

## A study on educational aspirations of B. Ed trainee teachers in relation to their mental ability, performance and monitoring ability

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### Abstract

Educational aspirations are the future expectations of reaching the goal of education, which determines one's future position in the field of education. B.Ed. trainee teachers are often seen enrolling in the B.Ed. course, mainly due to family pressure or without proper career planning. As a result, their educational aspiration tends to be low. However, it is essential that trainee teachers possess high levels of aspiration, because their future success as well as the educational aspirations of their students largely depend on it. Therefore, the researcher aims to examine the educational aspirations of b. Ed trainee teachers in relation to their mental ability, performance, and monitoring ability. The study adopted a quantitative survey design. The findings of the study show that a very high percentage of B.Ed. trainee teachers have positive educational aspirations. In most items, more than 90% of respondents agreed or strongly agreed with statements about educational success and participation. However, the study also reveals that a small percentage of trainee teachers face difficulties related to self-motivation, maintaining focus, and confidence in certain situations. Overall, findings indicated that the B.Ed. trainee teachers' mental ability, participation, and monitoring ability lead their educational aspirations.

**Keywords:** Educational Aspirations; Mental Ability; Participation; Monitoring Ability; B.ED. Trainee Teachers

### 1. Introduction

Education is an essential force to guide society towards the ultimate destination; it plays its role as a backbone. Education helps to create an effective system of society through the proper integration of knowledge and experiences. A teacher must have a positive aspiration towards education; only then will educational aspirations develop properly among the students. Aspiration is what a person likes to be or likes to do. It is a desire or a hope to attain something. Educational aspiration refers to the educational objectives that a person sets for themselves. Students with a positive academic self-schema are more likely to believe in their potential to succeed; they appreciate education and view the process of obtaining it as more positive and gratifying (*Fraser and Garg, 2011*). Educational aspirations refer to a student's assessment and view of his or her future goal to seek or achieve additional education (*Campbell, 1983*). In the formation of educational aspirations, the teacher role can be described through Wisconsin's status attainment model (*Sewell, 1969*).

Educational aspiration is a strong desire to reach an educational goal. Students determine their educational goals according to their aspirations. Some student just wants to pass the exam and some people want to gain the first rank in the exam. So, it depends on their level of aspiration. Educational aspiration at an early stage guides the student to choose the right path and helps him to avoid wastage of time and energy. Those students who have a high level of educational aspiration are likely to utilize more and more educational opportunities that lead them to achieve success in their

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academic careers. Like-wise the students who possess low educational aspirations fail to utilize educational opportunities and hence lag in their educational career. In this way, educational aspiration has a high influence on the academic career of a student (*Sharma, 2020*). Hurlock (1974) divided aspiration into three categories. These are positive and negative aspirations, immediate and remote aspirations, and; realistic and unrealistic aspirations.

There is a connection between educational aspirations and mental ability. If a person has very good mental abilities like Reasoning Power, Judgmental Ability, Adjustment Power, Coping Ability, etc. then his self-identity will be good and as a result, he will have high aspirations in the various educational activity. If the person succeeds in reaching his goal according to his mental capacity, he will try to reach a higher value in the next step. And if the person fails to reach the goal according to his ability, he will set a less difficult goal than before.

According to Weiner Success is the pillar of success at the next level. Failure may or may not be a pillar of success. If we succeed in any educational task then we wish to succeed in the next task also. But if we fail, we get frustrated or in some cases, we try to reach the goal in a better way by learning from that failure. So, it can be said that our educational aspirations depend on our performance in any work.

Monitoring ability is an ability by which an individual can use his abilities in the right way to reach the goal. And if this goal is reached, the person will have the desire to reach the higher goal in the next endeavor. So, to understand the educational aspiration in a person, we need to analyze how much one can monitor oneself properly in different educational activities.

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## 2. Review of related literature:

**Fadiji, A. W. and Reddy, V. (2020)** conducted a study associated with the present problem. The researchers want to explore learners' educational aspirations and examine the factors affecting educational aspiration. The result of the study demonstrated that there is a significant difference between male and female students in terms of the level of aspiration. Female students have a higher level of an educational aspiration than male students. Students from low socio-economic status (SES) had lower educational aspirations. They also found positive relationships between both positive and negative school climate and learner aspirations. Parental participation had little effect on influencing student aspirations, which was a surprising finding.

**Flowers, L. A., Milner, H. R., and Moore, J. L. (2003)** conducted a study associated with this present problem. Researchers want to know the impact of locus of control on the educational aspirations of African American high school seniors. They also discussed the implications of the study on pre-service and in-service high school teachers and counselors. The result of the study found that African American high school seniors who reported higher levels of locus of control were more likely to have higher educational aspirations. Those who have a low level of locus of control have a lower level of educational aspirations.

**McCarron, G. P. & Inkelas, K. K. (2006)** conducted a study related to the present problem. The researchers want to know whether parental participation substantially impacts first-generation students' educational aspirations compared to non-first-generation students' educational aspirations. The result shows that there is a positive relationship between parental participation and educational aspirations. Parental participation was the best predictor of first-generation students' educational aspirations. However, parental involvement, gender, socio-economic status, and race also affect educational aspiration. This study also found that first-generation students did not attain their desired aspirations.

**Raja, S. and Pandian, U. (2018)** conducted a study associated with the present problem. The researcher wants to know whether there is any significant difference in the level of educational aspiration of high school students concerning their Gender and Community. In this study, the result shows that there is no significant relationship between male and female students in terms of their level of educational aspiration. The study also revealed that there is no significant difference among the different communities (OC/ BC/MBC/SC&ST) in terms of the educational aspiration of high school students.

**Suslu, A. D. (2014)** conducted a study associated with the present problem. This study aimed to examine the educational aspirations of middle and high school pupils. Parents' expectations, mother's education, eligibility for free lunch, GPA, school participation, and the language is spoken at home all have a strong association with Turkish American youth's educational aspirations. For the group of other ethnic pupils included in this study, parents' expectations and immigrant status were determined to be the most influential.

## 2.1. Objectives of the study:

- To examine the educational aspirations of B.Ed. trainee teacher.
- To know whether student's educational aspiration created due to their mental ability.
- To identify whether student's educational aspiration created due to their own performance.
- To explore whether student's educational aspiration created due to their own monitoring ability.

## 2.2. Research questions:

- To what extent B.Ed. trainee teachers have educational aspirations?
- Whether B.Ed. trainee teachers' educational aspiration created due to their mental ability?
- Whether B.Ed. trainee teachers' educational aspiration created due to their own performance?
- Whether B.Ed. trainee teachers' educational aspiration created due to their own monitoring ability?

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## 3. Research design

The study adopted a quantitative survey research design, because this research design is suitable for psychological variables like educational aspirations. The collected survey data were analyzed through item-wise percentage analysis.

### 3.1. Sampling method

The study employed a random sampling method to reduce bias and enhance the representativeness. The study included 300 B.Ed. trainee teachers of Uttar Dinajpur district as a sample.

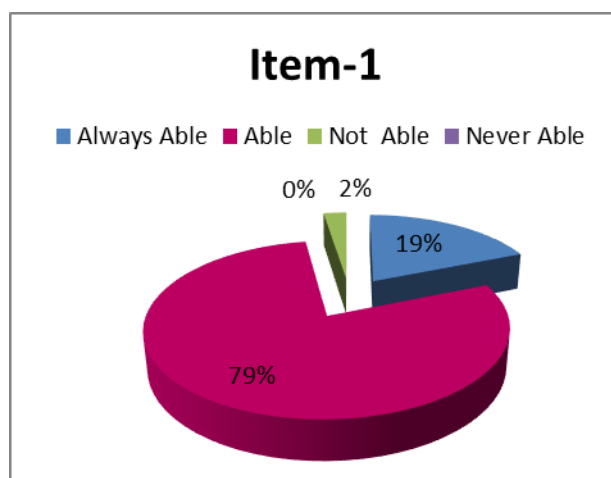
### 3.2. Tool used

The investigator used the Educational Aspiration Scale (AES) to assess the Educational aspirations of B.Ed. Trainee Teachers. The questionnaire was developed based on three dimensions. These are mental ability, aspirations created due to one's own performance, and aspirations created due to monitoring ability. The questionnaire has been constructed with a total of 21 items, comprising 7 items from each dimension. It was constructed and standardized by the investigator with the help of Professor (Dr.) Bapi Mishra.

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## 4. Item-based analysis and interpretations:

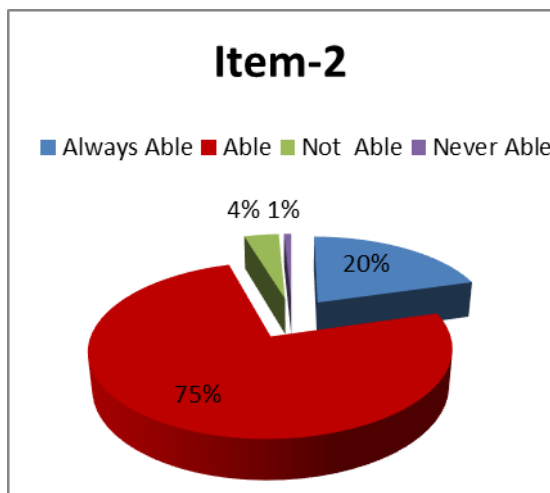
To make the right interpretations about the Educational Aspirations of B.Ed. trainee teachers, the items of the Educational Aspirations Scale have been analyzed below.



**Figure 1** Do you expect success in positive action by applying the ability to think as needed in educational programs?

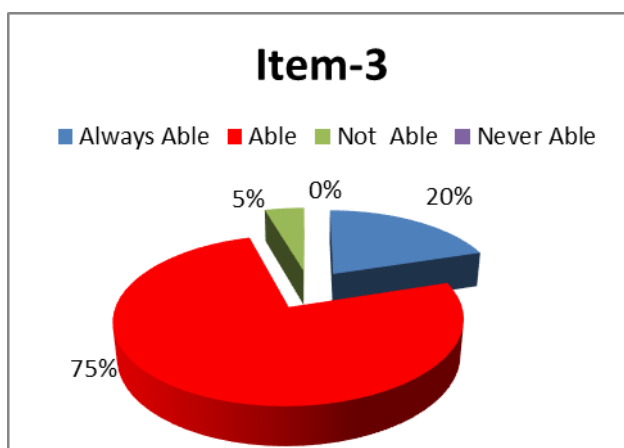
Item No 1 of the Educational Aspirations Scale has specified that 19% of B.Ed. trainee teachers have strongly agreed that they expect a positive result in educational programs by applying the ability to think. Also, 79% of trainee teacher has agreed to the same. But 2% B.Ed. trainee teachers have disagreed that they could not do the same. So

altogether, 98% of trainee teachers said they could do the same. 2% of trainee teachers were found to be unable to do the task.



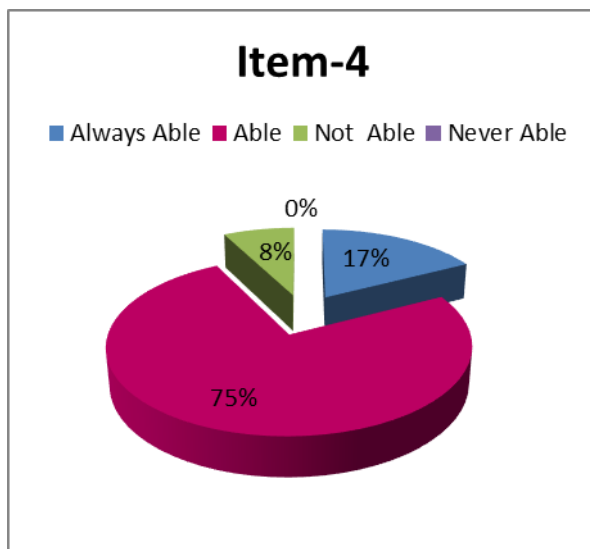
**Figure 2** Do you expect positive results in educational programs by using the power of reasoning as needed to solve educational problems?

Item No. 2 specified, with 20% of B.Ed. trainee teachers highly agree that they expect positive results in educational programs by using logical power. Also, 75% of trainee teacher has agreed to the same. But 1% B.Ed. trainee teachers strongly disagreed that they could not do the same and 4% of trainee teachers disagreed. So, collectively 95% of trainee teachers responded that they could do the same. Inability to do the task has been identifiable among 5% of trainee teachers.



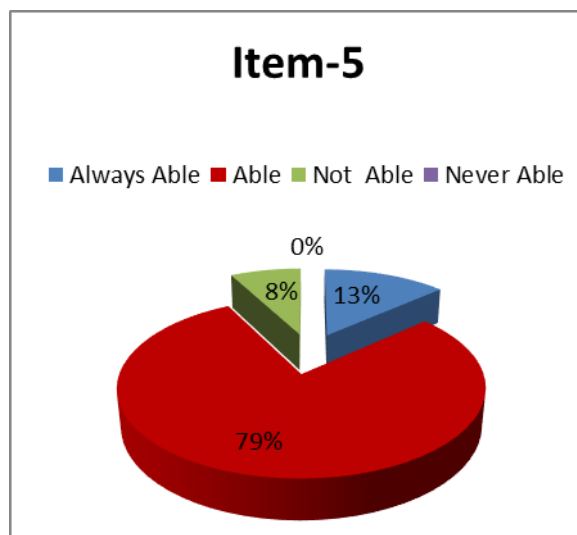
**Figure 3** Do you expect positive outcomes by participating in action by systematically resolving mental conflicts related to education?

Item No. 3 of the Educational Aspirations Scale was administered to determine the nature of the mental health of the B.Ed. training teachers. After the responses of the B.Ed. trainee teachers, the scenario of comparable educational aspiration has been specified, with 20% of B.Ed. trainee teachers highly agree that they expect positive results in educational programs by using logical power. Also, 75% of trainee teacher has agreed to the same. But 1% B.Ed. trainee teachers strongly disagreed that they could not do the same and 4% of trainee teachers disagreed. So, collectively 95% of trainee teachers responded that they could do the same. Inability to do the task has been identifiable among 5% of trainee teachers.



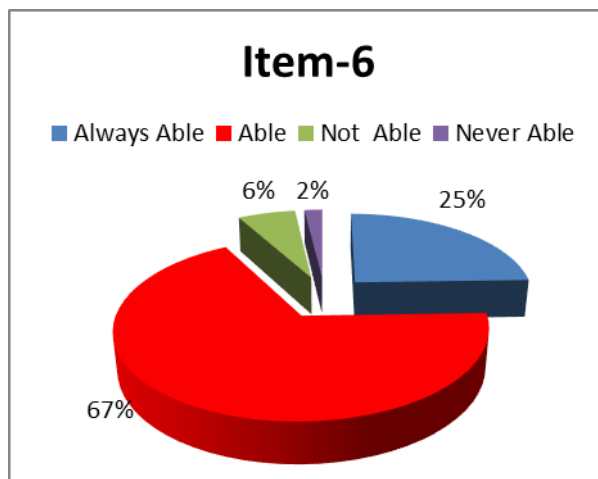
**Figure 4** Do you expect a positive result for participating in education by controlling your activism as needed?

Item No 4 of the Educational Aspirations Scale of the study has been administered. After getting responses from B.Ed. trainee teachers, the scenario of the corresponding status of educational aspirations has been specified 17% of B.Ed. trainee teachers have strongly agreed that they expect a positive result for participating in education by controlling their activism as needed. Also, 75% of trainee teachers have agreed to the same. But 8% of B.Ed. trainee teachers have disagreed that they could not do the same. So, collectively, 93% of trainee teachers responded that they could do the same. An inability to perform the task has been identified among 8% of trainee teachers.



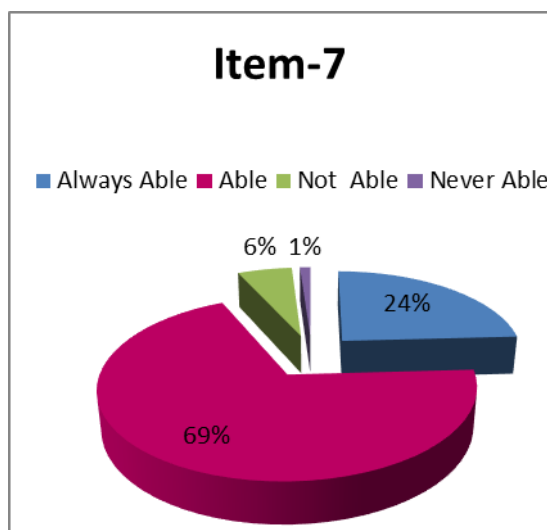
**Figure 5** Do you expect appropriate outcomes to ensure the meaningfulness of the lessons learned through activism?

Item No 5 of the Educational Aspirations Scale has specified that 13% of B.Ed. trainee teachers have strongly agreed that they expect appropriate outcomes to ensure the meaningfulness of the lessons. Also, 79% of trainee teacher has agreed to the same. But 8% B.Ed. trainee teachers have disagreed that they could not do the same. So altogether, 92% of trainee teachers said they could do the same. 8% of trainee teachers were found to be unable to do the task.



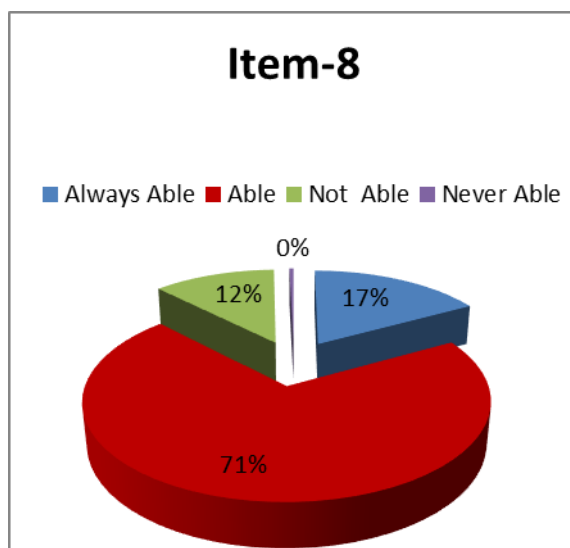
**Figure 6** Do you wish for positive results from the work done in a planned manner?

Item No. 6 of the Educational Aspirations Scale was administered to determine the nature of the mental health of the B.Ed. training teachers. After the responses of the B.Ed. trainee teachers, the scenario of comparable educational aspiration has been specified, with 25% of B.Ed. trainee teachers highly agree that they wish for positive results from the work done in a planned manner. Also, 67% of trainee teacher has agreed to the same. But 2% B.Ed. trainee teachers strongly disagreed that they could not do the same, and 6% of trainee teachers disagreed. So, collectively, 92% of trainee teachers responded that they could do the same. An inability to perform the task has been identified among 8% of trainee teachers.



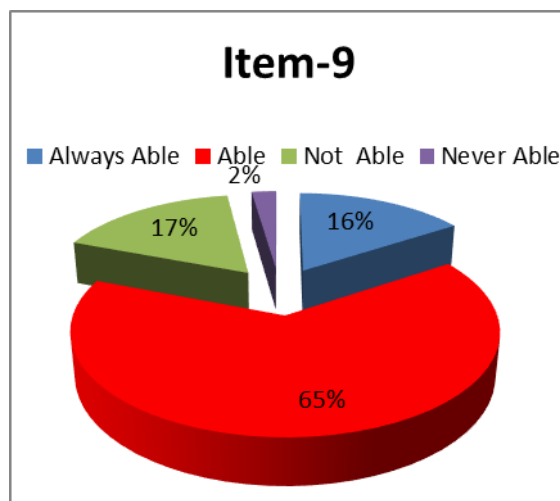
**Figure 7** Do you seek positive results from actions to be performed in a planned manner based on your abilities?

Item No 7 of the Educational Aspirations Scale has specified that 24% of B.Ed. trainee teachers have strongly agreed that they seek positive results from actions to be performed in a planned manner based on their abilities; also, 69% of trainee teachers have agreed the same. But 1% of B.Ed. trainee teachers strongly disagreed that they could not do the same, and 6% of trainee teachers disagreed. So, collectively, 93% of trainee teachers responded that they could do the same. An inability to perform the task has been identified among 7% of trainee teachers.



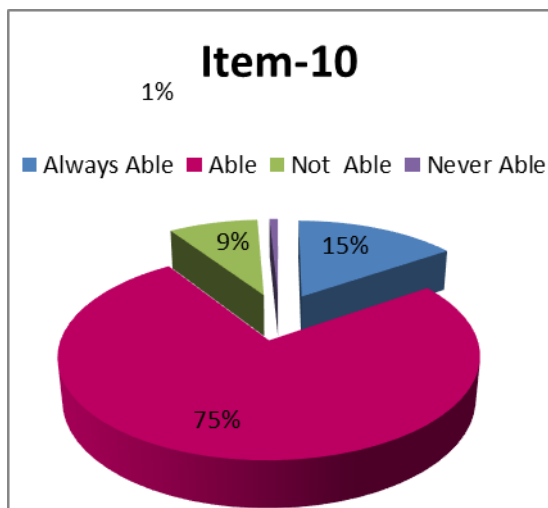
**Figure 8** Do you expect positive results from doing the right thing at the right time?

Item No 8 of the Educational Aspirations Scale of the study has been administered. After getting responses from B.Ed. trainee teachers, the scenario of the corresponding status of educational aspirations has been specified 17% of B.Ed. trainee teachers have strongly agreed that they expect positive results from doing the right thing at the right time; also, 71% of trainee teachers have agreed the same. But 12% of B.Ed. trainee teachers have disagreed that they could not do the same. So, collectively, 88% of trainee teachers responded that they could do the same. An inability to perform the task has been identified among 12% of trainee teachers.



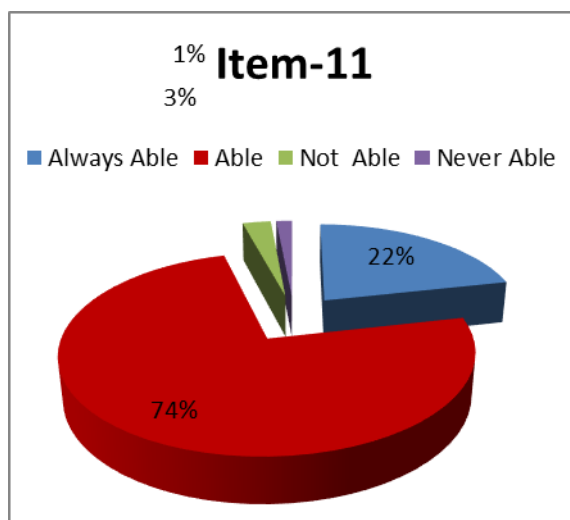
**Figure 9** Do you expect success in your work so as not to get involved in unwanted activities?

Item No 9 of the Educational Aspirations Scale has specified that 16% of B.Ed. trainee teachers have strongly agreed that they expect success in work so as not to get involved in unwanted activities. Also, 65% of trainee teacher has agreed to the same. But 2% B.Ed. trainee teachers strongly disagreed that they could not do the same and 17% of trainee teachers disagreed. So altogether, 81% of trainee teachers said they could do the same. 19% of trainee teachers were found to be unable to do the task.



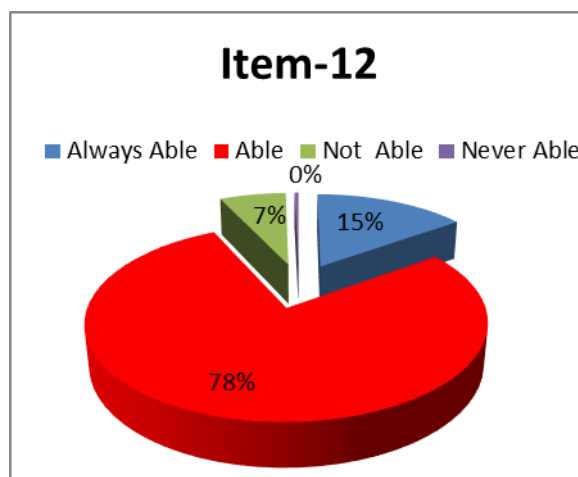
**Figure 10** You can take appropriate steps to overcome obstacles, so do you expect constructive results from the actions that you performed?

Item No. 10 of the Educational Aspirations Scale was administered to determine the nature of mental health of B.Ed. training teachers. After the responses of the B.Ed. trainee teachers, the scenario of comparable educational aspiration has been specified, with 15% of B.Ed. trainee teachers highly agreeing that they could overcome obstacles, so they expect constructive results in actions. Also, 75% of trainee teacher has agreed to the same. But 1% B.Ed. trainee teachers strongly disagreed that they could not do the same, and 9% of trainee teachers disagreed. So, collectively, 90% of trainee teachers responded that they could do the same. The inability to do the task has been identified among 10% of trainee teachers.



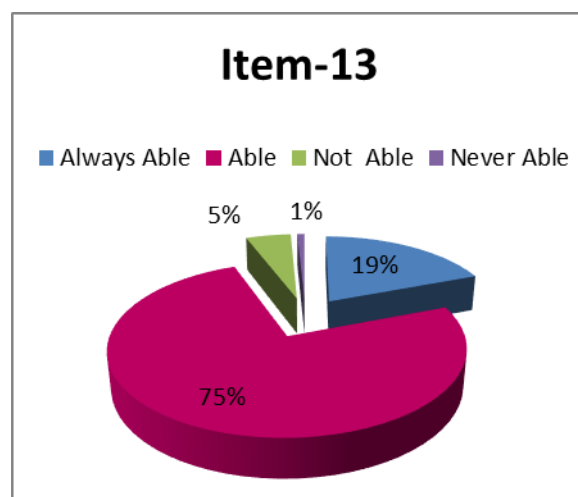
**Figure 11** You are working on education in a well-organized way, so expect constructive results from any educational work?

Item No 11 of the Educational Aspirations Scale has been specified that 22% of B.Ed. trainee teachers have strongly agreed that they could work in education in a well-organized way, so expect constructive results; also, 74% of trainee teachers have agreed the same. But 1% of B.Ed. trainee teachers strongly disagreed that they could not do the same, and 3% of trainee teachers disagreed. So, collectively, 96% of trainee teachers responded that they could do the same. An inability to perform the task has been identified among 4% of trainee teachers.



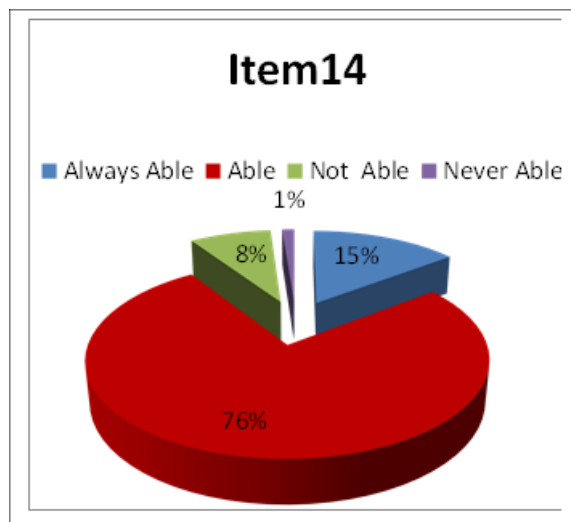
**Figure 12** You can analyze the matter of practice as needed, so expect positive results from the educational activities you have done?

Item No 12 of the Educational Aspirations Scale of the study has been administered. After getting responses from B.Ed. trainee teachers, the scenario of the corresponding status of educational aspirations has been specified 15% of B.Ed. trainee teachers have strongly agreed that they could analyze the matter of practice as needed, so expect positive results from the educational activities; also, 78% of trainee teachers have agreed to the same. But 7% of B.Ed. trainee teachers have disagreed that they could not do the same. So, collectively, 93% of trainee teachers responded that they could do the same. An inability to perform the task has been identified among 7% of trainee teachers.



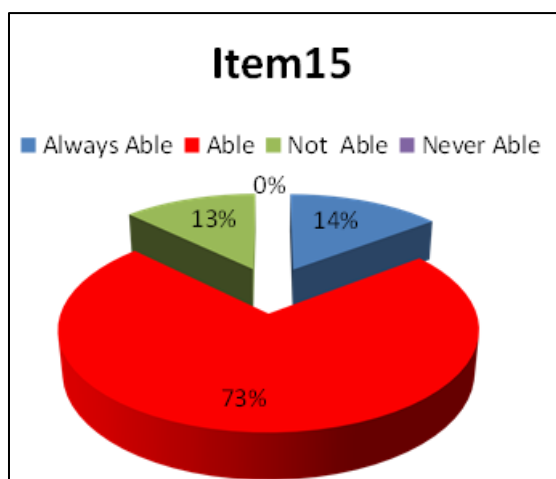
**Figure 13** Do you participate in the practice according to the importance of the subject to be practiced, so as to expect appropriate results from it?

Item No 13 of the Educational Aspirations Scale has specified that 19% of B.Ed. trainee teachers have strongly agreed that they participate in the practice according to the importance of the subject, so they expect appropriate results. Also, 75% of trainee teachers have agreed to the same. But 1% B.Ed. trainee teachers strongly disagreed that they could not do the same, and 5% of trainee teachers disagreed. So altogether, 94% of trainee teachers said they could do the same. 6% of trainee teachers were found to be unable to do the task



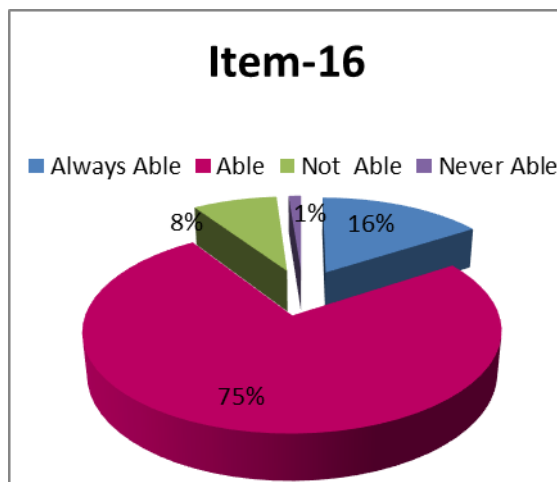
**Figure 14** You can format the educational work through proper participation so that you expect the desired results from that particular work

Specified that 15% of B.Ed. trainee teachers highly agree that they could format the educational work through proper participation, so that they expect the desired results. Also, 76% of trainee teacher has agreed to the same. But 1% B.Ed. trainee teachers strongly disagreed that they could not do the same, and 8% of trainee teachers disagreed. So, collectively, 91% of trainee teachers responded that they could do the same. An inability to perform the task has been identified among 9% of trainee teachers.



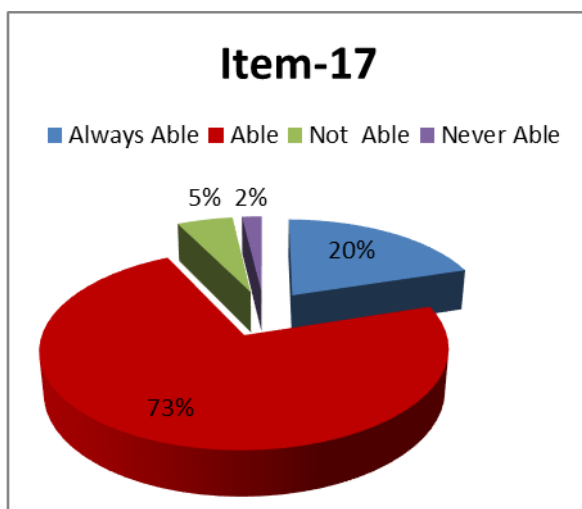
**Figure 15** To increase your level of activism through self-motivation awakening, do you expect the desired results from any educational activity?

Item No 15 of the Educational Aspirations Scale has been specified that 14% of B.Ed. trainee teachers have strongly agreed that they expect the desired results because they could increase their self-motivation for any educational activity; also, 73% of trainee teachers have agreed the same. But 13% of B.Ed. trainee teachers have disagreed that they could not do the same. So, collectively, 77% of trainee teachers responded that they could do the same. An inability to perform the task has been identified among 13% of trainee teachers.



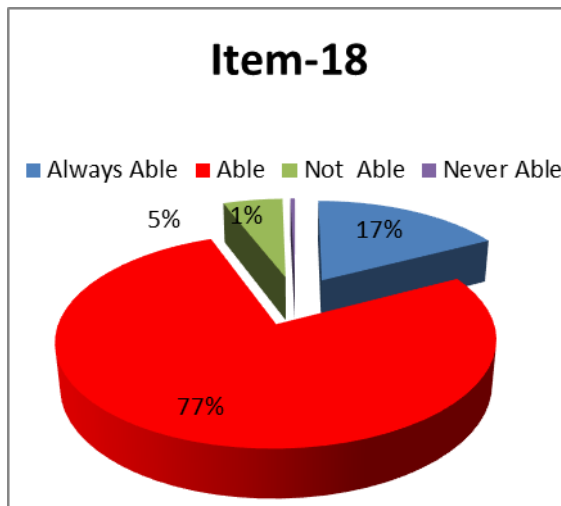
**Figure 16** You can interact with teachers with confidence, so expect constructive results?

Item No 16 of the Educational Aspirations Scale of the study has been administered. After getting responses from B.Ed. trainee teachers, the scenario of the corresponding status of educational aspirations has been specified, 16% of B.Ed. trainee teachers have strongly agreed that they could interact with teachers with confidence, so expect constructive results; also, 75% of trainee teachers have agreed the same. But 1% of B.Ed. trainee teachers strongly disagreed that they could not do the same and 8% of trainee teachers disagreed. So, collectively, 91% of trainee teachers responded that they could do the same. An inability to perform the task has been identified among 9% of trainee teachers.



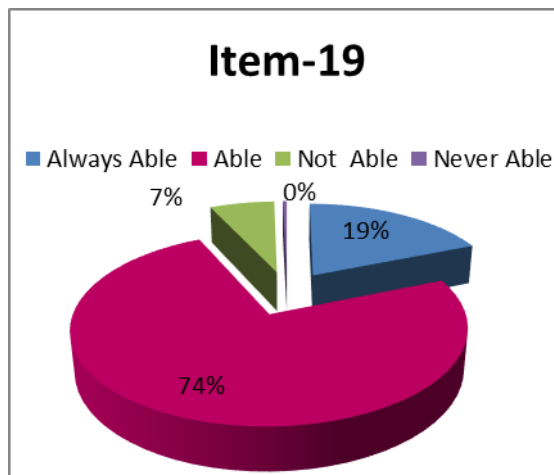
**Figure 17** You can control your mind with patience so expect constructive results from educational activities?

Item No 17 of the Educational Aspirations Scale has specified that 20% of B.Ed. trainee teachers have strongly agreed that they could control their minds with patience, so they expect constructive results from educational activities. Also, 73% of trainee teacher has agreed to the same. But 2% B.Ed. trainee teachers strongly disagreed that they could not do the same and 5% of trainee teachers disagreed. So altogether, 93% of trainee teachers said they could do the same. 7% of trainee teachers were found to be unable to do the task.



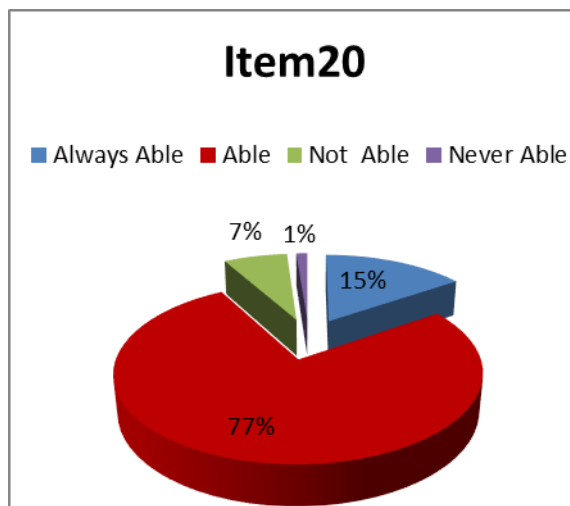
**Figure 18** You can use your reasoning power with confidence so that do you Expect constructive results?

Item No. 18 of the Educational Aspirations Scale was administered to determine the nature of mental health of B.Ed. training teachers. After the responses of B.Ed. trainee teachers, the scenario of comparable educational aspiration has been specified, with 17% of B.Ed. trainee teachers highly agreeing that they could utilize their reasoning power with confidence, so that they expect constructive results. Also, 77% of trainee teacher has agreed to the same. But 1% B.Ed. trainee teachers strongly disagreed that they could not do the same and 5% of trainee teachers disagreed. So, collectively, 94% of trainee teachers responded that they could do the same. Inability to do the task has been identified among 6% of trainee teachers.



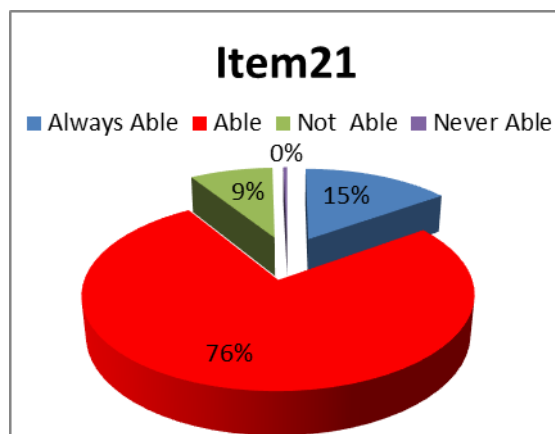
**Figure 19** Do you expect positive results from the educational activity so that you can make proper use of various educational facilities?

Item No 19 of the Educational Aspirations Scale has specified that 19% of B.Ed. trainee teachers have strongly agreed that they expect positive results from the educational activity so that you can make proper use of various educational facilities; also, 74% of trainee teachers have agreed the same. But 7% of B.Ed. trainee teachers have disagreed that they could not do the same. So, collectively 93% of trainee teachers responded that they could do the same. Inability to do the task has been identifiable among 7% of trainee teachers.



**Figure 20** Do you expect positive results so that you can actively participate in educational practice?

Item No 20 of the Educational Aspirations Scale of the study has been administered. After receiving responses from B.Ed. trainee teachers, the corresponding status of educational aspirations has been specified: 15% of B.Ed. trainee teachers have strongly agreed that they expect positive results so that they can actively participate in educational practice; also, 77% of trainee teachers have agreed. But 1% of B.Ed. Trainee teachers strongly disagreed that they could not do so, and 7% disagreed. So, collectively, 92% of trainee teachers responded that they could do the same. An inability to perform the task has been identified among 8% of trainee teachers.



**Figure 21** You can make yourself more passionate about your actions by being aware of your needs, so that you expect positive results from your actions?

Item No 21 of the Educational Aspirations Scale has been specified that 15% of B.Ed. trainee teachers have strongly agreed that they passionate about their actions by being aware of needs so that they expect positive results. Also, 76% of trainee teacher has agreed to the same. But 9% B.Ed. trainee teachers have disagreed that they could not do the same. So altogether, 91% of trainee teachers said they could do the same. 9% of trainee teachers were found to be unable to do the task.

## 5. Findings of the study

The analysis shows that a very high percentage of B.Ed. trainee teachers have positive educational aspirations. In most items, more than 90% of respondents agreed or strongly agreed with statements about educational success and participation.

A significant majority of trainee teachers (about 98% in Item 1) believe that applying thinking ability in educational programs can lead to positive outcomes.

Most of the respondents (around 95% in Item 2 and Item 3) expressed confidence in using reasoning and logical thinking to solve educational problems and achieve positive results.

A large proportion of trainee teachers (above 90% in Items 4, 5, 6, and 7) indicated that monitoring ability can lead to constructive educational outcomes.

Most respondents (90% or more in Items 10, 11, 12, 13, and 14) expressed confidence in overcoming obstacles, working in an organized way, analysing practice, and participating properly in educational activities.

A comparatively lower level of agreement was seen in Item 15, where 77% of trainee teachers expected desired results through self-motivation, suggesting that a section of trainees may need support to strengthen self-motivation.

A high percentage of respondents (above 90% in Items 16, 17, 18, 19, and 20) showed confidence in interacting with teachers, controlling their minds with patience, using reasoning power, utilizing educational facilities, and actively participating in educational practice.

Overall, the findings indicate that the B.Ed. trainee teachers' mental ability, participation, and monitoring ability lead their educational aspirations.

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## 6. Conclusions

The study clarifies that B.Ed. trainee teachers have a high level of educational aspirations. Most of them believe that through proper thinking, reasoning, planning, participation, and self-control, they can achieve positive outcomes in educational activities. This reflects their readiness and commitment toward their future teaching profession. However, the study also reveals that a small percentage of trainee teachers face difficulties related to self-motivation, maintaining focus, and confidence in certain situations. Therefore, teacher education institutions should provide appropriate guidance, motivational support, and training programs to further strengthen the educational aspirations of trainee teachers.

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## Compliance with ethical standards

### *Disclosure of conflict of interest*

No conflict of interest to be disclosed.

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## Appendix

### Educational Aspirations Scale (EAS)

#### **Instructions:**

Your feedback is invaluable for research work. Your cooperation is needed to unveil important aspects of the individual and society. Please read and answer all the questions carefully. In terms of each question, Always Able, Able, Not Able, Never Able, these 4 alternative answers have been given. After reading each of the questions, agree on the specific choices, depending on how acceptable the statements are to you.

S.L NO.	Statement	Always Able	Able	Not Able	Never Able
1.	Do you expect success in positive action by applying the ability to think as needed in educational programs?				
2.	Do you expect positive results in educational programs by using the power of reasoning as needed to solve educational problems?				
3.	Do you expect positive outcomes by participating in action by systematically resolving mental conflicts related to education?				
4.	Do you expect a positive result for participating in education by controlling your activism as needed?				
5.	Do you expect appropriate outcomes to ensure the meaningfulness of the lessons learned through activism?				
6.	Do you wish for positive results from the work done in a planned manner?				
7.	Do you seek positive results from actions to be performed in a planned manner based on your abilities?				
8.	Do you expect positive results from doing the right thing at the right time?				
9.	Do you expect success in your work so as not to get involved in unwanted activities?				
10.	You can take appropriate steps to overcome obstacles, so do you expect constructive results from the actions that you performed?				
11.	You are working on education in a well-organized way, so expect constructive results from any educational work?				
12.	You can analyze the matter of practice as needed, so expect positive results from the educational activities you have done?				

13.	Do you participate in the practice according to the importance of the subject to be practiced, so expect appropriate results from it?				
14.	You can format the educational work through proper participation so that you expect the desired results from that particular work.				
15.	To increase your level of activism through self-motivation awakening, do you expect the desired results from any educational activity?				
16.	You can interact with teachers with confidence so expect constructive results?				
17.	You can control your mind with patience so expect constructive results from educational activities?				
18.	You can use your reasoning power with confidence so that do you Expect constructive results?				
19.	Do you expect positive results from the educational activity so that you can make proper use of various educational facilities?				
20.	Do you expect positive results so that you can actively participate in educational practice?				
21.	You can make yourself more passionate about your actions by being aware of your needs so that do you expect positive results from your actions?				