ABSTRACT
The purpose of the present study was to find out the academic achievement and level of aspiration (educational aspiration and occupational aspiration) of the adolescents girls. The aspiration scale (Educational and Occupational aspiration) and the last consecutive examination marks of 10+2 were taken and considered as dependent variables and habitation (urban-rural) of adolescents girls were considered as independent variables in the present study. For assess the Academic Achievement marks secured by the students in their last consecutive examination of 10+2 were used. High scores on Educational aspiration and Occupational aspiration shows that urban adolescent girls were high aspirant toward their educational as well as occupational choices and vice-versa. Results also revealed that Educational and Occupational aspiration has a positive and contributory effect on the Academic achievement of adolescents. The obtained data were analyzed with Mean, SDs, SEM and mean difference were computed by computing t-test.

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INTRODUCTION

Academic achievement has been serious concerns of educationist, social planners and administrators. Academic achievement depends on many factors personalistic and environmental. Every aspect of environment and personality affect academic achievement. The continued concern of the educationist, psychologists and social workers in identifying factors that operate to determine the level of academic achievement has resulted from the fact that many students in spite of high intelligence have achieved at a level below ability. Consequently new emphasis has been laid on their dimensions of personality and motivational variables.

Aspirations begin to be shaped early in child’s life, but are modified by experience and the environment. Aspirations tend to decline as children mature in response to their growing understanding of the world and constraints imposed by previous choices and achievements. This decline is particularly marked for those, who face multiple barriers. Aspiration means a strong desire to achieve something high or great. Aspirations, however, usually can not the achievement of something high or great. These also address both present and future perspectives. According to Sirin, Diemer, Jackson and Howell (2004).

Educational aspiration is an important variable in predicting academic achievement and may be seen as an element in academic achievement motivation, focusing as they do on the desire for success and the development of goals to succeed in particular educational fields or to gain a particular degree. There are different theoretical perspectives on the interpretation of educational aspiration and its significance for the future behavior.

Occupational aspirations are the thoughts, feelings, fantasies and goals that people have about their work, that affect their motivation and decision making with respect to their occupational choice and subsequent participation in their occupation. Rojewski (2005) defined occupational aspirations as “an individual’s expressed career related goals or choices”. Johnson (1995) referred to it as expressions of occupational goals, leading several authors to regard them as important career motivational variables, proving to be predictive of later career attainment levels (Chung, Loeb, & Gonzzo, 1996). Indeed, Looker and McNutt (1989) argued that adolescents’ occupational aspirations are a cause rather than an effect of educational and career attainment. Adolescents’ occupational aspirations and expectations have been viewed as significant determinants of both short-term educational and long-term career choices. The critical role for occupational aspirations in the career development of adolescents is reflected in their integral position in most career theories and in the large body of research conducted over the last half century (Rojewski, 2005).

Dunne, Elliott and Carlsen (1979) studied sex differences in the educational and occupational aspiration of rural youth over 926 girls and 861 boys of grade 10th, 11th and
12th. It was found that female significantly higher educational aspiration, the same or higher occupational aspiration, and equal ranges of job choices.

Rural or urban residence has been shown to be related to the educational and occupational aspirations of youth (Moore, Baum, & Glasgow, 1984; Cosby & Picou, 1973).

Peterson (1978) found adolescents from large urban communities thought more highly about themselves than did adolescents from rural communities. Barcinas (1989) concluded that urban students have higher educational and occupational aspirations than rural students.

Haller and virkler (1993) found the difference between aspirations of rural youth specially girls and non-rural youth means urban adolescents girls existed because of the lower socio-economic status of many rural families.

Kaur (2001) found in her study that Academic Achievement of urban girls were good in comparison to their rural adolescents counterpart.

Rothon (2011) examined the relationship between education aspiration and achievement of secondary education and found girls were more likely than boys to express a wish to remain in education.

PURPOSE OF THE STUDY

1. To assess the educational aspiration of rural and urban adolescent girls.
2. To assess the occupational aspiration of rural and urban adolescent girls.
3. To assess the academic achievement of rural and urban adolescent girls.

HYPOTHESES

1. Urban-Rural adolescents (girls) would differ significantly on their educational Aspiration.
2. Urban-Rural adolescents (girls) would differ significantly on their Occupational Aspiration.
3. Urban-Rural adolescents (girls) would differ significantly on their Academic Achievement.

METHOD

Sample

In the present study a sample of 100 adolescents (girls) aged between 16 to 18 yrs from different school and college of Darbhanga of 10+2 classes were randomly selected. Out of 100, 50 respondents from urban background and 50 respondents from rural background were selected.
RESEARCH TOOLS

1. The Personal Data Sheet (PDS)

STATISTICS USED

t-test was found suitable for analyzing and treating the obtained data.

RESULT

The results are shown in the following tables

Comparison of Educational Aspiration of Urban-Rural adolescents (girls)

Table 1

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>SEM</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>50</td>
<td>32.37</td>
<td>10.28</td>
<td>1.03</td>
<td>4.65</td>
<td>&lt;.01</td>
</tr>
<tr>
<td>Rural</td>
<td>50</td>
<td>25.90</td>
<td>9.34</td>
<td>0.93</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The result of Table 1 shows that educational aspiration of urban adolescent girls (M=32.37) were greater to the rural adolescent girls (M=25.90). The obtained t-value = 4.65 was significant at less than .01 level of significance. This showed that urban adolescent girls had significantly more educational aspirations than to their rural counterparts.

Comparison of Occupational Aspiration of Urban-Rural adolescents (girls)

Table 2

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>SEM</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>50</td>
<td>43.95</td>
<td>10.26</td>
<td>0.84</td>
<td>5.4</td>
<td>&lt;.01</td>
</tr>
<tr>
<td>Rural</td>
<td>50</td>
<td>37.94</td>
<td>8.64</td>
<td>0.71</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The result of Table 2 shows that Occupational aspiration of urban adolescent girls (M=43.95) were greater to the rural adolescent boys (M=37.94). The obtained t-value = 5.4 was significant at less than .01 level of significance. This showed that urban adolescent girls had significantly more occupational aspirations than to their rural counterparts.

Comparison of Academic Achievement of Urban-Rural adolescents (girls)

Table 3

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>SEM</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>50</td>
<td>45.2</td>
<td>13.26</td>
<td>1.33</td>
<td>3.74</td>
<td>&lt;.01</td>
</tr>
<tr>
<td>Rural</td>
<td>50</td>
<td>38.8</td>
<td>10.84</td>
<td>1.08</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The result presented in Table 3 revealed that the academic achievement of adolescent girls from urban background were higher (M=45.2) than to their rural counterparts (M=38.8). The mean difference was also significant at less than .01 level of confidence (t=3.74).

CONCLUSION

The following conclusions were drawn on the basis of the treatment and analysis of data.

1. Urban adolescent girls shown greater educational aspiration than their rural counterparts.
2. Urban adolescent girls shown greater occupational aspiration than their rural counterparts.
3. Academic achievement of adolescent girls from urban background was higher than their rural counterparts.

REFERENCES