

**STUDY OF LEVEL OF ASPIRATION & ADJUSTMENT
IN RELATION TO SELF-CONCEPT, EMOTIONAL MATURITY &
SOCIO- ECONOMIC STATUS OF SENIOR SECONDARY STUDENTS OF NORTH
KASHMIR**

Pre-Presentation Summary

Submitted to School of Education DAVV,

For the fulfilment of the degree of

Doctor of Philosophy

In Education

RESEARCH SCHOLAR

JAHANGIR AHMAD LONE

SUPERVISOR

DR.NIKHAT AFROZ

Head, Research Centre

SCHOOL OF EDUCATION

DEVI AHILIYA VISHWAVIDYALA, INDORE

Accredited by NAAC "A" Grade

Note:

Suggestions for Ph.D:

Supervisor

Email Id: afroz-nikhat@redifmail.com

Phone No: 9827266698

Researcher

Email Id: johnjahangir2964@gmail.com

Phone No: +91-9797296424

SUMMARY

STUDY OF LEVEL OF ASPIRATION & ADJUSTMENT IN RELATION TO SELF-CONCEPT, EMOTIONAL MATURITY & SOCIO-ECONOMIC STATUS OF SR. SECONDARY STUDENTS OF NORTH KASHMIR

1.0 INTRODUCTION

From centuries, the education system has been an important and essential tool for preparing generations for working of the world. Education is considered the tool that aids evolution. It empowers humanity to thrive in the ever dynamic world where business and society both require stakeholders that are highly skilled and well equipped to cope with the challenges. Education is known as driver of development and a strongest instrument for reducing poverty and improving health, gender equality, peace and stability.

Education is only factor that promotes employment, earnings, health to our youths. Global reports shown that there is increase in in hourly earnings for every extra year of schooling. Even developing countries had made a remarkable progress in getting children into classroom and helping them to acquire the advanced cognitive, socio emotional, technical and digital skills to get succeed in present world.

The ancient philosopher of the world suggested time to time to their countrymen about importance of education in human life and to understand the problems arising in the societies due to lack of knowledge. At present it's clearly visible that rapid changes in our societies and human aspects, on the other side of development we are noticing that our youngsters are going through unique behavioral problems like stress, tension, depression, maladjustment, emotional instability, low aspiration and different types of mental disturbance which has completely disturbed the persona equilibrium of the man within the society and consequently calls adjustment. Adjustment problem is the major problem facing the adolescents in day to day life. As we all know that adolescent period is the period of rapid growth and development. During this period new and strange changes are visible which leads to mental disturbance and thus adolescents fail to get adjustment in different situations of life. Adjustment during adolescent period is important for wellbeing and development. Its fact that a well-adjusted childhood becomes a well-adjusted Adult .Adjustment is essential for one's own lifestyle. It's the harmonious relationship of a person with his surroundings which avails him relaxed and peaceful existence without stress, pressure, warfare and frustration,.

Adjustment becomes complicated for a person when interaction with one situation comes into conflict with the requirement of other condition even one condition will provide rise to pleasure and other may give rise to pain. This will definitely cause disturbance in mental and psychological dimension of an individual.

In this contemporary world we are observing change in lifestyle of people. All this happened due to advancement in science and technology. New inventions and discoveries had made a man to think about new ways of living life, handling problems in different ways and fixation of life goals. At the same time our youths (teenagers) are developing many new aspirations and are struggling for achieving them in life. Clearly speaking about the youths of our nation they have high aspiration of education and employment. Aspiration of education and employment can help our youths in academic and educational planning, using existing resource in judicious way and choosing alternatives etc. Aspirations and expectations of youngsters are considered foundation of destiny and now it has become agenda of every nation to develop higher and deeper aspiration in youths for bright outcome. Level of aspiration is a psychological or a cognitive type of motivation in an individual. We can simply say that level of aspiration estimates one's ability of future performance and is based on his strength of past achievements, helps an individual to set future goals and targets and set efforts for attaining goals. The goal setting behaviour of an individual and the process of attaining the goal depends upon the past experience, whether he failed or succeeded, level of efforts made by him in that direction, and his capacity to pursue the goal.

After reviewing the available literature it was assumed that there are different aspects of that directly or indirectly effects the adjustment and Aspiration level of our adolescents especially disturbs their mental horizon. Here are some of the variables which effects the adjustment and aspiration level of our adolescents: Self-concept, Emotional maturity and socio economic status. In this study we will try to bring a reliable and solid conclusion from the related variables included in the study.

2.0 RATIONALE OF STUDY

The present study is concerned with the Adjustment & Level of Aspiration of senior secondary student. The period of adolescence is a time when one is expected to prepare for adulthood by replacing childish attitude and behaviour with those of an adult. This period is full of instabilities in her aspirations, future planning and social relationships. Greater demands placed on her by home, school and society inculcate feeling of insecurity

that results in instabilities. Such a status of an adolescent attributes confusion, resentment, helplessness, and many solvable and insolvable problems cause their maladjustment and poor mental health, thus affecting their proper adjustment.

There were many studies conducted by the researchers related to the Level of Aspiration & Adjustment of the different groups of students and other individuals such as Abraham (2022), Khokhar (2019), S.Santhil & Subramunian (2015), Gupta & Lone (2019), Suthar (2016), Barve (2012), Shashikale (2020), Rawate (2019), Mallam (2020), Roy (2022), Sharma, Prabhakar, Kalpna & Madnaral (2013), Chavda, Dipavali & Chaudhary (2021), Pandith, Aqueel, Malik & Ganie (2012), Salivia & Balaji (2017), Panth, Kumar & Chaurasiya (2015), Jain & Pasrija (2014), Ifshana & Bhat (2018), Kumar (2021), Gupta, Neeta & Srivasta, Neharshi (2014), Sharma, Dhakad & Kumar (2020), Masingbhi & Patel (2014), S.Santhil & Subramunian (2015), Gupta & Lone (2017)

The above studies shows that there are many factors related to the Adjustment and Aspirations level of Sr. senior secondary students like intelligence, geographical area, self-concept, socio-economic status, emotional maturity, home environment etc. These studies revealed that there is positive effect of self-concept, socio-economic status, emotional maturity & home environment on Level of Aspiration & Adjustment. The present study will intend how far these variables affect the Aspiration Level & Adjustment of students of Kashmir valley, which is geographically different and is prone to conflict; tension and war like situations. Thus, the surfacing of problems like broken homes, and orphan hood, disintegration of social institutions, unemployment and juvenile problems became quite visible. People of the state have gone through a gruelling trauma over the recent times. Thousands of Kashmiri youth have been reduced to a psychological wreck by systematic torture. Suicide rates have gone high particularly. The conflict situation has left behind a track of destruction, danger & depression. In fact, the magnitude of loss and suffering defies description in cold statistics, it's simply astronomical.

Previous studies shows that the well-adjusted person is happy and prosperous also positive self-concept people have balanced aspiration level. Same as those who are having high socio- economic status is satisfied and have well ambitious in life. This study will focus on effect of self-concept, Emotional maturity & Socio- economic status on adjustment and aspiration level of Kashmir students.

3.0 STATEMENT OF THE PROBLEM

The title of the present study has been stated as,

“Study of Level of Aspiration & Adjustment in Relation to Self-Concept, Emotional Maturity & Socio-economic status of Sr. Secondary Students of North Kashmir”

4.0 OBJECTIVES OF THE STUDY

1. To study the effect of self-concept on Level of Aspiration of Sr. Secondary students
2. To study the effect of emotional maturity on Level of Aspiration of Sr. Secondary students
3. To study the effect of Socio-economic status on Level of aspiration of Sr. Secondary students
4. To study the effect of Self-concept on Adjustment of Sr. Secondary students
5. To study the effect of Emotional maturity on Adjustment of Sr. Secondary students
6. To study the effect of Socio-economic status on Adjustment of Sr. Secondary students
7. To study interactional effect of Self-concept, Emotional maturity & Socio- economic status on the level of Aspiration of Sr. Secondary students
8. To study interactional effect of Self-concept, Emotional maturity & Socio- economic status on the Adjustment of Sr. Secondary students

5.0 HYPOTHESIS OF THE STUDY:

1. There is no significant relationship between self-concept & level of aspiration of Sr. Secondary student
2. There is no significant relationship between emotional maturity & level of aspiration of sr. Secondary students
3. There is no significant relationship between socio-economic status & Aspiration of sr. Secondary students
4. There is no significant relationship between self-concept & adjustment of sr. Secondary students
5. There is no significant relationship between emotional maturity & adjustment of Sr. Secondary students
6. There is no significant relationship between socio-economic status & Adjustment of Sr. Secondary students.

7. There will be no significant interactional effect of Self-concept, Emotional maturity & Socio- economic status on the level of Aspiration of Sr. Secondary students.
8. There will be no significant interactional effect of Self-concept, Emotional maturity & Socio- economic status on the adjustment of Sr. Secondary students

6.0 DELIMITATIONS OF THE STUDY

1. The present study was delimited to Senior Secondary students of North Kashmir of the UT of J &K.
2. The present study was delimited to 400 Senior Secondary students only.
3. The present study was conducted only in Govt Higher secondary schools of North Kashmir

7.0 METHODOLOGY

There are different methods for conducting a research work in any field but, to choose a proper method depends upon the nature of the problem. The present study attempts to find out the relationship of the level of Aspiration & Adjustment with emotional maturity, Self-concept & socio economic status of senior secondary students of North Kashmir.

In this study the descriptive method of research was found to be the most appropriate one as the relationship of the level of Aspiration & Adjustment with emotional maturity, Self-concept & socio economic status of senior secondary students exists in real life situation and can be studied effectively.

The descriptive method of research is the most popular and widely used research method in education and sociology, because of the efficiency of this method. Data can be gathered with the help of questionnaire or interview schedule. Although the descriptive method of research is relatively less advanced in comparison to the experimental method, it has its own advantages. Involve measurement, classification, analysis, comparisons and interpretations. It seeks to find answers to questions through the analysis of variable relationships. Descriptive studies collect and provide three type of information on

- (1) What exists with respect to variables or conditions in a situation
- (2) What we want by identifying standards or norms, with which to compare the present conditions or what experts consider to be desirable and
- (3) How to reach to goal by using possible ways and means based on experiences of others and opinions of experts.

Descriptive method is clearly concerned with the conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident, or trends that are developing. This method is primarily concerned with the present situation, even it is concerned with past events and influences as they relate to current conditions.

In the present study descriptive survey method was used for carrying out the research work. The data was collected from secondary school students of North Kashmir, with the help of standardized tools on the variable under study i.e. Level of Aspiration, Adjustment Emotional maturity, self-concept and Socio-economic status.

The design of present study involved:

- (1) Relationship between emotional maturity, self-concept and socio-economic status with level of aspiration of senior secondary school students of north Kashmir.
- (2) Relationship between emotional maturity, self-concept and socio-economic status with Adjustment of senior secondary school students of north Kashmir.

Here Emotional maturity, Self-concept and socio-economic status were studied as independent variable and Level of Aspiration and Adjustment as dependent variables.

8.0 SAMPLE OF THE STUDY

The population of the study was senior secondary students of different Higher Secondary institutes affiliated to JKBOSE of the Union Territory of Jammu & Kashmir, India. The present was descriptive in nature, the investigator collected the lists of higher secondary schools of urban and rural areas affiliated to JKBOSE from the respective District Education offices of these districts. There were a total 128 number of Govt. higher secondary schools in the north Kashmir of the Kashmir division. Among which Baramulla district has 61 higher secondary schools. Also the Kupwara district has 42 higher secondary schools with. Lastly, the Bandipora district 25 higher secondary school. Also With the help of these lists the 11 higher secondary schools were selected randomly by using lottery table of random numbers. Out of total population a sample of 400 students from 11 higher secondary schools, 4 from Kupwara, 2 from Bandipora and 5 from Baramulla District were selected.

S.No	Name	Students
1	<i>Govt. Girls Higher Secondary Baramulla</i>	40
2	<i>Govt. Boys Higher secondary School Delina Baramulla</i>	32
3	<i>Govt. Higher Secondary School Sopore, Baramulla</i>	35
4	<i>Govt. Boys Higher secondary school Pattan, Baramulla</i>	34
5	<i>Govt. Boys Higher secondary school Kunzar, Baramulla</i>	33
6	<i>Govt. Higher secondary school Aloosa ,Bandipora</i>	36
7	<i>Govt. Higher secondary school Nadhilhal, Bandipora</i>	41
8	<i>Govt. Higher secondary school Karihama, Kupwara</i>	42
9	<i>Govt. Girls Higher secondary school Sulkote, Kupwara</i>	34
10	<i>Govt. Higher secondary school Halmatpora, Kupwara</i>	36
11	<i>Govt. Higher secondary school Nagri, Kupwara</i>	37
	Total	400

10.0 TOOLS USED FOR DATA COLLECTION

In the present study following tools were used for data collection:

1. LEVEL OF ASPIRATION:

The level of aspiration was measured by Dr. Mahesh Bhargava and Lt. Prof. M.A. Shah. Bhargava (1987) has developed a test on level of aspiration. The performance sheet has 50 circles (each of 1cm in diameters) which are arranged in five rows – ten in each row. Above and below of these rows there are two boxes on right side – the upper box is for writing the number of expected score whereas lower box is for putting the number of actual score or completed performance. Thus ten trials are needed of each subject expect practice trail. Shop watch or stop clock is also required for the rest.

For each trial 30 seconds are allotted for work and at the end of this time, you will be asked to stop the marking and count the number of completed faces and enter it in lower box. This trial will be treated as PRACTICE TRIAL". In the following trials you have to do the same thing along with to put the number of faces in the upper box which you intend to complete within 30 seconds time on the basis of last actual performance. Thus you have to complete 10 trials for actual work."

The procedure of scoring is simple. It provides three types of scores: (1) Goal Discrepancy Score (GDS), (2) Attainment Discrepancy Score (ADS); and (3) The Number of Times of Goal Reach Score (NTRS). In this study only GDS (Goal Discrepancy score) was calculated as per the recommendations of the author, GDS is the index of Level of Aspiration. The Reliability Coefficient of the Goal Discrepancy score of the Level of Aspiration was found to be 0.72 using test-retest method and 0.77 using the split -half method

2. ADJUSTMENT INVENTORY

Adjustment Inventory (Dr. A.K.P. Sinha And Dr. R.P. Singh) was used to assess the Adjustment of Senior Secondary students. This inventory measures the adjustment of secondary school students in three areas of adjustment: Emotional, Social and Educational. The inventory contains 60 items which are equally distributed amongst the three areas of adjustment i.e. 20 items measure Emotional adjustment, 20 items measure Social adjustment and 20 items measure Educational adjustment.

Each item in the tool has two answers 'Yes' or 'No'. The subject is to read the statement and to see whether it applies to his/her mode of behaviour or not. If a particular statement is true or mostly true to subject's behaviour, then he/she is to encircle 'Yes'. On the other hand if a particular statement is false or mostly false to his/her behaviour then he/she is to encircle 'No'. There is no time limit for answering it. Ordinarily an individual takes 10 to 15 minutes in completing the test. Inventory was scored by hand . For any answer indicative of adjustment, zero is given, otherwise a score of one is awarded. It means high score in any given area of adjustment indicates poor adjustment and low score indicates healthy adjustment i.e. as we will move from low score to high score there will be decline in adjustment in given areas of adjustment

Reliability

Coefficient of reliability as reported by author (Sinha and Singh) was determined by (i) Split-half method (ii) Test Re-test method and (iii) K-R formula 20.

Table 3.4: Correlation matrix of the three areas of Adjustment

Sr. no.	Area	Emotional	Social	Educational
I	Emotional	-	0.20	0.19
Ii	Social	0.20	-	0.24
Iii	Educational	0.19	0.24	

3. Self-Concept Questionnaire

The self-concept questionnaire (SCQ) has been developed by Saraswat. The questionnaire was standardized on 1000 students (male and female) of 20 secondary schools of Delhi. The inventory contains 48 items. It provides six separate dimensions of self-concept i.e. Physical, Social, Temperamental, Educational, Moral, and Intellectual Self-Concept. It also gives a total self-concept score. Each dimension contains eight items. So, inventory contains 48 items in total. It also gives a total self concept score. Reliability of the inventory was found by test-retest method, and it was found to be 0.91 for the total self-concept measure. Reliability coefficients of its various dimensions vary from 0.67 to 0.88. After modification the reliability of the test was calculated and it was found to be 0.83. Experts' opinion was obtained to establish the validity of the inventory. 100 items were given to 25 psychologists to classify the items to the category to which it belonged. Items of highest agreement and not less than 80% of agreement were selected. Thus the content and construct validity were established.

4. Emotional maturity scale (EMS):-

Emotional maturity scale by Dr. Yashvir Singh & Dr. Mahesh Bhargava was used. Reliability:- The reliability of the scale was determined by (I) Test-retest method, and (ii) internal consistency. Test-retest method:-The scale was measured for its test-retest reliability by administering upon a group of collegiate students (N=150) including male and female students aged. The time interval between the two testing was that of six months. The product moment r between the two testing was .75. (ii) Internal consistency:-The internal consistency of the scale was checked by calculating the coefficient of correlations between total scores and scores on each of the five areas.

Validity:- The scale was validated against external criteria, i.e. the Gha (ঔ) area of the adjustment inventories for college students by Sinha and Singh. The inventory has 'Gha' area measuring emotional adjustment of college students. The number of items of this area is Twenty One. Product moment correlation obtained between total scores on all twenty one items and total scores on emotional maturity scale was .64 (N=46)

5. Socio-Economic Status scale

The Kuppuswamy scale is commonly used to measure SES in urban and rural areas. This scale was devised by Kuppuswamy in 1976 and consists of a composite score which includes the education and occupation of the Family Head along with income per month of the family, which yields a score of

3–29. This scale classifies the study populations into five SES, Often; occupation and education of head of the family are not changeable with time. However, the income categories in the scale lose their scoring following the change in the value of the Rupee

11.0 PROCEDURE FOR DATA COLLECTION

In the present study before collection of data the investigator contacted the principals of the selected schools of each district to take permission for data collection, by explaining the purpose of the study. The concerned principals were assured that the data would be used for research purpose only and the responses would be kept confidential.

After getting permission of the principals and winning the co-operation of the teachers all possible efforts were made to ensure the best possible conditions for administering the tests and to make the students feel at ease and respond to the various tests with full concentration. In order to conduct the study the tools were administered to the students of senior secondary students of north Kashmir especially the Kupwar, Baramulla& Bandipora district in the formal atmosphere of the schools, one after the other. Before the administration of particular test the important instructions from the test regarding how to answer the questions were read out loudly and clearly by the investigator. The students were advised to respond without any hesitation to the tests and assurance was given to them that their responses would be kept confidential.

All the difficulties and queries of the students were answered by the investigator himself and they were motivated continuously to answer the tests carefully. All efforts were made to get maximum co-operation from students.

12.0 STATISTICAL TECHNIQUES USED

In this research work the data was properly analysed statistically by using Mean, Standard Deviation and One-way ANOVA and Three-way ANOVA with the help of SPSS

13.0 MAJOR FINDINGS OF THE STUDY

1. The mean score of Level of Aspiration was to be found independent of the High Self-concept group, Average Self-concept group and Low Self-concept group of senior secondary students
2. The mean scores of Level of Aspiration was to be found independent of the Extremely stable, Moderate stable, Unstable and Extremely unstable group of Senior Secondary students
3. The mean scores of Level of Aspiration was found independent of the Upper Middle Socio-Economic Status, Lower Middle Socio-Economic Status, Upper Lower Socio-Economic & Lower Socio-Economic Status group of Senior Secondary
4. The mean score of Adjustment was to be found independent of the High Self-concept group, Average Self-concept group and Low Self-concept group of senior secondary students
5. The mean scores of Adjustment was to be found independent of the Extremely stable, Moderate stable, Unstable and Extremely unstable group of Senior Secondary students
6. The mean scores of Adjustment was found independent of the Upper Middle Socio-Economic Status, Lower Middle Socio-Economic Status, Upper Lower Socio-Economic & Lower Socio-Economic Status group of Senior Secondary
7. The mean score of Level of Aspiration was to be found independent of the interaction effect of Self-concept, Emotional Maturity and Socio-Economic status of senior secondary students.
8. The mean score of Adjustment was to be found independent of the interaction effect of Self-concept, Emotional Maturity and Socio-Economic status of senior secondary students.

13.0 EDUCATIONAL IMPLICATION

There are number of factors that causes maladjustment in students such as school environment, lack of cooperation of teachers, parental attitude, parental involvement ,family climate, Emotional instability, low self -Concept, poverty etc. In the findings of the present study, there are many senior secondary school students which fall under Maladjustment and have Low Aspiration Level. The reason behind this vary to student to students. To help the adolescents both teachers as well as parents should give them a comfortable environment in schools as well in home. Both of them must take care of primary needs of adolescents. Time

to time proper guidance must be given to the adolescents so that a healthy attitude and aptitude can be developed in them. The present investigation will help the teachers in developing new strategies to deal with the students during teaching learning process so that teachers become able to solve all psychological problems of senior secondary students. It is the responsibility of the government to provide to all the teachers the material and other facilities so that they can give all the time and energy to the progress and development of the students. Furthermore, policy makers may modify the teacher education curriculum not only to meet the need of the changing society but also to provide the teaching and learning experiences in an open and broaden atmosphere.

The present study indicates that for the betterment of adolescents both Teachers and parents play important role. Therefore, Teachers and parents should provide them a supportive, responsive and congenial environment in school as well at home so that the children feel free to share themselves and also to seek guidance for the difficulties which they experience in their learning process. The over ambitious parents always generate excessive pressure on their child and hence make them anxious. The parents should, therefore, need to be aware about the strength and weakness of their child so that they may not expect beyond the potential of their child. This will also help them to develop in their child the balanced level of aspiration.

Level of aspiration is another important factor to reduce stress among adolescent students. In the adolescent's age level of aspiration of students are also dramatically and frequently. Some students have very high level of aspiration and some have low. For all this, their school and family atmosphere plays an important role. Teachers should organized seminars/conference in schools to enhance the level of level of aspiration in the students. Teachers should help students in overcoming from psychological problems .By giving them an open communication in school, educate positive coping skills to adolescents. For this conducting seminars & workshops for teachers to help them learn how to identify students' psychological problems and their probable solutions can be of great help.

14.0 REFERENCES

- Agarwal Kusum,(2003)"A comparative study of adolescents level of adjustment in relation to their academic success and failure" *Indian Journal of Psychometry and Education*,34(2),172-
- Ahuja,M.,Goyal S.(2005)."Study of achievement and aspirations of adolescents in relation to parental involvement" *Indian Journal of Applied Psychology* 42, 19-26, 2005

Allen, J.P., Moore C., Kuperminc G., and Bell K.,(1998) "Attachment and adolescent psychosocial functioning child development." 69, 1406-1419.1998

AllPort,(1950)"Encyclopedia of Educational Research,"revised edition.MacMillan; 77,

Ausubel in Hurlock E.B,(2004)"Developmental psychology" 3rd education (Tata McGraw Hill Publishing Co. Ltd. Bombay- N.D.), 393,

Bandhana, Dr. Darshana P. Sharma,(2012) "Home Environment, Mental Health and Academic Achievement among Hr.secondary school students", International journey of scientific and research publications,1-4,

Chauhan, S.S.,(1992)Advanced Educational Psychologys (VI Edition) Vikas Publishing House Pvt. Ltd. Aligarh Muslim University

Geckova, A.M., Tavel, P., Dijk, J.P.,Abel,T.and Rei jneveld S.A., "Factors associated with educational aspiration among adolescents: cues to counteract socio-economic differences", BMC Public Health, 10(24), 151- 154, 201Giddens, A.,(1991) "Modernity and self Identity: Self and Society in the late modern age", Cambridge : Polity Press. In Hernrannsd ottir .

Good, Carter, V.,(1991) Dictionary of Education, Newyork, McGraw Hill Book Co.

Grych,J.H.and Fincham, F.D.,(1990)"Marital conflict andchildren's adjustment: A cognitive contextual framework", Psychological Bulletin, 108(2), 267-290

Goel,S.P. (2004). Effect of gender,home and environment on educational aspirations. Journal of Community Guidance and Research, 21(1), 77

Grewal, J.S. (1971). Educational choices and vocational preferences of secondary school students in relation to environmental process. Unpublished Ph.D. Thesis, Vikram University.

Gupta, M.(1987).A Study of Relationship between locus of control, Anxiety,Level of Aspiration, Academic Achievement of Secondary Students.,D. Phil. Edu., Allahabad University. In M.B.Buch, ed. (1991).

Hafsyan,A.S.(2015).Educational and career aspirations of university honors and non-honors students,Doctoral Dissertations, USA: University of Connecticut.

Haller, A.O. and Miller, I.W. (1967). Occupational Aspiration Scale : Theory, Structure and Correlations. Department of Rural Sociology, University of Wisconsin, Madison.

Hervey, J. G. (2008). Success is a journey: An exploration of curriculum and school influences on the work aspirations of Ghanaran senior secondary school alumni. Unpublished Ph.D. Thesis, Dissertation Abstracts International, 69(5), 1756-

Jayaswal, M., Sinha, S.K., Kumari, K. and Arora, A. (2003), Parental Support and Academic Achievement in Tribal School Students of Jharkhand, Journal of All India Association for Educational Research, September, 15(3), 9-16

Kalra, R., & Pyari A. (2004). Family Climate and Income As Determinants of Educational Achievement, Behavioural Scientist, 5(1), 55-57.

Kannammal,R.(2014).A Study on Guidance Needs of Urban and Rural Adolescence in Relation To the Home Environment,IOSR Journal of Research & Method in Education, 4(4), 15-27.

Kao, G.and Tienda,M.(1998).Educational Aspirations of Minority Youth. American Journal of Education, 106, 349-384.

Kaur, Jagpreet, Rana, J.S.and Kaur,Rupinder (2009).Home Environment and Academic Achievement as Correlates of Self-concept among Adolescents, Stud Home Comm Sci, 3(1), 13-17.

Kaur, Jasbir & Arora, Babita (2014).Study of academic achievement in relation to mental health of adolescents, International Journal of Humanities, Arts, Medicine and Sciences, 2 (1), 9-14.

Kaur, P. (1992). A Study of Relationship among Creativity, Intelligence and Academic Achievement in different Subjects of X Grades. Punjab University, Punjab.

Kaur, Parwinderjit (2012). Career maturity among adolescents in relation to their school climate, International Journal of Research in Education Methodology, 1(1), 10-13.

Khallad, J. (2000). Education and career aspirations of Palestinian and U.S. youth. Journal of SocialPsychology,140,789-792.Khan, B. and Alvi, S.A.(1985).Career maturity in relation to differences in school curriculum. Canadian Counselor,19,144-151

Moulton, Robert W.‘Effects of success and failure on level of Aspiration as related to achievement motives,’ Journal of Personality and Social Psychology, Vol 1(5), May 1965, 399- 406.

Pandith Aqueel Ahmad , Malik Muddasir Hamid, M. Y. Ganaie , ‘Self concept, level of aspiration and academic achievement of physically challenged and normal students at secondary level in district Barramullah’ Research on Humanities and Social Sciences, ISSN 2224-5766(Paper) ISSN 2225- 484(Online) Vol.2, No.2, 2012

Rai Geeta,(2014) “The Impact of Parent Encouragement on level of Aspiration and Academic Performance: A comparative study on Adolescents of Uttarakhand Indian Educational Review, 52(1)