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Educational Aspirations of University Girl Students: A Study of Lucknow

Abstract

Educational aspirations of women or girls begin to shape up as they enter into their university education. During university education they need support to explore varied opportunities to develop talents and skills. The Indian constitution recognizes that education to all citizens is a constitutional right. There are many policies implemented by the state and central governments on women empowerment, gender disparity, and equality to women, particularly in education. The present study is based on the educational aspirations of the girl students. The study was conducted at Babasaheb Bhimrao Ambedkar University (A Central University), Lucknow, Uttar Pradesh, India. The study involves a total of 88 students of undergraduate and postgraduate students. A set of questionnaires were prepared to get the responses of the girl students of the university. A Google Meet link was created by the researcher. All the girl students were invited to the Google Meet link. After joining the Google Meet link, the researcher briefed them about the questions, and then a Google Form was provided to them with appropriate questions about educational aspirations. All the girl students attempted the questions and responses were collected.

Keywords: Education, Girl, Postgraduate, Students, Undergraduate, University.

Introduction

India is a developing economy and is considered one of the largest democracies in the world. It is expanding in many areas of development, which is vital to the growth of the nation. Along with economic and infrastructural development, there is also a need for social development. During the time of independence, the female literacy rate was a mere 8.6 percent. Though it has seen a rise,

India has not met the world's average female literacy rate. Educational aspirations of women or girls address a strong desire to achieve something high or great in society. Therefore, educational aspirations are a dream, which every girl student wants to achieve after completing their education. The different national educational policies and commissions give high priority to gender equality and these have led the entire education system to work for the upliftment of women. Educated women are always given better social status and respect from family members and peers.

In the study it is seen that higher education for girls helps them fulfil their full potential and achieve success in their careers. Obtaining the highest or higher education allows female students to better grasp the level of education, which may benefit their future. In earlier studies it was seen that girls have higher educational aspirations than boys. Boys feel more rejected with the atmosphere at home in comparison to girls who experienced more nurturance than boys (Goel 2004). There were insignificant gender differences in educational aspirations between senior level high school students (Dai 1996). Family influences shaped students' educational goals by influencing attitudes, extracurricular activities, reading for homework, school, and students' impressions of their parents' educational aspirations (Garg et al. 2002). Changing roles for women worldwide have placed young adult women in a bind, caught between the customary role of wife and mother and newer aspirations for higher education and careers (James-Hawkins et al. 2016). In Gulf countries, such as Qatar, gender norms about women's roles as wives and mothers may have a particularly strong influence on their aspirations (Liloia 2019). Despite strong gendered familial expectations for women to marry and bear children, competing influences place pressure on women to contribute to the nation-state (Moghadam 2004). The concept of aspiration is highly connected to human intelligence levels. In the modern era whole world focuses on quality education because education is the key to success in modern times, so the study of the educational aspirations of female students is more relevant and important.

Literature Review

Gupta (2015) in her book, 'Status of Tribal Women in Tripura' says that women play a central role in the pastoral way of life, providing labour for the livestock, land and household. In many societies, women are responsible for managing and processing small stock and other animals kept at the homestead. They are the backbone of the pastoral economic structure in Tripura, a state

of substantial participation and contribution to the pastoral economy with respect to the role of women in India, as the production system is much dependent on them. In spite of Tripura's livestock, production has not been paid enough attention. The status of the pastoral tribal women of Tripura has not remained static over time and is undergoing rapid changes at present. When primary and secondary subsistence activities are counted, women work more than men. Status of women varies in different societies. Despite several economic, political and social changes, women are still far behind (Bhasin 2017).

In tribal communities of Odisha women have their unique status and much more empowered than non-tribal women due to their significant role in social, religious, political, cultural and economic field in their family as well as in village or community level. The women in the tribal society constitute about half of the tribal population. Their role in the tribal society is very important, because the tribal women work harder and the entire family economy and management depends on them. The tribal women were better placed in many respects and more empowered in certain areas (Mohapatra 2017).

Study of the Socio-economic Roots of Gender Violence in Odisha points out that violence against the vulnerable sections of the society arising due to multitude factors in the era of globalization is a serious matter of social and academic discourse. The growing incidence of violence perpetrated against women in contemporary times is a testimony to the fast-eroding idea of human security in a globalized world, which originates from the patriarchal power structure existing in the society (Dhal 2018).

Families with higher incomes and higher social status have favourable opinions about education and teaching their girls. Lack of a suitable school atmosphere, need-based curricula, female teachers, and financial difficulties are the main causes of the unfavourable opinions held by the majority of families. However, the government's primary worry is the acute lack of physical infrastructure and human resources for girls' education. Providing new school locations, guaranteeing the availability of school buildings and associated infrastructure, and offering various fellowships and scholarships for underprivileged students are some ways to address the issues in girl education (Puhan et al. 2013). It is very much essential for students to have high educational aspirations as it is only education that opens up new opportunities for employment, provides more security and changes their standard of living (Hembram and Rout 2024).

Objectives

The objectives of this study are:

1. To know the educational aspirations of the undergraduate and postgraduate girl students.
2. To identify the factors influencing the girl students to achieve their aspirations.

Methodology

The study has been conducted using a quantitative research method. For the data collection the researcher has applied the survey method. A self-made questionnaire was prepared by the researcher. The questionnaire was supplied to all the students through Google Forms by conducting an online survey. To check the reliability and validity of the items, a pilot study was conducted before the survey. The total number of girl students was 88 of whom samples were taken, out of which 52 were studying for a Master's degree (PG) and 36 for a Bachelor's degree (UG). The sample of the study consists of undergraduate and postgraduate girl students of Babasaheb Bhimrao Ambedkar University (A Central University), Lucknow, Uttar Pradesh, India, by using simple random sampling technique.

Data Analysis

Objective 1: To Know the Educational Aspirations of the Undergraduate and Postgraduate Girl Students

A total of 88 students participated in the survey, of which 52 (59.1%) were from Master's degree and 36 (40.9%) were from Bachelor's degree.

Table 1 shows the profession or jobs which most of the girl students want to become. Every student of today has some dreams to become some important person in society, so that they can serve the people with great enthusiasm and zeal. They focus on their studies to achieve a high status with their graduating class. It is found that a maximum of 59.1 percent of the girl students want to become a teacher, 22.7 percent of the girl students want to choose some other profession, that is, they are not sure of and other few want to become engineer, doctors, scientists and self-employed. Therefore, it can be seen that today still girl students prefer to become a teacher, which is a very attractive profession for them.

Question - What do you want to become?

Table 1

<i>Variables</i>	<i>Frequency</i>	<i>Percentage</i>
Air hostess	1	1.1
Engineer	2	2.3
Manager	2	2.3
Scientist	4	4.5
Self-employed	3	3.4
Social worker	4	4.5
Teacher	52	59.1
Other	20	22.7
Total	88	100.0

Table 2 shows the choice of subject in their Under Graduate studies. Choosing a subject can provide a sense of direction for the girl students in their education and career. Interest in any subject helps to define what girl students want to achieve and allows them to identify the steps to reach their destination. It is seen that a maximum of 71.6 percent of the girl students choose their subject, which is their personal choice. Similarly, one sees that an equal percentage (11.4%) of the girl students responded that their parents or their siblings helped to choose a particular subject in their undergraduate course, and minimal girl students responded that their teachers or friends helped in choosing a particular subject in their undergraduate course.

Table 2: Who helped you to choose a particular subject in undergraduate?

<i>Variables</i>	<i>Frequency</i>	<i>Percentage</i>
Siblings	10	11.4
Friends	1	1.1
Own choice	63	71.6
Parents	10	11.4
Teachers	4	4.5
Total	88	100.0

Table 3 depicts the relationship of interest in the aspiration of getting higher education. Higher education for girls helps to realize their true potential and achievement in their career. Getting the highest or a higher education helps girl students to understand better the level of education, which may help them for their better future. It shows that around 44.3 percent of girl students say that it is only by proper education, they can go a long way in life, around 25 percent of girl students responded that in a democratic country everyone has a right for education, around 21.6 percent of girl students responded that they can command more respect and recognition by the people due to their highest education, and around 8 percent of girl students responded that without properly being educated, people may take undue advantage of them. Therefore, one can say that higher education for girl students helps them to think in new ways and overcome the hurdles they face in their daily life.

Table 3 – What are the reasons for choosing the highest education of interest as your aspiration?

<i>Dimensions</i>	<i>Frequency</i>	<i>Percentage</i>
I can command more respect and recognition by the people due to my highest education.	19	21.6
In a democratic country everyone has a right for education.	22	25.0
Only by proper education, I can go a long way in life.	39	44.3
Without properly being educated, people may take undue advantage of me.	7	8.0
Other	1	1.1
Total	88	100.0

Table 4 shows the wish of girl students in continuing their studies till level of education. Aspiration is an abstract word or value and beliefs regarding future plans, what a person wants to achieve whether in education or in a profession. Here the wish taken by a girl student reflects about her educational achievement till which educational level she wishes to achieve.

Table 4 – When do you wish to continue your studies until?

<i>Variables</i>	<i>Frequency</i>	<i>Percentage</i>
Undergraduate	1	1.1
Ph.D.	38	43.2
Postgraduate	16	18.2
Post Doctorate	1	1.1
Professional Training (in own choice of profession)	32	36.4
Total	88	100.0

It is found that around 43.2 percent of girl students responded that they would like to study till PhD, around 36.4 percent of girl students responded that after completing their undergraduate or postgraduate they should go for professional training related to their respective subjects, and around 18.2 percent of girl students responded that they would like to study till post-graduation. Therefore, one can see that girl students have higher educational aspirations.

Objective 2: To Identify the Factors Influencing the Girl Students to Achieve their Aspirations

Table 5 – Who encourages you to achieve your goal?

<i>Dimensions</i>	<i>Frequency</i>	<i>Percentage</i>
Siblings	4	4.5
Friends	1	1.1
Parents	30	34.1
Self	44	50.0
Teachers	9	10.2
Total	88	100.0

Table 5 shows the encouragement received from the different people to achieve their goals. To encourage or motivate the girl students towards their goal can help them avoid loss of time or spending excessive on education and it may lead them towards one specific and achievable goal. It shows that 50 percent of girl students responded that they are self-motivated towards their goal, whereas 34.1 percent of girl students responded that it is their parents who encourage them to achieve their goals, and similarly 10.2 percent of the girl students responded that their teachers encourage them in achieving their goals. Therefore, one can see that today's girl students are more conscious about their education and career.

Table 6 – What are the factors that influence you towards a particular job or profession?

<i>Factors</i>	<i>Frequency</i>	<i>Percentage</i>
Attracted towards a particular job or profession	12	13.6
To become self-reliant	41	46.6
To follow your role model	3	3.3
To have better life	14	15.9
To help others	18	20.5
Total	88	100.0

Table 6 shows the factors influencing girl students towards a particular job or profession. There are millions of girl students around the world being denied an education because of discrimination, poverty and due to other social and cultural phenomena. Still, they want to learn, fulfill their dreams, work and help their families and communities. It shows that 46.6 percent of girl students believe that doing any job or profession makes them self-reliant. Similarly, 20.5 percent of girl students think that doing any job or profession will make them capable of helping others. Again, one can see that 15.9 percent of girl students think that doing any job or profession will lead to a better life. Therefore, one can see that the maximum number of girl students want to be educated, to become self-reliant, to have a better life and to help others.

Table 7 – I would like to pay more attention to my studies because...

<i>Dimensions</i>	<i>Frequency</i>	<i>Percentage</i>
I am very particular about my studies	21	23.9
I can reach my goal fully by attaining a good education	54	61.4
I would like to complete my education without any loss of time	12	13.6
Other	1	1.1
Total	88	100.0

Table 7 explains the ideas that girl students give attention to their studies. India's country's economic and social conditions are very much dependent on girl education. Today, an educated girl or woman can result in a decrease of social evils, for example, corruption, dowry, domestic violence, child marriage, etc. Thus, one can see how one educated girl or woman can bring so much change to her life and the lives of others. It is found that girl students give attention to their studies. It shows that 61.4 percent of girl students responded that they pay more attention to their studies because education can only help them to reach their goals. 23.9 percent of girl students responded that they are very particular about their studies. Similarly, 13.6 percent of girl students responded that they completed their education without wasting any time. Therefore, one can see that most of the girl students have a special desire to complete their higher education.

Table 8 focuses on the value of education for a girl child. Performance of girls in class 10 and class 12 board examinations, 2022 of different boards of India is very remarkable, even in the UPSC, and the 2022 result shows that all first, second, third and fourth rankers are girls. Therefore, over the past couple of years, girls have surpassed boys in their final examination and in competitive examinations. It is found that 60.2 percent of girl students responded that the education they are getting seems to be essential to them because it enables them to expand themselves in the world of knowledge. Again, around 21.6 percent of girl students responded that the education they are getting seems to be helpful in getting a job, and around 11.4 percent of girl students responded that the education they are getting seems to be meaningful to them because it enables them to secure a high status. Therefore, one can see that girl students have many good expectations from education.

Table 8 – What I expect from the education I am getting seems to be...

<i>Dimensions</i>	<i>Frequency</i>	<i>Percentage</i>
Essential as it provides minimum knowledge of various values.	5	5.7
Essential to me because it enables me to expand myself in the world of knowledge.	53	60.2
Helpful to get the job.	19	21.6
Meaningful to me because it enables me to secure a high status.	10	11.4
Other	1	1.1
Total	88	100.0

Table 9 reveals that girl students of UG/PG are more focused on their study and more conscious towards their profession. Time spent every day on studying can help the girl students to maintain consistency. This can further improve their performance and help them to achieve their desired goals. It is found that girl students of undergraduate and postgraduate are more focused on their studies and more conscious towards their profession. According to the study conducted, 75 percent of girl students spend more than two hours of study every day, while 9.1 percent spend a minimum of two hours of time every day. Studying for some time everyday helps them to acquire new information and knowledge. Additionally, it helps the girl students to combat the pressure of last minute preparation, which can hinder their performance. Therefore, one can see that being regular with studies helps the girl students to increase their performance and develop their confidence. It is also found that there is a keen interest of parents in their girl children's education.

Table 9: How much time do you spend every day studying?

<i>Variables</i>	<i>Frequency</i>	<i>Percentage</i>
Less than one hour	5	5.2
More than two hours	66	75.0
Not able to give any time	4	4.5
One hour	5	5.7
Two hours	8	9.1
Total	88	100.0

Table 10 reveals about the attraction towards a particular profession of a girl child. Choosing a career marks a determinant moment in the life of girl students. To choose any profession or attraction towards any profession depends on a series of intrinsic and extrinsic factors that relate to one another in different ways. As the survey reveals that out of 88 respondents, 59.1 percent or more than 50 percent of girl students want to become teachers or want to join the teaching profession. It is found that 77.3 percent of girl students say that they like that profession very much. Similarly, 12.5 percent of girl students say that their parents encourage them towards that profession, whereas one can see that very few percentage of girl students respond that it is their teacher or siblings or friends that encourage them towards choosing their career.

Table 10: Why are you attracted towards a particular profession?

<i>Dimensions</i>	<i>Frequency</i>	<i>Percentage</i>
I like that profession very much	68	77.3
My brothers and sisters encourage me	2	2.3
My parents encourage towards that profession	11	12.5
My teachers encourage me	3	3.4
My friends encourage me	4	4.5
Total	88	100.0

Table 11 focuses on the feeling of the girl child towards higher education. The last survey of All India Survey on Higher Education report shows that there is 49 percent share in total enrollment of women in higher education. Today, one can find that girl students from all sections of society have entered the realm of higher education with full gusto. It is found that 50 percent of girl students responded that going for higher studies is a value for them because they cannot achieve whatever they want in the society without education, and again 28.4 percent of girl students responded that going for higher studies is a value for them because they have seen many educated people well settled in life and 13.6 percent of girl students responded that going for higher studies is a value for them because they have realized that there are big differences in educated and uneducated people.

Table 11 – I feel that going for higher studies is essential for me because...

<i>Dimensions</i>	<i>Frequency</i>	<i>Percentage</i>
From the material point of view also it is needed.	6	6.8
I cannot achieve whatever I want in society without education.	44	50.0
I have seen many educated people well settled in life.	25	28.4
There is a difference between educated and uneducated persons.	12	13.6
Other	1	1.1
Total	88	100.0

Table 12 shows that 39.8 percent of girl students responded that their feeling about education is a stepping stone for a successful life and it helps for progressive life. There is a saying that if you educate a boy, you educate one person, when you educate a girl, you educate the whole family. Therefore, education of a girl student is very essential not only for equality but also for social transformation. Today, educated women are very much capable of taking care of their families, health, nutrition and education of their children. Again, 10.2 percent of girl students responded that their feeling about education is that it is helpful to lead a happy life, and 9.1 percent of girl students responded that their feeling about education is necessary for getting a status in life. Therefore, one can see that education has a direct impact on women's empowerment by creating awareness about their rights and opportunities available to them.

Table 12 – My feelings about education are that...

<i>Dimensions</i>	<i>Frequency</i>	<i>Percentage</i>
It helps for progressive life.	35	39.8
It is a stepping stone for a successful life.	35	39.8
It is helpful to lead a happy life.	9	10.2
It is necessary for getting a status in life.	8	9.1
Other	1	1.1
Total	88	100.0

Table 13 tells about the liking of the subject the girl students are studying in their UG/PG. It is found that 70.5 percent of girl students responded that they like the subject they are studying. Similarly, one can see that 27.3 percent of girls like moderately the subject they are studying. The reason behind this is that they love their subject because this will help them the rest of their life. If they have a degree in something they love, it will be more desirable to them and they are most likely to excel in life. The liking of a particular subject also makes the girl students more enjoyable in attending the classes and learning becomes more interesting. Therefore, in the long run, studying something that interests them will go further to get a job which is more suitable for the girl students.

Table 13 – How much do you like the subject you are studying now?

<i>Variables</i>	<i>Frequency</i>	<i>Percentage</i>
After taking interest, it is getting interesting.	1	1.1
Moderate	24	27.3
Very little	1	1.1
Very much	62	70.5
Total	88	100.0

Table 14 shows about the initiative taken by the girl students to achieve their aspirations. Girl students who have set goals or career goals see a university as one step towards achieving their goals. This can set a purpose and direction for girl students. It can increase their motivation because they see that each course is part of a greater whole that will help them in the future. It shows that 51.1 percent of girl students responded that they do self-study to achieve their aspirations, 15.9 percent of girl students responded that they get help from their teacher to reach their aspirations, 12.5 percent of girl students responded that online study materials help them to reach their aspirations, and 8 percent of girl students responded that their parents help them to achieve their aspirations. Therefore, one can see that aspirations help them set priorities and remain motivated and committed to their university success.

Table 14 – What are the initiatives you take to achieve your aspirations?

<i>Variables</i>	<i>Frequency</i>	<i>Percentage</i>
Help from brothers and sisters	3	3.4
Help from friends	1	1.1
Help from parents	7	8.0
Help from teachers	14	15.9
Help of coaching institution	5	5.7
Online study materials	11	12.5
Self-studies	45	51.1
Other	2	2.2
Total	88	100.0

Table 15 inquires about the girl students attending class regularly. It shows that the majority of the girl students, around 85.2 percent responded that they attend class regularly and only a few, around 13.6 percent of the girl students responded that they attend class sometimes. Therefore, one can see that attending class gives them another perspective on the knowledge besides just the text book. Even if they think they already understand the subject matter well, classes always add something new. It is also seen that teachers emphasis important concepts, giving them a better idea of what is important, what they should focus on. So, attending class provides them with more interaction with the teacher and other students in the class.

Table 15: Do you attend class regularly?

<i>Variables</i>	<i>Frequency</i>	<i>Percentage</i>
Always	75	85.2
Always unless I'm late for class	1	1.1
Sometimes	12	13.6
Total	88	100.0

Results

The study looks into the educational goals of female students in the Indian city of Lucknow. According to Table 1's interpretation, the highest percentage of female students-59.1 percent-aspire to become teachers since it is a particularly alluring career choice for them. According to Table 2, 71.6 percent of female students stated that they were free to select the course of study they wanted to do for their undergraduate degree, based on their interests. As a result, one can notice that today's female students are more concerned with their education and careers (Table 5). Since education is the only way for them to live a respectable life, it can be observed that the majority of female students are interested in pursuing higher education. As a result, it is clear that the majority of female students aspire to be educated, become self-sufficient, improve their lives, and serve others (Table 6). Higher education for girls helps them fulfill their full potential and achieve success in their careers. Obtaining the highest or higher education allows female students to better grasp the level of education, which may benefit their future (Table 3). As a result, it is clear that female students have high expectations for their education (Table 8). Table 10 demonstrates that 77.3 percent of female students enjoy their work. Similarly, 12.5 percent of female students say their parents support them in pursuing that profession, whereas just a small fraction of female students say their teacher, siblings, or friends urge them to pursue that vocation. Table 11 shows that 50 percent of female students say that pursuing higher education is important for them because they cannot succeed in society without education. Additionally, 28.4 percent of female students said that pursuing higher education is important for them because they have observed many educated people who are content with their lives, and 13.6 percent of female students said that pursuing higher education is important for them because they have realized the significant differences between educated and uneducated people. Students stated that they believe education is vital to achieving a certain level of success in life. As a result, it is clear that education has a direct impact on women's empowerment by raising awareness of their rights and available options (Table 12). A liking for a certain subject also makes it more fun for female students to attend lessons, and learning becomes more exciting. As a result, studying something that fascinates them will go a long way toward obtaining a profession that is more acceptable for female students (Table 13). Furthermore, according to Table 4, 43.2 percent of female students stated that they would like to pursue a PhD because they believe that education will earn them respect in society. As a result, the majority of female students are self-motivated to achieve their

goals, and their parents also assist them in doing so. Table 7 also shows that 61.4 percent of female students stated that they focus more on their education because they believe that only a quality education will enable them to achieve their objectives. As a result, the majority of female students understand that their education appears to be crucial to their success since it allows them to broaden their knowledge base. Additionally, Table 9 shows that 75 percent of female students devote more than two hours a day to their studies. It is interesting to learn that over 85 percent of female students report frequently attending class (Table 15). Additionally, according to Table 14, 51.1 percent of female students stated that they conduct their own research in addition to using internet resources to assist them achieve their objectives.

Discussion

The study's investigation of female students' aspirations raises critical issues concerning their future. Female students prioritize their education because they believe they cannot prosper without a high-quality education. Wahl and Blackhurst (2000) study shows that children understand career information early in their development, and their interest in and understanding of career concepts increases as they progress through school. However, misperceptions and stereotyping may negatively affect career choices as students mature. According to the data presented above, women nowadays have high aspirations for schooling. The study is supported by Bashir and Peerzada (2023) study reveals that compared to male students, female students have higher educational aspirations. It also shows that students' educational goals did not differ significantly based on their residential background or subject stream. Further we see Miranda and Rodriguez (2022) found in their research the educational aspiration of the students was moderate to higher levels, thus the study supports the researcher's findings. This finding was also supported by a study done in Spain by Gil-Hernández and Gracia (2018) study shows that minority students have higher college aspirations than students of Spanish origin after accounting for parental socioeconomic status and educational performance.

There is still a lack of research on longitudinal results, cross-regional comparisons, and the practical effectiveness of supportive policies. Furthermore, there are important gaps in our knowledge of the complete range of opportunities and obstacles faced by women in higher education since the roles that economic empowerment, financial literacy, and mentoring play in influencing their educational paths are rarely taken into account. Pal (2024) study exemplifies women's empowerment in India by outlining advancements, difficulties, and opportunities in a range of states and socioeconomic settings.

Improvements in economic involvement, healthcare, and education have been noted, but there are still gaps in political representation. This finding aligned with Carvalho and Cameron (2023) study that Aspirations have also become a common piece of the education and empowerment puzzle. However, like empowerment, defining and measuring what it means to be aspirational, and to what end, can be a complex task.

In the study female students responded that they could choose the course of study they wished to pursue for their undergraduate degree based on their preferences. As a result, we can see that today's female students are more concerned with their studies and employment. The study is supported by Xu (2016) study, where educational aspiration as an important factor leading to future planning and academic attainment, but there is a lack of scholarly attention to the role of educational aspiration in the pursuit of graduate education. After the above discussion, the researcher can say that the concept of girls' education in the modern era is very aware so most of the studies about the attitude towards girls' education found positive responses. However, Blackhurst and Auger (2008) contend that there are no gender differences in children's educational aspirations or expectations. Girls were more likely than boys to aspire to careers that require a college education, more likely to emphasize career advancement in their rationale for attending college, and less likely to choose sex-typed occupations.

Parental encouragement and a good school environment play significant predictors of students' educational aspirations. According to the study by Idris et al. (2020), fathers and mothers with a good education have a beneficial influence on their children's academic progress. Higher-educated parents have more educational experience, act as role models and mentors, and give resources and skills to help their children pursue graduate or college degrees. However, parents with lesser education levels may be unable to resolve their child's learning difficulties. Higher-educated parents are more likely to have the means and educational knowledge at their disposal to help their children in pursuing graduate or college degrees.

High class families, the families having better economic conditions have positive perception towards education and educating their girl children. The negative perception of most of the families is due to lack of proper school environment, need-based curriculum, women teachers and financial problems. Raja (2018) study reveals that there is no significant difference in educational aspiration levels among rural and urban students. However, at the same time severe scarcity of human resources and physical infrastructure for girls' education are

the main concern of the Government. To overcome the problems in girl education may include provision of new school locations, ensuring the availability of school buildings, supporting infrastructure, different fellowships and scholarships for poor students. A conducive environment at any educational institution plays a pivotal role in educational aspirations. Gupta and Basir (2017) study shows the academic aspirations of children are significantly positively correlated with the institutional environment and parental support. Parents' support and encouragement are crucial in influencing their children's educational experience. Parental encouragement positively impacts the overall personality of a student, like motivation, academic performance, and educational goals.

Understanding the obstacles women encounter in educational institutions has advanced significantly, but there are still a number of gaps that prevent the creation of workable solutions. A large portion of current research aggregates data from many regions, which may cause it to miss local social, cultural, and economic aspects. To comprehend the particular difficulties encountered by women in certain localities, more regional research is required.

Conclusion

The study provides an insight into the aspirations of girl students, those presently studying at the university. Present day girl students are more eager to get government jobs and try to make a comfortable life, through their earning and living standards. It is seen that there are special factors which influence the girl students towards their academic performance, and among them the level of aspiration has special significance. On the basis of this study it can be concluded that the overall educational aspiration of girl students is very high.

Recommendations

Based on the findings, the following recommendations are put forth:

1. The university should provide a conducive environment for the education of girl students.
2. The university should offer institute fellowships for the education of girl students.
3. The university should take initiatives to guide the girl students to achieve a better life through education.
4. The university should take special initiatives to educate girl students, those who belong to disadvantaged groups.

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