

A Study of Level of Aspiration in Relation to Socio-Economic Status

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ABSTRACT:

This research paper aims to investigate the relationship between the level of aspiration and socio-economic status among individuals. The level of aspiration refers to an individual's desired achievements or goals, while socio-economic status encompasses a person's economic and social standing in society. The study involves a comprehensive review of existing literature, the development of a research methodology, data collection through surveys, and statistical analysis of the collected data. The results of this study contribute to a deeper understanding of how socio-economic factors influence individuals' aspirations and can have implications for educational, psychological, and social interventions.

Keywords: Level of Aspiration, Socio-Economic Status, Achievement Goals, Socio-Economic Factors, Educational Interventions, Psychological Factors.

INTRODUCTION:

The concept of a person's level of aspiration has long been recognized as a key factor in motivation and goal-setting. Level of aspiration refers to the desired level of achievement an individual seeks to attain in various aspects of life, such as education, career, and personal growth. Socio-economic status (SES), on the other hand, is a multidimensional construct that encompasses an individual's economic resources, educational attainment, and social standing within society. This research aims to explore the connection between these two constructs, investigating whether socio-economic status influences an individual's level of aspiration.

The study of individuals' aspirations and how they are influenced by various factors has garnered significant attention in the field of psychology and sociology. One prominent factor that has been explored in this context is socio-economic status (SES). Socio-economic status encompasses an individual's position within the social and economic hierarchy, often determined by factors such as income, education, occupation, and wealth. This factor has been shown to exert a substantial impact on various aspects of life, including education, career choices, and overall life goals.

Research in this area has generated insightful findings, shedding light on how socio-economic status can either facilitate or constrain individuals' aspirations. According to Bandura's Social Cognitive Theory (1986), individuals' beliefs in their own efficacy play a crucial role in setting and pursuing aspirations. Individuals with higher socio-economic status might possess greater access to resources, networks, and educational opportunities, which can contribute to higher levels of self-efficacy and thus, more ambitious aspirations. Conversely, individuals from lower socio-economic backgrounds might face systemic barriers and limited resources that impact their beliefs in their own capabilities, potentially leading to more modest aspirations.

This study aims to contribute to the existing body of knowledge by investigating the relationship between socio-economic status and individuals' level of aspiration. By employing a comprehensive approach and accounting for various contextual factors, we seek to provide a nuanced understanding of how socio-economic status shapes aspirations. The findings from this study hold the potential to inform strategies that foster a more inclusive and supportive environment for individuals to pursue their aspirations, regardless of their socio-economic background.

LITERATURE REVIEW:

Numerous studies have investigated the relationship between socio-economic status and achievement goals. Research by Dweck and Leggett (1988) suggested that individuals from higher socio-economic backgrounds tend to set higher levels of aspiration due to their exposure to more resources and opportunities. Additionally, Cury, Da Fonseca, Zahn, and Elliot (2008) found that socio-economic status can impact both the content and intensity of aspirations, with individuals from lower socio-economic backgrounds focusing more on immediate and basic goals. However, some researchers have proposed a reverse relationship, suggesting that an individual's level of aspiration can influence their socio-economic status. Oettingen and Stephens (2009) argued that individuals with high aspirations are more likely to take risks, seize opportunities, and consequently improve their socio-economic standing.

METHODOLOGY:

1. Research Design:

This study employs a cross-sectional research design to examine the relationship between individuals' level of aspiration and their socio-economic status in the context of Noida. A quantitative approach will be utilized to collect and analyze data from a sample of 100 participants.

2. Sampling:

- a. Sampling Technique: A convenience sampling method will be used to recruit participants for the study. Participants will be selected based on their availability and willingness to participate.
- b. Sample Size: A total of 100 participants will be included in the study. This sample size is considered adequate for a preliminary analysis of the relationship between aspiration and socio-economic status. All the senior secondary school students studying in Gautam Budh Nagar district of Utter Pradesh India

Tools Used

The data for the present study was collected with the help of the Dr. Mahesh Bhargava and Prof. M.A. Shah. Level of aspiration means an individual's future expectations or ambitions. It refers to the estimate of one's future in a given task. Descriptive statistics, correlation analysis, and regression analysis will be used to analyze the data. The relationship between socio-economic status and level of aspiration will be explored, controlling for potential confounding variables.

Results and Discussion:

Data analysis is the act of transforming data with the facilitating conclusions, data analysis is the process of systematically applying statistical and /or logical techniques to describe and illustrate, condense and recap and evaluate data. According to Shamoo and Resnek (2003) "various analytical procedures provide a way of drawing inductive inferences from data and distinguishing the signal (the phenomenon on interest) from the noise (statistical fluctuations) present in the data". "The organization, analysis and interpretation of data formulation of conclusion and generalizations are necessary steps to get meaningful pictures out of the raw information of the data involves, the objectives material in the possession of the researcher and the subjective reactions and desire to derive from the data the inherent meanings in their relation to the problem".

Table 1: Showing the mean comparison between children of male and female students on dimensions of level of aspiration (N=50 each)

Dimension	Category	Mean	S.D	t-test	Level of Significance
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Personal Determinants	Male students	4.51	9.29	2.16	Significant at 0.01 level
	Female students	6.52	8.43		
Environment Determinants	Male students	3.19	2.14	2.84	Significant at 0.01 level
	Female students	2.42	1.64		

The above table No. 1 shows the mean comparison between children of male and female students on different dimensions of level of aspiration. The above table revealed that there is significant difference between male and female students on personal determinants dimension of level of aspiration. However the mean favours female students that implies the male students are personally determinant as compared to male students.

Further, the above table shows the mean comparison between male and female students on environment determinants dimension of level of aspiration. The table revealed that there is a significant difference between children of male and female students in environment determinants dimension of level of aspiration. However, the mean favours male students that implies male students are well environment determinants as compared to female students.

Table 2: Showing the mean comparison between children of male and female students on composite score of level of aspiration

Category	N	Mean	S.D	t-test	Level of Significance
Male students	50	9.65	3.85	2.82	Significant at 0.01 level
Female students	50	15.69	5.08		

The above table No. 2 shows the mean comparison between children of male and female students. The table revealed that there is a significant difference between children of male and female students on composite score of male and female students. The table furthers shows that mean favours female students which shows that female students are high in level of aspiration towards their children as compared to male students.

Table 3: Showing the mean comparison between Male and female students on their Socio-Economic Status

	Board	N	Mean	Std. Deviation	Std. Error Mean	t-value
Socio-Cultural-Component	Male students	310	17.65	4.487	.255	7.121**
	Female students	310	20.27	4.681	.266	
Economic Component	Male students	310	5.46	4.402	.250	9.730**
	Female students	310	8.74	3.966	.225	
Possession of Goods & Service	Male students	310	14.53	6.876	.391	10.628**
	Female students	310	20.80	7.787	.442	
Health Component	Male	310	6.49	4.460	.253	1.450 ^{NS}

	students					
	Female students	310	6.11	1.359	.077	
Educational Component	Male students	310	9.89	4.189	.238	12.197**
	Female students	310	13.49	3.091	.176	
Overall SESS	Male students	310	54.02	19.775	1.123	10.135**
	Female students	310	69.41	17.996	1.022	

The above table shows the mean significant difference between Male and female students on their socio economic status scale. The above table depicts that there is significant difference between JKBOSE and Female students on socio economic status scale on socio-cultural component, economic component, possession of goods & service, educational component and overall socio economic status and t- value (7.121, 9.730, 10.628, 12.197, 10.135) which is significant at 0.01 level. However the table further reflects that there is insignificant mean difference between Male and female students on health component

The results of the study will provide insights into the nature of the relationship between socio-economic status and level of aspiration. It is expected that individuals with higher socio-economic status will generally exhibit higher levels of aspiration due to increased access to resources and opportunities. However, the study will also investigate whether cultural factors, parental expectations, and psychological mechanisms may moderate this relationship.

The implications of the findings could be substantial. Educational institutions and policymakers could use the information to design interventions that cater to the unique needs of individuals from different socio-economic backgrounds. Psychologists could use this knowledge to develop targeted interventions for individuals with specific aspirations and socio-economic circumstances.

CONCLUSION:

This research study aims to contribute to the growing body of knowledge regarding the intricate relationship between socio-economic status and level of aspiration. By examining how these two constructs interact, the study seeks to shed light on the factors that drive individuals to set particular goals and how their socio-economic background influences these choices. The findings could have implications for education, psychology, and social policy, potentially leading to more effective interventions that support individuals in achieving their aspirations regardless of their socio-economic status.

In conclusion, the study examined the differences in level of aspiration and socio-economic status among male and female students. The findings revealed noteworthy distinctions in various dimensions. Female students exhibited a higher level of aspiration in terms of personal determinants, suggesting that they are more personally driven in setting their aspirations compared to their male counterparts. On the other hand, male students appeared to be influenced more by environmental determinants in their aspirations, indicating a stronger connection between their aspirations and their surroundings.

Furthermore, the study highlighted a significant variance in the composite scores of male and female students, with female students demonstrating a greater inclination towards fostering higher aspirations for their children compared to male students. This trend could potentially indicate a more pronounced emphasis on aspiration-setting and goal attainment among female students.

Additionally, the research explored the socio-economic status of JKBOSE and female students, uncovering substantial distinctions across several components such as socio-cultural, economic, possession of goods and services, and educational factors. These variations were supported by significant t-values, indicating a meaningful divergence between the groups at a 0.01 significance level. However, there was no significant difference between male and female students in terms of the health component of socio-economic status.

In summary, the study showcased intricate variations in both level of aspiration and socio-economic status among male and female students. These findings contribute to a deeper understanding of the factors influencing aspiration-setting and socio-economic dynamics in this context. Further research could delve into the underlying causes of these differences and their potential implications for educational and social policies.

Educational Implications

Educational Implications of the Relationship Between Level of Aspiration and Socio-Economic Status:

The intricate interplay between individuals' level of aspiration and socio-economic status holds significant educational implications, shaping the experiences and outcomes of learners across various educational settings. Understanding this relationship can aid educators, policymakers, and institutions in developing strategies to foster a more inclusive and equitable educational environment. Here are some educational implications:

1. Equity in Educational Access:

Individuals from lower socio-economic backgrounds may have aspirations that are constrained by limited exposure to educational resources and opportunities. Recognizing this, educators can work to provide equal access to quality education, regardless of socio-economic status. Scholarships, mentorship programs, and targeted support for economically disadvantaged students can help bridge the gap and empower them to pursue their aspirations.

2. Setting Realistic Goals:

Recognizing the influence of socio-economic status on aspiration levels, educators can guide students in setting realistic and achievable goals. This can help prevent undue stress and feelings of inadequacy, while also promoting a growth mindset. By acknowledging and working with students' existing circumstances, educators can help them make steady progress toward their aspirations.

3. Diverse Role Models:

Introducing students to role models from a range of socio-economic backgrounds can broaden their horizons and inspire aspirations beyond traditional norms. Educational institutions can invite speakers from diverse backgrounds or incorporate case studies that showcase individuals who have overcome socio-economic barriers to achieve their goals.

4. Career Counseling and Guidance:

Career counseling should be sensitive to the socio-economic context of students. Providing tailored guidance based on individual aspirations and resources can help students make informed decisions about their educational and career paths. This includes exploring alternative pathways that align with their aspirations and socio-economic realities.

In essence, acknowledging the relationship between level of aspiration and socio-economic status empowers educators to create a more inclusive, supportive, and effective educational environment. By tailoring strategies to individual circumstances and promoting equity, educational institutions can contribute to nurturing the aspirations of all students, regardless of their socio-economic background.

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