
26. There exists no significant difference in aspiration for higher education of higher secondary between Science and commerce discipline.
27. There exists no significant difference in aspiration for higher education of higher secondary schools students in between Humanities and commerce discipline.

**VII – TENABILITY OF HYPOTHESES**

 Hypotheses 1 stales that there exists significant relationship between intelligence and aspiration for higher education of higher secondary school students. The findings reveal that there exists negligible relationship between intelligence and aspiration for higher education of higher secondary school students. The correlation co-efficient obtained for these variables show correlation (r = 0.089). There for hypotheses one I partially accepted.

 Hypothesis 2 (a) states that there exists significant relationship between intelligence and Aspiration for higher education of higher secondary school students in the subsample based on Gender. The findings reveal that there exists negligible relationship between intelligence and aspiration for higher education of higher secondary school students for the subsample based on Gender.

 The correlation co-efficient obtained for male students (0.099) show negligible relationship and that for female students also show negligible relationship (0.098). Therefore hypothesis 2 (a) is partially accepted.

 Hypotheses 2 (b) states that there exists significant relationship between intelligence and Aspiration for higher education at higher secondary school students the subsample based on type of management. The findings reveals that there exists significant relationship between intelligence and aspiration for higher education of higher secondary students for the subsamples based on type of management . the correlation co-efficient obtained for Govt. higher secondary school students (.109), Aided higher secondary school students (0.059), and unaided higher secondary school students (0.091) thus it shows that there is a negligible relationship. There fore hypotheses 2 (b) is partially accepted.

 Hypotheses 2 (c) states that there exists significant relationship between intelligence and Aspiration for higher education of higher secondary school students is the subsample based on Locality. The findings reveals that there exists a negligible relationship between intelligence and aspiration for higher education of higher secondary students for the sub sample based on Locality. The correlation co-efficient obtained for Rural higher secondary school students (.104), and Urban higher secondary school is (.132). It shows that there is negligible relationship. Therefore the hypothesis (2 ( c ) is partially accepted.

 Hypotheses 2 (d) states that there exists significant relationship between intelligence and Aspiration for higher education of higher secondary school students in the subsample based on subjects of students. The findings reveals that there exists low and negligible relationship between intelligence and aspiration for higher education of higher secondary school students. The correlation co-efficient obtained from higher secondary school students in science discipline (0.086), and Humanities is 0.084 indicate data negligible relationship. But in commerce discipline (2.219) shows a low relationship. Therefore hypothesis 2 (d) is partially accepted.

 Hypotheses 3 (a) states that there exists significant difference in mean score of intelligence of higher secondary school students in the relevant subsamples based on Gender. The result of comparison of mean scores of intelligence of male and female higher secondary students indicate that there is no significant difference. (t = 1.002). Hence hypothesis 3 (a) is rejected.

 Hypothesis 3 (b) states that there exists significant difference in mean score of intelligence of higher secondary school students in the relevant sub samples based on Type of management. The result of comparison of mean score. intelligence of Govt. and Aided higher secondary school students in intelligence indicate that there is no significant difference. (t = 1.28) Hence this hypothesis is rejected. The result of comparison of mean score of govt. and unaided higher secondary school students in indicate that there is a significant intelligence. (t = 11.58). The result of comparison of mean scores of intelligence between Aided and unaided higher secondary school students in indicate that there exist significant difference (t = 10.39). Hence these two hypotheses is are accepted.

 Hypotheses 3 (c) states that there exists significant difference in mean score of intelligence of higher secondary school students in the relevant subsample based on Locality. The result of comparison of mean score of Rural and urban higher secondary students indicates, that there exists a significant difference in intelligence (t = 5.206). Hence Hypothesis 3 (c) is accepted.

 Hypotheses 3 (d) states that there exists significant difference in mean score of intelligence of higher secondary school students in the relevant subsample based on subject. The result of comparison of higher secondary schools students between science and humanities discipline (t = 7.88), science and commerce discipline. (3.63) and Humanities and commerce discipline (t = 8.76) indicated that exist a significant difference in intelligence. Hence hypothesis 3 (d) is accepted.

Hypotheses 4(a) states that there exists significant difference in the aspiration for higher education of higher secondary school students in the relevant subsample based on Gender. The result of comparison between male and female higher secondary school students indicate that these exists a significant difference in aspiration for higher education (t = 3.609). Hence hypotheses 4 (a) is accepted.

 Hypotheses 4(b) states that there exists significant difference in the aspiration for higher education of higher secondary school students in the relevant subsample based on Type of management. The result of comparison Govt. and aided higher secondary school students in aspiration for higher education indicate that there is no significant difference (t = 1.84). The result of comparison of Govt. and unaided higher secondary school students in aspiration for higher education indicate in aspiration for higher education indicate that there is no significant difference. (t = .105). The result of comparison between aided and unaided higher secondary school students in aspiration for higher education indicates that there is no significant difference (t = 1.49). Hence hypotheses 4 (b) is rejected.

 Hypotheses 4(c) states that there exists significant difference in aspiration for higher education of higher secondary school students in the relevant subsample based on Locality. The result of comparison of Rural and urban higher secondary school students in aspiration for higher education indicates that there is no significant difference (t = 1.52). Hence hypotheses 4 (c) is rejected.

 Hypotheses 4(d) states that there exists significant difference in aspiration for higher education of higher secondary school students in the relevant subsample based on Subject. The result of comparison of higher secondary school students in Science and humanities discipline. (8.842), students in Science and commerce discipline (.375) and students in Humanities and Commerce discipline (.283) indicates that there is no significant difference in aspiration for higher education . Hence hypotheses 4 (d) is rejected.

**CONCLUSIONS**

 After conducting the study the investigator reached the following conclusions

 Intelligence and Aspiration for higher education were analysed. Result shows that there is no significant relationship between intelligence and aspiration for higher education of higher secondary school students. However there is a low relationship between intelligence and aspiration for higher education of commence higher secondary school students. Then the investigator find, Govt. higher secondary school students intelligence is higher then the aided higher secondary school student. Urban higher secondary students intelligence is greater than the Rural higher secondary school students Science higher secondary students intelligence is higher than the humanities higher secondary school students. Commerce higher secondary intelligence is higher than the science and humanities higher secondary school students. Then investigator find Aspiration for higher of female higher secondary students is greater that the male higher secondary school students.

**EDUCATIONAL IMPLICATION**

 The major findings of the study and the conclusions shown helped the investigator to put forward the following suggestions for the improvement of intelligence and aspiration for higher education of higher secondary school students.

 In the present study shows that there is no significant difference between intelligence and aspiration for higher education of higher secondary school.

1. The findings shows Govt. higher secondary school students intelligence is greater than the aided higher secondary school students. This because of the fact that teachers in Govt. school are well qualified and they are recruited through open competition like public service commission. And hence the meritorious students opt & select study such tools the this study.
2. The intelligence of Aided higher secondary school students is higher than unaided higher secondary school students. The reason is most of the good students select the aided institution for their study.
3. Apiration for higher education of male students in higher secondary schools less than the female student in higher secondary school. Because male students desired to get a job without higher education. So the authority should conduct the career guidance classes to increase there aspiration for the higher education and offered scholarship for their higher education.
4. The intelligence of Urban higher secondary students is higher than the Rural higher secondary school students. The reason is that most of the facilities are available in urban area.
5. The finding show there is a low relationship between intellehence and aspiration for higher education of higher secondary school students in commerce discipline this is because of commerce is job oriented course

**SUGGESTION FOR FURTHER RESEARCH**

The findings of the study helped the investigator to put forward following suggestions for further research.

1. The same study conducted in secondary schools and colleges.
2. Present study can be conducted vocational higher secondary school.
3. Present study extended other district of Kerala.
4. Intelligence can be studied with facilities available for the higher secondary students.
5. A study can be conducted to find out the relationship between aspiration of education and parental support.

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**APPENDIX**

**FAROOK TRAINING COLLEGE, CALICUT**

**ASPIRATION FOR HIGHER EDUCATION SCALE 2011**

**Draft**

|  |  |  |
| --- | --- | --- |
| **Dr. MANOJ PRAVEEN.** |  | **Bindu. K** |
| Assistant Professor  |  | M.Ed Student |
| Farook Training College |  | Farook Training College |

Name of Student :

Gender : Male/Female

Subject : Science/Humanities/Commerce

Name of School :

Type of Institution : Govt/Aided/Unaided

Locality of School : Rural/ Urban

**Instructions**

The following statements are given below are related with your aspiration for higher education.. Read each statement carefully and decide how much it is true in case of you. There are five responses against each statement. (Like strongly disagree, disagree, undecided, agree, strongly agree). Mark your responses with (√) symbol in corresponding column against each statement. Do care to you’re your responses against each statement.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl No. | Statements | Strongly Disagrees | Disagree | Undecided  | Agrees | Strongly Agree |
| 1 | When I listen to the subject to be studied for higher courses, I think of studying. |  |  |  |  |  |
| 2 | I try to know from teachers about the curricular and extra-curricular activities of higher courses. |  |  |  |  |  |
| 3 | When we study for higher courses we should try to win the mind of everyone in the institution. |  |  |  |  |  |
| 4 | Higher education will increase friendship.  |  |  |  |  |  |
| 5 | When I study for higher courses, I think of winning others recognition  |  |  |  |  |  |
| 6 | We should get a lot of knowledge through higher learning experience. |  |  |  |  |  |
| 7 | The purpose of higher education is not even a job only.  |  |  |  |  |  |
| 8 | I have intense desire to get a lot of experience by sitting in higher classes |  |  |  |  |  |
| 9 | I think to speak to those who study for higher courses. |  |  |  |  |  |
| 10 | I think of studying higher courses |  |  |  |  |  |
| 11 | Nowadays I don’t think that studying higher courses would benefit. |  |  |  |  |  |
| 12 | Arrogance will increase for those who study for higher course  |  |  |  |  |  |
| 13 | I neglect any talk, anywhere regarding higher study. |  |  |  |  |  |
| 14 | I should study in a reputed institution after plus two. |  |  |  |  |  |
| 15 | I enquire about the courses which provides status in society |  |  |  |  |  |
| 16 | Higher education develops an objective in life |  |  |  |  |  |
| 17 | Higher education is an important turning point in life |  |  |  |  |  |
| 18 | I have to know more about my subject of study |  |  |  |  |  |
| 19 | I will study more even if I don’t get job  |  |  |  |  |  |
| 20 | I should have good job with higher education  |  |  |  |  |  |
| 21 | Higher education is my goal since my childhood. |  |  |  |  |  |
| 22 | I am not sure that higher education would give a good job. |  |  |  |  |  |
| 23 | I don’t like to study more in my subject. |  |  |  |  |  |
| 24 | I shall try my best to study for higher courses |  |  |  |  |  |
| 25 | I ask others about the grant of govt. for higher education |  |  |  |  |  |
| 26 | I enquire about the ways to reach my goal. |  |  |  |  |  |
| 27 | Teachers enquire about the higher courses which I studied |  |  |  |  |  |
| 28 | I don’t like to enquire about the higher courses. |  |  |  |  |  |
| 29 | I have no interest to know about higher courses when I see its advertisement. |  |  |  |  |  |
| 30 | I enquire about the job opportunity regarding my subject of study. |  |  |  |  |  |
| 31 | I have interest to prove myself after studying higher courses. |  |  |  |  |  |
| 32 | I feel interest to have such experience when the students of higher education talk about their experience. |  |  |  |  |  |
| 33 | If I go for higher study, I feel that I will get my dream job |  |  |  |  |  |
| 34 | I enquire about the marks required for getting admission in higher courses. |  |  |  |  |  |
| 35 | Higher education is essential nowadays. |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 36 | It’s not due to others compulsion, I think about going for higher courses. |  |  |  |  |  |
| 37 |  |  |  |  |  |  |
| 37 | When I see higher educational institution, I wish to study there. |  |  |  |  |  |
| 38 | I enquire about the well furnished educational institutions. |  |  |  |  |  |
| 39 | I advise others about going for higher education. |  |  |  |  |  |
| 40 | I take initiative for my education. |  |  |  |  |  |
| 41 | I can have many skills if I join for higher courses. |  |  |  |  |  |
| 42 | I don’t like to have recognition in society by getting higher education. |  |  |  |  |  |
| 43 | Those who have higher education may not have high position in society. |  |  |  |  |  |
| 44 | I should be a man who can clear others doubt and questions after studying higher courses |  |  |  |  |  |
| 45 | Higher education makes personality development possible. |  |  |  |  |  |
| 46 | I can study well if I join any course |  |  |  |  |  |

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