



ANECDOTES OF EDUCATIONAL ASPIRATIONS OF SCHOOL STUDENTS BELONGING TO A CASTE IDENTIFIED BY TRADITIONAL OCCUPATION

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Abstract

The word 'Aspire' refers to the 'ambition or 'desire' which has yet not been fulfilled and a man still works for it and educational aspiration is a decision which the individual makes about what course he wants to study. Level of educational aspirations is the standards of educational goals realistically in relation to his physical and mental attributes and in accordance with his environment. Present study was conducted on the sample of purposely-selected 200 Teli students of Jammu and Samba districts of Jammu division. Main objectives of the study were to trace out level of educational aspiration and factors effecting aspiration of Teli students studying in secondary and higher secondary schools of Jammu division. Exploratory Research Design was used to conduct present study. The findings of the study reveals low educational aspiration among Teli students and gender wise, locality wise, sector wise disparity was also found in the study.

Keywords: Teli, Secondary schools, Aspiration, Nature, Gender, Sector, Locality etc

INTRODUCTION

The concept of level of aspiration was first introduced by **Hoppe (1930)** as "degree of difficulty of the goals towards which a person is striving". He concluded that the nature of level of aspiration of an individual might reflect his personality patterns. The subject tends to set his own goal (level of aspiration) in which he can experience success or failure. A task may be "too easy" then the person experiences no sense of success, even though he accomplishes the task or a task may be "too difficult". Here one has no sense of ego involvement as one is bound to fail. The intermediate range is realistic. **Dembo (1944)** said that, "one of the important aspects of personality which has aroused considerable interest in recent years is the individual's level of aspiration. The first theoretical concept of level of aspiration was made by **Bscalona, Dembo and Seas (1940)**, which was further elaborated by **Festinger (1942)**. It Is often referred to as the resultant valence theory of level of aspiration presented by **Festinger (1942)**. **Drever (1952)** in his Dictionary of Psychology defined the term level of aspiration as a frame of reference involving self esteem or alternatively as a standard with reference to which an individual experiences i.e. has the feeling of success or failure. **Smith (1961)** defined the level of aspiration as a goal to achieve, which is just above one's functional level of

potentialities and is within his maximal capacities. **Orio (1969)** says that the level of aspirational situation is usually a threat to an individual's self esteem in that he must not only exhibit his ability before someone else but most openly commit himself to his expectation of further achievement. **Ali and Akhtar (1973)** have used the concept of level of aspiration as a motivational construct to refer to the process of setting a goal by an individual in the activity to be performed. This also depends on the individual's knowledge of past performance in the particular task. **Hoppe (1930)** defined that levels of aspirations are chiefly determined by two sets of opposing principles in the individual. These two principles were ego forces which tend to set high goals even at the cost of failure and pleasure principles, which seek success thus lowering the aspirational level. **Conger (1977)** suggested that there are three distinguishable stages on the maturation of vocational choices. These are fantasy, tentative and realistic stage. The present study is an attempt to study level of educational aspiration among secondary class students belonged to Teli community of Jammu division. The term teli is related to tel (oil) and community is called with the name teli because of their traditional job of manual extraction of eatable tel (oil) from the seeds of sesame and mustered in Kohlu driven by blindfolded oxen. They used to travel from one place to another for the collection oil seeds and then for selling of eatable oil and leftover products to earn their livelihood. At present there are very few people belonged to this community who are associated with the job of manual oil pressings but their history of migration and marginalization is still visible as the community is one of the Other Backward Classes. In the light of above argument present study was conducted to fulfill following objectives.

OBJECTIVES OF THE STUDY

- To study Level of Educational Aspiration of Teli Adolescents of Jammu division.
- To study Gender wise, locality wise and sector wise difference in level Educational Aspiration of Teli Adolescents.
- To study level of Educational Aspiration of Teli students corresponding to qualifications of their fathers.
- To study level of Educational Aspiration of teli students corresponding to qualifications of their mothers.
- To study various pull and push factors responsible for particular trend of Aspiration among Teli adolescents.
- To suggest remedies to improve educational aspiration of teli adolescents

DESIGN OF THE STUDY

Methodology: The present study is primarily aimed on the study nature of educational aspiration of Teli community in Jammu division of J&K state. To fulfill this objective, it was needed to visit the field and observe the real situation. Hence, Exploratory Research Design was adopted to conduct the study.

Population of the Study: All high school and higher secondary school students (9th, 10th, 11th, and 12th) of Teli community in Jammu division.

Sample of the Study: Sample of present study consist of 200 Teli secondary and higher secondary school students (9th, 10th, 11th, and 12th) of Jammu and Samba district of Jammu Division studying in both Public and Private schools. Teli population is mostly found in Jammu and Samba districts of Jammu division, hence

these two districts were taken into consideration for the present study. Purposive sampling technique was used for extracting sample from the population.

Tool and Techniques for the Study: For the present study the investigator used Semi structured questionnaire for collection of data. The tool was validated by the process of peer review, expert review and pilot testing.

DISCUSSION OF RESULTS

Table 1 - Level of educational aspiration of Teli adolescents

Themes	Samba	Jammu	Total
	f (%)	f (%)	F (%)
• 10+2/Diploma	23 (23)	29 (29)	52 (26)
• Graduation	67 (67)	59 (59)	126 (63)
• Post Graduation	10 (10)	10 (10)	20 (10)
• M.Phil/Ph.D.	--- (---)	02 (2)	02 (1)

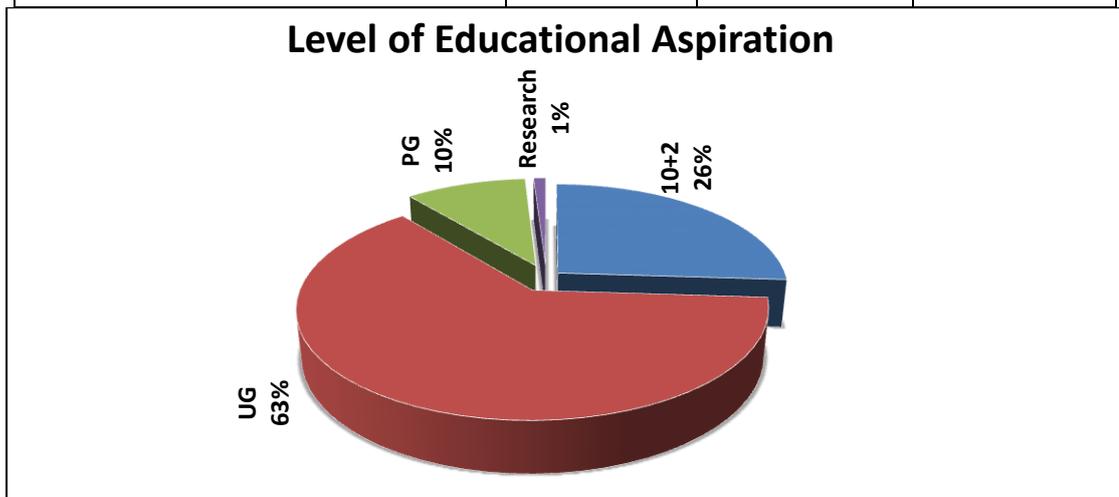


Figure 1: Showing level of educational aspiration of Teli adolescents

Majority of the respondents i.e. 63% aspire for the graduation level, 26% youth wish to study up to school education, 10% students want to study up to post graduation level, and only 1% respondents hailed from the Teli community showed their inclination for research degrees. Jammu is capital district of Jammu and Kashmir and it is hypothetical that the students belonged to Jammu should have higher level of educational aspiration but when the educational aspiration of the students belonged from Jammu and Samba district was compared, the results were contradictory. The students from the samba district showed better and higher aspiration against their counterparts belonged from Jammu district. Majority of students i.e. 67% from Samba district aspire for graduation level against 59% of Jammu district. As far as low level of educational aspiration of students was concerned, youth from samba district again showed better results and only 23% aspire for higher secondary level against 29% of students belonged from Jammu district. When the post graduation level of educational aspiration was compared, there was found no difference among the students of both the districts. 10% youth from both the districts aspire for the post graduation level. In nutshell the majority of the students had average level of educational aspiration and there are hardly few who think about post graduation or above.

Table 2 - Gender wise analysis of Level of Educational Aspiration

S.No	Themes	Samba	Jammu	Total
		f (%)	f (%)	f (%)
1.	Level of Educational aspiration of Males: <ul style="list-style-type: none"> • 10+2/Diploma • Graduation • Post Graduation • M.Phil./Ph.D. 	09 (17.65)	14 (26.92)	23 (22.33)
		34 (66.67)	34 (65.38)	68 (66.02)
		08 (15.68)	02 (3.85)	10 (09.71)
		--- (---)	02 (3.85)	02 (1.94)
2.	Level of Educational aspiration of Females: <ul style="list-style-type: none"> • 10+2/Diploma • Graduation • Post Graduation • M.Phil/PhD 	14 (28.57)	15 (31.25)	29 (29.9)
		33 (67.34)	25 (52.08)	58 (59.79)
		02 (4.08)	08 (16.67)	10 (10.3)
		--- (---)	--- (---)	--- (---)

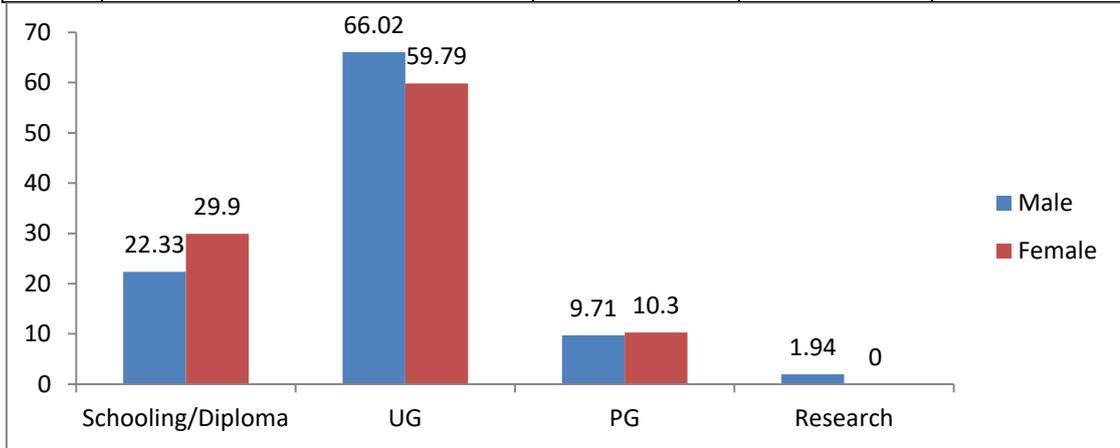


Figure 2: Gender Wise Differences in Level of Educational Aspirations

When the level of educational aspiration of male and female students was compared, the male students showed better and higher aspiration as compared to the females. Majority of male students i.e. 66.02% aspire for the graduation level against 59.79% females. Again in case of low level of educational aspiration 22.33% male students wish for higher secondary level against 29.90% females. As far as the inclination of youth towards post graduation level is concerned the girls showed upper edge over boys and 10.30 % girls wish for post graduation level against 9.71 % boys. Boys again showed upper edge over girls when their aspiration for the research degrees is concerned, 1.94% boys expressed their inclination towards M.Phil/PhD level, whereas no one from the girls showed their interest for the research degrees. When the educational aspiration of boys and girls belonged from the Jammu district was compared with the boys and girls hailed from the Samba district, students (both boys and girls) of Samba district showed better and higher aspiration against students (both boys and girls) of Jammu district.

Table 3 - Locality Wise Analysis of Level of Educational Aspiration

S.No	Themes	Samba	Jammu	Total
		f (%)	f (%)	f (%)
1.	Urban Adolescents:			
	• 10+2/Diploma	02 (6.06)	07 (12.5)	09 (10.11)
	• Graduation	26 (78.79)	39 (59.64)	65 (73.03)
	• Post Graduation	05 (15.15)	08 (14.29)	13 (14.61)
	• M.Phil./Ph.D.	--- (---)	02 (3.57)	02 (2.25)
2.	Rural Adolescents:			
	• 10+2/Diploma	21 (31.34)	22 (50)	43 (38.74)
	• Graduation	41 (61.19)	20 (45.45)	61 (54.95)
	• Post Graduation	05 (7.46)	02 (4.55)	07 (6.31)
	• M.Phil/PhD	--- (---)	--- (---)	--- (---)

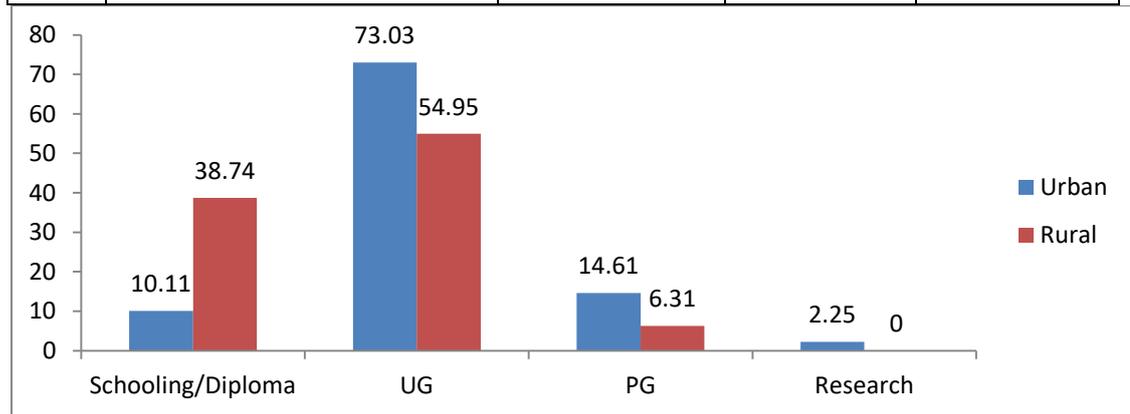


Figure 3: Locality wise differences in level of Educational Aspiration

When the locality wise analysis of level of educational aspiration was made, students from urban localities showed better results than the adolescents residing in rural belts. In this regard majority of urban students i.e. 73.3 % aspire for graduation level whereas only 54.94% rural students aspire for graduation level. When the locality wise low level of educational aspiration was compared only 10.11% urban students restrict their educational aspiration up to higher secondary level but chunk of the rural students i.e. 38.74% confined their educational goals up to higher secondary level. As far as post graduation (PG) level is concerned, 14.62% urban students aspire for the PG level whereas only 6.31% rural students wish for the same level. 2.25% urban students also aimed for the M.Phil/PhD level. Both urban and rural students from the samba district showed better and higher aspiration as compare to their counterparts from the Jammu district.

Table 4 -Sector wise analysis of level of educational aspiration

S.No	Themes	Samba	Jammu	Total
		f (%)	f (%)	f (%)
1.	Students studying in Government Schools:			
	• 10+2/Diploma	09 (28.13)	29 (38.16)	38 (35.19)
	• Graduation	21 (65.63)	44 (57.89)	65 (60.18)
	• Post Graduation	02 (06.25)	03 (3.95)	05 (4.63)
	• M.Phil./Ph.D.	--- (---)	--- (---)	--- (---)
2.	Students studying in Private Schools:			
	• 10+2/Diploma	14 (20.59)	--- (---)	14 (15.22)
	• Graduation	46 (67.65)	15 (65.5)	61 (66.3)

• Post Graduation	08 (10.53)	07 (29.17)	15 (16.3)
• M.Phil/PhD	--- (---)	02 (8.33)	02 (2.17)

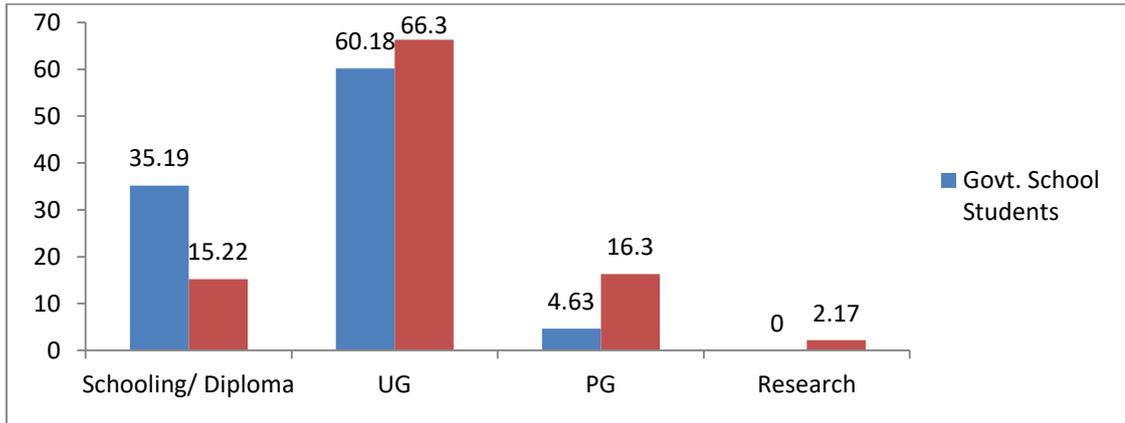


Figure 4: Sector wise differences in level of educational aspiration

When the data gathered from students studying in government schools was analyzed, it was found that 35.19% students aspire for senior secondary level, 60.18% aimed for graduation level and only 4.63% wanted to study up to post graduation level. While the students studying in private schools showed slightly better results. In this context only 15.22% students restricted their educational goals up to higher secondary level, 66.30% wish to pursue graduation, 16.30% aimed to clinch post graduation degrees and 2.17% desired to acquire research degrees. Most of the students studying in private schools have sound financial backing of parents, having better information system, enough guidance of parents and teacher which in turn contribute in their higher aspiration and on the other hand majority of students studying in government schools are lagging far behind in above mentioned fronts.

Table 5 - Gender wise analysis of the educational level of the parents

S.No	Themes	Samba	Jammu	Total
		f (%)	f (%)	f (%)
L1	• Father	23 (23)	19 (19)	42 (21)
	• Mother	50 (50)	46 (46)	96 (48)
L2	• Father	56 (56)	53 (53)	109 (54.5)
	• Mother	31 (31)	34 (34)	65 (32.5)
L3	• Father	12 (12)	15 (15)	27 (13.5)
	• Mother	09 (9)	09 (9)	18 (9)
L4	• Father	09 (9)	13 (13)	22 (11)
	• Mother	10 (10)	11 (11)	21 (10.5)

***L1: Illiterate; L2: Matriculation or below; L3: Higher Secondary; L4: Graduation and above*

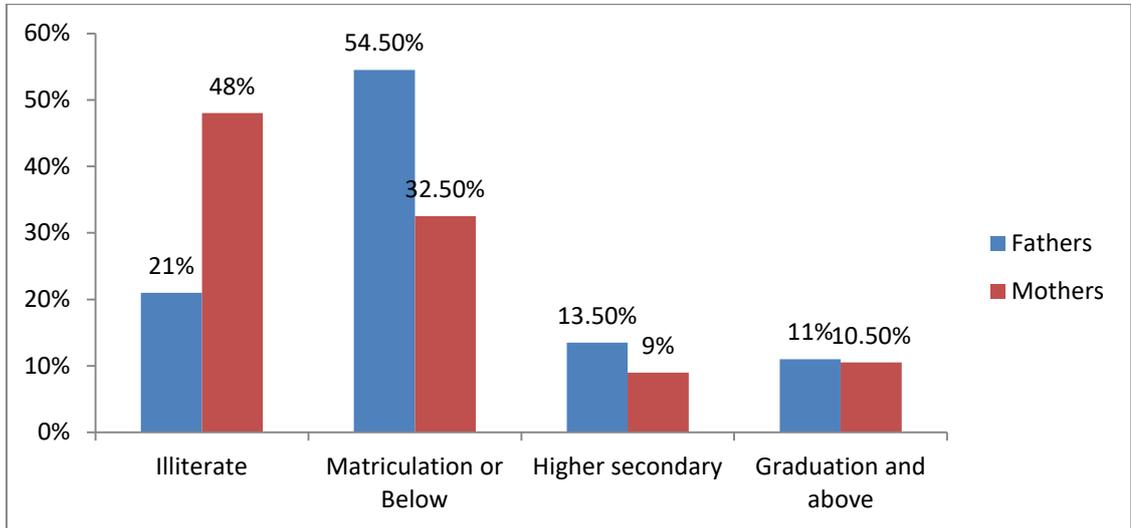


Figure 5: Gender wise differences in educational level of the parents

Table number 5 clearly proves the educational backwardness of the community. More than 75% parents are either illiterate or semi-literate (matriculation or below). Hardly 10% parents are higher secondary level passed and 10% having exposure of college or university. It further presents very miserable condition of community on the educational front when the gender wise analysis of educational level of the parents was made. In this regard it was found that 48% mothers are illiterate against 21% fathers, 54.50% fathers are either matriculate or below against 32.50% mother, 13.50% fathers are higher secondary level passed against just 9% mothers, and 11% fathers are having exposure to college and university education against 10.50% mothers. The impact of locality was found on the educational levels of the parents. In this context the parents from urban belts showed upper edge over the parents hailed from the rural belts. When the gender wise analysis was made between both the districts, there found very little differences in the educational level of the parents.

Table 6 - Level of Educational Aspiration of the students corresponding to the qualifications of their fathers

Themes	Samba				Jammu			
	L1	L2	L3	L4	L1	L2	L3	L4
• 10+2/Diploma	19	04	---	---	19	10	---	---
• Graduation	04	52	09	02	---	40	13	06
• Post Graduation	---	---	03	07	---	03	02	05
• M.Phil./Ph.D.	---	---	---	---	---	---	---	02
Total N	23	56	12	09	19	53	15	13
Percentage (%)	23	56	12	09	19	53	15	13

***L1: Illiterate; L2: Matriculation or below; L3: Higher Secondary; L4: Graduation and above*

Table number 6 clearly demonstrates the effect of father’s literacy level on the level of educational aspiration of their offspring. Most of the Adolescents aspired for 10+2 level whose fathers were illiterate and only few wished to study for the graduation level in this category. Most of the youth showed their inclination towards graduation and only few restricted themselves to school education whose fathers were matriculation passed. Most of the students hoped for the graduation and post graduation whose fathers were higher secondary passed. Upward trend was observed in the level of educational aspiration of those students whose fathers were having

exposure of college or university. Few children of highly literate fathers even expressed their inclination for the research degrees. Very little difference was observed between both the districts in terms of level of educational aspiration of students correspondence to the literacy level of their fathers. In nutshell it is found that lower the literacy level of the father, lower will be the educational aspiration of his child and higher the literacy level of the father, higher will be the level of educational aspiration of his child.

Table 7 - Level of Educational Aspiration of the students corresponding to qualifications of the mothers

Themes	Samba				Jammu			
	L1	L2	L3	L4	L1	L2	L3	L4
• 10+2/Diploma	19	04	---	---	27	02	---	---
• Graduation	31	27	05	04	19	31	05	04
• Post Graduation	---	---	04	06	---	01	03	06
• M.Phil./Ph.D.	---	---	---	---	---	---	01	01
Total N	50	31	09	10	46	34	09	11
Percentage	50	31	09	10	46	34	09	11

***L1: Illiterate; L2: Matriculation or below; L3: Higher Secondary; L4: Graduation and above*

It is apparent from the table 4.1.7 that the level of educational aspiration of the adolescents is clearly affected by the educational level of the mother. The increasing level of educational aspiration of the students in correspondence to the literacy level of the mothers is clearly visible in the table. Aspiration of students for the post graduation and research degrees mostly fall under L3 (Higher secondary level) and L4 (graduation and above). Little variation was observed between Jammu and Samba districts in the level of educational aspiration of students against every educational level of the mothers.

Table 8 - Pull factors behind level and nature of Educational Aspiration

Themes	Samba		Jammu		Total
	Male	Female	Male	Female	
Pull factors among Adolescents	f (%)				
• Simplicity/ease of the course	05 (9.8)	32 (65.31)	6 (11.54)	29 (60.62)	72 (36)
• Personal interest and abilities	25 (49.02)	12 (24.49)	27 (51.93)	14 (29.17)	78 (39)
• Influence of peers and friends.	32 (62.75)	44 (89.9)	28 (52.83)	39 (81.25)	143 (71.5)
• Parental influence.	31 (60.78)	41(83.67)	34 (65.38)	43 (89.58)	149 (74.5)
• Influence of relatives.	05 (9.8)	22 (44.9)	07 (13.46)	27 (56.25)	61 (30.5)
• Influence of teachers and experts.	02 (3.92)	04 (8.16)	05 (9.62)	03 (6.25)	14 (7)
• Employability.	19 (37.25)	17 (34.69)	22 (42.31)	24 (50)	82 (41)
• Cost dynamics.	29(56.86)	36(73.47)	33(63.46)	39(81.25)	137 (68.5)

When explored various pull factors behind educational aspiration of the students, it was found that 36% target population held that the reason behind their choice for prospective educational level and nature of course was that the aspired level and course is simple and there in no complications for its completion. This interpretation reveals that the students lack confidence and competitive spirit. It is further evident from the table that the simplicity of course and ease in completion is predominantly

held by females as compare to males. 39% adolescents held that the reason behind their educational aspiration was their personal interest and abilities. They claimed that they aspired for particular level because of their personal interest and likings for particular courses. This factor is mostly held responsible by the males as compare to females. 72% aspirants accepted the influence of peers and friends behind their preferred nature of course and aspired level of education. This factor was mostly held responsible by the females as compare to the males. 75% adolescents claimed that the reason behind nature and level of their aspiration is the wishes of their parents especially the expectations of the father. Female students are more influenced with the expectations of parents than males. Enough number of the adolescents i.e. 31% held that whatever level and courses they aspired for is suggested by their one or the other relatives. Again educational aspiration of girls is more influenced by the advice of relatives than boys. Very meager number of students 7% held that their educational aspiration is shaped by the teachers. 41% aspirants claimed that they are aspiring particular course and level because of the demand of the job market. They further make it clear that after studying aspired course and reaching at aspired level they will easily get employment. Boys are more concerned with the employability of the course than girls. Chunk of respondents i.e. 69% maintain that reason behind their educational aspiration is cost dynamics. In simple terms it means they aspired for those courses which are within the pocket of their parents. Mostly girls are influenced with the cost dynamic factor.

Table 9 - Push factors Determining Educational Aspiration

Themes	Samba		Jammu		Total f (%)
	Male f (%)	Female f (%)	Male f (%)	Female f (%)	
Push factors among Adolescents	f (%)	f (%)	f (%)	f (%)	f (%)
• Health issues	--- (---)	7 (14.29)	--- (---)	4 (8.33)	11 (6.88)
• Examination Anxiety and fear	13 (25.49)	32 (65.31)	17 (32.69)	28 (58.33)	90 (56.25)
• Lack of guidance and support from the family	32 (62.75)	36 (73.46)	29 (55.77)	31 (64.58)	128 (80)
• Responsibility to earn and financially contribute to the family	13 (25.49)	--- (---)	11 (21.15)	--- (---)	24 (15)
• Economic Hurdles	29 (56.86)	34 (69.35)	25 (48.08)	36 (75)	124 (77.5)
• Parental Unwillingness for higher studies of their children	14 (27.45)	28 (57.14)	12 (23.08)	25 (52.08)	79 (49.38)
• Conservative attitude of the community towards girls education	--- (---)	13 (26.53)	--- (---)	11 (22.92)	24 (15)
• Lack of guidance and motivation from teachers and experts	25 (49.02)	26 (53.61)	26 (50)	27 (56.25)	104 (65)
• Mother's expectations to become helping hand in household chores.	--- (---)	13 (26.53)	--- (---)	11 (22.92)	24 (15)

**N=160

In addition to various above mentioned pull factors, numbers of hurdles which serve the role of push factors were also revealed by the students which impose serious threat to their educational aspiration. In this context 7% students claimed that their health issues are obstructing them to move further to clinch their educational ambitions. In this category all the respondents were girls. 56% aspirants revealed that they are sufferers of the examination anxiety and fear which result in their poor academic performance. Again girls are the worst sufferers than the boys in the matter of examination anxiety and fear. Chunk of the population i.e. 80% held that their aspiration is hurdled by the lack of guidance and support on the part of the family. It is evident from the collected data that majority of the parents are either illiterate or semi-literate so the guidance and support at home is at minimal level which negatively affect educational aspiration of the adolescents. 15% respondents (all of them are males) maintain that they have to earn to support their families and they got very little time to chase their educational dreams. 78% respondents agreed that low socio-economic status of their family is one of the serious threats to their educational aspiration. They further revealed that their family is just hand to mouth and it is hard for their parents to invest on their education. Mostly female students are affected by the financial constrains of the family. 49% respondents (mostly females) revealed that unwillingness of parents for their further education is one of the serious obstacles in their way of educational goals. They further maintained that their parents are planning their marriage after completion of school education. Females again are sufferers of conservative attitude of the family. 15% respondents (all of them are females) admitted that the conservative attitude of the community is another serious threat to their education. They claimed that the community (especially rural population) is dominated by the Islamic fundamentalism which forced their parents to arrange their marriage or to confine them in household activities rather than to chase their educational dreams. 65% adolescents held that lack of guidance on the part of teacher is yet another serious threat to their educational ambitions. They further claimed that their teachers hardly guide them in appropriate direction. 15% students (all are girls) claimed that their involvement in the household chores is one of the leading threat to their educational aspiration. They held that their mothers involve them in household duties which result in shortage of time in chasing their educational goals.

SUGGESTIONS

- Teli students should not delimit their aspirations to the lower level but they must aim at moon so that they could at least reach at the floor.
- Teli students should come out of feelings of inferiority complex. They should realize their potentials and put their best of efforts in clinching their educational goals.
- Teli students should utilize number of sources like newspapers, social Medias, magazines etc for getting updated.
- The retired elderly members and educated dynamic youth of the community should come forward voluntarily to render educational guidance to the Teli Adolescents.
- Community should come out of the Conservative attitude and let both the boys and girls to live and chase their educational dreams rather than shackling them in the chains of pre mature marriages.

- The educated youth of the community should make the budding adolescents of the community aware about various job oriented educational courses, provision of reservation and scholarship schemes of Union and State governments.
- Parents should give up the idea of gender biasness and provide equal access of education to both boys and girls.
- Teacher should provide educational guidance to the Teli adolescents as most of parents of these children are either illiterate or semi-literate. They should guide them in appropriate direction as far as the education and career of these children is concerned.
- The teachers should familiarize these students about various financial schemes of the government so as to save them from sacrificing their dreams to the financial hurdles.
- Government should provide timely and liberal scholarship to the Teli students.
- Proper guidance about the educational benefits should be provided through guidance bureau, school or other agency so that the educational attainments could be increased among them.
- Government should either upgrade existing high schools to the higher secondary schools or establish new higher secondary schools in the Teli dominated rural localities. In addition to providing access of secondary education to the community students, the government should also establish hostels at district headquarters for the OBC students pursuing higher education.

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