

A Study on the Level of Aspiration and Achievement among the Students Study in Different Media of Education At Secondary Level In Hyderabad Dist (T.S)

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ABSTRACT:

DIVERSITIES IN INDIA:

India is a country of many races, religions, castes, communities and languages. This diversity has proved both a blessing and a curse. It is a blessing because it encourages free thinking and inspires to study and appreciate life from different social and geographical perspectives. It has proved a curse when it served the purpose of exploitation on the basis of caste, colour and creed. It is because of this diversity that the British rulers were encouraged to adopt the policy of Divide and Rule. Indian philosophers and saints recognized the blessings of this diversity and tried to unite Indians in one nation keeping intact the character of diversity. In spite of various stresses and strains over the ages, there has been remarkable cultural continuity in the history of India. Indian culture is a long process of assimilation and integration of different religions and cultures. Perhaps, this is one of the prime causes of the vitality of our culture. Throughout its chequered history, it has survived the vicissitudes of fortune and its capacity for synthesis and assimilation has given us a rich and varied heritage. The preservation of this cultural heritage is the duty of every citizen. subjects, the colleges of Teachers, Educational institutions of advance study in education especially State Council of Education Research and Training are making sustained efforts by providing in service education to the teachers handling these subjects at class X level. For the purpose of the present study, the total percentage of marks secured by the students in all the six subjects (viz) languages I, II and III, Mathematics, Science & Social Studies are taken as achievement.

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I. INTRODUCTION

Human nature is to have, have little more and more All individuals have hopes, their own goals and their own ways to achieve their goals. Each one sets his own goals for himself based on his own past experiences, unfulfilled wishes, personal abilities, social environment etc. Once he achieves his first goal, he aspires for the next and constantly strives for betterment of his present status. This longing for and striving after something higher than oneself or one's present status is called aspiration.

According to Hurlock, aspirations are the goals a person sets for himself in tasks which have intense personal significances or in which his ego is involved.

Maslow's (1954) self—actualization needs namely need to understand, to know, to create, to become what one is capable of becoming are the basis for a person's aspirations. The activities to which these higher needs lead will be ego-involved. Success in these activities leads to satisfaction whereas failure leads to feelings of inadequacy.

A child is readily influenced towards a task which makes him feel adequate, more capable, more admirable and more worthy i.e., in tasks which contribute to his self-esteem. In such ego involved tasks, the child puts his best efforts to become successful. An experience of success in these tasks increases his self confidence and motivates him to aspire for more difficult tasks. The more he expects of himself the more effort he will put in to achieve at high level and the stronger will be his aspiration.

In order to develop a level of aspiration, the child should have some idea of difficulty of the task and his own ability to learn and perform. Hence the child's level of aspiration is very unstable when he faces the performance of new tasks. But, in the performance of familiar tasks, he has learned already what level of difficulty he will be able to reach on the basis of his ability and the effort which he is able to expend. This level which he finds he can reach is most important in determining his level of aspiration.

IMPORTANCE OF SECONDARY EDUCATION:

Secondary Education is a stage in the formal education of an individual and coincides with the adolescence period. It is the stage which begins where the stage of primary education ends and goes before the stage of the first degree course. It is very important from individual, social, economic and educational points of view. It plays a significant role in the development of well balanced personality of man. It is a very important link between the primary and higher stages of education. It is an important stage because many students discontinue education after completing secondary education and join life struggle. It is the terminal stage in case of many students. In view of its Importance, secondary education aims at developing democratic citizenship, improvement of vocational efficiency, development of personality and development of leadership qualities among the students. It is the stage which begins to expose students to the differentiated roles of Science, the humanities and social sciences. In the State of A.P. the Secondary stage consists of Classes VIII to X, I to V being primary and VI and VII upper, primary. At the end of class X the student takes public examination and the successful

Candidates are awarded Secondary School Certificates (S S C.).

The main objectives of school education can be stated as follows:

- To develop literacy and numeracy skills and social awareness.
- To create scientific attitude
- To promote vocational efficiency and productivity.
- To develop qualities of political, social, industrial and cultural leadership.
- To prepare children for higher education.

These are realized by exposing the students to various scholastic and co-scholastic subjects. At this stage, the scholastic subjects include study of three languages, Mathematics, Environmental studies I (Social Studies) and Environmental studies II (Science). The Co-scholastic components include knowledge of socially useful productive work, Health and physical education, creative activities and moral education.

The general objectives of teaching the scholastic subjects can be stated as follows:

Languages : Develop listening, speaking, reading and writing skills.

Mathematics : Develop thinking reasoning analyzing and articulation.

Science: Develops spirit of enquiry, creativity, objectivity, courage to question and Aesthetic sensibility and develops problem solving and decision making Skills.

Social Studies: Develop universal and eternal values, unity and integration, social and Emotional integration, right attitudes, values and interests.

All the students irrespective of the group to which they belong are required to acquire the knowledge of the scholastic and co-scholastic curricular areas at SSC level And take the examination.

LEVEL OF ASPIRATION:

The word aspiration means "a will to succeed", "a cherished desire". Level of aspiration means the degree or quality of performance (exhibited in a testing situation) which an individual desires to attain or feels he can achieve. Level of aspiration is the level to which one aspires, a standard set by a person by which success or failure can be personally gauged.

Aspiration levels play an important role in everyday decision making. In the dictionary of psychology of James Dreyer referred, level of aspiration as "term which is best explained as a frame of reference involving self esteem, or alternatively as a standard with reference to which an individual experience (i.e.) has the feeling of success or failure"⁵.

In terms of psychology, level of aspiration is referred to as the degree or quality of performance (exhibited in a testing situation) which an individual desires to attain or feels he can achieve. It is the probable attainment by the individual in the near future.

It may vary from individual to individual and place to place affecting it the level may increase or decrease. Level of aspiration is defined as the goal or standard that individuals set for themselves in a task based on past experience and facility with the task.

The traditional research paradigm that was used to assess level of aspiration was the ringtoss game in which individuals were asked to toss rings over a peg while standing at different distances from the peg. Distances further away from the peg were given more value because they obviously made the task more difficult. The subjects were given some experience with the game (usually 10 trials) and then asked to state their goal for the next 10 trials. How many are going to try to get over the peg with the next 10 trials? The combination of different distances and values allowed the experimenter and subjects to estimate both expectancy (Probability of success for a loss) and value (distance from peg).

Level of aspiration is a goal that the individual sets for himself and that he strives to achieve. It is an individual's future expectation. It is an estimate of an individual's future in a given task. It involves a form of self motivation, which involves competition with one's own past experience. There are different tests developed to assess the level of Aspiration on the part of the individual. By administering these tests one can find out the level of aspiration of an individual. The most famous test to assess the level of aspiration is the test developed by Bharagava in 1975. It involves 10 trials for the individual. The goal discrepancy score GDS and the Attainment discrepancy score ADS are computed and aspiration level is assessed.

ACHIEVEMENT:

Achievement refers to a noteworthy act. It connotes final accomplishment of something noteworthy, after much effort and often in spite of obstacles and discouragements. It is the performance of something difficult, generally demanding skill and strength.

Academic Achievement:

"An academic achievement is something one can do or achieve at school, college or university in a class, in a laboratory, library or field work. It does not include sport or music".

Academic content standards are statements of the knowledge and skills that schools are expected to teach and students are expected to learn. These refer to various subjects that the school is required to arrange for teaching.

Academic achievement standards are explicit definitions of how students are expected to demonstrate attainment of knowledge and skills reflected in the content standards. A school from a test aligned with the content standards is one method of defining an achievement standard. Academic achievement standards should be conceptualized as a system that includes the following components.

- Achievement level labels for levels of student achievement that convey the degree of student achievement in a given content area. Each achievement level compasses a range of student achievement.
- Achievement descriptors - Descriptions of the content based competencies Associated with each level of achievement. Achievement descriptors describe what students at each achievement level know and can do.
- Cut scores on an assessment that separates one level of achievement from another.

In the dictionary of psychology, edited by James Dreyer, Achievement is defined as "performance in a Standardized series of tests usually education." Achievement age is the chronological age corresponding to any particular level on a scale of achievement tests. Achievement quotient is the ratio of achievement age to the chronological age of the individual tested as expressed as a percentage. Achievement tests are the tests constructed and standardized to measure proficiency in school subjects. In all cases 'accomplishment' is sometimes used in place of achievement. In an educational programme, tests occupy an important place as they are the only means of judging the attainment of objectives set forth for teaching the subject and also for judging the efficacy of learning experience as provided for the pupils, which is regarded as achievement. Examinations play a very important role in the educational process. These

are major instruments for providing information relating to the achievement of the students. They are the only means to assess the achievement of the students. The indicator for completion the first 10 years of schooling in case of pupils is the session of Secondary School Certificate (SSC). For the examination a student in Andhra Pradesh is required.

II. METHODS OF DETERMINING LEVEL OF ASPIRATION

Various approaches are available for determination of level of aspiration. Some of these approaches are laboratory based, wishes based, ideals and New Year resolutions.

Laboratory approach:

In laboratory investigations of level of aspiration subjects are asked to indicate what level of performance they expect to achieve on such tasks as solving puzzles and tracing mazes. After they have performed the task one or more times and have been told how well they performed, they are again asked to state their level of aspiration for a future performance. Using this general procedure, the experimenter is able to determine how the level of aspiration is influenced by prior success and failure.

The results of such investigations indicate that aspiration usually remains close to actual performance. but there is a tendency for it to be above, rather than below, the performance level. Also, there is a greater tendency for the individual to raise his goal after success than to lower it after failure. In addition, social factors are important. For example, individuals tend to raise their level of aspiration when they are told that the average performance of a group regarded as inferior is above their own.

Feelings of success or failure do not depend upon performance alone. For any given individual, there is no feeling of failure when the task is too difficult or virtually impossible. Similarly, little or no satisfaction is gained when the task is below a certain level of difficulty. More remote goals can be studied less successfully by laboratory techniques.

Another method of telling whether the person has high or low achievement motives is to have him tell a story about a picture shown to him. For example, if his story centers on a character who is trying to improve in some aspect of his life, such as getting a better job or becoming more popular, it is generally concluded that his own characteristic method of aspiring is reflected in what he says about the main character of his story.

Approach of wishes:

Studies of wishes reveal that people of the same age levels wish for much the same things. Almost every adolescent wishes to be more attractive in appearance, to more popular with members of both sexes, and to improve his relationships with members of his family. Since many young people lack the socio-economic status, the cultural background and the personal characteristics needed to attain their wishes. Usually, there exists wide gap between already-achieved goals and hoped for goals. With knowledge of the person's past performance and potential behavior in areas where his wishes are strongest, it is possible to predict whether he will achieve his goals.

Approach of Ideals:

Studies in which people are asked to name their ideal person whom they admire or hope to model themselves after, give important clues to levels of aspiration. Knowledge of a child's ideal may indicate what he hopes to be when he grows up and sometimes even what he hopes to be in the relatively near future. But, unless he selects as his ideal a person whose abilities and personal characteristics are similar to his own, his level of aspiration is almost sure to be unrealistic.

New Year's Resolutions:

Study of New Year's resolutions shows what the person's aspiration for the future is and in what area of his life he feels that he has fallen short of his own and other's expectations. Resolutions, like wishes, may be realistic or unrealistic, depending on how close or how remote they are from present abilities and the person's potentials.

KINDS OF ASPIRATION

Aspirations can be divided into 3 categories depending on the function they serve in the persons strivings.

1. Positive and negative aspirations : If a person's aspirations are oriented towards achieving success they are called positive aspirations. If a person's aspirations are centered around the goal of avoiding failure they are called negative aspirations.

Positive aspirations give more self-satisfaction and greater feelings of self-importance from achievement. Hence most people have positive aspiration. Only persons with a past history of failures get satisfied with negative aspirations.

2. Immediate and remote aspirations: If a person's aspirations are to reach immediate goals or short-term goals, they are called immediate aspirations. Remote aspirations are a person's future goals and they relate to areas of life which are specially important to him.

Immediate aspirations are influenced by circumstances present at that moment whereas remote aspirations involve both environmental and personal factors.

The main causes for unrealistic aspirations are uncontrolled imagination or wishful thinking, the mass media, traditional beliefs and ignorance due to inexperience.

The relative stability of childhood environment and child training methods of parents lead the child to develop a habit of either aspiring realistically or unrealistically. By adulthood, the individual often unconsciously develops feelings of personal inferiority or superiority depending on how successful or unsuccessful he has been in achieving His goals over the years.

A person's level of aspiration rises if he succeeds and drops if he fails. The amount of success and failure necessary to change one's level of aspiration will vary considerably from person to person and from one situation to another. Further a person's level of aspiration is influenced by both personal factors and environmental factors

III. FACTORS THAT INFLUENCE LEVEL OF ASPIRATION

Environmental factors:

1. Family pressures: Expectations of parents and grandparents in a family Cause Pressure and influence the aspirations of children. Pressure for high achievement starts from childhood and becomes stronger as the child approaches adolescence.

Usually a child who is good in one area is expected by parents to be good in all other unrelated areas also. For example a child who tops the class in mathematics is expected to score equally high in English and Physical education also. The child may not have same abilities in all fields. Therefore such parental expectation leads to pressure within a family.

Greater pressure is placed on the only child than on child with siblings. The first born will have greater parental pressure than other siblings.

Sometimes parental pressures arise from their own unfulfilled aspirations and sometimes from competition with other parents.

2. Group Expectations: The person is motivated by the group with which the person gets identified to aspire for achievements that will confirm to the expectations of that group. This influence of the group increases as the child grows. Therefore the members of the peer group have more influence on educational, vocational and social aspirations during adolescence than family members.

3. Cultural Traditions: In cultures with class systems. People are discouraged from having high aspirations though they have abilities and interests as they cannot go outside their class. In democratic systems, where rigid class systems do not exist people are encouraged to aspire high and are lauded by doing so.

4. Competition with others: Generally when competing with superiors people lower their aspirations and tend to raise them when competing with their equals or with persons who do not come up to their level. Competition with others starts in early childhood and the pattern of aspiring like others becomes an established habit by adulthood.

5. Past Experiences : Praising or rewarding a person for his efforts rather than his achievements encourages the child to aspire high. Whereas frustrations due to past failures leads to low aspirations. If a child is to learn to aspire realistically, his past experiences should include a balance of successes and failures. The teacher should organize situations dominated by the prospect of success. It is through success high levels of aspiration, reasonable standards of personal achievement and improvement can be progressively achieved.

Personal Factors:

1. Intelligence: People who are bright have more realistic aspirations at all ages than those of average and below average intelligence. Those who are less bright tend to over-estimate their abilities and their aspirations will be mostly unrealistic. Bright adolescents tend to set vocational goals which are according to their abilities, interests and opportunities whereas the less bright are influenced by wishful thinking about what they think as glamorous and prestigious.

2. Sex: Boys usually feel greater need for achievement in school work, athletic and vocational advancement. Hence they tend to set aspirations above their importance like in social life and marriage because they recognize that they should fit their vocations into their marriage plans. These differences in aspirations are even more marked in adulthood than in adolescence.

3. Interests: Aspirations that are closely related to a person's interests and that satisfy some need in a person's life are more likely to persist than those related to transitory interests. Aspirations related to person's abilities are more likely to be realistic than those fostered by rooted in these social pressures. If interests change, the aspirations in the interests also change one may develop new goals, show shifts in priorities of existing goals or discard goals that have former significance. Some of these changes emerge as the experience and learning, and some result from requirements at different life stages and others are influenced by changed environmental conditions.

4. Values: Values are reflection of the person's home training, cultural background and philosophy of life. They influence the intensity of person's interests and give an emotional tone to his aspirations. In areas like vocational and mate selection where the person's values are strong, aspirations are generally higher unrealistic and less related to persons capacities than in other areas. For example adolescents are more attracted towards prestigious vocations though they may be ill fitted for them by temperament ability and training.

5. Self-Esteem: Self-esteem is a function of the correlation of the person's ideal and real self concept. The more they coincide, the higher is the self-esteem. People with high self-esteem try to protect themselves from negative self-evaluations by minimizing failures and concentrating on their success. People with low self-esteem on the other hand, lower their aspirations and increase their chances of to take 11 papers. The marks requirement for pass in the

IV. OBJECTIVES OF THE STUDY:

As already mentioned, Aspiration refers to a strong desire to achieve an end.

Achievement refers to the performance in School Subjects. Thus, there exists a relation between aspiration and achievement. This needs to be studied among the Students studying through different media of Education at SSC (i.e.) X class level, confining to Hyderabad District of Andhra Pradesh. Keeping this in view, the following objectives were

Formulated for the present study.

- 1) To study the level of aspiration of Students studying through Urdu, English and Telugu media at SSC level (i.e) X class.
- 2) To examine the achievement levels of Students studying Through the three media i.e. Urdu, English and Telugu.
- 3) To establish the relationship between the level of aspiration and achievement level in academic subjects of Students studying through Urdu, English and Telugu media in X class.
- 4) To examine the relative differences in relationship between level of aspiration and level of achievement, among the students taking the three media i.e. Urdu, English and Telugu.
- 5) To study the variable differences in the relationship between level of aspiration and level of achievement among the Students learning through different media with reference to the variables of Sex of the Students, Occupational Status of Parents, Educational Status of parents and Management of Schools.

DEFINITION OF THE TERMS USED :

The following are the definitions of the terms used in this report.

The level of Aspirations (LOA):

The level of Aspirations is an individual future expectation or ambition. It refers to the estimate of one's future in a given task. In choosing lifestyle and in doing daily activities, people differ largely in their expectations and aspirations. Various definitions given for level of aspiration reveal the fact that it implies a form of self motivation involving competition with one's past performance. When the individual is actively involved in a task, he sets himself a new standard or goal to achieve. He tries to gain excellence and attempts to do better than what he did before, raising his goal in every new attempt. If he succeeds in reaching the level he expected to reach or if he attains a higher level than the expected ones, he experiences success, which is not only satisfying him but also serves as a motivating force which is normally followed by a lowering of the goal so that it may be achieved in the subsequent attempts.

Achievement:

The acquisition of desirable characteristics of an individual is called achievement. Academic achievement is characterized by the progress achieved in academic pursuits and other related disciplines.

Academic Achievement with respect to gender:

There exists a gender bias in Indian society. The girls are treated as second grade citizens. Foeticide is very common in most of the Northern states in India which results in an imbalance in the population of boys and girls.

The Plight of women in India is very deplorable. Despite many efforts made by the Government and Philanthropists to improve the status of women, there seems to be no significant change. The difference of gender comes in the way of their academic achievement, many girls are of the opinion that their parents don't allow to continue their education for a longer period for various reasons whereas the boys have an assurance that they will be allowed to continue their higher studies. Such constraints affect adversely the achievement of the girls.

Academic Achievement with respect of medium of instructions

Students in India are free to choose any medium of instructions among the multi lingual situation in India. Every state has a different language. Govt. makes arrangements for regional medium schools. Telugu & Urdu are recognized as State languages in A.P. Telugu and Urdu medium are found in A.P. besides English medium institutions. English medium schools are mostly concentrated in big cities. Majority of the schools have Telugu medium whereas a few Urdu medium schools are available in Urban areas. In Govt. and aided schools, majority of the students are from the weaker sections of the society. A study suggests that these disadvantaged sections face a number of emotional problems. A significant correlation was found between achievement and motivations in academic pursuits. Teachers and parents should pay considerable attention to develop motivation among the children. The students belonging to weaker sections may hesitate to asking questions or responding to questions in an academic setting.

Havegrust (1964) and Tannenbaun (1967) reported their research finds which suggest that the students of weaker sections are characterized by denigration of one's potential as a person and as a learner by a low inspirational level in academic pursuits (Telugu & Urdu Media). These students are generally the under achievers. They often show anxiety, depression, poor self confidence and less interest in academic matters.

Academic Achievement with respect to type of management

Coleman's research revealed the influence of home and school on academic achievements. The standard by school and its teachers make a considerable difference in the type of management in the academic performance. Social status of the students is also a distinct factor which influences the performance of the successful and the unsuccessful students. Students from higher social status perform better in schools than those who come from poor families.

Brief Definition of the terms used:

Aspiration: Desire on the part of the students to achieve.

Achieve: The scholastic achievement of students.

Different Media: Urdu, Hindi, English and Telugu Media.

SSC Level: The final class of a High School Referring to X Class.

Significance of the Problem of investigation:

The purpose of education is to make the student physically strong, intellectually alert, emotionally stable, culturally sound and socially efficient. It is to promote the development of a well integrated person capable of exercising such responsibilities in society as this powers allow. To produce self assured, more productive, more capable and more thinking type of citizens is the ultimate purpose of education. Acquisition of education by the child depends on a large number of factors. The physical and mental qualities play a very important part in the cognitive development of the child. must be some motive or will on the part of the child.

There Indian which drives him to reach the cherished goal. It is generally well, and that of low level of aspiration does not believed that a child with a high level of aspiration will perform At high school, students are exposed to three language subjects, mother tongue or regional language, one modern language and English, the library language, mathematics, science and social studies. High School stage lays foundations for higher education. It is the stage where the aspirations of the individuals blossom and take shape. At this stage interests, abilities and capacities develop. Basing on the needs and interests of the students at this stage one may choose any institution offering any medium of instruction, that is, Telugu, English or Urdu. As already mentioned to achieve or reach any goal one should have aspiration. Aspiration is a strong desire on the part of the individual to achieve an end, an ambition. Achieve means, attain a desired level of performance. In psychological terms, it refers to the performance in a standardized test. Thus, there is a close relation between aspiration and achievement. If the individual has strong aspiration, then he every possibility of succeeding the goal set forth by him. Has To add to the existing knowledge base, there is a need to study the relation between the aspiration level and achievement of the students specially belonging to. Students are studying in three categories of schools. te) in Schools of their own mother tongue fi.e) Urdu, in schools which are offering English as medium of Instruction and in Telugu medium schools. How the relation is in between aspiration level and scholastic achievement among these categories of students needs to be studied. Further, no studies are done at this stage with regard to students. The results of the study will help understand the present status and help suggest steps for the improvement of education of students. Hence the present piece of investigation (viz). "A study on the level of aspiration and achievement among the students studying through different media of education at SSC level in Hyderabad District"

V. FINDINGS OF THE STUDY

Based on the analysis and interpretation of the data collected through the Level of Aspiration test and marks secured by the X class students of different media, the following findings were made.

- 1) The co-efficient of correlation value of 0.75 obtained between the level of aspiration and achievement in case of Urdu Medium students indicates that there is a substantial positive correlation between the LOA and achievement.
- 2) The coefficient of correlation value of 0.61 obtained between the LOA and achievement in case of Telugu Medium students indicates that there is a substantial positive correlation between LOA and achievement
- 3) The coefficient of correlation value of 0.62 obtained between the LOA and Achievement in case of English Medium students indicates that there is a positive substantial correlative between LOA and achievement.
- 4) The coefficient of correlation value of 0.65 obtained between LOA and achievement in case of all the Urdu, Telugu and English Medium students indicates, that there is a positive substantial relationship between LOA and achievement.
- 5) The coefficient of correlative value of 0.71 obtained between LOA and achievement in case of Muslim boys sample belonging to the three media indicates, that there is a positive substantial correlation between LOA and achievement.

- 6) The coefficient of correlation value of 0.79 obtained between LOA and achievement in case of Muslim girls belonging to the three media indicates that there is a positive substantial correlation between LOA and achievement.
- 7) The coefficient of correlation value of 0.79 obtained a Occupation between LOA and achievement in case of all the students of the three media whose parents is employment indicates positive substantial correlation between LOA and achievement.
- 8) The coefficient of correlation value of 0.68 obtained between LOA and achievement in case of all the students of the three media where parent's
- 9) Occupation is labour indicates that there is a positive substantial correlation between LOA and achievement. The coefficient of correlation value of 0.76 obtained between LOA and achievement in case of all the students of the three media, whose parental education is Degree, indicates of positive substantial correlation between LOA and achievement.
- 10) The coefficient of correlation value of 0.90 obtained between LOA and achievement in case of all the students of the three media where parents are literate indicates that there is a high to very high positive correlation between LOA and achievement.

VI. CONCLUSIONS :

Based on the findings made, the following conclusions were drawn from the study. Among the high school students irrespective of the medium in which they study, there is a substantial correlation between their levels of aspiration and the scholastic achievement. Variables of sex, educational status of the parents, status of parents and management of the occupational schools have no influence on the correlation between the level of aspiration and scholastic achievement in case of high school students.

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