

## The role of gender and medium in educational aspiration of school students

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### ABSTRACT

The study is conducted to study Educational Aspiration among school students in relation to their gender and medium. Total sample of 200 hundred students was selected from various school of ahmedabad city 100 boys and 100 girls were taken from Gujarati and English medium. Tools like Educational Aspiration Scale Form P (EAS-SG) developed by Dr. V. P. Sharma & Dr. Anuradha Gupta (2015) was used to assess the Educational Aspiration of the selected respondents or sample. The results were statistically analysed using the 't' test. There was a no significant difference found between girls and boys in their Educational aspiration. There was a significant difference found in Gujarati and English medium school students in their Educational aspiration.

**Keywords:** Educational Aspiration, Secondary School Students.

**P**sychology is that the science of behaviour and mind. As a scientific discipline it aims to know people and teams by establishing general principles and researching specific cases. Psychology funds the science of the soul, viz., 'psyche' mean 'soul' and 'logos' means 'science'. 'In 1905 William McDougall defined psychology as the 'science of behaviour'.

All field of psychology represents a specific area of study focused on a particular topic. The following are just some of the foremost branches of psychology. Abnormal psychology, Behavioural psychology, Biopsychology, clinical psychology, Cognitive psychology, Comparative psychology, Counselling psychology, Cross-Cultural psychology, Developmental psychology, Educational psychology, Experimental psychology, Forensic psychology, Health psychology, Industrial Organizational psychology, personality psychology, School psychology, sports psychology. The branch Educational psychology is concerned with the scientific study of human learning. Education is a powerful instrument of socioeconomic development of any nation.

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**Received: November 23, 2019; Revision Received: December 21, 2019; Accepted: December 25, 2019**

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What is Education? Education is process where skill and information, are transferred to next generation, in order to develop a person mentally, emotionally and technically to be happy and valuable character in the social order.

What is Educational Psychology? Psychology gives insight and information, about the mentality while education executes and acts in the specific direction to get the goals that the educational psychologists have set. In other words Educational psychology studies mental and behaviour related issues scientifically, of those who are directly or indirectly concerned with education.

According to Skinner “Educational psychology is that branch of psychology which deals with teaching and learning and also covers the entire range and behaviour of the personality as related to education.” According to Stephen “It is the systematic study of the educational growth and development of a child.”

Educational psychologists also study the behaviour of other group, such as teacher aides, infants, migrants, and the aged. Educational psychologist inevitably overlap with including child and adolescent development, psychological testing and educational counselling. Educational scientific discipline has been devolve on theories of conditioning, functionalism, structuralism, artistic movement, humanistic scientific discipline, Gestalt psychology, and knowledge process.

**Learning Theory:** Different theories of learning help educational psychologists understand, predict, and control human behaviour. To understand a child's emotional aversion to school, the respondent (or classical) conditioning theory originated by Russian physiologist Ivan Pavlov may be used. Pavlov's theory describes how stimuli that occur together may come to evoke similar responses. To inquire about the origins of a child's disruptive classroom behaviour, the operant (or instrumental) conditioning theory of Thorndike and the American psychologist B. F. Skinner may be applicable. This theory describes how rewards shape and maintain behaviour. School violence and vandalism may be partially understood through the social-learning theory of the Canadian-American psychologist Albert Bandura, which describes the conditions under which people learn to imitate models. The theory of Information-processing is used to understand how people solve problems by analogy and metaphor.

Educational aspirations square measure a vital variable in predicting educational action of faculty and will be seen as part in educational action motivation of scholars, focusing as they are doing on the need for fulfilment, and also the development of educational objectives to achieve education.

**Aspiration and Role of Secondary Education:** The secondary school that provides education for transition from adolescence of adulthood. By all psychological evidence, adolescence is the most critical and storming period of life. Secondary education nurtures individuals in their most formative as well as storming period of life; it is of critical importance not only to the life of an individual but to the life of a nation at large. The aspirations of people who send their children to schools are to complete.

For such people educational aspirations are an important variable in predicting academic achievement and may be seen as an element in academic achievement motivation. ‘Educational aspirations’ despite the frequent use of the term , which is generally used to

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refer to the educational goals students set for themselves, there is no single and universally accepted definition or common agreement on what the term means that (Lent et al. 1994; Quaglia and Cobb 1996; Rojewski 2005). At present there is no universally accepted description for the term educational aspirations, however it is generally used as referring to individual's plans and aims inside an educational setting (Trebbels, 2015). Bora (2016) study on Educational Aspiration with school environment among students . The result indicate that there exists significant relationship between the school environments with Educational Aspiration of students. Bashir, (2017) studying the Educational Aspiration with school environment among students. The result indicate that rural and urban students differs each other in school environment but in Educational Aspiration there is no difference among rural and urban students. Moreover school environment and Educational Aspiration correlates each other positively. It also indicates that school environment plays a significant role in predicting educational aspiration. Kalluri and Rao D.Bhaskara (2000) explored that the variables sex, medium of learning, level of schooling and age may by influencing the educational aspirations and scientific attitude of urban students. bhattacharjee, A. & debbarma, R.,(2013). Studying A Study on Educational Aspiration among School Students in Regard to Gender and Medium of Learning Results indicates that significant difference among male and female students in regard to their level of educational aspiration. However the study did not find any significant impact of medium of learning on the level of Educational Aspiration of school students. Goel (2004) study on the effect of home environment on educational aspirations. The results shown that girls had much higher Educational Aspiration than boys.

In this study, the aim is to study Educational Aspiration among school students in relation to their Gender and Medium. So, that in society, the family and school sector can grow in the educational field by creating a positive environment.

### **Objectives**

1. To study the Educational Aspiration among school students in relation to their gender.
2. To study the Educational Aspiration of school students in relation to their medium. (Gujarati and English)
3. To study the Educational Aspiration of Gujarati medium school students in relation to their gender.
4. To study the Educational Aspiration of English medium school students in relation to their gender.
5. To study the Educational Aspiration in relation to their medium of boy school students.
6. To study the Educational Aspiration in relation to their medium of Girl school students.

### **Hypotheses**

1. There will be no significant difference in Educational Aspiration of school students due to their gender.
2. There will be no significant difference in Educational Aspiration among school students due to their medium. (Gujarati and English)
3. There will be no significant difference in Educational Aspiration of Gujarati medium school students due to their gender.
4. There will be no significant difference in Educational Aspiration of English medium school students due to their gender.
5. There will be no significant difference in Educational Aspiration of school boys due to their medium.
6. There will be no significant difference in Educational Aspiration of school Girls due to their medium.

## MATERIAL AND METHODS

### *Participants and Research Design*

A total sample of 200 students was selected by purposive sampling technique from students of different schools of Ahmadabad city. The sample was equally selected from boys and girls from both the medium. (Gujarati and English)

Medium	Gender (A)		Total
	Boys (A1)	Girls (A2)	
Gujarati	50	50	100
English	50	50	100
Total	100	100	N=200

### *Variables*

#### **Independent variable**

1. Gender (boys and girls)
2. Medium (Gujarati and English)

#### **Dependent variable**

1. Educational Aspiration Scale

### *Instruments*

In the present study the following tool was used.

1. A self-made personal information data sheet was used to collect details about standard, gender, age, date, school of the students.
2. The Educational Aspiration Scale Form P (EAS-SG) was constructed by Dr. V. P. Sharma & Dr. Anuradha Gupta (2015) to measure student's related Educational Aspiration of secondary school students. The Educational Aspiration Scale consists of 45 items. In items has 2 responses i.e. A & B. Which assess Educational Aspiration as whole. Its factors i.e. (i) past experience (Pe) in terms of marks obtained estimate or goal set, success or failure experienced, (ii) amount of efforts (Ae) made in the examination, (iii) ability and capacity (Ac). Standardization of Educational Aspiration Scale was administered on a student sample of 1050 studying in class 10th. The sample had three types of achievers in both boys and girls. High Achievers, Low Achievers, Average Achievers. The internal consistency was 0.803 by odd-even technique using S-B formula. These results are significant at .01 level of significance. Which indicate a strong reliability. The test has very good validity.

### *Procedure*

The researcher has visited different schools of Ahmadabad city, for which the prior permission was taken from the concerned school authority and principle. After selecting a convenient group of students test and Self-information sheet were provided and asked to fill it up. Scoring was done as per the manual and the results were statistically analyzed.

### *Statistical Analysis*

Keeping in view the objectives of the study the mean and standard deviation for scores on different variables under study were calculated for the selected sample. Further, the student's 't' test was used to find out the significance of difference in Educational Aspiration between school students in relation to their gender and medium.

## RESULTS AND DISCUSSION

The following results were obtained:

**Table-1: Shows Mean, SD and 't' value of school students' Educational Aspiration according to gender.**

Gender	N	Mean	SD	t	Table Value	Level of Significance
Boys	100	27.36	3.05			
Girls	100	27.91	3.89	1.11	1.97	NS

\* S= Significant or 0.01, 0.05, NS= Non - Significant

The above table shows the mean value of Educational Aspiration among boys and girls is 27.36 and 27.91 respectively; whereas standard deviation value of Educational Aspiration in 3.05 and 3.89. The 't' value is 1.11 which is not significant . The result shows that is no significant difference found in Educational Aspiration due to gender. So, boys and girls students are having same level of Educational Aspiration, means gender has no role in students Educational Aspiration.

**Table-2: Shows Mean, SD and 't' value of school students' Educational Aspiration according to medium. (Gujarati and English)**

Medium	N	Mean	SD	t	Table Value	Level of Significance
Gujarati	100	28.15	3.92			
English	100	27.12	2.95	2.10	1.97	0.05

\* S= Significant or 0.01, 0.05, NS= Non - Significant

The above table shows the mean value of Educational Aspiration among Gujarati and English medium students is 28.15 and 27.12 respectively, whereas standard deviation value of Educational Aspiration in Gujarati and English medium students is 3.92 and 2.95. The 't' value is 2.10. Which is significant at 0.05 level. It shows significant difference found in Educational Aspiration of both Gujarati and English medium school students. The above table shows that significant difference found in Educational Aspiration due to medium in school students. Gujarati medium students are having higher Educational Aspiration than English medium students. So, here we can see the difference due to medium in students Educational Aspiration. This suggested that medium of the study plays the role in students Educational Aspiration.

**Table-3: Shows Mean, SD and 't' value of Gujarati medium school students' Educational Aspiration according to the gender.**

Medium	Gender	N	Mean	SD	t	Table Value	Level of Significance
Gujarati	Boys	50	27.96	3.42	0.48	1.98	NS
	Girls	50	28.34	4.39			

\* S= Significant or 0.01, 0.05, NS= Non - Significant

The above table shows the mean value of Educational Aspiration among boys and girls of Gujarati medium is 27.96 and 28.34 respectively; whereas standard deviation value of Educational Aspiration in boys and girls of Gujarati medium is 3.42 and 4.39. The 't' value is 0.48 which is not significant. It shows no significant difference found in Educational Aspiration of Gujarati medium school students due to gender. It means in Gujarati medium school students are having no difference in their Educational Aspiration due to their gender. Means boys and girls are having same level of Educational Aspiration in Gujarati medium.

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**Table-4: Shows Mean, SD and ‘t’ value of English medium school students’ Educational Aspiration according to their gender.**

Medium	Gender	N	Mean	SD	t	Table Value	Level of Significance
English	Boys	50	26.76	2.53	1.22	1.98	NS
	Girls	50	27.48	3.31			

\* S= Significant or 0.01, 0.05, NS= Non - Significant

The above table shows the mean value of Educational Aspiration among boys and girls of English medium is 26.76 and 27.48 respectively; whereas standard deviation value of Educational Aspiration in boys and girls of English medium is 2.53 and 3.31. The ‘t’ value is 1.22 which is not significant .It shows no significant difference found in Educational Aspiration of English medium school students due to their gender. It means in English medium school students are having no difference in their Educational Aspiration due to their gender. Means boys and girls are having same level of Educational Aspiration in English medium.

**Table-5: Shows Mean, SD and ‘t’ value of school students’ boys Educational Aspiration according to medium.**

Gender	Medium	N	Mean	SD	t	Table Value	Level of Significance
Boys	Gujarati	50	27.96	3.42	1.99	1.98	0.05
	English	50	26.76	2.53			

\* S= Significant or 0.01, 0.05, NS= Non - Significant

The above table shows the mean value of Educational Aspiration among Gujarati and English medium boys is 27.96 and 26.76 respectively; whereas standard deviation value of Educational Aspiration in Gujarati and English medium boys is 3.42 and 2.53. The ‘t’ value is 1.99 which is significant at 0.05 level. It shows significant difference found in Educational Aspiration among school boys due to their medium. The above table shows that Gujarati and English medium boys are having significant difference in their Educational aspiration. So, here medium of the study plays a role in students Educational Aspiration which is suggested that even medium of the study can make difference in Educational Aspiration of students.

**Table-6: Shows Mean, SD and ‘t’ value of school students’ girls Educational Aspiration according to medium.**

Gender	Medium	N	Mean	SD	t	Table Value	Level of Significance
Girls	Gujarati	50	28.34	4.39	1.11	1.98	NS
	English	50	27.48	3.31			

\* S= Significant or 0.01, 0.05, NS= Non- Significant

The above table shows the mean value of Educational Aspiration among Gujarati and English medium Girls is 28.34 and 27.48 respectively; whereas standard deviation value of Educational Aspiration in Gujarati and English medium Girls is 4.39 and 3.31. The ‘t’ value is 1.11 which is not significant. It shows no significant difference in Educational Aspiration of girls school students due to their medium. The above table shows that in girls students medium of the study does not play a role in Educational Aspiration. So, it shows that Educational Aspiration of girls students does not plays a role in Educational Aspiration.

## CONCLUSIONS

On the basis of the above findings; the following conclusions can be drawn which may be considered as the highlights of the study:

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1. There is no significant difference found in school students' Educational Aspiration due to gender.
2. There is significant difference found in school students Educational Aspiration due to medium.
3. There is no significant difference found in Gujarati medium school students Educational Aspiration due to their gender.
4. There is no significant difference found in English medium school students Educational Aspiration due to their gender.
5. There is significant difference found in school boys Educational Aspiration due to their medium.
6. There is no significant difference found in girls school students Educational Aspiration due to their medium.

### ***Limitations***

1. Present study is restricted to Ahmadabad city only.
2. This research is conducted on a small sample, so the results cannot be generalized.
3. The present research was carried out for a particular period of time.

### ***Suggestions For Future Studies***

1. A similar study can be conducted with a large sample.
2. Similar study can be undertaken in other states of India.
3. To the study effect of other factors on students can be conducted with other variables.
4. The variable Educational Aspiration could be studied in relation to other variables such as intelligence, organizational climate, home environment, learning environment, motivational orientation and parent child relationship, and other medium also.

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### Acknowledgements

The author appreciates all those who participated in the study and helped to facilitate the research process.

### Conflict of Interest

The author declared no conflict of interests.

**How to cite this article:** P Prajapati & T R Desai (2019). The role of gender and medium in educational aspiration of school students. *International Journal of Indian Psychology*, 7(4), 781-788. DIP:18.01.089/20190704, DOI:10.25215/0704.089