



Aspiration As a Predictor of Academic Achievement among Higher Secondary Schools Scheduled Tribes' Malayali Students at Pachaimalai Hills, Kollimalai Hills

Dr. S. Pichaipillai

Assistant Professor, Faculty of Education, Jenney's College of Education, Ramjee Nagar, Tiruchirappalli - 620 009. Tamil Nadu, India, E. Mail Id: drspillaiedu@gmail.com

Dr. R. Vinodhkumar

Assistant Professor, Department of Education, Periyar University, Periyar Palkalai Nagar, Salem – 636 011. Tamil Nadu, India. E. Mail Id: rvineducation@gmail.com

Dr. N. Rekha

Principal, Professor and Head, Jenney's College of Education, Ramjee Nagar, Tiruchirappalli - 620 009. Tamil Nadu, India. E-Mail Id: rekhaet3@gmail.com

DOI : <https://doi.org/10.5281/zenodo.19542699>

ARTICLE DETAILS

Research Paper

Accepted: 26-03-2026

Published: 10-04-2026

Keywords:

Level of Aspiration Malayali Tribal Students, Academic Achievement of Scheduled Tribes' Malayali Students, Gender, Type of the School, Type of the Family, Higher Secondary School Scheduled Tribes' Malayali Tribal Student, Pachaimalai Hills, Kollimalai Hills Malayali

ABSTRACT

The Research study focused on Aspiration as a Predictor of Academic Achievement among Higher Secondary Schools Scheduled Tribes' Malayali Students at Pachaimalai Hills, Kollimalai Hills of the Namakkal, Tiruchirappalli, Salem and Perambalur Districts of Tamil Nadu State. The Sample of the study was selected by using the Malayali Tribal Students have been selected from different schools by adopting Simple Random Sampling Technique. The investigator has taken a sample of 1364 Higher Secondary Schools Scheduled Tribes' Malayali Students for study 579 Boys and 785 Girls Higher Secondary Schools Scheduled Tribes' Malayali Students studying from Namakkal, Tiruchirappalli, Salem and Perambalur Districts at Pachaimalai Hills, Kollimalai Hills of Tamil Nadu to collected data for the study. The Researcher Normative Survey Method was used to collect data. The present study Aspiration Scale (AS) used to measure the Aspiration of the Malayali Tribal Students was developed by Dr. B. Krishana Prasad



Tribal Students.

and Sheely. C.T (2007). Statistical Analyses Used for the Study Percentage Analysis (Level), Descriptive Analysis (Mean, Standard Deviation, Percentage), Differential Analysis (t-value and F-ratio), Relational Analysis (Correlation r value), Regression Analysis. The Results show that The Level of Aspiration among Higher Secondary School Scheduled Tribes' Malayali Students is Moderate in Nature. There is a significant difference in Aspiration among Higher Secondary Schools Scheduled Tribes' Malayali Students with respect to Gender and Girls' Tribal Malayali Students have better Aspiration than Boys Tribal Malayali Students.

1.0 Introduction

Aspiration is the translation of the German terms 'Ansprush' and 'Niveau'. To 'aspire' implies to desire, and a desire is thought to be a necessary thing for Achievement. Goals, Objectives, Intents, Designs, Plans, Wants, Longings, Dreams, Wishes, Yearnings, Cravings, and aims are all phrases that are sometimes used interchangeably. Aspirations are things that people want to do more of than they now do. The child's goals are heavily influenced by his or her environment.

Aspiration Levels are impacted by Environmental and Personal Variables. Personal factors, on the other hand, are more crucial than environmental factors in influencing a child's degree of aspirations. Personal variables involved in the formation of aspiration levels include Overall Personality, Wants, Experiences, Gender, Hobbies, Socio - Economic Status, and likes and dislikes.

Further study has revealed that people who have been entrenched in an area of socioeconomic deprivation for the longest time may be more hesitant to accept educational aspirations that guarantee an escape from it. (McLeod 1995, and Strand & Winston, 2008).

Aspirations can be defined as a student's capability to recognize and establish future goals and showing willingness to work toward those goals. This aspiration depends mainly on two things; it is one's ambitions and inspiration. If one has a good awareness of the necessity of a thing and finds pleasure in doing it, we can take it as inspiration. Ambition arises where one understands the importance of an activity as a way to a future goal. In this, inspiration refers to the present and the ambition represents future. An aspiration is a strong desire for higher achievement, which is influenced by family background and the ways in which the family interacts, communicates, and behaves. There are many environmental



factors like parental ambition, social expectation, family pressure, peer pressure, culture, social values etc. are affect the aspiration. The personal factors like personality, past experience, values and interests, sex, racial backgrounds are also affecting the aspiration of a person. (Kaur, 2012; Manpreet, 2012; Mistry,2015; Lata,2016).

The Scheduled Tribes Malayali Students are drifting gone from conventional employment. Hardly everyone will be established to carry on that apart from a few, the Malayali Tribal Students will not similar to want for the occupation of their family member. The present invention of Scheduled Tribes Malayali Students has positively a dissimilar development. The facts of highly qualified aspirations signify their gravitation absent from parental binding along with finding professional recognition within the urban industrialization environment. The strong objectives to rise higher in the occupational hierarchy are also a suggestion that they are breaking away from the philosophical environment.

Achievement is an improvement that a Scheduled Tribes Malayali Student makes in learning and is measured by both standardized tests. Academic Achievement is information acquired as well as skills developed in school subjects in general indicated by marks obtained in tests. It is an explanation of the learner's nearby Level of Performance. The Academic Achievement here means an entire mark obtained by the Scheduled Tribes Malayali Student is the assessment was considered as a score Academic Achievement for in attendance examination. Study Habits are general rather than precise in terms of their consequences. It has very extensive-reaching consequences deep into the life of individuals and by increasing and interactive effects in the culture, Study Habits have been considered to be constituted of different kinds of study behaviour.

2.0 The Concept of the Aspiration

Aspiration means to set up a goal by one for oneself in the life which has a great personal significance. To determine one's future attainment aspiration is a most relevant factor. This could be Educational or Socio-Economic (Trice & King, 1991). The Goals of Aspiration help a student to perceive a sense of distinction of status and the standard of participation and the reference groups set in him the level of his Aspiration. Raynor (1978) states that children from a very early age try-out career roles as doctor, nurse, policeman, teacher, fireman etc although realistic striving for one of them does not be until after a whole series of identities have been explored and either some initial differentiating competence has been developed and an appropriate extrinsic motivation is roused for one path of career than another. Thus, in various ways and to various extents, children and adolescents learn about the work of adults like Occupations or Careers. Parents, Grandparents, Relatives, Friends, Children-Readers, folk images,



teacher and in modern society particularly the mass media personalities are sources of information on vocations. It provides role models for the acquisition of the appropriate or not so appropriate behaviour and expects consequences of career-related activity. In psychology, aspiration level is a determinant of an individual's performance level in the future and as a level of quality of a task to be desired in for the task (Markus et al 1986). Career aspirations represent a type of mental self-selection. These are hopes and ambitions which influence by the intrapersonal and interpersonal factors (Cooper et. al 1994). It sets the goals of an individual for a task and it has an intensive personal significance for the person in whom his ego is involved (Startle 1961). It caters to the desires which an individual try to attain for future (Williams 1972). The realistic aspiration is applied when one's educational and career aspirations are tempered by knowledge of obstacles and opportunities of future (Gottfredson 1981).

So, Aspiration means 'to desire' or 'to wish'. In other words, it denotes ambition for something in life. It is an integral part of a person's self-pictures not only what he is but also what he would like to be. Aspirations are not static and rigid. These are changed radically under strong-conditions, even break down entirely and these cannot be cultivated in a day. Since children are taught to acquire skills, values and information of various kinds, such acquisition of knowledge helps in developing educational and vocational aspirations.

3.0 The Developmental Nature of Aspiration

Aspiration are Developmental in the sense that they are impacted by changes and life transitions as a person grows older. The Circumscription and Compromise Theory (Gottfredson, 2002) provide a valuable framework for comprehending developmental alterations in aspirations. Gottfredson describes four developmental stages that must be understood in order to understand the growth of aspirations and vocational choices as children grow into teenagers. According to Gottfredson, all children develop through the same four phases, however some children progress quicker or slower than others based on their cognitive abilities.

The first process illustrates the cognitive development that children go through during their preschool years (ages 3 to 5). During this stage, children go from magical to intuitive thinking. They learn to categories others based on basic contrasts such as big and powerful versus little and weak. They also understand vocations as adult duties and have stopped saying that when they grow up, they want to be animals, fantasy characters, or inanimate things. They will ultimately become adults, and finding a job is a necessary part of that process.



The inclination to sex roles is the second step (ages 6 to 8). At this age, children have learned to perceive their vocational ambitions through tangible, apparent traits such as male and feminine roles. Primary school males, for example, frequently aspire to be professional footballers, whilst girls may aspire to be actors or teachers. As children develop into teens, they are able to make job selections based on increasingly subtle, sophisticated differences such as the societal value of various occupations paired with their own perceptions of their own talents and interests. Their faulty early understandings, however, have already steered them toward certain conceivable futures and away from others.

The third step is circumscription, which includes the gradual removal of least-favorable options (ages 9 to 13). As youngsters become older, they may think more abstractly and become more conscious of social hierarchies. They also grow aware of the limitations of their employment options. They recognize that employment choices may be classified based on gender and status. Females, for example, may not pursue jobs in math or physical sciences, which have traditionally been dominated by men. Young people are also aware of the limits on their goals imposed by their Socio - Economic Circumstances. Young individuals from better-income homes may have a greater floor for acceptable job options, whereas those from lower-income families may have a ceiling. As a result, they frequently eliminate a big number of vocations because they are the incorrect sex type, have an unacceptable low or high level, or are beyond their skills. Although the act of circumscription reduces the cognitive load of profession choice, it also limits people' potential by restricting their experiences and educational options. As a result, individuals are unable to identify whether they are interested in and or capable of performing particular types of employment.

The fourth process takes place during adolescence (ages 14 and older). Adolescents at this stage consider occupations that would be personally fulfilling while remaining within acceptable social spheres. This stage also includes compromise, which is the awareness of external restrictions on career options. Compromise is the process through which young people give up their most favored options in favour of more acceptable, available options. Compromise is accepting limitations in one's ability to select due to a range of variables such as inadequate information, inaccessibility, and compatibility with one's living circumstances. In this sense, aspirations idealistic aspirations are distinct from expectations realistic aspirations. Whereas aspirations are desired aims and objectives, expectations are a more realistic appraisal of how much an individual expects he or she will really achieve based on one's own talents and the opportunity structures of society. Young individuals from poorer socioeconomic origins, for example, have a larger gap between their objectives and their achievement expectations (Armstrong and Crombie, 2000; Hanson, 1994, and Trusty, 2002).



4.0 Factors Influencing Aspiration of Scheduled Tribes' Malayali Students

Scheduled Tribes' Malayali Students' Educational and Career Aspirations are heavily influenced by a combination of Socio-Economic, Familial, and Institutional Factors. Key drivers include Scheduled Tribes' Malayali Students' Parental Education, Socio-Economic Status, Community Encouragement, Teacher Attitudes, and Perceived Job Opportunities. Despite facing obstacles like limited resources and language barriers, many Scheduled Tribes' Malayali Students maintain high aspirations driven by a desire for improved social status and economic stability.

5.0 Title of the Study

The present study is entitled as “**Aspiration as a Predictor of Academic Achievement among Higher Secondary Schools Scheduled Tribes' Malayali Students at Pachaimalai Hills, Kollimalai Hills**”.

6.0 Need and Significance of the Study

Despite the fact that education is acknowledged as a part of human existence, it cannot assist students unless they have the necessary aspirations. The Aspirations of Tribal Students are not comparable. Some students are unable to determine whether their Level of Aspirations is high or low, whereas others are capable of doing so. The goal of Tribal Students permits them to prepare for future life and their final occupations. Aspiration among Higher Secondary Schools Scheduled Tribes' Malayali Students has been highlighted as a crucial method for expanding educational engagement in the process of lifelong learning. It is a must for upper-level secondary students from tribal backgrounds.

There are several factors which influence the Academic Performance in Education. Among them Level of Aspiration has special significance. It is an essential parameter that how much a Malayali Tribal Students Aspires. Academic Performance can be considered as how they perform in their school including the co-curricular activities. It is essential to know the Level of Aspiration and how it influences their Academic Performance. Aspiration is important as it encourages and energizes the Malayali Tribal Students to achieve them.

7.0 Review of Related Literature of the Study

Subhasish Mohanta (2021) investigated the effect of Educational Aspiration on Academic Achievement of Tribal secondary school pupils. The current study was a Descriptive Survey Type of the Study. The study's sample was chosen using a basic Random Sampling procedure. The sample included



180 tribal secondary school pupils from Odisha's Mayurbhanj district. Sharma and Gupta's (1980) Educational Aspiration Scale were utilized to collect data from a selected sample. Tribal Students' marks in the most recent qualifying exams are considered academic accomplishment. The study found a Significant Positive Association between educational desire and academic success among Tribal Secondary School Students. Educational desire has a major influence on Tribal Secondary School Students' Academic Achievement.

Muneer and Mohamed Saleem (2020) studied Career Aspirations of Kerala Tribal Residential School Students. The study was done on a sample of 344 students from various tribal residential schools in Kerala. (MRS-130, Ashram School-130, EMRS-84) The samples were generated using stratified random sampling, with equal representation for Gender and School Type. For data collection, a self-developed Career Aspiration Scale (CAS) was employed. The tool addresses aspects such as dedication, motivation, self-confidence, and motivation. According to the study's findings, tribal residential school pupils have higher than average levels of professional desire, and there is a substantial influence of gender and school type on job aspiration.

Saleem and Muneer (2018) conducted a study on Aspiration towards Higher Education among Tribal Residential School Students. A survey was conducted with a sample 243 tribal residential higher secondary school students. Data was gathered using the Scale of Aspiration for Higher Education. According to the study's findings, the majority of tribal higher secondary students had an average Level of Aspiration for further education.

8.0 Statement of the Problem

The present research intends to study the Aspiration as the Predictor of Academic Achievement among Higher Secondary Schools Scheduled Tribes' Malayali Students at Pachaimalai Hills, Kollimalai Hills Malayali Tribal Students studying in Higher Secondary Schools. This research tries to study these variables with regard to selected demographic variables. It also tries to figure out the relationship between the Aspiration and Academic Achievement of the Tribal Malayali Students studying in Higher Secondary Schools.

Hence the study was titled, **“Aspiration as a Predictor of Academic Achievement among Higher Secondary Schools Scheduled Tribes' Malayali Students at Pachaimalai Hills, Kollimalai Hills”**.



9.0 Operational Definition of the Key Terms

9.0.1 Aspiration

Aspiration is referred to as the level of performance or the goal that a Scheduled Tribes' Malayali Students desires or hopes to reach in a specific activity. Aspiration in this study includes three components such as Educational Aspiration, Social Aspiration, and Career Aspiration.

9.0.2 Academic Achievement of Scheduled Tribes' Malayali Students

In this study, Academic Achievement of Scheduled Tribes' Malayali Students is referred to as Knowledge attained or skills developed in the School Subjects usually designed by the test scores or by marks or both assigned by teachers.

9.0.3 Higher Secondary Schools Scheduled Tribes' Malayali Students

It refers to the Tribal Students belonging to Scheduled Tribes' Malayali Students, Tribal Communities and Studying in the Classes 11th and 12th standards studying in various Higher Secondary Schools in four districts of the Tamil Nadu namely, Tiruchirappalli, Salem, Namakkal and Perambalur at Pachaimalai Hills, and Kollimalai Hills.

10.0 Objectives of the Study

- To find the Level of Aspiration and Academic Achievement among Higher Secondary Schools Scheduled Tribes' Malayali Students.
- To find out whether there is any significant difference in Aspiration among Higher Secondary Schools Scheduled Tribes' Malayali Students with respect to the following Demographic Variables such as Gender, Type of the School, Father's Educational Qualification, Mother's Educational Qualification, Encouraging Factors for Higher Education, Type of the Family.
- To find out the whether there is any significant difference in Academic Achievement among Higher Secondary Schools Scheduled Tribes' Malayali Students with respect to the following Demographic Variables such as Gender, Type of the School, Father's Educational Qualification, Mother's Educational Qualification, Encouraging Factors for Higher Education, Type of the Family.
- To find out whether there is any significant relationship between Aspiration and Academic Achievement among Higher Secondary Schools Scheduled Tribes' Malayali Students.
- To find out whether the Dimensions of Aspiration are significant Predictor of Academic Achievement among Higher Secondary Schools Scheduled Tribes' Malayali Students.



- To find out whether there is any significant influence of Aspiration and Academic Achievement among Higher Secondary Schools Scheduled Tribes' Malayali Students.

11.0 Hypotheses of the Study

- There is no significant difference in Aspiration among Higher Secondary Schools Scheduled Tribes' Malayali Students with respect to the following Demographic Variables such as Gender, Type of the School, Father's Educational Qualification, Mother's Educational Qualification, Encouraging Factors for Higher Education, Type of the Family.
- There is no significant difference in Academic Achievement among Higher Secondary Schools Scheduled Tribes' Malayali Students with respect to the following Demographic Variables such as Gender, Type of the School, Father's Educational Qualification, Mother's Educational Qualification, Encouraging Factors for Higher Education, Type of the Family.
- There is no significant relationship between Aspiration and Academic Achievement among Higher Secondary Schools Scheduled Tribes' Malayali Students.
- Dimensions of Aspiration are not significant Predictor of Academic Achievement among Higher Secondary Schools Scheduled Tribes' Malayali Students.
- There is no significant influence of Aspiration and Academic Achievement among Higher Secondary Schools Scheduled Tribes' Malayali Students.

12.0 Method and Procedure Used for the Study

The investigator adopted the Survey Method for the Present Study.

13.0 Population of the Study

Core Well (1960). A sample is a proportion of a population for observation and analysis. "A good sample of a population is the one which will produce the characteristics of the population with great accuracy".

Population means the entire mass of observation or characteristics of specific groups. Population defined as a set of data that consist of all conceivably or hypothetically possible observations of a certain phenomenon population which many be homogeneous or heterogenous. The Higher Secondary Schools Scheduled Tribes' Malayali Students Studying 11th and 12th in Government, Government Aided and



Private Schools in Pachaimalai Hills, and Kollimalai Hills in four districts of the namely, Tiruchirappalli, Salem, Namakkal and Perambalur District of Tamil Nadu State forms Population for the Present Study.

14.0 Sample and Sample Technique of the Study

The Researcher used for the present study a sample of 1364 Higher Secondary Schools Scheduled Tribes' Malayali Students were selected randomly selected from Government, Government Aided and Private Schools in Pachaimalai Hills, and Kollimalai Hills in four districts of the namely, Tiruchirappalli, Salem, Namakkal and Perambalur District of Tamil Nadu State. The Malayali Tribal Students have been selected from different Higher Secondary Schools by adopting Simple Random Sampling Technique used for the study.

15.0 Research Tool Used for the Study

15.0.1 Aspiration Scale (AS)

In the present study Aspiration Scale (AS) developed by Dr. B. Krishana Prasad and Sheely. C.T (2007) was modified and standardised for the sample under study by the Researcher.

15.0.2 Academic Achievement (AA)

Malayali Tribal Students Yearly examination marks or board examination Marks used for the study.

15.0.3 Description of the Tool

The total score on the Aspiration Scale (AS) is the quantitative measure of Aspiration of Higher Secondary Schools Malayali Tribal Students. The Scale consisted of 50 statements distributed under three dimensions namely, 1. Educational Aspiration, 2. Social Aspiration, 3. Career Aspiration. The tool was developed as a 5-point scale with options such as, Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (DA), Strongly Disagree (SD).

15.0.4 Reliability and Validity of the Study

To compute the Reliability's of the Tool Split Half Method was used. The Reliability of Aspiration Scale (AS) was found to be **0.907**, so the scale is found to be reliable. The Validity of Aspiration Scale was found to be **0.952**, so the scale is found to be reliable.

16.0 Analysis and Interpretation of the Data

**16.0.1 Sample of the Distribution****Table 1.0 Showing the Distribution of the Sample based on the Demographic Variables Distribution of the Sample**

S. No	Group	Variable	Responds	Total Sample
1.	Gender	Boys	586	1364
		Girls	778	
2.	Type of the School	Boys	124	1364
		Girls	293	
		Co- Education	947	
3.	Father's Educational Qualification	Illiterate	522	1364
		School Education	830	
		College Education	12	
4.	Mother's Educational Qualification	Illiterate	637	1364
		School Education	725	
		College Education	2	
5.	Encouraging Factors for Higher Education	Teachers	389	1364
		Parents	917	
		Friends	58	
6.	Type of the Family	Joint Family	196	1364
		Nuclear Family	1168	

17.0 Testing the Formulated Hypotheses in Aspiration**Hypothesis: 1****Table 2.0 Showing the Level of Aspiration among Higher Secondary Schools Scheduled Tribes' Malayali Students**

Variable	Level	Range	N	%
Aspiration	Low	50-197	205	15%
	Moderate	198-242	965	71%
	High	243-250	194	14%



Interpretation

From the above table shows that (2.0), the Level of Aspiration among Higher Secondary Schools Scheduled Tribes' Malayali Students is Low for 15% of Tribal Malayali Students, in Moderate for 71% of Tribal Malayali Students and High for 14% of Tribal Malayali Students respectively. Thus, is inferred that the Level of Aspiration of among Higher Secondary Schools Scheduled Tribes' Malayali Students is Moderate in Nature (71%).

17.0.1 Aspiration and Academic Achievement with respect to Gender

Hypothesis: 2

H₀: There is no significant difference in Aspiration and Academic Achievement among Higher Secondary Schools Scheduled Tribes' Malayali Students with respect to Gender

The Mean, Standard Deviation and t-values were calculated for the Overall Aspiration and its three dimensions and Academic Achievement with respect to Gender of the Tribal Malayali Students and the same is presented in the Table 3.0

Table 3.0 Showing the Mean difference in the Aspiration and Academic Achievement among Higher Secondary Schools Scheduled Tribes' Malayali Students with respect to Gender

Aspiration and Its Dimensions	Gender	N	Mean	SD	't'- value	p – value
Educational Aspiration	Boys	586	82.58	10.04	12.211	.000**
	Girls	778	87.97	6.17		
Social Aspiration	Boys	586	82.64	10.17	9.306	.000**
	Girls	778	87.01	7.15		
Career Aspiration	Boys	586	48.28	8.07	2.502	.012*
	Girls	778	49.36	7.67		
Overall Aspiration	Boys	586	213.51	25.62	9.142	.000**
	Girls	778	224.34	18.11		
Academic Achievement	Boys	586	292.34	49.50	5.934	.000**
	Girls	778	308.17	48.17		



Interpretation

From the above table shows that (3.0), the calculated 't' value for the overall Aspiration is greater than the table value and it is statistically significant at 0.01 level. Hence the framed the null hypothesis is 'Rejected'. Therefore, there exist a significant difference in Aspiration with respect to Gender. Based on the mean value Tribal Malayali Girls Students have better Aspiration than Boys Tribal Malayali Students.

For the dimensions such as Educational and Social Aspiration the calculated 't' value is greater than the table value and it is statistically significant at 0.01 level. For the dimension Career Aspiration, calculated 't' value is greater than the table value and it is statistically significant at 0.05 level. Based on the mean value Tribal Malayali Girls Students have better Educational and Social Aspiration than Tribal Malayali Boys Students; whereas Tribal Malayali Boys Students have better Career Aspiration than Tribal Malayali Girls Students.

From the above table shows that (3.0), the calculated 't' value for the Academic Achievement among Higher Secondary Schools Scheduled Tribes' Malayali Students with respect to Gender, is greater than the table value and it is statistically significant at 0.01 level. Hence the framed hypothesis is 'Rejected'. Therefore, there exist a significant difference in Academic Achievement with respect to Gender. Based on the mean value, Tribal Malayali Girl's Students have better Academic Achievement than Tribal Malayali Boys Students.

Hence the stated Hypothesis 2 - "There is no significant difference in Aspiration and Academic Achievement among Higher Secondary Schools Scheduled Tribes' Malayali Students with respect to Gender" was Rejected.

17.0.2 Aspiration and Academic Achievement with respect to Type of the School

Hypothesis: 3

H₀: There is no significant difference in Aspiration and Academic Achievement among Higher Secondary Schools Scheduled Tribes' Malayali Students with respect to Type of the School

The Mean, Standard Deviation and F-ratios were calculated for the Overall Aspiration and its three dimensions and Academic Achievement with respect to Type of the School and the same is presented in Table 4.0



Table 4.0 Showing the Mean difference in the Aspiration and Academic Achievement among Higher Secondary Schools Scheduled Tribes' Malayali Students with respect to Type of the School

Aspiration and Its Dimensions	Type of the School	N	Mean	SD	F-ratio	p- value
Educational Aspiration	Boys	124	81.77	11.05	32.267	.000**
	Girls	293	88.54	6.21		
	Co- Education	947	85.27	8.45		
Social Aspiration	Boys	124	81.66	11.09	20.458	.000**
	Girls	293	87.44	7.50		
	Co- Education	947	84.88	8.72		
Career Aspiration	Boys	124	49.19	8.24	.175	.839
	Girls	293	49.03	7.88		
	Co- Education	947	48.82	7.81		
Overall Aspiration	Boys	124	212.62	28.67	15.389	.000**
	Girls	293	225.01	18.82		
	Co- Education	947	218.96	22.01		
Academic Achievement	Boys	124	290.57	41.71	22.421	.000**
	Girls	293	317.77	50.18		
	Co- Education	947	297.71	48.93		

Interpretation

From the above table shows that (4.0), the calculated 'F' ratio for the overall Aspiration is greater than the table value and it is statistically significant at 0.01 level. Hence the framed the Null Hypothesis is 'Rejected'. Therefore, there exist a significant difference in Aspiration with respect to Type of the School. Based on the mean value Girls' School Tribal Malayali Students have better Aspiration than others Tribal Malayali Students studying in Boys' School and Co-Education Schools.

For the dimensions such as Educational and Social Aspiration the calculated 'F' ratio is greater than the table value and it is statistically significant at 0.01 level. Based on the mean value the Tribal Malayali Students from Girls' School have better Educational and Social Aspiration than the Tribal Malayali Students from Boy's School and only Co-Education Schools.



For the dimension Career Aspiration, calculated 'F' ratio lesser than the table value and it is statistically not significant.

From the above table, the calculated 'F' ratio for the Academic Achievement among Higher Secondary Schools Scheduled Tribes' Malayali Students with respect to Type of the School is greater than the table value and it is statistically significant at 0.01 level. Hence the framed hypothesis is 'Rejected'. Therefore, there exist a significant difference in Academic Achievement with respect to Type of the School. Based on the mean value, Girls School Students have better Academic Achievement than other School Tribal Malayali Students.

Hence the stated Hypothesis 3 - "There is no significant difference in Aspiration and Academic Achievement among Higher Secondary Schools Scheduled Tribes' Malayali Students with respect to Type of the School" was Rejected.

17.0.3 Aspiration and Academic Achievement with respect to Father's Educational Qualification

Hypothesis: 4

H₀: There is no significant difference in Aspiration and Academic Achievement among Higher Secondary Schools Scheduled Tribes' Malayali Students with respect to Father's Educational Qualification

The Mean, Standard Deviation and F-ratios were calculated for the Overall Aspiration and its three dimensions and Academic Achievement with respect to Father's Educational Qualification and the same is presented in Table 5.0

Table 5.0 Showing the Mean difference in the Aspiration and Academic Achievement among Higher Secondary Schools Scheduled Tribes' Malayali Students with respect to Father's Educational Qualification

Aspiration and Its Dimensions	Father's Educational Qualification	N	Mean	SD	F-ratio	p-value
Educational Aspiration	Illiterate	522	85.72	8.26	.731	.482
	School Education	830	85.57	8.68		
	College Education	12	88.50	4.18		
Social Aspiration	Illiterate	522	84.96	9.04		



	School Education	830	85.22	8.73	.354	.702
	College Education	12	86.83	7.73		
Career Aspiration	Illiterate	522	49.33	7.71	3.171	.042*
	School Education	830	48.69	7.93		
	College Education	12	44.25	8.11		
Overall Aspiration	Illiterate	522	220.01	22.37	.092	.912
	School Education	830	219.48	22.35		
	College Education	12	219.58	16.80		
Academic Achievement	Illiterate	522	295.54	48.19	12.560	.000**
	School Education	830	304.25	49.50		
	College Education	12	355.83	41.39		

Interpretation

From the above table shows that (5.0), the calculated 'F' ratio for the overall Aspiration is lesser than the table value and it is statistically not significant. Hence the framed the Null Hypothesis is 'Accepted'. Therefore, there exist no significant difference in Aspiration with respect to Father's Educational Qualification.

For the dimension Career Aspiration, calculated 'F' ratios is greater than the table value and it is statistically significant at 0.05 level. Based on the mean value of Tribal Malayali Students with Father's Educational Qualification as Illiterate have better Career Aspiration than Tribal Malayali Students with Father's Educational Qualification as College Education.

For the dimensions Educational Aspiration and Social Aspiration, calculated 'F' rations are lesser than the table value and it is statistically not significant.

From the above table shows that (5.0), the calculated 'F' ratio for the Academic Achievement among Higher Secondary Schools Scheduled Tribes' Malayali Students with respect to Father's Educational Qualification is greater than the table value and it is statistically significant at 0.01 level. Hence the framed hypothesis is 'Rejected'. Therefore, there exist a significant difference in Academic Achievement with respect to Father's Educational Qualification. Based on the mean value, Tribal Malayali Students whose Father's Educational Qualification was College Education have better Academic Achievement than other Tribal Malayali Students.



Hence the stated Hypothesis 4 - “There is no significant difference in Aspiration and among Higher Secondary Schools Scheduled Tribes’ Malayali Students with respect to Father’s Educational Qualification” was Accepted.

Hence the stated Hypothesis 4 - “There is no significant difference in Academic Achievement among Higher Secondary Schools Scheduled Tribes’ Malayali Students with respect to Father’s Educational Qualification” was Rejected.

17.0.4 Aspiration and Academic Achievement with respect to Mother’s Educational Qualification

Hypothesis: 5

H₀: There is no significant difference in Aspiration and Academic Achievement among Higher Secondary Schools Scheduled Tribes’ Malayali Students with respect to Mother’s Educational Qualification

The Mean, Standard Deviation and F-ratios were calculated for the Overall Aspiration and its three dimensions and Academic Achievement with respect to Mother’s Educational Qualification and the same is presented in Table 6.0

Table 6.0 Showing the Mean difference in the Aspiration and Academic Achievement among Higher Secondary Schools Scheduled Tribes’ Malayali Students with respect to Mother’s Educational Qualification

Aspiration and Its Dimensions	Mother’s Educational Qualification	N	Mean	SD	F-ratio	p- value
Educational Aspiration	Illiterate	637	85.71	8.49	.104	.902
	School Education	725	85.60	8.51		
	College Education	2	88.00	8.48		
Social Aspiration	Illiterate	637	85.34	8.85	.546	.580
	School Education	725	84.94	8.84		
	College Education	2	89.00	8.48		
Career Aspiration	Illiterate	637	49.44	7.62	3.124	.044*
	School Education	725	48.41	8.04		
	College Education	2	52.00	5.65		



Overall Aspiration	Illiterate	637	220.49	22.30	.995	.370
	School Education	725	218.94	22.31		
	College Education	2	229.00	11.31		
Academic Achievement	Illiterate	637	299.40	49.33	1.349	.260
	School Education	725	303.01	49.31		
	College Education	2	334.00	76.36		

Interpretation

From the above table shows that (6.0), the calculated 'F' ratios for the overall Aspiration are lesser than the table value and it is statistically not significant. Hence the framed the Null Hypothesis is 'Accepted'. Therefore, there exist no significant difference in Aspiration with respect to Mother's Educational Qualification.

For the dimension such as Career Aspiration, calculated 'F' ratios is greater than the table value and it is statistically significant at 0.05 level. Based on the mean value of Tribal Malayali Students with Mother's Educational Qualification as College Education have better Career Aspiration than Tribal Malayali Students with Father's Educational Qualification as School Education.

For the dimensions Educational Aspiration and Social Aspiration, calculated 'F' ratios are lesser than the table value and it is statistically not significant.

From the above table shows that (6.0), the calculated 'F' ratio for the Academic Achievement among Higher Secondary Schools Scheduled Tribes' Malayali Students with respect to Mother's Educational Qualification is lesser than the table value and it is statistically not significant. Hence the framed hypothesis is 'Accepted'. Therefore, there exist no significant difference in Adjustment with respect to Mother's Educational Qualification.

Hence the stated Hypothesis 5 - "There is no significant difference in Aspiration and Academic Achievement among Higher Secondary Schools Scheduled Tribes' Malayali Students with respect to Mother's Educational Qualification" was Accepted.

17.0.5 Aspiration and Academic Achievement with respect to Encouraging Factors for Higher Education

**Hypothesis: 6**

H₀: There is no significant difference in Aspiration and Academic Achievement among Higher Secondary Schools Scheduled Tribes' Malayali Students with respect to Encouraging Factors for Higher Education

The Mean, Standard Deviation and F-ratios were calculated for the Overall Aspiration and its three dimensions and Academic Achievement with respect to Encouraging Factors for Higher Education and the same is presented in Table 7.0

Table 7.0 Showing the Mean difference in the Aspiration and Academic Achievement among Higher Secondary Schools Scheduled Tribes' Malayali Students with respect to Encouraging Factors for Higher Education

Aspiration and Its Dimensions	Encouraging Factors for Higher Education	N	Mean	SD	F-ratio	p-value
Educational Aspiration	Teachers	389	86.55	7.71	16.838	.000**
	Parents	917	85.65	8.36		
	Friends	58	79.69	12.46		
Social Aspiration	Teachers	389	85.53	8.61	11.157	.000**
	Parents	917	85.30	8.58		
	Friends	58	79.83	12.25		
Career Aspiration	Teachers	389	48.77	7.77	1.643	.194
	Parents	917	49.06	7.88		
	Friends	58	47.17	8.04		
Overall Aspiration	Teachers	389	220.85	21.08	10.618	.000**
	Parents	917	220.01	22.00		
	Friends	58	206.69	30.07		
Academic Achievement	Teachers	389	304.45	51.39	3.812	.022*
	Parents	917	301.07	48.83		
	Friends	58	285.43	40.51		

Interpretation



From the above table shows that (7.0), the calculated 'F' ratio for the overall Aspiration is greater than the table value and it is statistically significant 0.01 level. Hence the framed the null hypothesis is 'Rejected'. Therefore, there exist a significant difference in Aspiration with respect to Encouraging Factors for Higher Education. Based on the mean value, Tribal Malayali Students who are encouraged by their teachers to study the higher education have better Aspiration than others.

For the dimension such as Educational Aspiration and Social Aspiration, calculated 'F' ratios are greater than the table value and it is statistically significant. Based on the mean value, Tribal Malayali Students who are encouraged by their teachers to study the higher education have better Educational Aspiration and Social Aspiration than others.

For the dimension Career Aspiration, calculated 'F' ratios is lesser than the table value and it is statistically not significant.

From the above table shows that (7.0), the calculated 'F' ratio for the Academic Achievement among Higher Secondary Schools Scheduled Tribes' Malayali Students with respect to Encouraging Factors for Higher Education is greater than the table value and it is statistically significant at 0.05 level. Hence the framed hypothesis is 'Rejected'. Therefore, there exist a significant difference in Academic Achievement with respect to Encouraging Factors for Higher Education. Based on the mean value, Tribal Malayali Students Encouraged by Teachers for Higher Education have better Academic Achievement than others Tribal Malayali Students.

Hence the stated Hypothesis 6 - "There is no significant difference in Aspiration and Academic Achievement among Higher Secondary Schools Scheduled Tribes' Malayali Students with respect to Encouraging Factors for Higher Education" was Rejected.

17.0.6 Aspiration and Academic Achievement with respect to Type of the Family

Hypothesis: 7

H₀: There is no significant difference in Aspiration and Academic Achievement among Higher Secondary Schools Scheduled Tribes' Malayali Students with respect to Type of the Family

The Mean, Standard Deviation and t-values were calculated for the Overall Aspiration and its three dimensions and Academic Achievement with respect to Type of the Family and the same is presented in Table 8.0



Table 8.0 Showing the Mean difference in the Aspiration and Academic Achievement among Higher Secondary Schools Scheduled Tribes' Malayali Students with respect to Type of the Family

Aspiration and Its Dimensions	Type of the Family	N	Mean	SD	't'-value	p- value
Educational Aspiration	Joint Family	196	84.68	9.48	1.743	.082
	Nuclear Family	1168	85.82	8.31		
Social Aspiration	Joint Family	196	83.95	9.60	2.037	.042*
	Nuclear Family	1168	85.35	8.69		
Career Aspiration	Joint Family	196	49.06	7.79	.302	.763
	Nuclear Family	1168	48.87	7.88		
Overall Aspiration	Joint Family	196	217.69	24.34	1.364	.173
	Nuclear Family	1168	220.04	21.93		
Academic Achievement	Joint Family	196	290.99	55.80	3.174	.002**
	Nuclear Family	1168	303.08	48.02		

Interpretation

From the above table shows that (8.0), the calculated 't' value for the overall Aspiration is lesser than the table value and it is statistically not significant. Hence the framed the Null Hypothesis is 'Accepted'. Therefore, there exist no significant difference in Aspiration with respect to Type of the Family.

For the dimension Social Aspiration, calculated 't' value is greater than the table value and it is statistically significant at 0.05 level. Based on the mean value, Tribal Malayali Students from Nuclear Family have better Social Aspiration than Tribal Malayali Students from Joint Family.

For the dimensions Educational Aspiration and Career Aspiration, calculated 'F' ratios is lesser than the table value and it is statistically not significant.

From the above table shows that (8.0), the calculated 't' value for the Academic Achievement among Higher Secondary Schools Scheduled Tribes' Malayali Students with respect to Type of the Family is greater than the table value and it is statistically significant at 0.05 level. Hence the framed hypothesis is 'Rejected'. Therefore, there exist a significant difference in Academic Achievement with



respect to Type of the Family. Based on the mean value, Tribal Malayali Students hailing from Nuclear Family have better Academic Achievement.

Hence the stated Hypothesis 7- “There is no significant difference in Aspiration among Higher Secondary Schools Scheduled Tribes’ Malayali Students with respect to Type of the Family” was Accepted.

Hence the stated Hypothesis 7 - “There is no significant difference in Academic Achievement among Higher Secondary Schools Scheduled Tribes’ Malayali Students with respect to Type of the Family” was Rejected.

17.0.7 Aspiration and Academic Achievement with respect to Aspiration and Academic Achievement.

Hypothesis: 8

H₀: There is no significant relationship between Aspiration and Academic Achievement among Higher Secondary Schools Scheduled Tribes’ Malayali Students.

The Pearson’s product moment correlation was calculated for Aspiration and Academic Achievement among Higher Secondary Schools Scheduled Tribes’ Malayali Students and the same are given in the Table 9.0

Table 9.0 Summary of results Relationship between Aspiration and Academic Achievement among Higher Secondary Schools Scheduled Tribes’ Malayali Students.

Variables	N	r	P	Relationship
Aspiration Vs Academic Achievement	1364	.002	.927	NS

Interpretation

From the above table shows that (9.0), the calculated ‘r’ value is lesser than the table value and it is statistically not significant. Hence, there is no significant relationship between Aspiration and Academic Achievement among higher secondary school tribal students. So, that the framed hypothesis is ‘Accepted’.



Hence the stated Hypothesis 8 - “There is no significant relationship between Aspiration and Academic Achievement among Higher Secondary Schools Scheduled Tribes’ Malayali Students.” was Accepted.

18.0 Major Findings of the Present Study

- The Level of Aspiration among Higher Secondary Schools Scheduled Tribes’ Malayali Students is Moderate in Nature.
- There is a significant difference in Aspiration and Academic Achievement among Higher Secondary Schools Scheduled Tribes’ Malayali Students with respect to Gender. Malayali Tribal Girls’ Students have better Aspiration than Malayali Tribal Boys Students.
- There is a significant difference in Aspiration and Academic Achievement among Higher Secondary Schools Scheduled Tribes’ Malayali Students with respect to the Type of the School. Girls’ School Malayali Tribal Students have better Aspirations than other School Malayali Tribal Students.
- There is no significant difference in Aspiration among Higher Secondary Schools Scheduled Tribes’ Malayali Students with respect to Father’s Educational Qualification.
- There is a significant difference in Academic Achievement among Higher Secondary Schools Scheduled Tribes’ Malayali Students with respect to Father’s Educational Qualification. Malayali Tribal Students whose Father’s Educational Qualification was a College Education have better Academic Achievement than other tribal students.
- There is no significant difference in Aspiration and Academic Achievement among Higher Secondary Schools Scheduled Tribes’ Malayali Students with respect to their Mother’s Educational Qualification.
- There is a significant difference in Aspiration and Academic Achievement among Higher Secondary Schools Scheduled Tribes’ Malayali Students with respect to the Encouraging Factors for Higher Education. Malayali Tribal Students who are encouraged by their teachers to study higher education were have better Aspiration and Academic Achievement than others.
- There is no significant difference in Aspiration among Higher Secondary Schools Scheduled Tribes’ Malayali Students with respect to Type of the Family.
- There is a significant difference in Academic Achievement among Higher Secondary Schools Scheduled Tribes’ Malayali Students with respect to Type of the Family. Malayali Tribal Students hailing from Nuclear Families have better Academic Achievement than those not willing to Higher Education Malayali Tribal Students.



- There is no significant relationship between Aspiration and Academic Achievement among Higher Secondary Schools Scheduled Tribes' Malayali Students.

19.0 Discussion of the Study

There is a significant difference in Aspiration Higher Secondary Schools Scheduled Tribes' Malayali Students with respect to Gender and Girls' Malayali Tribal Students have better Aspiration than Boys Malayali Tribal Students. A similar result was reported by Mushtaq, Singh et al. (2021) and Hooda and Rani (2018). Traditionally girls were not given enough opportunities to pursue education after schoolings, this happens more so among tribal communities. Therefore, they would be having the huge desire to have good education which is reflected in the findings. Based on this result, it becomes quite natural that students studying in girls' school have better Aspirations than Malayali Tribal Students Studying in Boys' School and Co-Education Schools. Non-Residential School Tribal Students have better Aspirations than Residential School Tribal Students as they get chance to interact with people more often than the Residential School Tribal Students might have been the cause behind the finding.

Malayali Tribal Students who are willing to study higher education were having better Aspiration than Malayali Tribal Students without any desire to do Higher Education. The willing to study higher education knows benefits of the job opportunity it provides which may improve the quality of life. These kinds of knowledge may result in higher aspiration.

There is a significant difference in Academic Achievement among higher secondary school tribal students with respect to Gender. Girls' students have better Academic Achievement than Boys' tribal students. Jana and Kishore (2020) had reported a similar result in their research study. Girls out scoring boys in academic achievement is quite usual for so many years as they tend to get more marks in board exams each and every year. The girl's school students have better Academic Achievement than other school tribal students is an obvious result as girls score more marks in every exam.

There is no significant relationship between Aspiration and Academic Achievement among higher secondary school tribal students. This result was already reported by Amisha and Devika (2017) as well as Dennis Mukisu and Wilson Kiptala (2022).

20.0 Delimitations of the Present Study

- The population of the study was confined to Higher Secondary Schools Scheduled Tribes' Malayali Students Only.



- Due to time constrain the study was limited to 1364 samples only.
- The investigation has been confined only to four districts of Tamil Nadu, namely of Tiruchirappalli, Salem, Namakkal and Perambalur.
- Board exam marks were taken as Achievement scores to find Higher Secondary Schools Scheduled Tribes' Malayali Students.
- The study has been confined only to the Higher Secondary School Tribal Students belonging to the Malayali Tribal Community Alone.

21.0 Recommendations of the Study

- The teacher should take measures to increase educational aspiration by using suitable strategies in such way that the Malayali Tribal Students can gain interest to learn more and attain their level of academic achievement.
- In the efforts to improve the Academic Achievement of the Malayali Tribal Students, sufficient attention should be paid to develop their Level of Aspiration.
- Teachers who can speak and understand the Tribal language are to be appointed or the present teachers can be made to study the Tribal dialect when the students feel too hard to adjust to the common language used.
- Foster collaboration with Tribal Community leaders and elders to gain insights into cultural nuances and community-specific Aspirations.
- Implement initiatives to increase parental involvement in the Education of Malayali Tribal Students.
- Include successful individuals from Tribal backgrounds as role models in educational settings. Exposure to inspirational figures who have Achieved Academic and Professional Success can motivate Malayali Tribal Students to pursue their Ambitions.

22.0 Educational Implications of the Study

- This research can raise awareness among all stakeholders, particularly Malayali Tribal Students, regarding Aspiration in regard to Academic Achievement in their Academic Life.
- Malayali Tribal Students High Aspirations may be especially important for adolescents from low socioeconomic backgrounds. Parents who have high aspirations may provide a strong influence that enables them to supersede the disadvantages that they face (Davis and Kandel, 1981). In order to make them familiar with the world of work, parents and children should be encouraged to visit



factories, industries and other sites of educational importance which may help them to make better choices of their educational and vocational courses.

23.0 Suggestions for the Further Study

- A similar study can be conducted on different educational levels of tribal students.
- A study may be examined on level of Aspiration and Educational Problems of higher secondary school tribal students in Kolli Hills from Namakkal District.
- Level of Education, and Aspiration as the Predictors of Academic Achievement among Higher Secondary Schools Scheduled Tribes' Malayali Students of Tamil Nadu.

24.0 Conclusion

The study shows that the Level of Aspiration as a Predictors of Academic Achievement among Higher Secondary Schools Scheduled Tribes' Malayali Students is Moderate in nature. There is a significant difference with respect to a few demographical variables among Higher Secondary Schools Scheduled Tribes' Malayali Students. The study indicates that Aspirations influence on Academic Achievement of the Tribal Malayali Students. Tribal Malayali Students high achievers means that Tribal Malayali Students high achievers are having higher education Aspiration Level than low achievers. The investigator has felt the need to improve the conditions of the various aspects of education which may be the causes of low academic achievement and educational aspiration of the Tribal Malayali Students. Special measures should be taken to improve achievement and educational aspiration. Awareness among the parents of students should be created about the psychological traits of their wards. The parents should provide more attention, co-operation and facilities for their children which will be fruitful to improve their Aspiration Level.

References

- McLeod (1995). *Ain't No Makin' It: Aspirations and attainment in a low-income neighborhood*. Boulder, CO: Westview Press.
- Strand, S., & Winston, J. (2008). Educational aspirations in inner city schools. *Educational Studies*, Vol 34, Issue 4, Page No: 249-267.



- Kaur, S. (2012), A Study of Adjustment of High School students in Relation to Their Achievement, Sex and Locality, *International Journal of Research in Education, Methodology Council for Innovative Research*, Vol 1(2), Page No: 18-21.
- Kaur, P. (2012). Career maturity in relation to family and school climate and educational aspirations among adolescent (unpublished Doctoral thesis). Punjab University, India.
- Manpreet. (2012). A study of cognitive skill of X graders in relation to their stress, aspirations and socio-economic status (Unpublished Doctoral Thesis). Punjab University, India.
- Mistry, R. (2015). Career aspirations and academic Achievement among the college Students a social work Perspective (Unpublished Doctoral Thesis). Maharaja Sayajirao University of Baroda, India.
- Lata, K. (2016). Effect of teaching skills on classroom behaviour of prospective teachers in relations to their aspirations and teaching attitude (Unpublished Doctoral Thesis). Punjab University, India.
- Trice, A.D., & King, R. (1991). Stability of Kindergarten Children's Career Aspirations. *Psychological Reports*, 68 (3, Pt 2), 1378.
- Raynor, J.O (1978), Motivation and Achievement (pp.71-115). Washinton, DC: Hemisphere.
- Markus, H., & Nurius, P. (1986). Possible selves. *American Psychologist*, Vol 41, Page No: 954–969.
- Cooper & Arkilin (1994) The Perceived Value of Education and Educational Aspirations in the Czech Republic: Changes in the Determination of Educational Aspirations.
- Startle (1961). Aspiration of adolescents, *International Journal of Humanities and Science*, Vol 5(4), Page No: 21-28.
- Williams (1972). A study of Educational Aspiration in Secondary School Students. *International Referred Research Journal*, Vol 3(25).
- Gottfredson, L.S. (1981). Gottfredson's Theory of Circumscription, Compromise, and Self-Creation. *Career Choice and Development*, Vol 4, Page No: 85-148.
- Gottfredson, G. D. (2002). Interests, Aspirations, Self-Estimates, and the Self-Directed Search. *Journal of Career Assessment*, Vol 10(2), Page No: 200–208. <https://doi.org/10.1177/1069072702010002005>.
- Armstrong, P. I., & Crombie, G. (2000). Compromises in adolescents' occupational aspirations and expectations from Grades 8 to 10. *Journal of Vocational Behavior*, Vol 56(1), Page No: 82–98. <https://doi.org/10.1006/jvbe.1999.1709>



- Hanson, S. L. Lost Talent: (1994). “Unrealized Educational Aspirations and Expectations among US Youths”. *Sociology of Education*, Vol 67, Page No: 159-183.
- Trusty, J. (2002). “African Americans' educational expectations: Longitudinal causal models for women and men”. *Journal of Counselling & Development*, Vol 80, Page No: 332-345.
- Subhasish Mohanta (2021). Impact of Educational Aspiration among Tribal Students on Their Academic Achievement. *International Journal of Research Publication and Reviews*, Volume 2, Issue 9, Page No: 612-614.
- Sharma, V.P. and Gupta, A. (1980), “Educational Aspiration Scale (EAS)”, National Psychological Corporation, Agra
- Muneer V, Mohamed Saleem. T (2020). Career Aspiration among tribal residential school students of Kerala. *Indian Journal of Applied Research*, Volume 10, Issue 5, Page No: 1-3.
- Saleem and Muneer V (2018). Aspiration towards higher education: A Survey among tribal residential school students. *Innovative Thoughts International Research Journal*, Volume 5, Issue 4, Page No: 22-29.
- Core Well (1960). The sampling of coal in the mine: U.S. Bureau of Mines Technical Paper 1, Page No: 22
- Mushtaq, Deepali Singh & Shabir Ahmad Bhat (2021). Educational Aspiration of Secondary School Students of Kashmir Valley. *Zeichen Journal*, Volume 7, Issue 8, ISSN No: 0932-4747, Page No: 26-36.
- Hooda., Rani Devi (2018). An Exploratory Study of Educational Aspiration among Secondary School Students. *International Journal of Research in Engineering, IT and Social Sciences*, Volume 8, Issue 9, Page No: 147-150.
- Jana, Braja Kishore Jena (2020). Relationship of Study Habits and Academic Achievement among Scheduled Tribe secondary level students in West Bengal: An Investigation. *International Educational Applied Research Journal (IEARJ)*, Volume 04, issue 01, Page No: 1-3.
- Amisha Singh, Devika Sharma (2017). Educational Aspiration of secondary school students in relation to Academic Achievement. *International Journal of Social Science and Economics Invention (IJESSI)*, Volume 03 Issue 02, Page No: 159-163.
- Dennis Mukisu and Wilson Kiptala (2022). The Relationship between Students’ Career Aspirations and their Academic Performance among Secondary School Students in Bungoma South Sub-County, Kenya. *International Journal of Research and Innovation in Social Science (IJRISS)*, Volume 6, Issue 2, Page No: 379-383.

