



## Development and standardization of student's educational aspiration scale (seas)

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### Abstract

Educational Aspiration means the goal, the adolescent sets for himself in educational task which has intense personal significance for him. In other words it refers to orientation towards educational goal, arranged in educational hierarchy. Aspirations are strong desires to reach something high or great. Young people's aspirations guide what students learn in school, how they prepare for adult life, and what they eventually to (Walberg, 1989). Educational aspiration refers to the highest level of education to which an individual want to achieve. Educational aspiration of an adolescent can be measured by asking him to predict what performance he expects in a test, what he plans for his future education and what his outlook his towards higher education. He allows his abilities to determine what he will do or attempt to do. Adolescence is a time when important choices have to be made. In high school years the students decides what subjects to take and the decision is based on his plans for his higher education.

**Keywords:** educational aspiration, higher secondary schools, students, standardization

### Introduction

The term "aspirations" is one which is often used synonymously with goals, ambitions, objectives, purposes, dreams, plans, designs, intentions, desires, wishes, cravings or aims. Educational aspiration represents a person's orientation towards particular academic goals. The term educational aspiration is based on the knowledge of traits. The aspiration level of an individual is an important motivating factor. It is a frame of reference involving self-esteem or alternatively experiences that is the feeling of failure or success. Thus educational aspiration is the degree to which an individual sets his educational goal realistically in relation to this physical and mental attributes and in accordance with environment. Despite many tool available on educational aspiration, the researcher what to update the tool to get appropriate results according to the recent development. The Likert type scale is a five-point scale of "Strongly Agree", "Agree", "Undecided", "Disagree", "Strongly Disagree". In this scale 80 items have been collected from the various sources like students from the expert's, other web resources, books and so on.

**Pilot Study:** This scale contains 80 items as been

administering to the sample of 100 higher secondary school students studying in different schools in Theni district, Tamil Nadu, India, In order to carry out the pilot study. Then their responses have been scored carefully and their marks secured by all the samples have been arranged in the descending order from the highest scorer to lowest scorer. Then they were subjected to item analysis.

### Item Analysis

The next step is the student's educational aspiration scale after pilot study is to find out the t-value of each item, which forms the basis for item selection in order to build up a final scale. The Likert type scale calls for a graded response to each item on a five-point scale ranging from "Strongly Agree", "Agree", "Undecided", "Disagree", "Strongly Disagree". The individual score for all the hundred students were ranked from the highest to lowest score. Then 25 percentage of the subjects with the highest total scores and 25 percentage of the subjects with the lowest total scores were scored out for the purpose of item selection. The high and low groups, were selected, formed the criterion groups and each group was made up of 25 students. (Edward. L.Allen, 1957)

**Table 1:** item selected for students educational aspiration scale (seas)

Item Number	't' Value	Item selected
1	3.64	S
2	6.66	S
3	0.62	NS
4	4.70	NS
5	5.04	S
6	4.96	S
7	3.09	S
8	1.66	NS

9	3.39	S
10	0.19	NS
11	4.42	S
12	4.74	NS
13	1.06	NS
14	1.85	S
15	3.22	S
16	5.26	S
17	3.54	S
18	4.12	S
19	3.27	S
20	4.51	S
21	1.03	NS
22	5.68	S
23	2.74	S
24	4.76	S
25	5.71	S
26	4.44	S
27	1.70	NS
28	4.04	S
29	3.53	NS
30	5.28	S
31	0.10	NS
32	4.13	S
33	5.23	S
34	4.34	S
35	5.31	NS
36	3.47	S
37	2.46	S
38	5.69	S
39	4.09	NS
40	5.23	S
41	4.53	NS
42	6.33	S
43	3.18	S
44	0.90	NS
45	4.32	S
46	6.49	S
47	5.63	S
48	4.52	NS
49	1.96	S
50	2.70	NS
51	1.50	S
52	1.71	S
53	3.57	S
54	2.71	S
55	5.16	S
56	1.36	NS
57	2.70	S
58	3.19	NS
59	4.16	S
60	3.93	S
61	1.58	NS
62	0.89	S
63	3.91	S
64	2.27	S
65	0.09	S
66	5.47	S
67	2.71	S
68	4.37	S
69	5.11	S
70	4.16	S
71	5.03	S

72	5.38	S
73	3.30	S
74	5.13	S
75	2.27	S
76	3.62	S
77	3.21	S
78	3.03	S
79	0.93	NS
80	2.79	S

S – Selected, NS - Not selected

In each item is followed by five different responses of “Strongly Agree”, “Agree”, “Undecided”, “Disagree”, “Strongly Disagree” in the educational aspiration scale. Then each item was taken individually and the number of students who responded “Strongly Agree”, “Agree”, “Undecided”, “Disagree”, “Strongly Disagree” was found out both the high and low groups separately. Thus for all the 80 items, the number of students coming under each category was found out separately for both the high and low groups and the t-values for all the 80 items have been calculated with the formula suggested by Allen Edwards (1957). As many as 60 items having the t-value greater than or equal to 1.75 (Edward L.Allen, 1957) have been chosen in order to form the final scale (vide: table-I). Then this final scale has been administered to 100 students studying in different higher secondary schools of Theni District, Tamil Nadu, India, In order to establish the scoring procedure, validity and reliability of this scale.

**Scoring Procedure**

The Educational Aspiration scale has 60 items out of which 40 items are positively worded and the remaining 20 items are

**Table 3:** Table showing the reliability method and co-efficient values

Method of Reliability Analysis	Reliability Co-Efficient
Correlation between forms	0.919
Equal-length Spearman-Brown	0.954
Guttman Split-half	0.921
Unequal-length Spearman-Brown	0.911

Method of reliability analysis reliability co-efficient correlation between forms 0.919 equal-length Spearman-Brown 0.954, Gutt Man Split-half 0.921, Un equal length Spearman Brown 0.911.

**Validity**

Validity reveals the merits of our measurement. This Educational Aspiration scale was given to the experts in order to find out its content validity. The experts agreed that items in the scale provided adequate coverage of the concept. This Educational Aspiration scale also has construct validity. The intrinsic validity is also called as the index of reliability (Guilford, 1954). The formula to be used to determine the intrinsic validity is the square root of its reliability. Thus the validity of this test is

$$V = \sqrt{R} = \sqrt{0.921} = 0.959$$

**Percentile Norm**

The following table represents the percentile norm for this

negatively worded. An individual score is the sum of the scores of all the 60 items. The scores range from 60 to 300. Higher score indicates the high level of educational aspiration. The details of scoring are given in the following table. The scoring to the response given by the respondents should be like the following.

**Table 2**

Response	Positive	Negative
Strongly agree	5	1
Agree	4	2
Undecided	3	3
Disagree	2	4
Strongly Disagree	1	5

**Reliability**

Reliability refers to the consistency with which a test measures, whatever it measures. The concept of reliability suggests both stability and consistency of measurement. The investigator calculated the reliability analysis and it was given in the following table.

Educational Aspiration scale.

**Table 4**

Percentile	Score Range	Norm
Below P25(Q1)	Below 140	Low level
P25 To P75(Q to Q3)	Between 141 and 221	Average level
Above P75 (Q3)	Above 221	High level

**Conclusion**

The results of validity and reliability of students, educational aspirations are depends on their family background and their study environment. Friends and family members are significantly influenced their individual sets and his educational goal of the students. Students are set their educational goal depends on their economic background. This study concludes that economic and study environments are more reliable and valid for the students educational aspiration.

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