

A Study of the Factors Influencing Students Aspirations among Post-Graduate Students in Kuvempu University

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Abstract:

The purpose of this study was to explore/investigate the Factors Influencing Students Aspirations among Post-Graduate Students in Kuvempu University; In the present study, descriptive method of research was used by the researcher. The design adopted in the study was survey design. The population of the study comprised of 35 post-graduation departments from 03 faculties of 2430 population. Simple random sampling technique was used to sample out of three faculty. Random sampling technique was employed to draw 600 students using Faculty and gender. The research instrument named Carrier Aspiration Questionnaire was developed by the researcher. The validity of the research instrument was carried out by two experts. Test-retest method was used to carry out the reliability of the instrument, Data was analyzed using percentage analysis. The study findings were that 55.7% of the teacher factors, 11% of the parental factors, 18.3% of the own aspirational factors, 70.3% of the friend's factors and 8.7% of the other factors influence on undertaking the Post-Graduation Course. There is no difference in the Opinion towards learning relevant to shaping the future with respect to faculty. 76.0% of the Parents factors, 89.2% of the Friends, 87.3% of the Educational / Personal factors, 77.0% of their Career Experience factor, 87.2% of the Vocational Education, 89.3% of the Social factor, 88.8% of the Media factor and 94% of the Career factors are Not influenced by the informants towards achieving vocational aspiration. The education system should be so designed that it helps the students to realize their own capabilities and to direct accordingly, instead of imposing from outside irrespective of individual differences.

Keywords: *Aspiration, Post-Graduation, Factors, Students*

INTRODUCTION:

This National Education Policy 2020 is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country. This Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century education. The purpose of quality higher education is, therefore, more than the creation of greater opportunities for individual employment. It represents the key to more vibrant, socially engaged, cooperative communities and a happier, cohesive, cultured, productive, innovative, progressive, and prosperous nation. According to New National

Education Policy (2020), students from socio-economically disadvantaged backgrounds require encouragement and support to make a successful transition to higher education. Universities and colleges will thus be required to set up high-quality support centres and will be given adequate funds and academic resources to carry this out effectively. There will also be professional academic and career counselling available to all students, as well as counsellors to ensure physical, psychological and emotional well-being.

An aspiration is a strong need for high achievement and it is influenced by family background, and the ways in which family interacts, communicates, and behaves. It arises due to social context of class, caste and gender. Students are affected by gender role socialization, parental expectations, and teacher attitudes. Adolescent girls are the most economically vulnerable groups. Adolescent girls usually lack access to financial capital and have more specific opportunities to gain the education, knowledge, and often lack social support, and community social norms create restrictions to their economic advancement.

As Per the MHRD-AISHE (2018-19) report, among 993 Universities, 385 Universities are privately managed and 394 Universities are located in rural area. 16 Universities are exclusively for women with 3 in Rajasthan, 2 in Tamil Nadu, 1 each in Andhra Pradesh, Assam, Bihar, Delhi, Haryana, Himachal Pradesh, Karnataka, Maharashtra, Odisha, Uttarakhand and West Bengal. Total enrolment in higher education has been estimated to be 37.4 million with 19.2 million male and 18.2 million females. Female constitute 48.6% of the total enrolment. Gross Enrolment Ratio (GER) in Higher education in India is 26.3%, which is calculated for 18-23 years of age group. GER for male population is 26.3% and for females, it is 26.4%. For Scheduled Castes, it is 23% and for Scheduled Tribes, it is 17.2% as compared to the national GER of 26.3%. Pupil Teacher Ratio (PTR) in Universities and Colleges is 29 if regular mode enrolment is considered whereas PTR for Universities and its Constituent Units is 18 for regular mode. At Post Graduate level M.A. pass number of students is maximum followed by M.Sc. and M.B.A. Master of Arts (M.A.) has 15.12 lakh total number of students enrolled with 61.78% female students, M.Sc. has total number of 6.79 lakh students with 37.28% male and 62.72% female. MBA has total number of 5.88 lakh students with 58.33% male students.

Kuvempu University is a young affiliating University in Karnataka. Established in 1987, it is a University with a distinctive academic profile, blending in itself commitment to rural ethos and a modern spirit. It has 41 Post-Graduate departments of studies in the faculties of Arts, Science, Commerce, Education and Law. Offering 45 Post-Graduate Programmes, 4

P.G.Diploma and one Under-Graduate programme. The University has 102 affiliated colleges, three constituent colleges (among three, one is autonomous college) and other one autonomous college, one B.P.Ed. college, and 18B.Ed. colleges under its jurisdiction spread over 2 districts of Shimoga, and Chikmagalur. It also has outlying regional Post-Graduate centre at Kadur. Jnana Sahyadri, the main campus of Kuvempu University is located at Shankaraghatta at a distance of 28 kms. from Shimoga town, the district headquarters and 18 kms. from Bhadravathi, the well-known industrial town. The campus is only 2 kms. from the magnificent Bhadra Reservoir across the river Bhadra, one of the important life lines of the area.

REVIEW OF RELATED LITERATURE:

As aspirations tend to be formed against a broader, changing social context and wider changes in society (Leavy & Smith, 2010) adolescents' socio-cultural and location factors such as urbanization levels, religious affiliation, and individuals' linkages to urban areas through kinship may influence adolescents' aspirations formation in rural areas and their migration decisions. Leavy & Smith (2010) further outlined that social influences such as through religion could be stronger in rural areas, which may disproportionately affect aspirations formations of the rural adolescents than their counterparts in cities and towns, partly manifested by lower educational expectations among rural young people than those of their urban peers. educational aspiration is defined as educational goals that the person sets for himself/herself. It serves as an important motivation and driver of other behaviors such as migration decisions (Fraser & Garg, 2011). On the other hand, occupational aspirations are job or occupational preferences one would like to have in the future or set of occupational roles activities (Hughes, 2011).

Garg *et al.* (2002) studied that the impact of family factors had their influence on shaping student's educational aspirations through their impact on attitudes, extra-curricular reading toward homework, school and perceptions of students of their parent's educational aspirations. Koa *et al.* (2003) analyze that educational aspirations are a significant predictor of eventual educational attainment. Singh (2011) examined that educational aspirations in high school students and found that girls have less educational aspirations than boys. Hossler *et al.* (1993) and Macbrayne (1987) suggests that children's own aspirations are influenced by their parent's aspirations or expectations for them. Henderson (1994) points out that the amount of parental involvement in the child's education is related to children's educational aspirations. Wilson and Wilson (1992) assert that the effective school should be a

place to raise student's aspirations. Quaglin(1989) asserts that the student's aspiration is not a component which can be taken for gender.

According to the literature review, social class greatly impacts the decision-making processes of students (Freeman, 1999, Spohn et al.1992). Research further indicates that youth from higher S.E.S were likely to be more knowledgeable of and choose professional occupations than children who are poor(Settler et al, 1999).The respondents' social class was based on parental educational level which determined the S.E.I (Stevens & Cho, 1985). The social classes were ranked as high,middle and low status to attain the parent's social class, the respondents indicated the level of education by ticking the appropriate level options provided.

NEED AND IMPORTANCE OF THE STUDY:

Parents education, parental expectations and the dynamics of family interactions have emerged as major factors in educational aspiration. Henderson (1994) points out that the amount of parental involvement in the child's education is related to children's educational aspirations. Active parental involvement contributes to the overall performance of all students in schools due to increased aspiration level, not just the children of those parents who are active. The environment factors play a significant role in the improvement of student. Students spend a lot of their time in schools. Their school environment has an effect on their development. Students are the resources of future leaders in different fields. Characteristics of the school environment, the family and the individual adolescent are all associated with the level of educational aspiration, but in a different way for different educational tracks. Interventions aimed at reducing socioeconomic inequalities in health via the educational system should, therefore, take this variation and the rather pivotal role of the father into account.

The researchers purposed that Educational Aspiration as the important variable, which is more responsible for enhancing the academic performance. The right kind of studies conducted in such field can prevent wastage and dropout in education, checks the poor academic performance, assist for proper utilization of resources and would be helpful in policy making. Students, teachers and parents will be benefited from this study experiencing the knowledge of importance issues related to setting proper level of aspirations, setting mass programmes etc. The planners and administrators will be able to assume the effects of some interactive non-intellectual psychological factors in relation to academic achievement of secondary school students. Ultimately the study might be helpful for qualitative upliftment of

school education i.e. in framing curriculum, organizing programmes, employing methods of teaching and evaluation.

Even though there are many factors which may influence Students Aspirations, in this study it has been determined to find out Influencing and Preventing factors, namely Socio-Economic Factors, Family Factors, Environmental factors, Academic factors Etc., Number of enquiries have been taken to examine the Students Aspirations, related studies in Outside India, but in India very less Researches were conducted in that country. However, on that spot there are no researches related to Influence and Challenges Factors of Aspirations. The Present Study has made an effort to fill up this gap. The study would be helpful to teachers, educational planners, administrators, further researchers etc. in various ways.

STATEMENT OF THE PROBLEM:

The statement of the problem of the present survey is “A Study of the Factors Influencing Students Aspirations among Post-Graduate Students in Kuvempu University”

SCOPE OF THE STUDY:

The geographic scope of the study is limited to the Kuvempu University, Shankarghatta of Karnataka. It studies to investigate the Factors Influencing Post-Graduate Students Aspirations among Post-Graduation Students of Kuvempu University. The study is limited to cover 600 respondents, among whom were Science, Commerce and Arts Faculty students studying from various departments of Kuvempu University. It is aimed at all Post Graduate Students in Kuvempu University, but due to time, money and other factors it will be limited to 600 Respondents.

OBJECTIVES: -

The objectives of this study are to understand the factors influencing aspiration of Postgraduate students in Kuvempu University, Shimoga, Karnataka and to find out the appropriate factors which shaped their aspiration. Thus, the major objectives are-

1. to find out Motivational Factors influencing informants higher Education with respect to different faculty

2. to study the Post-Graduate Students Opinion towards learning relevant to shaping the future
3. to find out Factors influenced by the informants towards achieving vocational aspiration with respect to gender

RESEARCH DESIGN:

The study employs descriptive research of survey type, to investigate the Factors Influencing Post-Graduate Students Aspirations among Post-Graduation Students of Kuvempu University. The intent of the descriptive research is to describe the qualities, characteristics or facts of a given population, event or area of interest concerning the problem under investigation. Both Quantitative and Qualitative data were simultaneously collected, analysed separately for the purpose of establishing the facts. This survey study aiming to represent Post-Graduation Students Aspirations and explore the factors influencing on their choices was undertaken in the 2018-2019 academic year in 35 different departments from 03 faculties in Kuvempu University.

UNIVERSE AND SAMPLE OF THE STUDY:

As the locale of the study was Kuvempu University, Shankarghatta, Shimoga District of Karnataka State. Universe of the Study includes 03 Faculties i.e., Science, Commerce and Arts in Kuvempu University. The jurisdiction of the university spreads over the districts of Shivamogga and Chikkamagaluru. It has 35 Post-graduate Departments in the Faculties of Arts, Commerce, Education and Science and Technology. After selecting the Faculties researcher was used Random Sampling Technique for selecting Post-Graduation Students studying in different departments of Kuvempu University. 212 respondents from Science, 216 respondents from Commerce and 172 respondents from Arts Faculty were Selected from different departments. Finally, 600 Post-graduate Students were Selected from 03 different Faculty in Kuvempu University.

TOOLS OF DATA COLLECTION:

Both primary and secondary data was collected for the present study. Questionnaires was used to collect the primary data. The investigator constructed self-Questionnaire for Aspiration Scale and also used Standardized tool for Socio-Economic Status Scale. Caution was needed to ensure that the tools had accepted levels of Validity and reliability.

SOURCES AND TYPES OF DATA:

The main source of the data for the study comes from the primary data. The study is based on primary data collected with help of questionnaires' and from field notes. The primary data is analyzed to address the research issues raised in the study. Most of the research objectives have been fulfilled with the help of the primary data collected by the researcher by conducting field work. However, certain types of secondary data have also been used in the study. These sources mainly include articles from journal and information available on websites. The secondary data has been collected mainly to create a background to the present study. Moreover, the secondary data has been used for cross reference while analyzing the primary data. Thus, the secondary data is as supplement to the data collected with the help of open and close ended questionnaires'

DATA PROCESSING AND ANALYSIS:

After the field work, the collected data is processed thoroughly by way of scrutiny of the Tools. The scrutinized tools have been properly edited. The information is then summarized and tabulated. The data definition file is created and the data is entered into computer package. The compute package i.e., Statistical Package for Social Science has used to tabulate the data. The Statistical Package of the Social Sciences (SPSS) version 21.0 was utilized to examine the information. Both descriptive and inferential statistics were utilized to identify and summarize results. The hypotheses were tested by analysing data by applying Percentage Analysis and Chi-Squared test was used for analyzing the research data.

ANALYSIS AND INTERPRETATION OF THE DATA:

Objective-1: to find out Motivational Factors influencing informants higher Education with respect to different faculty

Table-1: Table shows Details of Motivational Factors influencing informants higher Education with respect to different faculty:

Factors		Students from Science Faculty		Students from Commerce Faculty		Students from Arts Faculty		Total
		F	%	F	%	F	%	
Teacher/s Advice	Yes	124	37.1	112	33.5	98	29.3	334(55.7%)
	No	88	33.1	104	39.1	74	27.8	266(44.3%)
	Total	212	35.3	216	36.0	172	28.7	600(100%)
Parents wish	Yes	28	42.4	22	33.3	16	24.2	66(11%)
	No	184	34.5	194	36.3	156	29.2	534(89%)
	Total	212	35.3	216	36.0	172	28.7	600(100%)
OwnAspiration	Yes	40	36.4	48	43.6	22	20.0	110(18.3%)
	No	172	35.1	168	34.3	150	30.6	490(81.7%)
	Total	212	35.3	216	36.0	172	28.7	600(100%)
Friends Assistance	Yes	156	37.0	150	35.5	116	27.5	422(70.3%)
	No	56	31.5	66	37.1	56	31.5	178(29.7%)
	Total	212	35.3	216	36.0	172	28.7	600(100%)
Others	Yes	16	30.8	22	42.3	14	26.9	52(8.7%)
	No	196	35.8	194	35.4	158	28.8	548(91.3%)
	Total	212	35.3	216	36.0	172	28.7	600(100%)

Above Table-1 showed that, 55.7%, 11%, 18.3%, 70.3% and 8.7% of the Post Graduate Students' opinion that Teachers, Parents, own aspiration, Friends and other factors influence on doing Higher Education respectively. 89% and 81.7% of the Post-graduate students showed that parental factor and own aspirational factor is not influencing on doing Higher Education respectively. 42.4% of the Students from Science Faculty indicated that parental factors, 43.6% of the Students from Commerce Faculty indicated that own aspirational factors, 29.3% of the Students from Arts Faculty indicated that Teacher factors are influencing to join the higher education course.

Objective-2: to study the Post-Graduate Students Opinion towards learning relevant to shaping the future

Table-2: Table shows Difference of Opinion towards learning relevant to shaping the future:

Faculty	Yes	No	Total
Science	186	26	212
	87.7%	12.3%	100.0%
Commerce	200	16	216
	92.6%	7.4%	100.0%
Arts	162	10	172
	94.2%	5.8%	100.0%

Total	548	52	600
	91.3%	8.7%	100.0%
Chi Squared =5.667, N=600, df=2, p>0.05, Not Significant at 0.05 Level.			

Above Table-2 showed that, obtained chi-squared value is 5.667 it clearly shows Difference of Opinion towards learning relevant to shaping the future with respect to faculty is not Significant at 0.05 level and the above results Concludes that, There is no difference in the Opinion towards learning relevant to shaping the future with respect to faculty. 87.7% of the Science, 92.6% of the commerce and 94.2% of the Arts post-graduate students indicated that positive Opinion towards learning relevant to shaping the future and 12.3% of the Science, 7.4% of the commerce and 5.8% of the Arts post-graduate students indicated that Negative Opinion towards learning relevant to shaping the future.

Objective-3: to find out Factors influenced by the informants towards achieving vocational aspiration with respect to gender

Table-3: Details regarding Factors influenced by the informants towards achieving vocational aspiration with respect to gender

		Male		Female		Total	
		N	%	N	%	N	%
Parents Expectations	Yes	46	23.2	100	24.4	144	24.0
	No	146	76.8	310	75.6	456	76.0
	Total	190	100.0	410	100.0	600	100.0
Friends	Yes	31	16.3	34	8.3	65	10.8
	No	159	83.7	376	91.7	535	89.2
	Total	190	100.0	410	100.0	600	100.0
Educational / Personal factors	Yes	18	9.5	58	14.1	76	12.7
	No	172	90.5	352	85.9	524	87.3
	Total	190	100.0	410	100.0	600	100.0
Career Experience	Yes	38	20.0	100	24.4	138	23.0
	No	152	80.0	310	75.6	462	77.0
	Total	190	100.0	410	100.0	600	100.0
Vocational Education	Yes	24	12.6	53	12.9	77	12.8
	No	166	87.4	357	87.1	523	87.2
	Total	190	100.0	410	100.0	600	100.0
Dignity / Respect in Society	Yes	12	6.3	52	12.7	64	10.7
	No	178	93.7	358	87.3	536	89.3
	Total	190	100.0	410	100.0	600	100.0
Media (T, V, Newspaper, etc.)	Yes	25	13.2	42	10.2	67	11.2
	No	165	86.8	368	89.8	533	88.8
	Total	190	100.0	410	100.0	600	100.0

Tips for Career Counsellors	Yes	13	6.8	23	5.6	36	6.0
	No	177	93.2	387	94.4	564	94.0
	Total	190	100.0	410	100.0	600	100.0

Above Table-3 reveals that, 76.0% of the Parents factors, 89.2% of the Friends, 87.3% of the Educational / Personal factors, 77.0% of their Career Experience factor, 87.2% of the Vocational Education, 89.3% of the Social factor, 88.8% of the Media factor and 94% of the Career factors are Not influenced by the informants towards achieving vocational aspiration. 24.0% of the Parents factors, 10.8% of the Friends, 12.7% of the Educational / Personal factors, 23.0% of their Career Experience factor, 12.8% of the Vocational Education, 10.7% of the Social factor, 11.2% of the Media factor and only 6% of the Career factors are influenced by the informants towards achieving vocational aspiration.

MAJOR FINDINGS OF THE STUDY:

- 55.7% of the teacher factors, 11% of the parental factors, 18.3% of the own aspirational factors, 70.3% of the friend's factors and 8.7% of the other factors influence on undertaking the Post-Graduation Course.
- 89% and 81.7% of the Post-graduate students showed that parental factor and own aspirational factor is not influencing on doing Higher Education respectively.
- 42.4% of the Students from Science Faculty indicated that parental factors, 43.6% of the Students from Commerce Faculty indicated that own aspirational factors, 29.3% of the Students from Arts Faculty indicated that Teacher factors are influencing to join the higher education course.
- There is no difference in the Opinion towards learning relevant to shaping the future with respect to faculty.
- 87.7% of the Science, 92.6% of the commerce and 94.2% of the Arts post-graduate students indicated that positive Opinion towards learning relevant to shaping the future and 12.3% of the Science, 7.4% of the commerce and 5.8% of the Arts post-graduate students indicated that Negative Opinion towards learning relevant to shaping the future.
- 76.0% of the Parents factors, 89.2% of the Friends, 87.3% of the Educational / Personal factors, 77.0% of their Career Experience factor, 87.2% of the Vocational Education, 89.3% of the Social factor, 88.8% of the Media factor and 94% of the Career factors are Not influenced by the informants towards achieving vocational aspiration.

- 24.0% of the Parents factors, 10.8% of the Friends, 12.7% of the Educational / Personal factors, 23.0% of their Career Experience factor, 12.8% of the Vocational Education, 10.7% of the Social factor, 11.2% of the Media factor and only 6% of the Career factors are influenced by the informants towards achieving vocational aspiration.

IMPLICATIONS AND CONCLUSION:

The findings of the present study illustrated that factors such as gender, Socio-Economic Profile of the Family, Environmental factors, Educational Factors Etc., had significant influence on Students Carrier Aspirations. The above findings were consistent with the Social and Economic level of the family. Students with the lowest income level perceived care for surrounding significantly more important. This situation confirmed the speculations about the effect of family socioeconomic level (education and income) on career aspirations. Although future in-depth research is necessary to further investigate and improve these factors, the findings have critical value to analyse some of the basic influences on educational and occupational in our society, and they may be utilized to create a platform to discuss and shape our educational needs in the present and future.

It has been notified that majority of Post-graduation students have clear view about what they intended to do after their Post-graduation. At the same time, they have opinion that it may not always be possible to achieve one's goal due to several factors which may be both exogenous and endogenous (Lakshminarayana, 1985). Everywhere youth are suffering due to excessive competition and lack of opportunities. They have to survive on limited resources.

Individuals considering to make career choice decision should carefully evaluate available career opportunities against their interest. Students should not be restricted to studying only one subject-combination; instead, students should be allowed to pursue their interests and respective subjects. The education system should be so designed that it helps the students to realize their own capabilities and to direct accordingly, instead of imposing from outside irrespective of individual differences. The Government needs to remit qualified career counsellor who can be positioned in the schools/Colleges/Universities all through the academic year; This will enable students to make career inquiries easily. Career counsellors should have updated and accurate job and career information over a wide range of professional and non-professional careers. Students should be able to ask about job descriptions, job requirements, interpersonal skills, administrative skills, salary range, advantages, and disadvantages.

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