

**EDUCATIONAL ASPIRATION OF SECONDARY SCHOOL STUDENTS IN
RELATION TO THEIR GENDER, LEVEL OF PARENTAL ENCOURAGEMENT AND
TYPE OF FAMILY**

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ABSTRACT

Aspirations means a longing for and striving for some goal higher than oneself or one's present status, which is the eagerness or an ardent desire to achieve a particular honour or power. The Aspiration during student's period influences their behaviour. An individual's aspiration level represents him not only as he is at any particular moment, but also as he would like to be at same problem in the future. The present paper explores the interdependence of educational aspirations and parental encouragement in connection with gender and type of family of secondary school students. The study was conducted among 200 students including boys and girls from secondary schools of Samba district. The sample comprises of 9th and 10th class students. The investigator used simple random sampling technique. There is a significant difference in the level of educational aspiration among adolescents studying in secondary schools in relation to their gender. It has been also found by further analyzing the post ANOVA, that the educational aspiration of female secondary school students is more than that of male secondary school students. There is no significant difference in the level of educational aspiration among adolescents studying in secondary schools in relation to their Type of Family. There is a significant difference in the level of educational aspiration among adolescents studying in secondary schools in relation to their Parental Encouragement. It has been also found by further analyzing the post ANOVA that the secondary school students having Average level of parental encouragement have high level of educational aspiration as compared to low and higher level of Parental Encouragement.

Key words: Aspiration, Gender, Parental and Encouragement.

INTRODUCTION:

Individuals have aspirations at all the stages of life and people try for self enhancement. The aspirations during student's period influence their behaviour. An individual's aspiration level represents him not only as he is at any particular moment, but also as he would like to be at some problem. Adolescence is a period of exploration, when planning for the future emerges as an

important development task (Erikson, 1968). Adolescents develop an extended future orientation in which they are able to think, dream and plan for their futures (Blakemore & Choudhary, 2006). They can anticipate common events, such as school competition, and estimate the age at which they will likely experience them (Crockett & Bingham, 2000; Nurmi, 1989, 1991). Cantor (1990) has proposed that as adolescents transition into adulthood, they become more focused on their desires and aspirations for the future and show increased selectivity in goal-directed behaviour. During this period, adolescents also engage in exploratory behaviours that may aid in elaborating their sense of identity, providing information about the self that affects future plans (Eccles, Barber, Stone, & Hunt, 2003).

It is believed that student's educational and career aspirations are the most relevant factors determining their future educational attainment. Therefore, it is essential to understand the exact meaning of aspirations. Aspirations means a longing for and striving for some goal higher than oneself or one's present status, which is the eagerness or an ardent desire to achieve a particular honour or power. Ambition is a long term achievement which is motivated by the result (outcome) itself and satisfaction is attained by recognition and applause by society: where as in the psychological motive of aspiration, the motivation is improvement as it emphasizes something more than one's own present status regardless of social appreciation.

Hope (1930) was the first person who introduced the concept of Level of Aspiration (Anspruchsniveau refers to the realistic goal). Dembo (1931) referred to it as degree of difficulty of a goal towards which a person is striving. In 1940, Festinger further elaborated the first presentation of the theoretical concept of the level of aspiration by Escalona in 1942, by the name of 'Resultant Valence Theory'. Markus and Nurius (1986) have reported aspirations as one's ideas and hopes of "possible selves", i.e., what a person would like to become and what would not like to become or achieve. It is determinant of an individual's performance level in the future. 'Level of Aspiration' is a psychological construct which reflects a cognitive type of motivation of the individual. Frank (1941) defines level of aspiration in terms of the level of future performance in a familiar task (studies) which an individual, knowing his level of past performance in that task explicitly undertake to reach. James Drever (1952) explains it as a

frames of references involving self esteem alternatively as a standard with references to which an individual experiences, i.e. has the feeling or success of failure. When level of Aspiration is centered on the field of education, we may refer to it as Level of Educational Aspiration. It is considered as a concept, referring orientation towards educational goals spaced in a continuum of difficulty and social prestige and arranged in an educational hierarchy.

Thus, the term level of Aspiration involves the estimation of his ability (whether over, under or realistic) for this future performance on the strength of his experience (goal discrepancy), his ability and capacity, the effort that he can towards attaining the goal, thus set by him.

PARENTAL ENCOURAGEMENT

A parent's involvement Parents are the child's first and primary teacher. The National Standards for Parent/Family Involvement programs suggests that parents are a child's life support system (1998). A parent's involvement in their child's school should be beyond the PTA or volunteering in the classroom; their involvement begins in their own home (Berger, 1987). The National Coalition for Parent Involvement in Education (NCPPIE), in conjunction with the California School Boards Association (CSBA), describes parent involvement to include: being a part of the decision-making at the school site, collaborating with teachers and coordinating activities that support the curriculum that can be done at home, and partnering with teachers in the educational process to enhance the development and academic achievements of their children (National Coalition for Parent Involvement In Education, 2010) (California School Boards Association, 2010). Parental involvement is the focus of countless programs and policies, largely due to the amount of time children spend with their families in the early and impressionable time in their lives. Children spend more time with their families during the first ten years of life than in any other social context (Patrikakou et al., 2005). Therefore, family involvement sets the tone and condition upon which a child engages in education, thus affecting and impacting their academic success. A second reason parental involvement has been mandated by policies such as NCLB Act and Title I is due to the desire of both the school and parents to educate as well as

build the social capital of children effectively. In addition, schools have a strong ability to influence, encourage and empower parents to participate in their child's educational experience, thereby promoting a positive school and community climate for learning (Brofenbrenner, 1975). Patrikakou, et al. suggest three groupings that evidence how parental involvement impacts student achievement and success (2005):

- 3 Interventions with a family support component positively affect children's outcomes.
- 4 Parental involvement is a mechanism through which the long-term effect of intervention is achieved.
- 5 Indicators of parent involvement are associated with significantly higher levels of school performance and success.

JUSTIFICATION OF THE STUDY

Adolescence is the period of rapid growth. It is a period of transition when the past will affect the present as well as the future. Parental attitude is the key which makes environmental conditions favourable or unfavourable for proper development of a young child. Parents are in a rush to provide all the monetary facilities to children in order to achieve high performances in academics, neglecting the fact that the parental guidance is equally important for overall development of a young child. Individuals will have aspirations, all stages of life people try for self enhancement. The Aspiration during student's period influences their behaviour. An individual's aspiration level represents him not only as he is at any particular moment, but also as he would like to be at same problem in the future. Here is huge concern among the head of institutions, teachers that the academic achievement of some particular group i.e. adolescents is not satisfactory. Few studies have been conducted to show the inter relationship between the educational aspiration and academic achievement.

After taking into consideration the above discussion the researcher come with the idea that the Parental encouragement is very essential for adolescents to score good Academic Achievement. There are many researches that have been conducted in this field.

Guerin et al. (2001) had posited that parental SES could affect school children as to bring about flexibility to adjustment to the different school schedules. Smith, Fagan and Ulvund (2002) had asserted that significant predictor of intellectual performance at age of 8 years included parental socio economic status (SES). Hill et al. (2004) had also argued that socio-economic status of parents do not only affect the academic performance, but also makes it possible for children from low background to compete well their counterparts from high socio – economic background under the same academic environment.

Singh and Khokhar (2006) in his study indicated that Parents help, support, guidance are such factors which help in achieving adolescents their goals with similar view Madnawat et al. (2006-2007) revealed in his study that parental support and dominance have affected the vocational maturity of adolescents separately as well as jointly. Oni (2007) and Omoegun (2007) had averred that there is significant difference between the rates of deviant behaviour among students from high and low socio-economic statuses.

Bhati (2008) indicated that parents have significantly low aspiration, lesser need for achievement and lesser expectation in education for girl's education than boys. A study on the issues of negligence vs. indulgence and utopian expectation vs. realism in children of single parents indicated that the parents where both are surviving inculcate indulgence experience more in their wards than single parent, also, it is depicted that experience of indulgence in the children is associated with low economic status families where as neglect experience is associated with high economic status families. However, over indulgence can develop inconsistency in adjustment in the social environment. Results also indicated that parents where both are surviving inculcate realism experience more in their wards than single parents and also realism experience in the children in associated with low economic status families where as utopian expectation experience is associated with high economic status families. Berzin (2010) conducted studies on, "Educational Aspiration among Low Income Youth Examining Multiple Concept models. The analysis suggests that all three conceptual to understand the factor as related to youth aspirations.

Khan and Mehdi (2011) conducted study on, "Relationship between Educational Aspiration and Academic achievement of visually challenged students". On 54 Subject which included 27 male and 27 female students from Adamidis school for Blind AMU, Aligarh. The 't' test was used to examine the difference between the mean score of different groups.

Adewale and Ogunshole (2012) studied the effect of socio-economic status on academic performance of students in EduLga of kwarea state Nigeria. The study revealed that parental SES, parental educational background, parental qualification has no significant effect on the academic performance of students under study frameworks.

Like the above researches various other researchers are also conducted in this field. The researcher after studying these researches noticed that no doubt various researches have been conducted on Parental Encouragement and Educational aspiration but less emphasis have been laid on Parental Encouragement and Educational aspiration as in relation to gender and Type of Family. Parental encouragement to adolescents can help solve this problem by emphasizing the importance of a good education, and getting their children excited about learning. Nevertheless, this is a very broad topic and cannot be covered in one step and since very less studies have been undertaken on this agenda in India. Every student has educational aspirations. It is a decision which the individual makes about what he want to be come in life and what course he want to study. But in the Indian context the school students has no freedom to choose the curriculum, that suits him and curricular choices are made only at the beginning of the higher secondary stages, that too mainly on the basis of his academic achievement.

This encouraged the investigator to take up a study of Educational Aspiration of adolescents in relation to Parental Encouragement and Type of Family, gender and with the intentions that the findings of the study will go in a long way to analyse that Parents or care givers can build up positive relations with the adolescent, their problems, their development, and create such conducive environment which can help the adolescent to perform well scholastically as well as behaviourally.

STATEMENT OF THE PROBLEM

EDUCATIONAL ASPIRATION OF SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR GENDER, LEVEL OF PARENTAL ENCOURAGEMENT AND TYPE OF FAMILY

OPERATIONAL DEFINITIONS OF THE KEY TERMS USED

i. EDUCATIONAL ASPIRATION

Educational aspirations are the strong desires to reach something high or great. The scores used to measure the educational aspiration of the intermediate students, that score represent the educational aspiration only. Young childrens aspirations guide what students learn in school, how they prepare of adult life, and what they eventually to reach in the course of his or her education and all the concepts regarding education are viewed from this perspective.

ii. PARENTAL ENCOURAGEMENT

Parental encouragement refers to the treatment originating from parents towards the child with view to enhance the possibilities of future occurrences of good behaviours by care, concern, approval and guidance.

iii. GENDER

The state of being male or female typically used with references to social and culture differences rather than biological ones. It is socially constructed definition of women and men.

OBJECTIVES OF THE STUDY

The objectives of the study are given below;

1. To study the difference in level of educational aspiration among adolescents studying in secondary schools in relation to their Gender.
2. To study the difference in level of educational aspiration among adolescents studying in secondary schools in relation to their Type of Family.

3. To study the difference in level of educational aspiration among adolescents studying in secondary schools in relation to their Parental Encouragement.
4. To study the interaction between gender and the type of family on level of educational aspiration of adolescents of secondary school students.
5. To study the interaction between gender and the parental encouragement on level of educational aspiration of adolescents of secondary school students.
6. To study the interaction between parental encouragement and type of family on level of educational aspiration of adolescents of secondary school students.
7. To study the triple interaction among gender, parental encouragement and type of family on the level of educational studies.

DELIMITATIONS OF THE STUDY

The study has been delimited in terms of the following areas of the investigation keeping in view the paucity of time and work load of syllabus;

1. The study was confined to adolescents studying in secondary schools.
2. The study was confined to only the students of class 9th & 10th class students.
3. The study was confined to a sample of 200 students studying in secondary school students of district Samba.
4. The data has been collected from six schools of Samba districts.
5. In the present study the use of tool was delimited by using 'Educational Aspiration test developed by Dr. Yasmin Ghani Khan and by using the 'Parental Encouragement scale developed by Dr. R.R.Sharma because of desirable value of reliability, validity and matching of norms of the tool with the research problem undertaken.

HYPOTHESES OF THE STUDY

The hypotheses of the study are given as under

1. There will be no significant difference in the level of educational aspiration among adolescents studying in secondary schools in relation to their gender.

2. There will be no significant difference in the level of educational aspiration among adolescents studying in secondary schools in relation to their Type of Family.
3. There will be no significant difference in the level of educational aspiration among adolescents studying in secondary schools in relation to their Parental Encouragement.
4. There will be no significant interaction between gender and type of family with the level of educational aspiration among the adolescents studying in the secondary schools.
5. There will be no significant interaction between gender and the parental encouragement with the level of educational aspiration among the adolescents studying in secondary schools.
6. There will be no significant interaction between parental encouragement and type of family with level of educational aspiration among adolescents studying in secondary school students.
7. There will be no significant triple interaction among gender, parental encouragement and the type of family with the level of educational aspiration among adolescents studying in secondary school students.

METHODOLOGY OF RESEARCH

Research Methodology is a way to systematically solve the research problem. Research is a systematic inquiry or investigation into a subject in order to discover or revise facts, theories, application etc. Methodology is the system of methods followed by particular discipline. Thus a research methodology is the way how we conduct our research.

Survey method has been used for the collection of data. It is the type of descriptive research which includes the information about methods of research, population, sample, and tools for data collection, data analysis techniques which are the basis of research and provides a picture of whole study.

POPULATION

In the present study, all the students studying in 9th & 10th class of schools located in Samba district constitute the population. A representative sample from population has been selected by the investigator.

SAMPLING

The sample in the present investigation is comprised of 200 students including boys and girls from secondary schools of Samba district. The sample comprises of 9th and 10th class students. The investigator used simple random sampling technique.

CLASSIFICATION OF VARIABLES UNDER INVESTIGATION

In the present study the following variables have been studied:

- 1) Dependent variables
 - a) Educational aspiration
- 2) Independent variables
 - a) Gender
 - b) Type of Family
 - c) Parental Encouragement

TOOLS EMPLOYED

1. Levels of Educational Aspiration test by Dr. Yasmin Ghani Khan.
2. Parental Encouragement Scale by Dr. R.R.Sharma.

ANALYSIS OF DATA AND INTERPREATION OF RESULTS

The most important step in any research project is the analysis and interpretation of data. The raw scores collected with the help of tools do not reveal true picture of collection of data. It has no meaning until and unless it is tackled properly, analyzed and interpreted.

STATISTICAL TECHNIQUE EMPLOYED

In the present study the investigator employed Three Way Analysis of Variance (3x2x2 Factorial Design) for findings.

Table Showing the Summary of three way ANOVA for 3x2x2 factorial design for Educational Aspiration

S. No.	Sources of Variance	SS	Degree of freedom	MS	F	Results
1	VAR _A (GENDER)	30.37	1	30.37	4.45*	Hyp. 1 Rejected
2	VAR _B (TYPE OF FAMILY)	0.37	1	0.37	0.05	Hyp. 2 Accepted
3	VAR _C (PARENTAL ENCOURAGEMENT)	51.02	1	51.02	7.48**	Hyp. 3 Rejected
4	SS _{AXB}	0.06	1	0.06	0.01	Hyp. 4 Accepted
5	SS _{AXC}	5.81	2	2.91	0.43	Hyp. 5 Accepted
6	SS _{BXC}	13.19	2	6.60	0.97	Hyp. 6 Accepted
7	SS _{AXBXC}	2.18	2	1.09	0.16	Hyp. 7 Accepted
8	SS _w	572.96	84	6.82		

** Significant at 0.01 level

* Significant at 0.05 level

FINDINGS OF THE STUDY

On the basis of the results and their interpretation, the following findings have been drawn:

1. There is a significant difference in the level of educational aspiration among adolescents studying in secondary schools in relation to their gender. It has been also found by further analyzing the post ANOVA, that the educational aspiration of female secondary school students is more than that of male secondary school students.
2. There is no significant difference in the level of educational aspiration among adolescents studying in secondary schools in relation to their Type of Family.

3. There is a significant difference in the level of educational aspiration among adolescents studying in secondary schools in relation to their Parental Encouragement. It has been also found by further analyzing the post ANOVA that the secondary school students having Average level of parental encouragement have high level of educational aspiration as compared to low and higher level of Parental Encouragement.
4. There is no significant interaction between gender and type of family with the level of educational aspiration among the adolescents studying in the secondary schools.
5. There is no significant interaction between gender and the parental encouragement with the level of educational aspiration among the adolescents studying in secondary schools.
6. There is no significant interaction between parental encouragement and type of family with level of educational aspiration among adolescents studying in secondary school students.
7. There is no significant triple interaction among gender, parental encouragement and the type of family with the level of educational aspiration among adolescents studying in secondary school students.

Educational Implications

The research in the field of Educational aspiration, Parental Encouragement and type of Family of the students has made the researches to believe that there insignificant relationship between educational aspiration and parental encouragement.

On the basis of above observation, number of suggestion may be written down for the educationists, teachers, parents and researches;

1. In the present study, it has been found that the female secondary school students have higher level of Educational Aspiration as compared to male secondary school students.

1.1 For Headmasters and Administrators:-School Administrators should organize the various programmes and scholarships to be provided to the female secondary school students so that we can strengthen the Educational Aspiration of female secondary school students more and more. And it also inferred that the school should also provide the

guidance to the male secondary school students so that they can also enhanced their level of Educational Aspirations.

1.2 For teachers:-New instructional techniques and strategies like problem solving, project method, personalized system of instruction are needed to be introduced which will further enhance the educational aspiration of the students.

2. In another finding, it has been found that the students having average level of Parental Encouragement have higher level of Educational Aspiration.

2.1 For Headmasters and Administrators:- The school Administrators should organize the programmes for the Parents to aware them at what level the Encouragement should be given to the students so that they can enhance their level of Educational Aspiration. The present study revealed that the average level of Parental Encouragement should be provided to the secondary school students.

2.2 For Parents:- Parents should take care of the interest of their children and encouragement should be provided in the field of interest so that children do not feel it as a burden.

3. School should support their student's educational aspiration by developing an organised, orderly, and supportive environment.

4. Classroom teachers should teach the students with interest.

5. The talented students need to be provided adequate facilities and comforts within the home, so as to suit their potentialities and to enable them to work and produce the maximum.

6. The mass media may be used more effectively and in an appropriate manner in the educational programme to provide the learners the educative programme for their better learning.

7. The school system should be flexible to adjust the needs of the talented students so as to utilize their hidden talents for the betterment of learners.

SUGGESTIONS FOR FUTHER RESEARCH WORK

Further research work can be done in the lines suggested below:

1. The present study cannot be called final or comprehensive; more work can be done on different samples of different age group.
2. The present study deals with high school students, same type of work can be done at other levels and thus comparisons can be made.
3. A sample of 200 students has been taken in the study under investigation. Same study can be done on large sample.
4. This study can be undertaken in other city since it has been confined to samba district only.
5. In addition to Educational Aspiration, academic achievement and socio-economic status other occupational aspiration, intelligence, motivation could also be considered.

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