

**OCCUPATIONAL ASPIRATION OF HIGHER SECONDARY
SCHOOL STUDENTS OF NAGALAND IN RELATION TO
ACADEMIC ACHIEVEMENT MOTIVATION AND EMOTIONAL
MATURITY**

*Thesis Submitted to Nagaland University in Partial Fulfilment of the
Requirement for the Degree of Doctor of Philosophy in Education*



By

SANGEETA KUMARI

Regn No: Ph.D./TED/00402

UNDER THE SUPERVISION OF

Prof. Pradipta Kumar Pattnaik

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Nagaland University, Kohima Campus

DEPARTMENT OF TEACHER EDUCATION

NAGALAND UNIVERSITY

KOHIMA CAMPUS, MERIEMA, KOHIMA, NAGALAND

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CERTIFICATE

This is to certify that **Ms. Sangeeta Kumari**, bearing Registration No **Ph.D./TED/00402** from the Department of Teacher Education, Nagaland University, has completed her Ph.D. Thesis entitled “**Occupational Aspiration of Higher Secondary School Students of Nagaland in Relation to Academic Achievement Motivation and Emotional Maturity**”, under my supervision and guidance.

This is her original work and has not been submitted earlier in part or in full, for award of any degree at any other university or institution. The thesis is fit for submission for the award of the Degree of Doctor of Philosophy in Education.

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DECLARATION

I, **Sangeeta Kumari**, hereby declare that this Thesis entitled “**Occupational Aspiration of Higher Secondary School Students of Nagaland in Relation to Academic Achievement Motivation and Emotional Maturity**” is a result of my own original research work prepared under the supervision of **Prof. Pradipta Kumar Pattnaik**, Department of Teacher Education, Nagaland University. All the sources I have used in my work have been properly acknowledged. I further declare that to the best of my knowledge, this thesis has not been submitted earlier in part or in full, for the award of any degree at any other university or institution.

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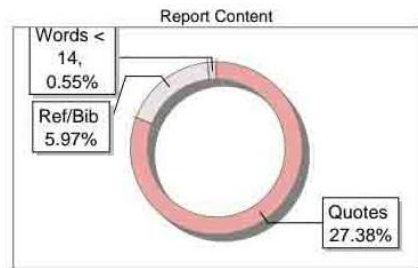
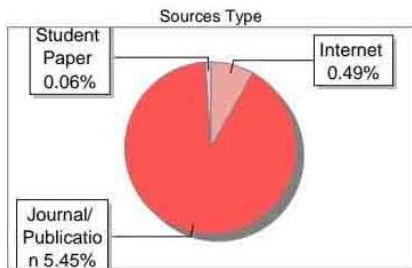
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List of Abbreviations Used

- i. AA : Academic Achievement
- ii. AAM : Academic Achievement Motivation
- iii. AM : Achievement Motivation
- iv. ANOVA : Analysis of Variance
- v. ASCI : Adolescents Self-Confidence Inventory
- vi. Df : Degrees of freedom
- vii. EM : Emotional Maturity
- viii. EMS : Emotional Maturity Scale
- ix. GPR : Grade Point Ratio
- x. HSSLC : Higher Secondary School Leaving Certificate
- xi. MHRD : Ministry of Human Resource Development
- xii. N : Sample size
- xiii. n-Ach : Need for Achievement
- xiv. n-Affil : Need for Affiliation
- xv. NBSE : Nagaland Board of School Education
- xvi. NEP : National Education Policy
- xvii. n-Pow : Need for Power
- xviii. OA : Occupational Aspirations
- xix. S.D : Standard Deviation
- xx. SEL : Social Emotional Learning
- xxi. SPSS : Statistical Package for the Social Sciences

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CHAPTER I

INTRODUCTION

“The future depends on what you do today”- Mahatma Gandhi

1.1. Introduction

Today, globalization has converted the entire world into an interconnected global village. Worldwide, any information may be transmitted within a minute. Due to this, the world is becoming more and more competitive. Everyone desires to stand first in the row. The quality of performance has become the key factor for personal and professional progress. Education is a transformative process that modifies behaviour, preparing individuals to integrate into society and lead fulfilling social lives. It enables us to recognize our potential, develop skills, and approach life with confidence. Education is viewed as a crucial element in human resource development. It equips individuals to enter the workforce effectively. It serves as the pathway to achieve academic and vocational ambitions and to harness inherent potential. Furthermore, education is a vital driver of both individual and societal progress and development. It cultivates a dynamic, knowledgeable, and skilled workforce that is self-reliant and adaptable, contributing to national development.

Every parent desires the best for their child, which can often lead to a lot of pressure on students. Particularly, the students of higher secondary are at a stage when they have to select and prepare themselves for their future occupation. At this stage, students in the higher secondary are in the age group between 15-18 years. During adolescence, individuals experience crucial developmental changes characterized by aspirations, anxieties, and a quest for identity. At this stage, adolescents start to imagine their future positions in society and adjust their educational pursuits to match their career paths. They require the assistance of their teachers, parents, who can direct them to reach their goals.

The adolescent stage forms as a bridge to adulthood, responsibility, and future occupations. The students choose subjects, streams, and ultimately professions, and their career-related thinking becomes both urgent and consequential. Thus, the

occupational aspirations developed throughout these years have lasting impacts on their personal growth, community engagement, and economic contributions.

Occupational aspirations are described as the career or professional goal that an individual desires to attain in the future. They are shaped by internal factors such as interests, abilities, and values, as well as external forces like parental expectations, peer influence, economic conditions, and guidance from schools. During higher secondary, aspirations are essential as they guide while making decisions about the selection of subjects. Development of skills and preparation for examinations. For example, a student aspiring to pursue a career in medicine or engineering will focus on improving their academic performance in the necessary science subjects, whereas another student who dreams of a profession in the arts might work on enhancing their creative skills. Studies indicate that the career aspirations developed during adolescence can often predict future educational achievements and vocational outcomes.

A significant psychological determinant associated with career aspirations is the drive for academic achievement motivation. It is broadly characterized as an individual's intrinsic desire for setting objectives, thriving in activities, and persisting through hurdles to achieve success. David McClelland's theory (1961) is widely prominent, positing that individuals vary in their needs for advancement, power, and affiliation, with achievement-oriented persons driven by a quest for excellence and accomplishing goals.

Adolescence is the stage when the drive for achievement significantly increases. This is because adolescents are gearing up for adult roles and responsibilities, allowing them to make informed decisions about their future careers and aspirations (Steinberg, 2004). The desire to succeed is reflected in an individual's desire to control their social and physical surroundings (McClelland, 1985).

Academic achievement motivation is the motivation attained by academic activities. Academic achievement motivation significantly influences academic performance (Pandey, S & Singh, P, 2018). Students who are motivated are likely to excel in their academic activities.

In an educational context, academic achievement motivation influences the amount of effort students invest in their studies and their ability to bounce back from challenges. Higher secondary students who possess a strong motivation for achievement are more inclined to establish ambitious career aspirations, take academic risks, and dedicate their energy to consistent efforts. On the other hand, a lack of motivation can lead to unclear, unrealistic, or inconsistent occupational aspirations.

Emotional maturity is the ability to manage emotions effectively, deal with stress, and make balanced decisions. A mature adolescent exhibits patience, responsibility, empathy, and adaptability, qualities crucial for overcoming academic and occupational challenges. The lack of emotional maturity may result in occupational aspirations that are unrealistic or unstable, subject to peer pressure, failure, or disappointment. For instance, a student aspiring to enter a competitive field, such as medicine or civil services, must endure significant academic pressure. Emotional maturity enables the individual to deal with rejection, anxiety, and social comparisons. Emotionally mature students are often better equipped to align their aspirations with their actual abilities, leading to practical and achievable occupational choices, emotional maturity acts as a stabilizing mechanism, ensuring that occupational aspirations are neither impulsive nor easily abandoned when faced with challenges (Sharma and Devdutt, 2024).

1.2. A Brief Over View of Nagaland

On December 1st, 1963, Nagaland was established as the 16th state of India, with its capital located in Kohima. It is bordered by Assam to the west, Myanmar to the east, Arunachal Pradesh and a portion of Assam to the north, and Manipur to the south. In Nagaland, there are 16 districts: Chumoukedima, Dimapur, Kiphire, Kohima, Longleng, Mokokchung, Mon, Niuland, Noklak, Peren, Phek, Shamator, Tseminyu, Tuensang, Wokha, and Zunheboto. The 16 districts are inhabited by 17 major tribes, including Angami, Ao, Chakhesang, Chang, Kachari, Khiamniungan, Konyak, Kiki, Lotha, Phom, Pochury, Rengma, Sangtam, Sumi, Tikhir, Yimkhiung and Zeliang, along with other sub-tribes. Each tribe has its own unique set of customs, language, and attire (Profile of Nagaland, 2022). The tribal people of Nagaland are distinguished by the vibrant and unique attire, jewellery, and ornaments they wear.

Nagaland is also known as the “land of festivals.” A pageantry of colour and a feast of music are obligatory celebrations of each tribe's festivals.

Nagaland has 16 administrative districts, namely, Chumoukedima, Dimapur, Kiphire, Kohima, Longleng, Mokokchung, Mon, Niuland, Noklak, Peren, Phek, Shamator, Tseminyu, Tuensang, Wokha and Zunheboto (as shown in Figure No. 1 (a)).

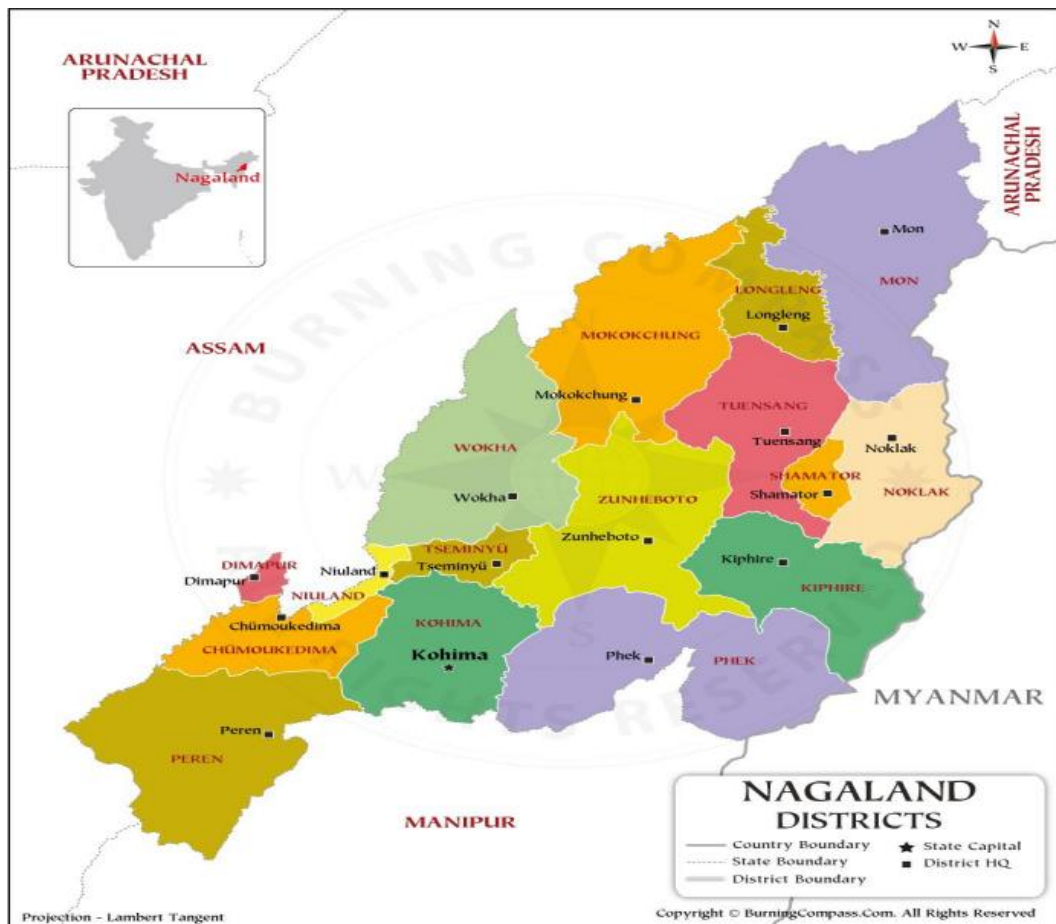


Figure No.1 (a): Map showing the study location in the state of Nagaland

(Source: https://www.burningcompass.com/countries/india/nagaland-district-map.html#google_vignette)

The districts of Nagaland are shown in Figure No. 1(a). According to the 2011 Census of Nagaland, the state is the most linguistically diverse in India, with 14 languages and 17 dialects. The State possesses an agricultural economy and engages in both Jhum and terrace farming. The climate in Nagaland is agreeable, characterised by a mild and temperate atmosphere year-round. The entire area of the state is 16,579 Sq. kms, with a population of 1,978,502 according to the 2011 Census of India, of which 48.21% are female and 51.69% are male. The sex ratio is 931 females for every 1000 males.

1.1.2. Literacy in Nagaland

As per 2011 census, Nagaland has a literacy rate of 79.55%. The literacy rate for male is 82.75%, while the rate for female is 76.11% respectively. The following Table 1.1 shows the literacy rate for Nagaland as per the 2011 census.

Table 1.1
Population and Literacy Rate as per District for Nagaland

Sl. No.	State/District	Literacy Rate (%)		
		Person	Male	Female
1.	Nagaland	79.55	82.75	76.11
2.	Kohima	85.23	88.69	81.48
3.	Dimapur	84.79	87.54	81.77
4.	Phek	78.05	83.66	72.21
5.	Mokokchung	91.62	92.18	91.01
6.	Wokha	87.69	90.81	84.48
7.	Zunheboto	85.26	87.85	82.62
8.	Tuensang	73.08	76.31	69.59
9.	Mon	56.99	60.94	52.58
10.	Peren	77.95	82.84	72.58
11.	Kiphire	69.54	74.88	63.97
12.	Longleng	72.17	74.48	69.63

*Source: Directorate of Economics & Statistics, Government of Nagaland. (2022).
Nagaland Statistical Handbook, 2022*

1.1.3 Higher Secondary Education in Nagaland

Concerning all issues pertaining to higher secondary education, Nagaland possesses its own governing body, the Nagaland Board of School Education (NBSE). The state organization under the government of Nagaland is in charge of developing higher secondary education. The Nagaland Legislative Assembly established the Nagaland Board of School Education (NBSE) on November 15, 1973, which started functioning on October 1, 1974. The Board prescribes, regulates, supervises, and develops the educational system of the State up to the upper secondary level (NBSE).

The total number of government and private higher secondary schools offering higher secondary education in the state, as per Nagaland Board of School Education (NBSE), Result Gazette (Provisional), Higher Secondary School Leaving Certificate (HSSLC) Examination, 2023, is presented in Table 1.2.

Table 1.2
District-wise total number of Government and Private Higher Secondary Schools in Nagaland affiliated with the Nagaland Board of School Education (NBSE)

Sl.No.	District	Total No. of Government and Private Higher Secondary Schools
1.	Kohima	52
2.	Mokochung	22
3.	Tuensang	8
4.	Mon	14
5.	Phek	11
6.	Wokha	9
7.	Zunheboto	11
8.	Dimapur	61
9.	Kiphire	4
10.	Longleng	2
11.	Peren	12
12.	Noklak	1
13.	Chumoukedima	41
14.	Niuland	1
15.	Tseminyu	2
16.	Shamator	2
Total		253

(Source: Nagaland Board of School Education, Kohima, Nagaland. (2023). Result Gazette (provisional), High School Leaving Certificate Examination, 2023.)

Table 1.2 shows that out of the 253 government and private secondary schools offering higher secondary education in Nagaland, affiliated with the Nagaland Board of School Education (NBSE), Kohima, Dimapur, and Chumoukedima districts, 52, 61, and 42 schools, respectively, have the highest number of institutions offering

higher secondary education. Noklak and Niuland districts have the least number of schools, with 01 school each (NBSE, Result gazette (provisional), high school leaving certificate examination,, 2023).

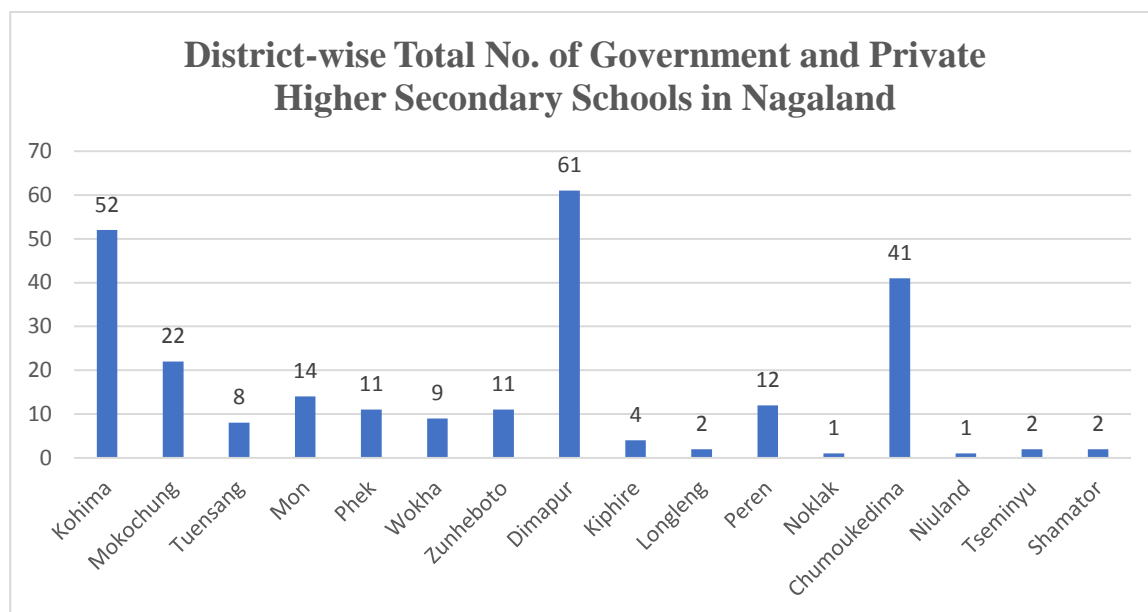


Figure No.1 (b): District-wise total number of Government and Private Higher Secondary Schools in Nagaland affiliated with the Nagaland Board of School Education (NBSE).

1.3 Higher Secondary Education

There are three stages of school education which are characterised in terms of instructional organisation: elementary, secondary, and higher secondary.

1. **Elementary School Education:** This includes classes from I to VIII and is given to students aged 6 to 14. This stage is classified into two phases: Primary School Education (Grades I to V) and Upper Primary School Education (Grades VI to VIII).
2. **Secondary and Higher Secondary School Education:** The education offered to students aged 13 to 17 years, encompassing grades IX to XII. The Kothari Commission classified secondary school education into two categories: High School Education (Classes IX to X) and Higher Secondary School Education (Classes XI to XII).

The National Policy on Education of 1986 and its revised version from 1992 identified High School Education as Secondary Education, as it comprises classes IX and X within secondary schools. However, the education, including two years of classes IX and XII, is referred to as Higher Secondary School Education, and in some states, it is also known as Senior Secondary School Education.

- 3. Higher Secondary School Education:** Higher secondary school education is the final stage, consisting of two years of classes XI and XII. It is also referred to as senior secondary school education, and it is the stage that follows matriculation or class X (ten). This stage is a bridge between high school and undergraduate university studies. The higher secondary education stage is the most crucial and significant phase of schooling, which occurs during late adolescence, often including the age between 16 to 18 years. The higher secondary school provides a variety of courses in sciences, arts, commerce, vocational studies, and related fields. It is the educational phase in which students must determine their future professional paths.

Higher Secondary Education refers to the instruction provided at schools, which includes classes eleven and twelve. It is also referred to as Intermediate courses, Pre-University Courses, and Plus Two (+2) level of education. In the Indian context, the National Policy on Education, 1986, led to the adoption of the 10+2+3 system of education. This method has resulted in increased stress across the entire country for those with a plus two (+2) level of education. In order to meet the needs and requirements of the students' interests, abilities, and aptitudes for their future careers, the higher secondary stage of education offers a variety of courses in various disciplines.

The higher secondary stage of education is the most crucial phase in the entire educational journey, from elementary school to college, as it lays the foundation for further study and future success. Higher secondary education represents a crucial phase in the educational framework, connecting secondary and higher levels. This phase is crucial, since it provides students with practical skills and facilitates access to further academic possibilities. Further, higher secondary school education cultivates academic autonomy and equips students for future

difficulties. At this juncture, students select their academic disciplines—humanities, sciences, or commerce—which significantly influences their future employment (Mallik, 2023).

At the higher secondary level, students make critical decisions about their lives and futures, with many opting for professional courses upon completion, as this period becomes essential for beginning their careers and obtaining occupations.

In India, secondary education encompasses classes IX to XII for students ages 15 to 18 years, and classes XI and XII are designated as the HS stage and the group ranging from 16-18 years. The final two years are also called senior secondary education or the +2 stage (MHRD, 1986).

NEP 2020 defines higher secondary education as the final phase of school, covering Grades 11 and 12. This comes after basic (Grades 1–8) and general secondary (Grades 9–10) education; Higher secondary education is part of the 5+3+3+4 design, where the last 4 stand for grades 9–12, grades 11 and 12, which are the focus of higher secondary education (NEP, 2020)

1.4 Occupational Aspiration

The word *Aspire* refers to the “ambition” or “desire” that remains unfulfilled motivating an individual to strive towards its attainment. Aspirations denote the level of achievement that a person or group aims to reach in a particular domain. It encompasses a deep desire to realize one’s ambitions, encompassing both educational and career goals that individuals strive to achieve. It reflects a compelling vision for the future, driven by ideals of professional fulfillment and personal growth, unconstrained by the limitations of reality. Aspirations are dynamic and can shift significantly in response to strong external influences; in some cases, they may even disappear completely. Developing these aspirations is a gradual process and cannot be achieved overnight. As children learn various skills, values, and knowledge, this accumulation of understanding aids in the formation of their educational and vocational aspirations. (Chauhan U et al., 2024). Specifically, occupational

aspirations relate to the professional ambitions individuals have, illustrating their dreams of what they wish to become in the future, despite any challenges or limitations they may face (Cheema, 2017).

Occupational aspirations (OA) refer to the goals one aims to achieve in either their current profession or their desired profession, it reflects an individual's psychological preferences and ambitions regarding their future occupational achievement (Sharma, 2020).

Occupational aspirations refer to an individual's desired career goals or professional ambitions the kind of work or occupation they hope to attain in the future. These aspirations represent a person's vision of their ideal career path, shaped by personal interests, values, abilities, and social influences.

Occupational aspirations refer to an individual's long-term goals and desires concerning their future career or profession. They represent what a person ideally wishes to become in terms of occupation, reflecting their dreams, ambitions, and personal significance attached to a particular job or career path. These aspirations are goal-directed attitudes that often involve a person's self-concept and their perceived status within a hierarchy of occupations. Occupational aspirations motivate individuals to achieve higher levels of academic and professional performance, guiding their career decisions and life planning. They are influenced by various factors including personal interests, abilities, gender roles, cultural expectations, and social environment. Importantly, occupational aspirations play a crucial role in shaping an individual's motivation, educational pursuits, and readiness for entering the workforce, serving as a foundation for setting realistic and meaningful career goals for the future. This concept highlights the importance of aspirations not only as personal dreams but also as determinants of academic and occupational success, especially during critical developmental stages like adolescence and early adulthood.

Definition

- a. **According to Hoppe (1930)** “occupational aspiration is the level of aspiration that represents a person’s expectations, goals, claims, or his future achievement in a given task”.
- b. **Johnson (1995)** defined “the occupational aspirations as expressions of occupational goals, leading several authors to regard them as important career motivational variables, proving to be predictive of later career attainment levels”.
- c. **Gottfredson (2005)** observed occupational aspiration as the process through which a person evaluates how well-suited and attainable a particular occupation is for them.
- d. **According to Rojewski (2005)**, “occupational aspirations refer to an individual’s expressed career-related goals or choices”.

1.4.1. Significance of occupational aspiration

A study of occupational aspiration is crucial, as several courses are available from higher secondary school, and decisions regarding careers often occur at the secondary school stage. The significance of the study is that students who are adequately equipped for the demands of contemporary society and are guided appropriately by their parents will comprehend the importance of selecting suitable occupations, achieving job satisfaction, and contributing effectively to the community. Occupation has evolved as a determinant of vocational maturity; individuals aspire to careers or vocations based on their abilities, socio-economic position, potential, and the reality of their environment (Sharma, 2020).

In the present-day context, young individuals must possess essential skills to avoid frustration and have successful, meaningful lives. Students' career aspirations may reflect their desires for social status and employment, which are influenced by the actual or perceived availability of personal and societal resources necessary for achieving these goals: making a wrong career decision result in considerable stress and dissatisfaction (Vijayan, 2017).

Occupational aspiration is recognized as an integral aspect of human existence that plays a significant role in shaping an individual's career and future planning. It

reflects a goal-oriented attitude, where individuals' perceptions of themselves in relation to various levels within the hierarchy of occupational prestige (Chauhan U et al., 2024) .

In today's rapidly evolving society, students encounter challenges in making decisions regarding their careers. The choice of occupation during adolescence is vital, as it provides guidance for one's future. This decision significantly influences various aspects of an individual's future, including lifestyle, status, income, security, and job satisfaction. A significant number of students possess minimal or no understanding of career options, resulting in a restricted set of choices accessible to them (Andleeb & Ansar, 2016).

Individuals often select their occupations due to parental pressure, peer influence, or the perceived prestige associated with certain careers, rather than combining their choices with their interests, abilities, and values. Students lacking awareness of the fundamental aspects of work, such as the nature of the job, the tasks involved, and the necessary skills and qualifications required for different careers, often develop unrealistic occupational aspirations (Jakha, 2019).

Occupational aspirations represent the ambitions and goals that students hold for their future careers, and they are at a crucial aspect of the developmental journey during the higher secondary stage. This period is a developmental phase when students begin to earnestly think about their career paths, taking into account their interests, abilities, values, and the socio-economic conditions. Well-defined occupational aspirations not only provide a framework for academic decisions and skill development but also serve as a motivational force that directs students toward constructive personal growth and productive engagement in society. By fostering career awareness, encouraging sustained interest in learning, and aligning future plans with both individual strengths and societal needs, occupational aspirations contribute significantly to shaping mature, adaptable and societal needs, thereby preparing adolescents to navigate the complexities of the modern world.

To understand the multidimensional significance of occupational aspirations among higher secondary students, it is essential to examine how these aspirations influence

various aspects of their development. The key dimensions include career awareness, interest and motivation, contribution to society, and future perspective. Each of these elements reflects how aspirations shape students' attitudes, decisions, and overall readiness for professional and personal life.

1. Career Awareness

Occupational aspirations encourage students to explore different career avenues, which help them make informed decisions based on their skills, interests, and socio-economic backgrounds (Sharma, 2020). Awareness of occupational possibilities is heightened as students learn about the qualifications, nature of work, and eligibility criteria required for their preferred careers (Chauhan U et al., 2024). Students lacking such awareness often make unrealistic occupational choices, so proper guidance is vital to help them understand career pathways.

2. Interest and Motivation

Clear occupational aspirations have been shown to motivate higher secondary students to pursue relevant academic subjects and extracurricular activities that align with their interests. This motivation drives them to set career goals, develop their abilities, and seek opportunities for practical engagement such as internships or community service projects (Chauhan U et al., 2024)(Sharma, 2020). The positive relationship between occupational aspiration and academic achievement further highlights how having goals fosters interest and persistence in learning.

3. Contribution to Society

Occupational aspirations guide students to choose professions that can have a meaningful impact on their communities, such as teaching, healthcare, or social work. These aspirations are closely tied to the development of career maturity, responsible decision-making, and the drive to contribute to social, economic, or cultural progress (Andleeb & Ansar, 2016). Encouraging students to pursue socially relevant occupations ensures a future workforce willing to address community needs and bring about positive change.

4. Future Perspective

Holding clear occupational aspirations helps students organize life choices and prepares them for adulthood by setting concrete goals and fostering career maturity (Andleeb & Ansar, 2016). Planning for desired occupations helps higher secondary students develop resilience, adaptability, and a strategic approach to career development (Sharma, 2020). Research demonstrates that students with well-developed occupational aspirations are more likely to achieve life satisfaction and successful employment outcomes.

1.5 Academic Achievement Motivation

1.5.1. Motivation

Motivation is regarded as one of the major educational and psychological domains. It constitutes an integral part of human behaviour. The term motivation was first derived from the Latin word 'movere', which means 'to move'. Motivation is an inner drive that reveals individuals' behaviour and guides them towards those behaviours where the individual displays specific attitudes and actions voluntarily to reach a particular goal (Pakira, Achievement motivation academic achievement and happiness among higher secondary school students exploring the relationship, 2024). It encourages individuals to behave in a certain way or creates a tendency towards a specific behaviour (Acquah, et al., 2021). Furthermore, motivation generates the energy necessary to initiate the learning process, engage students, and commit to completing assignments on time throughout their academic career (Pakira, 2024).

Motivation is the inspiration that transforms individuals from idleness to engagement, energising learners' behaviour and guiding them toward established objectives. Motivation is an energy change within a person, characterised by affective arousal and anticipatory goal relation (McDonald, 1962).

Motivation is classified as either intrinsic or extrinsic. Intrinsic motivation is internal and arises when individuals are compelled to engage in an activity due to their desire, importance, or enjoyment. Extrinsic motivation is characterized by external factors

that compel the individual to act. Motivation can be defined as the state of being encouraged to act.

- a) Motivation is a special internal factor or situation which tends to initiate and sustain the behaviour. - **J. P. Guilford (1950)**
- b) “The term motivation refers to the arousal of a tendency to act, to produce one or more effects” – **Atkinson (1966)**
- c) Motivation is an internal aspect which inspires an individual to behave in a certain way. - **Sorenson and Man**

1.5.1.1. Types of Motivation

Intrinsic Motivation: Intrinsic motivation refers to the internal drive that compels an individual to engage in a particular task. This motivation arises from personal beliefs, values, or a strong desire to achieve something meaningful. When a person undertakes an activity because it aligns with their beliefs or satisfies a deep-seated desire, it becomes highly significant to them. Ultimately, these deeply rooted desires hold the greatest potential for motivation. Below are some examples: acceptance, curiosity, honour, independence, order, power, and social status (Rani, S. and Kumar,N., 2022).

Extrinsic Motivation: Extrinsic motivation refers to the sources of motivation that originate from outside the individual. This form of motivation is driven by external factors. Essentially, our drive to complete a task is influenced by external sources. Even though these motivations come from outside, completing the task can still offer rewards to the person involved. Extrinsic motivation is fundamentally external, with money being one of the most recognized and discussed forms of it (Rani, S. and Kumar,N., 2022). External motivation refers to the drives that individuals are driven to engage in specific behaviours to secure rewards or avoid punishments, such as money, praise, grades, or special privileges.

1.5.2. Achievement Motivation

Achievement motivation, as defined by Murray (1938), is “a special motive to master, manipulate or organize physical objects, human beings or ideas, to do this as rapidly

and independently as possible, to overcome obstacles and attain a high standard, to rival and surpass others, and to increase self-regard by successful exercise of talent”.

Achievement motivation is more closely examined by McClelland & Atkinson in their Need Achievement Theory, which considers five factors to identify a person as either having a need to achieve or a need to avoid failure (Beashel & Taylor, 1996).

AM influences the educational paths of students, their personal growth, and their ability to contribute to broader societal progress. Its significance has increased to the extent that nearly every parent now establishes educational goals for their children. Achievement motivation (AM) is essential for students' academic success as it influences their attitudes and behaviours. By fostering a sense of purpose, AM helps students identify their goals and ambitions, enhances their cognitive abilities to set and work towards long-term objectives, and nurtures the motivation and perseverance needed to reach those goals (P. K. Lakhani, K. Jain, & P.K. Chandel, 2017). AM plays a crucial role in influencing students' future academic achievements, self-perception, and confidence in their capabilities from a young age.

Academic motivation serves as the key factor that fuels a student's desire to learn. It reflects the urge and aspiration to achieve excellence in their studies. Academic behaviours can be categorized as either intrinsically motivated, driven by internal satisfaction, or extrinsically motivated, influenced by external rewards. It often appears that today's youth struggle with academic motivation, at the secondary school level, students enter the adolescent phase, a time characterized by significant emotional and developmental changes, during this period, their interests and attention can become fragmented, as they become engaged with peer groups, entertainment options like movies, social media, outings, and various activities in both school and their communities (Gupta, P. K. & Mili, R., 2016). They may view the academic activities in schools as dull and uninspiring, which could hinder their overall engagement and enthusiasm for learning.

1.5.2.1 Theories of Achievement Motivation:

1. McClelland's Theory of Needs:

This theory proposes that individuals are driven by three primary needs: the need for achievement (n-Ach), the need for power (n-Pow), and the need for affiliation (n-Affil).

In the early 1960s, McClelland identified three primary human motivators by building on Maslow's theory of motivation. His approach emphasizes the importance of satisfying existing needs rather than generating new ones, highlighting how our cultural contexts and life experiences shape these motivators. The three key motivators he identified are achievement, affiliation, and power.

- a. **Need for Achievement** - The need for achievement involves the desire to independently excel in mastering skills, concepts, and relationships with others; This drive aims to enhance personal self-esteem by showcasing and utilizing one's talents effectively (Amin and Claudia, 2016).
- b. **Need for Affiliation motivation**- People have a strong desire for love and belonging, seeking friendships and acceptance within social groups; They value being liked and tend to excel as team players, though they may struggle in leadership roles (Acquah, et al., 2021).
- c. **Need for Authority/power motivation** - A compulsion to exert control over one's own tasks or the tasks of others. These individuals are driven by authority; There exists a significant imperative to lead and to excel in their concepts. It is also necessary to enhance personal status and prestige; This individual seeks to exert power and dominance over others (Acquah, et.al., 2021).

2. Goal-orientation theory of motivation

The theory focuses on the role of specific, challenging, and attainable goals in motivating individuals to achieve success.

The goal-orientation theory of motivation proposes that individuals have different objectives or reasons for engaging in certain behaviours or activities. This theory identifies various goal orientations, including performance-approach, performance-

avoidance, mastery-approach, and work-avoidance orientations. Performance-approach goal orientation describes the inclination to participate in a task to showcase one's skills and achieve better results than others. In contrast, performance-avoidance goal orientation reflects the tendency to engage in a task primarily to avoid failure and negative judgments by others (Bandhu, 2024).

Mastery-approach goal orientation is marked by a proactive engagement in tasks to enhance one's skills, knowledge, and abilities significantly; work-avoidance goal orientation demonstrates a clear tendency to ignore unimportant or uninteresting tasks (Domurath,et., al, 2020).

The theory was first proposed by Dweck and Leggett in 1988 and later by Elliot and McGregor in 2001, and it has been applied in various fields such as education, sport, and the workplace. Carol Dweck and Ellen Leggett distinguished between two primary goal orientations:

- a) **Performance-goal orientation:** Performance-goal orientation is marked by a focus on showcasing one's abilities and obtaining external validation, frequently through comparisons with peers. Those who adopt this orientation are mainly driven by the urge to surpass others, evade negative evaluations, and earn social approval (Hattie.et.,al, 2020).
- b) **Mastery-goal orientation:** Mastery-goal orientation prioritizes learning, self-development, and personal advancement. Individuals who embrace a mastery-goal orientation are intrinsically motivated to improve their skills, deepen their understanding, and tackle challenges (Hattie.et.,al, 2020).

In 2002, Andrew Elliot and Helen McGregor identified two dimensions of goal orientation: task-goal orientation and ego-goal orientation.

- c) **Task-goal orientation:** Task-goal orientation is similar to mastery-goal orientation, as both focus on learning, self-improvement, and enhancing one's skills. Individuals with a task-goal orientation are motivated by the intrinsic satisfaction of acquiring new skills and solving problems effectively.
- d) **Ego-goal orientation:** Ego-goal orientation is similar to performance-goal orientation; it emphasises demonstrating ability and achieving external recognition (Bandhu, 2024).

3. Expectancy Theory:

This theory suggests that motivation is influenced by an individual's belief that their effort will lead to performance, and that performance will be rewarded.

The expectation theory has been employed to formulate instruction, enhancing motivation and performance. The expectation theory states that learner motivation is affected by their anticipated success and the perceived value of a task. Learners are more likely to be motivated to put out more effort and perform better when they feel they can achieve and find a topic important or relevant (Bandhu, 2024).

Numerous theories, beliefs, activities, and thoughts have been generated by the concept of achievement motivation in the field of motivational psychology. There are several personality traits that affect academic performance, but the most significant one seems to be achievement motivation. Needless to mention, if we are interested in improving the quality of education in our schools or colleges, then we have to pay our attention to the potentialities of our students by raising their level of achievement motivation (Devi, 2024).

1.5.3. Academic Achievement

Academic achievement or performance is the extent to which a student, teacher or institution has achieved their educational goals within a specific period (Wikipedia, 2025). Academic achievement is commonly measured by examinations or continuous assessment, but there is no general agreement on how it is best evaluated or which aspects are most important, procedural knowledge such as skills or declarative knowledge as facts (Mimrot, 2016). It represents the success or proficiency demonstrated in academic tasks and is often measured through examinations, continuous assessments, grade point averages, or standardized tests (Sideridis and Alamri, 2023).

Academic achievement also encompasses the knowledge, skills, attitudes, and competencies acquired through the learning process, contributing to a student's overall academic and future professional success. Academic achievement is considered to include not only intelligence and practical ability, but also the mastery of knowledge of human society and nature, in addition to the examination of comprehensive

learning ability, and responsibility consciousness (McKeown & Rosalyn, 2009). Academic achievement includes the emotional development of students in addition to their own cognitive and practical abilities.

Definition

- a. **According to Good (1959)**, Academic Achievement (AA) refers to the knowledge gained and skills students develop in school subjects.

- b. **According to Kohli (1975)**. “Academic Achievement (AA) is described as a level of proficiency attained in academic work or as formally acquired knowledge in school subjects, which is often represented by the percentage of marks obtained by students in examinations” (Shah, 2009).

Students' academic achievement, which reflects their mastery of knowledge and development of skills, remains a key concern for academics. It is a very important factor in determining students' career-seeking behaviour and future accomplishments (Sarif & Vandana, 2022).

Academic achievement has become increasingly essential for young people aiming to thrive in modern society (Kushwaha, 2023). Ensuring continuous improvement in this area is a shared responsibility among parents, educators, and society. Academic performance serves as a measure of how effectively teachers, students, schools, and educational organisations fulfill established learning goals (Pakira, 2024). In today's competitive landscape, academic achievement and success are not only primary goals of education but also crucial factors shaping adolescents' future career opportunities across diverse cultures. During adolescence, there is a strong connection between occupational aspirations and academic achievement. Educational institutions play a crucial role in emphasising the importance of academic performance and supporting overall development, as they foster intellectual curiosity and stimulate learning. (Latha, 2019).

1.5.4. Academic Achievement Motivation

Academic achievement motivation is the aspect of achievement motivation, the motivation to achieve in educational settings. It is possible that there is an intrinsic motive to achieve more and reach the highest in the academic field. Now, academic achievement motivation is considered a key factor to contribute towards academic success and it occupies a very important place in education as well as the growing process. Academic achievement motivation (AAM) is used to mean the pupil's need or drive towards the achievement of success in academic work (Prajina, 2016).

A student with high academic achievement motivation will generally ensure a high rate of academic success. This motivation encourages a student to strive to gain control of challenging situations in his pursuit of excellence. Academic achievement can be defined as excellence in all academic areas as well as co-curricular activities. A student's academic achievement is dependent on various factors like study habits, intelligence, school environment, individual aspects of student's personality, their socio-economic status, etc. (Prajina, 2016).

Even though there are a number of factors which contribute to academic achievement motivation is the key factor that directly affects the academic performance of a student (Francis et.al., 2004), according to Prajina 2016. Academic achievement motivation should thus be put forth most importantly by parents, teachers and elders, encouraging them to excel in their academic endeavours to bring laurels to themselves, to the family, educational institution, and to the society in general.

The drive that comes from wanting to excel or the pursuit of success is referred to as achievement motivation. Need for Achievement (nAch) (McClelland, 1961) (as cited by Kumar, 2017) is one of the psychological motives that play an important role in success and achievements of a person. McClelland describes achievement motivation as the degree to which individuals vary in their desire to seek rewards, such as physical satisfaction, recognition from others, and a sense of personal accomplishment. Individuals with strong achievement motives actively pursue excellence, consistently outperform others, and achieve remarkable, distinctive accomplishments.

The motivation to reach academic goals is referred to as academic achievement motivation. Academic Achievement motivation plays a crucial role in students' academic success. In the context of academic motivation refers to cognitive, emotional, and behavioural indicators of student commitment and attachment to their education” (Tucker,et.,al, 2002) (as cited by Kumar, 2017).

Academic achievement motivation can be understood as a strong personal drive to excel in various academic activities, including difficult assignments, homework, classroom tasks, group discussions, self-learning, or preparing for examinations.

Psychologist Atkinson identifies two essential components of achievement motivation: the drive for success and the fear of failure. He discovered that when the aspiration for success outweighs the fear of failure, individuals are more likely to perceive their chances of success as higher (Atkinson, J. W. & Feather, N. T, 1966). Conversely, a greater fear of failure can lead to an increased perception of the likelihood of failure. Thus, balancing these motivations is vital for achieving success.

Academic achievement serves as a criteria of academic success, correlating with cognitive growth through its emphasis on intellectual capabilities and learning, as well as psychosocial development, as success frequently reinforces self-esteem and social status, in order to establish their identity, confidence, interests, and career objectives; students in the higher secondary stages aspire to enhance their academic performance (Veerabhadram, 2011). At this stage, cognitive and emotional attributes, such as academic achievement motivation and emotions, are of great importance.

Empirical evidence also indicates that a higher level of achievement motivation is associated with higher academic achievement, as well as an increase in self-achievement and personal growth (Liu & Zhu, 2009).

Academic achievement motivation plays a crucial role in shaping the occupational aspirations of higher secondary students. Occupational aspiration refers to the goals, hopes, and dreams adolescents have regarding their future careers, which develop alongside their academic experiences and achievements. Higher secondary school is a

critical stage when students start concretely deciding on career paths based on their interests, aptitudes, and academic performance.

1.6. Emotional Maturity

Emotions encompass an intricate state of mind that goes beyond mere feelings or mental states; they also influence how individuals behave or respond. Emotional maturity is exemplified by a person's ability to experience the right emotions at the right moments and to express them in a balanced and appropriate manner. This mastery not only enhances personal well-being but also strengthens interpersonal relationships and builds resilience in the face of challenges (Malik, 2017).

Emotional maturity is essential for leading a successful life. Regardless of whether individuals aim for success in education, career, or social interactions, cultivating emotional maturity is vital. This is particularly true during adolescence, a critical phase when individuals are pursuing their studies at the higher secondary school level and preparing for adult responsibilities. Developing emotional maturity enables students to be more assertive, which in turn enhances their communication skills. Improved communication can lead to better time management, allowing students to dedicate more time to their studies and achieve higher academic performance.

Emotional maturity isn't a trait that simply comes with the onset of adolescence. It's not guaranteed to develop alongside chronological age; in other words, growing older doesn't automatically lead to greater emotional maturity. Many adults display a degree of emotional immaturity, with some having never truly developed this aspect of their personality. Emotional maturity is a skill we need to cultivate throughout our lives, learning to respond to situations in a thoughtful and responsible way.

Emotional maturity plays a vital role in shaping the personalities, attitudes, and behaviours of adolescents, guiding them to accept responsibility, make decisions, collaborate with others, build healthy relationships, and foster a sense of self-worth. Emotional maturity is characterized by an individual's ability to effectively respond to various situations, manage their emotions, and act in a mature manner when

interacting with others. Essentially, emotional maturity is about controlling your emotions instead of letting them dictate your actions (Duhan,et.,al, 2017).

Emotional maturity reflects a person's overall healthy emotional state. It involves the ongoing journey of recognizing, developing, and expressing emotions appropriately and effectively, at the right moments (Piyali, 2019). An individual can be considered emotionally mature if they possess a wide range of emotions both positive and negative and can express them at the right moments and with the appropriate intensity. Emotional maturity (EM) primarily involves self-control; once achieved, a person can display a balanced emotional behaviour in their everyday life (Malik, 2017).

Emotional maturity evolves as individuals progress through life and gather various experiences. However, ageing alone does not guarantee emotional maturity. It refers to the capacity to appropriately respond to different situations, and this ability varies from person to person (Piyali, 2019). It can be viewed as an individual's ability to effectively respond to various situations, manage their emotions, and interact maturely with others. It emphasizes the importance of regulating emotions instead of letting them dictate one's behaviours (Duhan, K., Punia, A. and Jeet, P., 2017). It is the capacity for self-control which developed through thoughtful reflection and learning.

Definition

- a) According to **Dosanjh** (1956), 'Emotional Maturity means a balanced personality. It means the ability to govern disturbing emotions, show steadiness and endurance under pressure and to be tolerant and free from neurotic tendencies. (Dosanjh, 1956).
- b) **Smitson (1974) says**, "Emotional maturity is a process in which the personality is continually striving for a greater sense of emotional health, both intra-psychically and intra-personally".
- c) **Good (1981)** has stated that emotional maturity refers to emotional patterns of an adult who has progressed through the inferior emotional stages' characteristic of

infancy, childhood and adolescence and is not fit to deal successfully with reality and in adult love relationships without emotional strain (Sunilima, 2019).

- d) **According to Singh (1999)**, “Emotional maturity is not only the effect determinant of personality patterns, but it also helps to control the growth of an adolescent’s development. A person who can keep his emotions under control, who can rock delay and suffer without self-pity, might still be emotionally stunted and childish.”

- e) **According to Walter D. and Smitson W. S (2004)**, Emotional maturity is a process in which the personality is constantly striving for a greater sense of emotional health, both intra-psychically and intra-personally An emotionally mature child has the capacity to make effective adjustments with himself and in society (Walter, D., and Smitson,W.S., 2004).

1.6.1. Characteristics of an Emotionally Mature Individual

Some of the characteristics of an emotionally mature individual are suggested below-

- i) An emotionally mature individual has the capacity to make effective adjustments with himself, members of his family, his peers in school, society and culture.
- ii) Learning from life experiences is easily achieved by an emotionally mature individual. It is derived from their ability to view everything positively and to accept the reality of life.
- iii) Hopefulness is exhibited by emotionally mature individuals, who are always hoping for the best.
- iv) He/she accepts criticism, genuinely appreciating the chance to improve.
- v) He/she avoids self-pity and recognizes the laws of compensation at work in all aspects of life.
- vi) He/she doesn’t seek special consideration from others and maintains control over temper.
- vii) He/she stays calm in any situation. He/she is not easily hurt and accepts responsibility for their act without any excuses.
- viii) He/she is sufficiently open-minded to consider the perspectives of others seriously.
- ix) He/she thoroughly planned, rather than relying on spontaneous inspiration.

1.6.2. Factors Influencing Emotional Maturity

- a) **Family Environment and Parental Model:** Family members, especially parents, play a crucial role in supporting the healthy development of adolescents; parents need to cultivate an environment at home that is nurturing, encouraging, and supportive, facilitating a smooth transition from adolescence to adulthood (Malik, 2017). The quality of family relationships, parenting styles, and how parents display emotions are considered essential. Healthy emotional growth is encouraged by supportive homes and positive parental modelling, while it can be hindered by neglect, inconsistency, or poor role modelling.
- b) **Social interaction and peer influence:** The relationships teenagers cultivate with their friends and social circles are crucial in shaping their emotional maturity. Supportive peer groups not only foster empathy but also enhance conflict resolution skills, equipping young people to navigate challenges effectively. Conversely, negative peer pressure and social isolation can significantly hinder emotional development, leading to profound emotional struggles (Malik, 2017).
- c) **Educational environment:** Education goes beyond the acquisition of academic knowledge; it serves as a vital space for fostering maturity. Within this environment, students gain essential skills in managing relationships, taking on responsibilities, and building self-discipline. Educational institutions that offer robust programs and encourage positive interactions among peers can significantly enhance maturity by equipping students with the tools to face challenges and collaborate effectively with one another (Chandrasekaran, N. et. al.,, 2024). The school environment can also have negative effects. Bullying, peer pressure, or a lack of resources can delay or disrupt the development of maturity. Educational experiences are a major factor in how maturity develops at different rates (Hayden, et.,al, 2016).
- d) **Cultural and social context:** The way emotions are understood and expressed is shaped by factors such as socio-economic status, cultural expectations, birth order, and the community environment. As a result, students from diverse family structures, economic backgrounds, and cultural contexts exhibit different levels of emotional maturity (Malik, 2017).

1.6.3. Importance of developing emotional maturity

- a) Improved and strategic decision-making with innovative problem-solving techniques, leads to more effective outcomes and overall success.
- b) Fostering strong and meaningful connections enriches our interpersonal relationships, creating a supportive environment rooted in trust and collaboration. This strengthens communication and promotes a sense of community, enhancing both personal and professional interactions.
- c) Emotional maturity plays a crucial role in managing stress and developing resilience. It enables individuals to understand and regulate their emotions effectively, leading to healthier responses to challenges and a greater ability to adapt in the face of adversity.
- d) Emotional maturity fosters resilience and adaptability, which greatly enhance learning outcomes and shape a successful future career. By navigating challenges with composure and understanding, individuals are better equipped to pursue their goals and seize opportunities.
- e) Emotional maturity plays a pivotal role in shaping responsible citizens, as it fosters self-awareness and empathy, essential qualities for understanding others and contributing positively to society.

Emotional maturity is the outcome of constructive emotional development. An emotionally mature person can manage their feelings in a socially appropriate way. This maturity reflects an individual's abilities and strengths, along with their capacity to effectively harness and appreciate them. An emotionally mature individual remains stable in their emotions. When they do choose to express their feelings, it is done with balance, respect, and consideration. An emotionally mature person properly expresses their emotions at the right time; in essence, it means being able to experience and share feelings properly at the appropriate times. Emotional maturity is an ongoing journey where our personality seeks to enhance our emotional well-being, both internally and in our interactions with others. It reflects our ability to develop a positive mindset and indicates how effectively we respond to various situations, manage our feelings, and conduct ourselves in a mature way when engaging with those around us.

1.7 Need and Significance of the Study

Occupational aspirations among higher secondary students in Nagaland is a critical area of research due to the unique socio-economic, educational, and cultural context of the state. Nagaland, with its predominantly tribal population, boasts a high literacy rate but faces one of the highest youth unemployment levels in India 27.4% among those aged 15–29 in 2023–24 (TOI, 2024). Unemployment is far above the national average of 10.2%, ranking second only to Kerala (29.9%). Unemployment is almost evenly distributed between males (27.9%) and females (26.6%), yet urban youth experience a more severe rate (39.6%) compared to their rural counterparts (23.1%) (Jamir, Over one in four youth unemployed in Nagaland, says PLFS survey, 2024).

The state's economy remains predominantly agrarian, offering limited job diversity. Consequently, young people's occupational aspirations are heavily inclined toward government employment, which is socially esteemed for its job security and prestige. However, such aspirations face structural barriers due to restricted availability of government posts, leading to elevated educated unemployment of 13.4%, particularly among diploma and postgraduate holders (Jamir, Nagaland's unemployment status: Two reports, same concern, 2025).

A major concern is the lack of vocational and technical skill training. As per the data (Nagi & Kholi, 2023) it was observed that 92% of youth reportedly lack education awareness on employability in emerging sectors. Additionally, many young people are reluctant to pursue manual or trade-based occupations that were once respected within traditional agrarian communities; these roles are increasingly filled by migrant workers. According to (Nagi & Kholi, 2023) enhancing skill development, entrepreneurship, and vocational education under national and state-level initiatives is vital for expanding youth occupational horizons beyond government service.

Within this socio-economic and cultural context, youth occupational aspirations in Nagaland remain strongly oriented toward government jobs, although an emerging awareness of skill-based and entrepreneurial pathways is gradually reshaping these aspirations. Given these contextual challenges and the critical role of career aspirations in shaping youth futures, studying occupational aspirations among higher secondary students is essential. Such a study can help identify key influencing factors and explore their interrelation with academic achievement motivation and emotional maturity. The findings can further guide policymakers and educators in designing interventions that promote diversified career opportunities, strengthen skill development initiatives, and foster holistic youth empowerment in Nagaland.

Keeping in mind the recent developments in every sphere of life, there is a great need to be fully equipped with ordinary potential for being successful. Occupational aspirations have been viewed as significant determinants of educational and occupational choices as they reflect on one's future social mobility and career self-concept. There is a great need for motivation for students, as an individual becomes inwardly confident and can easily face the challenges of the dynamic world. An emotionally mature individual is capable to making proper decisions on every aspect of their life, be it academic or career choices.

After examining the review of literature, it can be concluded that the studies have failed to take note of the quality of education which could meet the occupational aspirations, academic achievement motivation and emotional maturity of higher secondary school students by giving directions in the right perspective and to what extent these variables are related to each other. Therefore, it is intended to study occupational aspiration in relation to academic achievement motivation and emotional maturity among secondary school students.

The present study will help us to know to what extent secondary school students will be able to understand and handle their emotions and be motivated to perform excellence in their academic field and will be able to select their desired occupations.

The researcher found out from the findings of the review literature that few studies have been conducted in the North East, particularly in Nagaland and on these

variables, which is apparent from the review of related literature. Therefore, it is based on this connection that the investigator has decided to undertake the study.

1.8 Statement of the Problem

By investigating the aspirations of higher secondary students and the influence of academic achievement motivation and emotional maturity in choosing their occupation in the context of Nagaland, the investigator intends to help students make competent career decisions. Thus, the problem stated that "**Occupational Aspirations of Higher Secondary School Students of Nagaland with Relation to Academic Achievement Motivation and Emotional Maturity**".

1.9 Operational Definitions of the Term Used

1) Occupational Aspirations:

Occupational aspirations are defined as an individual's desires or preferences for his /her future occupational achievement. Occupational aspirations are indicative of an individual's aspiration for their dream career while overlooking the constraints and practicalities of the job market. Occupational aspirations refer to a person's desire to work towards their goals or ambitions. According to **Rojewski (2005)**, "Occupational aspirations constitute a person's desired work-related goals under the ideal circumstances, these goals can reflect information about self-concept, perceived opportunities, and interests and hopes".

2) Academic Achievement Motivation:

Academic achievement motivation is used to meet the pupils' needs or drive toward the achievement of success in the academic field. Achievement motivation is the way an individual orients himself towards objects and completeness, on the performance of a task will be evaluated and good performance will produce a feeling of pride in accomplishment.

3) Emotional Maturity:

Emotional maturity involves awareness of self and managing emotions, developing oneself through the power of empathy and motivation, and building strong relationships with people.

4) Higher Secondary School Students:

Higher Secondary school refers to schooling after primary education, and before university education. The higher secondary stage comprises classes 11 and 12.

The students in the age group of 16 -18 years are admitted at the secondary stage. The present study of higher secondary school students refers to students studying in government and private higher secondary schools in Nagaland.

1.10 Objectives of the Study

The following are the objectives of the present study

- 1) To study the status of occupational aspiration, academic achievement motivation, and emotional maturity among higher secondary school students of Nagaland with respect to gender and types of institution.
- 2) To study the dimension wise status of occupational aspiration, academic achievement motivation and emotional maturity among higher secondary school students of Nagaland.
- 3) To study significant difference in occupational aspiration, academic achievement motivation and emotional maturity of higher secondary school students with respect to their gender separately and in the total sample.
- 4) To study significant difference in occupational aspiration, academic achievement motivation and emotional maturity of higher secondary school students of with respect to their types of institution.
- 5) To find out the significant interaction among occupational aspiration of students with respect to gender and types of institution.
- 6) To find out the significant interaction among academic achievement motivation of students with respect to gender and types of institution.
- 7) To find out the significant interaction among emotional maturity of students with respect to gender and types of institution.

- 8) To study the relationship between occupational aspiration and academic achievement motivation with respect to gender and types of institution.
- 9) To study the relationship between occupational aspiration and emotional with respect to gender and types of institution.
- 10) To study the relationship among occupational aspiration, academic achievement motivation and emotional maturity of higher secondary school students of Nagaland.

1.11 Hypotheses of the Study

The following hypotheses are formulated for the present study:

1. There exists no significant difference in occupational aspiration, academic achievement motivation and emotional maturity of higher secondary school students with respect to their gender separately and in the total sample.
 - 1.1. There exists no significant difference between occupational aspiration among higher secondary school students of Nagaland with respect to gender (female and male).
 - 1.2. There exists no significant difference between academic achievement motivation among higher secondary school students of Nagaland with respect to gender (female and male).
 - 1.3. There exists no significant difference between emotional maturity among higher secondary school students of Nagaland with respect to gender (female and male).
2. To study significant difference in occupational aspiration, academic achievement motivation and emotional maturity of higher secondary school students of with respect to their types of institution.
 - 2.1. There exists no significant difference between occupational aspiration among higher secondary school students of Nagaland with respect to types of institution (government and private).
 - 2.2. There exists no significant difference between academic achievement motivation among higher secondary school students of Nagaland with respect to types of institution (government and private).

- 2.3. There exists no significant difference between emotional maturity among higher secondary school students of Nagaland with respect to types of institution (government and private).
3. There exists no significant interaction among the occupational aspirations of students with respect to gender (female and male) and types of institution (government and private).
 - 3.1. There exists no significant interaction among the occupational aspirations of students with respect to gender (female and male).
 - 3.2. There exists no significant interaction among the occupational aspirations of students with respect to the types of institution (government and private).
4. There exists no significant interaction among the academic achievement motivation of students with respect to gender (female and male) and types of institution (government and private) separately and in the total sample.
 - 4.1. There exists no significant interaction among the academic achievement motivation of students with respect to gender (female and male) separately and in the total sample.
 - 4.2. There exists no significant interaction among the academic achievement motivation of students with respect to the types of institution (government and private) separately and in the total sample.
5. There exists no significant interaction among the emotional maturity of students with respect to gender (female and male) and types of institution (government and private) separately and in the total sample.
 - 5.1. There exists no significant interaction among the emotional maturity of students with respect to gender (female and male) separately and in the total sample.
 - 5.2. There exists no significant interaction among the emotional maturity of students with respect to the types of institution (government and private) separately and in the total sample.
6. There exists no relationship between occupational aspiration and academic achievement motivation with respect to gender (female and male) and types of institution (government and private), separately and the total sample.

- 6.1. There exists no relationship between occupational aspiration and academic achievement motivation with respect to gender (female and male), separately and the total sample.
- 6.2. There exists no relationship between occupational aspiration and academic achievement motivation with respect to types of institution (government and private), separately and the total sample
7. There exists no significant relationship between occupational aspiration and emotional maturity of students with respect to gender (female and male) and types of institution (government and private) separately, and the total sample.
- 7.1. There exists no significant relationship between occupational aspiration and emotional maturity of students with respect to gender (female and male) separately, and the total sample.
- 7.2. There exists no significant relationship between occupational aspiration and emotional maturity of students with respect to types of institution (government and private) separately, and the total sample.
8. There exists no relationship between occupational aspiration, academic achievement motivation and emotional maturity of higher secondary school students of Nagaland.

1.12. Variables of the Study

The variables of the study included the occupational aspiration, academic achievement motivation and emotional maturity. These variables were studied with regard to gender (female and male) and types of institution (government and private).

1.13. Delimitations

The study is delimited to

- a) Class 12 students of Nagaland only.
- b) Students of government and private schools of NBSE.
- c) 3 districts of Nagaland.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

As we know, there is a plethora of literature that has been produced on different aspects of education and its related aspects like Emotional Maturity, Academic Achievement Motivation, and Occupational Aspirations through the system of education. The researcher has gone through a variety of books, articles in journals and to find out how many of them have actually discussed the problem within the context of the variables listed above. Keeping in view the objectives of the present research, numerous studies have been conducted, which are directly or indirectly related to the present problem.

The researcher reviewed the related literature for the present study under three categories as given below:

- i. Studies related to occupational aspiration.
- ii. Studies related to academic achievement motivation.
- iii. Studies related to emotional maturity.

Review of literature helps to identify other people working in the same field, as the researcher's network is a valuable resource for the pursuance of a sound research process.

2.2 STUDIES RELATED TO OCCUPATIONAL ASPIRATIONS

Sharma (2001) studied achievement motivation and occupational aspiration among female students of the faculty of science and arts in Punjab University. The finding shows a significant difference between the achievement motivation of female students of arts and science. The findings of the survey revealed that female students at Punjab University possess a high level of occupational aspiration. The study sample exhibits no significant correlation between achievement motivation and occupational aspiration.

Sharma (2002) studied the relationship between parental educational and occupational aspirations with students' achievement and occupational aspirations. It was found that achievement scores and occupational aspirations of children from high, average, and low parental educational and occupational aspirations groups were not equal.

Hill et al. (2003) investigated career aspirations, perceived barriers, and family support among low-income African American, Euro-American, Mexican American, and Mexican immigrant early adolescents utilising qualitative methodologies and data in this study. The findings revealed that girls demonstrated a greater tendency to express an understanding of the requirements for attaining their goals than boys. Negative correlations were identified between career aspirations and perceived barriers, as well as perceived barriers and family support.

Mona (2005) conducted a study on educational and vocational aspirations of students at the Senior Secondary Stage in relation to their parental aspirations. The research identified a significant and positive correlation between the educational vocational aspirations of students and parental aspirations. Additionally, the study showed that parents with high aspirations assisted their children in selecting their occupations, subjects, and activities.

Nira & Yoram (2007) examine gender differences in occupational aspirations of students with similar abilities who study competitively in the same achievement-oriented educational setting. The findings indicate that first-year male and female students shared similar goals, female students later reduced their occupational aspirations in favour of a better work-life balance. Logistic regression analysis indicated a significant interaction between gender and academic year affecting these career preferences.

Khan (2007) conducted a comparative study of occupational aspirations of boys and girls' students of senior secondary schools of Delhi, considering significant differences in the occupational aspirations between students from government and aided schools, as well as among the students in the science, commerce and arts streams.

Patton and Creed (2007) carried out a study on occupational aspiration and expectation of Australian adolescents. The findings indicated that aspirations for higher occupational status were linked to academic performance, self-esteem, and levels of career maturity. Students who excelled in school demonstrated greater career

maturity and exhibited higher self-esteem, making them more inclined to aspire to professional occupations compared to students who aimed for skilled aspirations.

Chopra (2008) explored vocational aspirations in relation to socio-economic status among adolescents. The study found that students from high socio-economic status families exhibited high vocational aspirations.

Schoon & Polek (2011) studied teenage career aspirations and adult career attainment in relation to gender, social background and general cognitive ability. Structural Equation Modelling was employed to analyze the connections between early experiences and adult outcomes, as well as the relationships among gender, family background, general cognitive ability, adolescent career aspirations, and career achievement in mid-adulthood, utilizing two broad representative samples of the British population. It was found that individuals with aspirations for a professional career were more likely to participate in further education and subsequently achieve a professional career in adulthood. Findings of the study also indicate that women exhibit greater ambition in their occupational aspirations compared to men and demonstrate a higher possibility of engaging in further education.

Shashikala (2012) studied the significant positive relationship between occupational aspiration and academic achievement motivation. It is concluded in the study that occupational aspiration significantly increases with an increase in academic achievement motivation. The tool used for measuring occupational aspiration is the occupational aspiration scale by J.S. Grewal.

Kaur (2012) A study focused on occupational aspiration as a factor of modernization and socioeconomic status (SES) examined women professionals in Punjab. The findings revealed a notable difference in occupational aspirations between male and female secondary school teachers employed in various government schools. The results clearly indicate that urban women demonstrate higher levels of occupational aspiration compared to their rural counterparts.

Paul (2013) conducted a study on the occupational aspiration of youth in colleges, a sociological analysis of the present and future position of youth in Siliguri city, with 208 samples that comprises an equal number of male and female students of Siliguri who were enrolled in social science, science, and professional courses. Through the study, the researcher concluded that female students were particular about their careers, while male students had a variety of occupational choices and their occupational choice was related to their present academic choices.

Sangma (2013) proposed a study on the educational and occupational aspirations of secondary school students in relation to socioeconomic status in Garo hills. The finding of the study shows that the relationship between male and female occupational Aspiration is not very large which shows that female occupational aspiration is slightly higher than male occupational aspiration.

Wicht and Mayerhofer (2014) conducted a study on the significance of neighbourhoods and schools in explaining the occupational aspirations of young Germans. The researcher discusses that different types of schools pave the way for different occupational fields for students of varied social classes. Such types of schooling restrict occupational aspirations and choices, which leads to social stratification within the school. The study aimed at removing the system which motivated students' occupational aspirations that are also influenced by social contexts. The sample of the study comprises 16,425 9th-grade secondary school students in Germany. The results show that neighbourhoods have less influence on occupational aspirations than the school context. The study also reveals that there exists societal pressure for high occupational aspiration, which is varied by the social composition of the school.

Mistry (2015) conducted a study on Career aspirations and academic achievement among college students from a social work perspective. The study aimed to find the career aspirations and academic achievements of undergraduate college students and also to assess socio-demographic factors influencing career aspirations and academic achievement among respondents. The findings of the study showed significant relationship between gender and the level of Occupational Aspirations, with a notable advantage for males. The finding also indicates that the types of colleges attended by the respondents did not show a positive correlation with their level of Occupational Aspiration.

Uka (2015) conducted a study on Students' educational and occupational aspirations predicted by parents' and adolescents' characteristics. The study explored various aspects, including gender differences of students, educational and occupational aspirations; the relationship between parents' characteristics and their adolescents' educational and occupational aspirations; the relationship between adolescents' characteristics and educational and occupational aspiration. The study's findings indicated that neither parental nor adolescent characteristics had a significant effect on shaping students' educational and occupational aspirations. The study also

revealed that the educational level of parents appeared to play a notable role in predicting student's educational and occupational aspirations.

Andleeb and Ansari (2016), compared senior secondary school students towards occupational aspiration and career maturity with regard to gender. This study was conducted on 50 male and 50 female students of class 11th of two government senior secondary schools of Delhi. The finding indicated that the male students were better and had a higher level of occupational aspiration, while female students exhibited greater career maturity. This study finds a weak and negative correlation between occupational aspiration and career maturity. A significant difference exists in the career maturity levels of male and female students.

Eremie & Ikpah (2017) conducted a study on Self-concept and occupational aspiration among secondary school students in Revers state. The study aims to explore the relationship between students' self-concept and occupational aspiration and also to identify the difference between high self-concept and their occupational aspiration and those with low self-concept. The finding revealed a significant difference between students with high self-concept and their occupational aspirations. The study also found no significant difference between self-concept and occupational aspiration of male and female students.

Vijayan (2017) explored the influence of occupational aspirations on the academic achievement of institutionalized adolescent orphans in Kerala. A significant positive relationship has been found between occupational aspirations and the academic achievement of institutionalised adolescent orphans.

Jakhar, R. (2019) conducted a study on the role of Stream on the Occupational Aspirations and Career Maturity of Students in Senior Secondary. The Objectives of the Study were to find out the relationship between the occupational aspirations of arts and science stream senior secondary students and their career maturity. The finding of the study reveals that there is a variation in career maturity and occupational aspiration of the Arts and Science stream senior secondary students. There exists no significant correlation between the occupational aspiration of Arts and Science stream senior secondary students of the school and their career maturity.

Kurbah A. M. (2019) examine the educational and occupational aspiration of higher secondary school students in relation to the learning environment in East Khasi Hills District, Meghalaya. The study sample comprised 804 higher secondary school students (male and female) from classes 11 and 12. The findings reveal the average

level of educational and vocational aspirations among the students, with no significant difference between male and female students, as well as rural and urban higher secondary students. But significant difference was found in the Educational Aspiration between tribal and non-tribal students.

Lalrintluangi. (2019) investigated the level of Occupational Aspiration of Higher Secondary School students of Aizawl District in relation to Parental Education and Gender. The sample of the study consisted of 340 higher secondary school students (145 male and 195 female). J. Gerwal's occupational aspiration scale was used to measure the occupational aspiration of the students. The finding shows the variations in the locality where students from urban areas have higher occupational aspirations compared to rural areas. The study revealed that there is no significant difference with regard to gender.

Momin and Chetry (2019) conducted a study on the occupational aspirations of the undergraduate male and female students of Meghalaya. The sample consisted of 160 students from the Arts Stream of two-degree colleges of Tura, Meghalaya, and to measure the Occupational Aspiration Scale by Chandel, Laxmi and Singh was selected. The study revealed a significant difference in the occupational aspiration of male and female undergraduates, with male students having significantly higher occupational aspiration than the female students.

Sharma (2020) conducted a study on the occupational aspiration of senior secondary students in reference to their academic achievement. A descriptive survey design was used on a total sample of 300 students through a random sampling technique. The study's results revealed no significant difference between the occupational aspirations and academic achievements of senior secondary school boys and girls. But a significant difference was found between the academic achievement of government and private senior secondary school students.

Chauhan et al (2024) carried out a study on the occupational aspirations of senior secondary school students of Mandi district. A descriptive cross-sectional survey method was used on a sample of 100 students (50 girls and 50 boys) of classes XI and XII, who were randomly selected from the Government school. Dr. J.S. Grewal's Occupational Aspiration Scale was used to collect data for the study. The findings reveal that 76% of senior secondary students were found to have an average occupational aspiration level, and no significant difference was found in the level of occupational aspiration between urban and rural senior secondary students.

Rahang and Saikia (2025) carried out a study on the levels of occupational aspiration among Karbi students. A descriptive survey method was used on a sample of 130 students in the Kamrup district of Assam. A self-constructed scale was employed to collect data for the study. The findings reveal that 46.2% of the students have an average level of occupational aspiration, and no significant difference was found between boys and girls in relation to their occupational aspirations.

TABLE NO. 2.1: SUMMARY OF RESEARCH STUDIES ON OCCUPATIONAL ASPIRATION

Sl. No.	Researcher (s) and Year	Major Focus	Major Findings
1.	Sharma (2001)	Academic motivation and occupational aspirations among students of the faculty of science and arts in Punjab University.	Significant difference between the achievement motivation of female students of arts and science. Level of occupational aspiration is higher in females. Negligible correlation between achievement motivation and occupational aspiration.
2.	Sharma (2002)	A study of the occupational aspiration of senior secondary students in reference to their academic achievement.	Academic achievement and occupational aspirations of children from families with high, average, and low parental educational and occupational aspirations were not equal.
3.	Hill et al. (2003)	Career aspirations, perceived barriers, and family support among low-income, African American, Euro-American, Mexican-American, and Mexican-immigrant early adolescents.	Negative relationships were observed between career aspirations and family support.

4.	Mona (2005)	Study of educational and vocational aspirations of students at the Senior Secondary Stage in relation to their parental aspirations.	Positive relationship between educational and vocational aspirations of students and parental aspirations. High aspirations of the parents helped their children in selecting subjects, activities, and careers.
5.	Nira & Yoram (2007)	Gender related differences in the occupational aspirations and career style preferences of accounting students: A cross-sectional comparison between academic school years.	Gender has a similar level of occupational aspiration. Significant interaction between gender and affecting students' occupational aspirations and career preferences.
6.	Khan (2007)	A Comparative study of occupational aspirations of boys and girl students of senior secondary schools of Delhi.	Significant difference between science, commerce and arts streams students in their occupational aspirations of government and aided schools.
7.	Patton & Creed (2007)	Occupational aspiration and expectation of Australian adolescents.	Higher aspirations for occupational status are associated with better academic performance, self-esteem, and career maturity, with students excelling in school more likely to pursue professional careers.
8.	Chopra (2008)	Study of vocational aspiration in relation to socio-economic Status among adolescents.	Students from high socio-economic status families exhibited high vocational aspirations.

9.	Schoon & Polek (2011)	Teenage career aspirations and adult career attainment: The role of gender, social background and general cognitive ability.	Aspiring professionals are more likely to pursue further education and achieve a career in adulthood. Women are more ambitious than men in their occupational aspirations.
10.	Shashikala (2012)	A Study on Occupational Aspirations of Secondary School Students in Relation to their Academic Achievement Motivation	Positive relationship between occupational aspiration and academic achievement motivation. Occupational aspiration significantly increases with an increase in academic achievement motivation.
11.	Kaur (2012)	A study on occupational aspiration as a variant of modernization and SES; A study of women professionals in Punjab.	Notable difference in occupational aspirations between genders. Urban females demonstrate higher levels of occupational aspiration compared to rural females.
12.	Paul, D. (2013)	A study on the occupational aspirations of youth in colleges.	Female students were particular about their careers, while male students had different occupational choices. Occupational choice is related to their present academic choices.
13.	Sangma (2013)	A study of educational and occupational aspirations of secondary school students in relation to socioeconomic status in Garo Hills.	Significant relationship between gender. Females had higher occupational aspirations than males.
14.	Wicht & Mayerhofer (2014)	A study on the significance of neighbourhoods and schools in explaining the occupational aspirations of young Germans.	Less influence of neighbourhood on occupational aspirations than the school. High societal pressure for

			occupational aspiration varies by the social composition of the school.
15.	Mistry (2015)	Career Aspirations and Academic Achievement among the college students a social work perspective.	Significant relationship between gender with a notable advantage for males. Negative correlation with the level of Occupational Aspiration.
16.	Uka (2015)	Students educational and occupational aspiration predicted by parent's and adolescents' characteristics	No significant relationship between parents and students' educational and occupational aspirations. Revealed that the educational level of parents appeared to play a notable role in predicting students' educational and occupational aspirations.
17.	Andleeb & Ansari. (2016)	A comparative study of occupational aspiration and career maturity of senior secondary school students in relation to gender.	Male students had a higher level of occupational aspiration, while female students had higher career maturity. Found a negative relationship between occupational aspiration and career maturity. A considerable gender difference was found in career maturity.
18.	Eremie & Ikpah (2017)	Self-concept and occupational aspiration among secondary school students in Revers state.	Significant difference between students with high self-concept and their occupational aspirations. No significant difference between self-concept and occupational aspiration of male and female students.

19.	Vijayan (2017)	Influence of occupational aspirations on the academic achievement of institutionalised adolescents.	Revealed positive relationship between occupational aspirations and academic achievement.
20.	Jakhar, (2019)	Role of Stream on the Occupational Aspirations and Career Maturity of Students in Senior Secondary.	Variation in career maturity and Occupational aspiration of the Arts and Science students. Difference in occupational aspiration of the Arts and Science stream senior secondary students. No significant correlation was observed between the occupational aspiration and career maturity of Arts and Science stream senior secondary students.
21.	Kurbah (2019)	Educational and occupational aspirations of higher secondary school students in relation to their learning environment.	Moderate level of educational and vocational aspirations among the students. No significant difference between male and female, rural and urban higher secondary students. Tribal and non-tribal students differ in their educational aspirations.
22.	Lalrintluangi (2019)	A Study of Occupational Aspiration level of Higher Secondary School students of Aizawl District in relation to Parental Education and Gender	Variations in the locality of the students, urban areas have higher occupational aspirations than rural areas. No significant difference with regard to gender

23.	Momin & Chetry (2019)	Occupational aspirations of the undergraduate male and female students.	Significant difference was indicated between male and female students in the Occupational Aspiration. Male students possessed higher Occupational Aspiration than the female students.
24.	Sharma (2020)	Occupational aspiration of senior secondary students in reference to their academic achievement.	No difference between the occupational aspirations and academic achievements was observed in terms of gender. A significant difference was found between the academic achievement of government and private senior secondary school students.
25.	Chauhan U et al. (2024)	Occupational aspirations of senior secondary school students.	76% of senior secondary students have an average level of occupational aspiration. No significant difference between urban and rural senior secondary students in their level of occupational aspiration.
26.	Rahang & Saikia (2025)	Occupational Aspiration of Karbi Students: A Study in Kamrup Metropolitan District of Assam.	46.2% of the students have an average level of occupational aspiration. No significant difference between boys and girls.

Table No.2.1 indicated that numerous studies have been conducted on the occupational aspiration of higher secondary students. It was inferred that the maximum studies were conducted to find out the occupational aspirations of higher secondary students based on gender differences, levels of achievement motivation, supportive families, and advantaged socio-economic backgrounds, which enhance aspirations. Only a few studies were undertaken to find out the interaction effect of

educational institutions (government and private schools) on the occupational aspiration of higher secondary students.

The survey research method was frequently utilized in the studies. The sampling techniques that were most commonly employed included simple random sampling and stratified sampling. Additionally, the majority of research instruments used were self-designed questionnaires. Studies carried out by Nira & Yoram (2007), Sangma (2013), Eremie & Ikpah (2017), Kurbah (2019), Lalrintluangi (2019), and Sharma (2020), Rahang & Saikia (2025) indicated no significant difference in genders influencing occupational aspiration. Whereas the findings of the research carried out by Sharma (2001), Khan (2007), Kaur (2012), Mistry, Rekha (2015), Andleeb & Ansari. (2016), and Momin & Chetry (2019) revealed a notable difference in occupational aspiration based on gender.

The result of Khan (2007) revealed that types of educational institution have a significantly influence on occupational aspiration.

Research conducted by Sharma (2001), Sharma (2002), Mona (2005), Patton & Creed (2007), Shashikala (2012), Vijayan (2017), and Chauhan U et al. (2024) indicates a positive relationship between occupational aspirations and academic achievement.

2.3 STUDIES RELATED TO ACADEMIC ACHIEVEMENT MOTIVATION

Randhawa (2002) carried out research on the study of Academic Achievement of school students as related to achievement motivation and test anxiety. The finding shows that there is a negative relationship between academic achievement and test anxiety in high school students.

Rani, B. (2003) studied the impact of the home environment on the academic achievement and educational aspirations of college students. Results of the study showed that homes that provided a motivating educational environment had a significant positive effect on the academic achievement of college students in

comparison to homes where parents did not provide educational facilities or environment to the children.

Hall (2007) carried out a study on the relationship between academic achievement, academic performance, and self-esteem of high school juniors at a public high school in central Florida. The finding of the research reveals that there is a significant relationship between academic achievement and academic performance, and self-esteem of high school students.

Dhanya (2007) conducted a study on the academic achievement of high school students in relation to self-acceptance. The finding of the study shows that there is a significant relationship between self-acceptance and academic achievement. As self-acceptance increases, academic achievement also increases.

Muola (2010) conducted a study on the relationship between academic achievement motivation and home environment among eight standard students. The study consisted of 235 samples of Kenyan students from six urban and rural primary schools, which were randomly selected from the Machakos district. The home environment Questionnaire and simple profile questions were used to collect data on the student's levels of academic achievement motivation and home environment. The finding of the study shows that students' academic achievement depends on the nature of their home environment and motivation.

Shashikala (2012) conducted a Study on occupational aspirations of secondary school students in relation to their academic achievement motivation. The study investigated a relationship between occupational aspirations and academic achievement motivation of secondary school students, and also studied the relationship between occupational aspirations and social factors of secondary school students. The sample of the study was 400 boys and 400 girls. The sample schools were selected on the basis of a stratified random sampling technique, and a simple random sampling technique was adopted to select the sample students. The study reveals that occupational aspiration significantly increases with an increase in academic achievement motivation. A significant relationship was found between occupational aspirations and social factors. The study also found that occupational aspirations of students were influenced by social factors.

Rosy and Tali (2012) conducted a study to examine the vocational aspiration of higher secondary students in relation to their achievement motivation and demographic variables i.e. gender, academic stream and schools. The researcher used

the Occupational Aspirations Scale by J.S.Grewal and the Deo-Mohan Achievement Motivation Scale by Dr. Pratibha Deo and Asha Mohan with a sample of 200 students of Government and private schools of the Yamaha Nagar district of Haryana. The findings of the study concluded that students of high and low achievement motivation did not differ significantly with respect to their vocational aspirations and also male and female students had equal aspirations and knowledge toward vocational choices.

Lawerence and Vimala (2012) conducted a study with the aim of finding out the relationship between school environment and academic achievement of standard IX students. Data for the study were collected using a self-made school-environment scale (SES). A stratified random sampling technique was used for the sample of 400 IX students. For analysing the data, t-test and Pearson's product-moment coefficient were used. Results showed that there was no significant relationship between school environment and the academic achievement of reference standard IX students.

Farkhanda (2013) examined the effect of gender and socio-economic status on the academic achievement of higher secondary school students of Lucknow city. The sample consists of 102 males and 98 females in the age range of 15-19 from five higher secondary schools in Lucknow city. The SES scale developed by R.L Bhardwaj (2005) was used for data collection, while the total mark obtained by the students in the previous class, i.e. 10th, was used as an achievement. The study shows that gender does not influence achievement in science at higher secondary school. Also, the result of this study showed the difference between high and low socio-economic status groups. It is found that academic achievement was influenced by the SES, and those who belonged to high SES showed better performance.

Kumar and Yadav (2015). The research examined the academic achievement motivation (AAM) among senior secondary students. The findings indicated that students attending private schools demonstrated higher levels of AAM compared to their counterparts in government schools. Additionally, the study revealed that girls exhibited greater AAM than boys at the senior secondary level.

Kumari and Qasim (2015) examine the relationship between achievement motivation and academic achievement of secondary school students among 200 students selected from different government and private schools of Allahabad. The purpose of the study was to investigate achievement motivation of the private and the government school students. The finding indicated that achievement motivation and academic achievement were found to be higher among boys in private schools than in

government schools. On the other hand, girls' achievement motivation and academic achievement were higher in private schools than in government schools.

Bhagat (2016) conducted a study on the relationship between Self- Esteem and Academic Achievement of Secondary school students. 400 secondary school students of 9th class studying in government and private schools of Jammu District were taken as a sample. Self-Esteem Inventory prepared by M.S. Prasad and G.P. Thakur (1977) was used to collect data. The findings of the study showed a positive and significant correlation between positive-self males and their academic achievement. A positive and significant correlation was found between negative-self females and academic achievement. A positive but not significant correlation was found between positive-self females with their academic achievement. A positive but not significant correlation was found between negative-self males and academic achievement of secondary school students.

Gupta and Mili (2016) conducted a study to find out the relationship between Academic Motivation and Academic Achievement of Class IX students of Assam. The sample consists of 500 males and 495 females, the Academic Achievement Motivation Test by T.R. Sharma and for the academic achievement. The final year examination results were taken for data collection. The findings indicate a significant positive relationship between academic motivation and academic achievement. There is a significant difference in Academic Motivation between high and low achievers. But there exists a significant sex difference among low achievers concerning academic motivation.

Another survey study was conducted by **Tefera and Sitota (2016)** to examine academic achievement motivation (AAM) among 201 adolescent students (94 males, 107 females) in a peri-urban school in East Hararghe zone (Haramaya) using stratified sampling. Findings revealed a significant influence of family structure on AM, with adolescents from intact families exhibiting the highest motivation, followed by single-parent and step-parent families. Regression analysis confirmed the significant effect of family structure on the academic achievement motivation of adolescents, while sex showed no significant impact on the AM of adolescents.

Kumari (2018) conducted a study on the Occupational aspirations of secondary school students in relation to self-confidence, achievement motivation and parental occupation. The finding of the study shows that the female students had higher achievement motivation in comparison to the male students. A significant

difference is found in all the components of occupational aspirations between male and female students.

Pandey and Singh (2018) examined the impact of academic achievement motivation (AAM) on students' academic performance, along with the influence of age and gender. It found a strong correlation between AAM and academic performance, revealing that students with high motivation levels tended to excel academically. However, age and gender effects on performance were only partially significant.

Sitota (2018) conducted a study on the assertiveness and academic achievement motivation of adolescent students in selected secondary schools of Harari Peoples' regional state, on about 332 samples, of which 145 were males and 187 females. Data were collected through the 24-item academic achievement motivation (AAM) inventory scale. Data were analyzed employing a blend of both descriptive and inferential statistical methods. The finding of the study shows a positive and significant relationship between assertiveness and academic achievement motivation. Unlike assertiveness and parental educational status, sex appeared to be a less important factor in explaining adolescents' academic achievement motivation. This implies that as adolescents' level of assertiveness increases, their academic achievement motivation increases too.

Mihret, et al. (2019) conducted a study on parenting style as a correlate of adolescents' academic achievement motivation at Bate Secondary School of Haramaya, Ethiopia. The study was conducted on 192 randomly selected adolescent students. Data were collected through achievement motivation self-report inventory scales and parenting style scales. Descriptive and inferential statistical methods were used for analyzing the data. The findings of the study revealed that there is a significant relationship between authoritative parenting style and students' academic achievement motivation. There is a strong and negative relationship between neglectful parenting style and students' academic achievement motivation. This shows that neglectful parenting negatively affects students' academic motivation. As expected, a significant relationship between indulgent parenting style and students' academic motivation was not reported.

Devi (2024) conducted a study on achievement motivation in relation to the academic achievement of higher secondary school students in Imphal West District, Manipur. The sample consisted of 1220 (454 boys and 766 girls) students of class 12

through purposive sampling, with data collected using the Achievement Motivation Scale (n-Ach) by Deo and Mohan (2011). The results reveal a significant difference between achievement motivation and academic performance. Science stream students showed higher achievement motivation than those in the arts stream, and girls exhibited greater motivation than boys. While girls outperformed boys academically in government schools, no significant gender differences were found in private schools.

Saini and Gautam, (2024) carried out a comparative study on the Academic Achievement Motivation of Government and Private Secondary School Students during Pandemic Online Classes. Data were collected using a self-developed questionnaire designed to assess academic achievement motivation in the context of online learning. The study included a sample of 200 secondary students from both private and government schools, selected through purposive sampling. The findings of the study revealed that private school students exhibited significantly higher levels of academic achievement motivation than their government school counterparts during the COVID-19 pandemic. Furthermore, female students demonstrated greater academic achievement than male students.

Lalrinpuii et al. (2024) conducted a study on the level of academic achievement motivation among secondary school students in Aizawl city, and a comparison of male and female students with regard to academic achievement motivation is undertaken. The result revealed that the highest percentage among the respondents was found to have low academic achievement motivation, whereas males and females showed a significant difference at 0.05 in their academic achievement motivation.

**TABLE NO. 2.2: SUMMARY OF RESEARCH STUDIES ON ACADEMIC
ACHIEVEMENT MOTIVATION**

Sl. No.	Researcher (s) and Year	Major Focus	Major Findings
1.	Randhawa (2002)	A study of Academic Achievement of school students as related to achievement motivation and test anxiety.	Negative relationship between academic achievement and test anxiety of high school students
2.	Rani (2003)	Impact of the home environment on the academic achievement and educational aspirations of college students.	Home environment has a significant positive effect on the academic achievement of students.
3.	Hall (2007)	Academic achievement, academic performance, and self-esteem of high school juniors at a public high school in central Florida.	Significant relationship was between academic achievement and performance, and self-esteem.
4.	Dhanya & Mary (2007)	A study of academic achievement of high school students in relation to self-acceptance.	Significant relationship between self-acceptance and academic achievement.
5.	Muola (2010)	A study on the relationship between academic achievement motivation and home environment among eight standard students.	Positive influence of home environment and motivation on academic achievement.
6.	Shashikala (2012)	A Study on Occupational Aspirations of Secondary School Students in Relation to Their Academic Achievement Motivation.	Significant relationship was found between occupational aspirations and Academic Achievement Motivation.

7.	Rosy & Tali. (2012)	Vocational aspiration of higher secondary students in relation to their achievement motivation and demographic variables.	No significant difference between the level of achievement motivation and vocational aspirations Gender has equal aspirations and knowledge toward vocational choices.
8.	Lawrence & Vimala (2012)	School Environment and Academic Achievement of standard IX students.	No significant relationship between school environment and academic achievement.
9.	Farkhanda (2013)	Effect of gender and socioeconomic status on the academic achievement of higher secondary school students of Lucknow city.	No significant influences of gender on academic achievement.
10.	Kumar & Yadav (2015)	A comparative study of Academic achievement motivation (AAM) among senior secondary students.	The levels of AAM are higher in private schools than in government schools. Girls have higher AAM than boys.
11.	Kumari & Qasim (2015)	A study of achievement motivation in relation to academic achievement of higher secondary students.	Achievement motivation and academic achievement were found to be higher among boys in private schools than in government schools. Girls' achievement motivation and academic achievement were higher in private schools than in government schools.

12.	Bhagat (2016)	Relationship between Self-Esteem and Academic Achievement of Secondary school students.	Positive and significant correlation between male and female students in relation to self-esteem and academic achievement. Positive but not significant correlation between negative- self males and academic achievement.
13.	Gupta & Mili (2016)	Impact of Academic Motivation and Academic Achievement: a study on high school students.	Positive relationship between academic motivation and academic achievement. Significant difference in Academic Motivation between high and low achievers. Gender shows significant difference in academic motivation between low achievers.
14.	Tefera & Sitota (2016)	Family structure and academic achievement motivation of adolescent students in Haramaya Senior Secondary and Preparatory School, East Hararghe, Ethiopia.	Significant difference in family on academic achievement motivation of adolescents. No significant influence of gender on AM of adolescents.
15.	Kumari (2018)	A study on the Occupational aspirations of secondary school students in relation to self-confidence, achievement motivation, and parental occupation.	Female students had higher achievement motivation in comparison to the male students. Significant difference in occupational aspirations between male and female students.
16.	Pandey & Singh (2018)	Effect of academic achievement motivation (AAM) on the academic performance of students.	Positive correlation between AAM and academic performance. Age and gender are partially significant.

17.	Sitota (2018)	Assertiveness and Academic Achievement Motivation of Adolescent Students in Selected Secondary Schools of Harari peoples' regional state.	A positive and significant relationship between assertiveness and academic achievement motivation.
18.	Mihret, et al. (2019)	Parenting Style as a Correlate of Adolescents' Academic Achievement Motivation of Bate Secondary School of Haramaya, Ethiopia.	Significant relationship between authoritative parenting style and students' academic achievement motivation. Negative relationship between neglectful parenting style and students' academic achievement motivation. Significant relationship between an indulgent parenting style and students' academic motivation.
19.	Devi (2024)	A study on achievement motivation in relation to academic achievement of higher secondary school students in Imphal West District, Manipur.	Significant difference between achievement motivation and academic performance. Science stream students showed higher achievement motivation than those in the arts stream. Girls exhibited greater motivation than boys. While girls outperformed boys academically in government schools, No significant gender differences were found in private schools.
20.	Saini & Gautam, (2024)	Academic Achievement Motivation: A comparative study of Government and	Significantly higher levels of academic achievement motivation in private schools than in

		Private Secondary School Students during Pandemic Online Classes.	government schools. Female students show greater academic achievement than male students.
21.	Lalrinpuii, et al. (2024)	Academic achievement motivation of secondary school students in Aizawl city in relation to males and females.	Gender has a significant difference in academic achievement motivation.

Table No. 2.2 observed that occupational aspiration has a high and positive relationship with academic achievement motivation, as concluded by Rose & Tali (2012) and Kumari (2018).

Studies done by Kumar &Yadav (2015), Kumari & Qasim (2015), Bhagat (2016), Gupta & Mili (2016), Kumari (2018), Panday & Singh (2018), Devi (2024), Gautam (2024), and Lalrinpuii et.al. (2024) indicated significant differences in academic achievement motivation between female and male students. However, research findings by Rose &Tali (2012), Farkhanda (2013), Tefera & Sitota (2016), and Sitota (2018) revealed no significant difference in academic achievement motivation between female and male students.

Significant variation was observed in the study conducted by Kumar & Yadav (2015), Kumar & Qasim (2015), Devi (2024), and Saini & Gupta (2024) on academic achievement motivation based on the type of institution. The survey method was the most commonly utilized research design, while the most frequently applied sampling technique was simple random sampling and stratified sampling. Additionally, the majority of studies reviewed employed self-prepared questionnaires.

2.4 STUDIES RELATED TO EMOTIONAL MATURITY

Gakhar (2003) studied the relationship between emotional maturity and self-concept on the academic achievement of students at a secondary stage. It was found that there was a negative correlation between intelligence and emotional maturity. There is a significant correlation between emotional maturity and the academic achievement of boys and girls.

Joibari and Taheri (2011) conducted a study on the relationship between Emotional Intelligence and students' academic achievement in high schools in Tehran city. Results showed that there was a significant correlation between the main components of Emotional Intelligence including self-motivation, self-awareness, social consciousness, social skills, and student's academic achievement. Also, there was a significant difference between male and female students' Emotional Intelligence.

Dutta et.al (2013) proposed a study on the emotional maturity of secondary school students of Assam. The findings show that there was no significant difference in various areas of emotional maturity of secondary school students based on gender, type of school and residential background.

Singhpuar, S. (2013) Academic achievement of high school students in relation to their anxiety, emotional maturity and social maturity, the sample comprises 400 (200 rural and 200 urban) high school students of New Delhi. The findings of the study show a significant relationship between social maturity and academic achievement, as well as between anxiety and academic achievement, no significant difference was found between emotional maturity and academic achievement and Emotional and Social Maturity. Rural and Urban high school students differ significantly in their level of anxiety.

Skipper and Bradenburg's (2013) purpose was to find out the relationship between Academic Performance and Emotional Intelligence. The survey was done at Clemson University among students of civil engineering and construction management. Results show that emotional intelligence increases with an increase in GPR (grade point ratio, which is used to measure academic achievement. There exists a positive relationship between higher emotional intelligence scores and the amount of work experience. Based on results and analysis, the study purposes to increase emphasis on extracurricular programs, which motivate students to develop their Emotional Intelligence Skills.

Kar, Saha, and Mondal (2014) conducted an empirical study on measuring the Emotional Intelligence of school students in relation to gender and residence of the Purulia district, West Bengal. For collecting data, a sample of 235 students was randomly selected, and ANOVA and t-test were applied for the interpretation of the data. The findings revealed that residential place plays a significant role in the enlargement of emotional development, whereas gender does not have a significant effect on the level of Emotional Intelligence.

Gunasekar and Pugalenthii (2015) conducted a Study on the Emotional Maturity and Academic Achievement of students at the secondary level. 100 students (50 boys and 50 girls) were taken as the sample of the study. For data collection, a self-constructed tool was used to measure Emotional Maturity, and to assess the academic achievement of students' marks obtained in previous exams. The findings of the study revealed that there is no significant difference between boys and girls' secondary level in emotional maturity. The study also revealed that there is no significant difference between boys and girls at the secondary level on academic achievement.

Datta (2015) investigated emotional intelligence in relation to achievement motivation of undergraduate Students of Kolkata. The study revealed that there were no significant differences found between male and female undergraduate students in their emotional intelligence and achievement motivation; emotional intelligence was significantly and positively correlated with achievement motivation.

Brahmbhatt (2016) studied the emotional maturity of higher secondary students of Ahmedabad city and found that Male students are significantly more mature than the female students. Further it was found that rural students are significantly emotionally more mature than the urban students of higher secondary school.

Dangwal and Srivastava (2016) conducted a study on the differences in emotional maturity of internet users among gender. Findings of the study show that there is a significant gender difference in emotional stability, independence and total emotional maturity of internet users, where females are more emotionally stable as compared to males.

Kumar and Mishra (2016) conducted a study on the emotional maturity and academic achievement among adolescent students. The findings of the study indicate

a positive relationship between emotional maturity and academic achievement among adolescent students.

Nadeem and Ahmad (2016) conducted a study on the Emotional Intelligence and Academic Achievement of higher secondary students. The sample consisted of 200 students randomly selected from the 12th grade. To collect data, the Roqan Emotional Intelligence test was used. For academic achievement, aggregate marks of the previous two classes were taken. The findings of the study revealed that male and female higher secondary students differ significantly on the composite score of Emotional Intelligence. The study also revealed that male higher secondary students have higher academic achievement than female higher secondary students.

Cheema (2017) studied the relationship between emotional intelligence and academic performance in relation to occupational aspirations among government-model high school students in Chandigarh. The findings indicate that students with high academic performance tend to have greater occupational aspirations. Furthermore, there is a positive but moderate correlation between academic performance and emotional intelligence, as well as between emotional intelligence and occupational aspirations. This suggests that students who excel academically are more likely to have higher occupational aspirations.

Duhan and Jeet (2017) conducted a study on the emotional maturity of adolescents in relation to their gender. Results of the present study show that 50% of males were moderately emotionally mature as compared to 20% females. Age and gender had a non-significant and negative connection with emotional maturity, indicating that emotional instability, regression, social maladjustment, personality disintegration, and lack of independence decreased with age.

Kumar and Sethi (2017) conducted a study on social maturity in relation to the Emotional Intelligence of adolescents. The results explained that there was a significant positive relationship between social maturity and Emotional Intelligence. Further results revealed that there was no significant difference in gender, i.e., male and female. Social maturity was also not different for government and private school adolescents.

Malik (2017) carried out a study on the impact of various factors on the emotional maturity of adolescents of the Coed School of Meerut. The sample of the study comprises 220 students of classes 11 and 12, using a multistage random sampling technique. The Emotional Maturity Scale, developed by Singh and

Bhargava, was used to measure the emotional maturity of the students. The finding of the study shows that family, peer group, school and society play an important role in the emotional stability of adolescents, and this is reflected in the emotional maturity of adolescent girls and boys.

Vyas and Gunthey (2017) conducted a study on emotional Maturity and self-confidence among Adolescent Students. 200 students comprise the sample of the study, where data was collected through a standardised tool, the Self-Confidence Inventory (ASCI) and Emotional Maturity Scale, and the data was analysed using the t-test. The finding of the study shows that there is a significant difference between male and female adolescents on emotional maturity, no significant difference between urban and rural adolescents on the level of emotional maturity, and no significant difference between male and female adolescents on self-confidence, while there is a significant difference between urban and rural adolescents on the level of self-confidence.

Upadhyay, et al. (2020) carried out a study on emotional maturity in an adolescent group studying at a higher secondary school in Western India. The emotional maturity scale developed by Dr. Tara Sabapathy was used for assessing the emotional maturity of 173 samples (97 boys and 76 girls). The findings reveal that there was no significant difference in the levels of emotional maturity between boys and girls.

Gopal (2021) conducted a study on the effect of emotional maturity on achievement motivation among secondary school students. The data was analysed on a sample of 200 students by using descriptive statistics. The findings shows that there is a significant relationship between achievement Motivation and Emotional Maturity, and male and female students have a moderate level of achievement Motivation and Emotional Maturity.

Konyak, Yimchunger and Jamir (2024) conducted a study on emotional maturity and academic achievement of high school students. The simple random sampling method was adopted to collect data from 200 samples, comprising high school students of Mokokchung. The findings of the study revealed that there is no significant difference in Emotional Maturity in relation to the types of schools and locality. However, a significant difference has been found in their Emotional Maturity based on gender.

Rai and Subba (2024) carried out a study on the emotional maturity of higher secondary school students of Darjeeling. The sample consists of 200 higher secondary school students selected randomly, and Yashvir Singh & Dr. Mahesh Bhargava's Emotional Maturity Scale was used for data collection. The finding of the study shows that there was no significant difference in emotional maturity of the students with respect to their gender and government and private secondary school students. The finding also revealed that there was a significant difference in the emotional maturity of students with respect to their school.

Gopal and Mahadevaswamy (2025). Carried out a study on the emotional maturity of undergraduate students. The study comprises 180 undergraduate students, selected through stratified random sampling and the Emotional Maturity Scale, developed by Yashvir Singh and Mahesh Bhargava, was used to collect the data. The findings reveal that there was a significant difference in Emotional Maturity across different streams. The study also shows no significant difference in Emotional Maturity between male and female students, while the students of private colleges tend to have slightly higher Emotional Maturity than those of government colleges.

TABLE NO. 2.3: SUMMARY OF RESEARCH STUDIES ON EMOTIONAL MATURITY

Sl. No.	Researcher (s) and Year	Major Focus	Major Findings
1.	Gakhar (2003)	Emotional maturity and self-concept on the academic achievement of students at a secondary stage.	Negative correlation between intelligence and emotional maturity. A significant correlation between emotional maturity and the academic achievement of boys and girls.
2.	Joibari & Taheri (2011)	Emotional Intelligence and students' academic achievement in high schools in Tehran city.	Significant correlation between the main components of Emotional Intelligence and students' academic achievement. Significant difference between male and female students' Emotional Intelligence.

3.	Dutta et.al (2013)	A Comparative study on emotional maturity of secondary school students in Lakhimpur and Sonitpur districts of Assam.	No significant difference between the emotional maturity of secondary school students based on gender, type of schools and residential background.
4.	Singhpuar (2013)	Academic achievement of high school students in relation to their anxiety, emotional maturity and social maturity.	Significant relationship between social maturity and academic achievement, anxiety. No significant difference between emotional maturity and academic achievement and Emotional and Social Maturity. Rural and Urban show significant differences in their level of anxiety.
5.	Kar and Mondal (2014)	Emotional Intelligence of school students in relation to gender and residence: an empirical study of the Purulia district, West Bengal.	Revealed significant influence of residence on emotional development. No significant difference between gender and Emotional Intelligence.
6.	Gunasekar, and Pugalenthi (2015)	A Study on the Emotional Maturity and Academic Achievement of students at the secondary level.	No significant difference between genders in emotional maturity. No significant difference between genders in academic achievement.
7.	Datta (2015)	Emotional intelligence in relation to achievement motivation of undergraduate Students of Kolkata.	No significant differences between emotional intelligence and achievement motivation in relation to gender. Positive and significantly correlated with emotional

			intelligence and achievement motivation.
8.	Brahmbhatt (2016)	A study of emotional maturity among higher secondary school students.	Male students are emotionally more mature than female students. Rural students are emotionally more mature than the urban students.
9.	Dangwal & Srivastava (2016).	Emotional maturity of internet users.	Significant gender difference in emotional stability, independence and total emotional maturity. Females are emotionally stable than males.
10.	Kumar & Mishra (2016)	Emotional maturity and academic achievement among adolescent students: A review	Positive relationship between emotional maturity and academic achievement among adolescent students.
11.	Nadeem & Ahmad (2016)	Emotional Intelligence and Academic Achievement of higher secondary students of district Budgam.	Significantly difference between gender and Emotional Intelligence. Male students had higher academic achievement than female students.
12.	Cheema (2017)	Study of emotional intelligence and academic performance in relation to occupational aspirations among government model high school students Chandigarh.	High academic performance tends to have greater occupational aspirations. Positive but moderate correlation between academic performance and emotional intelligence, as well as between emotional intelligence and occupational aspirations.

13.	Duhan & Jeet (2017)	Emotional maturity of adolescents in relation to their gender.	Male students were moderately emotionally mature than females. Age and gender had negative and no significant correlation with emotional maturity.
14.	Kumar & Sethi (2017)	A study on social maturity in relation to the Emotional Intelligence of adolescents.	Positive and significant relationship between social maturity and Emotional Intelligence. No significant difference in gender. Social maturity does not differ significantly between government and private.
15.	Malik (2017)	Effect of various factors on the emotional maturity of adolescents of the Coed School of Meerut.	Positive influence of family, peer group, school and society on emotional maturity of adolescents.
16.	Vyas & Gunthey (2017)	Emotional Maturity and Self Confidence among Adolescent Students.	Significant difference between males and females in emotional maturity. No significant difference between urban and rural in the level of emotional maturity. No significant difference between males and females in self-confidence. Considerable difference between urban and rural in the level of self- confidence.

17.	Upadhyay et al. (2020)	A study on emotional maturity in an adolescent group studying at a higher secondary school in Western India.	No significant difference in the levels of emotional maturity between boys and girls.
18.	Gopal (2021)	Effect of emotional maturity on achievement motivation among secondary school students.	Significant relationship in achievement Motivation and Emotional Maturity. Gender has a moderate level of achievement motivation and Emotional Maturity.
19.	Konyak, Yimchunger & Jamir (2024)	Emotional Maturity and Academic Achievement of High School Students.	No significant difference in Emotional Maturity in relation to their types of schools and locality. Significant differences have been found in Emotional Maturity between genders.
20.	Rai & Subba (2024)	A Study on Emotional Maturity of Higher Secondary School Student of Darjeeling.	No significant difference in emotional maturity with respect to their gender. Significant difference in emotional maturity with respect to their locality of school. Significant difference between emotional maturity of government and private students.
21.	Gopal & Mahadevaswamy (2025)	Emotional Maturity among Undergraduate Students.	No significant difference in Emotional Maturity between male and female students. Slight variation between Emotional Maturity and type of college.

Table No. 2.3 established that students had a positive relationship between occupational aspiration and emotional maturity, as found in the study of Cheema (2017). The studies conducted by Gakhar (2003), Joibari and Taheri (2011), Singhpuar (2013), Datta (2015), Kumar & Mishra (2016), Nadeem & Ahmad (2016), and Gopal (2021) show a positive relation between emotional maturity and academic achievement.

No significant variation in emotional maturity was observed with respect to gender in the findings of the studies conducted by Dutta et.al (2013), Kar, Saha & Mondal (2014), Gunasekar & Pugalenthil (2015), Datta (2015), Duhan & Jeet (2017), Kumar & Sethi (2017), Upadhyay. et.al (2020), Rai & Subba (2024), and Gopal & Mahadevaswamy (2025). Yet gender difference in emotional maturity was recognised in the work of Joibari & Taheri (2011), Brahmbhatt (2016), Dangwal & Srivastava (2016), Nadeem & Ahmad (2016), Vyas & Gunthey (2017), Gopal (2021), and Konyak, Yimchunger & Jamir (2024).

Studies done by Dutta et.al (2013), Kumar & Sethi (2017), Konyak, Yimchunger & Jamir (2024), and Rai & Subba (2024) indicated no noticeable difference between males and females in their emotional maturity. Nevertheless, the research findings of Gopal & Mahadevaswamy (2025) revealed a significant difference in emotional maturity between male and female students.

The survey research method was used in the review studies. Random sampling technique was the most frequently applied. A significant number of self-prepared questionnaires were employed.

The researcher reviewed 26 studies related to occupational aspiration, 21 studies related to occupational aspiration in relation to academic achievement motivation, and 21 studies related to occupational aspiration in relation to emotional maturity. Overall, the researcher reviewed 68 studies related to the present study.

2.4 RESEARCH GAP

Review of research done indicated that a rich number of researches have been conducted on occupational aspiration and its impact on either academic achievement motivation or emotional maturity, respectively. The majority of the studies were carried out with respect to gender and a few on the type of institutions. However, no studies have so far been carried out on the interaction effects of higher secondary school students on occupational aspiration, academic achievement motivation and emotional maturity in the context of Nagaland. This indicates a clear gap for the present study and hence it is essential to conduct the research work accordingly.

CHAPTER III

METHODOLOGY

3.1. INTRODUCTION

The methodology outlines the process for obtaining the data needed to formulate or address the issues. It is regarded as the accumulation of information, knowledge, and new facts regarding the dynamic development of society, rather than a judgment based on facts.

This chapter outlines the research strategy used to achieve various research goals. This chapter describes the objectives of the research study. The present research aimed at studying the occupational aspirations of higher secondary school students of Nagaland in relation to academic achievement motivation and emotional maturity. The chapter provides an overview of the research design, methodology, population, and sample details. It also contains a description of the tools, preparation of tools, data collection, statistical techniques used, and data analysis.

3.2. RESEARCH DESIGN

A research design is the framework of research methodologies and procedures adopted by a researcher to carry out a study. A research design is a conceptual framework within which research is conducted. It serves as a plan for data gathering, measurement, and analysis. It refers to planning the procedures for obtaining the relevant data and choosing an analytical method while considering the research objective and resource availability.

3.3. METHODOLOGY

The descriptive research method is the most widely used and popular research approach in the field of education. This type of research focuses on describing, surveying, comparing, and interpreting existing states or connections, prevalent customs, beliefs, attitudes, perspectives, activities, perceived impacts, and emerging trends. It also includes past occurrences that are related to a current situation.

(Best, 1983) A descriptive study describes and interprets what is...it is concerned with, conditions or relationships that exist, opinions that are held, processes that are going on evident efforts, or trends that are developing. The descriptive research deals with the relationships between variables, development of generalizations, principles of the theory that have universal validity and it adds knowledge to what is already known. Descriptive survey method was used in the study to determine the present status of the individual variables and total variables in quantitative research.

For the present study, the Descriptive Survey Method was found to be most suitable for studying the Occupational aspiration of higher Secondary School Students of Nagaland in relation to academic achievement motivation and emotional maturity.

3.4 POPULATION

A population is defined as any collection of a specified group of human beings or non-human entities such as objects, educational institutions, time units, geographical areas, prices of wheat or salaries drawn by individuals (Koul, 4th published, 2009).

The population for the present study consists of all the students in classes 10,11 and 12, both private and government schools of Nagaland, affiliated to the Nagaland Board of School Education (NBSE).

Table 3.1

Districts-Wise Total Number of Government and Private Higher Secondary Schools in Nagaland

Sl. No	District	No. of Higher Secondary Schools	No. of students in each district
1.	Kohima	40	4458
2.	Mokokchung	18	1080
3.	Tuensang	05	686
4.	Mon	12	928
5.	Phek	10	743
6.	Wokha	08	504
7.	Zunheboto	10	503

8.	Dimapur	34	5218
9.	Kiphire	04	265
10.	Longleng	02	199
11.	Peren	11	569
12.	Noklak	01	136
13.	Chumoukedima	28	2150
14.	Niuland	01	53
15.	Tseminyu	02	104
16.	Shamator	02	41
Total		188	17637

Source: Nagaland Board of School Education, Kohima, Nagaland, Result Gazette (Provisional), Higher Secondary School Leaving Certificate Examination 2024

3.5 SAMPLE

A sample is a subset of things or individuals from a population selected to represent the entire population, obtained by collecting information solely from some members of population. It is impractical to investigate the absolute population while studying any topic. It is a procedure of selecting a relatively small sample of individuals to research and analyze the total population.

Selecting a sample from the desired universe for investigation is convenient. The sampling procedure enables the formulation of valid inferences or generalizations by thorough examination of variables within a small fraction of the population.

The Simple Random Sampling methodology (lottery method) was used to draw the sample in this study. With this approach, every item in the population has an equal chance of being included in the sample. In the Simple Random Sampling Method, every member has an equal probability of selection.

3.5.1 Selection of Schools

For the present study, the researcher selected all 16 districts of Nagaland as the population of the study (Nagaland Board of School Education, Kohima, Nagaland, Result Gazette (Provisional), Higher Secondary School Leaving Certificate Examination 2024). Out of the sixteen (16) districts of Nagaland, the researcher

randomly selected three districts (20% of the total districts) by lottery method, namely Kohima, Dimapur, and Chumoukedima. 50% of the schools (government and private) from these districts were selected randomly, i.e., 51 schools, twenty (20) schools from Kohima, seventeen (17) from Dimapur, and fourteen (14) from Chumoukedima, which represents approximately 50% of the total number of schools in each district. Consequently, the total number of schools selected for the present study was 51. The district-wise distribution of schools from the three districts is presented in Table 3.2.

Table 3.2
Arrangement of Schools by District

Sl.no	District	Total no. of Higher Secondary Schools	Total no. of Selected Higher Secondary Schools
1.	Kohima	40	20
2.	Dimapur	34	17
3.	Chumoukedima	28	14
Total		102	51

3.5.2 Selection of Sample

For the present study, the researcher used random sampling technique. For the sample, the researcher randomly selected 3 (three) districts (out of 16) by lottery method, i.e., Kohima, Dimapur, and Chumoukedima out of 3 (three) districts. The researcher selected 51 schools (102), which consist of government and private schools. The two types of management from which the schools were selected were government and private schools. The researcher randomly selected 12 students from each school, resulting in a sample size of 612 school students. Data were collected using the designated tools, and after the collection process, 27 questionnaires were filtered out due to invalid responses. Therefore, the final sample size was revised to 585. The distribution of the sample across different variables is presented in Table 3.3.

Table 3.3

Distribution of sample across different variables

Sl. No	Category	Variables	Total	Grand Total
1.	Gender	Female	317	585
		Male	268	
2.	Types of Management	Government	255	585
		Private	330	

3.6 TOOLS

The investigator uses the following tools for the present study.

1. Occupational Aspirational Scale constructed by the researcher. (Appendix-1).
2. To measure the Academic Achievement motivation of higher secondary school students, the investigator used Academic Achievement Motivation Scale, constructed and standardized by Dr. T.R. Sharma (1998). (Appendix-II).
3. Adolescent's Emotional Maturity Scale, constructed and standardized by Pandey, Anshu and Mathur (2002). (Appendix-III).

3.6.1. Construction of Occupational Aspirational Scale for Higher Secondary School Students.

The investigator constructed the Occupational Aspirational Scale for Higher Secondary School Students. This scale was used to collect data to analyse the Occupational Aspirations of Higher Secondary School Students, which comes under the quantitative research

i. Need for the development of an occupational aspiration scale for higher secondary school students

The concept of occupational aspirations refers to the individual's degree of readiness to choose, prepare and plan for a future vocation. Occupational aspirations refer to an individual's ambition for a desired profession, their ambition, or goals, which are influenced by their interest, skills, values, family, school and expectations of society. A student's

aspirations give directions to their educational choices, develop skills, form habits and hobbies and also play a major role in planning their career.

After consulting her supervisor, the investigator decided to construct and validate a new scale to assess the Occupational aspirations of higher secondary school students of Nagaland.

ii. **Planning of the Scale**

Keeping the objective of the study in view, the investigator constructed a scale on the occupational aspiration of higher secondary school students. The investigator carried out an extensive literature review of the conceptual and consulted subject experts on occupational aspiration and tools related to the study to gain an understanding of the concept. Therefore, after reviewing relevant literature, the investigator identifies four (4) broad dimensions of the scale. They are as follows:

a) **Awareness**

It refers to the knowledge, information, and understanding that the students have regarding their desired occupation. It also includes the information and awareness that parents, teachers, and schools provide or instil in students relevant to their desired occupation.

b) **Interest**

It refers to the student's passions and interests for their desired occupation. It also includes the student's preferences and hobbies, which are aligned to their occupational aspiration.

c) **Contribution towards the Society**

It includes the way a student will be able to contribute to society through their occupation. It includes the desired occupation, which inculcates in them a sense of social responsibility so that they can be an effective member of society.

d) **Future Perspective**

It refers to the future plan and stability in their personal and financial matter to support themselves and their families.

iii. **Items Construction**

For the construction of the scale, the investigator reviewed comprehensive literature, and a preliminary draft of 80 items was prepared with the help of her supervisor and distributed to the experts for validation of the items' clarity and relevance. A preliminary draft of 80 items containing

three category responses (Yes, No, and Undecided) for each item was developed. The investigator thoughtfully selected and organized the items and collected data based on occupational aspiration considered for the study. There were 30 items for Awareness, 23 for Interest, 12 for Contribution towards society, and 15 for Future perspective.

iv. **Content Validity**

To verify the content validity of the present tool, the investigator consulted distinguished experts from various departments and fields to evaluate the preliminary draft consisting of 80 items. The investigator incorporated valuable suggestions and feedback from the experts, reframed the items, avoided difficult words, and corrected the language accordingly. Thus, the revised scale consisted of 56 items.

v. **Pilot Study**

Concerning the expert opinion, the occupational aspiration scale for higher secondary students consisted of 56 items and was used for a pilot study. The scale was administrated on a sample of 52 higher Secondary School students randomly selected from two schools of Dimapur districts (1 Government and 1 Private school). The distribution of the sample was made on the basis of gender (female and male) as shown in the table No. 3.4. Once the scale was administered, the responses were gathered and reviewed in consultation with the supervisor. Modifications were made to the items of the scale.

Table 3.4

Distribution of the sample based on gender and types of institutions

Groups		N		Percentage	
Gender	Male	23	52	44.23%	100%
	Female	29		55.77%	
Types of Institutions	Government	26	52	50%	
	Private	26		50 %	

vi. **Item Analysis**

The statements of the items were analysed by using the statistical technique t-test Via SPSS V.20, determining one-sample t-value of each statement at the 0.05 level of significance. **Thus, a total of 42 items were selected out of 56 items. Analysis of one-sample t-test of the selected**

items of the occupational aspirational scale for higher secondary school students is shown in Table 3.5

Table 3.5

One-sample t-test of the selected items of the occupational aspiration scale for higher secondary school students

t-Values of 42 items of Occupational Aspiration Scale

Item	Mean	Std. Deviation	Std. Error Mean	t-Value	Remark
1.	2.67	.513	.071	37.546	Selected
2.	2.67	.550	.076	35.030	Selected
3.	2.44	.725	.101	24.283	Selected
4.	2.37	.841	.117	20.286	Selected
5.	2.29	.800	.111	20.617	Selected
6.	2.06	.895	.124	16.584	Selected
7.	2.56	.725	.101	25.430	Selected
8.	2.85	.500	.069	41.017	Selected
9.	2.87	.397	.055	51.983	Selected
10.	1.94	.826	.115	16.949	Selected
11.	2.63	.715	.099	26.579	Selected
12.	2.04	.885	.123	16.614	Selected
13.	2.77	.581	.081	34.355	Selected
14.	2.69	.643	.089	30.200	Selected
15.	2.71	.572	.079	34.198	Selected
16.	1.71	.915	.127	13.493	Selected
17.	2.27	.770	.107	21.254	Selected
18.	2.77	.509	.071	39.206	Selected
19.	2.81	.487	.067	41.606	Selected
20.	2.85	.415	.058	49.495	Selected
21.	1.75	.860	.119	14.668	Selected
22.	2.62	.631	.088	29.888	Selected
23.	2.81	.445	.062	45.548	Selected
24.	2.71	.536	.074	36.454	Selected
25.	2.75	.437	.061	45.354	Selected
26.	2.48	.610	.085	29.324	Selected
27.	2.77	.425	.059	46.938	Selected
28.	2.4423	.60758	.08426	28.987	Selected
29.	1.9038	.79852	.11073	17.193	Selected
30.	2.71	.536	.074	36.454	Selected
31.	2.62	.599	.083	31.478	Selected
32.	2.81	.398	.055	50.876	Selected
33.	2.75	.519	.072	38.192	Selected
34.	2.77	.509	.071	39.206	Selected

35.	2.94	.308	.043	68.967	Selected
36.	2.79	.457	.063	43.955	Selected
37.	2.15	.802	.111	19.376	Selected
38.	2.10	.748	.104	20.213	Selected
39.	2.96	.277	.038	77.000	Selected
40.	2.21	.800	.111	19.924	Selected
41.	2.62	.530	.073	35.607	Selected
42.	2.73	.528	.073	37.278	Selected

vii. Final Draft of the Scale

The final draft of the occupational aspirational scale for higher secondary school students consisted of 42 items. The in the final draft and the dimension-wise distribution of 42 items is presented in Table 3.6 below.

Table 3.6
Dimension-wise distribution of the occupational aspirational scale for higher secondary school students

Sl. No	Dimension	No. of items	Total No. of Items
1.	Awareness	1-12.	12
2.	Interest	13-22.	10
3.	Contribution towards the Society	23-32.	10
4.	Future Perspective	33-42.	10
	Total		42

viii. Reliability

When a test score is measured frequently and the marks obtained is constant every time is administered the test is said to be reliable.

For the present study, the split-half method was followed to find the reliability of the scales. The Spearman-Brown Coefficient of relationship was determined to be 0.723,

and Cronbach's Alpha was 0.678. The reliability value of the scale is shown in table 3.7

Table 3.7
Reliability of the occupational aspirational scale for higher secondary school Students

Occupational Aspirational Scale for Higher Secondary School Students	Spearman-Brown Coefficient	Cronbach's Alpha
	0.723	0.678

ix. Scoring

Occupational Aspirational Scale for Higher Secondary School Students comprises 42 items. The items of the scale were rated on the three (3) point scale. The scoring of the item is followed as

Table 3.8
Scoring system Occupational Aspiration Scale

Yes	Can't Say	No
3	2	1

x. Norms

Norms for interpretation of the level of Occupational Aspirational Scale is shown in Table 3. 9

Table 3.9
Norms for interpretation of the level of Occupational Aspirational Scale

Sl. No	Range of Raw Score	Range of z Score	Occupational Aspirational Level
1.	114 and above	+0.995 to + 2.29	High
2.	98-113	-1.22 to -0.994	Average
3.	Less than 97	-2.64 to -1.21	Low

It suggests that the score 114 and above reflects higher Occupational Aspirational, scores between 98- 113 reflects Average Occupational Aspirational and scores below 97 reflects low Occupational Aspirational.

3.6.2. Academic Achievement Motivation Scale, constructed and standardized by Dr. T.R. Sharma (1998)

Academic Achievement Motivation Scale constructed and standardized by Dr. T.R. Sharma (1998) was used to assess the academic achievement motivation of the higher secondary school of Nagaland. The tool included 38 items, and students were required to indicate their observations by marking either A or B with a tick.

This tool is intended for secondary school students aged 14 years and above.

i. Finalization of the Items

A list of the statements, each of which was followed by three alternatives was subjected to a conversation participated by nearly forty subject's experts in order to determine their suitability. They reduced the items from 49 to 70 and applied the following criteria for retention.

- a) The items should be simple and clear.
- b) The items should evoke achievement imagery.
- c) The item should depict situations familiar to pupils belonging to various socio-economic strata.
- d) The item should involve situations which are within the experience range of school children and are connected with study.

The conversation also enjoined upon the author to retain only two alternatives instead of three, one indicating achievement motivation and the other showing absence of such motivation, the former to be assigned a score of one and the latter a score of zero. There 49 items with two alternatives each were tried on 100 students (average age 14+) selected at random from schools of Patiala between 11 to 15 years of age. After scoring as mentioned above, the point biserial & between total test score and item score was calculated in respect of each item by using the formula $N_p - N_q$ obis = SD, (Guilford, 1965). r was not found to be significant in case of 11 items, so the same were dropped. Only 38 items were retained and the same constituted the test.

ii. Final Draft of the Test

The final draft of the Academic Achievement Motivation Test has 38 items and the subjects are to mark either A or B by putting a tick per his thinking.

For standardization of the Test, it was administered on a representative sample of 599 students (298 boys and 301 girls) in the age 14 + studying in Secondary Class.

iii. Reliability

The reliability of the test was determined by the split-half (odd-even) method. The reliability was +0.697 which is significant at .01 level of significance (N = 599).

iv. Validity

The validity of the test was established on the three criteria, viz., Content, Criterion.

v. Construct.

The items of the test were selected on the basis of pooled judgement of 40 judges (experts) in the field of testing. This sufficed for the content validity. For Criterion Validity, on the basis of the considered judgement of class teachers on high and low scoring students on achievement motivation was taken into account. For the Construct Validity each item was corrected with the total test and items showing not significant 'r' were rejected.

vi. Statistical Results

On the basis of the scores of 599 protocols (298 boys & 301 girls), the following statistical results were obtained:

Table 3.10
Statistical Results

Sl. No	Types of samples	N	Mean	SD
1	Boys	298	27.80	4.50
2	Girls	301	28.20	4.50
Total sample		599	28.00	4.50

vii. Norms

On the basis of the statistical results z-Score Norms (common for both boys and girls) have been developed, and the same have been presented in Table 3.11. Norms for interpretation of the level of Motivation have been presented in Table 3.12.

TABLE 3.11**z-Score Norms for Academic Achievement Motivation****Mean 28.00****SD:4.50****N=599**

Raw Score	z- Score	Raw Score	z- Score	Raw Score	z- Score	Raw Score	z- Score
00	-6.22	10	-4.00	20	-1.77	30	+0.44
01	-6.00	11	-3.77	21	-1.55	31	+0.66
02	-5.77	12	-3.55	22	-1.33	32	+0.88
03	-5.55	13	-3.33	23	-1.11	33	+1.11
04	-5.33	14	-3.11	24	-0.88	34	+1.33
05	-5.11	15	-2.88	25	-0.66	35	+1.55
06	-4.88	16	-2.66	26	-0.44	36	+1.77
07	-4.66	17	-2.44	27	-0.22	37	+2.00
08	-4.44	18	-2.22	28	+0.00	38	+2.22
09	-4.22	19	-2.00	29	+0.22		

TABLE 3.12**Norms for Interpretation of the Level of Academic Achievement Motivation**

Sl. No.	Range of Raw Score	Range of z Score	Grade	Levels of Academic Achievement Motivation
1.	38 and above	+2.01 & above	A	Extremely High
2.	34 to 37	+1.26 to +2.00	B	High
3.	31 to 33	+0.51 to +1.25	C	Above Average
4.	26 to 30	-0.50 to +0.50	D	Average
5.	23 to 25	-1.25 to -0.51	E	Below Average
6.	19 to 22	-2.00 to -1.26	F	Low
7.	18 and below	-2.01 & below	G	Extremely Low

viii. Scoring key

For each item two response situations A& B have been given, and the subject has to select either A or B situation as his response based on his thinking. The correct answer indicating the situation of motivation is provided in Table 3.13, which lists serial numbers for A or B situations that are correct.

TABLE 3.13
Scoring key pattern

Sl.no	Situation	Serial-wise item No.	Total	Award
I	A	1,3, 4, 6, 8, 10, 12, 13, 15, 16, 17, 18, 21, 25, 27, 31, 35, 36, 37	19	Award 1 mark for each correct answer
II	B	2, 5, 7, 9, 11, 14, 19, 20, 22, 23, 24, 26, 28, 29, 30, 32, 33, 34, 38	19	Award 1 mark for each correct answer

The minimum and maximum range of scores are 0-38.

Score Card (Correct A)

1.	A	11.	B	21.	A	31.	A
2.	B	12.	A	22.	B	32.	B
3.	A	13.	A	23.	B	33.	B
4.	A	14.	B	24.	B	34.	B
5.	B	15.	A	25.	A	35.	A
6.	A	16.	A	26.	B	36.	A
7.	B	17.	A	27.	A	37.	A
8.	A	18.	A	28.	B	38.	B
9.	B	19.	B	29.	B		
10.	A	20.	B	30.	B		

1 mark for every correct Answer.

3.6.3. Adolescent's Emotional Maturity Scale, constructed and standardized by Pandey, Anshu and Mathur (2002).

Construction of Emotional Maturity Scale (EMS)

Firstly, 55 statements were created in reference to emotional maturity of adolescents during inception of construction to the scale. Basic guidelines to formulate items were followed to ensure that the statements were properly constructed and they must be potent and intelligible. The developed scale was given to 10 of each professional, i.e. 10 psychologists, 10 sociologists, 10 home scientists, 10 adolescents and also to the 10 parents of adolescents to examine the validity of the items of the scale, they rated their scores as reliable, moderately reliable and least reliable as 3, 2, and 1,

respectively. Further, vague and imprecise statements were deleted from the list. Finally, only 46 statements were finalized for the scale. The discriminative power of all these finalized statements was .75 and above.

TABLE 3. 14
Numbers of Questions under all Components of Adolescent's
Emotional Maturity Scale (EMS)

Sl No.	Components	No of Questions
1.	Self-awareness	11
2.	Self-regulation	10
3.	Internal motivation	8
4.	Empathy	8
5.	Social skill	9

1. **Self-awareness**—includes items related to confidence, sense of humour, aware of your impression on others
2. **Self-regulation**—comprised of items including adaptability, impulse control, deferring gratification and mental flexibility
3. **Internal motivation**—includes items related to initiative and commitment to complete a task, Perseverance in face of adversity, courage and insight.
4. **Empathy**—incorporated with items compassion, personal responsibility, and good judgment.
5. **Social skill**—includes items related to communication, conflict management, associating action with consequences, influence and leadership

Development of the Scale on Emotional maturity of Adolescents Emotional maturity Scale (EMS)

Description—Questionnaire is a five-point rating scale (Mostly, Often, Not sure, Rarely, Never) that consists of questions comprising of Self-awareness, self-regulation, Internal motivation, Empathy, social skills in reference to emotional maturity of adolescent. Emotional maturity Scale has a total of 46 questions under the five components given ahead.

TABLE 3.15
Component-wise Distribution of Items

Sl. No.	Component	Sub-Component	Serial Number of Items	Total	
I.	Self-Awareness	Confidence	41, 44, 46	03	11
		Sense of humour	1, 6, 11 t 16, 21	05	
		Awareness of self- Impression on others	26, 31, 36	03	
II.	Self- Regulation	Adaptability	2, 7, 12	03	10
		Impulse control	17, 22	02	
		Deferring Gratification	27, 32	02	
		Mental Flexibility	37, 42, 45		
III.	Internal Motivation	Initiative	3,8	02	08
		Perseverance in face of adversity	13, 18	02	
		Courage	23, 28	02	
		Insight	33, 38	02	
IV.	Empathy	Compassion	4,9	02	08
		Personal Responsibility	14, 19, 24, 29	04	
		Good Judgment	34, 39	02	
V.	Social Skills	Communication	5, 10, 15	03	09
		Associating Action with consequences	20, 25	02	
		Conflict Management	30, 35	02	
		Influence & Leadership	40, 43	02	
Grand Total					46

Functional Definitions of Components of Emotional Maturity Scale

1. **Self-Awareness-** Ability to recognize and understand your own moods and motivations and their effects on others. To achieve this, one must be able to monitor their own emotional state and identify their own emotions.

It shows—

- a. Confidence—trust in one's own self to manage the emotions and feelings accordingly.
 - b. Sense of humour—ability to understand one's own state of mind, emotions and its effect as well as way of expression.
 - c. Aware of your impression on others—taking care of others' feelings during the expression of your emotions.
2. **Self-Regulation** -Controlling your impulses instead of being quick to react rashly. When someone complaining as rude to you, you don't respond in same way. It includes.
- a. Adaptability—managing own emotion according to situation.
 - b. Impulse control—ability to manage and control to own emotional impulse's responds.
 - c. Deferring gratification—ability to wait it order to achieve desired emotional state of mind.
 - d. Mental Flexibility—ready to adjust with emotional fluctuation and its intensity.
3. **Internal Motivation**-An interest in learning self-improvement as a pursuit of wealth and statues; it shows:
- a. Initiative and the commitment to complete a task.
 - b. Perseverance in the face of adversity.
 - c. Courage---ability to complete task that you know is difficult or dangerous.
 - d. Insight—the capacity to gain an accurate and deep understanding of someone or something.
4. **Empathy**—The ability to understand another person's emotional reaction, which is only possible, when one has achieved self-awareness as one can't understand others unless they understand themselves. It includes.
- a. **Compassion**—ability to understand the emotional state of another.
 - b. **Personal responsibility**—concerning with taking individual accountability for their decision and actions.
 - c. **Good judgment**—always ready to make right decision in each situation.
5. **Social skill**—is ability to interact and communicate with others to create relationship, establish social rules and build networks, that comprised of-
- a. Communications—always ready to talk and easily mingle with people.

- b. Conflict management—ability to manage contradictory discussion and maintain harmony.
- c. Associating actions with consequences—taking action with keeping in mind its outcomes and impact.
- d. Influence and leadership (ability to guide and inspire other).

I. Administration of Adolescent's Emotional Maturity Scale

EMS is self-rating scale. The questionnaire was given 450 respondents (adolescent boys and girls from upper, middle and lower socio-economic groups). Each respondent took approximately 20—30 minutes to fill up the questionnaire. The instructor was there to help the adolescents in filling up the questionnaire.

The reliability of the scale has been measured by Test-Retest method. The scale was administered on a sample of 450 adolescents and after 30 days, it was administered again on the same sample.

II. Sample

The respondent from each institution was drawn by the method of simple random technique. Present study was conducted in Prayagraj city. For conducting survey in selected schools, the principals of selected schools were personally contacted and permission was sought. Distribution of the sample from the selected schools is shown in the figure 3.1.

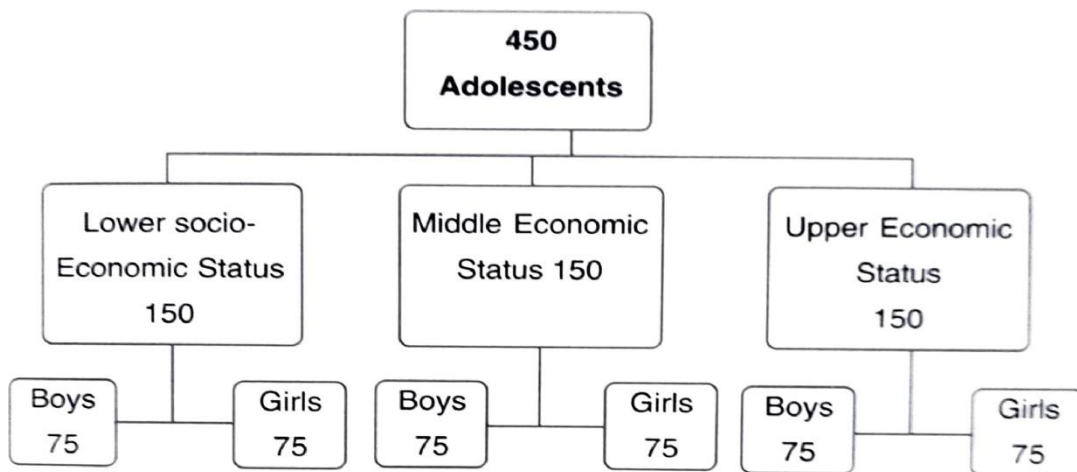


Fig 3.1 Procedural details regarding the administration of the test.

III. TOOLS FOR DATA COLLECTION

The selected subjects were approached by the investigator in their respective schools. Although clear instructions were given in the schedule, the investigator was always

available for further clarification it sought by the respondents for filling each schedule

- i. **Background information** was collected from the basic background form that includes queries related to name, age, sex, type of family and name of the school. The selected subjects were asked to fill in the required information in appropriate columns of the Performa.
- ii. **Socio-economic scale-** For assessing socio-economic status of the selected respondents. Kuppuswamy's socio-economic status scale was used, which was devised by Kuppuswamy in 1976 and it was updated in 2014 by Gururaj and Maheshwaran. Kuppuswamy scale is a composite score of education and occupation of the head of the family along with monthly income of the family, which yields a score of 3.29. This scale classifies the study populations into high, middle, and low socio-economic groups.
- iii. **Emotional maturity scale-**The developed emotional maturity scale was administered on the selected respondents. The preliminary instructions were given to the respondents and were asked to fill in the required information. To respond they were required to tick any one alternative from the 5 options given, whichever they considered to be the most appropriate.

IV. STANDARDIZATION

Validity and reliability of the developed Emotional maturity scale had been established with the help item analysis and Test-Retest method.

The emotional maturity scale was constructed and it is validated through item analysis. The scale was comprised of five components of emotional maturity scale that is self-awareness, self-regulation, internal motivation, empathy, social skills. The validity of the emotional maturity scale was established by item analysis. The developed scale was given to 50 psychologists, sociologists, home scientists, and parents of adolescents to examine the validity of the items present in the scale. They rate their score as reliable, moderately reliable and least reliable as 3, 2, and 1, respectively. The items of the scale were critically examined by them and their

opinion regarding the relevancy of items for its validity was followed by item analysis with the help of correlation, which was carried out.

TABLE 3.16

Validity

Awareness		
Sl. no	Statement	Factor loading
1	Do you understand your emotions well?	0.94*
6	Can you express your feelings and moods easily?	0.90*
11	Do you understand the reason behind your anger, sorrow or happiness?	0.75*
16	Do you express your anger, sorrow or happiness at the appropriate time?	0.88*
21	Do you understand the effect of emotions that is expressed at inappropriate times?	0.95*
26	Do you like to enjoy with others?	0.83*
31	Do you appreciate mockery done by others?	0.90*
36	Do you care, what people think, about your emotions?	0.83*
41	Do you have confidence to express your emotions at the right time?	0.90*
44	Do you have the mental strength to control your emotions, even in difficult circumstances?	0.98*
46	Do you have the self-confidence that the emotions, expressed by you, are not hurting others feelings?	0.73*
Self Regulation		
2	Do you express your feelings under appropriate circumstances?	0.73*
7	Are you able to transform yourself under every circumstance?	0.72*
12	Do you never respond indecently, if someone behaves with you rudely?	0.61*
17	Are you able to regulate your emotional impulse easily?	0.52*
22	Do you like to analyze deeply before taking any decision?	0.50*
27	Do you take responsibility for any decision you took, which brings unfavourable results?	0.52*
32	Do you execute every work, while keeping the results in your mind?	0.80*
37	Do you accept your criticism effortlessly?	0.85*
42	Can you control your sentiments effortlessly?	0.61*
45	Are you able to adjust easily as per the sentiments of other people?	0.34*
Internal Motivation		
3	Are you passionate to learn new things?	0.64*

8	Do you do you' re the task without getting any reminder from others?	0.94*
13	Do you not leave any task incomplete?	0.94*
18	Do you not leave your task till it is not completed?	0.94*
23	Do you like to complete your task, even when there is some risk involved?	0.95*
28	Do you perform all your tasks will full enthusiasm?	0.94*
33	Do you like to understand all your tasks properly?	0.95*
38	Do you perform most of the work as per its importance?	0.39*
Empathy		
4	Do you understand other's sentiments effortlessly?	0.57*
9	Do you respond according to the other people's emotions?	0.55*
14	If you get satisfied only after completing your work?	0.43*
19	Do you feel worried, if your work is not completed in time?	0.59*
24	Have you decided your purpose of life?	0.42*
29	Do you make extra efforts to achieve the purpose of your life?	0.54*
34	Do you take the right decision even in difficult circumstances?	0.30*
39	Do you like to do all your work on time?	0.46*
Social Skills		
5	Do you like to meet people and have word with them?	0.74*
10	Do you get friendly with people very fast?	0.60*
15	Are you capable of talking even to the strangers easily?	0.69*
20	Do you do any work only after thinking about its outcomes?	0.38*
25	Do you take any step in any confusing situation, only after analyzing the situation well?	0.69*
30	Do you want to keep yourself away from any dispute?	0.85*
35	Do you want to keep harmony with the situation in case of any dispute?	0.69*
40	Do you guide other people in difficult circumstances?	0.37*
43	Do the people usually like to take your advice?	0.74*

The validity of various items across all five components was checked through item analysis. The factor loading for each statement was done through correlation. A total of 46 items were selected and it is clearly depicted that a highly significant score for all the statements across components was obtained. The overall score all the statements was also compared with the general rating of the sample for assessing emotional maturity scale. It was found to be highly significant, and thus the scale is found to be valid for assessing emotional maturity.

Reliability

After checking the validity, the scale was checked for its reliability for its standardization. For checking the reliability test-retest method was adopted.

The sample consisted of 450 adolescents (boys and girls) who were selected from Prayagraj city, across socio-economic status (high socio-economic status, middle socio-economic status and lower socio-economic status).

TABLE 3.17
Testing the reliability of the components of emotional maturity

Component	Test		Retest		t-value	p-value
	Mean	SD	Mean	SD		
Self Awareness	36.58	6.66	36.58	6.65	176.35	0.00
Self Regulation	34.18	6.08	34.39	6.12	110.90	0.00
Internal Motivation	29.22	5.56	29.28	5.45	116.55	0.00
Empathy	28.97	5.0	29.01	4.94	114.93	0.00
Social skills	31.62	6.28	31.68	6.24	225.39	0.00
Emotional Maturity	160.58	20.73	160.87	20.5	144.35	0.00

The reliability of the scale has been calculated by the test-retest method. The scale was administered to a sample of 450 adolescents and after 30 days it was administered again on the same sample. The correlation between two scores was calculated. The reliability index was ascertained by the test-retest method. The 'd' value (coefficient of correlation) was calculated to be 0.989, which is highly significant at the 0.01 levels. The internal consistency of all the components was also calculated and the values are presented in Table 3.18.

TABLE 3.18**Testing the relevancy and consistency of the components of Emotional Maturity**

Internal Consistency for Components of Emotional Maturity		
	COMPONENTS	R
1.	Self Awareness	.99
2.	Self Regulation	.98
3.	Internal Motivation	.98
4.	Empathy	.98
5.	Social Skills	.99
	Composite Emotional Maturity	.98

Consistency and reliability of the composite emotional maturity scale and its components were assessed. It was concluded from the table that the correlation value of composite emotional maturity scale and its components was higher than 0.75 which showed that the emotional maturity scale and its components have a highly significant correlation. It shows that the items of the scale are highly relevant; it means the emotional maturity scale has highly reliability.

V. Scoring

EMS is self-reporting five-point Scale. Items of the scale are in question form demanding information for each in the five options mentioned below-

TABLE 3.19
Scoring of EMS

Mostly	Often	Not sure	Rarely	Never
5	4	3	2	1

VI. Statistical Results

On the basis of the scores of 450 protocols, the following statistical results were got.

TABLE 3.20
Statistical Results

Sl. No.	Dimensions	Mean	SD	Range of Score
I.	Self-Awareness	36.60	6.67	11-55
II.	Self-Regulation	34.20	6.02	10-50
III.	Internal Motivation	29.22	5.60	08-40
IV.	Empathy	29.49	4.79	08- 40
V.	Social Skills	30.95	6.13	09-45
VI.	Full scale	161.06	18.15	46-230

VII. Norms

Based on the statistical results presented, z-score Norms for the full scale have been developed and the same have been presented in Table 3.21

Norms for interpreting the level of emotional maturity of adolescents have been presented in Table 3.21.

TABLE 3.21
z-Score Norms for Emotional Maturity Scale

Mean : 161.06

SD : 18.1

N : 450

Raw Score	z-Score	Raw Score	z-Score	Raw Score	z-Score	Raw Score	z-Score
111	-2.75	136	-1 .38	161	±0.00	186	+1 37
112	-2.70	137	-1.32	162	+0.05	187	+1 42
113	-2.64	138	- 1 .27	163	+0,10	188	+1 48
114	-2.59	139	-1 .21	164	+0.16	189	+1 .53
115	-2.53	140	-1.16	165	+0.21	190	+1 59
116	-2.48	141	-1.10	166	+0.27	191	+1 65
117	-2.42	142	-1 .05	167	+0.32	192	+1 70
118	-2.37	143	-0.99	168	+0.38	193	+1.76
119	-2.32	144	-0.93	169	+0,43	194	+1.81
120	-2.26	145	-0.88	170	+0.49	195	+ 1 .87
121	-2.21	146	-0.82	171	+0.54	196	+1.92
122	-2.15	147	-0.77	172	+0.60	197	+1.98

123	-2.10	148	-0.71	173	+0.65	198	+2.03
124	-2.04	149	-0.66	174	+0.71	199	+2.09
125	-1.99	150	-0.60	175	+0.76	200	+2.14
126	-1.93	151	-0.55	176	+0.82	201	+2.20
127	-1.88	152	-0.49	177	+0.87	202	+2.25
128	-1.82	153	-0.44	178	+0.93	203	+2.31
129	-1.77	154	-0.38	179	+0.98	204	+2.36
130	-1.71	155	-0.33	180	+0.04	205	+2.41
131	-1.66	156	-0.27	181	+1.09	206	+2.47
132	-1.60	157	-0.22	182	+1.15	207	+2.52
133	-1.55	158	-0.16	183	+1.20	208	+2.58
134	-1.49	159	-0.11	184	+1.26	209	+2.63
135	-1.43	160	-0.05	185	+1.31	210	+2.69

TABLE 3.22

Norms for Interpretation of the Level of Emotional Maturity

Sl. No.	Range of Raw Scores	Range of z-Score	Grade	Level of Emotional Maturity
1.	198 & above	+2.01 & above	A	Extremely High
2.	184-197	+1.26 to +2.00	B	High
3.	171-183	+0.51 to +1.25	C	Above Average
4.	152-170	-0.50 to +0.50	D	Average
5.	139-151	-1.25 to -0.51	E	Below Average
6.	125-138	-2.00 to -1.26	F	Low
7.	124 & below	-2.01 & below	G	Extremely Low

3.7 DATA COLLECTION

A standardized questionnaire, the Academic Achievement Motivation Scale by Dr. T.R. Sharma (1998), and the Adolescent's Emotional Maturity by Pandey, Anshu and Mathur (2002) and the Occupational Aspirations Scale for Higher Secondary School Students, developed by the investigator under the guidance of her

supervisor, were utilized for data collection. The Academic Achievement Motivation Scale consisted of 38 items with two responses: A or B, where a score of 1 mark is given to every correct response. The range of the scores will be 00-38.

Adolescents' Emotional Maturity Scale consisted of 46 items with five responses: Like Mostly, Often, Not Sure, Rarely, and Never. The scores were given as Mostly-5, Often-4, Not Sure-3, Rarely-2, Never-1, respectively. The range of the scores will be 46-230.

The Occupational Aspiration Scale for Higher Secondary School Students comprises of 42 items with three (3) responses: yes, undecided and No. The scores were given as Yes -3, Undecided -2, and No -1. The range of the scores will be 0-126. The cover page of the questionnaire obtains information about the purpose of the study. The personal details of the higher secondary school students, including their name, gender, and types of management, were collected in the place provided in the personal data sheet.

3.8 PROCEDURE FOR DATA COLLECTION

Prior permission from the principals of higher secondary schools was taken for the collection of data. After attaining approval, the investigator administered the tool to the students. The students were requested to carefully read each statement and give their responses to all the items in the questionnaire by ticking the suitable response. The investigator visited each school to collect the questionnaire from students.

3.9 STATISTICAL TECHNIQUES USED

For the statistical analysis of the data, Microsoft Excel and SPSS (Statistical Package of Social Sciences) were employed. To analyse the data collected, the investigator used Mean, standard Deviation, t-test, Pearson's product-moment correlation, and Analysis of Variance (ANOVA). The analysis was carried out systematically according to the objective of the study.

3.10 ANALYSIS OF DATA

Once the data collection was complete, the investigator classified, organized, tabulated the analysis and interpreted the response sheets from the sample for scoring and tabulation. The analysed data were processed using SPSS V.20 software.

Thereafter, the data underwent quantitative analysis utilising both descriptive and inferential statistics, as mentioned above. The findings of the data were presented in tables and interpretations were made accordingly.

CHAPTER IV

ANALYSIS AND INTERPRETATION

4.1 Introduction

In the research process, the crucial step after data collection is the organisation, analysis, and interpretation of data and drawing conclusions. In the present chapter, the collected data for the study was analysed and interpreted.

For the present study, the data collected were analysed and presented in tables in terms of the objectives and to test the hypothesis. The sample of the study consisted of 585 higher secondary school students, out of which 317 were female and 268 were male. The variables (occupational aspiration, academic achievement motivation and emotional maturity) were studied with regard to gender (female and male) and types of institution (government and private). The detailed presentations of the results, as per the objectives of the study, are as follows.

4.2 Objective wise Data Analysis

The Objective wise analysis of the data is as follows:

4.2.1 Gender-wise status of Occupational Aspiration, Academic Achievement Motivation and Emotional Maturity among higher secondary school students of Nagaland

Objective-1: To study the status of Occupational Aspiration, Academic Achievement Motivation, and Emotional Maturity among higher secondary school students of Nagaland with respect to gender and types of institution.

To understand the gender-wise status of students in their occupational aspiration, academic achievement motivation and emotional maturity, the investigator analyzed the data collected and results shown in Table 4.2.1

Table 4.2.1

Mean and SD of Occupational Aspiration, Academic Achievement Motivation and Emotional Maturity among higher secondary school students of Nagaland with respect to gender.

Variance	Groups	N	M	SD	Minimum	Maximum
Occupational Aspiration	Female	317	106.40	7.53	80	122
	Male	268	106.79	8.06		
Academic Achievement Motivation	Female	317	26.63	3.98	12	37
	Male	268	25.82	4.65		
Emotional Maturity	Female	317	170.68	17.52	117	221
	Male	268	171.12	19.36		

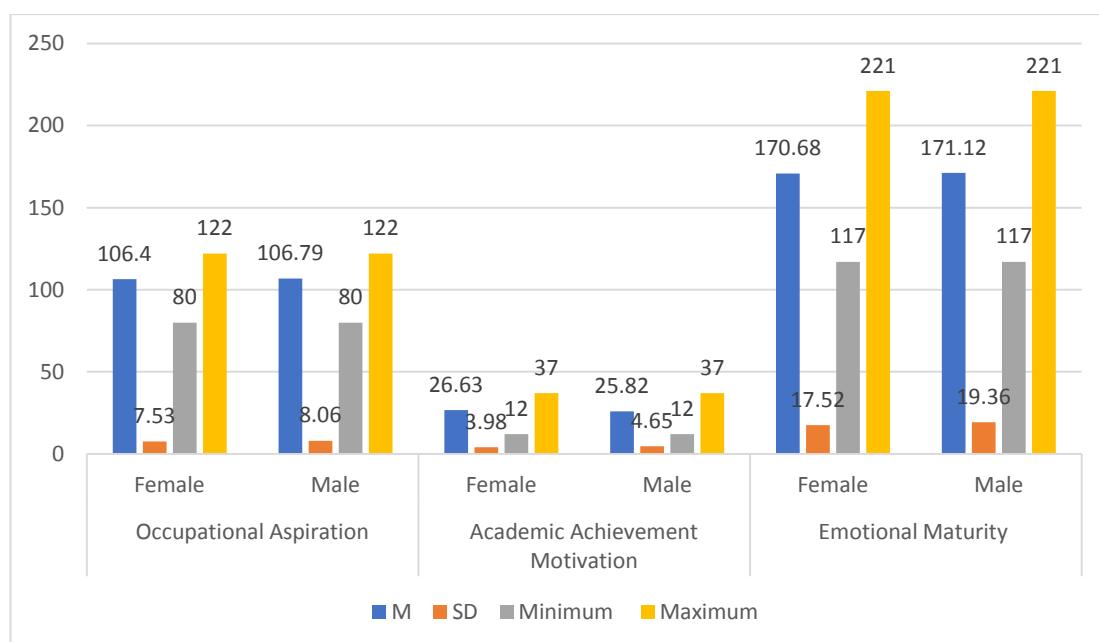


Figure 4 (a): Status of Occupational aspiration, Academic achievement motivation and Emotional Maturity with respect to gender.

Table No. 4.2.1 indicated that the mean scores of occupational aspirations towards female and male were 106.40 and 106.79 and the SD 7.53 and 8.06 respectively. Analysis of the result shows that the occupational aspiration of the male students is slightly higher than that of the female students. The findings of Sharma (2001), Schoon & Polek (2011), Kaur (2012), and Sangma (2013) show similar results to the

present findings. However, the findings of Andleeb and Ansari (2016) and Momin & Chetry (2019) contradicted the results of the present study.

The table also indicated that the mean score of academic achievement motivation of the female and male students was 26.63 and 25.82 and the SD were 3.98 and 4.65 respectively. Analysis of the results shows that the academic achievement motivation of female students is slightly higher than that of male students. A similar finding was reported by Kumar & Yadav (2015), Kumari (2018), Devi (2024), Saini & Gautam (2024). However, the recent findings of Kumari & Qasim (2015), Nadeem & Ahmad (2016) countered the present result.

The table further indicated that the mean score of emotional maturity of the female and male students was 170.68 and 171.12 and the SD were 17.52 and 19.36 respectively. Analysis of the result shows that the emotional maturity of the male students is slightly higher than that of the female students. The findings were consistent with Brahmhatt (2016). Dangwal & Srivastava (2016), Duhan & Jeet (2017) countered the present result.

4.2.1.2. Institution-wise status of Occupational aspiration, Academic achievement motivation and Emotional Maturity among higher secondary school students of Nagaland

To understand the Institution-wise status of students in their occupational aspiration, academic achievement motivation and emotional maturity, the investigator analyzed the data collected and results shown in Table 4.2.2

Table 4.2.2

Mean and SD of Occupational Aspiration, Academic Achievement Motivation and Emotional Maturity among higher secondary school students of Nagaland with respect to types institution.

Variance	Groups	N	M	SD	Minimum	Maximum
Occupational Aspiration	Government	255	105.97	8.09	80	122
	Private	330	107.05	7.48		
Academic Achievement Motivation	Government	255	26.12	4.33	12	37
	Private	330	26.37	4.29		
Emotional Maturity	Government	255	169.44	18.07	117	221
	Private	330	171.99	18.55		

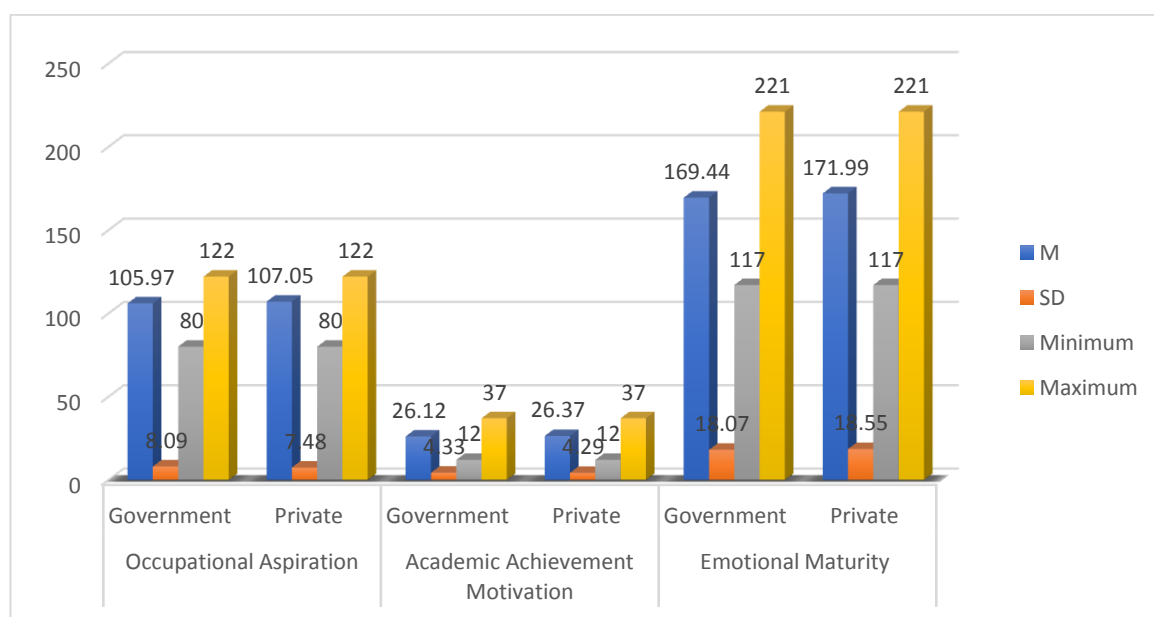


Figure 4 (b): Status of Occupational aspiration, Academic achievement motivation and Emotional Maturity with respect to types of institution.

Table No. 4.2.2 indicated that the mean scores of occupational aspirations towards government and private institution were 105.97 and 107.05 and the SD were 8.09 and 7.48, respectively. Analysis of the result shows that the aspiration of the students from private institution were slightly higher than that of the students from government institution with respect with their occupational aspiration.

The table also indicated that the mean score of academic achievement motivation of the government and private institution was 26.12 and 26.37 and the SD were 4.33 and 4.29, respectively. Analysis of the study shows that the academic achievement motivation of the students from private institution was slightly higher than that of students from government institution. The finding was supported by Kumar & Yadav (2015), Kumari & Qashim (2015), and Saini & Gautam (2024).

The table further indicated that the mean score of emotional maturity of the government and private institution was 169.44 and 171.99 and the SD were 18.07 and 18.5, respectively. Analysis of the result shows that the emotional maturity of the students from private institution were higher than that of the students from government institution. This was supported by the findings of Gopal and Mahadevaswamy (2025).

4.2.2.1. Dimension wise status of Occupational Aspiration, Emotional Maturity and Academic Achievement Motivation among higher secondary school students of Nagaland.

Objective-2: To study the dimensions of Occupational Aspiration among higher secondary school students of Nagaland.

The dimensions of Occupational Aspiration among higher secondary school students were analysed with the help of mean and standard deviation, and the results are given in Table 4.2.3.

Table 4.2.3

Dimension wise Mean and SD of Occupational Aspiration of higher Secondary School Students

Sl.No	Dimension	N	Mean	SD
1	Awareness	585	29.21	3.49
2	Interest		25.18	2.69
3	Contribution towards society		26.18	2.83
4	Future Perspective		26.02	2.60

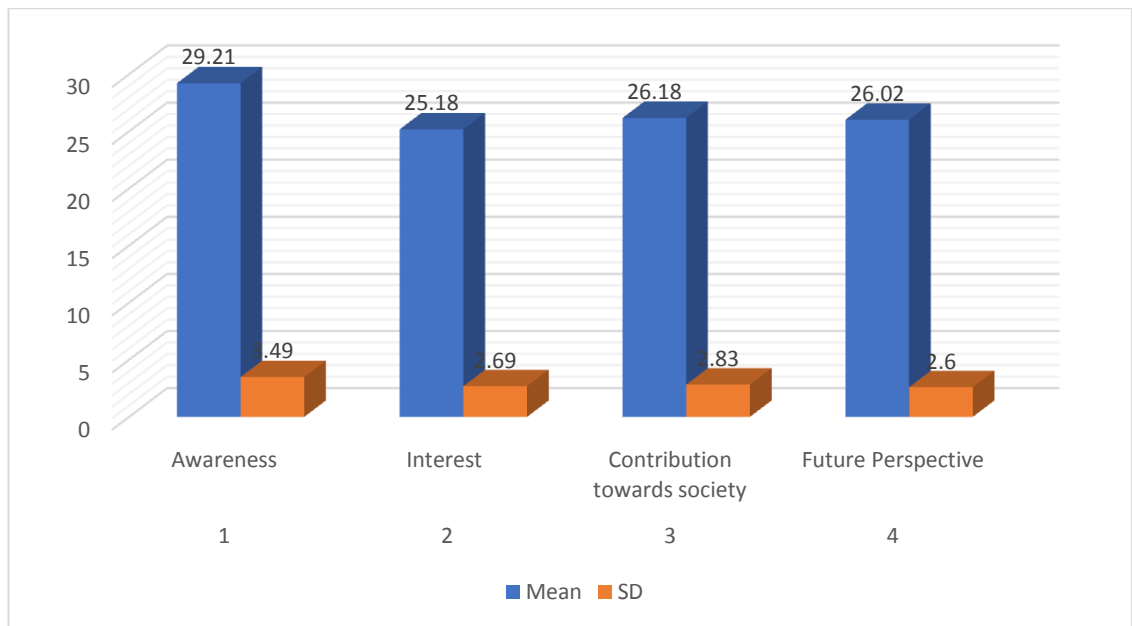


Figure 4 (c): Dimension of the levels of Occupational Aspiration among higher secondary school students

Table 4.2.3. reveals that in the occupational aspirations of higher secondary school students, the mean scores for awareness are 29.21, interest is 25.18, contribution towards society is 26.18, and future perspective is 26.02, with the corresponding standard deviation scores of 3.49, 2.69, 2.83, and 2.60, respectively. This demonstrates that students scored the highest mean score of 29.21 in the dimension of awareness and the lowest mean score of 25.18 in interest. This suggests that higher secondary school students demonstrate a higher level of awareness of their chosen occupations compared to other aspects of their lives. Therefore, it can be concluded that higher secondary school students of Nagaland have a high level of awareness of their chosen occupations. It may be due to the knowledge from the environment like home, school and community.

4.2.2.1.1 To study the dimensions of Occupational Aspiration among higher secondary school students of Nagaland with respect to gender

The dimension of Occupational Aspiration among higher secondary school students with respect to gender was analyzed with the help of mean and standard deviation, and the results are given in Table 4.2.4

Table 4.2.4

Dimensions of Occupational Aspiration among higher secondary school students with respect to gender

Dimension	Gender	N	Mean	S.D	Minimum	Maximum
Awareness	Female	317	28.82	3.48	19	36
	Male	268	29.67	3.45		
Interest	Female	317	25.34	2.57	14	30
	Male	268	24.99	2.83		
Contribution towards society	Female	317	26.11	2.85	15	30
	Male	268	26.26	2.81		
Future Perspective	Female	317	26.14	2.49	14	30
	Male	268	25.88	2.73		

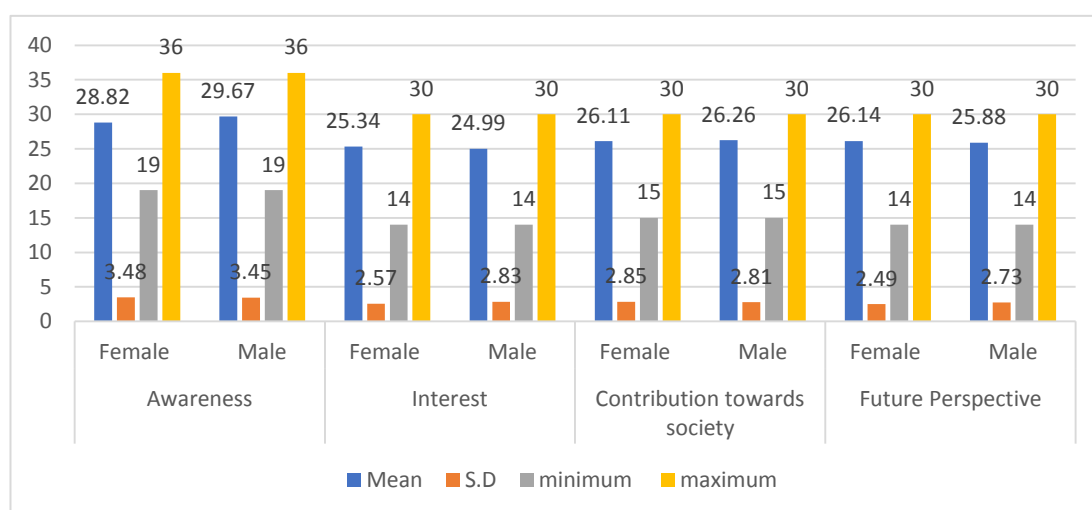


Figure 4 (d): Dimension of Occupational Aspiration among higher secondary school students with respect to gender.

Table no. 4.2.2. reveals the dimensions of occupational aspiration of higher secondary school students in relation to gender. The mean scores for awareness for female and male students were 28.82 and 29.67, and the SD were 3.48 and 3.45, respectively. This suggests that female students tend to have a somewhat greater awareness of their occupational aspirations than that of male students.

The table reveals the mean scores for interest for female and male students were 25.34 and 24.99, and the SD were 2.57 and 2.83, respectively. This suggests that female students tend to have a somewhat greater interest of their occupational aspirations than that of male students.

Further the table reveals the mean scores for contribution towards society for female and male students were 26.11 and 26.26, and the SD were 2.85 and 2.81, respectively. both female and male students have similar mean scores regarding their contributions to society, with male students scoring slightly higher. Thus, both groups demonstrate a comparable level of societal contributions, with some differences in variability.

The table further reveals that the mean scores for future perspective for female and male students were 26.14 and 25.88, and the SD were 2.49 and 2.73, respectively. This suggests that female students have a more positive outlook regarding their future than male students.

Thus, it indicates that occupational aspirations among higher secondary school students indicates distinct gender disparities. Where female students show greater awareness and interest in their occupational aspiration than that of male students. Where on the other hand both the gender shows similar levels of contribution to society, female students demonstrate a more positive outlook regarding their futures.

4.2.2.1.2 Dimensions of Occupational Aspiration among higher secondary school students of Nagaland with respect to types of institution.

The dimensions of Occupational Aspiration among higher secondary school students with respect to types of institution were analyzed with the help of mean and standard deviation, and the results are given in Table 4.2.5.

Table 4.2.5

Dimensions of Occupational Aspiration among higher secondary school students with respect to types of institution.

Dimension	Types of institution	N	Mean	S.D	Minimum	Maximum
Awareness	Government	255	29.48	3.20	19	36
	Private	330	29.00	3.69		
Interest	Government	255	24.91	2.69	14	30
	Private	330	25.38	2.68		
Contribution towards society	Government	255	25.89	3.04	15	30
	Private	330	26.39	2.64		
Future Perspective	Government	255	25.68	2.57	14	30
	Private	330	26.28	2.59		

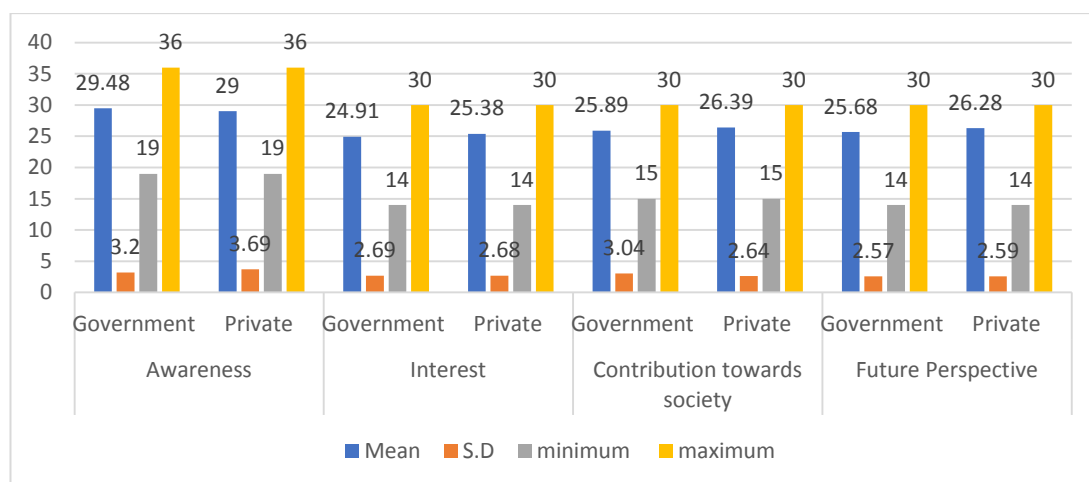


Figure 4 (e): Dimension of Occupational Aspiration among higher secondary school students with respect to types of institution.

Table no. 4.2.5 reveals the dimensions of occupational aspiration of higher secondary school students in relation to types of institution. The mean scores for awareness for government and private school students were 29.48 and 29.00, and the SD were 3.20 and 3.69, respectively. This suggests that government school students tend to have a slightly higher awareness of their occupational aspirations than that of private school students.

The table reveals that the mean scores for interest for government and private school students were 24.91 and 25.38, and the SD were 2.69 and 2.68, respectively. This suggests that the private school students tend to have a slightly higher interest in their occupational aspirations than that of government school students.

The table further reveals that the mean scores for contribution towards society for government and private school students were 25.89 and 26.39, and the SD were 3.04 and 2.64, respectively. This suggests that the private school students had higher mean scores related to their contribution towards society than government school students.

Further, the table reveals that the mean scores for future perspective for government and private school students were 25.68 and 26.28, and the SD were 2.57 and 2.59, respectively. This suggests that private school students have a more positive outlook regarding their future than government school students.

Thus, it can be concluded that the differences in occupational aspirations among higher secondary school students based on the types of institution, Government school students exhibit slightly higher awareness of their occupational aspirations, while private school students show greater interest, contribution to society, and a more positive outlook for their future. Therefore, the findings suggest that private school students tend to have a stronger positive outlook toward their aspirations than government school students.

4.2.2.2: To study the levels of Academic Achievement Motivation among higher secondary school students of Nagaland

Table 4.2.6: Levels of Academic Achievement Motivation among higher secondary school students of Nagaland

Sl. No.	Range	z Score	Grade	Levels of Academic Achievement Motivation	N	Percentage (%)
1.	38 and above	+2.01 & above	A	Extremely High	0	0
2.	34 to 37	+1.26 to +2.00	B	High	22	3.7 %
3.	31 to 33	+0.51 to +1.25	C	Above Average	75	12.8 %
4.	26 to 30	-0.50 to +0.50	D	Average	249	42.6 %
5.	23 to 25	-1.25 to -0.51	E	Below Average	131	22.4 %
6.	19 to 22	-2.00 to -1.26	F	Low	77	13.2 %
7.	18 and below	-2.01 & below	G	Extremely Low	31	5.3 %
Total					585	100 %

Table show that 3.7% of the students had high academic achievement motivation and are graded as B, while 12.8% of students had above average academic achievement motivation they are graded as C. the largest group, comprising of 42.6% students is considered average and is assigned a grade of D. Additionally, 22.4% of students are categorized as E, indicating a need for support in their academic academic achievement motivation. Furthermore, 13.2% students who exhibit low academic achievement motivation are categorised as F, and 5.3% are classified in grade G, which reflects extremely low academic achievement motivation.

Table 4.2.6

Academic Achievement Motivation	Scores	N	Percentage (%)
Q1 (Low)	23 below	137	23.42 %
Q2 (Average)	24- 28	261	44.62 %
Q3 (High)	29-37	187	31.96 %
Total		585	100 %

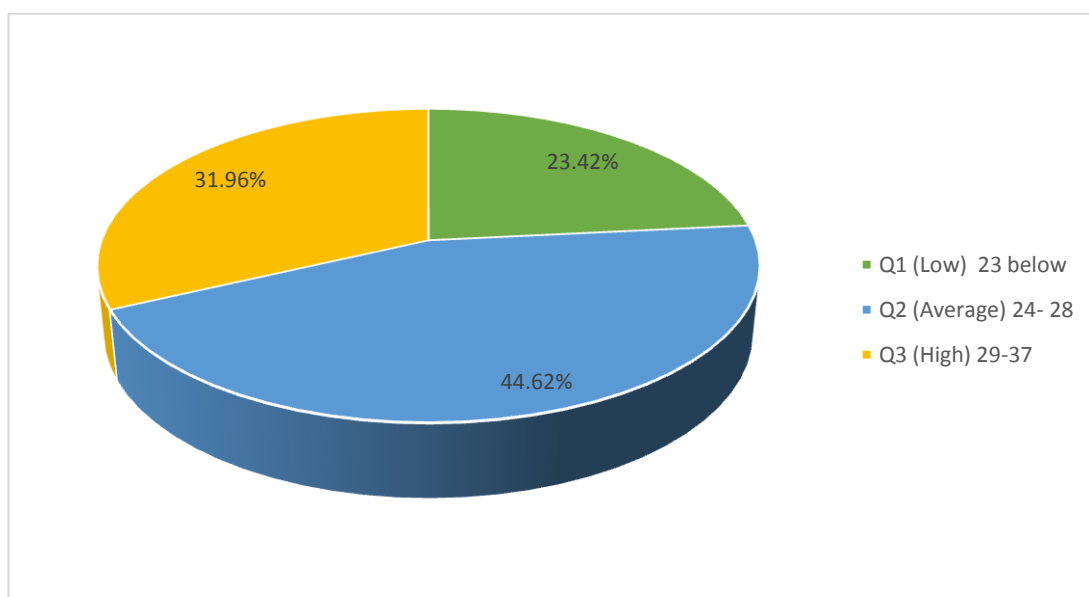


Figure 4 (f): Levels of Academic Achievement Motivation of students

Table 4.2.6. showed that 23.42 % of the students had low academic achievement motivation level, 31.96% had high academic achievement motivation level, and 44.62 had average academic achievement motivation level.

4.2.2.3. Dimensions-wise status of Emotional Maturity among Higher Secondary School Students of Nagaland

The dimensions of Emotional Maturity among higher secondary school students were analyzed with the help of mean and standard deviation, and the results are given in Table 4.2.7.

Table 4.2.7
Dimension-wise Mean and SD of Emotional Maturity of Higher Secondary
School Students

Sl.No	Dimension	N	Mean	SD
1	Self-awareness	585	38.59	6.02
2	Self-regulation		34.97	5.31
3	Internal motivation		31.06	4.13
4	Empathy		32.48	4.01
5	Social skill		33.77	5.06

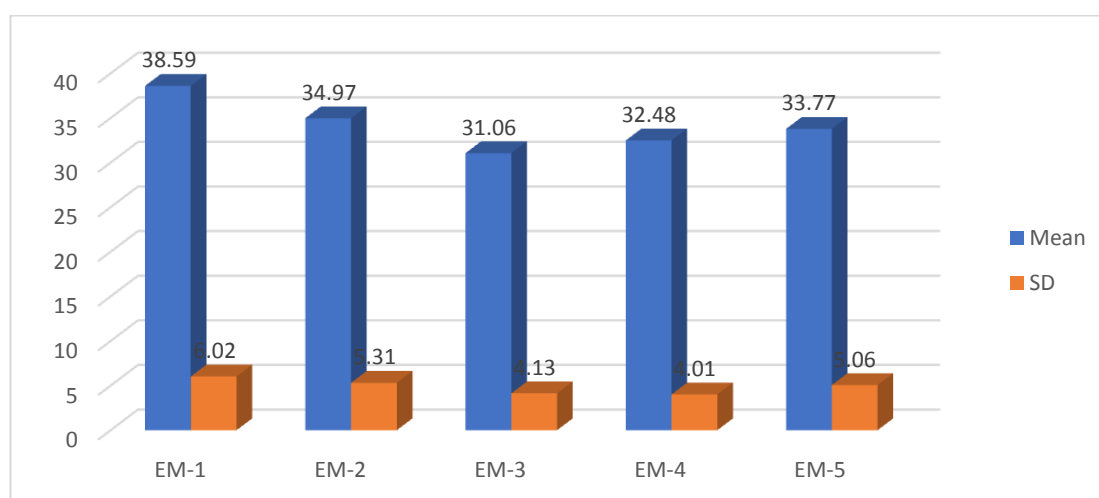


Figure 4 (g): Dimension-wise Scores of the status of Emotional Maturity among higher secondary school students.

Table 4.2.7. reveals that in the dimensions of Emotional Maturity of higher secondary school students, the mean scores for Self-awareness are 38.59, Self-regulation is 34.97, Internal motivation is 31.06, Empathy is 32.48, and Social skill is 33.77, with the corresponding standard deviation of 6.02, 5.31, 4.13, 4.01 and 5.06, respectively. This demonstrates that secondary school students scored the highest mean score of 38.59 in the dimension of Self-awareness and scored the lowest mean score of 31.06 in internal motivation. Thus, it indicates that higher secondary school students have a higher level of self-awareness of emotional maturity. Therefore, it can be concluded that secondary school students of Nagaland possess a strong sense of self-awareness regarding their emotional maturity.

4.2.2.3.1. Dimension-wise status of Emotional Maturity among higher secondary school students of Nagaland with respect to gender.

The dimension of Emotional Maturity among higher secondary school students with respect to gender was analyzed with the help of mean and standard deviation, and the results are given in Table 4.2.8.

Table 4.2.8.

Dimension	Gender	N	Mean	S.D	Minimum	Maximum
Self-awareness	Female	317	38.65	5.82	20	55
	Male	268	38.53	6.26		
Self-regulation	Female	317	34.77	4.96	15	49
	Male	268	35.21	5.70		
Internal motivation	Female	317	31.06	4.15	14	40
	Male	268	31.06	4.12		
Empathy	Female	317	32.82	3.74	18	40
	Male	268	32.08	4.27		
Social skill	Female	317	33.37	5.15	17	45
	Male	268	34.24	4.94		

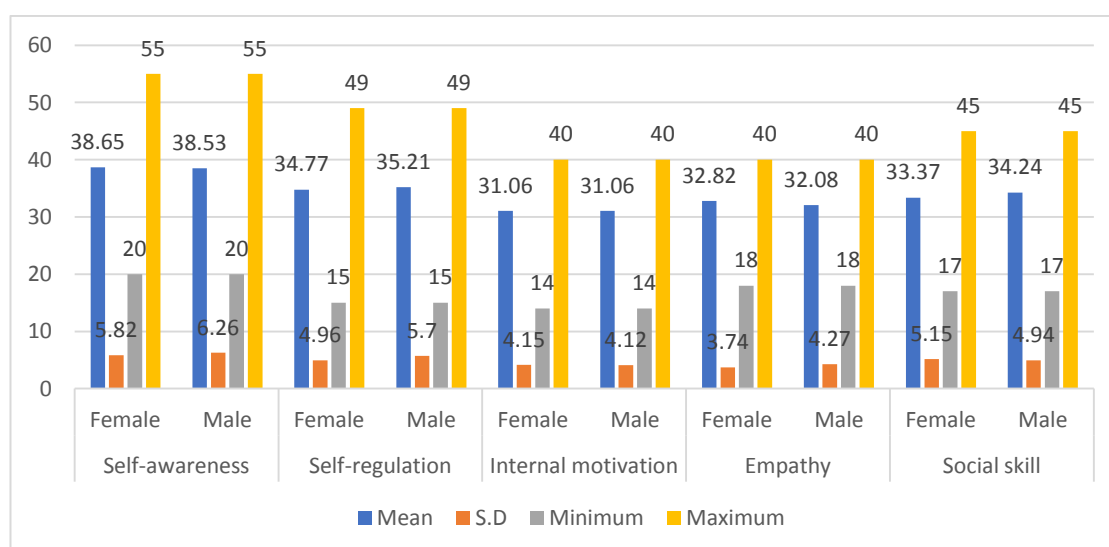


Figure 4 (h): Dimension-wise Scores of the levels of Emotional Maturity among higher secondary school students with respect to gender.

Table no. 4.2.8. reveals the dimensions of emotional maturity of higher secondary school students in relation to gender. The mean scores for self-awareness for female and male students were 38.65 and 38.53, and the SD were 5.82 and 6.26, respectively. This suggests that female students tend to have a slightly greater self-awareness of their emotional maturity than that of male counterparts.

The table reveals that the mean scores for self-regulation for female and male students were 34.77 and 35.21, and the SD were 4.96 and 5.70, respectively. This suggests that male students tend to have a somewhat greater in the self-regulation of their emotional maturity than that of female students.

Further, the table reveals the mean scores for internal motivation for female and male students were 31.06 and 31.06, and the SD were 4.15 and 4.12, respectively. both female and male students have similar mean scores regarding their internal motivation. Thus, both groups demonstrate a comparable level of internal motivation, with some differences in variability.

The table further reveals that the mean scores for empathy for female and male students were 32.82 and 32.08, and the SD were 3.74 and 4.27, respectively. This suggests that the level of empathy in female students is slightly higher than the male students.

The table further reveals that the mean scores for social skill for female and male students were 33.37 and 34.24, and the SD were 5.15 and 4.94, respectively. This suggests that male students have slightly higher social skills than female students.

Thus, analysis of the dimensions of emotional maturity of higher secondary school students indicates distinct gender disparities. Where female students show greater self-awareness and empathy in their emotional maturity than that of male students. Where on the other hand, male students show a slight edge in self-regulation and social skills, suggest that they manage their emotions and interact socially with a bit more proficiency.

4.2.2.3.2.: Dimension-wise status of Emotional Maturity among higher secondary school students of Nagaland with respect to types of institution.

Table 4.2.9.

Dimension	Types of institution	N	Mean	S.D	Minimum	Maximum
Self-awareness	Government	255	39.07	6.01	20	55
	Private	330	38.23	6.00		
Self-regulation	Government	255	34.55	5.01	15	49
	Private	330	35.30	5.52		
Internal motivation	Government	255	30.76	4.04	14	40
	Private	330	31.29	4.19		
Empathy	Government	255	31.95	3.83	18	40
	Private	330	32.89	4.09		
Social skill	Government	255	33.10	4.95	17	45
	Private	330	34.28	5.10		

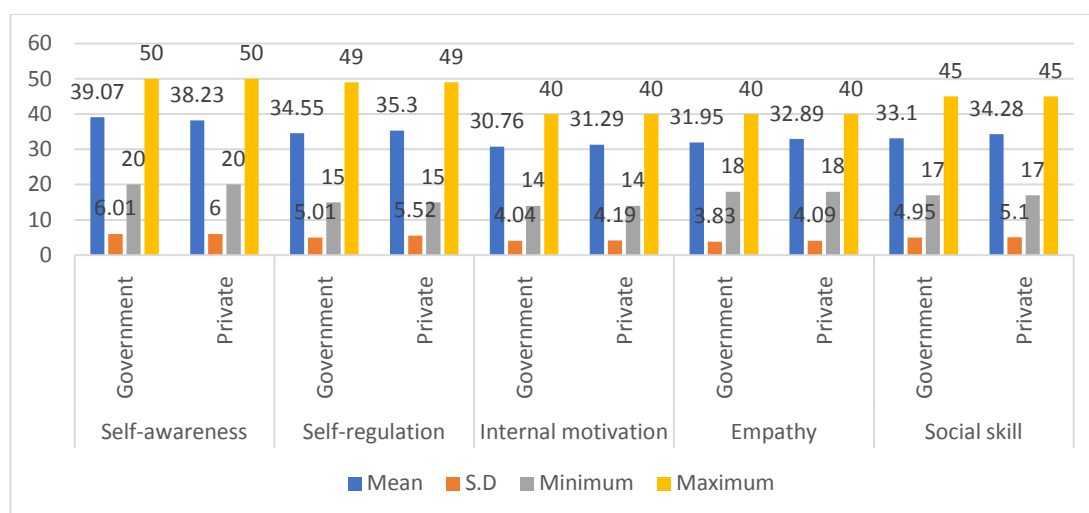


Figure 4 (i): Dimension-wise Scores of the status of Emotional Maturity among higher secondary school students with respect to types of institution.

Table 4.2.9. reveals the dimensions of emotional maturity of higher secondary school students in relation to types of institution. The mean scores for self-awareness for government and private school students were 39.07 and 38.23, and the SD were 6.01

and 6.00, respectively. This suggests that government school students tend to have a slightly greater self-awareness of their emotional maturity than that of private school students.

The table reveals the mean scores for self-regulation for government and private school students were 34.55 and 35.30, and the SD were 5.01 and 5.52, respectively. This suggests that private school students tend to have a somewhat greater in the self-regulation of their emotional maturity than that of government school students.

Further, the table reveals the mean scores for internal motivation for government and private school students were 30.76 and 31.29, and the SD were 4.04 and 4.19, respectively. This suggest that the private school students have higher mean scores regarding their internal motivation.

The table further reveals that the mean scores for empathy for government and private school students were 31.95 and 32.89, and the SD were 3.83 and 4.09, respectively. This suggests that the level of empathy in private school students is higher than the government school students.

The table further reveals that the mean scores for social skill for government and private school students were 33.10 and 34.28, and the SD were 4.95 and 5.10, respectively. This suggests that private school students have higher social skills than government school students.

Thus, analysis of the dimensions of emotional maturity of higher secondary school students indicates that government school students show slightly higher self-awareness, while private school students outshine in self-regulation, internal motivation, empathy, and social skills. This suggests that private school students generally display a higher level of emotional maturity than the government school students.

4.2.3. Significant difference in Occupational Aspiration, Academic Achievement Motivation and Emotional Maturity of higher secondary school students with respect to their gender.

Objective 3: To study significant differences in Occupational Aspiration, Academic Achievement Motivation and Emotional Maturity of higher secondary school students with respect to their gender separately.

Table 4.2.10.

Variance	Gender	N	Mean	SD	t-value	Significance
Occupational Aspiration	Female	317	106.40	7.53	0.59	Not Significant at 0.05 level of significance
	Male	268	106.79	8.05		
Academic Achievement Motivation	Female	317	26.63	3.98	2.24	Significant at 0.05 level of significance
	Male	268	25.82	4.65		
Emotional Maturity	Female	317	170.68	17.52	0.29	Not significant at 0.05 level of significance
	Male	268	171.12	19.36		

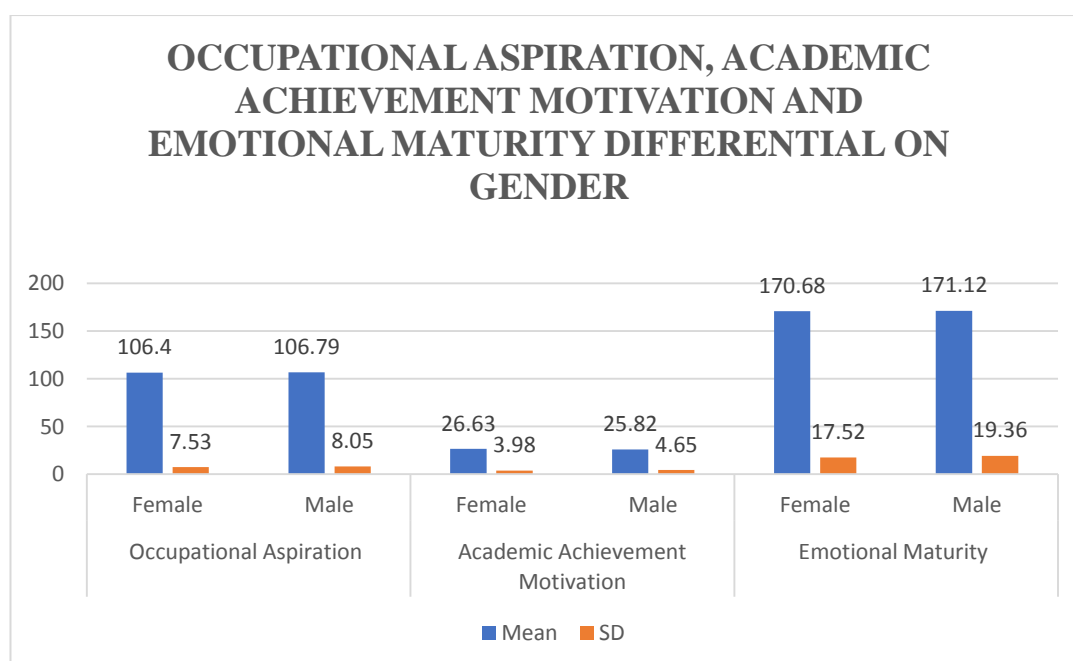


Figure 4 (j): occupational aspiration, academic achievement motivation and emotional maturity differential on gender.

4.2.3.1. Difference in Occupational Aspiration among higher secondary school students of Nagaland with respect to gender

Table 4.2.10. showed that the mean scores of occupational aspirations of female and male students were 106.40 and 106.79 respectively. It indicates that the male students obtained slightly higher mean score in their occupational aspiration than the female students. The t-value between the two group was 0.59, which was not significant at 0.05 level of significance. This depicts that the female and male students did not differ significantly in their occupational aspirations. Hence, the formulated null hypothesis that there is no significant difference between occupational aspiration among higher secondary school students of Nagaland with respect to gender (female and male) was accepted. The findings show a significant difference in gender, were male students had higher occupational aspirations compared to female students. A similar study was done by Momin and Chetry (2019). Thus, it can be concluded that there is no significant difference between female and male students. A similar finding of Nira & Yoram (2007), Eremie & Ikpah (2017), Kurbah (2019), Lalrintluangi (2019), and Sharma (2020).

4.2.3.2. Difference in Academic Achievement Motivation among higher secondary school students of Nagaland with respect to gender

Table 4.2.10. showed that the mean scores of academic achievement motivation of female and male students were 26.63 and 25.82 respectively. It indicates that the female students obtained higher mean score in their academic achievement motivation than the male students. The t-value between the two group was 2.24, which was significant at 0.05 level of significance. This depicts that the female and male student differ significantly in their academic achievement motivation. Hence, the formulated null hypothesis that there is no significant difference between female and male students in their academic achievement motivation with respect to gender (female and male) is rejected. Thus, it can be concluded that there is a significant difference between female and male students. The result was supported by the findings of Kumar and Yadav (2015), Kumari and Qasim (2015), Bhagat (2016), Gupta and Mili (2016), Pandey and Singh (2018), Devi (2024), Saini and Gautam (2024) and Lalrinpuii, et al. (2024). The academic achievement motivation of female students is higher than males Kumari (2018).

4.2.3.3. Difference in Emotional Maturity among higher secondary school students of Nagaland with respect to gender

Table No. 4.2.10. showed that the mean scores of emotional maturity of female and male students were 170.52 and 171.12 respectively. It indicates that the male students obtained slightly higher mean score in their emotional maturity than the female students. The t-value between the two groups was 0.29, which was not significant at 0.05 level of significance. This depicts that the male and female students did not differ significantly in their emotional maturity. Hence, the formulated null hypothesis that there is no significant difference between female and male students in their emotional maturity with respect to gender (female and male) is accepted. The result of the study indicated a significant gender difference, were male students had higher emotional maturity than female students. Studies conducted by Brahmabhatt (2016) and Duhan & Jeet (2017) show similar results. Thus, it can be concluded that there is no significant difference between the emotional maturity of female and male students. The result consisted with the findings of Dutta et.al (2013), Kar, Saha & Mondal (2014), Gunasekar, & Pugalenthi (2015), Datta (2015), Duhan & Jeet (2017), Kumar & Sethi (2017), Upadhyay et al. (2020), Rai & Subba (2024), and Gopal & Mahadevaswamy (2025).

4.2.4. Significant differences in Occupational Aspiration, Academic Achievement Motivation and Emotional Maturity of higher secondary school students with respect to the types of institution separately

Objective 4: To study significant differences in Occupational Aspiration, Academic Achievement Motivation and Emotional Maturity of higher secondary school students with respect to types of institution separately.

Table 4.2.11.

Occupational Aspiration, Academic Achievement Motivation and Emotional Maturity Differential on Types of Institution

Variance	Types of institution	N	Mean	SD	t-value	Significance
Occupational Aspiration	Government	255	105.97	8.09	1.66	Not Significant at 0.05 level of significance
	Private	330	107.05	7.49		
Academic Achievement Motivation	Government	255	26.12	4.33	0.70	
	Private	330	26.37	4.29		
Emotional Maturity	Government	255	169.44	18.07	1.67	
	Private	330	171.99	18.55		

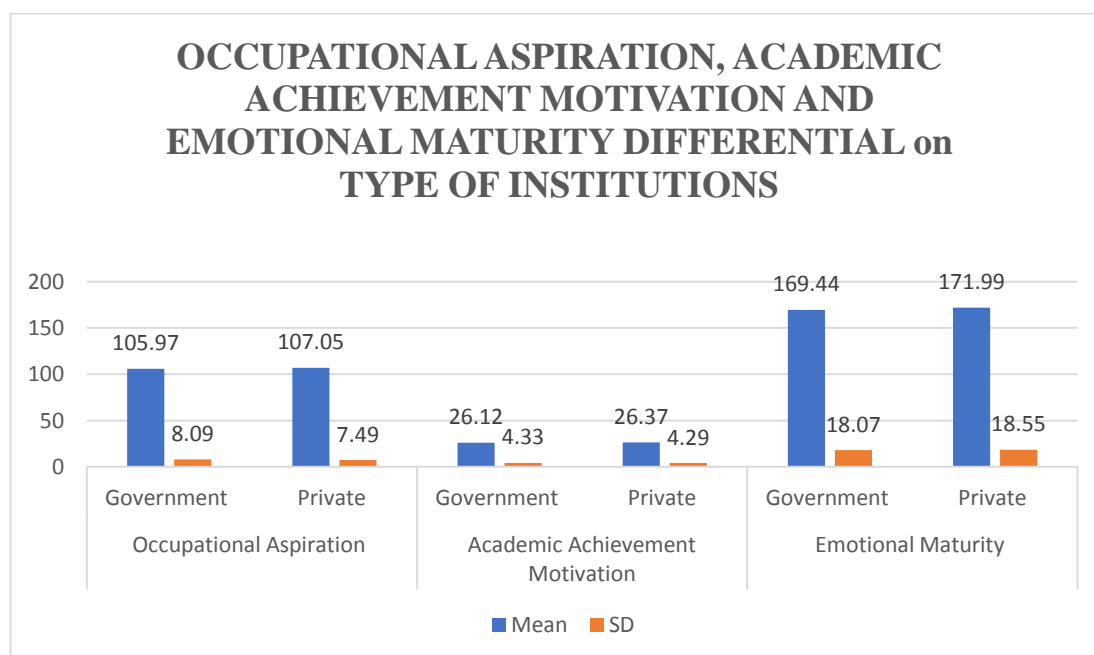


Figure 4 (k): occupational aspiration, academic achievement motivation and emotional maturity differential on types of Institution.

4.2.4.1. Difference in Occupational Aspiration among higher secondary school students of Nagaland with respect to types of Institution.

Table 4.2.11. showed that the mean scores of occupational aspirations of government and private school students were 105.97 and 107.05 respectively. It indicates that the private school students obtained slightly higher mean score in their occupational aspiration than the government school students. The t-value between the two group

was 1.66, which was not significant at 0.05 level of significant. This depicts that the government and private school students did not differ significantly in their emotional maturity. Hence, the formulated null hypothesis that there is no significant difference between Occupational Aspiration among higher secondary school students of Nagaland with respect to types of institution (government and private school) is accepted. The findings show variation in types of institution where students from private schools have higher occupational aspirations compared to government schools. Thus, it can be concluded that there is no significant difference between government and private school students.

4.2.4.2. Difference in Academic Achievement Motivation among higher secondary school students of Nagaland with respect to types of Institution

The table 4.2.11. showed that the mean scores of academic achievement motivation for government and private school students were 26.12 and 26.37, respectively. It indicates that private school students obtained slightly higher mean scores in academic achievement motivation than government school students. The t-value between the two groups was 0.70, which was not significant at 0.05 level of significance. This depicts that the government and private school students did not differ significantly in their academic achievement motivation. Hence, the formulated null hypothesis that there is no significant difference between government and private school students in their academic achievement motivation with respect to types of institution (government and private school) is accepted. Thus, it can be concluded that there is no significant difference between students from government and private schools. This was similar to the findings of Rosy & Tali (2012), Farkhanda (2013), Tefera and Sitota (2016) and Sitota (2018). This also suggests that regardless of the types of institution, students exhibit similar levels of motivation towards their academic achievements.

4.2.4.3. Difference in Emotional Maturity among higher secondary school students of Nagaland with respect to types of Institution.

Table 4.2.11. showed that the mean scores of emotional maturity of government and private school students were 169.44 and 171.99 respectively. It indicates that private school students obtained slightly higher mean scores in emotional maturity than

government school students. The t-value between the two groups was 1.67, which was not significant at the 0.05 level of significance. This depicts that the government and private school students did not differ significantly in their emotional maturity. Hence, the formulated null hypothesis that there is no significant difference between government and private school students in their emotional maturity with respect to types of institution (government and private school) is accepted. The study also shows that the emotional maturity of students studying in private schools is higher than in government schools. Thus, it can be concluded that there is no significant difference between students from government and private schools. The result was similar to the findings of Konyak, Yimchunger & Jamir (2024), and Dutta et.al (2013).

4.2.5. Interaction among occupational aspirations of students with respect to gender and types of institution separately, and of the total sample

Objective-5: To find out the significant interaction among occupational aspirations of students with respect to gender and types of institution separately, and of the total sample

Table 4.2.12.

Interactional Effect of Gender and Types of Institution on Occupational Aspiration of Higher Secondary School Students

Sources of Variance	df	Sum of Squares	Mean Squares	F-ratio	Significance
Gender (A)	1	0.017	0.017	0.01	Not Significant at the 0.05 level of significance
Types of Institution (B)	1	104.25	104.25	1.75	
Gender ×Types of Institution (A×B)	1	93.273	93.273	1.57	
Within (error)	577	34287.66	59.424		
Total	585				

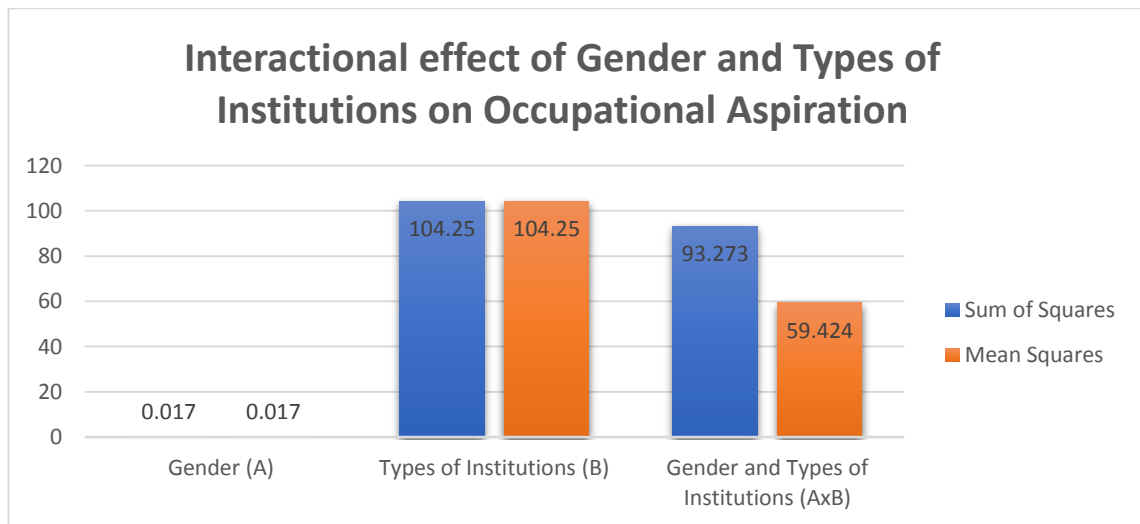


Figure 4 (1): Interactional effect of Gender and Types of Institution on Occupational Aspiration of Higher Secondary School Students

4.2.5.1. Interactional effect on Occupational Aspiration of Higher Secondary School Students with respect to gender.

In the present study, the investigator studied the interactional effect on occupational aspiration of secondary school students with respect to gender (female and male). table 4.2.12. shows that the f-ratio on occupational aspiration of Higher secondary school students with respect to gender was 0.01, which was not significant at the 0.05 level of significance with $df = 1/577$. thus, the null hypothesis, formulated as there is no significant interactional effect on occupational aspiration of secondary school students with respect to gender separately and of the total sample, was accepted. therefore, it may be concluded that gender has no significant influence on the occupational aspiration of secondary school students.

4.2.5.2. Interactional effect of types of institution on Occupational Aspiration of Higher secondary school students

In the present study, the investigator studied the interactional effect on occupational aspiration of higher secondary school students with respect to types of institution (government and private). table 4.2.12. shows that the f-ratio on occupational aspiration of higher secondary school students with respect to types of institution was 1.75, which was not significant at the 0.05 level of significance with $df = 1/577$. thus, the null hypothesis, formulated as there is no significant interactional effect on

occupational aspiration of higher secondary school students with respect to types of institution separately and of the total sample, was accepted. therefore, it may be concluded that the types of institution have no significant influence on the occupational aspirations of higher secondary school students of Nagaland.

4.2.5.3. Interactional effect of gender and types of institution on occupational aspiration of higher secondary school students

In the present study, the investigator studied the interactional effect on occupational aspiration of higher secondary school students with respect to gender and types of institution. Table 4.2.12. shows that the f-ratio on occupational aspiration of higher secondary school students with respect to types of institution was 1.57, which was not significant at the 0.05 level of significance with $df = 1/577$. thus, the null hypothesis, formulated as there is no significant interactional effect on occupational aspiration of higher secondary school students with respect to gender and types of institution separately and of the total sample, was accepted. it may further be deduced that the occupational aspirations of higher secondary school students are independent of the interaction between gender and types of institution.

4.2.6. Interaction among Academic Achievement Motivation of students with respect to gender and types of institution.

Objective-6: To find out the significant interaction among Academic Achievement Motivation of students with respect to gender and types of institution.

Table 4.2.13.
Interactional Effect of Gender and Types of Institution on Academic Achievement Motivation of secondary school students

Sources of Variance	df	Sum of Squares	Mean Squares	F-ratio	Significance
Gender (A)	1	142.99	142.99	7.76	Significant at the 0.05 level of significance
Types of Institution (B)	1	24.35	24.35	1.32	Not Significant at the 0.05 level of significance
Gender \times Types of Institution (A \times B)	1	7.802	7.802	0.42	
Within (error)	577	10632.71	18.428		
Total	585				

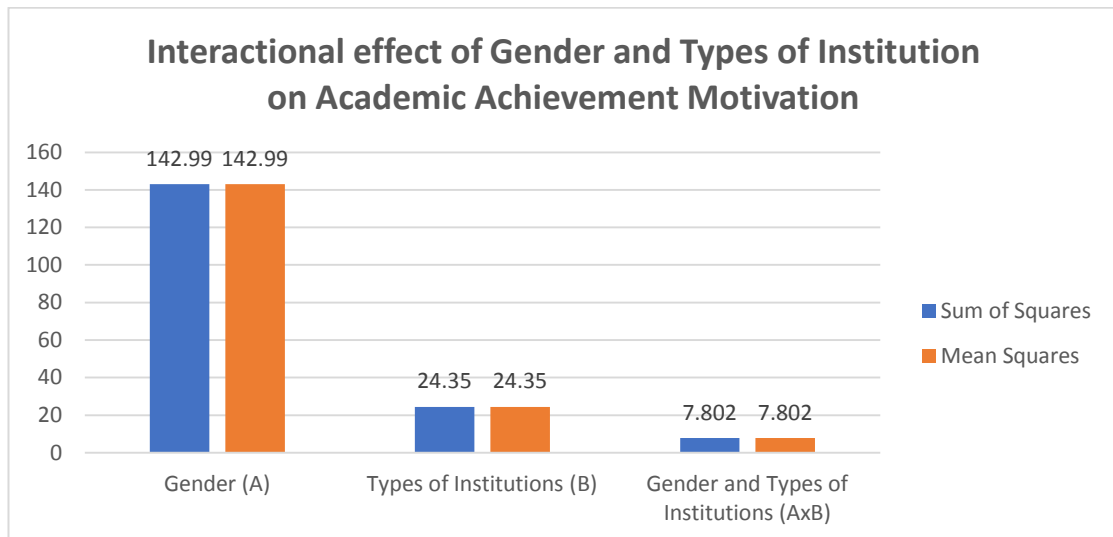


Figure 4 (m): Interactional Effect of Gender and Types of Institution on Academic Achievement Motivation of secondary school students

4.2.6.1. Interactional effect on Academic Achievement motivation of Secondary School Students with respect to gender

In the present study, the investigator studied the interactional effect on academic achievement motivation of Secondary School Students with respect to gender (female and male). Table 4.2.13. shows that the F-ratio on academic achievement motivation of Secondary School Students with respect to gender was 7.76, which was significant at the 0.05 level of significance with $df = 1/577$. Thus, the null hypothesis, formulated as there is no significant interactional effect on academic achievement motivation of higher Secondary School Students with respect to gender separately and of the total sample, was rejected. Therefore, it can be concluded that there is a significant difference in academic achievement motivation between genders. Similar finding was observed in the studies of Bhagat (2016), Gupta & Mili (2016), Pandey & Singh (2018), Saini & Gautam (2024), Lalrinpuii, et al. (2024), and Kumari (2018).

4.2.6.2. Interactional effect of types of institution on Academic Achievement Motivation of secondary school students

In the present study, the investigator studied the interactional effect on academic achievement motivation of higher Secondary School Students with respect to types of institution (government and private). Table 4.2.13. shows that the F-ratio on

academic achievement motivation of higher Secondary School Students with respect to types of institution was 1.32, which was not significant at the 0.05 level of significance with $df = 1/577$. Thus, the null hypothesis, formulated as there is no significant interactional effect on academic achievement motivation of higher Secondary School Students with respect to types of institution separately and of the total sample, was accepted. Therefore, it may be concluded that there is no significant difference in academic achievement motivation between the types of institution.

4.2.6.3. Interactional effect of gender and types of institution on Academic Achievement Motivation of secondary school students

In the present study, the investigator studied the interactional effect on academic achievement motivation of higher Secondary School Students with respect to gender and types of institution Table 4.2.13. shows that the F-ratio on academic achievement motivation of Secondary School Students with respect to types of institution was 0.42, which was not significant at the 0.05 level of significance with $df = 1/577$. Thus, the null hypothesis, formulated as there is no significant interactional effect on academic achievement motivation of higher Secondary School Students with respect to gender and types of institution separately and of the total sample, was accepted. It may further be deduced that the academic achievement motivation of higher Secondary School Students is independent of the interaction between gender and types of institution.

4.2.7. Interaction among Emotional Maturity of students with respect to gender and types of institution

Objective-7: To find out the significant interaction among Emotional Maturity of students with respect to gender and types of institution.

Table 4.2.14.

Interactional effect of Gender and Types of Institution on Emotional Maturity of higher secondary school students

Sources of Variance	df	Sum of Squares	Mean Squares	F-ratio	Significance
Gender (A)	1	24.23	24.23	0.07	Not Significant at the 0.05 level of significance
Types of Institution (B)	1	287.79	287.79	0.85	
Gender ×Types of Institution (A×B)	1	0.028	0.028	0.01	
Within (error)	577	195222.92	338.34		
Total	585				

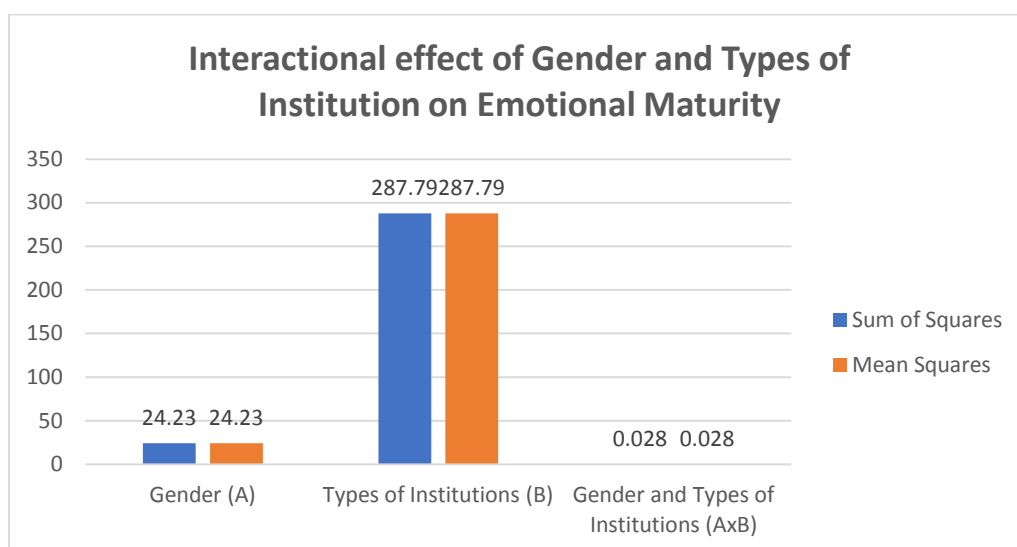


Figure 4 (n): Interactional Effect of Gender and Types of Institution on Emotional Maturity of higher secondary school students

4.2.7.1. Interactional effect on emotional maturity of higher Secondary School Students with respect to gender

In the present study, the investigator studied the interactional effect of emotional maturity of higher Secondary School Students with respect to gender (female and male). Table 4.2.14. shows that the F-ratio on emotional maturity of higher Secondary School Students with respect to gender was 0.07, which was not

significant at the 0.05 level of significance with $df = 1/577$. Thus, the null hypothesis, formulated as there is no significant interactional effect on emotional maturity of higher Secondary School Students with respect to gender separately and of the total sample, was accepted. Therefore, it may be concluded that gender has no significant influence on the emotional maturity of higher Secondary School Students.

4.2.7.2. Interactional effect of types of institution on emotional maturity of higher secondary school students

In the present study, the investigator studied the interactional effect on emotional maturity of higher Secondary School Students with respect to types of institution (government and private). Table 4.2.14. shows that the F-ratio on emotional maturity of higher Secondary School Students with respect to types of institution was 0.85, which was not significant at the 0.05 level of significance with $df = 1/577$. Thus, the null hypothesis, formulated as there is no significant interactional effect on emotional maturity of Higher Secondary School Students with respect to types of institution separately and of the total sample, was accepted. Therefore, it may be concluded that the types of institution have no significant influence on the emotional maturity.

4.2.7.3. Interactional effect of gender and types of institution on the Emotional Maturity of higher secondary school students

In the present study, the investigator studied the interactional effect on emotional maturity of Higher Secondary School Students with respect to gender and types of institution. Table 4.2.14. shows that the F-ratio on emotional maturity of Higher Secondary School Students with respect to types of institution was 0.01, which was not significant at the 0.05 level of significance with $df = 1/577$. Thus, the null hypothesis, formulated as there is no significant interactional effect on emotional maturity of higher Secondary School Students with respect to gender and types of institution separately and of the total sample, was accepted. It may further be deduced that the emotional maturity of higher secondary school students is independent of the interaction between gender and types of institution.

4.2.8. Relationship between Occupational Aspiration and Academic Achievement Motivation with respect to gender and types of Institution separately and in the total sample

Objective 8: To find out the relationship between Occupational Aspiration and Academic Achievement Motivation with respect to gender and types of Institution separately and in the total sample Table 4.2.15.

Table 4.2.15

Relationship between Occupational Aspiration and Academic Achievement Motivation with respect to gender and types of Institution separately and in the total sample

Variance	Group	N	r
Occupational Aspiration vs Academic Achievement Motivation	Female	317	0.14
	Male	268	0.26
	Government	255	0.22
	Private	330	0.18
Total		585	0.198

4.2.8.1. Relationship between occupational aspiration and academic achievement motivation with respect to gender (female and male) separately.

Table no.4.2.15. observe that the occupational aspiration with respect to gender was found to have a positive relationship with regard to academic achievement motivation, with r at 0.14 in female and 0.26 in male. Thus, it can be said that there is a positive relationship between occupational aspiration and academic achievement motivation with respect to gender separately and in total. Therefore, the formulated null hypothesis that there is no relationship between occupational aspiration and academic achievement motivation concerning gender (female and male) is rejected.

4.2.8.2. Relationship between occupational aspiration and academic achievement motivation with respect to types of institution (government and private) separately.

The occupational aspiration with respect to types of institution with regard to academic achievement motivation was found to have a positive relationship, with r at 0.22 in government and 0.18 in private institution. Thus, it can be said that there is a positive relationship between occupational aspiration and academic achievement motivation with respect to types of institution separately and total. Therefore, the formulated hypothesis that there is no relationship between occupational aspiration and academic achievement motivation with respect to types of institution (government and private) separately is rejected.

4.2.9. Relationship between Occupational Aspiration and Emotional Maturity of students with respect to gender and types of institution separately and in the total sample.

Objective-9: To find out the relationship between Occupational Aspiration and Emotional Maturity of students with respect to gender and types of institution separately and in the total sample. Table 4.2.16

Table 4.2.16.

Relationship between Occupational Aspiration and Emotional Maturity of students with respect to gender and types of institution, separately and in the total sample

Variance	Group	N	r
Occupational Aspiration vs Emotional Maturity	Female	317	0.23
	Male	268	0.31
	Government	255	0.25
	Private	330	0.28
Total		585	0.26

4.2.9.1. Relationship between occupational aspiration and emotional maturity with respect to gender (female and male) separately.

Table no .4.2.16. observe that the occupational aspiration with respect to gender was found to have a positive relationship with regard to emotional maturity, with r at 0.23 in females and 0.31 in males. Thus, it can be said that there is a positive relationship between occupational aspiration and emotional maturity with respect to gender separately and total. Therefore, the formulated null hypothesis that there is no relationship between occupational aspiration and emotional maturity concerning gender (female and male) is rejected.

4.2.9.2. Relationship between occupational aspiration and emotional maturity with respect to types of institution (government and private) separately.

The occupational aspiration with respect to types of institution with regard to emotional maturity was found to have a positive relationship, with r at 0.25 in government and 0.28 in private institution. Thus, it can be said that there is a positive relationship between occupational aspiration and emotional maturity with respect to types of institution separately and total. Therefore, the formulated hypothesis that there is no relationship between occupational aspiration and emotional maturity with respect to types of institution (government and private) separately is rejected.

4.2.10. Relationship among Occupational Aspiration, Academic Achievement Motivation, and Emotional Maturity of Higher Secondary School Students of Nagaland

Objective-10: To find out the relationship among Occupational Aspiration, Academic Achievement Motivation, and Emotional Maturity of higher secondary school students of Nagaland. Table 4.2.17

Table 4.2.17

Variance	N	R	Result
Occupational Aspiration, Academic Achievement Motivation, and Emotional Maturity	585	0.29	Positive relationship among the variables

Relationship among occupational aspiration, academic achievement motivation, and emotional maturity of higher secondary school students of Nagaland

From the above table 4.2.17, when all the variables were analyzed together, it was found that they have a positive relationship with R at 0.29, with respect to their gender and types of institution. Hence, the formulated null hypothesis that there is no relationship between occupational aspiration, academic achievement motivation, and emotional maturity was rejected. Thus, it can be said that there is a positive relationship between occupational aspiration, academic achievement motivation, and emotional maturity of higher secondary school students of Nagaland.

CHAPTER V

MAJOR FINDINGS, DISCUSSION, EDUCATIONAL IMPLICATIONS, CONCLUSION AND SUGGESTIONS

5.1. Introduction

The present study aimed to investigate the occupational aspirations of higher secondary school students of Nagaland in relation to academic achievement motivation and emotional maturity. The major findings, discussion, educational implications, conclusion and suggestions for further study, a summary of the whole study is presented in this chapter.

5.2. Major Findings of the Study

The major findings from the analysis of the data are summarized and presented in this chapter.

Objective 1: To study the status of Occupational Aspiration, Academic Achievement Motivation, and Emotional Maturity among higher secondary school students of Nagaland with respect to gender and types of institution.

a. Gender (female and male)

1. The aspiration of the male students is slightly higher than that of the female students with respect to their occupational aspirations.
2. The academic achievement motivation of the female students is slightly higher than that of the male students with respect to their academic achievement motivation.
3. The emotional maturity of the male students is slightly higher than that of the female students.

b. Types of Institution (government and private)

4. The occupational aspiration of the students from private institution was slightly higher than that of the students from government institution.

5. The academic achievement motivation of the students from private institution was slightly higher than that of students from government institution.
6. The emotional maturity of the students from private institution was higher than that of the students from government institution

Objective 2: To study the dimensions of Occupational Aspiration among higher secondary school students of Nagaland.

Dimensions of Occupational Aspiration among higher secondary school students of Nagaland with respect to gender and types of institution

a) Gender (female and male)

1. Female students show greater awareness and interest in their occupational aspirations than male students. On the other hand, both genders show similar levels of contribution to society; female students demonstrate a more positive outlook regarding their futures.

b) Types of Institution (government and private)

2. Government school students exhibit slightly higher awareness of their occupational aspirations, while private school students show greater interest, contribution to society, and a more positive outlook for their future. Therefore, the findings suggest that private school students tend to have a stronger positive outlook toward their aspirations than government school students.

Dimensions of Emotional Maturity among higher secondary school students of Nagaland

a) Gender (female and male)

3. Female students show greater self-awareness and empathy in their emotional maturity than male students. Where, on the other hand, Male students show a slight edge in self-regulation and social skills, suggesting that they manage their emotions and interact socially with a bit more proficiency

b) Types of Institution (government and private)

4. Government school students show slightly higher self-awareness, while private school students outshine in self-regulation, internal

motivation, empathy, and social skills. This suggests that private school students generally display a higher level of emotional maturity than government school students.

Objective 3: To study significant differences in Occupational Aspiration, Academic Achievement Motivation and Emotional Maturity of higher secondary school students with respect to their gender separately.

Occupational Aspiration and Emotional Maturity demonstrate a positive but not significant difference concerning gender, while Academic Achievement Motivation shows a significant difference with respect to gender.

Objective 4: To study significant differences in Occupational Aspiration, Academic Achievement Motivation and Emotional Maturity of higher secondary school students with respect to the type of institution separately.

Types of Institution (government and private)

Occupational Aspiration, academic achievement motivation and Emotional Maturity show a positive correlation, but the differences vary insignificantly based on the types of institution.

Objective 5: To find out the significant interaction among occupational aspirations of students with respect to gender and type of institution separately and in the total sample.

a) Gender (female and male)

1. Gender (female and male) did not significantly influence the occupational aspirations of secondary school students.

b) Types of Institution (government and private)

2. Types of institution (government and private) did not significantly influence the occupational aspirations of secondary school students.

c) Gender (female and male) and Types of Institution (government and private)

3. There was no significant interaction influence of gender (female and male) and types of institution (government and private) on the occupational aspirations of secondary school students.

Objective 6: To find out the significant interaction among Academic Achievement motivation of students with respect to gender and types of Institution separately and in the total sample.

a) Gender (female and male)

1. Gender (female and male) had a significant influence on the academic achievement motivation of Secondary School Students.

b) Types of Institution (government and private)

2. Types of institution (government and private) did not significantly influence the academic achievement motivation of secondary school students.

c) Gender (female and male) and Types of Institution (government and private)

3. Gender (female and male) and Types of institution (government and private) did not significantly influence the academic achievement motivation of secondary school students.

Objective 7: To find out the significant interaction among Emotional Maturity of students with respect to gender and type of institution, separately and in the total sample.

a) Gender (female and male)

1. Gender (female and male) did not significantly influence the emotional maturity of secondary school students separately and in total.

b) Types of Institution (government and private)

2. Types of institution (government and private) did not significantly influence the emotional maturity of secondary school students separately and in total.

Objective 8: To find out the relationship between Occupational Aspiration and Academic Achievement Motivation with respect to gender and types of Institution separately and in the total sample

a. Gender (female and male)

1. There was a positive relationship between occupational aspiration and academic achievement motivation with respect to gender separately and in total.

b. Types of Institution (government and private)

2. There was a positive relationship between occupational aspiration and academic achievement motivation with respect to types of institution separately and in total.

Objective 9: To find out the relationship between Occupational Aspiration and Emotional Maturity of students with respect to gender and types of institution separately and in the total sample.

a) Gender (female and male)

1. There was a positive relationship between occupational aspiration and emotional maturity with respect to gender separately and in total.

b) Types of Institution (government and private)

2. There was a positive relationship between occupational aspiration and emotional maturity with respect to types of institution separately and in total.

Objective-10: To find out the relationship among Occupational Aspiration, Academic Achievement Motivation, and Emotional Maturity of higher secondary school students of Nagaland.

When the variables (occupational aspiration, academic achievement motivation, and emotional maturity) were analyzed together, it was found that they have a positive relationship.

5.3. Discussion

5.3.1. Occupational Aspiration

The present study aimed to determine the occupational aspiration of higher secondary school students with respect to gender (female and male) and types of institution (government and private). Gender shows only a slight, insignificant variation in occupational aspiration. Male students report marginally higher overall occupational aspiration, but the gap is minimal and not significant. Both male and female students demonstrate high awareness and interest in career goals, with female students having slightly higher awareness and future perspective, while males score somewhat higher on dimensions like societal contribution. This suggests that exposure to diverse role models and evolving gender norms has helped narrow gender gaps in aspirations, and both groups now demonstrate substantial ambition.

Accordingly, it was found that female and male students did not differ significantly in their occupational aspirations. Similarly, Sharma (2001) and Schoon & Polek (2011) found in their studies that occupational aspiration was not affected by differences in gender. This could be because the adolescents are developing similar career goals, challenging the belief that male aim for high-status jobs while females prefer people-oriented roles. Girls show more awareness and enthusiasm about their career plans and maintain a positive outlook for their futures, indicating that females are expanding their ambitions. However, it was observed that when the mean score for the present study was analysed, male students had a higher occupational aspiration than their female counterparts. These findings are in tune with the findings of Momin & Chetry (2019). This could be due to the knowledge they gain from their environment such as home, school, and community.

The study established that the government and private school students did not differ significantly in their occupational aspirations. It was observed that the private school students obtained a higher mean score in their occupational aspiration than the government school students. It may be that the educational quality, environment, parental support and school culture in private higher secondary schools influence the occupational aspiration of the students.

The present study further highlighted the interaction effect on occupational aspirations of students with respect to gender and type of institution separately, and of the total sample. It was found that gender as well as types of institution did not significantly influence the occupational aspiration when analyzed separately. There was also no significant interaction influence of gender and types of institution on the occupational aspiration. It could be since adolescents' occupational aspirations are mostly influenced by the shared culture, economic conditions and evolving perceptions of gender roles. These elements tend to have a stronger impact than differences such as gender or the type of school attended. Therefore, the study did not find significant differences or interaction effects based on gender or type of institution.

5.3.2. Academic Achievement Motivation

The present study aimed to determine the academic achievement motivation of higher secondary school students with respect to gender (female and male) and types of institution (government and private). A significant gender difference was observed in academic achievement motivation. Similar finding was indicated by Kumar and Yadav (2015), Kumari and Qasim (2015), Bhagat (2016), Gupta and Mili (2016), Pandey and Singh (2018), Devi (2024), Saini and Gautam (2024) and Lalrinpuii et al. (2024). The academic achievement motivation of female students is higher than that of their male counterparts. This finding was supported by the findings of Kumari (2018). It may be because females are more motivated and more achievement-oriented, due to societal expectations and parental aspirations.

The study indicated that there were no significant differences in academic achievement motivation between students from government and private schools. The result was in tune with the study of Rosy & Tali (2012), Farkhanda (2013), Tefera & Sitota (2016) and Sitota (2018). Nevertheless, it was observed that private school students consistently scored higher on average in their academic achievement motivation when compared to their government school counterparts. It may be because of the teachers' commitment, parental involvement, quality infrastructure and continuous assessment in private schools compared to government schools.

The study further highlighted the interaction effect on academic achievement motivation of students with respect to gender and types of institution separately, and of the total sample. It was found that there is a significant difference in academic achievement motivation between genders when analyzed separately. There is no significant influence on academic achievement motivation concerning the types of institution when analyzed separately. Nevertheless, when gender and type of institution were analyzed, there was no significant interaction influence on academic achievement motivation. This might be due to girls prioritizing their studies and receiving strong academic support and expectations from families and teachers, which enhances their intrinsic motivation through social reinforcement.

5.3.3. Emotional Maturity

The present study aimed to determine the emotional maturity of higher secondary school students with respect to gender (female and male) and types of institution (government and private). A significant gender difference was observed in the status of emotional maturity of the male students is a slightly higher than that of the female students. This aligns with the findings of (2016). However, this was countered by Dangwal & Srivastava (2016), Duhan & Jeet (2017) countered the present result. Additionally, the status of students from private institution demonstrated higher emotional maturity than those from government institution, a finding corroborated by Gopal and Mahadevaswamy (2025).

Accordingly, it was found that female and male students did not differ significantly in their emotional maturity. The mean scores for emotional maturity were very close between male and female students, with the result not significant at the 0.05 level. However, in this study, males had a marginally higher score, a finding consistent with Brahmhatt (2016) and Duhan Jeet (2017). Other research, such as Dutta et al. (2013), Kar, Saha & Mondal (2014), Gunasekar & Pugalenti (2015), and Upadhyay et al. (2020), found no significant differences in emotional maturity between genders. Some studies (Dangwal & Srivastava, 2016) reported higher emotional maturity in females, commonly attributing this to gender differences in emotional expression, socialisation, and maturity rates during adolescence. The multidimensional analyses in the present study found that females had higher self-awareness and empathy, while males scored higher in self-regulation and social

skills. This may be because of the variation in socialisation processes, with girls often encouraged to identify and express their emotions, while boys are typically guided to regulate and control their feelings. Although both genders are acquiring emotional maturity, their strengths tend to vary according to gender.

Another objective of the present study was to examine the interactional effect on emotional maturity of students with respect to gender and types of institution separately, and of the total sample. It was observed that there was no significant interactional influence on emotional maturity with respect to gender and types of institution. The reason may relate to developmental psychology, which suggests that socialization fosters different emotional strengths in each gender. However, during adolescence, both genders develop balanced emotional skills, influenced by community and school programs that promote self-reflection.

5.3.4. Integrative Findings

Based on the findings of the present study, it was observed that there was a positive relationship between occupational aspiration and academic achievement motivation of the higher secondary students concerning gender and types of institution separately and in the total sample. It may be that the students who perform well academically set his/her higher occupational goals and view education as a pathway to their desired careers. Academic performance boosts confidence and expands opportunities, motivating students to pursue greater occupational ambitions.

The current research showed that there was a positive relationship between occupational aspiration and emotional maturity of the higher secondary students concerning gender and types of institution separately and in the total sample. The reason could be that emotionally mature students are likely to handle their emotions more effectively, enabling them to establish realistic goals and maintain consistent efforts toward achieving them.

Again, based on the finding of the present study was to determine the relationships among occupational aspiration, achievement motivation, and maturity. It was established that when the variables were analyzed together, it was found that they had a positive relationship. It could be due to the fact that emotionally mature

students possess the ability to effectively regulate their emotions and manage stress, which will boost their motivation to achieve academically. Academic motivation empowers them to establish and pursue their desire occupation, which help them to grow personally and professionally.

5.4. Educational Implications

Based on the findings of the present study, the educational implications of the importance of occupational aspirations and their influence on academic achievement motivation, and emotional maturity of higher secondary school students are discussed below: -

1. The findings of the present study show that students are highly aware of their choice of occupational aspiration but low in interest among students, which suggests the need for well-structured career counselling and exposure programs in both government and private institution. Schools should introduce varied career guidance initiatives that not only enhance awareness but also actively engage students' interests, foster societal contribution, and broaden future perspectives through workshops, role models, and experiential learning opportunities.
2. The findings of the current study indicate that female students tend to exhibit higher levels of academic achievement motivation compared to their male students. To address this disparity, educators should consider incorporating competitive and hands-on activities, which have been shown to resonate more effectively with boys' engagement styles. Simultaneously, it's essential to foster a supportive and collaborative classroom environment that empowers girls. By promoting intrinsic motivation through self-directed projects and implementing autonomy-supportive teaching practices, we can create more equitable opportunities for both genders in the learning process.
3. Engaging in activities that promote self-awareness, empathy, and social skills can support balanced emotional development for all students. Programs such as peer counselling, team-building exercises, and social-emotional learning (SEL) are effective tools for fostering holistic growth among students.
4. Since a notable percentage of students fell into low and below average categories for academic achievement motivation, schools must regularly monitor student motivation levels. Early identification and individualised

interventions (such as mentorship, remedial classes, motivational workshops, and counselling) can help support students at risk of academic disengagement and boost overall school achievement.

5. Significant differences were noted in occupational aspirations and emotional maturity between genders. It is essential for schools to avoid reinforcing stereotypes regarding what aspirations or emotional traits are appropriate for girls or boys. Classroom practices, encouragement, and leadership opportunities should be equitably provided, allowing both boys and girls to pursue their goals free from bias and discrimination.
6. Promoting a holistic approach and Collaboration: The positive relationships among occupational aspiration, academic motivation, and emotional maturity suggest an interconnected development model. Curriculum development should integrate these areas. Schools should cultivate a culture of lifelong learning and career development from an early age.
7. Fostering a Supportive Environment: The positive link between occupational aspiration and academic achievement motivation suggests that boosting academic motivation can positively influence career goals. Creating supportive learning environments through recognition, feedback, and peer groups.
8. Promoting Gender Equity: Educational content should challenge stereotypes and encourage students of all genders to pursue diverse fields to foster a more equitable learning environment and address differences in Academic Achievement Motivation
9. Encouraging Parental Involvement: Collaborating with parents through workshops can help bridge gaps in motivation and support students' academic and career aspirations.
10. Collaboration among Stakeholders: Educators, parents, and community members should collaborate to develop effective strategies that support diverse student populations and their aspirations.

5.4. Conclusion

The study investigates the relationship between occupational aspirations, academic achievement motivation, and emotional maturity among higher secondary school students of Nagaland. The findings indicate a significant and positive relationship between these variables, which indicates that students with higher academic motivation and emotional maturity tend to have well-defined and realistic occupational aspirations. Emotional maturity helps students to manage academic challenges, regulate their emotions, and maintain motivation for both educational and vocational ambitions.

Occupational aspirations, academic achievement motivation, and emotional maturity are interrelated and play an important role in the overall development of students. Occupational aspirations provide students with clear direction for their future career paths, motivating them to achieve academically. Academic achievement motivation inspires students to invest effort and persist in their studies, enabling them to reach their career aspirations. Emotional maturity, characterized by the ability to manage emotions, cope with stress, and make responsible decisions, plays a crucial role in fostering motivation and ambition. It empowers students to navigate academic challenges with greater efficiency and maintain focus on their long-term objectives. Research shows a positive correlation among these factors—students with higher academic motivation and emotional maturity tend to have more defined and realistic occupational aspirations. Emotional maturity helps students manage academic challenges and setbacks, which helps them sustain their motivation. Together, these psychological and educational factors contribute to students' holistic development by promoting goal setting, resilience, self-regulation, and higher academic and career achievement.

The results emphasize the importance of promoting emotional development alongside academic motivation to support students in formulating and pursuing their occupational aspirations effectively. Furthermore, fostering an emotionally supportive school environment can enhance students' ability to set and achieve meaningful career goals, ultimately contributing to their holistic development.

However, the study's limitations include the sample size and contextual factors that may affect generalizability. Future research could consider longitudinal approaches to explore how these relationships develop over time and investigate intervention programs that enhance motivation and emotional maturity to support students' career planning.

5.5. Suggestions for further research

The following are the suggestions for further study:

1. The study on academic achievement motivation can be conducted for the graduate and post graduate students.
2. Further research, including longitudinal and qualitative studies with broader samples, to understand the shifting trends influencing students' occupational aspirations, academic achievement motivation, and emotional maturity.
3. A comparative study can be conducted between urban and rural students on these variables.
4. A similar study may be conducted on special group of children as handicap, gifted and backward.
5. External factors like socio-economic status and family background should be considered. Career guidance programs and educational interventions should be regularly monitored and evaluated to ensure effectiveness.
6. Professional development for educators on gender-sensitive teaching and promoting emotional maturity.
7. Teachers' role in raising the level of students' aspiration at the secondary and higher secondary level.
8. A study can be conducted to see the impact of counselling and training programs on aspects of academic stress, emotional maturity and self-awareness.

SUMMARY

1. Introduction

Education serves as a transformative force that shapes individual behaviour, unlocking potential and developing the essential skills that build confidence and adaptability. As a cornerstone of human development, education equips individuals to enter the workforce effectively and supports them in achieving their academic and vocational goals while contributing significantly to national progress.

During adolescence, individuals begin to plan for their future career by considering several occupational choices. At the secondary school stage decisions made by the students regarding their occupational choices have a great influence on further vocational maturity, which in turn affects optimisation of job performance and job satisfaction.

Adolescents navigate crucial developmental changes, experiencing new aspirations, anxieties, and the quest for identity, often under considerable pressure from parents and society. At this stage, the decisions students make regarding subjects, streams, and future careers are critical and have a direct influence on later occupational choices. Students' occupational aspirations are influenced by a combination of internal factors, such as interests and abilities, and external factors, including parental expectations, peer influence, and school guidance.

Academic achievement motivation is another critical variable, reflecting a student's intrinsic desire to set objectives, strive for excellence, and persist through challenges to achieve success. As highlighted by McClelland's theory of achievement motivation, students with a strong drive for achievement tend to exert greater effort, take academic risks, and establish ambitious career goals, all of which substantially influence their educational outcomes. A lack of motivation, by contrast, often leads to unclear or inconsistent occupational aspirations.

Equally important is emotional maturity, the ability to manage emotions, cope with stress, and make balanced decisions. Emotionally mature students demonstrate

patience, responsibility, empathy, and adaptability, equipping them to face academic and occupational pressures constructively. Emotional maturity helps ensure that students' occupational aspirations are realistic and enduring, providing the resilience needed to navigate failures and social comparisons.

Together, occupational aspirations, academic achievement motivation, and emotional maturity are crucial for student progress during adolescence. These variables not only influence immediate educational choices and performance but also lay the foundation for sustained personal growth, responsible community participation, and future career success.

2. Review of Related Literature

The researcher reviewed the related literature for the present study under three categories as given below:

- i. Studies related to occupational aspiration.
- ii. Studies related to academic achievement motivation.
- iii. Studies related to emotional maturity.

The researcher reviewed 26 studies related to occupational aspiration, 21 studies related to occupational aspiration in relation to academic achievement motivation, and 21 studies related to occupational aspiration in relation to emotional maturity. Overall, the researcher reviewed 68 studies related to the present study.

3. Research Gap

Review of research done indicated that a rich number of researches have been conducted on occupational aspiration and its impact on either academic achievement motivation or emotional maturity, respectively. The majority of the studies were carried out with respect to gender, and a few on the types of institution. However, no studies have so far been carried out on the interaction effects of higher secondary school students on occupational aspiration, academic achievement motivation and emotional maturity in the context of Nagaland. This indicates a clear gap for the present study and hence it is essential to conduct the research work accordingly.

4. Need and Significance of the Study

Occupational aspirations among higher secondary students in Nagaland is a critical area of research due to the unique socio-economic, educational, and cultural context of the state. Nagaland, with its predominantly tribal population, boasts a high literacy rate but faces one of the highest youth unemployment levels in India 27.4% among those aged 15–29 in 2023–24 (TOI, 2024). Unemployment is far above the national average of 10.2%, ranking second only to Kerala (29.9%). Unemployment is almost evenly distributed between males (27.9%) and females (26.6%), yet urban youth experience a more severe rate (39.6%) compared to their rural counterparts (23.1%) (Jamir, Over one in four youth unemployed in Nagaland, says PLFS survey, 2024).

The state's economy remains predominantly agrarian, offering limited job diversity. Consequently, young people's occupational aspirations are heavily inclined toward government employment, which is socially esteemed for its job security and prestige. However, such aspirations face structural barriers due to restricted availability of government posts, leading to elevated educated unemployment of 13.4%, particularly among diploma and postgraduate holders (Jamir, Nagaland's unemployment status: Two reports, same concern, 2025).

A major concern is the lack of vocational and technical skill training. As per the data (Nagi & Kholi, 2023) it was observed that 92% of youth reportedly lack education awareness on employability in emerging sectors. Additionally, many young people are reluctant to pursue manual or trade-based occupations that were once respected within traditional agrarian communities; these roles are increasingly filled by migrant workers. According to (Nagi & Kholi, 2023) enhancing skill development, entrepreneurship, and vocational education under national and state-level initiatives is vital for expanding youth occupational horizons beyond government service.

Within this socio-economic and cultural setting, youth occupational aspirations in Nagaland remain strongly oriented toward government jobs, though an emerging awareness of skill-based and entrepreneurial pathways is gradually reshaping aspirations. Given these contextual challenges and the critical role of career

aspirations in shaping youth futures, studying occupational aspirations among higher secondary students is essential. Such a study can help identify key influencing factors and explore their interrelation with academic achievement motivation and emotional maturity. The findings can further guide policymakers and educators in designing interventions that promote diversified career opportunities, strengthen skill development initiatives, and foster holistic youth empowerment in Nagaland.

Keeping in mind the recent developments in every sphere of life, there is a great need to be fully equipped with ordinary potential for being successful. Occupational aspirations have been viewed as significant determinants of educational and occupational choices as it reflect on one's future social mobility and career self-concept. There is a great need for motivation for students, as an individual becomes inwardly confident and can easily face the challenges of the dynamic world. An emotionally mature individual is capable to make proper decisions on every aspect of their life, be it academic or career choices.

After examining the review of literature, it can be concluded that the studies have failed to take note of the quality of education which could meet the occupational aspirations, academic achievement motivation and emotional maturity of higher secondary school students by giving directions in the right perspective and to what extent these variables are related to each other. Therefore, it is intended to study occupational aspiration in relation to academic achievement motivation and emotional maturity among secondary school students.

The present study will help us to know to what extent secondary school students will be able to understand and handle their emotions and be motivated to perform excellence in their academic field and will be able to select their desired occupations.

The researcher found out from the findings of the review literature that few studies have been conducted in the North East, particularly in Nagaland and on these variables, which is apparent from the review of related literature. Therefore, it is based on this connection that the investigator has decided to undertake the study.

5. Statement of the Problem

By investigating the aspiration of higher secondary students and the influence of academic achievement motivation and emotional maturity in choosing their occupation in the context of Nagaland, the investigator intends to help students make competent career decisions. Thus, the problem stated that "**Occupational Aspirations of Higher Secondary School Students of Nagaland with Relation to Academic Achievement Motivation and Emotional Maturity**".

6. Operational Definition of the Used Term

1. Occupational Aspirations:

Occupational aspirations are defined as an individual's desires or preferences for his /her future occupational achievement. Occupational aspirations are indicative of an individual's aspiration for their dream career while overlooking the constraints and practicalities of the job market. Occupational aspirations refer to a person's desire to work towards their goals or ambitions. According to **Rojewski (2005)**, "Occupational aspirations constitute a person's desired work-related goals under the ideal circumstances, these goals can reflect information about self-concept, perceived opportunities, and interests and hopes".

2. Academic Achievement Motivation:

Academic achievement motivation is used to meet the pupils' needs or drive toward the achievement of success in the academic field. Achievement motivation is the way an individual orients himself towards objects and completeness, on the performance of a task will be evaluated and good performance will produce a feeling of pride in accomplishment.

3. Emotional Maturity:

Emotional maturity involves awareness of self and managing emotions, developing oneself through the power of empathy and motivation, and building strong relationships with people.

4. Higher Secondary School Students:

Higher Secondary school refers to schooling after primary education, and before university education. The higher secondary stage comprises classes 11 and 12.

The students in the age group of 16 -18 years are admitted at the secondary stage. The present study of higher secondary school students refers to students studying in government and private higher secondary schools in Nagaland.

7. Objective of the Study

The following are the objectives of the present study

1. To study the status of occupational aspiration, academic achievement motivation, and emotional maturity among higher secondary school students of Nagaland with respect to gender and types of institution.
2. To study the dimension wise status of occupational aspiration, academic achievement motivation and emotional maturity among higher secondary school students of Nagaland.
3. To study significant difference in occupational aspiration, academic achievement motivation and emotional maturity of higher secondary school students with respect to their gender separately and in the total sample.
4. To study significant difference in occupational aspiration, academic achievement motivation and emotional maturity of higher secondary school students of with respect to their types of institution.
5. To find out the significant interaction among occupational aspiration of students with respect to gender and types of institution.
6. To find out the significant interaction among academic achievement motivation of students with respect to gender and types of institution.
7. To find out the significant interaction among emotional maturity of students with respect to gender and types of institution.
8. To study the relationship between occupational aspiration and academic achievement motivation with respect to gender and types of institution.

9. To study the relationship between occupational aspiration and emotional with respect to gender and types of institution.
10. To study the relationship among occupational aspiration, academic achievement motivation and emotional maturity of higher secondary school students of Nagaland.

8. Hypothesis of the Study

The following hypotheses are formulated for the present study:

1. There exists no significant difference in occupational aspiration, academic achievement motivation and emotional maturity of higher secondary school students with respect to their gender separately and in the total sample.
 - 1.1. There exists no significant difference between occupational aspiration among higher secondary school students of Nagaland with respect to gender (female and male).
 - 1.2. There exists no significant difference between academic achievement motivation among higher secondary school students of Nagaland with respect to gender (female and male).
 - 1.3. There exists no significant difference between emotional maturity among higher secondary school students of Nagaland with respect to gender (female and male).
2. To study significant difference in occupational aspiration, academic achievement motivation and emotional maturity of higher secondary school students of with respect to their types of institution.
 - 2.1. There exists no significant difference between occupational aspiration among higher secondary school students of Nagaland with respect to types of institution (government and private).
 - 2.2. There exists no significant difference between academic achievement motivation among higher secondary school students of Nagaland with respect to types of institution (government and private).
 - 2.3. There exists no significant difference between emotional maturity among higher secondary school students of Nagaland with respect to types of institution (government and private).

3. There exists no significant interaction among the occupational aspirations of students with respect to gender (female and male) and types of institution (government and private).
 - 3.1. There exists no significant interaction among the occupational aspirations of students with respect to gender (female and male).
 - 3.2. There exists no significant interaction among the occupational aspirations of students with respect to the types of institution (government and private).
4. There exists no significant interaction among the academic achievement motivation of students with respect to gender (female and male) and types of institution (government and private) separately and in the total sample.
 - 4.1. There exists no significant interaction among the academic achievement motivation of students with respect to gender (female and male) separately and in the total sample.
 - 4.2. There exists no significant interaction among the academic achievement motivation of students with respect to the types of institution (government and private) separately and in the total sample.
5. There exists no significant interaction among the emotional maturity of students with respect to gender (female and male) and types of institution (government and private) separately and in the total sample.
 - 5.1. There exists no significant interaction among the emotional maturity of students with respect to gender (female and male) separately and in the total sample.
 - 5.2. There exists no significant interaction among the emotional maturity of students with respect to the types of institution (government and private) separately and in the total sample.
6. There exists no relationship between occupational aspiration and academic achievement motivation with respect to gender (female and male) and types of institution (government and private), separately and the total sample.
 - 6.1. There exists no relationship between occupational aspiration and academic achievement motivation with respect to gender (female and male), separately and the total sample.

- 6.2. There exists no relationship between occupational aspiration and academic achievement motivation with respect to types of institution (government and private), separately and the total sample
7. There exists no significant relationship between occupational aspiration and emotional maturity of students with respect to gender (female and male) and types of institution (government and private) separately, and the total sample.
- 7.1. There exists no significant relationship between occupational aspiration and emotional maturity of students with respect to gender (female and male) separately, and the total sample.
- 7.2. There exists no significant relationship between occupational aspiration and emotional maturity of students with respect to types of institution (government and private) separately, and the total sample.
8. There exists no relationship between occupational aspiration, academic achievement motivation and emotional maturity of higher secondary school students of Nagaland.

9. Delimitation of the Study

The study is delimited to

- a) Class 12 students of Nagaland only.
- b) Students of government and private schools of NBSE.
- c) 3 districts of Nagaland.

10. Variables of the Study

The variables of the present study included the occupational aspiration, academic achievement motivation and emotional maturity. These variables were studied with regard to gender (male and female) and types of institution (government and private).

11. Research Method

The researcher adopted the Descriptive Survey Method for the present study.

12. Population of the Study

The population for the present study consists of all the students in classes 12, both private and government schools of Nagaland, affiliated to the Nagaland Board of School Education (NBSE).

13. Sample of the Study

As per the nature of the study, the researcher had selected 585 students from the 51 schools in Nagaland using the Simple Random Sampling Technique.

14. Tools Used

The following tools were used for the collection of data for the present study:

1. Occupational Aspirational Scale constructed by the researcher.
2. To measure the Academic Achievement motivation of higher secondary school students, the investigator used Academic Achievement Motivation Scale, constructed and standardized by Dr. T.R. Sharma (1998).
3. Adolescent's Emotional Maturity Scale, constructed and standardized by Pandey, Anshu and Mathur (2002).

15. Procedure of Data Collection

Prior permission from the principals of higher secondary schools was taken for the collection of data. The data was collected from the class 12 students. The researcher personally visited and administered the tools to the sample population to ensure prompt and complete return of the tools.

16. Statistical Techniques Used

The researcher applied Mean, Standard Deviation, t-test, Pearson's Product-Moment Correlation, Multiple Correlation, Multiple Regression and ANOVA for analysing the data collected.

17. Analysis of the Data

The data collected were systematically organised, classified, tabulated, analysed and interpreted. The completed questionnaires were carefully reviewed and edited to ensure their accuracy, relevance and completeness. It was then classified into different categories with respect to gender and types of institution. The classified raw data were coded with numerical numbers and entered into an MS Excel sheet. The statistical techniques were employed for analysing and interpreting the numerical data gathered and organized with the help of SPSS V. 20 (Statistical Package of Social Sciences) and represented through tables. Graphs were created using MS Excel to present the tabulated data in a clear and easily understandable manner. After the data analysis, the findings were interpreted, and conclusions and generalizations were drawn in alignment with the research objectives and hypotheses.

18. Major Findings of the Study

The major findings from the data analysis are summarised and presented in this chapter.

Objective 1: To study the status of Occupational Aspiration, Academic Achievement Motivation, and Emotional Maturity among higher secondary school students of Nagaland with respect to gender and types of institution.

a. Gender (female and male)

1. The aspiration of the male students is slightly higher than that of the female students with respect to their occupational aspirations.

2. The academic achievement motivation of the female students is slightly higher than that of the male students with respect to their academic achievement motivation.
3. The emotional maturity of the male students is slightly higher than that of the female students.

b. Types of Institution (government and private)

4. The occupational aspiration of the students from private institution was slightly higher than that of the students from government institution.
5. The academic achievement motivation of the students from private institution was slightly higher than that of students from government institution.
6. The emotional maturity of the students from private institution was higher than that of the students from government institution

Objective 2: To study the dimensions of Occupational Aspiration among higher secondary school students of Nagaland.

Dimensions of Occupational Aspiration among higher secondary school students of Nagaland with respect to gender and types of institution

a) Gender (female and male)

1. Female students show greater awareness and interest in their occupational aspirations than male students. On the other hand, both genders show similar levels of contribution to society; female students demonstrate a more positive outlook regarding their futures.

b) Types of Institution (government and private)

2. Government school students exhibit slightly higher awareness of their occupational aspirations, while private school students show greater interest, contribution to society, and a more positive outlook for their future. Therefore, the findings suggest that private school students tend to have a stronger positive

outlook toward their aspirations than government school students.

Dimensions of Emotional Maturity among higher secondary school students of Nagaland

a) Gender (female and male)

3. Female students show greater self-awareness and empathy in their emotional maturity than male students. Where, on the other hand, Male students show a slight edge in self-regulation and social skills, suggesting that they manage their emotions and interact socially with a bit more proficiency

b) Types of Institution (government and private)

4. Government school students show slightly higher self-awareness, while private school students outshine in self-regulation, internal motivation, empathy, and social skills. This suggests that private school students generally display a higher level of emotional maturity than the government school students.

Objective 3: To study significant differences in Occupational Aspiration, Academic Achievement Motivation and Emotional Maturity of higher secondary school students with respect to their gender separately.

a. Occupational Aspiration and Emotional Maturity demonstrate a positive but not significant difference concerning gender, while Academic Achievement Motivation shows a significant difference with respect to gender.

Objective 4: To study significant differences in Occupational Aspiration, Academic Achievement Motivation and Emotional Maturity of higher secondary school students with respect to the types of institution separately.

Types of Institution (government and private)

a. Occupational Aspiration, academic achievement motivation and Emotional Maturity show a positive correlation, but the differences vary insignificantly based on the types of institution.

Objective 5: To find out the significant interaction among occupational aspirations of students with respect to gender and types of institution separately and in the total sample.

a) Gender (female and male)

- i. Gender (female and male) did not significantly influence the occupational aspirations of secondary school students.

b) Types of Institution (government and private)

- ii. Types of institution (government and private) did not significantly influence the occupational aspirations of secondary school students.

c) Gender (female and male) and Types of Institution (government and private)

- iii. There was no significant interaction influence of gender (female and male) and types of institution (government and private) on the occupational aspirations of secondary school students.

Objective 6: To find out the significant interaction among Academic Achievement motivation of students with respect to gender and types of institution separately and in the total sample.

a) Gender (female and male)

- i. Gender (female and male) had a significant influence on the academic achievement motivation of Secondary School Students.

b) Types of Institution (government and private)

- ii. Types of institution (government and private) did not significantly influence the academic achievement motivation of secondary school students.

c) Gender (female and male) and Types of Institution (government and private)

- iii. Gender (female and male) and Types of institution (government and private) did not significantly influence the academic achievement motivation of secondary school students.

Objective 7: To find out the significant interaction among Emotional Maturity of students with respect to gender and types of institution separately and in the total sample.

a) Gender (female and male)

- i.** Gender (female and male) did not significantly influence the emotional maturity of secondary school students separately and in total.

b) Types of Institution (government and private)

- ii.** Types of institution (government and private) did not significantly influence the emotional maturity of secondary school students separately and in total.

Objective 8: To find out the relationship between Occupational Aspiration and Academic Achievement Motivation with respect to gender and types of Institution separately and in the total sample

a) Gender (female and male)

- i.** There was a positive relationship between occupational aspiration and academic achievement motivation with respect to gender separately and in total.

b) Types of Institution (government and private)

- ii.** There was a positive relationship between occupational aspiration and academic achievement motivation with respect to types of institution separately and in total.

Objective 9: To find out the relationship between Occupational Aspiration and Emotional Maturity of students with respect to gender and types of institution separately and in the total sample.

a) Gender (female and male)

- i.** There was a positive relationship between occupational aspiration and emotional maturity with respect to gender separately and in total.

b) Types of Institution (government and private)

- ii. There was a positive relationship between occupational aspiration and emotional maturity with respect to types of institution separately and in total.

Objective-10: To find out the relationship among Occupational Aspiration, Academic Achievement Motivation, and Emotional Maturity of higher secondary school students of Nagaland.

When the variables (occupational aspiration, academic achievement motivation, and emotional maturity) were analyzed together, it was found that they have a positive relationship.

19. Discussions

I. Occupational Aspiration

The present study aimed to determine the occupational aspiration of higher secondary school students with respect to gender (female and male) and types of institution (government and private). Gender shows only a slight, insignificant variation in occupational aspiration. Male students report marginally higher overall occupational aspiration, but the gap is minimal and not significant. Both male and female students demonstrate high awareness and interest in career goals, with female students having slightly higher awareness and future perspective, while males score somewhat higher on dimensions like societal contribution. This suggests that exposure to diverse role models and evolving gender norms has helped narrow gender gaps in aspirations, and both groups now demonstrate substantial ambition.

Accordingly, it was found that female and male students did not differ significantly in their occupational aspirations. Similarly, Sharma (2001), Schoon & Polek (2011) and Rahang & Saikia (2025) found in their studies that occupational aspiration was not affected by differences in gender. This could be because the adolescents are developing similar career goals, challenging the belief that male aim for high-status

jobs while females prefer people-oriented roles. Girls show more awareness and enthusiasm about their career plans and maintain a positive outlook for their futures, indicating that females are expanding their ambitions. However, it was observed that when the mean score for the present study was analysed, male students had a higher occupational aspiration than their female counterparts. These findings are in tune with the findings of Momin & Chetry (2019). This could be due to the knowledge they gain from their environment such as home, school, and community.

The study established that the government and private school students did not differ significantly in their occupational aspirations. It was observed that the private school students obtained a higher mean score in their occupational aspiration than the government school students. It may be that the educational quality, environment, parental support and school culture in private higher secondary schools influence the occupational aspiration of the students.

The present study further highlighted the interaction effect on occupational aspirations of students with respect to gender and types of institution separately, and of the total sample. It was found that gender as well as types of institution did not significantly influence the occupational aspiration when analyzed separately. There was also no significant interaction influence of gender and types of institution on the occupational aspiration. It could be since adolescents' occupational aspirations are mostly influenced by the shared culture, economic conditions and evolving perceptions of gender roles. These elements tend to have a stronger impact than differences such as gender or the types of school attended. Therefore, the study did not find significant differences or interaction effects based on gender or types of institution.

II. Academic Achievement Motivation

The present study aimed to determine the academic achievement motivation of higher secondary school students with respect to gender (female and male) and types of institution (government and private). A significant gender difference was observed in academic achievement motivation. Similar finding was indicated by Kumar and Yadav (2015), Kumari and Qasim (2015), Bhagat (2016), Gupta and Mili (2016), Pandey and Singh (2018), Devi (2024), Saini and Gautam (2024) and Lalrinpui et

al. (2024). The academic achievement motivation of female students is higher than that of their male counterparts. This finding was supported by the findings of Kumari (2018). It may be because females are more motivated and more achievement-oriented, due to societal expectations and parental aspirations.

The study indicated that there were no significant differences in academic achievement motivation between students from government and private schools. The result was in tune with the study of Rosy & Tali (2012), Farkhanda (2013), Tefera & Sitota (2016) and Sitota (2018). Nevertheless, it was observed that private school students consistently scored higher on average in their academic achievement motivation when compared to their government school counterparts. It may be because of the teachers' commitment, parental involvement, quality infrastructure and continuous assessment in private schools compared to government schools.

The study further highlighted the interaction effect on academic achievement motivation of students with respect to gender and types of institution separately, and of the total sample. It was found that there is a significant difference in academic achievement motivation between genders when analyzed separately. There is no significant influence on academic achievement motivation concerning the types of institution when analyzed separately. Nevertheless, when gender and types of institution were analyzed, there was no significant interaction influence on academic achievement motivation. This might be due to girls prioritizing their studies and receiving strong academic support and expectations from families and teachers, which enhances their intrinsic motivation through social reinforcement.

III. Emotional Maturity

The present study aimed to determine the emotional maturity of higher secondary school students with respect to gender (female and male) and types of institution (government and private). A significant gender difference was observed in the status of emotional maturity of the male students is a slightly higher than that of the female students. This aligns with the findings of (2016). However, this was countered by Dangwal & Srivastava (2016), Duhan & Jeet (2017) countered the present result. Additionally, the status of students from private institution demonstrated higher

emotional maturity than those from government institution, a finding corroborated by Gopal and Mahadevaswamy (2025).

Accordingly, it was found that female and male students did not differ significantly in their emotional maturity. The mean scores for emotional maturity were very close between male and female students, with the result not significant at the 0.05 level. However, in this study, males had a marginally higher score, a finding consistent with Brahmbhatt (2016) and Duhan Jeet (2017). Other research, such as Dutta et al. (2013), Kar, Saha & Mondal (2014), Gunasekar & Pugalenti (2015), and Upadhyay et al. (2020), found no significant differences in emotional maturity between genders. Some studies (Dangwal & Srivastava, 2016) reported higher emotional maturity in females, commonly attributing this to gender differences in emotional expression, socialisation, and maturity rates during adolescence. The multidimensional analyses in the present study found that females had higher self-awareness and empathy, while males scored higher in self-regulation and social skills. This may be because of the variation in socialisation processes, with girls often encouraged to identify and express their emotions, while boys are typically guided to regulate and control their feelings. Although both genders are acquiring emotional maturity, their strengths tend to vary according to gender.

Another objective of the present study was to examine the interactional effect on emotional maturity of students with respect to gender and types of institution separately, and of the total sample. It was observed that there was no significant interactional influence on emotional maturity with respect to gender and types of institution. The reason may relate to developmental psychology, which suggests that socialization fosters different emotional strengths in each gender. However, during adolescence, both genders develop balanced emotional skills, influenced by community and school programs that promote self-reflection.

IV. Integrative Findings

Based on the findings of the present study, it was observed that there was a positive relationship between occupational aspiration and academic achievement motivation of the higher secondary students concerning gender and types of institution

separately and in the total sample. It may be that the students who perform well academically set his/her higher occupational goals and view education as a pathway to their desired careers. Academic performance boosts confidence and expands opportunities, motivating students to pursue greater occupational ambitions.

The current research showed that there was a positive relationship between occupational aspiration and emotional maturity of the higher secondary students concerning gender and types of institution separately and in the total sample. The reason could be that emotionally mature students are likely to handle their emotions more effectively, enabling them to establish realistic goals and maintain consistent efforts toward achieving them.

Again, based on the finding of the present study was to determine the relationships among occupational aspiration, achievement motivation, and maturity. It was established that when the variables were analyzed together, it was found that they had a positive relationship. It could be due to the fact that emotionally mature students possess the ability to effectively regulate their emotions and manage stress, which will boost their motivation to achieve academically. Academic motivation empowers them to establish and pursue their desired occupation, which helps them to grow personally and professionally.

20. Educational Implications

Based on the findings of the present study, the educational implications of the importance of occupational aspirations and their influence on academic achievement motivation, and emotional maturity of higher secondary school students are discussed below: -

1. The findings of the present study show that students are highly aware of their choice of occupational aspiration but low in interest among students, which suggests the need for well-structured career counselling and exposure programs in both government and private institution. Schools should introduce varied career guidance initiatives that not only enhance awareness but also actively engage students' interests,

foster societal contribution, and broaden future perspectives through workshops, role models, and experiential learning opportunities.

2. The findings of the current study indicate that female students tend to exhibit higher levels of academic achievement motivation compared to their male students. To address this disparity, educators should consider incorporating competitive and hands-on activities, which have been shown to resonate more effectively with boys' engagement styles. Simultaneously, it's essential to foster a supportive and collaborative classroom environment that empowers girls. By promoting intrinsic motivation through self-directed projects and implementing autonomy-supportive teaching practices, we can create more equitable opportunities for both genders in the learning process.
3. Engaging in activities that promote self-awareness, empathy, and social skills can support balanced emotional development for all students. Programs such as peer counselling, team-building exercises, and social-emotional learning (SEL) are effective tools for fostering holistic growth among students.
4. Since a notable percentage of students fell into low and below average categories for academic achievement motivation, schools must regularly monitor student motivation levels. Early identification and individualised interventions (such as mentorship, remedial classes, motivational workshops, and counselling) can help support students at risk of academic disengagement and boost overall school achievement.
5. Significant differences were noted in occupational aspirations and emotional maturity between genders. It is essential for schools to avoid reinforcing stereotypes regarding what aspirations or emotional traits are appropriate for girls or boys. Classroom practices, encouragement, and leadership opportunities should be equitably provided, allowing both boys and girls to pursue their goals free from bias and discrimination.
6. Promoting a holistic approach and Collaboration: The positive relationships among occupational aspiration, academic motivation, and emotional maturity suggest an interconnected development model. Curriculum development should integrate these areas. Schools

should cultivate a culture of lifelong learning and career development from an early age.

7. **Fostering a Supportive Environment:** The positive link between occupational aspiration and academic achievement motivation suggests that boosting academic motivation can positively influence career goals. Creating supportive learning environments through recognition, feedback, and peer groups.
8. **Promoting Gender Equity:** Educational content should challenge stereotypes and encourage students of all genders to pursue diverse fields to foster a more equitable learning environment and address differences in Academic Achievement Motivation
9. **Encouraging Parental Involvement:** Collaborating with parents through workshops can help bridge gaps in motivation and support students' academic and career aspirations.
10. **Collaboration among Stakeholders:** Educators, parents, and community members should collaborate to develop effective strategies that support diverse student populations and their aspirations.

21. Conclusion

The study investigates the relationship between occupational aspirations, academic achievement motivation, and emotional maturity among higher secondary school students of Nagaland. The findings indicate a significant and positive relationship between these variables, which indicates that students with higher academic motivation and emotional maturity tend to have well-defined and realistic occupational aspirations. Emotional maturity helps students to manage academic challenges, regulate their emotions, and maintain motivation for both educational and vocational ambitions.

Occupational aspirations, academic achievement motivation, and emotional maturity are interrelated and play an important role in the overall development of students. Occupational aspirations provide students with clear direction for their future career paths, motivating them to achieve academically. Academic achievement motivation

inspires students to invest effort and persist in their studies, enabling them to reach their career aspirations. Emotional maturity, characterized by the ability to manage emotions, cope with stress, and make responsible decisions, plays a crucial role in fostering motivation and ambition. It empowers students to navigate academic challenges with greater efficiency and maintain focus on their long-term objectives. Research shows a positive correlation among these factors—students with higher academic motivation and emotional maturity tend to have more defined and realistic occupational aspirations. Emotional maturity helps students manage academic challenges and setbacks, which helps them sustain their motivation. Together, these psychological and educational factors contribute to students' holistic development by promoting goal setting, resilience, self-regulation, and higher academic and career achievement.

The results emphasize the importance of promoting emotional development alongside academic motivation to support students in formulating and pursuing their occupational aspirations effectively. Furthermore, fostering an emotionally supportive school environment can enhance students' ability to set and achieve meaningful career goals, ultimately contributing to their holistic development.

However, the study's limitations include the sample size and contextual factors that may affect generalizability. Future research could consider longitudinal approaches to explore how these relationships develop over time and investigate intervention programs that enhance motivation and emotional maturity to support students' career planning.

22.Suggestion for Further Research

Based on the observations made in the present study, the following suggestions are made for further research-

1. The study on academic achievement motivation can be conducted for graduate and post-graduate students.
2. Further research, including longitudinal and qualitative studies with broader samples, to understand the shifting trends influencing students' occupational aspirations, academic achievement motivation, and emotional maturity.

3. A comparative study can be conducted between urban and rural students on these variables.
4. A similar study may be conducted on a special group of children with handicaps, gifted and backwards.
5. External factors like socio-economic status and family background should be considered. Career guidance programs and educational interventions should be regularly monitored and evaluated to ensure effectiveness.
6. Professional development for educators on gender-sensitive teaching and promoting emotional maturity.
7. Teachers' role in raising the level of students' aspiration at the secondary and higher secondary level.
8. A study can be conducted to see the impact of counselling and training programs on aspects of academic stress, emotional maturity and self-awareness.

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Appendix -I

<p><u>OCCUPATIONAL ASPIRATION SCALE</u> constructed and standardized by Sangeeta Kumari and Prof. P.K. Pattnaik</p>	
<p>INSTRUCTIONS:</p> <p>The purpose of this test is to measure the Students' Occupational aspirations. The test comprises of 42 items carrying 1 mark each. Please read the instruction carefully and answer all the items. Your responses will be kept confidential and will be used for research purpose only.</p> <p><u>Please fill in the following information</u></p> <p>Name of the students :</p> <p>Age :</p> <p>Class :</p> <p>Gender :</p> <p>District :</p> <p>Types of Institution : Government [] Private []</p> <p>Location of the Institution : Rural [] Urban []</p>	

1. Which Occupation/Career have you planned to join after completing your studies?

(Please mention the profession you desire to take up as your career)

.....

Please read each statement carefully and tick (✓) against the appropriate response (Agree, undecided or disagree). Please do not skip any statements.

Sl. no	Statement	Responses		
		Agree	Undecided	Disagree
1.	I have planned to take up this career as the occupation will offer me a chance to put my ideas into operation.			
2.	I am motivated to plan for this career as I possess the essential skills required for this career.			
3.	The aspirations of my family would be			

	fulfilled by selecting this future vocation.			
4.	Our school has a Career Counselling Cell and career talks have been organised annually.			
5.	Eminent personnel from different professions are invited and interviewed to benefit students.			
6.	Our school organises field trips to provide opportunities to observe workers and learn about a job's working conditions.			
7.	Our career counsellor helps the students to know about their potential and interests.			
8.	Our teachers help us know the importance of occupational choices and students' abilities.			
9.	Our teachers gave us career information related to their subject.			
10.	I learnt about this occupation from the career conference.			
11.	Our teacher helps us to choose and plan for the occupation which may meet our future needs.			
12.	I have planned for this occupation by watching documentaries and films in various fields.			
13.	I would have job satisfaction in a career that I have selected.			
14.	I have selected this career because I have always aspired to this profession.			
15.	I believe that there is a connection between what I am studying and my career aspiration.			
16.	My parents inspired me to choose this occupation.			
17.	I believe the job will give me enough time for my personal life.			
18.	I am interested in becoming a leader in my			

	career			
19.	I want flexibility in my working hours.			
20.	This career will give me a respectable position in the society.			
21.	I have chosen this occupation because I want to inherit my parents' profession.			
22.	I am motivated by this course of study to utilize my capabilities.			
23.	I believe that my chosen profession will have a positive impact on my community's development.			
24.	I believe in bringing a good name to my nation through this profession.			
25.	I aspire to a career where I can make decisions that influence the future of my community.			
26.	I aspire to an occupation where I can manage many people in the community.			
27.	I aspire to take up an occupation which can help me to contribute towards society.			
28.	I aspire to take up an occupation where I can help people to get employment through me.			
29.	Money is the last thing that I seek in my future career.			
30.	I am confident that I possess skills and knowledge that will be valuable in making an impact in my community through my chosen occupation.			
31.	I plan to engage with my community and collaborate with others to effect positive change through my occupation.			
32.	I will stick to my values while helping my community.			
33.	By selecting this career, I am likely to get many opportunities for my future progress.			

34.	I want my occupation to help me to be self-sufficient.			
35.	Being outstanding in my work is very important to me.			
36.	I want to be recognised for my accomplishments in my career.			
37.	Achieving a higher position in my occupation is not at all important to me			
38.	I do not plan to get promoted to a leadership position in my career.			
39.	I will always upgrade my knowledge in my career.			
40.	Attaining leadership status in my career is not that important.			
41.	I aspire to create employability in my organisation through my occupation.			
42.	I have decided to choose this career because I am aware of the future perspective of this occupation.			

Appendix -II

ACADEMIC ACHIEVEMENT MOTIVATION TEST constructed and standardized by Dr. T.R. Sharma (1998)

Please fill in the following information:

Date:

Name :

Age:

Class:

School:

INSTRUCTIONS

This booklet consists of some statements having two options. Read both the options carefully and choose the one which is correct according to you. Along with each option, a box is given in which you have to mark a tick (✓) against the option you have chosen.

Please read each statement carefully and tick (✓) against the appropriate response

Sl.no	Statements	Responses
1.	In class, I would like to sit with a student who are: a. Good in studies. b. My friends.	<input type="checkbox"/> <input type="checkbox"/>
2.	During my vacations, I would like to a. visit different places with my friends b. concentrate on my weaknesses in my studies	<input type="checkbox"/> <input type="checkbox"/>
3.	I will be very happy if: a. I score more marks in an examination than before b. I get a lottery of Rs. 10,000/-	<input type="checkbox"/> <input type="checkbox"/>
4.	If I fail in exams, I will go to school because a. Only to work hard and get through the exams b. because of parent's compulsion	<input type="checkbox"/> <input type="checkbox"/>
5.	I like to a. Answer easy questions as compared to hard ones b. answer difficult questions instead of easy ones.	<input type="checkbox"/> <input type="checkbox"/>

6.	My nature is a. to do my study regularly b. Somehow, I manage to get good marks.	<input type="checkbox"/> <input type="checkbox"/>
7.	I like to a. visit different places with my friends b. help friends in their studies	<input type="checkbox"/> <input type="checkbox"/>
8.	In exams, I always make an effort to a. Write better answers as compared to earlier ones b. answer all questions so that parents do not scold me.	<input type="checkbox"/> <input type="checkbox"/>
9.	I want to become the kind of student who, a. Can tell interesting stories b. can answer all questions asked by the teacher	<input type="checkbox"/> <input type="checkbox"/>
10.	I want a. To get the highest marks in all subjects b. luck to be with me during exams.	<input type="checkbox"/> <input type="checkbox"/>
11.	I always see to it that a. I do not upset my classmates in class b. I do not repeat my mistakes.	<input type="checkbox"/> <input type="checkbox"/>
12.	I would like to answer those questions a. Which other students cannot b. which I remember	<input type="checkbox"/> <input type="checkbox"/>
13.	My wish is, a. To find out my weaknesses so that I can improve myself b. to become a star in my friend circle	<input type="checkbox"/> <input type="checkbox"/>
14.	Before starting difficult work a. I always take help from others b. make my own plans for my work.	<input type="checkbox"/> <input type="checkbox"/>
15.	I always want a. to become a student whose achievements are high b. to become everyone's favourite student	<input type="checkbox"/> <input type="checkbox"/>

16.	I want to become so much more capable a. To be first in my studies b. to make my parents happy.	<input type="checkbox"/> <input type="checkbox"/>
17.	I work hard so that a. I can remember my lessons b. people consider me a good student	<input type="checkbox"/> <input type="checkbox"/>
18.	My neighbour is very good because a. He/ She inspires me to work hard b. He/ She gives me interesting books to read.	<input type="checkbox"/> <input type="checkbox"/>
19.	I like my school because a. It has good building and playground b. It has a good library.	<input type="checkbox"/> <input type="checkbox"/>
20.	While lying on my bed a. I remember the days spent with my friends b. I remember the questions asked during class by my teachers.	<input type="checkbox"/> <input type="checkbox"/>
21.	On the radio, I would like to hear a. lecture given by great/ eminent people b. music	<input type="checkbox"/> <input type="checkbox"/>
22.	I go to school regularly so that a. My teachers do not get angry with me b. So that my studies are not affected	<input type="checkbox"/> <input type="checkbox"/>
23.	I think that we should always go for a morning walk because a. the weather is pleasant in the morning. b. morning walk refreshes our mind.	<input type="checkbox"/> <input type="checkbox"/>
24.	I get up early because a. My parents wake me up early b. Morning hour is good for study	<input type="checkbox"/> <input type="checkbox"/>
25.	While reading books, whenever I come across any difficult word a. I find its meaning in the dictionary b. I get upset and stop reading the book	<input type="checkbox"/> <input type="checkbox"/>

26.	I go to school because a. If I do not go to school my parents get angry b. I want to improve my knowledge	<input type="checkbox"/> <input type="checkbox"/>
27.	When I grow up a. I would like to difficult jobs b. I would like to live a happy and peaceful life	<input type="checkbox"/> <input type="checkbox"/>
28.	If I were rich a. There was no need for me to study b. I would have brought good books	<input type="checkbox"/> <input type="checkbox"/>
29.	I believe that success, a. Depends on luck b. Depends on hard work.	<input type="checkbox"/> <input type="checkbox"/>
30.	I like the kind of teacher a. Who solves all questions for us b. who teaches us how to solve the questions and gives us homework	<input type="checkbox"/> <input type="checkbox"/>
31.	I get nervous when a. When I am not able to answer a particular question b. When I get punishment for my mischief	<input type="checkbox"/> <input type="checkbox"/>
32.	I want to become a. an obedient student b. a hard-working student	<input type="checkbox"/> <input type="checkbox"/>
33.	I appreciate those a. who get rewards for their studies b. Who gets awards for good behaviour	<input type="checkbox"/> <input type="checkbox"/>
34.	I want to secure high marks a. By any means b. Only through hard work	<input type="checkbox"/> <input type="checkbox"/>
35.	I like those places where a. there is a university b. there are many theatres	<input type="checkbox"/> <input type="checkbox"/>

36.	I get upset when a. I am unable to achieve high grades in my studies and other activities b. Someone gets a higher grade than me.	<input type="checkbox"/> <input type="checkbox"/>
37.	I want to do all those things a. Which are difficult for other students to do b. what my friends would like to do	<input type="checkbox"/> <input type="checkbox"/>
38.	When I get my results a. I rush/run to tell my parents b. I wait to see the marks of other students	<input type="checkbox"/> <input type="checkbox"/>

Appendix -III

ADOLESCENT'S EMOTIONAL MATURITY SCALE constructed and standardized by Pandey, Anshu and Mathur (2002)

Kindly fill in the following Instruction: Date:.....

Name:.....

Date of Birth:..... Gender: Male Female

Education Qualification:

Faculty: Arts Commerce Technology

Class:..... Institution:

Place: Area: Rural Urban Tribal Any other Specific

Type of Institution: Government Private Aided

Type of Family: Single Joint

INSTRUCTIONS

On the following pages 46 statements regarding your academic thinking have been given.

Please read all the 46 statements carefully & decide your responses on each statements on the given five alternatives viz. **Mostly, Often, Not sure, Rarely** and **Never** and put a (✓) mark in each cell () of alternative which describe you the best.

Please do answer to all 46 statements. Be assured, your responses will be kept confidential.

Sl. no	Statements	Mostly	Often	Not Sure	Rarely	Never
1.	Do you understand your emotions well?					
2.	Do you express your feelings under appropriate circumstances?					
3.	Are you passionate about learning new things?					
4.	Do you understand other's sentiments effortlessly?					

5.	Do you like to meet people and have Word with them?					
6.	Can you express your feelings and moods easily?					
7.	Are you able to transform yourself under every circumstance?					
8.	Do you do your task without getting any reminders from others?					
9.	Do you respond according to other people's emotions?					
10.	Do you get friendly with people very fast?					
11.	Do you understand the reason behind your anger, sorrow or happiness?					
12.	Do you never respond indecently, if someone behaves with you rudely?					
13.	Do you not leave any task incomplete?					
14.	If you get satisfied only after completing your work?					
15.	Are you capable of talking even to strangers easily?					
16.	Do you express your anger, sorrow or happiness at the appropriate time?					
17.	Are you able to regulate your emotional impulses easily?					
18.	Do you not leave your task till it is not completed?					
19.	Do you feel worried, if your work is not completed in time?					
20.	Do you do any work only after thinking about its outcomes?					

21.	Do you understand the effect of emotions that is expressed at inappropriate times?					
22.	Do you like to analyze deeply before taking any decision?					
23.	Do you like to complete your task, even when there is some risk involved?					
24.	Have you decided your purpose of life?					
25.	Do you take any step in any confusing situation, only after analyzing the situation well?					
26.	Do you like to enjoy with others?					
27.	Do you take responsibility for any decision you took, which brings unfavourable results?					
28.	Do you perform all your tasks with full enthusiasm?					
29.	Do you make extra efforts to achieve the purpose of your life?					
30.	Do you want to keep yourself away from any dispute?					
31.	Do you appreciate mockery done by others?					
32.	Do you execute every work, while keeping the results in your mind?					
33.	Do you like to understand all your tasks properly?					
34.	Do you take the right decision even in difficult circumstances?					
35.	Do you want to keep harmony with the situation in case of any dispute?					
36.	Do you care, what people think, about your emotions?					

37.	Do you accept your criticism effortlessly?					
38.	Do you perform most of the work as per its importance?					
39.	Do you like to do all your work on time?					
40.	Do you guide other people in difficult circumstances?					
41.	Do you have the confidence to express your emotions at the right time?					
42.	Can you control your sentiments effortlessly?					
43.	Do the people usually like to take your advice?					
44.	Do you have the mental strength to control your emotions, even in difficult circumstances?					
45.	Are you able to adjust easily as per the sentiments of other people?					
46.	Do you have the self-confidence that the emotions, expressed by you, are not hurting others' feelings?					



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(INQUEST-2022)

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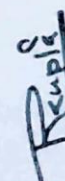
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*Research Scholar, Department of Teacher Education Nagaland University NAPTC,
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has actively participated and delivered a Presentation on "A Study On Emotional Maturity Of College Students Of Nagaland" at an International Seminar on UNESCO & UN "World Teachers' Day" (WTD) on "Empowering Educators: Strengthening Resilience, Building Sustainability", jointly organized by Emmanuel Alayande University of Education Oyo and International Council for Education, Research and Training (ICERT) India & USA on Oct 05, 2024.

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