

SIGNIFICANCE OF GENDER AND MEDIUM OF INSTRUCTION IN EDUCATIONAL ASPIRATION

Mrs. V. Lincy Pushpa^{1*}

*Research Scholar, Ph.D Education (Full-Time), Stella Matutina College of Education, Ashok Nagar, Chennai -600 083.

Dr. K.A. Sheeba²

Research Guide, Assistant Professor of Physical Science, Stella Matutina College of Education, Ashok Nagar, Chennai -600 083.

***Corresponding Author:** -Mrs. V. LincyPushpa

*Research Scholar, Ph.D Education (Full-Time), Stella Matutina College of Education, Ashok Nagar, Chennai -600 083.

Abstract

Educational Aspiration is the ardent mindset of an individual to gain knowledge with the main objective of reaching great heights. Topic of the study is **Significance of Gender and Medium of Instruction in Educational Aspiration**. Main intend of the study is to find the difference in **educational aspiration among higher secondary students** owing to the difference in gender and medium of instruction. Random sampling method was used for this study. Sample size is 400. Tool used for the study is Level of Educational Aspiration Test (LEAT), constructed and standardized by Dr.YasminGhani Khan. The findings are that there is no significant difference in educational aspiration of students owing to the differences in medium of instruction. Also, it is found that female students have high educational aspiration when compared to male students.

Key words:educational aspiration, gender, medium of instruction,higher secondary school students.

INTRODUCTION

In the United Nations the members had gathered to set Sustainable Development Goals and the target is set as 2030 to achieve them. One of the main important goals in them is Quality Education. The Target in quality education says, ‘By 2030, to substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship’. (The global Goals, 2022) The target mentioned above is very relevant to India as India has more than 50% of its population below the age of 25 and more than 65% below the age of 35. It is necessary that the large young population have to be developed with sufficient skills. Education plays a vital role in it. (Meryl, 2021). The Right to Education act ensures free and compulsory education to all children of age from six to fourteen years, but whether they have acquired the required skills is a bit of concern. (NIC, n.d.) Educational aspiration in them decides that which in turn is heavily influenced by gender and medium of instruction. The need of this study therefore emerges and tries to bring clarity on this subject.

NEED AND SIGNIFICANCE OF THE STUDY

Educational aspiration is considered as a requisite part to enhance the self-confidence of individual students. (Singh, 2017) Educational aspiration is an idealistic value which reflects the educational accomplishment that is desired to achieve. (Chen, 2021) Educational aspiration is also considered to be a most important and necessary habit for a student who wishes to conquer greater goals. Education aspiration is the vital ingredient for a student who wishes to set a path for his/her goals or dreams one can’t achieve their desire without aspiration.

Educational aspiration is a driving force for the students to process towards their dreams. (Gupta, 2019) Male and female have their own thoughts in their life. They have different views and visions according to their wishes. Challenges faced by human beings are different from men and women. Their abilities and capacities can change in different situations in both males and females. So, gender plays a significant role in educational aspirations. Hence the study about gender in educational aspiration is considered to be more important.

Moreover, the education system has classes in different types of mediums. Some students like to have their education in their mother tongue, and some want to have their education in their second language. According to the medium of instruction, students' educational aspirations may change. This study gives the view that gender and medium of instruction greatly impact students' educational aspirations. Hence this study in educational aspiration is highly essential to know about the present trends in education.

OBJECTIVES OF THE STUDY

The objective of the study is finding the difference in Educational Aspiration of Higher Secondary School Students owing to the differences in Gender and Medium of Instruction.

HYPOTHESES

There is no significant difference in Educational Aspiration of Higher Secondary School Students owing to the differences in Gender and Medium of Instruction.

METHODOLOGY

In order to get information from the higher secondary school students for this study, the researcher used survey method (descriptive research). A survey is a highly organized questionnaire that is used to gather data from a large number of respondents that are representative of certain demography. Tool used for the study is Level of Educational Aspiration Test (LEAT), constructed and standardized by Dr. Yasmin Ghani Khan. The tool has four dimensions. They are Family Support, Pupils View, Pupils Effort and Reality of Aspired Goal.

ANALYSIS OF DATA

Data was collected from 400 students drawn from higher secondary schools of different school type. The variable studied in present investigation is Educational Aspiration with reference to the selected variables Gender and Medium of Instruction. After the data was collected it was classified according to various categories and sub categories of the above mentioned variables and 't' test was carried out to find the significance difference between the gender and medium of instruction.

NATURE OF THE SELECTION OF THE SAMPLE

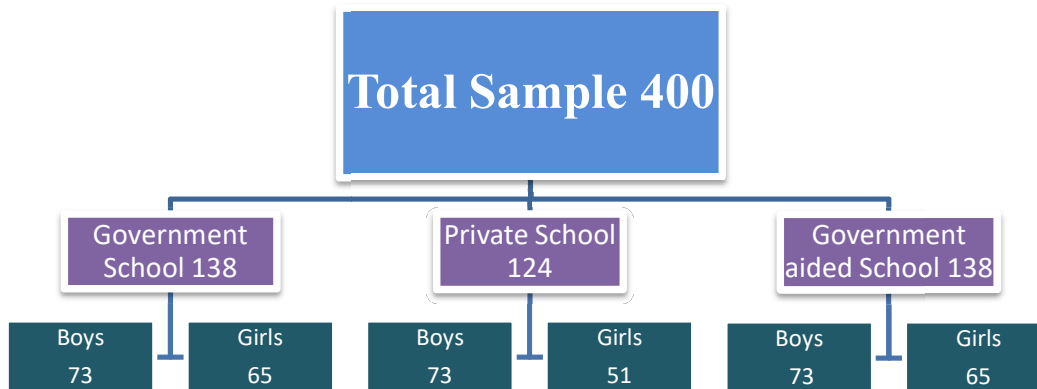
The data for the study was collected randomly. Representative samples of 400 Higher Secondary School Student in Tirunelveli were collected. For the present study samples were collected from Government, Government Aided and Private Schools. Both arts and science students were included. The samples consisted of boys and girls. The school wise distribution of sample is given in the following table 1.1.

Table 1.1 School wise distribution of sample selected for the study

S.No	Name of the college	Type of Institution	Sample		Total
			Boys	Girls	
1.	Munerpallam HSS	Government	73	65	138
2.	Bell HSS	Unaided	73	51	124
3.	St. Ignatious convent HSS	Government aided	-	65	65
4.	St. Xavier's HSS	Government aided	73	-	73
	Total		219	181	400

The sample consisted of 219 boys and 181 girls studying in higher secondary schools as shown in the flow chart fig 1.1.

Fig 1.1Flow Chart Showing the Distribution of the Total Sample



INTERPRETATION OF DATA HYPOTHESIS 1

There is no significant difference in Educational Aspiration of Higher secondary school students owing to the differences in Gender.

Table 1.2Distribution of Sample According to Gender

Variables	Sub categories	Size	Percentage
Gender	Male	219	54.75%
	Female	181	45.25%

Fig.1.2Pie Chart showing sampling distribution according to Gender

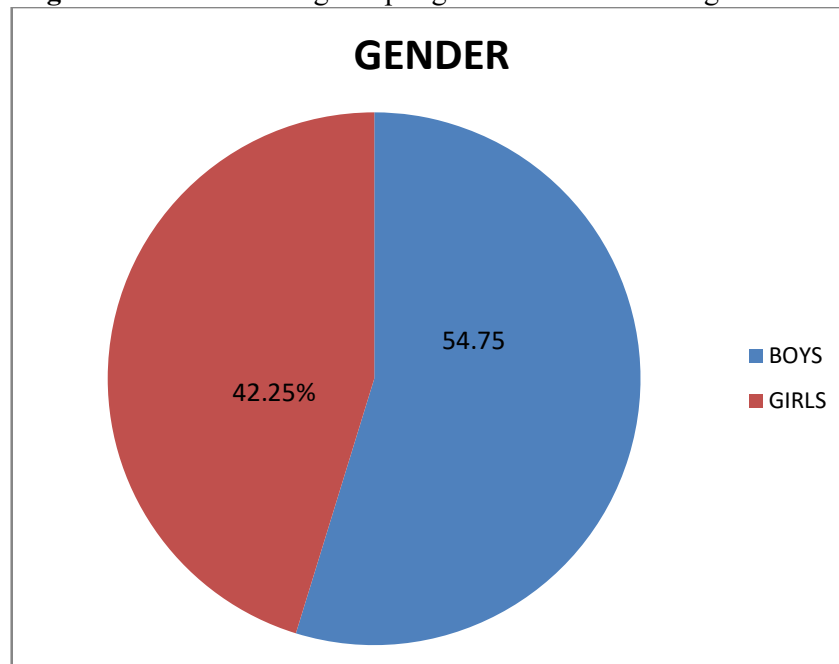
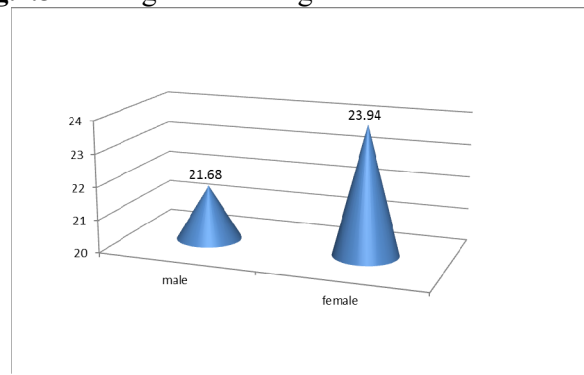


Table.1.3 Difference in the Educational Aspiration of Higher Secondary Students with regard to Gender

Dimensions	Gender	N	Mean	SD	Calculated 't' Value	Table Value	Remark
Family Support	Male	219	5.60	1.279	4.005	1.96	S
	Female	181	6.07	1.036			
Pupils View	Male	219	6.58	1.406	5.449	1.96	S
	Female	181	7.33	1.329			
Pupils Effort	Male	219	5.57	1.505	2.910	1.96	S
	Female	181	5.98	1.360			
Reality of aspired goal	Male	219	3.93	1.058	6.971	1.96	S
	Female	181	4.56	.733			
Educational Aspiration in Total	Male	219	21.68	3.515	7.045	1.96	S
	Female	181	23.94	2.885			

From the table 1.3, it is inferred that the calculated 't' value is greater than the table value for all the dimensions. Hence the respective the null hypothesis is rejected.

Fig.1.3 Bar diagram showing the mean value of Gender**HYPOTHESIS 2**

There is no significant difference in Educational Aspiration of Higher secondary school students owing to the differences in Medium of Instruction.

Table 1.4 Distribution of Sample according to Medium of Instruction

Variables	Sub categories	Size	Percentage
Medium of study	Tamil	188	47%
	English	212	53%

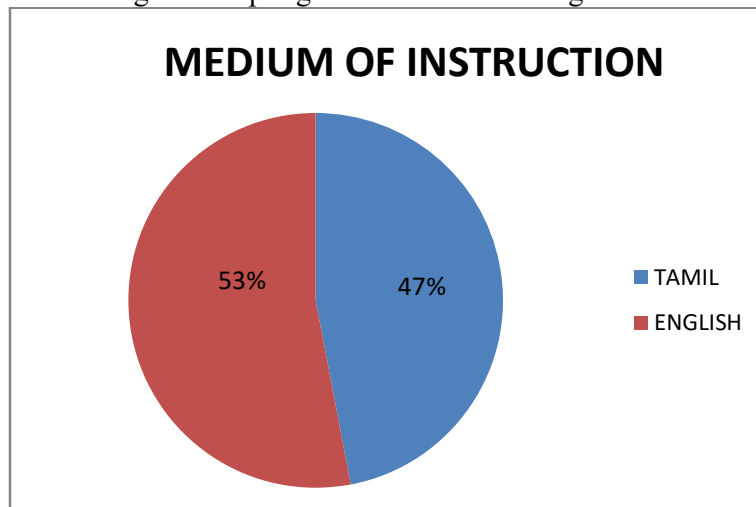
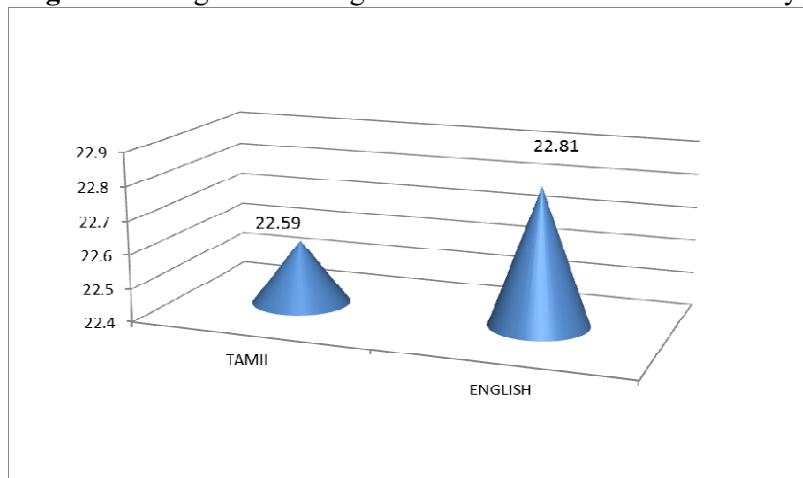
Fig.1.4 Pie chart showing the sampling distribution according to the medium of instruction

Table.1.5 Difference in the Educational Aspiration of Higher Secondary Students with regard to Medium of Study

Dimensions	Medium of Study	N	Mean	SD	Calculated 't' Value	Table Value	Remark
Family Support	Tamil	188	5.88	1.261	1.103	1.96	NS
	English	212	5.75	1.135			
Pupils View	Tamil	188	6.70	1.536	2.919	1.96	S
	English	212	7.12	1.281			
Pupils Effort	Tamil	188	5.74	1.456	0.202	1.96	NS
	English	212	5.77	1.457			
Reality of aspired goal	Tamil	188	4.26	1.100	0.868	1.96	NS
	English	212	4.17	.850			
Educational Aspiration in Total	Tamil	188	22.59	3.616	0.654	1.96	NS
	English	212	22.81	3.261			

From the table 1.5, it is inferred that the calculated 't' value is lesser than the table value, hence the respective null hypothesis is accepted in the case of the educational aspiration in total and in the dimensions-family support, pupils effort and reality of aspired goal. But, the calculated 't' value is greater than the table value, the null hypothesis is rejected in the case of the dimension - pupils view.

Fig.1.5 Bar diagram showing the mean value of medium of study

FINDINGS OF THE STUDY

The findings are that there is no significant difference in educational aspiration of students owing to the differences in medium of instruction. Also it is found that female students have high educational aspirations when compared to male students.

EDUCATIONAL IMPLICATION

Educational aspiration is considered to be a core quality to be successful and to achieve the goals of life. Those who have higher educational aspirations are able to achieve their goals very easily compared to people who are having less educational aspirations. Educational aspiration differs in boys and girls students, the girls' students are having higher educational aspirations than the boy students. Hence particular attention to the boy students related to education must be taken care of to increase educational aspiration. We need to develop separate approaches as well as teaching techniques for boy students to increase their educational aspirations and moreover lots of activities like seminars, conferences, skill development programmes etc. have to be conducted to improve the educational aspiration among boy students and separate educational pedagogy has to be developed

for boy students and also to make the boy students to realise the importance of educational aspirations in their life.

To make them understand that without higher educational aspiration no one can successfully survive and achieve goals and also the quality of education has to be upgraded to such a level that students have to understand the concept of each subject which they are studying. The students should be prepared for real life and train them to face the society not to be trained only to appear in exams and get good marks. We have to make the students realise that real life exists only after the school education, and also it is the need of the hour not only to educate the students.

Also, to educate the parents and make them understand the concept of education and motivate the students now and then to improve their educational aspirations. Holistic approach towards a student's educational aspiration has to be taken to understand the physiological needs of the student and to motivate them to grow his educational aspirations. As per the results of the study the medium of instruction does not play a vital role in so far it relates to educational aspiration but to the surprise gender of students play an important role.

CONCLUSION

According to the present study Educational aspiration has a great impact on education. Our primary focus should be in developing educational aspirations among students in order to develop themselves in life. Hence the students with higher educational aspirations will develop themselves and in turn the society also develops simultaneously.

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