

**EDUCATIONAL ASPIRATION OF HIGHER SECONDARY SCHOOL STUDENTS IN
RELATION TO THEIR PERCEIVED PARENTAL ENCOURAGEMENT**

*A Dissertation submitted in partial fulfilment of requirement
for the degree of*

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With much obligation

Ketshunuo

DECLARATION

I, Ketshunuo, Roll number 02/2021, Registration Number 86/2022, M. Phil. Research Scholar from the Department of Teacher Education, Nagaland University, Kohima Campus, Meriema declare that this dissertation entitled, “**EDUCATIONAL ASPIRATION OF HIGHER SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR PERCEIVED PARENTAL ENCOURAGEMENT**” is a bona fide record submitted in partial fulfilment of M. Phil. Degree and a record of original work done by me under the esteem supervision of my supervisor, **Dr. M. Rajendra Nath Babu**, Associate Professor, Department of Education, Nagaland University, Kohima Campus, Meriema, for the award of Master of Philosophy in Education degree.

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She has successfully completed her dissertation work within the stipulated time. The dissertation is fit for submission.

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CHAPTER – I

INTRODUCTION

1.1. Introduction

Education plays a crucial role in impacting the growth and development of a country. Education enables an individual to be rational, and contribute to the progress, advancement and well-being of the society. For the mentioned reasons and more, it is inevitable that children be given the right education as they are considered the future of any society. Deemed as the treasures of any nation, children if molded rightly can lead a nation in the path of success and help the nation to attain its zenith of progress and development. The molding process of the child cannot be shouldered by trained professionals and teachers alone but this responsibility should also be a part of parents' duty. Along with the child, the teachers, professionals and schools, parents should also be involved and show maximum support and provide the necessary guide and encouragement that will help the child to feel motivated and do better in the academics and life, in the long run. Home is considered as the first school a child enters and thus parents should render the maximum support to their children so that they can set high goals and develop the motivation to help attain those aspirations not just educationally but in life as well.

The process of education starts with birth and education is the main socializing force whose function is to develop the power of adaptation to the ever-changing dynamic needs and demands of the world. The agency of family with parents as the first teachers starts the process of education even before an individual enters formal schooling process. Once the child enrolls in schools, the duty of parents as guiding forces should not be neglected or stopped but should proceed along so that the child continually receives motivation and encouragement. The more encouragement and involvement parents render in the academics and educational process of their children, the more the children may exceed expectations in their academic and scholarly vocation strengthening and adding up to the educational aspiration of the children. This drives the child to excel and set even more higher educational aspiration to attain.

An Educational Aspiration is considered vital and an essential factor and characteristic in the development of one's life and also for giving direction. It is a combination of two words- education and aspiration. While education stands for its importance of making an individual unique by helping in the all-round development, aspiration refers to the goals that one wishes to fulfill with the course of his time. Every individual has set destination for him and puts steps forward to attain the sought after and wants to rise and achieve. This longing and goal Hurlock (1967), defines it as aspiration. The individual wants to accomplish the goals set in the educational arena and does not want to lose and this desire Bisrell (1977) says is the educational aspiration. Hence, Educational Aspiration sets the goals of life. It encourages, motivates and energizes the individual to achieve certain goals and aims set. In an era of competition, aspiration plays wonder enabling and helping an individual to attain excellence in a particular field of one's choice. Aspiration sets a platform for the individual to shape life according to the societal needs. As the modern world keeps on progressing, even the domain of education too keeps on changing with new challenges and innovations and these can be overcome and tackled with a strong passion and aspiration in the educational arena. Right aspirations developed at the right time in an individual's life can lead to remarkable results.

One of the chief forces behind educational aspiration of an individual are the parents who certify if or whether the effort is good or needs improvement. This type of activity Rossei (1965), opines as parental encouragement. Parents are considered the primary source for molding the interest of a child. It is the parent from whom a child first draws inspiration from and then is followed by the teachers and peers who also play a prominent role in influencing the level of aspiration of the child. Children's activities must fall under the preview of the family. They must be exhilarated, guided and directed which in turn brings healthy effect on the child. As per Henderson & Berla (1994), the encompassing of the activities by the family is very productive for a child's behavior. The school education is supported by the active motivation and continuous concern by the parents which aid the children to produce productive results. The support, love and encouragement from parents not only helps the child to draw inspiration but also guides the child to move forward towards the aspiration set and helps them to set high educational aspirations.

The adolescence period often called the transitional phase during which the adolescent tries very hard to define his self-concept and finds it difficult to come to adjust with the new changing roles and expectations from parents, peers, and schools. It is a transitional phase where an individual requires the right aspiration so as to set the right goals and achieve aims that will help the individual in the long run to be productive. The adolescent phase needs guidance, love, care, understanding and encouragement so as they can be guided so that they can channelize their boundless energy for their own well-being and also for the greater good of the society. These adolescents will be the future of the society and thus needs proper educational as well as parental guidance and encouragement so that they can excel and be productive citizens. The present research thus aims to study the educational aspirations of adolescents from the different higher secondary school students in relation to the perceived parental encouragement.

1.2 Theoretical Background of the Study

The discussions above dwelled on highlighting the need and also the context of the study. The next part will dwell on the theoretical domain of the study. Quality education can be achieved only when an individual gains support from both home and school. The adolescent who is at a crucial phase feels motivated when there is encouragement from parents which further drives him/her to want to aim higher and do better.

Dewey (1910) opines that education is a life development process and is dependent upon two factors, viz, heredity and environment. The former cannot be altered, however, the latter can be modified and revamped to help in the proper growth of the child. The right environment can aid a child to excel not just academically but in various other areas. The family environment is a major drive force that helps a child, especially an adolescent to derive clarity, prosper, and motivation to aspire higher in life.

The adolescent phase is a crucial and a colorful phase wherein the child sheds the childish qualities and put on more mature outlook towards life and this requires guidance and care from parents and elders around. Gestsdottir & Lerner (2008) states that the adolescent phase is considered a transitional phase in any individual's life with changes in the domains of physical, social, psychological and cognitive development. Thus, this phase needs more support, guidance, care and encouragement

from the parents and people around so that they develop rightly academically and psychologically without falling prey to depression, fear and anxiety of the changing needs and demands.

An individual needs to have certain goals and eagerness to achieve a desired target. In the field of academics, students need to have certain set/sets of aspirations to be able to motivate oneself and be successful. In this area, the parents' encouragement plays a pivotal role in the development and strengthening of the adolescent's aspirations and goals enabling him/her to have a successful college, career and life endeavor. The adolescent phase is one where an individual finds their passion, interest and way in life. If parents show genuine interest and provide the needful encouragement and guide, this road of discovery attains its zenith.

Studies and researches have heralded Educational Aspiration and Parental Encouragement as important phenomena in helping an individual to grow and progress. De Civita, Pagani, Vitara and Tremblay (2004) also revealed that out of the various factors that affect variation in the educational aspirations of a student, one of the strongest predictors of students' educational aspirations are the educational aspirations students' parents have for them. Parents showing high educational aspirations for their children are more likely to have children who are more motivated, have higher educational aspirations, do better in schools and attain higher education as compared to those whose parents have low educational aspirations for their children. Parental Encouragement and involvement play a determining and crucial role and impact on an adolescent's Educational Aspiration.

1.2.1 Conceptual understanding of Educational Aspiration

Aspiration in a child's life is shaped at an early age which are further modified by experience and the environment. The strong desire and the urge to achieve something high or great is the aspiration. Educational Aspiration is considered a vital variable to predict academic success and is seen as the motivating force to excel academically and push for further studies. Students' perception of his/her intention and the desire to follow or take up further education is the educational aspiration.

1.2.1.1 Aspiration

Hoppe in 1930 first presented the idea of level of desire. The dictionary defines aspiration as "a strong hope, desire or ambition of achieving something." It also means "steadfast longing for a higher goal, earnest desire for something above

one.” Words such as ambition, aim, desire, and dream are synonymously used in place of aspiration. It is the strong impulse or the inclination, the longing and the crave set by an individual in a task which has deep personal significance for the individual. Ego of the person is involved to achieve something and it is this involvement of the person’s ego that brings about increased self-esteem during success and remorse and embarrassment during failures.

Aspiration however does not mean ambition. It is a longing for and the motivation to strive for some higher goal as compared to one’s present status. Ambition on the other hand means the fervid desire to achieve a particular honour of power. In the psychological motive of aspiration, the motivation lies on improving as it aims to improve and emphasize something more than one’s present status or position irrespective of social appreciation. Ambition on the other hand is motivated and derives satisfaction by recognition and applause by the society.

The target set by a person for himself/herself to achieve is the aspiration and social factors such as gender, family, talents, education, opportunities etc. play a role in the level of aspiration of a person. Aspiration plays as an important motivating factor in an individual’s academics and career. It is the level of motivation that enables an individual to overcome the complexities of a task with perdurable efforts and pushes the individual to strive.

According to Startle (1961) aspiration “means goals of an individual that he sets for himself in a task which has intensive personal significance for him in which his ego is involved.”

Hurlock (1967) defined aspiration as “a longing for what is above one’s achieved level with advancement on it as its end.”

Webster’s Encyclopaedia Dictionary (1976) defined aspiration as “strong wish; high desire.”

According to Sirin, Diemer, Jackson and Howell (2004), “Aspirations have been defined as the educational and vocational dreams that students have for the future.”

1.2.1.2 Level of Aspiration

In psychology, aspiration level is a determinant of a person’s performance level in the future and as a level of quality of a task to be desired in for the task (Marcus & Nurius, 1986). Aspiration caters to the desires an individual try to attain

(Williams, 1972). Aspirations are not rigid or static but are radically changed by several factors. The Level of Aspiration (LOA) refers to a person's future expectation or ambition and is the estimate of one's future in a particular or given task. The concept was first introduced in Germany by Dembo in 1931 and in recent years has become a topic of extensive discussion. For Hoppe, level of aspiration was essentially qualitative in nature. He ascertains Level of Aspiration through three criteria, viz,

- i. The spontaneous or the subjective nature of a person's goal
- ii. The occurrence of success and failure and the conflicting as well as the decision taking experiences
- iii. The effect or the influence of past experience on the present level of goal setting behaviour.

Hoppe concluded that there are variations in individual level of aspiration and that aspirations are to be set on the basis of an individual's past experience not neglecting his/her capabilities for the particular task.

Frank (1941) viewed level of aspiration as the "final integration of complex and constantly shifting personal and situational factors." He also identified that the desire to avoid failure and the need to maintain a high level of aspiration irrespective of performance as two psychological determinants of aspiration (Frank, 1935b).

The Level of Aspiration differs in every individual. The level of aspiration not only represents the individual at any particular moment but also the position he/she would want to be in the future. There is variation in goal setting behaviour according to the individual. Persons with the same or equal amount of ability may also differ in their level of aspiration. For instance, one may set high level of aspiration while the other may set a low level of aspiration and some may set their level of aspiration near to their performance level despite having similar abilities.

In today's modern world of advancement and competition, aspiration is a key factor for any individual to cope up with the advancement around. Majoribanks (2005) defines aspiration as idealistic values that do not necessarily reflect particular socio-economic realities which may be relevant in determining future mobility. In the educational field, aspiration is operationally defined as the ability of the student to identify and set goals for future, while working in present toward those set goals.

Aspiration motivates and inspires the student to attain a set goal. In the formation of an individual's aspiration, his/her level of aspiration plays an important

role. The level of aspiration is mostly related to the individual's previous performances. Failure is likely to lower the level of aspiration while success may push the individual to set higher level of aspiration. Studies found that people generally tend to set their level of aspiration a little above their previous performances. Level of Aspiration refers to the estimate of one's future in a particular given task. It is a psychological construct which indicates a cognitive type of motivation of an individual and represents not only the current status an individual is at but also his/her goals for the future. Without a high level of aspiration or a strong aspiration, one cannot reach the desired goal.

Frank (1935a) defines Level of Aspiration as "level of future performance in a familiar task which an individual, knowing his level of past performance in that task, explicitly undertakes to reach."

Gardner (1940) defines Level of Aspiration as "a truly quantitative concept, which has two requirements that the subjects make some public indication of his aims and that he makes this in quantitative terms."

Wood (1959), as quoted by Singh (2020), described Level of Aspiration as "the level of performance for the goal that a person hopes to reach in a specific activity."

1.2.1.3 Categories of Aspiration

Aspiration can be categorised into three types as opined by Hurlock (1974). They are, negative and positive aspirations, immediate and remote aspirations and realistic and unrealistic aspirations.

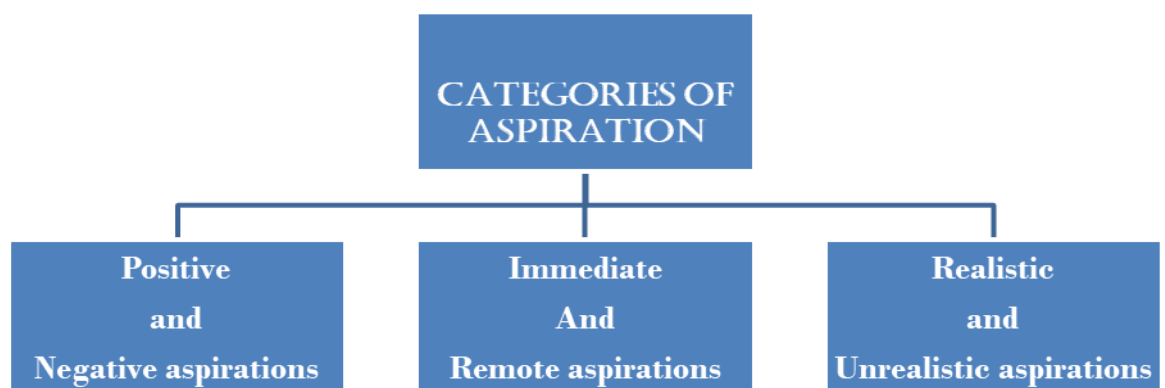


Figure 1: Categories of Aspiration

1. Positive and Negative aspirations:

Positive aspirations are oriented towards achieving success while negative aspirations avoid failure as its goal. A person with positive aspiration will only be satisfied and feel successful if he improves his current status. However, a person with negative aspiration will focus on maintaining his current or present status and try to avoid a downward fall in the social scale.

2. Immediate and Remote aspirations:

Immediate aspiration implies the individual setting up the aspiration with the hope to immediately grasp or attain it. An example of immediate aspiration is when a child deliberately reaches out for a toy confident enough to grasp it at that point. Remote aspiration on the other hand means the capacity to imagine and plan and not immediately present or attain. An example of remote aspiration can be when a child plan for the future and set goals which will be presented later in future.

3. Realistic and Unrealistic Aspirations:

A justified set of goals set by the individual to achieve or expected to achieve are the realistic aspirations. They are by all means achievable as the individual has the potential. However, the unrealistic aspirations are those set of goals which are unattainable as the person lacks the potential.

1.2.1.4 Determinants of Level of Aspiration

Environmental factor and Personal factor are two determinants of level of aspiration. The environmental factor plays a role in shaping the level of aspiration during the early years of an individual when the child is unaware of his abilities, potentials, interests and values. Personal factor starts to influence and play a role in an individual's life when the child grows older. However, despite personal factors having a role to play in an individual's level of aspiration, the environmental factors continue to play a crucial and a major role. The personal factors include determinants like wishes, personality, past experiences, values and interests, sex, socio-economic background and racial background. The environmental factors include determinants such as parental ambitions, societal expectations, culture, social values, peer pressure, competition and group cohesiveness.

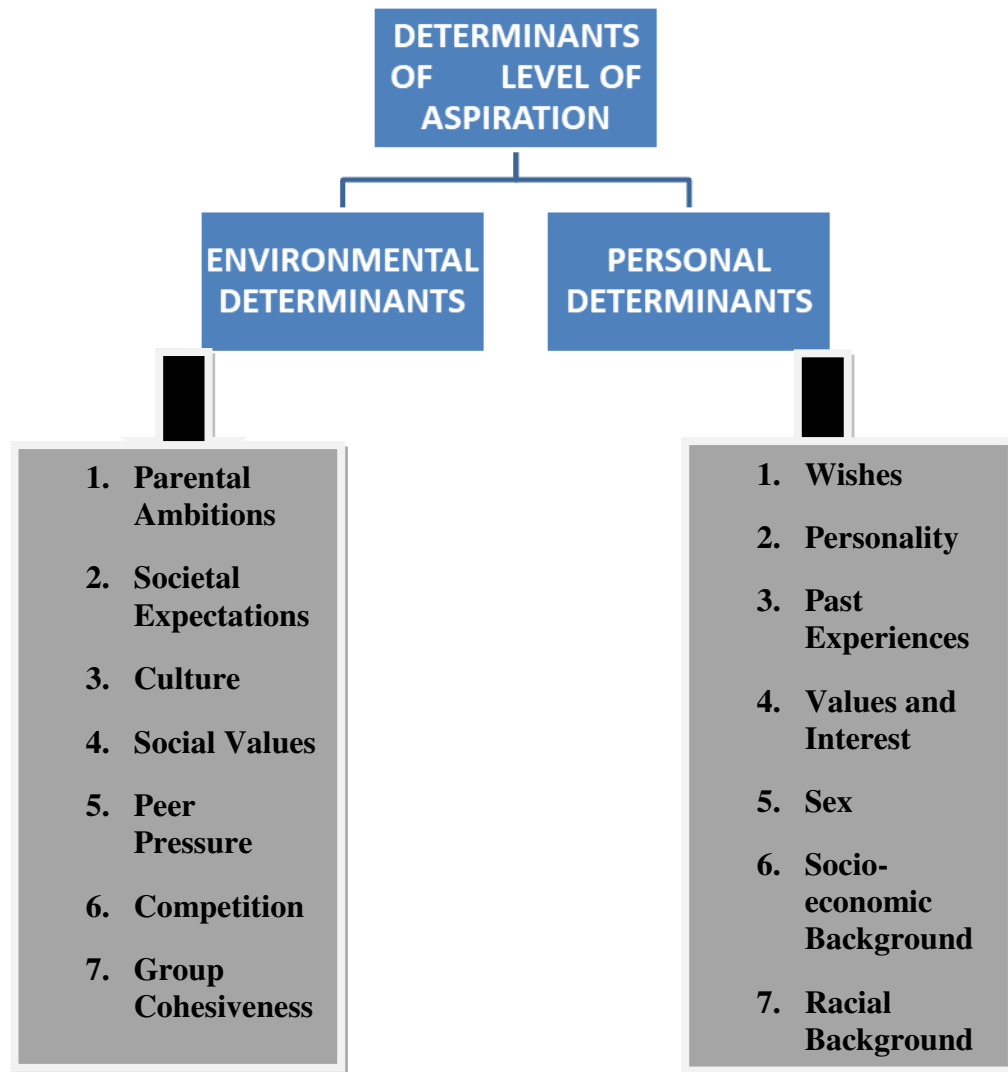


Figure 2: Determinants of Level of Aspiration

Environmental Factors

1. **Parental Ambitions:** The expectations of the parents for the child influences the level of aspiration of the child. The parents' attitude, their expectations, involvement and encouragement affect the level of aspiration of a child to a great extent.
2. **Societal Expectations:** The expectations of the society on some individuals are greater than others. The expectations of the society also have an impact on the individual's level of aspiration.
3. **Culture:** The cultural traditions play a crucial role in setting the goal of an individual. A rich cultural background eventually helps an individual to set his aspiration level high.

4. **Social Values:** Social reward and prestige or recognition acts as a reinforcement for an individual to set higher level of aspiration.

5. **Peer Pressure:** Friends play an important role in developing either high or low level of aspiration. They can serve as an encouraging or a discouraging essence in any task or goal setting. Encouragement from peers can help an individual to develop a tendency of high level of aspiration.

6. **Competition:** Competition with peers or siblings to achieve higher or better results is also another factor that affects the level of aspiration.

7. **Group Cohesiveness:** Performing with or in a group is also another determinant that affects the goal setting and the level of aspiration of an individual.

Personal Factors

1. **Wishes:** The wishes of an individual have a role in the level of his aspiration. If the individual wishes to achieve something or wishes to attain better results, his level of aspiration will also be higher.

2. **Personality:** The characteristics of an individual's personality also determines and has impact in determining the kind and strength of his level of aspiration.

3. **Past Experiences:** The past success or failure faced and experienced by an individual is also a determinant of an individual's level of aspiration. Past success may strengthen and increase one's aspiration but experience of failure may pull down or weaken one's aspiration level.

4. **Values and Interest:** An individual's personal values and his interest are important determinants of his level of aspiration.

5. **Sex:** Gender is also considered an important determinant of an individual's level of aspiration. This is so because of their varying likings, interests, responsibilities and expectations laid by the family as well as the society they belong to.

6. **Socio-Economic Background:** The socio-economic background of an individual and the family's status plays a role in determining one's level of aspiration.

7. **Racial Background:** This is also another determinant. Studies have shown that minority groups aspire higher than majority groups.

1.2.1.5 Educational Aspiration

Education is a necessity in today's progressive world. It has thus assumed an increasingly important role, especially for young people. Higher level of education is associated with better income, lower risk of unemployment, a more reputable career and improved well-being of an individual. Education plays a crucial role in molding the new generation for a more advanced and developed nation helping to combat various issues and challenges and adjust to the developing nature and changes of an ever-dynamic society. Some of education's main objectives are to promote harmony, make life progressive, cultured and civilized enabling the individual to withstand the varied problems and find ways to tackle developing issues. On a personal level, education enables an individual to develop thinking and reasoning skills, promote creativity, intelligence and aptitude. It also equips the individual with positive outlook, necessary skills, promotes good values and positive attitudes making one a competent individual. As a pre-requisite due to the essence education provides, it is essential for an individual to excel in the area and for this, the aspiration level of an individual is a crucial motivating factor.

Educational Aspiration refers to the level of schooling students aspire and desire to complete or attain. Aspirations act as a long-term goal that the students set for themselves and frames their personal values of education (Bahon et al., 2006; Eccles & Wigfield, 2002; Mickelson, 1990). Kao and Thompson (2003) opined that Educational Aspiration is an important predictor of eventual educational attainment. Educational Aspiration is identified as a vital key for widening educational participation. It reflects the individual's ideas of his/her "possible self" (Markus & Nurius, 1986). Aspiration means the desire or the strong will to achieve and attain something great or high. Educational Aspiration is thus a motivation for academic achievement which focuses on the desire for success and to succeed in a particular educational sphere or domain or to achieve a particular degree. The students' perception of his/her intention to attain a certain degree of academic achievement and his/her intention to follow further educational degree or course is the Educational Aspiration.

The seed of aspiration sprouts from early childhood. Hence, its origin lies in the family and with time is influenced by peer, teacher, the society etc. and is modified time to time with maturity and experience. Aspirations aid in attaining better

achievements and acts as a motivating agent. Educational Aspiration refers to the educational level which an individual aspires to attain. In the educational field, aspiration plays a key role which enables the students to make maximum use of resources and facilities provided academically for one's personal growth and development which will aid in high academic achievement. An individual's standard of performance is a result of his/her aspirations. Previous experiences of failure and success impacts a person to either have a low or a high level of aspiration. Low level of educational aspiration disables a pupil to achieve better grades and result and so also very high level of aspiration may lead to disappointment and discouragement. Thus, to be practical, one needs to set the level of aspiration to one's capability (Rathaiah & Rao, 1997).

An individual's beliefs relating educational future plans are the educational aspirations. They are idealistic values that mirror the educational attainment an individual hopes and desires to achieve and attain. Determined by perceived realities of an individual, educational aspirations are idealistic values that an individual aspires to achieve. It usually considers personal abilities and constraints. The "ideal self" (hope for) and "actual self" (the expected) within the academic or the educational domain are the educational aspiration. Aspiration is a key strategy for achievement and success in life and it is also most essential in the educational process. A well-defined educational goal is essential for students as it is education that will assist in areas of unemployment, security and alleviate an individual from the emerging problems. Educational Aspiration at the early stage guides the student to choose the right way so that he/she can study towards the set goal without the wastage of time and energy. Educational Aspiration thus helps and serves as a motivation to a student to achieve success in the academic career.

Educational Aspiration refers to "the level of aspiration or ambition of a person to achieve education in a School, College and University. (The Oxford English Dictionary, Volume 7th Edition).

Furlong and Cartmel (1995) considered educational aspiration as not only the first impression on one's ability but is also "the expectation of oneself towards educational achievement that one wants to achieve".

Arbona (2000) stated that educational aspiration in a student's life is developed at an early stage and generally "influences his academic goals till their achievement".

Sharma and Gupta (2009) opine that in an educational hierarchy, educational aspiration is arranged as "orientation towards goal and social prestige to achieve the goal".

Beal and Crockett (2010) propose that the educational aspiration of a person depends "upon his thinking ability to attain the goals of education".

1.2.1.6 Factors Influencing Educational Aspiration

Educational Aspirations are influenced by various factors like family, the socio-economic status of the family, psychological well-being of the student, parental support, peer groups, society etc. The educational aspirations may differ for children with educated parents (Marjoribanks, 2005), also those who live in urban areas tend to have relatively higher aspiration than others (Haller and Virkler, 1993) and children from poor socio-economic background had lower level of educational aspirations (Tafere, 2015).

1. Socio- economic status of the family: A rich family or rich parents will enroll their children in a reputed school which is well equipped and thus this is where the child's aspiration starts to unfold and where the aspiration of the child is modified accordingly and as per the need. Better economic condition of the family aids the students in getting private tuitions which help them to improve their aspiration and score better in their academic field. On the other hand, children from low economic status are not able to attend schools that provide the appropriate facilities which adversely affects the aspiration level and quality of the child.
2. Psychological well-being: A mentally sound person will be able to set for himself goals which he will think and act upon to achieve those goals. It will enable the child to work positively towards the attainment of the set goals. However, a child with low or poor mental health will be incapable to set appropriate goals and will face difficulty in overcoming the hurdles. Such children will be prone to surrendering and giving up.

3. Parental support: Parents play a very significant role in boosting the aspiration level of a child. They can either positively or negatively influence the aspiration level of a child. In setting targets and expectations of a child, parents need to be considerate of the child's abilities and needs which if not will curtail the child's morals and the aspirations set by the parents will have an adverse effect on the child's aspiration and performance. It is crucial that parents learn the art of appreciating the efforts of the child with positive feedbacks and remarks which in turn encourages the child to aspire higher and perform better. Garg, Kauppi, Lewko and Urajnik (2002), opine that parents not only help in shaping the aspiration of the child but also boost him, ensure and provide the necessary opportunities and resources, in addition to play a role in sharing their experiences in the learning of the child.

A student living with one of the parents as compared to a student who lives with both the parents constitute a lower level of educational aspiration as observed by Demo & Acock (1998). In a study conducted by Zhou and Glick (2005), it was observed that parents who involve more into educational and academic activities of the child by constantly checking the report cards, school attendance and school activities has children that has a higher level of educational aspiration as compared to the children whose parents do not get involved in the academic activities. McDill and Coleman (1965), in their study also concluded that parents' encouragement crucially affects the educational aspiration of an adolescent.

4. Peer groups: Peer pressure also plays a vital role in influencing the aspiration level of a child. A child who accompanies a healthy and optimistic group will boost a child's aspiration level. However, if a child accompanies with a group who are pessimistic and engages in destructive activities and habits will adversely affect the child's aspiration level. The company or the group a child is in

plays a role in helping the child to set appropriate goals and the right aspiration level to attain the set goals.

5. Society: The societal scenario and the environment from where a child comes from also affects his educational aspiration. A helpful, supportive and resourceful environment will be an impetus to a child's level of aspiration. If the society fails to provide and fulfill the demands and needs of the child, his aspiration level also declines.

1.2.2 Adolescents

Derived from the Greek word 'adolescere', which means 'to grow' or 'to grow to maturity', adolescence refers to the period of development and adjustment which occurs during the period between childhood and adulthood. It is a revolutionary stage which marks a child emerging into adulthood. According to WHO standards, from 10-19 years, an individual is in the adolescent stage where there is a transition and development in the physical as well as in the psychological aspects. According to the National Health Mission, there are about 253 million adolescents in the age group 10-19 years in India. This age group consists of individuals in a transitional step of life who need education, counselling and guidance to ensure their development into healthy and productive adults.

Adolescence is a period of stress and strain, trials and tribulations and storm and stress due to growth in all aspects and thus needs the maximum amount of encouragement, guidance and counselling. As a transitional period from a child to adulthood, it is this phase where an individual wishes to make and take their own decisions. The want and need to shoulder responsibility but also the childish habits that remain in an individual affects the individual in decision making and habits usually making their phase traumatic and confusing.

Regarded as the most important period of human life with excessive and extensive changes, the adolescence period is marked with rapid growth and a time of immense restructuring. It is a transition from the childhood phase to adulthood/maturity in areas like physical, social, intellectual and emotional and is marked with both external as well as internal conflicts. Not just the changing responsibilities but an adolescent struggle with the changing relationship with their parents and experiences strive in their relationships with friends and people around.

The changes that occur are in the adolescent's duties, responsibilities, social and economic role which needs proper guidance and counselling so that the adolescent can evolve into a proper and responsible adult.

Adolescence is the stage where an individual prepares to step into adulthood leaving childhood and thus this phase lies in the midst of both the phases. New habits are acquired while disregarding some old ones. The individual tries to adjust in the new environment with new sets of responsibilities which often stresses the individual. In this phase, an individual undergoes instability as he is unsure of his decisions, principles and values. There is extremity during adolescence which needs to be controlled and needs involvement from parents, teachers, society etc. which can help the adolescent to channel his potentialities for the right and productive development. An adolescent starts to think and reason in a deeper and wider perspective and it is these thoughts, ideas and concepts developed in this phase that greatly influences his future life.

Stanley Hall (1904) opines that adolescence is a period of "storm and stress". As a transitional period between childhood and adulthood, a child moves from dependency to interdependence in his behavior.

Jersild (1963) defines the adolescence as a "span of fears" with many changes ranging from biological changes to the social educational changes. It is a transition from elementary to secondary schools, to the social and psychological changes associated with the emergence of sexuality. With the rapid changes there comes heightened potentials for both positive as well as negative results.

Hurlock (1973) divides the period of adolescence into 3 periods, viz,

1. Pre-adolescence 10-12 years
2. Early adolescence 13-16 years
3. Late adolescence 17-21 years

Bigner (1983) characterized adolescent as from between the years of 13 and 18 years highlighted with increasing independence from the controls of adult, rapid physical and psychological changes, exploration of social issues and concerns with increased involvement and focus on the activities with peers and the establishment of self-identity.

Sacks (2003) defined adolescence as “a complex, multi-system transitional process” that involves progress from immaturity and social dependency of childhood into adult life. The goals of these transitions are for “fulfilled developmental potential, personal agency, and social accountability”.

The Journal of Pediatrics and Child Health (2003) defines adolescence as “the onset of physiologically normal puberty, and ends when an adult identity and behavior are accepted”.

Gestsdottir & Lerner (2008) viewed that adolescence period is considered to be the transitional phase in every individual’s life in areas of various changes such as physical, social, psychological and cognitive development etc.

Fletcher (2016) defined adolescence as a “dynamically evolving theoretical construct informed through physiologic, psychosocial, temporal, and cultural lenses”.

Stehlik (2018) defined adolescence as a physical transition from the biological standpoint marked by the onset of puberty where there are changes in the ability “to think abstractly and multi-dimensionally, or socially, as a preparation for adult roles”.

World Health Organization (WHO) defines adolescence as a phase of life ranging between 10-19 years of age. The adolescent is characterized by physical growth, psychological, emotion and behavioral changes which brings about transformation from childhood to adulthood.

1.2.2.1 Characteristics of Adolescents

The father of adolescence psychology G.Stanley Hall describes the period of adolescence as the ‘storm and stress’ of human life. Changes in the physical, mental, emotional, social etc. are at its peak during this period. Social recognition, identity fixation, are areas and responsibilities the adolescent becomes aware of, anxiousness for the future, social approval and tensions from the newly acquired responsibilities are some problems an adolescent face. Some important characteristics of adolescents are as follows,

1. Physical characteristics:

- a. During this period, an adolescent boy and girl experiences a shoot of change in growth-height, weight etc.
- b. Not just physically but there is a change in the voice of an adolescent.
- c. Secondary sex characteristics develop and this makes an adolescent self-conscious.

d. There is also change in the physical strength of an adolescent.

2. Mental characteristics:

a. Generalization of ideas on a conceptual level is developed during this period. There is an expand in their memory capacity and an ability to generalize facts in an abstract way marks the mental development of an adolescent.

b. An adolescent's memory and imagination develop at an increasing rate. The adolescent can now anticipate future gain and they think in a more mature manner.

c. During this phase, problem-solving ability also develops.

d. The ability to take and make decisions, hypothetical thinking, reasoning etc. develops during this stage.

3. Emotional Development:

a. An adolescent's mood is in a heightened position. They can get easily excited, tensed, happy or moody. As such, mood swing is a very common characteristic of adolescents.

b. Their preferences for a certain person, idea or concept change quickly. This is one reason adolescents are very difficult to deal with and understand.

c. Adolescents learn the art of hiding their real emotions and portray the ideal one. Love from self to others, own sex to the opposite sex and loyalty to peers and certain personalities are developed.

d. Initial stage of adolescence may show varieties of interests, however in the late adolescence stage, their interests, goals and mindsets become fixed and also limited.

4. Social characteristics:

a. During this stage, formation of peer groups has a significant affect in the social behavior. Within these groups, an adolescent experience and expresses their ideas, and views enabling them to develop confidence. Certain rules and regulations are learnt from those peer groups which in return shapes their personality and characteristics.

b. Social involvement and social belongingness are developed during this stage.

- c. The family's expectations of the adolescent and his own expectations sometimes clashes during this stage. With new responsibilities and expectations, the adolescent is caught in a mid-stream which causes emotional stress.
- d. Need for social acceptance and social status is strongly felt by an adolescent.
- e. Hero-worshipping is a common trait of adolescent. Their lifestyle and personality are shaped according to the person whom they consider as their hero

1.2.2.2 Problems of Adolescents

As quoted as a stage of "storm and stress", an adolescent has a set of problems. They have to go through this stage of stress and strain, trials and tribulations. Undergoing revolutionary changes in their physical, mental, social and emotional areas, an adolescent is faced with dilemmas and if not addressed and helped may traumatize them for life. The new set of responsibilities and adjustment in their family and society causes instability, mood swings and anxiety. The hardships and tribulations faced however if addressed, helped and worked upon develops the personality of the adolescent and equips him to be a self-dependent adult. Some vital and common problems faced by adolescents are discussed below,

1. Sex problem: Onset of puberty which leads to various physiological and hormonal changes gives rise to excitement and also to fear, anxiety, sense of shame and guilt. The affair of sex being treated as secretive and forbidden leads to the problem of sexual maladjustment.
2. Emotional problem: Adolescents have excessive emotion and they lack sufficient control over those emotions which consequently leads to emotional turmoil and emotional imbalance. Anger in adolescents if not checked and controlled can find its expression in destructive form leading to obstruction of law and authority. Anger and emotion in adolescents if uncontrolled and not given the proper guidance and management may lead to anxiety, jealousy, frustration and revengefulness. Adolescents suffer from emotional immaturity and

thus they need excessive guidance and management from elders and adults around.

3. Social problem: Adolescents face a gap between them and their parents. They tend to develop a culture known as 'Youth Culture' which the adults of the society lacks understanding and even opposes and tries to impose on the adolescents the old customs, rules and traditions. As a stage of sensitivity who are critical about almost everything around, this gap tends to lead the adolescents to be aggressive and revoke the old customs and rules. This creates problems of maladjustment and gap between the parents and the adolescent.

4. Educational problem: Certain situations, imbalances, inconveniences may lead to frustrating educational situations in the schooling and academics. Some of the problems and issues may be unrealistic educational aim and objective, defective curriculum, inappropriate teaching methods, repressive measure of discipline in the school and home environment may lead to educational frustration of the adolescent. Lack of parent involvement in the curricular and co-curricular activities of the adolescent may also develop feelings of abandonment and make him uninterested in the educational arena. Lack of leisure and vocational activities in the educational setting and curriculum may lead to further frustrations. In such a scenario, education may seem worthless and without value discouraging the adolescent to aspire high or work hard academically.

5. Problem of leisure and delinquency: The problem of leisure rooting out from unemployment in the society and the absence of healthy recreational facility which make the adolescents idle leading them to engage in addiction, unsocial lawless and criminal activities. This problem of leisure has opened the problem of delinquency. There is moral degradation, increased rate of criminal activities, fatalism, craze for power etc. creating a delinquent environment in the society and it is the adolescents that mainly fall prey to this.

6. Peer-relationship problems: To be involved and be part of a peer group/groups is one significant feature of an adolescent. However, too

much conformity with the peer group may affect their normal duty and certain rules and regulations set by the family. Also, if the adolescent engages himself with a gang of delinquents, he is likely to become one himself causing him to engage in all the wrong activities and causing problems for himself, the family and the society.

7. Lack of economic independence: As a stage in where an adolescent wants to be dependent and step into adulthood, the financial inability that restricts him to do so frustrates him. With the change in needs, the adolescent has certain new needs and since they are not yet economically dependent, they demand money from the parents. Failure to give the demanded money makes the adolescent adopt other unlawful measures and ultimately leads to further problems and issues.

8. Lack of maturity: An adolescent lacks the maturity and experiences to be deemed as an adult but they are unwilling to accept this. The adolescents are in the making of an adult and as such they are incapable to handle certain situation. This however frustrates them as they are of the idea that they are capable to handle any situation and are matured enough. This problem of immaturity in adolescents creates a clash between the ideal ideas and expectations and the realism of the environment and society they are in.

1.2.3 Perceived Parental Encouragement

Derived from the Latin word ‘parere’, which means ‘to bring forth’, or ‘to give birth to’, parents are regarded as the guardians, protectors, companions, care takers, friends, philosophers, ‘makers of home’ and are the source from whom a child garners confidence. Parents play a pivotal role and a key role in the development of the child and the adolescent’s aspiration. Parents are the care-takers who as role models for their children are endowed with the responsibilities to guide, teach, counsel and encourage them. Parents hold a crucial position in any child’s life. They are the first mentors and teachers and thus they need to be vigilant to give the proper needed support, guidance and encouragement to the child. They play an important role in shaping and molding the character of the child.

A child is sent to school after the informal lessons at home. During this next formal phase of education, parents still play a crucial role in creating the interest for studies in the child. Motivation and encouragement are essential for the child to reduce anxieties which are associated qualities as the child steps into a new formal environment. Proper encouragement will enable a child to spur interest and likeness in the new world- school. Appropriate and positive encouragement will stimulate courage and will help reduce fear of studies and in turn will motivate the child to develop interest in learning, writing and reading. Positive encouragement also enables the child to work hard and with sincerity resulting in productive ends.

Family plays an important role in determining the character, attitude and behavior of the child. The opportunities to develop physically, emotionally, culturally, socially and mentally are first received at home. A family where the child receive positive parental attitude and encouragement are successful in life. Home is considered as the foundation of all social organizations and is considered as the oldest and most important agency of education for the child. Thus, in this agency, parents who play central role for the child's progress should try to remove the obstacles in the way and provide and equip them with facilities which will be conducive to good education. Parental encouragement is an important and a key aspect of parenting at home that enables the child to acquire and develop good ideals, habits, behavior, character and motivates the child to ensure good study habits.

Capable and intelligent parents who encourages their child appropriately stimulates the capabilities, interests and endless possibilities for the child. Parents ought to be active throughout the child's course to keep an eye on the child's performances. Success of the child should be met with applause and cheer and failure should be met with positive encouragement so that the child can prepare and be motivated to do better in the next test or exam. In the race of life, parents play a significant and key role in making the child fit in and run the race on a positive note. A good parent must be authoritative but with the accompaniment of sympathy, understanding, compassion and the ability to comprehend the needs of the child so that proper direction can be imparted to the child. Parents should be vigilant and must support, guide, nurture and motivate their wards positively.

The term 'Perceived' stands for the perception of the child towards the motivating and encouraging word of the parents. Perceiving the parents' words in a

positive light will boost and strengthen the psychological well-being of the child and will also motivate the child to aspire high and make provisions for achievement of goals as well. However, perceiving the parents as strict and authoritative will instill fear and may result in mental trauma and will pave the way for negative results. It is vital for the child to develop a positive perception of the parents' encouragement which will yield in positive outcomes.

1.2.3.1 Encouragement

The term 'Encouragement' is defined as a stimulating or a driving force towards the goal set by an individual. Encouragement boosts the child to strive harder irrespective of the situation he is in. It is a force that drives and pushes the activity of an individual to progress and attainment. Positive encouragement by parents and adults will ensure a sound mental health and will pave the way for the child to achieve the hopes and dreams and stay motivated. This positive encouragement establishes a positive and a powerful bond between the parent and the child.

Self-confidence in a child has its root in the positive encouragement from the parents. Encouragement promotes and restores the self-confidence in the child. This self-confidence will help the child to tackle the hurdles and move towards the attainment of set goals.

1.2.3.2 Role of Encouragement

Encouragement inspires an individual with courage and confidence and always yields positive results. Encouragement is a driving force which helps in modifying the behavior of a child. It also motivates a child towards set goals with dedication. It plays a significant role in a child's life. Some of the roles are discussed below,

1. Aids in taking independent decisions and helps the child to be an individualistic human. Parents who positively encourages the child enables him to make and take better decision about goals and aims. Instead of imposing, encouragement helps in driving out the potentials of the child and enables the child to attain the desired goals with the support of the parents.
2. Encouragement helps a child in the achievement of goals. A child constantly needs upliftment from the parents. Understanding the problems, the potentials and needs of the child encourages the child to excel and

positively grow. Encouragement in different forms pushes the child to want to do better and is the ray of hope to follow his goals.

3. Encouragement serves as an active support to children, helping them to excel and progress according to their capacity and capabilities. Involvement of the parents in school and academic activities serves as an encouragement to children which also drives them to enjoy and positively involve in academics. Encouragement for the child thus serves as a positive and active support which yields positive and fruitful outcomes.

4. Encouragement helps in exhilarating the performance of the child in his academics. Instead of punishing their child in failure, positive encouragement and boost from parents pushes and motivates the child to overcome the weaknesses and excel better. Encouragement thus permits the child to learn from his own experience and aids in better performance.

1.2.3.3 Parental Encouragement

The support, appreciation, push and encouragement of the parents towards their wards in relation to the attainment of goals is the parental encouragement. The term 'Parental Encouragement' points out to the conduct and practices of the parents towards their ward with the prospect to modify him towards a positive behavior. This encouragement paves the positive development of various aspects of personality in the child. Rossei (1965) opines that the father and mother play a significant role in the life of the child who as the first 'preachers' and teachers makes the child aware of what is right and wrong. Approval and appreciation of the child's activity towards education comes through parental encouragement. Therefore, the perception of the parental encouragement is a vital aspect in any child's life which starts from home. The role of parents is to develop a sense of judgement in a child's life and motivate him to realize and attain his goals and ambitions. The continual involvement of parents and encouragement massively impacts the educational success and other areas of a child.

According to Henderson & Berla (1994), parents play a crucial role in a child's life from early childhood. They make vital contributions which are to get the utmost outcome from the child. Dinkinmeyer (1967) also further opines that the family is a major environmental influence and continues to be throughout life. Family

is considered to be the most permeating influence in comparison to other influences in a child's life.

Parents play an imminent role in a child's life by providing support and encouragement which enables a child to be successful. For better development in a child's life, parents' appreciation, care and involvement boosts the faith of the child in himself. Parents know the potentials, nature, capacity and capabilities of a child best along with their interest. This knowledge if rightly and positively used to motivate the child, can bring about better results. Thus, it becomes evident that the child's extent of positive or negative outcomes are based on the extent of encouragement the child receives from the parents. There are three main areas and ways parents can involve themselves in to support in their ward's educational field, viz, learning at home, school or home partnership and parental representation.

1. Learning at home: Parents are considered the backbone of a child's learning and attainment. Parents should try to involve themselves and provide maximum support and guidance at home to their ward.
2. School/ home partnership: Opportunities and tunnels should be opened by schools so that parents can also involve in the school educating process. In this way, learning at home and school can go hand-in-hand providing maximum boost to the student.
3. Parental representation: This empowers and allows parents to involve themselves and express their views and opinions on policy matters which affects their children and their education. This further ensures parents to have a say which can be represented to the school and be a member in the educational system of the child through a representative parent council for the school which in turn aids in the child's learning and educating process.

According to Cattle (1968), if parents are good enough to guide the child, the child can perform well and yield fruitful activities educationally. According to Sharma et al. (1988), parental encouragement is referred to as the treatment given by parents to the child by giving care, concern, guidance and approval with the aim to amplify the possibilities of future phenomenon and experiences. Kaushal (2014) in his study found that parental encouragement ushers in the positive development of academic as well as psychological aspect of the personality of a child.

In a study conducted by Smith et al. (1994), it was concluded that parents play an active role in the modification of a child's behavior. Parents play a crucial role in shaping a child's life, development of skills, in setting and achievement of goals, making him confident and adjust with others, and in creating a conducive learning-oriented environment. These roles by the parents drives and motivates the child to learn and achieve success.

Most parents are of the opinion that a parent's role is over once a child enrolls into a school. However, the attitudes and values of a child depends and is a representation of the quality of parenting. A parent's role in guiding and nurturing a child never stops. Stress and anxiety often spur out in children when parents do not dedicate their time to children. Boyum & Parke (1995) concluded in their study that parents who provide positive attitude towards their ward enables them to be socially competent. Even Parke (2004) opined that a child is able to channelize his emotions in the right way when they are supported by their parents. A child feels the urge and the likeness to take his own decisions when parental encouragement is present.

According to Hoover-Dempsey & Sandler (2005), the role and task of parents and families are as follows,

1. In times when the child is emotionally low, they encourage and boost them up.
2. Concern and involvement in the daily academic works.
3. Find new ways of learning so that the child finds comfort and is interested to learn.
4. Display of interest in the school work and activities.
5. Believe in the work and progress of the child in his academics.
6. Interested in collecting information about the child's different school subjects to aid the child in his academics.

1.2.3.4 Types of Perceived Parent-Child relationships

There are varied kinds of Perceived Parent-Child relationships. Few of which are discussed below,

1. Secured relations: Here, the child has complete trust and faith on the parents for the support needed. In such a relationship, the child does his work freely, takes up decisions independently and socializes without fear. Under such circumstances, the child enjoys an all-round development.

2. Avoidant relations: This kind of relation is insecure and here, the children are neglected by their parents. Due to this negligence, children are discouraged and fear and doubts clouds their mind. Children from such relationships tend to be aggressive at all times and fails to socialize around.

3. Ambivalent relationship: It is an unsure and unsteady kind of relationship. As such, children fail to mature and tries to act according to the likeness of their parents. In such a relationship, children start to act like a baby and becomes attention seeking with lack of confidence.

4. Disorganized relationship: Divorce, conflicting parents, overly- high ambitions of parents, rigid and authoritative attitude of parents or dead in the family give rise to disorganized relationship. Children grow up with wavering and unsteady attitude. They are lost and end up taking the wrong decision in life.

1.2.4 Importance of Educational Aspiration in Adolescents

Educational Aspiration is important as the career of a child depends on the aspiration level he has. As it serves as a guiding and motivating push, an individual needs aspiration to attain success in the educational arena and academics. It serves as a guide, a map and an encouraging factor for an individual to keep pushing towards a certain educational goal without giving up when faced with hurdles and difficulties. As discussed, adolescents are at the most crucial phase and here, the adolescent needs the maximum guidance, encouragement and counselling so that they can set a career for themselves according to their potentiality and capabilities. Education is a necessity in today's era. If we want a better tomorrow, it is essential and a key step that we nurture and encourage our youth to excel academically and use this to combat what may be faced by the youth in a progressive and dynamic world. If during this phase of education, the adolescent is left untended and failed to encourage them to aspire in the proper way, the adolescent will be lost and wasted. Thus, it becomes really essential that an adolescent be given the right guidance and encouraged to aspire so that he gets the motivating push to want to do better, aspire higher and do better in life. Some importance of Educational Aspiration is discussed below,

1. Aids the adolescent to identify and learn ways to attain success: Educational Aspiration enables the adolescent to identify his strengths and weaknesses, his

needs and potentialities and helps him to learn ways and techniques to attain these needs. Acting as the driving force and push, Educational Aspiration helps the adolescent to achieve the desired goals.

2. Aids the adolescent in making a framework to achieve success: Educational Aspiration acts as a blue print and make plans and steps which will help the adolescent to follow through it. This guide will help him to overcome hurdles and barriers he faces. Thus, Educational Aspiration acts as a map and directs the adolescent to the objectives so that he bears positive results and attain success.

3. Aids the adolescent in learning new skills and values: Having high aspiration changes one's way of thinking and working. It not only paves the way for educational success but enables the adolescent to acquire new skills and techniques which will further him to move toward his goal attainment in a smarter and less time-consuming way. Aspiration also enables the adolescent to acquire new values that not only helps him in the academics but in the modification of his behavior and personality.

4. Aids the adolescent in the evaluation of his work: Educational Aspiration not only serves as a guide and a map for the adolescent in his works but also assists in the evaluation of his performance towards the targeted goal. Serving as a touch stone, Educational Aspiration guides the adolescent to evaluate his performance enabling him to work on areas he needs to so that there is improvement. This will further help him to be more motivated and determined.

5. Aids the adolescent to gain an insight and prepare and plan his career: The adolescent if given the encouragement to aspire high will do wonders as they are filled with passion and has an inquisitive mind. These qualities enable him to gain insights and knowledge if given the proper channel which will push him to excel academically and gain an insight into which career, he is best suited for.

6. Aids the adolescent in keeping an association with life-long learning: Learning is to a great extend affected by the level of aspiration an individual possess. High educational aspiration will strengthen the interest to learn and excel. Learning is a lifelong process and it is the aspiration that continues to

help the individual in this process enabling him to be socially active and be successful.

7. Aids the adolescent in the implementation as well as the execution of plan: Educational Aspiration not only helps in the formation of plans and steps to be followed but a proper aspiration also helps the adolescent to execute and put into practice of what is planned by motivating and pushing him to do better. It enables the adolescent to garner strength and encourages him to overcome the problems he faces along the way towards the set target.

1.2.5 Raising Aspiration Among Adolescents

Adolescents are at the most crucial stage of life and as such the right nurturing, opportunities, guidance, counselling and encouragement is essential. Researchers have indicated that the educational aspiration during the adolescent years clarify the educational imbalances and inequalities in a broad spectrum and an individual's job- related choices and achievement later in life (Rojeswski, 2005; Domina et al., 2011). An adolescent is very self- conscious and are highly ambitious which leads to an increase in their level of aspiration during this stage. Many adolescents set goals that are beyond reach which may be a result of lack of experience, parental pressure and expectations and demands without taking into consideration the abilities and potentials of the adolescent. This high level of aspiration leads to anxiety, pressure and frustration when the set goal is not achieved. On the contrary, if guided properly, an adolescent realizes his true potentialities and his true purpose of life accompanied with self-satisfaction and self-confidence. An adolescent without proper guidance and improper level of aspiration faces discouragement and feels as though life is meaningless. He tends to become idle, discouraged, unmotivated and has risks of indulging into criminal and unlawful activities. Adolescents are at the check-gate in their educational field where if encouraged to have high and proper aspiration level will excel academically, be successful and be contributors to the society in the long run. Below are some few strategies to raise the level of aspiration among adolescents,

1. Constant low grades, failure and low achievements can alienate the child to feel as though school and learning as a punishment and torture. Considered as the base and the basic foundation of education, elementary schools should adopt strategies and techniques to raise the standards. A child becomes self-conscious firstly

through the elementary level and if taught and trained from this basic root level will help the child to grow into a responsible adolescent aspiring with the right values.

2. There should be a check in the school curricula to make it stress free and not only exam oriented. Theory should be incorporated with practical activities which will develop an individual with needed skills. Interesting curricula will boost up the individual's level of aspiration enabling him to want to perform better.

3. Proper counselling should be provided at home, at schools and in the society if the need arises. An adolescent face so many physiological, psychological and emotional hurdles and problems and thus proper counselling is vital to have sound impact on the psychology of the child. A healthy and sound mind will be able to set high aspiration level for himself and work towards it with lesser stress yielding in positive result.

4. The family and the parents are considered the backbone in a child's development. Parents can have healthy expectations exerted on the child realizing his needs, potentials, abilities and capabilities. In doing so, the right aspiration can be set for the right and proper goal for the child.

5. Stipends, scholarships and encouragement in different forms by the society to young children and adolescents can also serve as a motivating factor to raise the level of aspiration. Such activities by the society will not only help the local schools but will encourage the child to work harder, aspire higher and have greater chances to become productive contributors.

6. Government and local communities should frame policies that will encourage children to attend schools and pursue studies. The government can take into account the problem of unemployment that has made many youths helpless and idle further amounting to addiction and criminal activities. Problems as such can be eradicated by introducing helpful plans in the educational field and by organizing vocational training that can aid the youth to aspire high by removing the negative emotions and guiding them to do something helpful and beneficial.

1.2.6 Parental Encouragement and Adolescent

Parental encouragement is one of the chief important factors that have a positive influence on the performance of the adolescent. It helps the adolescent to feel at ease, accepted and not lose heart when faced with difficulty. Parental Encouragement is a contributing factor in developing a positive and healthy

psychological as well as academic behavior of an adolescent. It refers to behavior pattern of parents in bringing up a child which enhance the possibilities of future phenomenon and situation of positive behavior among the younger generation by the act of caring, showing concern, supporting and giving guidance (Sharma, 1988). There is a positive association between parental expectation and parental beliefs with children's school achievement (Areepattamannil, 2010).

As noted by Steinberg et al. (1992), Parental Encouragement has high possibility to promote adolescent success in the academics especially in the context of an authoritative home environment. A child's interests, aspirations, attitudes, behaviors and achievements are areas where the support by parents exerts significant influence on them. Supportive parents contribute to the growth and well-being of strong and success-oriented drives in adolescents. Garg et al. (2002) stated that a family who has a positive climate and displays parental encouragement fosters a "positive academic self-schema". As suggested by Zhou et al. (2005), parents who closely keeps a check and monitor how and when their adolescents spend their time and who they spend time with are adversely and indirectly showcasing influence and delivering parental encouragement to the adolescents in their process of learning.

In encouragement, a parent helps the adolescent, guides him and motivates him, supports and pushes the adolescent according to the potentialities of the adolescent so that he does not feel pressured or forced. Studies show that children who are encouraged by their parents in academics and other activities are found to show better performance in academics, attitude and behavior as compared to those rejected and not encouraged by their parents. Parents' attendance and presence at extra-curricular activities and adolescents' perceptions of parents' personal educational support are factors that influence adolescents' educational expectations (Kishor, 2014).

Adolescent is a period of both confusion and disclosure and this transitional phase raises a lot of issues with associated problems and dilemmas. Experiencing a vast bodily change accompanied with expanded creation of hormones, an adolescent's mind experiences major critical changes as well. As such, it is crucial that parents' support, encouragement and positive interference and involvement is essential. The parent-youngster relationship is one that has its own unique sets of pattern and features. It is one that is considered as one of the longest enduring social ties. This tie

generally exerts positive emotions and feelings but if not maintained and checked can also give birth to negative sentiments, pressure and conflicts. Positive sentiments from parents will enable the adolescent to grow up to be a matured and composed adult. It is thus essential that the right sort of support and encouragement be endowed upon the adolescent.

1.2.7 Parental Encouragement and Educational Aspiration of an Adolescent

One feature of parent behavior pattern is the encouragement of the parents. It results as an instigation from parents towards the child with the aim to improve and support the child's performances. Parental encouragement and support have major effect on the educational-scholastic achievement and success (Bashir et al., 2017). This support of the parents helps the adolescent to have a high level of educational aspiration which aids in their success. The assistance of parents enables the adolescent to enhance the prospect of a specified result of their progress in their educational process. The support of the family is connected with less emotional distress and dysfunction and psychological strain which are common problems and issues among adolescents (Holahan et al., 1995). This further helps the adolescent to have a well and healthy mental health wherein the adolescent can perform better in the academics and with the parental support and encouragement set the proper level of educational aspiration.

Educational Aspiration generally refers to individual's plan and aims within an educational setting (Trebbels, 2015). Studies conducted concluded that there is a positive co-relation between intellectually gifted adolescents and positive family climate (Milgram & Hong, 1999). Certain other studies also indicated that parental encouragement has positive effect on the progress, motivation, school achievement and performance and an indication of high educational aspirations. This indicates that if parents are supportive and encourages the adolescents, the educational aspiration of adolescents are high.

1.3 Background of the study: An Overview of Nagaland

Rich in culture and potential resources, Nagaland is a North-Eastern state. With Myanmar as its border, Nagaland lies at the farthest east. Inhabited by the tribe called the 'Nagas', it is the sixteenth state of the Indian union. Inaugurated on 1st December 1963, Nagaland is inhabited by 16 major tribes: Angami, Ao, Chakhesang, Chang, Kachari, Khiamniungan, Kuki, Konyak, Lotha, Phom, Pochury, Rengma,

Sangtam, Sumi, Yimchungru, and Zeliang. (Zetsuvi and Shukla, 2006). Nagaland has 16 administrative districts: Chumoukedima, Dimapur, Kiphire, Kohima, Longleng, Mokokchung, Mon, Niuland, Noklak, Peren, Phek, Shamator, Tuensang, Tseminyu, Wokha and Zunheboto with 144 sub-divisions, 26 towns and 1428 villages. Nagaland has a population of 19,80,602 as per the 2011 census. Kohima, located in the Southern part of Nagaland is its capital with a literacy rate of 80.11% as per 2011 census of India. “One of the smallest states yet also one of the most politically sensitive states in India, Nagaland presents a study in complexities in almost all domains of Naga life and society”. (Aier, 1996). Nagaland has a rich cultural heritage and tradition with varied festivals.

1.3.1 Physical features and climate

Nagaland is one of the seven sisters of Northeast. It lies between the Valley of Brahmaputra River and Myanmar. It approximately is located between 25°60'N and 27°40'N latitude and between the longitudinal line 93°20'E and 95°15'E and a total of 16,579 sq. km. It is bounded by Myanmar and a part of Arunachal Pradesh in the east, Assam state in the north and west and Manipur in the south. Topographically, Nagaland is hilly and mountainous. Nagaland has generally cool climate in Winter and in summer it is pleasantly warm. The rainy season is from May to October between 2000 mm and 2500 mm in the state. The temperature drops down to between 4°C to 1°C and in summer, the temperature rises to a maximum of 31°C and a minimum of 16°C.

1.3.2 Brief profile of Kohima

Derived from the name of an indigenous Angami village named ‘Kewhimia’, which means ‘people of the hills’, its present name as coined by the Britishers during the 19th century which was an outcome of a misspelled name naming it into the so-called ‘Kohima’. The Britishers founded Kohima in 1878. Kohima is the capital of Nagaland, situated in the south at an altitude of 1444m above sea level. Kohima shares its border with Dimapur and Peren district in the West, Zunheboto and Phek in the East, Manipur in the South and Wokha district in the North. Kohima officially became the capital of Nagaland after its inauguration in 1963. Kohima district has a population of 267,988, of which 121,088 (45%) lived in the urban areas and has a sex ratio of 928 females for every 1000 males according to the 2011 census of India. Kohima has a literacy rate of 85% as per the 2011 census of India.

1.4 Need and Significance of the study

With the ever-evolving society, the duties and roles of an individual keep on changing. The present generation should be more conscious as competition has become an integral part of life. The present youth is faced with competitions and every course needs competitive approval and the need to set proper educational aspirations. However, these new expectations and the need to meet the demands of the dynamic system of education and life leads to frustrations and tensions which calls for parent encouragement, motivation and understanding. With the creation of more job opportunities, even the number of candidates has also increased. The society has become demanding and even parents at most times want to fulfill their own dreams and wishes neglecting the children's capacity, interests and ability. Studies shows that parents who are supportive and encourages their children has higher confidence and are more motivated, thus showing the positive role of encouragement.

As the era of globalization, there are revolutionary changes that creeps up in an individual's life and this compels the individual to be conscious and be competitive. Competition is seen in almost every field and as such youth of today is surrounded by competition. To tackle this, one needs to have a strong aspiration. Children always need support and encouragement from parents to thrive and cope-up in this world of competition. The adolescent's academic attainment is greatly influenced and impacted by the behaviors directed to them by their parents which shows the inevitable need of parents' encouragement to boost the aspiration level of an adolescent (Sekar & Mani, 2013). Parents' demanding dreams and wishes, the perception of the child towards his performance-underestimation and overestimation are some barriers that proves a hindrance to building up a strong aspiration. In the present era, adolescents undergo life of tension, pressures and frustrations and thus are in constant need of support and encouragement especially from their parents. Parents play the primary role for an adolescent to be able to have a safe mental health and aspire in the right direction.

The role of education in the life of an individual and society is inevitable. Adolescent is the period of physiological and psychological changes and it is in this phase that education plays the lead role. The period of adolescents is the right period to aspire. Encouragement, motivation and right guidance during this period enables the individual to rise high and give fruitful results. Parental encouragement is one

chief aspect that motivates a child and have influence on the aspirations and education of the child. It helps in developing a sound psychological as well as academic behavior of the child. The present study can aid schools, teachers and parents to understand the role of parents' encouragement and involvement and arrange for counselling of parents to help their wards to aspire higher in a healthy manner. Parents are considered as the most influential personalities in a child's life and thus the present study can help polish the relationship a parent has toward their ward and help them, especially during the most crucial phases of the child's life by giving positive and healthy push and encouragement that can help the child in his learning.

Many studies conducted in the field of educational aspiration shows that the interest, creativity, achievement, motivation, family, teachers, stress, locality and many other variables has a bearing on educational aspirations. Though a lot of research is done on the educational aspirations in relation to the perceived parental encouragement, there are only few studies done on this research area in Kohima, In the present study, the researcher will try to look into the variables on educational aspiration of higher secondary school students in Kohima and will try to provide answers to questions such as- What is parental encouragement?, Is there any influence of gender- boys/girls, type of school and stream on educational aspiration of the child. Thus, in the present study, Educational Aspiration as a dependent variable will be analyzed under the influence of the independent variable, i.e., Perceived Parental Encouragement.

1.5 Statement of the Problem

The present study focuses on the educational aspirations of the higher secondary students. The study will also further seek to find if there is a relationship between educational aspirations and the perceived parental encouragement. The present study seeks to compare the educational aspiration of higher secondary students with respect to gender, management, stream and also compare the perceived parental encouragement of higher secondary students with respect to gender, stream and management. The present study is entitled as: ***“Educational Aspiration of Higher Secondary School Students in relation to their Perceived Parental Encouragement”***.

1.6 Objectives of the study

The present study is designed to attain the following objectives:

1. To determine the level of educational aspiration of higher secondary school students.
2. To compare the educational aspiration of higher secondary school students with respect to gender, management and stream.
3. To determine the level of perceived parental encouragement among higher secondary school students.
4. To compare the perceived parental encouragement of higher secondary school students with respect to gender, management and stream.
5. To find the relationship between educational aspiration and perceived parental encouragement of higher secondary school students.

1.7 Hypotheses of the study

The hypotheses for the present study are stated as null hypothesis:

1. Higher secondary school students do not have the different levels of educational aspiration.
2. There exists no significant difference in educational aspiration mean scores of higher secondary school students with respect to gender.
3. There exists no significant difference in educational aspiration mean scores of higher secondary school students with respect to management.
4. There exists no significant difference in educational aspiration mean scores of higher secondary school students with respect to stream.
5. Higher secondary school students do not have the different levels of perceived parental encouragement.
6. There exists no significant difference in perceived parental encouragement mean scores of higher secondary school students with respect to gender.
7. There exists no significant difference in perceived parental encouragement mean scores of higher secondary school students with respect to management.
8. There exists no significant difference in perceived parental encouragement mean scores of higher secondary school students with respect to stream.
9. There exists no relationship between educational aspiration score of higher secondary school students with respect to perceived parental encouragement score.

1.8 Operational definitions

1. Educational Aspiration: It is a strong desire and motivation to achieve a certain level of education and also the touchstone on which the students measure and evaluate their performance.

2. Perceived Parental Encouragement: It is a kind of help, support and motivation perceived by the children, provided by their parents to them to be successful in life.

3. Higher Secondary School Students: In the context of this study, higher secondary students are those adolescents studying in class 12.

1.9 Variables included in the study

1. Dependent variable: Educational Aspiration

2. Independent variable: Perceived Parental Encouragement

3. Categorical variables: Gender (Boys and Girls), Type of management (Government and Private) , Stream (Arts and Science).

1.10 Delimitations of the study

1. The study is delimited to NBSE board and also delimited to Kohima District.

2. The study is delimited to only 20 higher secondary schools of Kohima district (17 private higher secondary schools and 3 government higher secondary schools).

3. The study is delimited only to Class 12 higher secondary school students of Kohima District.

4. In the present study, arts and commerce streams are clubbed together as one stream viz. Arts due to limited sample.

5. The study is delimited to only Arts and Science higher secondary school students of Kohima district.

1.11 Resume of the succeeding chapters

The succeeding chapters of the dissertation will be as followed:

CHAPTER	Name of the Chapters with Brief Descriptions
CHAPTER- II	REVIEW OF LITERATURE: Study done in India and abroad
CHAPTER- III	RESEARCH METHODOLOGY: Method applied, tool, population & sample and the statistical analysis.
CHAPTER-IV	ANALYSIS AND INTERPERTATION: Frequency distribution table, t-test and hypothesis test interpretation.
CHAPTER- V	FINDINGS AND DISCUSSIONS: Major findings, educational implications, recommendation and suggestions for further research and summary of the study.

CHAPTER - II

REVIEW OF LITERATURE

2.1 Introduction

In research, a researcher needs to acquire a vast information about the areas and aspects he needs to look into and work upon and he also needs a comprehensive information on what has already been studied so that he gets clarity on what problems and issues his study should focus on. This comprehensive survey on the research works that has already been conducted on the problem is technically known as Review of Related Literature. Review of Related Literature is regarded and considered as an indispensable and an essential part of research work.

2.1.1 Importance of Review of Related Literature

Review of Related Literature enables the researcher to acquire new frontiers of knowledge. It provides a better understanding of the topic and also helps the researcher to acquire the type of work done in the area. It widens the outlook and knowledge of the researcher with regard to the topic. To procure relevance, purpose and support, it is crucial and essential that an ongoing research work is connected to a study already done. Review of Related Literature serves as a bridge that links the ongoing research work and the works and studies already done and completed. It not only guides but gives proper prospect to the current research work. It equips the researcher with a deep insight of the problem selected for the study. In any research work, it is vital that the researcher be familiarized with the studies already conducted in the field and stay up-to-date with suitable information on the topic. It also suggests methods of research appropriate to the study to be conducted.

2.1.2 Purpose of Related Literature Review

The survey of related literature plays a crucial role in research as it aids the researcher to chisel his knowledge and understanding about the study to be conducted. It provides ideas, theories, valuable information and enables the researcher to comprehend the study so that he can conduct the study in a more meaningful and profound manner. Enabling the researcher to embark on valuable and informative works and investigations, the study of earlier works on the topic helps the researcher to avoid the loopholes and mistakes committed. This paves the way for the researcher

to formulate ways to conduct the study in ways that will be helpful for further studies. There are manifold purposes of related literature.

- It equips the researcher with the latest and current information of the study that is to be conducted.
- It aids in setting limits and defines the research study that is to be conducted.
- It provides more in-depth knowledge and understanding of the study and guides the researcher to conduct a more meaningful and helpful study.
- It gives more clarity and understanding of the research methodology enabling the researcher to conduct his study productively.
- It enables the researcher to set variables and other important aspects, factors and areas which are vital for the current study.

2.2 Studies Conducted Related to Educational Aspiration

Chawla (2013) conducted a study in Panipat city to find if there is a significant difference in educational aspiration of government and private secondary school students and among gender. The study concluded that there was no significant difference in educational aspiration between government and private secondary school students and also no significant gender difference in educational aspiration.

Mishra (2013) in his study on educational aspirations based on gender found that there is no significant difference between male and female adolescents.

George (2014) in his study on educational aspirations among higher secondary boys and girls concluded that there is a significant difference in the educational aspirations among higher secondary girl students and higher secondary boy students. In the study, it was found that higher secondary girl students had higher educational aspirations as compared to that of higher secondary boy students. The study also found out that students from the urban area higher secondary schools had higher educational aspirations as compared to those students from rural area higher secondary schools.

Kumar and Gupta (2014) conducted a comparative study on the level of educational aspiration of secondary school students of government and private schools. The study concluded that students from private schools have higher level of educational aspirations in comparison to students of government schools.

Rajesh and Chandrasekaran (2014) conducted a study on “Educational Aspirations of High School Students”. The study concluded that male adolescents had

comparatively higher educational aspirations as compared to that of female adolescents.

Ahuja (2016) in his study titled, “A Study of Self-Efficacy among Secondary School Students in relation to Educational Aspiration and Academic Achievement”, found that girl students had statistically higher significant educational aspirations as compared to boy students.

Kumar and Phoghat (2017) studied on the level of educational aspiration of secondary school students in relation to their gender. The study concluded that there is a significant difference of educational aspiration among the boys and girls. The study also revealed that girl students had higher educational aspiration compared to that of boys.

Alam (2018) conducted a study on a sample of 250 10th standard students in the rural and urban areas of Sambhal district. The study found that there exists a significant difference of educational aspirations among boys and girls. The study also found a significant difference among students from rural and urban areas in their educational aspiration.

Hooda and Devi (2018) in their study on a sample of 200 students from both government and private C.B.S.E. affiliated schools in Rohtak, Haryana found that rural students have high educational aspiration in comparison to urban students and that students from private schools show a higher level of educational aspiration as compared to those studying in government schools.

Naqvi and Khan (2018) conducted a study on 120 students from 8 government schools of Bhopal to find if there is a relationship between academic achievement and educational aspiration among scheduled and non-scheduled tribes with respect to gender. The findings concluded that there exists a significant and a positive relation between educational aspiration and academic achievements of scheduled and non-scheduled tribe students with respect to gender.

Negal (2019) conducted a study to look into the level of aspiration and its relation to academic performance of higher secondary schools in relation to the type of school, locality as well as to gender by using the Descriptive Survey Method. The study concluded that there exists no significant relation between level of aspiration and academic performance of higher secondary schools in relation to gender and locality.

Debnath (2020) conducted a study on the educational aspiration of higher secondary level school students. The study found that there was no significant difference among secondary boys and secondary girls in their educational aspiration. The study also found that there was a significant difference in the level of educational aspiration of rural and urban secondary level school students.

Bora (2021) conducted a study to find the level of educational aspiration of the secondary school students of the char areas in Barpeta district in Assam. The study concluded that most of the secondary school students have average level of educational aspiration and that there is no significant difference between educational aspiration of boys and girls studying in the secondary schools of the char areas of Barpeta district of Assam.

2.3 Studies Related to Parental Encouragement

Bindu and Aruna (2014) in their study on a sample of 1000 adolescents in three districts of Kerala found that there was a significant relation between parental encouragement and process skills in urban and private school students as compared to rural and government school schools.

Jain and Kang (2014) conducted a study to find out parental encouragement among adolescents with respect to locality and gender on a sample of 200 students between the age group of 14-16 years in Ludhiana. The study showed difference in parental encouragement with respect to gender and a significant difference was found in parental encouragement with respect to locality.

Bhawna and Kaur (2015) conducted a study on a sample of 200 adolescents from higher secondary schools of Ferozpur district. The results of the study elucidated a positive relation between academic achievement and parental encouragement of the adolescents.

Ramandeep (2015) in his study found a positive correlation between Achievement motivation and Parental encouragement and that parents' words affected the work of the adolescents. The study was conducted on a sample of 100 secondary school students from Kapurthala district of Punjab state.

A study conducted on a sample of 200 adolescents from Jammu by **Arora and Bala (2016)** to find out the social maturity of adolescents in relation to parental encouragement concluded that boys possess average degree of parental encouragement whereas girls have a higher level of parental encouragement. The

result also showed a positive relation between social maturity and parental encouragement.

Bashir and Bashir (2016) in their study “A Study on Parental Encouragement Among Adolescents” on a sample of 200 students found that the adolescents from both the rural and urban locality have average level of parental encouragement. The study also concluded that there exists a significant difference between rural and urban adolescents in their parental encouragement.

Bashir and Majeed (2016) conducted a study on a sample of 200 adolescents of age 15-17 years from the district of Anantnag. The study showed a positive significant relationship between achievement motivation and parental encouragement among the adolescents. The results also showed that private school adolescent girls possess higher achievement motivation and parental encouragement as compared to adolescent girls from government schools.

Sudhakar and Nellaiyapen (2016) conducted a study in the district of Tiruvallur, Tamil Nadu to investigate the influence of parental encouragement on academic achievement of students with respect to gender and locality. The study concluded that a positive and significant relationship exist academic achievement and parental encouragement of high school students.

Nivedita and Deepika (2017) in their study on a sample of 80 rural and urban university students concluded that rural and urban students differ significantly in parental encouragement and academic achievement. The study found that rural university students possess higher level of parental encouragement which resulted in better academic achievement as compared to university students from urban area.

Akhter and Pandey (2018) in their study conducted on a sample of 100 students from various higher secondary schools concluded that there is a significant difference in academic achievement and parental encouragement among rural and urban students. The result also showed that male students possess higher parental encouragement as compared to female students.

Srilavanya and Karnan (2018) in their findings concluded that the level of parental encouragement was higher in female students, students having English medium of instruction, urban school students and private aided school students. The study was conducted on a sample of 256 class 11 students of Tiruvallur district.

2.4 Studies related to Parental Encouragement and Educational Aspiration

Bashir & Bashir (2016) conducted a study on the topic “Educational Aspiration of Secondary School Students in relation to Parental Encouragement” where a sample of 400 secondary school students-200 female and 200 male students from Kashmir was taken. The study found no significant difference between the male and the female secondary school students in their educational aspiration and in their parental encouragement. The study however concluded that there exists a positive relationship between educational aspiration of secondary school students with parental encouragement.

Kumari & Baliya (2016) conducted a study in Jammu on a sample of 650 students of government secondary schools. The study revealed a significant positive relationship between parental encouragement and educational aspiration of both male and female students. It also revealed a significant difference in relationship of parental encouragement and educational aspiration of secondary school male and female students.

Gupta & Bashir (2017) in their study “Educational Aspiration of Secondary School Students: Influence of School Environment and Parental Encouragement” took a sample of 200 urban and 200 rural students from Kashmir. The study concluded that there exists a significant positive relationship of parental encouragement and educational aspiration among higher secondary school students.

Emmanuel et al. (2020) conducted a study to investigate achievement motivation and parental encouragement as predictors of academic success of secondary school students in Edo state of Nigeria. The study found that there was a significant relationship between parental encouragement and academic success of secondary school students.

Pindar & Singh (2021) conducted a study on the influence of parental encouragement on the educational aspirations of the high school children in Hisar and Fatehabad District of Haryana state. The results of the study that majority of respondents perceived moderate level of parental encouragement. There was significant relationship found between educational aspirations and parental encouragement of high school children.

Boonk et al. (2022) conducted a study to investigate to what extent student perceived parental involvement predicted academic motivation in Vocational Education and Training (VET) students. The study found that parental involvement significantly predicted motivations in VET students.

Lilu & Damini (2022) conducted a study on 50 secondary school girls and 50 secondary school boys from Chandigarh. The study revealed that both adolescent boys and girls has the same level of career aspirations and no discrimination on the part of parental encouragement among the genders. The study further concluded no significant but positive relation between career aspiration and parental encouragement.

Madeeha et al. (2022) conducted a study on the 7th and 8th grade students in Qatar to find if parental encouragement, parental involvement and parental expectations play a crucial role in bringing about high aspirations and high expectations among the students. The study concluded that parental encouragement and parental involvement plays a role in promotion of high aspiration and high expectation among the students.

Sengonul (2022) conducted a study to examine the relationship between parents' involvement in their children's education and their academic achievement. Results obtained from the study revealed that there was a positive correlation between parental involvement and academic achievement of children. Parental involvement at home and at school, providing encouragement and support for learning, maintaining high aspirations and expectations for their children's education and academic success, establishing communication, discussing school issues with their children, all positively impacted the academic achievement of children.

2.5 Appraisal

This chapter presents the review of literature of Indian and International literature on Parental Encouragement and Educational Aspiration. For the study a sum total of review of literature collected was 33, out of which 28 literatures was a collection of study conducted in India and 5 literatures collected was the study conducted in Abroad.

Although many studies have examined the importance of Educational Aspiration and Parental Encouragement, Support or Involvement for a student's welfare within India and abroad, such studies within the context of north-eastern

region are very few. Very few research has been conducted focusing on the adolescent students and the role of parents' encouragement and involvement in boosting their educational aspiration or if the aspiration of an adolescent is affected by their parents' encouragement. Much of the studies were conducted on small sample sizes which limits our understanding and also leads to inaccuracy in the findings.

CHAPTER – III

METHODOLOGY

3.1 Introduction

Research means the process to find out answers in a systematic way to the questions raised about a situation or phenomena, methodology can be understood as different techniques, methods applied in the process of finding answers to the questions raised. Hence research methodology can be understood as varied techniques, methods applied in order to get definite reliable and valid answers to the research questions. As Kulbir (1984) points out, research is formal, systematic and an intensive process and uses the scientific method of analysis. It is a systematic activity as it involves discovery and development of systematic body of knowledge. Research methodology helps to locate select, process and analyze information about the topic. It helps in the evaluation of a study's validity and reliability. This includes design, population, sampling and sample, tools, data collection and analysis procedure. A valid and reliable data plan of action and processes contributes to good research. Adopting or developing a systematic procedure to collect the important data for a reliable study and the accuracy and reliability of data are the prerequisites of any research.

3.2 Method of the Study

The method of the present study is descriptive in nature. The researcher used the descriptive survey method to conduct the present study. Gay (1990) opines that Descriptive Survey Design is considered to be the best design to test Hypotheses. The study was conducted to investigate the Educational Aspiration and Perceived Parental Encouragement of higher secondary school students in Kohima and to find out if there is any significant difference in Educational Aspiration and Perceived Parental Encouragement with regard to gender, management and stream and if there exist a correlation between Educational Aspiration and Perceived Parental Encouragement of higher secondary school students.

3.3 Population of the study

Population, in research refer to a group containing elements that the researcher wants to study. The population of the present study comprised of higher secondary

school students from government as well as private higher secondary schools in Kohima.

The table below shows the total number of Government as well as Private Higher Secondary Schools/Colleges in Kohima as per NBSE list of schools as on 1st June 2021.

Table-3.3-a: Total number of Government as well as Private Higher Secondary Schools/Colleges in Kohima as per NBSE list of schools as on 1st June 2021.

Sl. No.	Section of School	Total no. of school/college
1	Government Higher Secondary Schools, Kohima	6
2	Private Higher Secondary Schools, Kohima	29
3	Higher Secondary Colleges, Kohima	5
TOTAL		40

Table-3.3-b: Population for the present study

Higher Secondary School and College	ARTS		SCIENCE		COMMERCE		Total
	Boys	Girls	Boys	Girls	Boys	Girls	
Government Higher Secondary Schools	154	163	0	0	19	16	352
Private Higher Secondary Schools	842	799	240	309	125	69	2384
Higher Secondary College	96	75	17	8	36	15	247
TOTAL	1092	1037	257	317	180	100	2983

3.4 Sample of the Study

Samples are selected systematically and purposefully. Selection of the representative sample is crucial. The present study employed the Stratified Random Sampling Technique. The sample for the present study was Class 12 students (Adolescents) studying in various higher secondary schools in Kohima. In first stage, District was selected by using purposive sampling method. In second stage, out of 40 schools from Kohima District, by using Simple Random Sampling a total of 20 higher secondary schools were selected for the data collection, 3 government higher secondary schools, 15 private higher secondary schools and 2 private higher secondary colleges. In the third stage, from all the three group of schools, total 652 Secondary School Students were selected from Arts (439) and Science (213) Streams.

Table-3.4-a: Total number of samples collected from 20 higher secondary schools and colleges

Higher Secondary School and Colleges	ARTS		SCIENCE		Total	Grand Total
	Boys	Girls	Boys	Girls		
Government Higher Secondary Schools	56	67	0	0	123	529
Private Higher Secondary College	34	28	0	0	62	
Private Higher Secondary Schools	135	119	79	134	467	
Total	225	214	79	134	652	652
Grand Total	439		213		652	652

3.5 Tools used for the Study

The researcher adapted the tool and used developed by **Sharma, Chetna (2020)** to determine the level of Educational Aspiration of higher secondary school students in the present study and also the Perceived Parental Encouragement tool was developed by **Dr. Kusum Agarwal (2019)** and used for the present study.

The tools employed in the present study are,

1. Educational Aspiration Scale (EAS)

2. Parental Encouragement Scale (PES)

3.5.1 Educational Aspiration Tool (EAS)- by Chetna Sharma (2020)

In the present study, Educational Aspiration is the dependent variable. To measure the educational aspiration of higher secondary school students the EAS by Sharma, Chetna (2020) was adapted by the researcher.

Development of the test

The researcher of the Educational Aspiration Scale (EAS), Sharma Chetna (2020) intensively reviewed the literature of Educational Aspiration of adolescents. The researcher studied the existing Scale of Educational Aspiration developed and standardized by Dr V. P. Sharma and Dr. Anuradha Gupta with all the other existing scales. Changes according to the demand of present research was done thereafter. Further critical discussions on various dimensions of Educational Aspiration were made with the different research experts. Consequently, two kinds of factors namely Personal Factors and Environmental Factors were found to influence the Educational Aspiration of any individual. The Personal Factors that affect the educational aspiration of any individual are such as his interests, intelligence, capabilities, abilities, his dreams, desires, ambitions, attitude toward life and goals, his values and personality etc. Whereas the Environmental Factors which have impact on educational aspiration of an individual are the parents and their educational qualifications, their socio-economic status, their attitude towards child, encouragement, competitions, society, job, media, neighborhood, friends, institutions, relatives, social values, expectation of parents, school, teachers, siblings, relatives and society etc. The test was been developed keeping all the factors and motives in mind.

Types of Test items

For the purpose of assessment of test items, five-point rating scale was formed starting from “strongly disagree”, “disagree”, “undecided”, “agree”, “strongly agree”. For authenticity of the test items some of them have been worded positively whereas some are worded negatively. For the accurate reliability of information, these statements are placed in a jumbled manner throughout in the scale. While framing statements due care has been taken to avoid repetition and ambiguity. The end of each and every statement is graded with five options according to the positive and negative statements. For positive statements the rating scale of strongly disagree, disagree,

undecided, agree, strongly agree is scored as 5,4,3,2,1 respectively Whereas for negative statements the rating scale of strongly disagree, disagree, undecided, agree, strongly agree has been scored as 1,2,3,4,5 respectively. The preliminary form of Educational Aspiration Scale was classified into two different factors responsible to influence Educational Aspiration such as Personal Factors and Environmental Factors.

Table-3.5.1-a: Positive and Negative Items

Statements	Item No.	Total Number of Items
Positive Statements	1, 2, 5, 6, 7, 9, 10, 13, 17, 18, 20, 21, 24 28, 31, 33, 35, 37, 39, 41, 43, 45, 46, 47 48, 49, 50, 51, 52, 53	30
Negative Statements	3, 4, 8, 11, 12, 14, 15, 16, 19, 22, 23, 25 26, 27, 29, 30, 32, 34, 36, 38, 40, 42, 44 54, 55	25

Table-3.5.1-b: Detailed description and distribution of the dimensions according to the final items of Educational Aspiration

Sl. No.	Dimension	Serial No. of the Items	Positive items	Negative items	Total no. of Items
1	Personal Factors	1, 2, 5, 6, 7, 9, 12, 14, 20, 21, 22, 25, 26, 29, 30, 31, 33, 34, 35, 38, 39, 40, 43, 46, 47, 48, 49, 52, 53, 54	1, 2, 5, 6, 7, 9, 20, 21, 31, 33, 35, 38, 43, 46, 47, 48, 49, 52, 53	12, 14, 22, 25, 26, 29, 30, 34, 39, 40, 54	30
2	Environmental Factors	3, 4, 8, 10, 11, 13, 15, 16, 17, 18, 19, 23, 24, 27, 28, 32, 36, 37, 41, 42, 44, 45, 50, 51, 55	10, 13, 17, 18, 24, 28, 37, 41, 45, 50, 51	3, 4, 8, 11, 15, 16, 19, 23, 27, 32, 36, 42, 44, 55	25
		TOTAL	30	25	55

Administration of the test

The administration of this test is very simple and accessible. It can be administered and applied on an individual as well as on a group. It is applicable on all the adolescents studying in various government and private schools. The scale consists of two dimensions to check the educational aspirations of adolescents on the basis of five-point rating scale namely “strongly agree”, “agree”, “undecided”, “disagree” and “strongly disagree” respectively. The subject has to mark tick on each statement. He is to be instructed to understand the statement and choose one option out of the given five. He is not to leave any statement unmarked and also will have to avoid double mark.

Scoring

It is to be insured that there is no wrong response. Each rating is assigned by score to check the level of educational aspiration of the adolescents.

Zero “0” scoring will be given to Unmarked or double marked statement. The sum of the total scores will be counted as raw scores. And this will represent the individual scores. In this way the score range will be 0 to 275.

The scoring for the positive and negative statements is as follows:

Table-3.5.1-c: Scoring for Positive and Negative statements**For Positive Statements**

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
5	4	3	2	1

For Negative Statements

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	2	3	4	5

Standardization of the test

The standardization of the Test was done by testing its reliability and validity on the sample size of 100 adolescents by the developer.

Reliability

The reliability of the scale was finalized and fixed by two methods-

(1) Test – Retest Method and

(2) Split Half Method.

(1) Test-Retest Method- By applying Product Moment Correlation Method, the reliability of this type was calculated. Between testing and retesting stage, a gap of one month was given so as to calculate Test- Retest reliability of the scale.

(2) Split Half Method –This type of Method for checking reliability can also be calculated by applying Product Moment Correlation method. For this purpose. odd-even procedure was followed and was done by dividing the scale into two halves. The reliability coefficient for this type came to be 0.63 which stood for the reliability of the scale.

Validity

The validity of the scale was checked in the following three ways:

(1) Content Validity- The Content Validity of the scale was checked at the time of development of preliminary draft of Educational Aspiration Scale after the discussions with the experts. The experts were of the view that the statements of the scale are relevant and adequate to check the educational aspiration of the adolescents. Only those items were retained in the scale for which 80% of the experts agreed about their relevance and applicability. Hence the content validity in the scale was sufficient.

(2) Concurrent validity-The concurrent validity was checked on the basis of the test developed by Dr. V.P. Sharma and Ms. Anuradha Gupta.

(3) Face Validity- The face validity refers to know whether the scale seemed valid for the adolescents. The face validity of the test was checked and finalized by keeping in view the reactions of experts, school teachers and professors. All of them were of the opinion that the content of the present scale was adequate to measure the educational aspiration of the adolescents.

3.5.2 Parental Encouragement Scale (PES)- by Dr. Kusum Agarwal (2019)

The present scale is an attempt to measure quantitatively the parental encouragement as perceived by the child. It is also a useful tool to categorize the students in terms of their parental encouragement.

Reliability

Two indices of reliability of the scale were found out. Firstly, its reliability was determined by K. R. Method (.79), secondly two test- retest reliabilities were determined after an interval of three months (.82), and the other after an interval of six months (.80). These two sets of reliability coefficients of the scale are presented in the following table.

Table-3.5.2-a: Showing Indices of Reliability of Parental Encouragement Scale

K. R. Method		Test-Retest Method	
N	50	Time gap of three months	Time gap of six Months
Value	.79	.82	.80

Validity

For determining validity of the Parental Encouragement Scale, it was given to 100 parents and 100 students belonging to those parents respectively. Their separate responses were correlated and when correlation was found high (.73) which was assumed high and appropriate. In order to establish internal validity, the responses of each item were correlated with the responses which have shown satisfactory correlation (.64).

Administration

The Parental Encouragement Scale may be administered individually as well in the group. There is no fixed time limit for the response. But respondents usually take 40 to 50 minutes for filling in the whole scale. The instructions printed on the scale should be made clear by the administrator to the respondents.

Scoring

The scale can be scored accurately by hand. The responses of the subjects were assigned numerical values, ranging from 1 to 5, depending upon the degree of Perceived Parental Encouragement. Table 3.5.2-b gives the details of weightage.

Table-3.5.2-b: Scoring of the Scale Items

Always	Most Often	Frequently	Sometimes	Never
5	4	3	2	1

Thus, the total weightage score of Parental Encouragement Scale ranges from 80 to 100. The total weighted score, if high, reveals greater amount of parental encouragement.

Norms

Norms for interpretation of level of parental encouragement of higher secondary school boys and girls have been presented in the table below.

Table-3.5.2-c: Norms for interpretating the Parental Encouragement

Sr. No.	Raw score range	Z- score Range	Grade	Level of Parental Encouragement
1	314& above	+2.01 & above	A	Extremely High
2	286 to 313	+1.26 to +2. 00	B	High
3	258 to 285	+0.51 to +1.25	C	Above Average
4	219 to 257	-0.50 to +0.50	D	Average
5	191 to 218	1.25 to 0.51	E	Below Average
6	163 to 192	-2.00 to -1.26	F	Low
7	162 and below	-2.01 & below	G	Extremely Low

3.6 Statistical Analysis used for the Study

With regard to the objectives of the study, the accumulated data have been interpreted and analyzed through the following Statistical techniques:

1. Percentage Calculations
2. Mean
3. Median
4. Mode
5. Standard Deviation Mode
6. Frequency Distribution
7. Graphical Representation
8. t-test
9. Chi-Square test
10. Correlation

CHAPTER - IV

ANALYSIS AND INTERPRETATION OF THE DATA

4.1 Introduction

The present chapter deals with the data analysis and interpretation of the data collected. Through analysis, whatever data is collected is carefully and thoroughly examined and interpreted. For the analysis and interpretation process, appropriate statistical techniques were used. The SPSS-22 software was applied to the present study data analysis. Data gathered through the Emotional Aspiration Scale and Parental Encouragement Scale in the present study were analyzed by applying various statistical formulae such as percentage, mean, mode, median, and standard deviation. The analysis and interpretations are done accordingly with the objectives and hypothesis given in the prior chapter. The statistical analysis and interpretation are discussed below.

4.2 Analysis and Interpretation of the Objectives and Hypotheses wise

4.2.1 Variable: Educational Aspiration

Objective 1: To determine the level of educational aspiration of higher secondary school students.

Hypothesis 1: Higher secondary school students do not have the different levels of educational aspiration.

Table- 4.2.1-a: Frequency distribution table for Educational Aspiration scores for the whole group.

Sl. No.	Class Interval	Limits	Mid Values	Frequency	Cf
1	141-160	140.5-160.5	150.5	4	4
2	161-180	160.5-180.5	170.5	23	27
3	181-200	180.5-200.5	190.5	119	146
4	201-220	200.5-220.5	210.5	348	494
5	221-240	220.5-240.5	230.5	146	640
6	241-260	240.5-260.5	250.5	10	650
7	261-280	260.5-280.5	270.5	1	651
8	281-300	280.5-300.5	290.5	0	651
9	301-320	300.5-320.5	310.5	1	652
10	TOTAL			652	

Mean= 209.96, Mode= 208, Standard Deviation= 15.872, Range= 166

The table reveals that the mean score of Educational Aspiration of 652 higher secondary students in Kohima is 209.96 and the Standard Deviation (SD) is 15.872. The range is 166 with the minimum score of 149 and maximum score of 315.

Table- 4.2.1-b: Percentage of Educational Aspiration scores of higher secondary school students

Levels of Educational Aspiration	No. of Students (f)	Percentage	Chi Square Value
High	92	14.11%	488.4
Average	483	74.08%	
Low	77	11.81%	
Total	652	100	

The table reveals that there are three levels of competencies namely- High, Average, Low. The mean and standard deviation is found to be 209.65 and 15.872 and this groups have been formed by using $\text{Mean} + \text{SD} = 209.65 + 15.872 = 225.522$ and $\text{Mean} - \text{SD} = 209.65 - 15.872 = 193.778$. From the table, we see that 14.11% of higher secondary students possess high level of educational aspiration, 74.08% of higher secondary students possess average level of educational aspiration and 11.81% of

higher secondary students possess low level of educational aspiration. The calculated chi square value is 488.4 and the table chi square value for 2df at 0.01 level of significance is 9.21. The calculated chi - square value is greater than the tabulated chi-square value. Therefore, the hypothesis “Higher secondary school students do not have the different levels of educational aspiration” is rejected. Higher secondary school students have the different levels of educational aspiration.

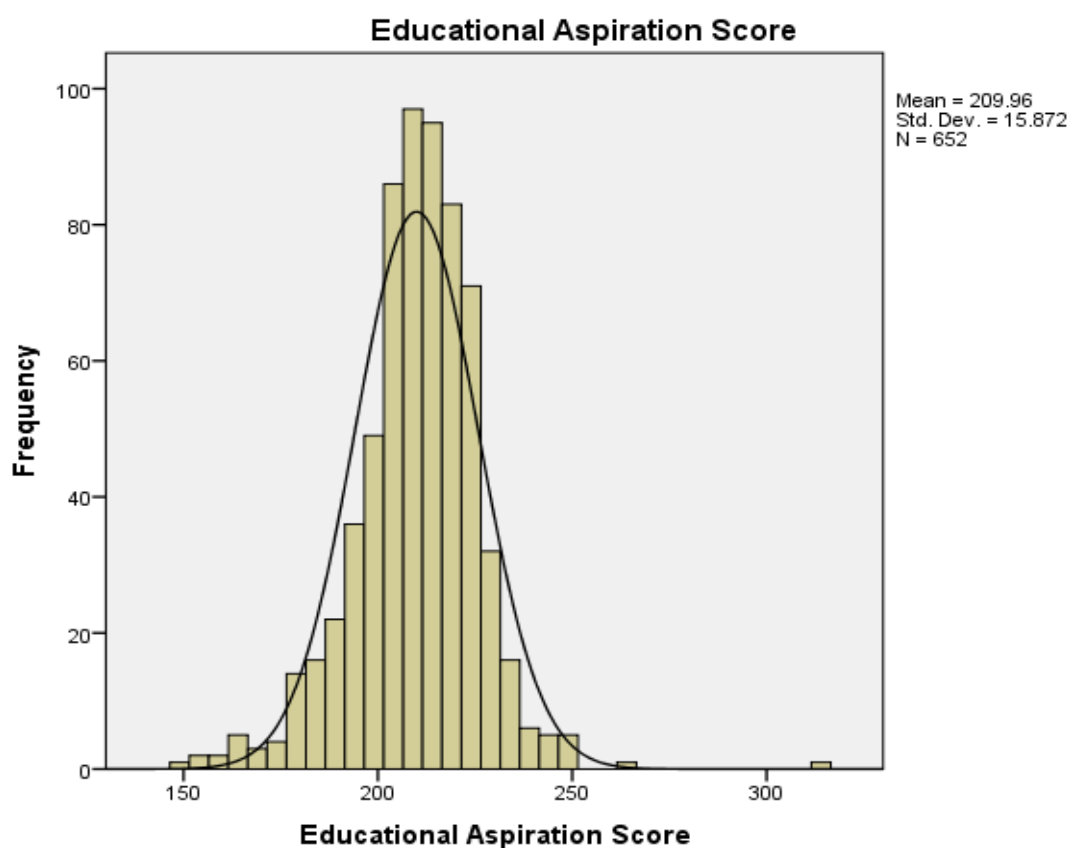


Figure-3: Educational Aspiration Score

Objective- 2: To compare the educational aspiration of higher secondary school students with respect to gender, management and stream.

Hypothesis- 2: There exists no significant difference in educational aspiration mean scores of higher secondary school students with respect to gender.

Table- 4.2.1-c: Gender wise mean, SD, and t-values of higher secondary school students with regard to Educational Aspiration scores.

Gender	N	Mean	Std. Deviation	Std. Error Mean	t-Value
Boys	304	206.89	17.233	.988	4.637**
Girls	348	212.65	14.063	.754	

Note: ** indicates significant at 0.05 level

Interpretation:

From the table, we can observe that the computed t-value (4.637) of higher secondary school students in their educational aspiration score is higher than the table t-value (1.96) at 0.05 level of significance. Therefore, the null hypothesis, “**There exists no significant difference in educational aspiration mean scores of higher secondary school students with respect to gender**” is rejected. Higher secondary girl students have higher level of educational aspiration as compared to the higher secondary boys. It can be concluded that there is significant difference in Educational Aspiration mean scores between boys and girls higher secondary school students.

Hypothesis- 3: There exists no significant difference in educational aspiration mean scores of higher secondary school students with respect to management.

Table- 4.2.1-d: Management wise mean, SD, and t-values of higher secondary school students with regard to Educational Aspiration scores.

Management	N	Mean	Std. Deviation	Std. Error Mean	t-Value
Private	529	209.46	16.703	.726	1.701@
Government	123	212.15	11.441	1.032	

Note: @ indicates not significance at 0.05 level

Interpretation:

From the table, we can observe that the computed t-value (1.701) of higher secondary school students in their educational aspiration score is lesser than the table t-value (1.96) at 0.05 level of significance. Therefore, the null hypothesis, “**There exists no significant difference in educational aspiration mean scores of higher secondary school students with respect to management**” is accepted. It can be concluded that there is no significant difference in Educational Aspiration mean scores with regard to private and government higher secondary school students.

Hypothesis- 4: There exists no significant difference in educational aspiration mean scores of higher secondary school students with respect to stream.

Table- 4.2.1-e: Stream wise mean, SD, and t-values of higher secondary school students with regard to Educational Aspiration scores.

Stream	N	Mean	Std. Deviation	Std. Error Mean	t-Value
Science	213	207.79	15.666	1.073	2.454**
Arts	439	211.02	15.883	.758	

Note: ** indicates significant at 0.05 level

Interpretation:

From the table, we can observe that the computed t-value (2.454) of higher secondary school students in their educational aspiration score is higher than the table t-value (1.96) at 0.05 level of significance. Therefore, the null hypothesis, “**There exists no significant difference in educational aspiration mean scores of higher secondary school students with respect to stream**” is rejected. Arts stream higher secondary school students have higher educational aspiration as compared to science stream higher secondary school students. It can be concluded that there is significant difference in Educational Aspiration mean scores with regard to arts and science higher secondary school students.

4.2.2 Perceived Parental Encouragement

Objective 3: To determine the level of perceived parental encouragement among higher secondary school students.

Hypothesis 5: Higher secondary school students do not have the different levels of perceived parental encouragement.

Table- 4.2.2-a: Frequency distribution table for Perceived Parental Encouragement scores for the whole group.

Sl. No.	Class Interval	Limits	Mid Values	Frequency	Cf
1	211-230	210.5-230.5	220.5	5	5
2	231-250	230.5-250.5	240.5	9	14
3	251-270	250.5-270.5	260.5	24	38
4	271-290	270.5-290.5	280.5	90	128
5	291-310	290.5-310.5	300.5	119	247
6	311-330	310.5-330.5	320.5	172	419
7	331-350	330.5-350.5	340.5	150	569
8	351-370	350.5-370.5	360.5	62	631
9	371-390	370.5-390.5	380.5	20	651
10	391-410	390.5-410.5	400.5	1	652
11	TOTAL			652	

Mean= 317.49, Mode= 332, Standard Deviation= 30.041, Range= 178

The table reveals that the mean score of Perceived Parental Encouragement of 652 higher secondary students in Kohima is 317.49 and the Standard Deviation (SD) is 30.041. The range is 178 with the minimum score of 218 and maximum score of 396.

Table- 4.2.2-b: Percentage of Perceived Parental Encouragement of higher secondary school students.

Sr. No.	Raw score range	Samples	Grade	Level of Parental Encouragement	Percentage%	Chi Square Value
1	314& above	379	A	Extremely High	58.13%	735.21
2	286 to 313	175	B	High	26.84%	
3	258 to 285	77	C	Above Average	11.81%	
4	219 to 257	20	D	Average	3.07%	
5	191 to 218	1	E	Below Average	0.15%	
6	163 to 192	0	F	Low	0%	
7	162 and below	0	G	Extremely Low	0%	

The table reveals that there are seven levels of competencies namely- Extremely High, High, Above Average, Average, Below Average, Low and Extremely Low. From the table, we see that 58.13% of higher secondary students possess extremely high level of perceived parental encouragement, 26.84% of higher secondary students possess high level of perceived parental encouragement, 11.81% of higher secondary students possess above average level of perceived parental encouragement, 3.07% of higher secondary students possess average level of perceived parental encouragement, 0.15% of higher secondary students possess below average level of perceived parental encouragement and 0% of higher secondary school students fall in the low and extremely low levels of perceived parental encouragement. The calculated chi square value is 735.21 is greater than the tabulated chi- square value (16.81) for 6 df at 0.01 level of significance. Therefore, the hypothesis “Higher secondary school students do not have the different levels of perceived parental encouragement” is rejected. It can be concluded that the Higher secondary school students have the different levels of perceived parental encouragement.

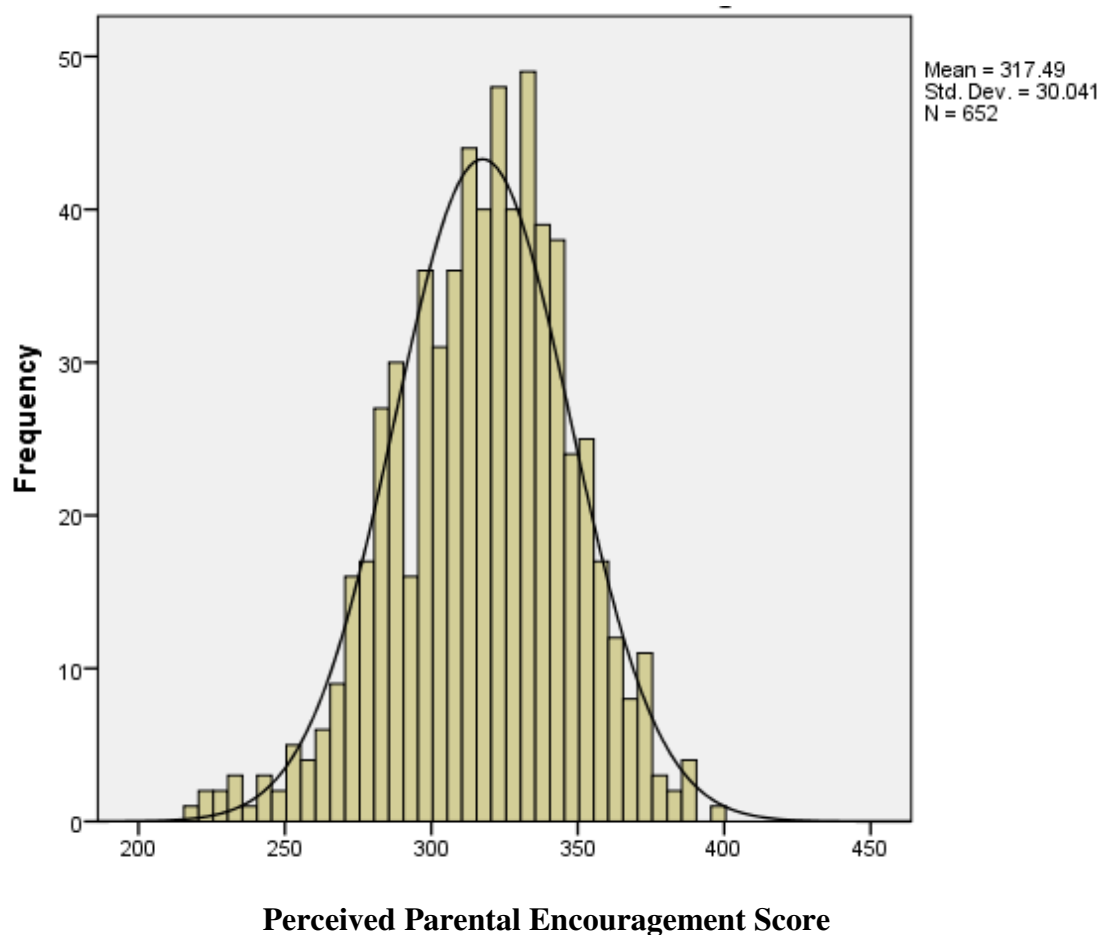


Figure- 4: Perceived Parental Encouragement Score

Objective- 4: To compare the perceived parental encouragement of higher secondary school students with respect to gender, management and stream.

Hypothesis- 6: There exists no significant difference in perceived parental encouragement mean scores of higher secondary school students with respect to gender.

Table- 4.2.2-c: Gender wise mean, SD, and t-values of higher secondary school students in regard to Perceived Parental Encouragement scores.

Gender	N	Mean	Std. Deviation	Std. Error Mean	t-Value
Boys	304	316.79	29.676	1.702	0.560@
Girls	348	318.11	30.386	1.629	

Note: @ indicates not significance at 0.05 level

Interpretation:

From the table, we can observe that the computed t-value (0.560) of higher secondary school students in their perceived parental encouragement score is lesser than the table t-value (1.96) at 0.05 level of significance. Therefore, the null hypothesis, **“There exists no significant difference in perceived parental encouragement mean scores of higher secondary school students with respect to gender”** is accepted. It can be concluded that there is no significant difference in perceived parental encouragement mean scores between boys and girls higher secondary school students.

Hypothesis- 7: There exists no significant difference in perceived parental encouragement mean scores of higher secondary school students with respect to management.

Table- 4.2.2-d: Management wise mean, SD, and t-values of higher secondary school students with regard to Perceived Parental Encouragement scores.

Management	N	Mean	Std. Deviation	Std. Error Mean	t-Value
Private	529	319.89	30.318	1.318	4.289**
Government	123	307.16	26.552	2.394	

Note: ** indicates significant at 0.05 level

Interpretation:

From the table, we can observe that the computed t-value (4.289) of higher secondary school students in their perceived parental encouragement score is higher than the table t-value (1.96) at 0.05 level of significance. Therefore, the null hypothesis, **“There exists no significant difference in perceived parental encouragement mean scores of higher secondary school students with respect to management”** is rejected. Higher secondary school students from private schools have higher level of perceived parental encouragement as compared to students from government schools. It can be concluded that there is significant difference in perceived parental encouragement mean scores between private and government higher secondary school students.

Hypothesis- 8: There exists no significant difference in perceived parental encouragement mean scores of higher secondary school students with respect to stream.

Table- 4.2.2-e: Stream wise mean, SD, and t-values of higher secondary school students with regard to Perceived Parental Encouragement scores.

Stream	N	Mean	Std. Deviation	Std. Error Mean	t-Value
Science	213	318.21	27.421	1.879	0.443@
Arts	439	317.14	31.258	1.492	

Note: @ indicates not significance at 0.05 level

Interpretation:

From the table, we can observe that the computed t-value (0.443) of higher secondary school students in their perceived parental encouragement score is lesser than the table t-value (1.96) at 0.05 level of significance. Therefore, the null hypothesis, **“There exists no significant difference in perceived parental encouragement mean scores of higher secondary school students with respect to stream”** is accepted. It can be concluded that there is no significant difference in perceived parental encouragement mean scores with regard to arts and science stream higher secondary school students.

4.2.3 Correlation analysis

Objective- 5: To find the relationship between educational aspiration and perceived parental encouragement of higher secondary school students.

Hypothesis- 9: There exists no relationship between educational aspiration score of higher secondary school students with respect to perceived parental encouragement score.

Table- 4.2.3-a: Mean and SD of Educational Aspiration Score and Perceived Parental Encouragement Score of higher secondary school students.

	Mean	Std. Deviation	N
Educational Aspiration Score	209.96	15.872	652
Perceived Parental Encouragement Score	317.49	30.041	652

Table- 4.2.3-b: Correlation of Educational Aspiration and Perceived Parental Encouragement.

Correlations			
		Educational Aspiration Score	Perceived Parental Encouragement Score
Educational Aspiration Score	Pearson Correlation	1	0.151**
	Sig. (2-tailed)		.000
	Sum of Squares and Cross-products	164008.189	46938.288
	Covariance	251.933	72.102
	N	652	652

****.** Correlation is significant at the 0.01 level (2-tailed).

Interpretation:

The relationship between the two variables- Educational Aspiration and Perceived Parental Encouragement was computed by employing the Pearson's Correlation method. The study observes that Educational Aspiration and Perceived Parental Encouragement are positively correlated. The computed r-value 0.151 is

significant at the 0.01 level (2-tailed) (0.000), hence the hypothesis is rejected. The null hypothesis, **“There exists no relationship between educational aspiration score of higher secondary school students with respect to perceived parental encouragement score”** is rejected”.

Hence, we can conclude that, there exists a relationship between educational aspiration score of higher secondary school students with respect to perceived parental encouragement score.

CHAPTER - V

SUMMARY, FINDINGS, EDUCATIONAL IMPLICATIONS, SUGGESTIONS AND CONCLUSION

5.1 Summary

Educational Aspiration not only acts as a factor for life's development but it also gives direction by setting goals. Consisting of two words, Education and Aspiration, Education enables an individual to have an all-round development of his personality and Aspiration is the goal that one wishes to attain and reach at. Aspiration thus helps an individual to evaluate and judge his own performance. Frank (1935) opines that the level of aspiration shapes and forms the personality of the individual. An individual has a set destination and goal and he tries to reach that destination using several means and methods. He aspires and desires to move forward and this desire and longing is termed as aspiration by Hurlock (1967). The aspiration of an individual helps him to evaluate his progress and in addition also enables him to judge his future performance, his ability and capabilities on the basis of his past experiences. In an era of competition, aspiration plays a major and a crucial role in attaining excellence in the area of one's choice. Aspiration enables an individual to shape his life according to the society he is living in. To combat the modern complexities and demands, it is essential that an individual be able to take up the challenges and pressures for which a strong passion and aspiration is essential. Aspirations if developed and guided at the right time can enable the individual to lead fruitful results and a fruitful life. Considered as the most crucial stage of a person's life, adolescence period if nurtured rightly can enable him to attain great heights and success. The skills, learning and development directly or indirectly depends on the aspiration of the individual. Higher aspiration leads to better and higher achievement. The three main sources of Educational Aspiration are,

1. Parents
2. Teachers
3. The environment or the society

Out of the three main sources mentioned, parents play the chief role behind the Educational Aspiration of an individual. Parents are considered as the primary source for shaping the child's personality and interest. Home is where an individual first learns from the parents. Parental Encouragement motivates and gives direction to the child enabling him to attain academic achievement, adjustment and performance towards the goal he set. It is the boost given and shown by parents to the child which enables the child to achieve his target. Every child has his own interests, dreams and goals and this is polished and achieved through support from the parents. Parental Encouragement is the motivation that drives the child to achieve success in life.

In certain situations, a child performs something new or does better than his previous performance and the parents appreciate or approve such acts of the child. This enables the child to know if his effort is good or needs improvement and such activity by parents towards the child as Rossei (1965) says, falls in parental encouragement. This is crucial and is an important aspect in every individual's life. It is this parental encouragement that shapes the behaviour, personality, attitude, capacities and capabilities of a child. Henderson & Berla (1994) opines that the activities of the parents are productive and helpful for any child. The actions of the child and his growth and development are boosted in the views and dispositions of the family and for this Dinkinmeyer (1967) rightly states that the family's influence is the most pervasive of all the other influences.

Continuous support and encouragement from parents build up the child and motivate him towards success and achievement. The psychological needs and cravings of a child can be fulfilled by parental support and encouragement. Encouragement from parents boost the self-esteem of the ward and enables the child to develop positively. As opined by Cattle (1968), the right and timely influence and inspiration from parents towards their ward enables the ward to bear fruitful and successful results. Sharma, et al. (1988) credits the parents for the love, care and guidance to their children for better behaviour and development. Parents play a vital role in framing the behaviour and activities of the child. School education and activities are supported by the active involvement and support of the parents toward their ward. This positive involvement of parents in the activities of the ward builds trust, love and care between the parents and the child and enables the parents to comprehend the strengths and weakness of the

ward. This in turn helps the child to work productively and pushes them in the path of success.

As discussed, adolescents are at the most crucial stage. Often considered as a stage of transition and stress, an adolescent faces a lot of tensions and frustrations. Especially in today's age of globalization where competition is prevalent in every field and area, the youth is in constant tension and battle to survive and to cater to the needs of the changing needs and demands of the society. Competitions are on the rise in every area and thus is a challenge and to overcome and survive, an adolescent has to have strong educational aspiration to be successful. In addition to this competitive era, sometimes the parents and the society becomes very demanding ignoring the needs, interests and capabilities of the child. This causes trauma, confusion and frustrations in the life of an adolescent which causes him to lose faith in his own capabilities and fail to set the right aspiration for himself. Thus, it becomes significant that parents give the right support and encouragement for the positive development of the child.

The role of education is inevitable in an individual's life and in the society. Education serves as a catalyst of social transformation and development and is the driving force to productivity in any society. It enables the individual to live life rightly and fully. It is in the period of adolescence where education starts playing its lead role. It is in this phase where an individual faces a lot of stress but it is also in this phase where an individual is enthusiastic and energetic to pursue his dreams and desires and make adjustments accordingly. In this phase, the parents and the teachers should thus take the utmost care and give proper guidance and encouragement to help them become successful.

5.2 Major Findings

The analysis and the interpretation of the study revealed the following findings.

5.2.1 Findings related to the level of Educational Aspiration among higher secondary school students in Kohima

1. Out of the 652 samples collected, the range is 166 with the maximum score of 315 and minimum score of 149.
2. The findings reveals that the mean score of Educational Aspiration of 652 higher secondary students in Kohima is 209.96 and the Standard Deviation (SD) is 15.872.
3. Average level for Educational Aspiration of higher secondary school students is 483 (74.08%)

4. Above average level for Educational Aspiration of higher secondary school students is 92 (14.11%)

5. Below average level for Educational Aspiration of higher secondary school students is 77 (11.81%)

6. Maximum of the higher secondary school students falls under average level of educational aspiration, i.e., 74.08%. The study found that majority of the higher secondary school students fall under the average level of educational aspiration. Considering the importance of aspiration in the educational arena and in life, guidance and motivation should be provided to each and every child alike to set the right set of aspirations and in accordance to their capabilities so that the educational aspiration set is achievable and attainable. Over setting the level of aspiration can lead to disappointments and so also under setting the level of aspiration would mean the throwing away of the potentiality of the student. Proper encouragement should thus be given to students so that they are guided to set the right level of aspiration that will help them to move forward towards success and fulfilment. The findings of the present study found that majority of the higher secondary school students falls under the average level of educational aspiration and the same finding was made by Bora (2021) who concluded that majority of the secondary students in Barpeta district of Assam have an average level of educational aspiration. Many students are usually disappointed due to previous failures or scoring of low grades and thus they tend to set lower aspirations for future goals. Also, some students are unaware on how to set target goals or to find ways to achieve the set goals which may result in setting of low educational aspiration or no aspiration at all. Lack of guidance in the educational arena and inability to provide proper scopes and horizons of the field students are studying in are also factors that fail the setting of aspiration as students are unable to find a definite reason or ray of opportunity as to why they need to set a target in their studies and education. This leads to blind studying without any set and definite aims and targets leading to low aspiration level.

5.2.1- a Findings related to Educational Aspiration mean scores of boys and girls higher secondary school students in Kohima

The study found that there is significant difference in Educational Aspiration mean scores of boys and girls higher secondary school students. The study found that the mean of girl students is 212.65 and the mean of boy students is

206.89 indicating that girl higher secondary school students possess higher level of educational aspiration. The same result was also concluded by George (2014) who in his study found that educational aspiration among higher secondary girl students is higher as compared to that of higher secondary boy students. The reason for this may be that girls are usually more self-disciplined and set academic goals and put effort into achieving these goals. Another reason may also be as scientifically proven that men have a shorter memory span as compared to women which may have an effect in their academics and works. Women today are evolving to take bolder steps and perform without restrictions in work spaces and this modern change in the attitude as well as the outlook may be one reason why girls are encouraged to set higher standards and goals and in turn perform better in many areas especially in education. The demand, the need and the want to be self-independent and not rely too much on the other gender later in life may be also be another reason for girl students to aspire higher wanting to achieve higher goals. The issue of gender equality is at spur in today's era and this can also be one reason as to why girl students are setting high educational goals so as to stand at par with the boy students. With women cracking elite examinations such as the recent declared UPSC 2022 results where three Naga women candidates were declared successful along with one male candidate serves as an exemplary encouragement to the younger generation especially girl students to aspire higher and set high goals. Even in the recent HSSLC examination girls are outdoing boys in their academic performances.

Educational Aspiration is positively related to Academic Achievement in many researches such as studies conducted by Naqvi and Khan (2018) who found that students with higher level of educational aspiration has higher academic level and performs better. The 2022 HSSLC result shows dominance by the girl students in examination conducted by NBSE, outperforming the boys in all the streams. The pass percentage of girls was 85.66% in Arts, 88.03% in Commerce and 93.07% in the Science stream against the boys' percentage of 70.80% in Arts, 78.71% in Commerce and 82.92% in the Science stream. In the top 10 list, 15 girls were featured in Arts stream against 3 boys and 9 girls in the Science stream against 7 boys. Only in the Commerce stream boys had a slight

edge with 8 in the list against 5 girls. In 2023 as well girls performed better than boys in the HSSLC result. In Arts, girls' pass percentage was at 86.27% against boys' pass percentage of 78.44%, in Commerce, girls' pass percentage was at 90.34% against boys' pass percentage of 82.51%, in science stream, girls' pass percentage was 90.39% against boys' pass percentage of 82.51%. The results of the past HSSLC results thus aligns with the findings of the present study that girl students have a higher aspiration level which helps them to achieve better and progressive results than the boy students comparatively.

5.2.1- b Findings related to Educational Aspiration mean scores on management (private and government) among higher secondary school students in Kohima

The study found that there is no significant difference in Educational Aspiration between private and government higher secondary school students. This finding is in contradiction to the findings of Kumar and Gupta (2014) who in their study found that private higher secondary school students had higher level of educational aspiration level as compared to government higher secondary school students. The finding of the present study is however in accordance to the finding of Chawla (2013) who found no significant difference in educational aspiration of private and government higher secondary school students. This may be due to the reason that in both the management students are equally aware and groomed and also are individually aware of their duties and responsibilities. Another reason may also be that irrespective of the type of management they are studying in, students have the same potential to set goals and standards and have the capability to achieve them as well if properly and rightfully encouraged and motivated. Students in both the private and government managements are individuals with distinct talents and potentials and are equally capable to attain good results if they are correctly monitored and groomed. This is proven in the analysis of 3 years, 2020-2022 results of the Higher Secondary Leaving Certificate Examination of Government and Private Higher Secondary Schools in Nagaland. It shows that Government schools in Nagaland are more or less at par while some are performing better than the private schools. The Government Higher Secondary Schools results in Arts and Science streams in the recent HSSLC results were competitive with private schools. In Commerce, government schools had a rate of 87.50% against private schools at 87.02%. In the last 3 years GHSSs have

bettered private schools twice in Commerce stream in 2020 and 2022. In Arts stream, clearance rate of GHSSs in 2022 was 81.39% against 88.70% of Private schools while in the Science, the former secured 87.64% against the latter's score of 92.00%. This positive result continued in 2023 HSSLC results where government schools performed at par and at equal footing with the private schools and in some cases outperforming their private counterparts.

5.2.1- c Findings related to Educational Aspiration mean scores on stream (Arts and Science) among higher secondary school students in Kohima

✚ The study found that there is significant difference in Educational Aspiration between the Arts stream and Science stream. The study found that the mean of arts students is 211.02 and the mean of science students is 207.79 indicating that arts/commerce higher secondary school students possess higher level of educational aspiration. One of the most probable reasons of this may be parental pressure. In some cases, parents instead of appreciating the choice of their ward force their ward to choose the science stream which later serves as a problem and hurdle to the child when he/she scores lesser marks discouraging him/her further. Another reason may also be due to the reason that most Nagas have the notion that Arts stream has more scopes and job opportunities as compared to science stream which demotivates the students and also stresses them.

Another reason may also be that students are only made to focus on limited examinations in science stream after a certain class which causes the students to feel as though they have limited job opportunities thus lowering their educational aspiration due to lack of the right encouragement and information. It may also be that certain science courses and related studies for higher education, courses and trainings are not available in Nagaland and due to this lack of colleges, institutions, infrastructure and others, it creates a barrier for many students who are discouraged as well to aspire and go for higher studies and courses. One major reason may be also due to the reason that most Naga parents have the stigma that Science and Mathematics related subjects are tougher and due to this fear and stigma are unable to groom and direct their ward correctly unable to help and guide them. Due to this already instilled fear, parents feel as though they are incapable to teach their ward and adversely

neglecting their role as parents to support their ward and rely hugely on tuitions alone. Another reason is the lack of proper and limited knowledge about the scope and job opportunities of the concerned streams. Due to this lack of knowledge and uniformed nature, students themselves are left with limited choices and limited scopes in the science stream which adversely has an effect on their educational aspiration and goals. Another probable reason may be that some students regret the choice of stream they made but is unable or unwilling to make changes which makes them less motivated lacking in aspiration. One probable reason for lower aspiration among science stream may be the community's or the society's attitude toward the particular stream deeming it as a tougher stream with limited scope which in the course of time may discourage the student to aspire high. Another reason may be due to the past experiences which as discussed plays a vital role as a determinant in the levels of aspiration of a student. The inability to perform well or score good grades in the earlier tests or exams may have also posed as a discouraging factor that hampers the aspiration level of the student.

5.2.2 Findings related to the level of Perceived Parental Encouragement among higher secondary school students in Kohima

1. Out of the 652 samples collected, the range is 178 with the maximum score of 396 and minimum score of 218.
2. The findings reveals that the mean score of Perceived Parental Encouragement of 652 higher secondary students in Kohima is 317.49 and the Standard Deviation (SD) is 30.041.
3. Extremely High level for Perceived Parental Encouragement of higher secondary school students is 379 (58.13%)
4. High level for Perceived Parental Encouragement of higher secondary school students is 175 (26.84%)
5. Above average level for Perceived Parental Encouragement of higher secondary school students is 77 (11.81%)
6. Average level for Perceived Parental Encouragement of higher secondary school students is 20 (3.07%)
7. Below Average level for Perceived Parental Encouragement of higher secondary school students is 1 (0.15%)

8. Low and Extremely Low level for Perceived Parental Encouragement of higher secondary school students have both 0 (0%) each. Thus, no higher secondary school students fall under the Low and Extremely level of Perceived Parental Encouragement.

9. Maximum of the higher secondary school students falls under Extremely High level of Perceived Parental Encouragement, i.e., 58.13% indicating the high involvement and encouragement of parents in the academics and education of their ward. This may be due to the reason that in today's era, most parents have realized the importance of education and wants their ward to achieve maximum level of education and secure good marks and grades. There may be a sense of competition even among parents regarding the marks and grades of their children which engages them to involve in the academics of their ward, encouraging and motivating them.

5.2.2- a Findings related to Perceived Parental Encouragement mean scores of boys and girls among higher secondary school students in Kohima

✚ The study found that there is no significant difference in Perceived Parental Encouragement between boys and girls higher secondary school students. This finding is in contradiction to the finding of Arora and Bala (2016) who found that higher secondary boy students possess average level of parental encouragement whereas girl students have a higher level of parental encouragement. Srilavanya and Karnan (2018) on the other hand found that girl students possess higher level of parental encouragement as compared to boy students. The finding of the present study however is in accordance with the finding of Lilu and Damini (2022) who in their study in Chandigarh also found no significant difference among adolescent boys and girls relating to their perceived parental encouragement. The finding of the present study that there is no significant difference in perceived parental encouragement between boys and girls higher secondary school students may be due to the reason that most Naga families treat both the son and daughter with equality and provide the same level of encouragement without much distinction or differentiation among the genders. With modernity and revised thoughts, most Naga parents favour both genders equally and encourages their ward to excel academically irrespective of their gender.

5.2.2- b Findings related to Perceived Parental Encouragement mean scores on management (private and government) among higher secondary school students in Kohima

✚ The study found that there is significant difference in Perceived Parental Encouragement between private and government higher secondary school students. The study found that the mean of private higher secondary students is 319.89 and the mean of government higher secondary students is 307.16 indicating that private higher secondary school students possess higher level of Perceived Parental Encouragement. This finding is in accordance to the finding of Bashir and Majeed (2016) who in their study concluded adolescent girls from private schools possess higher level of parental encouragement as compared to adolescent girls from government schools. Srilavanya and Karnan (2018) also in their findings concluded that students from private aided schools possess higher level of parental encouragement. The result of the present finding may be due to the reason that many students enrolled in government schools are usually away from their parents and families and are with another family due to varied reasons such as parents staying in villages, families sending their ward as a helper to another family, unstable economic family situations forcing the ward to be with another family etc. in such scenario the ward do not get the needed encouragement and motivation from the person or family they are staying with. One probable reason may also be that most of the students enrolled in government schools have illiterate or uneducated parents who lack to give the proper guidance or positively participate in their ward's academics and education. The present 2023 HSSLC result, in the Arts stream, the difference was 5.49% points (84.21% for GHSS and 89.70% for private schools). In the science stream, the difference was 5.59% points and in commerce stream, the pass percentage for GHSS stood at 90.98% compared to 91.61% for private schools. Though over years the students from government schools have started to be at par with students from private schools, there is still room for progress and parents along with educators need to focus on the lacking areas in government schools and also take the necessary steps to groom their wards and students to excel irrespective of the schools they are in.

5.2.2- c Findings related to Perceived Parental Encouragement mean scores on stream (Arts and Science) among higher secondary school students in Kohima

✚ The study found that there is no significant difference in Perceived Parental Encouragement between the Arts stream and Science stream. This may be due to the reason that most parents equally motivate and encourage their ward irrespective of the stream they are in.

5.2.3 Findings related to the correlation of Educational Aspiration score and Perceived Parental Encouragement score among higher secondary school students

✚ T he study observes that Educational Aspiration and Perceived Parental Encouragement are positively correlated. This finding is in accordance to the findings of Bashir and Bashir (2016), Pindar and Singh (2021), Madeeha et al. (2022) and Sengonul (2022) who all found a positive correlation among Educational Aspiration and Perceived Parental Encouragement. McDill and Coleman (1965), in their study also concluded that parents' encouragement crucially affects the educational aspiration of an adolescent. Just as the finding shows that parental involvement and parental encouragement plays a role in promotion of high aspiration and high expectation among students, the involvement of parents at home and in school, providing positive feedback and encouragement and support enables a student to set and maintain high aspiration serving as an important factor in the academic and educational success of the child. Positive encouragement from parents is a key factor that motivates the ward to set high aspirations for himself and encourages him to excel and do better academically. The parental encouragement plays a crucial role in heightening the educational goals of a student as found in the present study and in the many studies conducted by different researchers as well.

5.3 Educational Implications

✚ The present study's findings revealed a positive correlation between Educational Aspiration and Perceived Parental Encouragement among higher secondary school students which shows that parents' encouragement plays an important factor and acts as a driving force for motivation to aspiring students. The study thus reveals the importance of parents' involvement and

encouragement in the educational arena of their wards so that the right and motivated education be provided to the adolescents that need the maximum guidance and nurturing. As opined by Steinberg et al. (1992) that parental encouragement has high possibility to promote adolescent success especially in academics, this should serve as a reminder and a base in guiding the adolescent and encouragement from the parents.

✚ The study found that majority of the higher secondary school students fall under the average level of educational aspiration. It has become the need of the hour to boost adolescents to aspire higher educationally as education is crucial to carry forward the society. The inability to boost the educational aspiration of the student not only affects the educational growth and development but also adversely affects the overall development of the society's productivity. Thus, the parents, teachers, educators, community etc. should be involved to help motivate and encourage the adolescent to aspire high educationally. Positive reinforcements should be adopted at home and at school so that failure should not be a discouraging factor for the adolescent. Also, the family and school should continue to shower guidance and counselling on the various courses and fields which will help the students to look further and choose careers and occupations that are favourable and in tune to what they are studying.

✚ The study also reveals that higher secondary school students from government has a lower level of Perceived Parental Encouragement as compared to those students from private management schools. This calls onto the educators and parents especially from the government managed schools to not neglect the well-being and the education of the ward and to continue to encourage them to excel. In many cases and scenario students from government schools are not given the proper care and guidance due to varied multiple reasons and these ignorance and avoidance on the part of government school educators and parents and family that enrolls their ward in government schools should be in check so that students be groomed, guided and encouraged accordingly so that their potentials can be reached. As the present study shows a positive correlation between educational aspiration of a student with parental encouragement, parents, especially whose wards are in the government schools can encourage and motivate their wards even further. The present 2023 HSSLC result, in the

Arts stream, the difference was 5.49% points (84.21% for GHSS and 89.70% for private schools). In the science stream, the difference was 5.59% points and in commerce stream, the pass percentage for GHSS stood at 90.98% compared to 91.61% for private schools. Though over years the students from government schools have started to be at par with students from private schools, there is still room for progress.

✚ The study reveals that girl higher secondary school students possess higher level of educational Aspiration as compared to boy higher secondary school students. As the subject of gender equality is of utmost importance in every arena, both the gender should be guided and motivated equally to excel academically. In Nagaland's context, if we take a look at the recent HSSLC results girl students have performed better time and again each year. The 2022 HSSLC result shows dominance by the girl students in the HSSLC examination conducted by NBSE, outperforming the boys in all the streams. The pass percentage of girls was 85.66% in Arts, 88.03% in Commerce and 93.07% in the Science stream against the boys' percentage of 70.80% in Arts, 78.71% in Commerce and 82.92% in the Science stream. In the top 10 list, 15 girls were featured in Arts stream against 3 boys and 9 girls in the Science stream against 7 boys. Only in the Commerce stream boys had a slight edge with 8 in the list against 5 girls. In 2023 as well girls performed better than boys in the HSSLC result with girls' pass percentage at 86.26% against boys' pass percentage of 78.44% in Arts, girls' pass percentage at 90.34% against boys' pass percentage of 82.47% in Commerce, girls' pass percentage at 90.39% against boys' pass percentage of 82.51% in Science stream. The results of the past HSSLC results thus aligns with the findings of the present study that girl students have a higher aspiration level which helps them to achieve better and progressive results than the boy students comparatively.

✚ As mentioned that adolescents are at the 'threshold' of their life, parents needs to work at par and hand-in-hand with the school teachers and educators tackling the varied problems faced by today's adolescents and as education is the key to progress and prosper, each child with the support of both the parents and teachers should be guided properly and carefully so that the child can aspire higher and do better as the study reveals that higher the level of parental

involvement and encouragement, higher is the aspiration level of the adolescents.

- ✚ The study throws light on the importance of parent's guidance, involvement and encouragement in rightfully building up a child especially in the life of an adolescent. Schools should also make it their aim and objective to involve parents' participation in the educational field of the students so that a fruitful collaboration is developed between home and school and the gap is removed so that the child can feel at ease to study with parents keeping in track the progress of their ward. A healthy relationship between home and school will support both the well-being of the child and also the educational process.
- ✚ India aims to achieve a Gross Enrolment Ratio (GER) of 50% at the higher education level by 2035 and this goal can only be achieved when the educational problems are tackled and right steps are taken in all the different states so that students are supported and encouraged to aspire high and venture onto higher education which will yield better improved human capital.
- ✚ For a 'quality' education as envisioned by the NEP-2020, education in higher secondary schools should be a joint effort from the parents, teachers, students, school authorities and stakeholders, the government and the community as a whole. Parents are not to be excluded from the educational process considering their importance and role in the educational process of the student.

5.4 Suggestions for further research

- ✚ The present study was conducted on 652 higher secondary school students of Kohima. A similar study can be conducted on a larger scale with larger sample.
- ✚ A similar study can also be conducted on all the other districts of Nagaland as the present study was focused only on Kohima district.
- ✚ As the present study focused on the NBSE schools, a similar study can be carried out even in CBSE schools and draw a comparative study.
- ✚ The present study focuses only on higher secondary school students so a similar study may be carried out among degree students or on student-teacher trainees.
- ✚ The present study is limited to a very few variables. More variables like academic achievement, psychological well-being, intelligence etc. can be taken to widen the scope of the study.

- ✚ The present study focuses on the role of Perceived Parental Encouragement in Educational Aspiration. Further study can focus on the role of psychological well-being, teachers and even psychologists to widen the scope of the study.

5.5 Conclusion

The present study reveals a positive correlation between Educational Aspiration and Perceived Parental Encouragement of higher secondary school students in Kohima district. This gives support to the fact as much as aspirations are important in student's life to excel and perform better, these aspirations and goals need to be guided, motivated and encouraged by the first teachers of a child- the parents. Parents need to guide and drive their ward positively so that their wards can excel fruitfully and realize their potentials and strengths so that they can be positive contributors to the society in the long run. With education as the forerunner and the key in today's era, each child should be given the proper and the adequate guidance so that they do not waste their life or go haywire with their studies and potentialities. For this, parents should step in and continuously be a guide and a support system for their ward so that they not feel abandoned or 'anchorless' in a world of massive competition. Children of today are tomorrow's future and runner and thus it is vital that they be groomed in ways that they not only are trained to score better marks but be substantial and be sustainable with whatever is being taught to them. Parents are the first teachers that a child meets and they know their ward in and out with their strengths, weaknesses and potentialities. With these valuable insights of their wards, they can tactfully guide them to achieve to their maximum and bear fruitful results with timely encouragement and motivation while side by side enabling their wards to also make potential decisions and grow independently. A constructive kind of encouragement and involvement from parents is crucial for a child to grow and excel positively.

Adolescence is considered a peculiar period of human life and though they are in many cases independent to make free choices, it also cannot be denied that they are at risk of making the wrong choices influenced by peers and many other factors. If their potentials are rightly channeled to the right purposes and goals, they can fruitfully excel but a wrong step or abandoning at this stage may forever ruin a life with no repair. Teachers alone cannot tackle to understand and guide adolescents as during this phase. Internally, they long for love, care and guidance from the parents

but fail to seek for it due to the mental and emotional transitions that takes place. They refuse to be needy and want to portray as though they can handle and be independent yet they are at the crossroad of life where maximum and tactful guidance is at the peak. Once a child is rightfully encouraged and guided in the adolescent phase, there are chances that the individual will not lose his way. The higher secondary schooling stage is where a child first steps into the adolescent phase and thus needs maximum boost from parents and teachers so that they set high yet attainable aspiration for themselves according to their potentialities. Once this step is floored, parents should in time carefully motivate and push the adolescent so that the child is not pushed to frustration and depression which are common pools that an adolescent can drown into without the right support and guide. As the present study reveals, the role of parents cannot be ignored but are vital for the adolescent to excel academically and aspire positively.

As the study reveals that students from government schools have lower level of parental encouragement, this is also evident in the comparatively lower performance of government schools though over time, we see improvement in their results. The study points out to the need that government school educators need to educate the need and importance of parents' involvement and encouragement in the life of their wards not just educationally but in all spheres. The findings of the study also call for a joint effort among the school and parents to work hand in hand so that the burden of educating the student is not one-sidedly taken up by a single hand but collaboratively worked upon to yield the best results from the child. The several problems of a growing child and an adolescent need to be highlighted to parents so that they are made aware of their actions, words and their involvement that can leave a positive or a negative impact in their ward's life.

The study also reveals that higher secondary school boys have lower level of educational aspiration as compared to higher secondary girls and this may because boys are considered to be more reckless and easily distracted and thus parents should make it a point to not neglect either of the gender and provide maximum guide and encouragement irrespective of the gender. Many studies shows that boys have lower level of educational aspiration than girls. One such result was also found by Dai (1996) and this may also be due to the reason that usually girls receive more attention, care and nurturance at home when compared to boys. This factor should

be taken into consideration that both the gender at the adolescent stage needs equal encouragement and guidance so that their interest in education be maintained and motivated.

The aspiration of parents and their expectations for their ward plays a vital role in building up the motivation level and the aspiration level of their ward. We see that in today's world, most parents have started to realize this and plays their role positively in the academics and other areas of their ward. Parents play a crucial role in educational aspirations of their ward and it is rightly stated that parents are the backbone of the individual's life. As studied by Geckova et al. (2010), parents and school play a role in the educational aspiration of the child. A study by Cabrera and Nasa (2000) concluded that consistent encouragement from parents results in sustainability of post- secondary educational aspiration which aligns with the findings of the present study that higher level of perceived parental encouragement leads to higher educational aspiration.

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PLAGIARISM REPORT



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SAMPLE PERMISSION LETTER

**NAGALAND UNIVERSITY
DEPARTMENT OF TEACHER EDUCATION, KOHIMA CAMPUS,
MERIEMA**

To,

Date:

The principal,

.....,

Kohima: Nagaland.

**Sub: NU-DTE-M.PHIL.-Dissertation- Data Collection- Permission-
Requesting- Reg.**

Sir/ Madam,

I am Ketshunuo, a student of Department of Teacher Education and pursuing my M.Phil. degree for which I am doing my Dissertation on the topic entitled, **“Educational Aspiration of Higher Secondary School Students in relation to their Perceived Parental Encouragement”** under the guidance of **Dr. M. Rajendra Nath Babu**, Dept. of Teacher Education, NU. As subject cited above and as per the University regulations, Dissertation is a part of M.Phil. degree and is mandatory. In this regard I am requesting your benevolent authority to permit me to collect data from Class 12 students. I will follow all the ethical aspects for the data collection and dissertation work.

I request your kind authority to permit me which will enable me to complete my data collection in the stipulated time.

Thanking you.

Yours faithfully,

Sd/-

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INSTRUCTIONS AND PERSONAL DATA SHEET

Instructions

PART A: EDUCATIONAL ASPIRATION SCALE (EAS)

Please fill up the following information:

1. Name:
2. Class
3. Stream:
4. Age:
5. School:
6. Gender: Boy ☐ Girl ☐
7. Management: Private ☐ Government ☐

INSTRUCTION

Read the given 55 statements carefully relating to your educational aspiration. There are five options for your response such as Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree. You are to choose the one option for each statement which best describes your state. Kindly mark the statements with sincerity. Your responses will be strictly kept confidential. Your cooperation and honesty will be appreciated.

PART B: PARENTAL ENCOURAGEMENT SCALE (PES)

INSTRUCTION

Read the given 80 statements carefully relating to your parental encouragement. There are five options for your response such as Always, Most Often, Frequently, Sometimes and Never. You are to choose the one option for each statement which best describes your state. Kindly mark the statements with sincerity. Your responses will be strictly kept confidential. Your cooperation and honesty will be appreciated.

TOOLS

PART A: EDUCATIONAL ASPIRATION SCALE

Sr. No.	STATEMENTS	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	Working hard helps in achieving educational goals.					
2	I desire to go to university for higher studies.					
3*	I think my parents will not dominate my ambitions.					
4*	School environment does not influence educational aspirations					
5	I want to achieve self-respect through education.					
6	Through education I want to enlighten myself.					
7	I want to prove my calibre through education.					
8*	Aspiration is not a proof to show efficiency on education.					
9	I aspire to win my educational targets.					
10	My desire is to get education for bright future.					
11*	Education does not help me to enlighten others.					
12*	Education cannot remove inferiority complex in me.					

Sr. No.	STATEMENTS	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
13	I want to become responsible citizen through education.					
14*	My education does not help me to solve my problems.					
15*	Education is not responsible for drawing respect to my family.					
16*	Education cannot make me modern.					
17	Education will give solution to societal problems.					
18	Education helps to understand the norms and traditions of society.					
19*	Education does not create awareness towards the importance of money.					
20	Education helps to remove barriers in the path of success.					
21	I want to become independent with education.					
22*	Educational Aspiration does not help me to save time and energy.					
23*	Education will not help me to meet expenses of life.					
24	Education helps me in better placement.					
25*	Education cannot give me satisfaction.					
26*	Education cannot fulfil my thirst for knowledge.					
27*	Education will not help me to lead the group of people.					

Sr. No.	STATEMENTS	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
28	Education will help to uplift economic condition of my family.					
29*	Education does not help me to improve the quality of my work.					
30*	Education will not help me to perform my duties well.					
31	Education helps me to find my strength and weakness.					
32*	Through my education, I cannot influence others.					
33	Education is influenced by the mental health of a person.					
34*	Education will not ensure stability in life.					
35	Education brings self-confidence in me.					
36*	I think my parental income will not influence my educational aspiration.					
37	Educational Aspiration is influenced by social surrounding.					
38*	Educational Aspiration does not vary from gender to gender.					
39	Educational Aspiration is based on the ability of individual.					
40*	Education will not determine my lifestyle.					
41	I believe internet, television, newspaper plays an important role in building Educational Aspiration.					

Sr. No.	STATEMENTS	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
42*	Education will not save me from injustice.					
43	Educational Aspiration helps me to get mastery over the subject.					
44*	Parents' qualification does not influence on Educational Aspiration.					
45	Family status influences Educational Aspiration.					
46	Health conditions of an individual influences educational Aspiration.					
47	Educational Aspiration can be achieved with strong will power.					
48	Educational Aspiration depends upon the attitude of an individual.					
49	Education will help in development of all-round personality.					
50	Percentage of mark influences Educational Aspiration.					
51	Area to which individual belongs influences Educational Aspiration.					
52	Success is the path to make educational aspiration stronger.					
53	Educational Aspiration clears the focus of life.					
54*	Education will not ensure stress-free life.					
55*	Education will not enable to accept challenges of life.					

PART B: PARENTAL ENCOURAGEMENT SCALE (PES)

Sr. NO.	Statements	Always	Most Often	Frequently	Sometimes	Never
1	My parents provide me with books of my choice.					
2	My parents encourage me to do what they could not do.					
3	My parents take interest in my hobbies.					
4	My parents encourage me to contact people.					
5	My parents take me to films shows.					
6	My parents appreciate my out of pattern ideas.					
7	My parents allow me to go for school trips and excursions etc.					
8	My parents feel pleasure in accompanying me to fairs, exhibitions etc.					
9	My parents like me to take part in games after school hours.					
10	My parents try to explain to me whatever I enquire about.					
11	My parents allow me to take part in co-curricular activities of the school.					
12	My parents permit me to mix freely with good children.					
13	My parents encourage me to make more efforts in the events of my failure.					

Sr. No.	STATEMENTS	Always	Most Often	Frequently	Sometimes	Never
14	My parents assign important works to me.					
15	My parents buy for me educational games and other play materials.					
16	My parents ask me about my home assignments.					
17	My parents worry about my future.					
18	My parents take interest in solving my problems.					
19	My parents appreciate me when I get good marks.					
20	My parents give me reward on my success.					
21	My parents enquire from me about my needs.					
22	My parents make an enquiry about the complaint lodged by the school authorities.					
23	My parents go to see my games and other co-curricular activities.					
24	My parents expect success from me in every walk of life.					
25	My parents present before me the high ideals of life.					
26	My parents get angry whenever I go out without informing them.					
27	My parents take part in parent-teacher associations.					

Sr. No.	Statements	Always	Most Often	Frequently	Sometimes	Never
28	My parents see my progress report very thoroughly.					
29	My parents try to know about my weaknesses from my school teachers.					
30	My parents try to make congenial environment in home for my study.					
31	My parents do not go to see movies during my examination days.					
32	My parents keep watch on my friend circle.					
33	My parents punish me for disobedience.					
34	My parents become unhappy whenever I refuse to go to school.					
35	My parents are happy to see my cent-per-cent attendance.					
36	My parents do not disturb me when I am doing my home assignments.					
37	My parents become angry whenever I skip class.					
38	My parents become disappointed when I do not get marks according to their expectations.					
39	My parents become happy when my teachers appreciate me.					
40	My parents provide me with newspapers, magazines and other books of general knowledge.					

Sr. No.	Statements	Always	Most Often	Frequently	Sometimes	Never
41	After school, whenever I do not reach home in time, my parents become anxious.					
42	My parents become dissatisfied when I get lesser marks in comparison to the previous one.					
43	My parents show satisfaction when I secure more marks in comparison to the previous examinations.					
44	My parents scold me whenever I misbehave with my teachers or classmates.					
45	My parents discourage me from using unfair means in examinations.					
46	My parents encourage me for good and intelligible hand-writing.					
47	My parents provide me with nutritive and balanced diet.					
48	My parents contact my teachers time to time to enquire about my progress.					
49	My parents give my school dues in time.					
50	My parents help me in the selection of subjects.					
51	My parents get angry whenever I refuse to appear in the examination.					
52	My parents encourage me to participate in different types of competition.					
53	My parents encourage me to see educational programmes in television.					

Sr. No.	Statements	Always	Most Often	Frequently	Sometimes	Never
54	My parents behave very affectionately with my friends.					
55	My parents introduce to me the ideal leaders in the field of arts, science, literature and history etc.					
56	My parents look after me during my sickness.					
57	My parents recognize me as an important member of the family.					
58	My parents encourage me to be punctual.					
59	My parents me to be an honest and dutiful officer.					
60	My parents encourage me to perform challenging tasks.					
61	My parents encourage me to opt subjects according to my ability and choice.					
62	My parents expect me to be an ideal student.					
63	My parents don't scold me before my youngsters or friends.					
64	My parents inform me about the different types of competitive examination.					
65	My parents suggest me to removed my short-comings.					
66	My parents encourage me for self-study.					

Sr. No.	Statements	Always	Most Often	Frequently	Sometimes	Never
67	My parents encourage me to go to library.					
68	If I am weak in any subject, my parents either themselves try to teach me or manage a tutor.					
69	My parents send me to school in time.					
70	My parents try to cultivate good habits in me.					
71	My parents provide me with neat and clean clothes.					
72	My parents feel proud of my success.					
73	I get refreshment when I get home.					
74	My parents provide separate place for my study.					
75	My parents adopt sympathetic attitude towards my faults.					
76	My parents expect that I should respect my teachers.					
77	My parents expect me to lead a disciplined life.					
78	My parents encourage me to keep my books neat and clean.					
79	My parents pay attention towards my health.					
80	My parents encourage me to obey the rules and regulations of the school.					

RAW SCORE

Sl.No.	Stream	Gender	Management	EAS Score	PES Score
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5	1	2	1	198	327
6	1	2	1	213	290
7	1	2	1	212	307
8	1	2	1	204	271
9	1	2	1	215	235
10	1	2	1	211	297
11	1	2	1	234	224
12	1	2	1	204	315
13	1	2	1	217	321
14	1	2	1	219	288
15	1	2	1	220	328
16	1	2	1	228	326
17	1	2	1	199	286
18	1	2	1	203	307
19	1	2	1	221	326
20	1	2	1	224	345
21	1	2	1	243	345
22	1	2	1	218	298
23	1	2	1	266	344
24	1	2	1	216	302
25	1	2	1	220	327
26	1	2	1	225	333
27	1	2	1	199	290
28	1	2	1	221	377
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31	1	2	1	213	350
32	1	2	1	224	350
33	1	2	1	215	325
34	1	2	1	205	343
35	1	2	1	233	298
36	1	2	1	225	377
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46	1	1	1	198	306
47	1	1	1	206	338
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77	1	1	1	201	290
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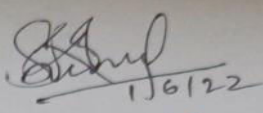
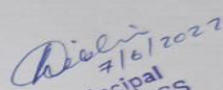
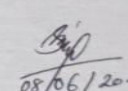

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608	2	1	2	223	314
609	2	1	2	218	304
610	2	1	2	208	321
611	2	1	2	233	316
612	2	1	2	206	361
613	2	1	2	208	384
614	2	2	2	207	278
615	2	2	2	213	358
616	2	2	2	192	264
617	2	2	2	200	275
618	2	2	2	211	297
619	2	2	2	207	310
620	2	2	2	212	296
621	2	2	2	219	275
622	2	2	2	203	310
623	2	2	2	222	341
624	2	2	2	206	264
625	2	2	2	223	332
626	2	2	2	189	332
627	2	2	2	217	306
628	2	2	2	225	332
629	2	2	2	221	323
630	2	2	2	203	367
631	2	2	2	221	340
632	2	1	2	199	266
633	2	1	2	222	283
634	2	1	2	206	304
635	2	1	2	228	254
636	2	1	2	230	290
637	2	1	2	212	298
638	2	1	2	210	282
639	2	1	2	197	330
640	2	1	2	204	298
641	2	1	2	208	275

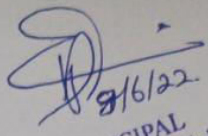
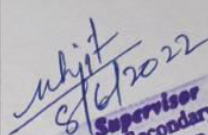
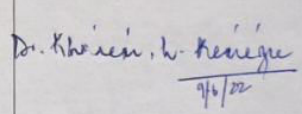
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643	2	1	2	211	299
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645	2	1	2	199	311
646	2	1	2	204	267
647	2	1	2	188	325
648	2	1	2	183	303
649	2	1	2	199	298
650	2	1	2	216	299
651	2	1	2	227	256
652	2	1	2	232	310

List of Schools Visited

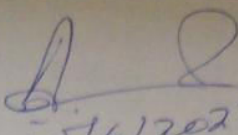
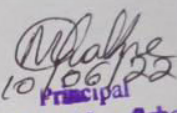
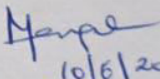
Annexure: List of schools visited

SL. NO.	NAME OF THE SCHOOL	ADDRESS	DATE	SIGNATURE (DATE AND SEAL)
1.	T.M. Govt. Higher Secondary School	Billy Graham Road, Knewliepou	01/06/2022	 Vice Principal T.M Govt. Hr. Sec. School Kohima : Nagaland
2.	DR. N. KIRE GOVT. HIGHER SEC. SCHOOL	D. KHEL, NEAR CHEDEMA SBI	07/06/2022	 Vice-Principal Dr. N. Kire, GHSS Kohima
3.	MOUNT HERMON HIGHER SECONDARY SCHOOL.	KENVOZOU	08/06/2022	 08/06/2022  PRINCIPAL HIGHER SECONDARY SCHOOL


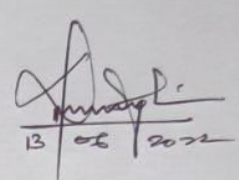
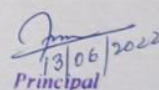
Annexure: List of schools visited

SL. NO.	NAME OF THE SCHOOL	ADDRESS	DATE	SIGNATURE (DATE AND SEAL)
4.	ORIENTAL COLLEGE	D. KHEL, KOHIMA VILLAGE	08/06/2022	 8/6/22 PRINCIPAL Oriental College, Kohima
5.	BAPTIST HIGH, KOHIMA	MISSION COMPOUND, KOHIMA	8/6/2022	 8/6/2022 Supervisor Hr. Secondary Baptist High. Mission Compound Kohima, Nagaland-797001 Mobile# 9774931225
6.	NORTHFIELD SCHOOL	KHIKHA, NATIONAL HIGHWAY 61, KOHIMA	09/6/2022	 9/6/22 DR. KHRIESI L. KESIEZ PRINCIPAL Northfield, Khikha : Kohima PR/5250/16

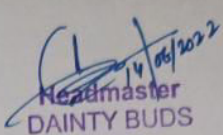
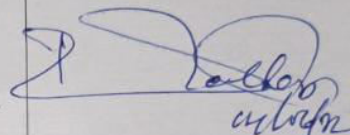
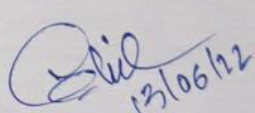
Annexure: List of schools visited

SL. NO.	NAME OF THE SCHOOL	ADDRESS	DATE	SIGNATURE (DATE AND SEAL)
7.	CHANDMARI HIGHER SEC. SCHOOL	CHANDMARI COLONY, KOHIMA	10/06/2022	 10/6/2022 Principal Chandmari Higher Secondary School Kohima S.R.N.-3010
8.	MODEL HIGHER SEC. SCHOOL	LOWER A.G. COLONY, KOHIMA	10/06/2022	 10/06/22 Principal Model H.S. School Kohima
9.	MEZHUR HIGHER SEC. SCHOOL	MIDLAND COLONY, KOHIMA	10/06/2022	 10/6/2022 Principal Mezhur Higher Secondary School Kohima : Nagaland

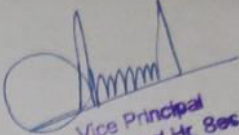

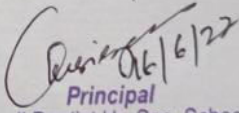
Annexure: List of schools visited

SL. NO.	NAME OF THE SCHOOL	ADDRESS	DATE	SIGNATURE (DATE AND SEAL)
10.	FERNWOOD SCHOOL	AGRI FOREST COLONY, KOHIMA	13/06/2022	 Principal Fernwood School Kohima
11.	MINISTERS' HILL BAPTIST HIGHER SEC. SCHOOL	MINISTER HILL COLONY, KOHIMA	13/06/2022	 Principal Ministers' Hill Baptist Higher Secondary School, Kohima : Nagaland
12.	LITTLE FLOWER HIGH. SEC. SCHOOL	NEW MINISTERS HILL, KOHIMA	13/06/2022	 Principal Little Flower Hr. Sec. School Kohima, Nagaland-797001 SRN/RR/3006/03

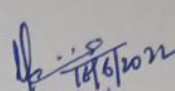
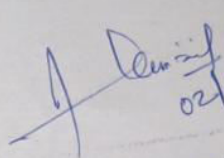
Annexure: List of schools visited

SL. NO.	NAME OF THE SCHOOL	ADDRESS	DATE	SIGNATURE (DATE AND SEAL)
13.	DAINTY BUDS SCHOOL	WARD NO.14 OLD MINISTER'S HILL, KOHIMA	14/06/2022	 Headmaster DAINTY BUDS KOHIMA RR/5177/14
14.	MOUNT SINAI HIGHER SEC. SCHOOL	NEAR BAPTIST CHURCH, OLD MINISTER HILL, MOHON KHOLA, KOHIMA	14/06/2022	 Principal Mount Sinai Hr. Sec School Kohima : Nagaland
15.	HOLY FAMILY HIGHER SEC. SCHOOL	Loverdg Road Kohima	14/06/2022	 Principal Holy Family Higher Secondary School Kohima, Nagaland

Annexure: List of schools visited

SL. NO.	NAME OF THE SCHOOL	ADDRESS	DATE	SIGNATURE (DATE AND SEAL)
16.	ST. MARY'S CATHEDRAL HIGHER SEC. SCHOOL	LERIE COLONY, KOHIMA	15/06/2022	 Vice Principal St. Mary's Cathedral Hr. Sec. School Lerie Kohima Nagaland - 797001
17.	LOYOLA HIGHER SEC. SCHOOL	JAKHANA, NAGALAND	15/06/2022	 Principal LOYOLA HR. SEC. SCHOOL P.B.-17, KOHIMA NAGALAND-797001
18.	KHEDI BAPTIST HIGH. SEC. SCHOOL	L. KHEL, KOHIMA VILLAGE	16/06/2022	 Principal Khedi Baptist Hr. Sec. School Kohima : Nagaland SRN - 5010

Annexure: List of schools visited

SL. NO.	NAME OF THE SCHOOL	ADDRESS	DATE	SIGNATURE (DATE AND SEAL)
19.	MODERN COLLEGE	PORTERLANE, DZINÜRÜ KOHIMA	16/06/2022	 Principal Modern Hr. Sec. School
20.	GOVERNMENT HIGHER SEC. SCHOOL, JOTSOMA	PHEZO, JOTSOMA	2/08/2022	 Vice Principal Govt. Hr. Sec. School Jotsoma