



# ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR EDUCATIONAL ASPIRATION, GENDER AND TYPES OF SCHOOL

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## Abstract

*This study explores the comparative and correlative analysis of academic achievement among secondary school students in relation to their educational aspiration, gender and types of school. The research done was an effort in investigating how students' aspirations for academic success affect their performance secondary school level. Educational aspiration, defined as the degree to which students aim to achieve certain academic goals, is considered a critical factor in motivating students to succeed. The study employed a quantitative approach, using descriptive survey to collect data of randomly selected 800 male and female secondary school students across various government and private secondary schools (affiliated to HBSE) from Bhiwani, Sonapat, Ambala, Sirsa and Jhajjar out of 22 district of Haryana state. In order to assess the academic achievement of the 10<sup>th</sup> grade students the results of the previous class i.e 9<sup>th</sup> grade was taken as criterion, while educational aspiration was assessed by using a standardized tool constructed and developed Sharma and Gupta. The results compared the academic achievement with respect to their gender did not show any significant differences but types of schools showed findings that private secondary school students were found significantly high on academic achievement. Educational aspiration was also reported to be significantly differ with respect to types of school. Private secondary school students were reported to be significantly higher on educational aspiration in comparison to government school students. Furthermore, when results obtained on the basis of gender no significant differences were reported on educational aspiration of secondary school students. While the correlative analysis was found to show positive and significant relationship of and academic achievement and educational aspiration, suggesting that the effect of individual educational aspiration cannot be undermined. The study underscores the importance of encouraging students to set high educational goals in order to improve academic performance.*

**Keywords:** *Educational Aspiration, Academic Achievement, Secondary School Students,*



## Introduction

Education, according to Gandhi ji, is “an all-round drawing out of the best in the child and man body, mind and spirit.” According to (Fron, 1981), “academic achievement is the degree of eligibility or ability in school work, usually expressed in standardized tests & articulated in %age and marks based on criteria derived from a broad sample of student performance.” Academic achievement has turned into an informative benchmark as the passageway of central “No Child Left Behind Act in 2001” requiring each tutor - along with school counsellors to officially determine the way in which the jobs & programs influence students' academic progress & add to overall school results. According to Erik Eriksson, "Adolescence is the age in which people must establish an identity to prevent the spread and confusion of identity teenagers give more imp. to their friends than family who can steer them. This is a phenomenon known as “peer pressure”. Peer pressure is positive when one encourages or supports one to do good e.g. participating in athletics, registering with clubs, attempting brand new food items, volunteering, obtaining fine levels, respecting, meeting people that are new, volunteering, getting good marks, fulfilling brand new folks, doing the best thing, being trustworthy & being accountable. (Morrison, Callin and Morrison 2004)

Educational aspiration refers to the ambition and determination of students to achieve academic success, influenced by their “self-efficacy, parental guidance, and societal expectations”. “Peer pressure, on the other hand, encompasses the influence peers exert on students' attitudes, choices, and behaviours, which can either positively or negatively impact their academic journey” (Wentzel & Caldwell, 1997). “Secondary school students are particularly susceptible to peer influences due to their developmental stage, where social acceptance often holds substantial importance” (Brown, 2004). The word ‘Aspiration’ means a desire or ambition which has not so far been fulfilled and man still works for it. “Educational aspiration is a mental construct that shows the cognitive side of the person.” Frank (1981) described this as “level of prospect performance in recognizable work, up to which a person seeks to reach having realization of his past performance.” James Driver (1982) interprets this as “a reference for self-esteem, or as a measure of the context in which a person experiences, success or failure.”

Understanding the interplay between “academic achievement and educational aspiration” is crucial, as these factors not only affect academic performance but also contribute to the overall growth and development of students. This study was an effort shedding light on the dynamic relationship between individual aspirations in education influencing academic achievement of secondary school students.

## Review of Literature

**Mrigakshi, Sarma (2021) conducted a survey on “Educational Aspiration Among The Secondary School Students From Nagaon Town Of Assam”, on a sample of 348 among**



secondary school students and reported by randomly selection from the targeted population. The sample was stratified on the basis of gender. The researcher did not reported any significant difference on educational aspiration with respect to gender.

**Sharma (2020)** worked on “,

**Negel. and Chandra (2019)** intended “to find out the relation among intrinsic motivation, academic achievement and educational aspiration.” Student academic achievement is dependent variable and independent variables are intrinsic motivation and educational aspiration. Purposive samples of 200 students of class xii have been selected from higher secondary school, Howrah and Hooghly districts, West Bengal. It is a survey based study and ‘t’ tests have been used to analysis the data. The major findings are male & female do not differ on intrinsic motivation, academic achievement & educational aspiration. To conclude, findings of the results illustrate that intrinsic motivation and educational aspiration improves high level of academic achievement of the students and individuals’ attaining goal.

**Rawat (2019)** examined “The examined the effect of economic status on level of educational aspiration and academic achievement of higher secondary school students”. The main objective of the study was to determine the socio-economic status of higher secondary school students with respect to gender, their locale and study stream. The study was conducted on a sample of 1060 students. There were no gender differences were reported in their socio-economic status of the students.

**Iyappan** carried out a research in 2018on “, A study on level of Educational Aspiration of higher secondary school students in relation to their family environment and test anxiety”. The methodology adopted was descriptive survey with a sample of 1125 students. 46% of the total sample have average educational aspiration while 30.2% of them exhibited low educational aspiration level and 23.4% of the students exhibited high level of educational aspiration level.

**Kainthola (2017)** examined a study on “Academic achievement and occupational Educational Aspiration of secondary level students in relation to their self-esteem and socioeconomic status”. Objectives of the study were to study the relationship between socio economic status and occupational Educational Aspiration of students. To study the relationship between self - Esteem and occupational Educational Aspiration of students. For the study normative survey method with a sample of 400 senior secondary students. Where significant relationship between socio economic status and academic achievement was found but self esteem was not found to be significantly correlated with occupational Educational Aspiration.

### **Operational Definitions:**

5. **Educational Aspiration:** Educational aspiration refers to the academic goals, ambitions, and future educational plans expressed by secondary school students. It



is measured using a standardized questionnaire that evaluates students' aspirations for academic success and higher education.

6. **Academic Achievement:** Academic achievement refers to the level of academic performance demonstrated by secondary school students, as measured by their scores or grades in school examinations and assessments.
7. **Secondary School Students:** Secondary school students are defined as individuals enrolled in grades 9 and 10 (or equivalent levels) within an educational institution. The age range typically falls between 14 and 16 years.

### Objectives of the Study

1. To compare the academic achievement of secondary school students on the basis of their gender.
2. To compare the academic achievement of secondary school students on the basis of their types of school.
3. To compare the educational aspiration of secondary school students with respect to their gender.
4. To compare the educational aspiration of secondary school students on the basis of their types of school.
5. To determine the relationship between the academic achievement and educational aspiration of secondary school students

### Hypotheses of the Study

- H<sub>1</sub>:** There is no significant difference in the academic achievement of secondary school students on the basis of their gender.
- H<sub>2</sub>:** There is no significant difference in the academic achievement of secondary school students on the basis of their types of school.
- H<sub>3</sub>:** There is no significant difference in the educational aspiration of secondary school students on the basis of their gender.
- H<sub>4</sub>:** There is no significant difference in the educational aspiration of secondary school students on the basis of their types of school
- H<sub>5</sub>:** There is no significant relationship between the academic achievement and educational aspiration of secondary school students

### Research Methodology:

- **Research Method:** Descriptive method was employed for the present study
- **Population:** The target population for the present study was secondary school students enrolled in 10<sup>th</sup> grade of Haryana state.



• **Sample and Sampling Procedure:**

The sample for this study consists of 800 secondary school students enrolled in grades 10 from various schools of Haryana state. The target population includes students aged 14 to 16 years, from both government and private schools affiliated from HBSE, Bhiwani, Haryana. In order to collect the data four districts out of 22 in total were chosen by lottery method. The four district chosen were: Sonipat, Bhhiwani, Sirsa and Ambala. Approximate 16 to 25 students were chosen from each district.

• **Tools used for data collection:**

**In order to collect data for the proposed study following tools were used:**

- Educational Aspiration Scale by Dr. V. P. Sharma and Dr. Anuradha Gupta.
- Academic Achievement was assessment from the obtained previous results of the secondary school students

• **Statistics Used for the Study:**

The data collected for the study present variables i.e. academic achievement, educational aspiration, gender, and types of schools (Govt. and Private) analyzed by using both descriptive statistics (Mean and Standard Deviation) and inferential statistical methods (determine the comparative analysis between two groups) ‘t’ test was employed while to find out the correlative inferences between the two variables the Karl Pearson’s Product Moment correlation was used.

➤ **Data Analysis for the Study**

The data analysis for this study on academic achievement in relation to educational aspiration, gender and types of schools was conducted in several stages, using both descriptive and inferential statistical techniques to interpret the data and to test the hypotheses. The analysis of gathered data and interpretation is given as below:

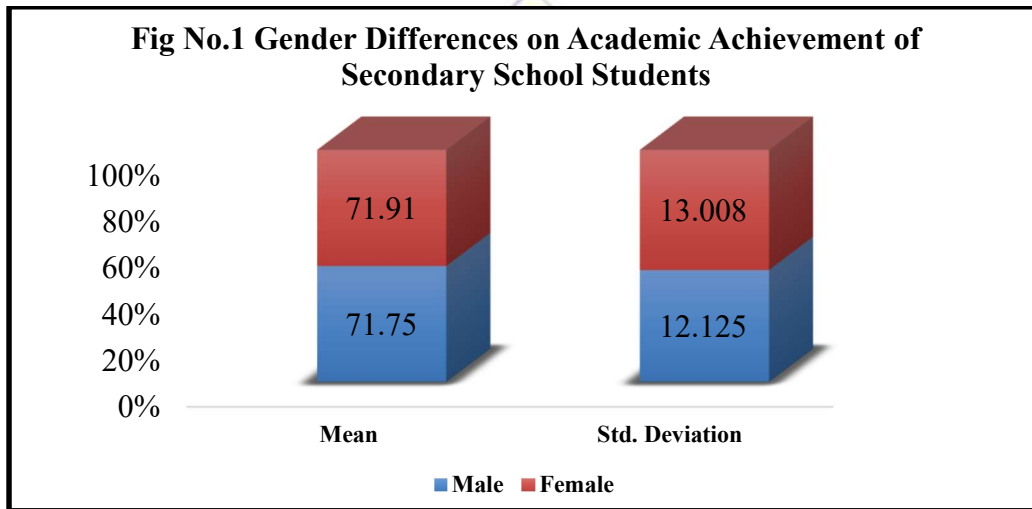
**Objective No.1 “To compare the academic achievement of secondary school students on the basis of their gender”.**

**H<sub>1</sub>** : “There is no significant difference in the academic achievement of secondary school students on the basis of their gender”.

**Table 1: Means and S.Ds of Secondary School Students on Academic Achievement on the Basis of their Gender**

| Groups | N (Sample) | Mean  | S.D    | df  | “t” Value | Level of Significance |
|--------|------------|-------|--------|-----|-----------|-----------------------|
| Male   | 379        | 71.75 | 12.125 | 798 | 0.17      | Not Significant       |
| Female | 421        | 71.91 | 13.008 |     |           |                       |

The results obtained from the above table no.1 are showing the mean and S.D values of male and female secondary school students (Fig.No.1) which are  $71.75 \pm 12.125$  and  $71.91 \pm 13.008$  respectively on academic achievement. The ‘t’ value obtained during analysis of data is 0.17, which is found to be insignificant at both 0.01 and 0.05 level of significance. Thus it can be interpreted that both male and female secondary school students shows similar academic achievement and did not show any kind of significant difference. The findings of the study are in the consonance with results obtained by **D.R., Manjunath (2020)** in his study. Hence the hypothesis no.1 that “There is no significant difference in the academic achievement of secondary school students on the basis of their gender”, has been retained.



**Objective No.2**“To compare the academic achievement of secondary school students on the basis of their types of school”.

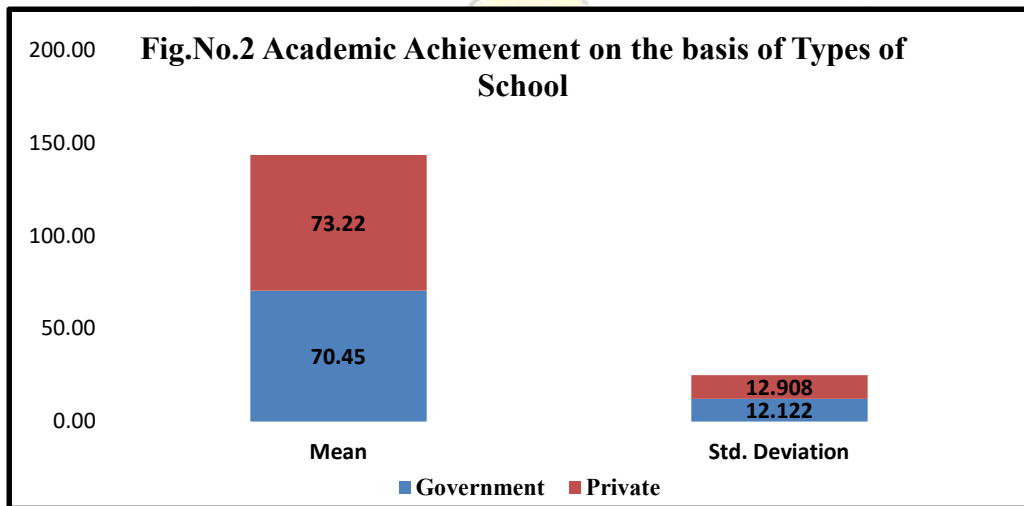
**H<sub>2</sub>**.:“There is no significant difference in the academic achievement of secondary school students on the basis of their types of school”.

**Table 2: Means and S.D of Secondary School Students on Academic Achievement on the Basis of Their Types of School**

| Groups     | N (Sample) | Mean  | S.D    | df  | “t” Value | Level of Significance     |
|------------|------------|-------|--------|-----|-----------|---------------------------|
| Government | 400        | 70.45 | 12.122 | 798 | 3.129     | Significant at 0.05 level |
| Private    | 400        | 73.22 | 12.908 |     |           |                           |

The results obtained from the above table no.2 are showing the mean and S.D values of government and private secondary school students (Fig.No.2) which are

70.45±12.122 and 73.22±12.908 respectively on academic achievement. The ‘t’ value obtained during analysis of data is 3.129, which is found to be insignificant at 0.01 level of significance. Thus, it can be interpreted that private secondary school students have high mean score on academic achievement in comparison to government secondary school students. Private secondary school students were significantly higher on academic achievement in comparison to government school students. Therefore, from the above results it can be inferred that both the group i.e. government and private secondary school students shows a significant difference on academic achievement. Hence the hypothesis no.2 that “There is no significant difference in the academic achievement of secondary school students on the basis of their types of school”, has been rejected.



**Objective 3. “To compare the educational aspiration of secondary school students with respect to their gender”.**

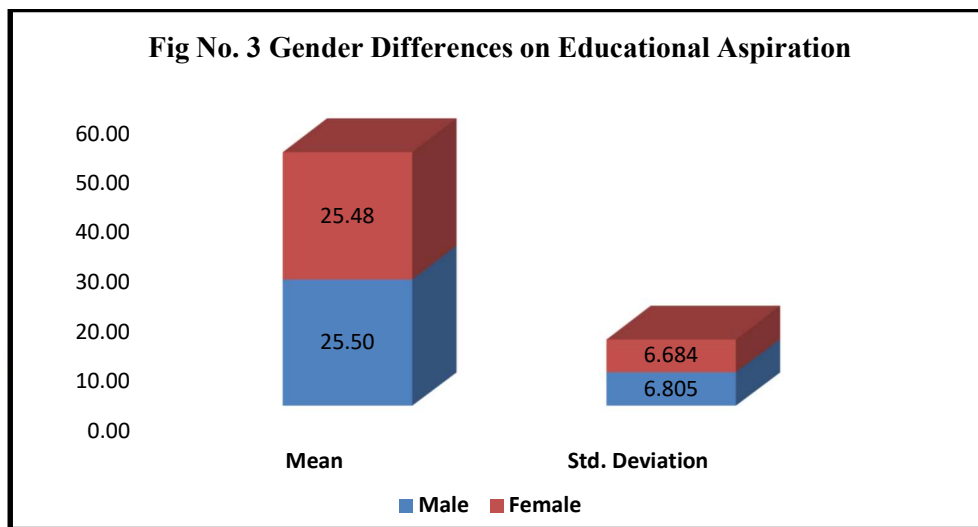
**H3. :“There is no significant difference in the educational aspiration of secondary school students on the basis of their gender”.**

**Table 3: Means and S.Ds of Secondary School Educational Aspiration of Male and Female Secondary School Students”.**

| Groups | N (Sample) | Mean  | S.D   | df  | “t” Value | Level of Significance |
|--------|------------|-------|-------|-----|-----------|-----------------------|
| Male   | 379        | 25.48 | 6.824 | 798 | 0.09      | Not Significant       |
| Female | 421        | 25.50 | 6.805 |     |           |                       |

The results obtained from the above table no.3 are showing the mean and S.D values of male and female secondary school students (Fig.No.3) which are 25.48±6.824 and

25.50±6.805 respectively on educational aspiration. The ‘t’ value obtained during analysis of data is 0.09, which is found to be insignificant at both 0.01 and 0.05 level of significance. Thus, it can be interpreted that both male and female secondary school students have similar educational aspiration and did not show any kind of significant difference. Although the results obtained were not in the lines with the researches of **Mrigakshi Sarma (2021)**, **Kumar and Phoghat (2017)** and **Ahuja (2016)**. But on the basis of the above analysis, the hypothesis no.3 that is “There is no significant difference in the educational aspiration of secondary school students on the basis of their gender”, has been retained.



**Objective 4. “To compare the educational aspiration of secondary school students on the basis of their types of school”.**

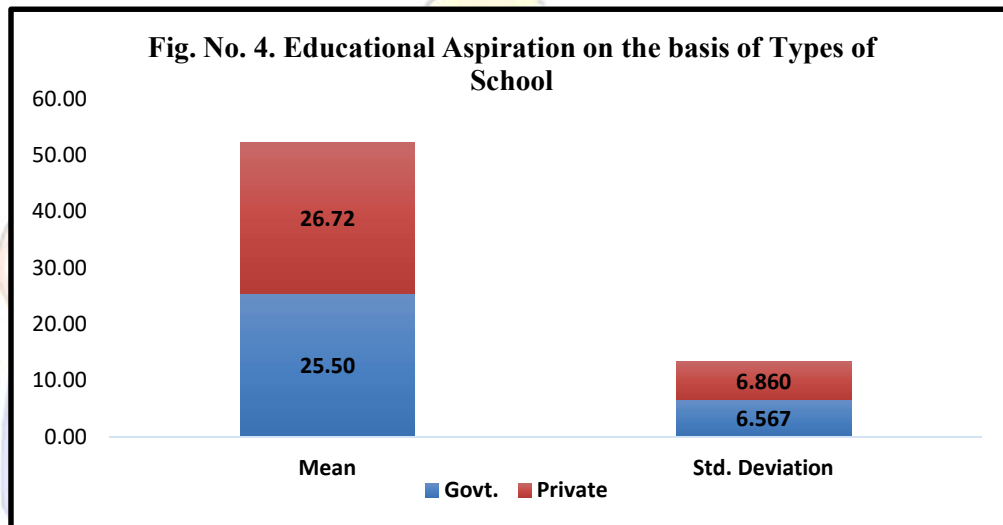
**H4.:** “There is no significant difference in the educational aspiration of secondary school students on the basis of their types of school”.

**Table 4: Means and S.Ds of Educational Aspiration of Secondary School Students” on the basis of Types of School.**

| Groups     | N (Sample) | Mean  | S.D   | df  | “t” Value | Level of Significance     |
|------------|------------|-------|-------|-----|-----------|---------------------------|
| Government | 400        | 25.50 | 6.386 | 798 | 2.568     | Significant at 0.01 level |
| Private    | 400        | 26.72 | 7.043 |     |           |                           |

The results obtained from the above table no.4 are showing the mean and S.D values of government and private secondary school students (Fig.No.4) which are 25.50±6.386and

26.72±7.043 respectively on educational aspiration. The ‘t’ value obtained during analysis of data is 2.568, which is found to be insignificant at 0.01 level of significance. Thus, it can be interpreted that private secondary school students has high mean score on educational aspiration in comparison to government secondary school students. Private secondary school students were significantly higher on educational aspiration in comparison to government school students. Therefore, from the above results it can be inferred that both the group i.e. government and private secondary school students shows a significant difference on educational aspiration. This result is in line with the research of **Gantait and Baxi (2023)** **Kumar, S. and Gupta, M. (2014)**. Hence the hypothesis no.4 that “There is no significant difference in the educational aspiration of secondary school students on the basis of their types of school”, has been rejected.



**Objective 5: “To determine the relationship between the academic achievement and educational aspiration of secondary school students”.**

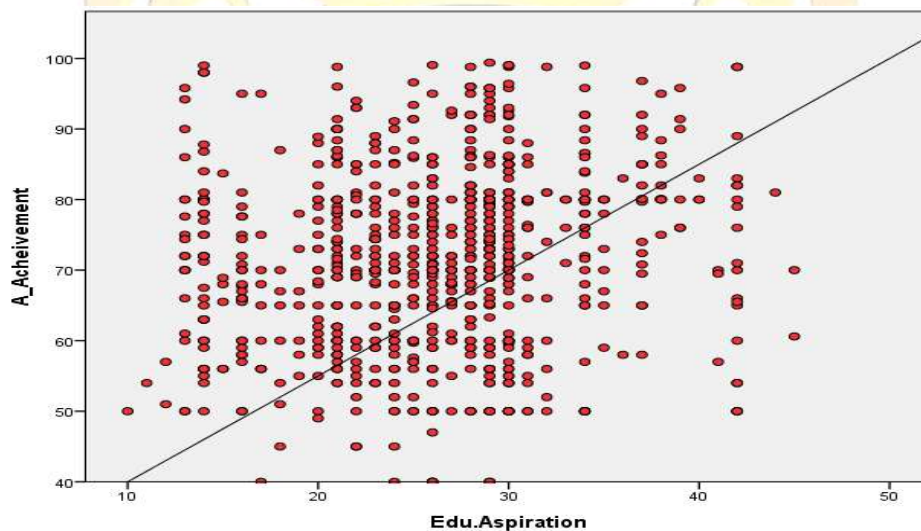
**Hs. :** “There is no significant relationship between the academic achievement and educational aspiration of secondary school students”

**Table 5: Correlative Analysis of Academic Achievement and Educational Aspiration of Secondary School Students**

| Variables              | N (Sample) | “r” Value | Level of Significance            |
|------------------------|------------|-----------|----------------------------------|
| Academic Achievement   | 800        | .152**    | .000 (Significant at 0.01 level) |
| Educational Aspiration | 800        |           |                                  |

From above table no.5 it is clear that the calculated value of 'r' (coefficient of correlation) obtained is positive 0.152 which is significant at 0.01 level of significance. It is quite evident that educational aspiration has been found significantly and positively correlated with academic achievement of secondary school students which indicates that higher the educational aspiration of the secondary school students higher will be their academic achievement. Similar results were reported by **D.R., Manjunath (2020)**. He also reported a positive and significant relationship between academic achievement and educational aspiration. Therefore, the proposed Hypothesis no. 5 “, There is no significant relationship between the academic achievement and educational aspiration of secondary school students” has been rejected.

**Fig. No. 5 Relationship between Academic Achievement and Educational Aspiration of Secondary School Students**



### Major Findings of the Study

The following major findings emerged from the analysis of the relationship between educational aspiration, peer pressure, and academic achievement among secondary school students:

3. **Gender Differences on Academic Achievement** : The study revealed on academic achievement both the groups i.e. male and female secondary school students did not show any significant difference and exhibited similar academic achievement
4. **Comparative Analysis of Academic Achievement on the basis of their Types of School**: It was found from the analysis and interpretation that types of school showed



significant differences between them when comparison was done on academic achievement scores. Private secondary school students were significantly higher on academic achievement in comparison to government secondary school students.

5. **Gender Differences on Educational Aspiration:** The study revealed on educational aspiration both the groups i.e. male and female secondary school students did not show any significant difference and exhibited similar educational aspiration.
6. **Comparative Analysis of Educational Aspiration on the basis of their Types of School:** It was found that types of school showed significant differences between them when comparison was done on **educational aspiration** scores. Private secondary school students were significantly higher on **educational aspiration** in comparison to government secondary school students.
7. **Correlative Analysis between Educational Aspiration and Academic Achievement:**  
The study found a strong positive and significant relationship between educational aspiration and academic achievement of secondary school students. Students who reported higher levels of educational aspiration were more likely to perform better academically.

## Conclusion

The findings of this study underscore the complex interplay between educational aspiration and in shaping the academic achievement of secondary school students. Although both academic achievement and educational aspiration both were not found to be significantly influenced by gender differences but the types of schools from which the students are studying i.e. government and private secondary school students were found to play a significant role on educational aspiration. It may be due to the type of quality education and facilities as well as a healthy competition among the peer groups may encourage the students to aspire high in their academics High aspiration to perform better in their academics and may results in better academic outcomes.

## Delimitations of the Study

1. The study consists only of four districts of Haryana state only. i.e. Sonipat, Bhiwani, Sirsa and Ambala.
2. The study focused on a sample of 800 male and female students studying in govt. and private secondary school students affiliated to HBSE. Bhiwani, Haryana.
3. The study was delimited to secondary school students of who had enrolled in 10<sup>th</sup> Grade, typically aged 14-16 years.



4. The study specifically examined the relationship of and educational aspiration with academic achievement.
5. The study specifically targeted students in the secondary school setting, and therefore, the results may not be applicable to students in other educational levels (e.g., primary or post-secondary education)

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