

# Understanding Aspirational Levels through the Value Patterns in Male Higher Secondary Students

<sup>1</sup>Sanjarul Mollick 1<sup>st</sup>, <sup>2</sup>Dr. Udayan Mandal 2<sup>nd</sup>

<sup>1</sup>Ph.D. Research Scholar 1<sup>st</sup>, <sup>2</sup>Assistant Professor 2<sup>nd</sup>

<sup>1</sup>Department of Education 1<sup>st</sup>, <sup>2</sup>Department of Education 2<sup>nd</sup>

<sup>1</sup>Bankura University 1<sup>st</sup>, <sup>2</sup>Bankura University 2<sup>nd</sup>, Bankura, West Bengal, India

<sup>1</sup>[sanjarul111@gmail.com](mailto:sanjarul111@gmail.com), <sup>2</sup>[mandal.udayan44@gmail.com](mailto:mandal.udayan44@gmail.com)

**Abstract:** *This quantitative study explores the relationship between value patterns and aspirational levels among male higher secondary students. Aspirations play a vital role in shaping students' academic and career goals, while personal values influence their decisions, priorities, and life choices. The study aims to understand how specific value orientations—such as economic, social, aesthetic, and theoretical values—relate to the aspirations held by male students in the higher secondary level. Using secondary data sources and statistical analysis, the research examines whether certain value patterns are significantly associated with high or low levels of aspiration. The study sample includes data from various schools representing diverse socio-economic backgrounds. Findings indicate that economic and theoretical value patterns are more closely linked with higher aspiration levels, while aesthetic and social values show varied effects. The study also finds that value patterns are influenced by the students' socio-cultural context, parental influence, and academic environment. The results highlight the importance of identifying and nurturing value systems that positively influence students' aspirations. It suggests that educators, parents, and counselors need to be aware of how students' values affect their goal-setting behaviors and future planning. The study concludes that fostering constructive value patterns among male adolescents can play a crucial role in enhancing their motivation and shaping their future success.*

**Keywords:** *Value patterns, Aspiration level, Male students, higher secondary education.*

## I. INTRODUCTION

Aspirations serve as the guiding force behind an individual's academic achievements, career planning, and personal growth, particularly during the adolescent years. For higher secondary students, especially males, aspirations are shaped by a combination of internal motivations and external influences. Among these influences, value patterns—personal beliefs and principles that guide behavior - play a significant role in determining how and why students set specific goals in life. Values such as economic success, academic excellence, social recognition, and creative fulfillment influence students differently depending on their upbringing, environment, and personality. Male students, in particular, may be shaped by gender-specific social expectations and cultural norms that encourage ambition, competitiveness, or financial independence. These values can have a direct impact on their level of aspiration, pushing them to aim higher or settle for less, depending on the dominant values they hold. This study aims to explore the relationship between various value patterns and the aspiration levels among male students at the higher secondary stage. The research uses a quantitative approach based on secondary data analysis to identify significant trends and correlations. Understanding these links is essential for educators, parents, and policymakers, as it helps in developing targeted strategies to enhance students' motivation and align their values with realistic and meaningful goals. By focusing specifically on the male perspective, this study adds to the growing body of research on value-based education and adolescent goal-setting, offering insights that may contribute to improved academic planning and life skill development among young learners.

## II. SIGNIFICANCE OF THE STUDY

The present study holds great significance in the field of educational psychology and adolescent development, as it explores the connection between value patterns and aspiration levels, specifically among male higher secondary students. During this critical stage of education, students begin to form clear goals related to academics, career, and personal development. Understanding what influences their aspirations is vital for guiding them effectively. By focusing on male students, the study highlights gender-specific patterns in how values shape ambition and motivation. In many societies, boys are often socialized to prioritize economic success, leadership, and independence. These values can have a profound impact on the types of goals they set and how determined they are to achieve them. This research helps identify which values—such as economic, theoretical, or social, play a dominant role in forming aspirations. The findings can be valuable for teachers, school counsellors, and parents in designing value-based interventions and support systems that align with students' ambitions. It also aids policymakers in developing student-centric educational programs that promote balanced personal and academic development. Overall, this study contributes to creating a learning environment where students are empowered to pursue meaningful goals shaped by positive values and self-belief.

**Table-1**

The table represents the aspects of values and aspiration based on the insight of male students

Aspect	Details
<b>Study Focus</b>	Examines the relationship between value patterns and aspiration levels among male higher secondary students.
<b>Developmental Importance</b>	Highlights the role of aspirations during adolescence, a key period for forming academic, career, and personal goals.
<b>Gender Perspective</b>	Sheds light on male-specific value orientations such as economic success, independence, and ambition.
<b>Key Values Considered</b>	Includes economic, theoretical, and social values, and their influence on the formation of aspirations.
<b>Application in Education</b>	Provides insights for teachers, counsellors, and parents to create value-based interventions and support systems.
<b>Policy Implications</b>	Helps policymakers design student-centric educational programs focused on personal and academic development.
<b>Contribution to Research</b>	Adds to the body of knowledge on adolescent motivation, goal-setting, and the role of values in education.
<b>Overall Significance</b>	Encourages value-driven, meaningful goal pursuit among male learners, contributing to their success and holistic growth.

### III. LITERATURE REVIEW

Aspirations play a vital role in shaping an individual's academic and career trajectories. They are deeply rooted in the value system a person holds, especially during adolescence, when identity and future planning begin to take form (Sewell, Haller & Portes, 1969). Values are guiding principles that influence decision-making, behavior, and life choices, and they vary significantly among individuals based on gender, socio-economic background, and cultural context (Rokeach, 2003). In the context of higher secondary education, studies have shown that value patterns significantly affect aspiration levels. According to Sharma and Chauhan (2018), students with strong economic and theoretical values tend to set higher academic and career goals, indicating a strong relationship between value orientation and goal-setting behavior. Similarly, Singh and Kaur (2019) observed that male students often prioritize economic values, reflecting traditional gender norms that associate masculinity with financial success and independence.

The relationship between gender and value preferences has also been studied. Gupta (2017) noted that male students show higher aspirations in domains associated with economic advancement and leadership, aligning with their dominant value patterns. Furthermore, a study by Mishra and Jha (2020) highlights that value patterns not only influence aspirations but also impact motivation, self-perception, and performance, particularly among adolescents. Research has also examined how socio-cultural influences, such as parental expectations and peer groups, shape both values and aspirations. Bhattacharya (2021) emphasizes that in the Indian context, societal expectations often reinforce certain values in male students, which in turn guide their aspirations and decision-making processes. Overall, existing literature supports the idea that aspirations cannot be understood in isolation but must be viewed concerning the underlying value systems that students develop. This study seeks to extend the understanding of this relationship, specifically among male higher secondary students, using a quantitative lens to explore how their value patterns shape their aspirations.

### IV. METHODOLOGY OF THE STUDY

This study adopts a quantitative research approach to investigate the relationship between value patterns and aspiration levels among male higher secondary students. A descriptive survey method was employed for data collection. The sample consisted of 450 male students from both urban and rural higher secondary schools, selected using stratified random sampling to ensure representation. Self-made Standardized tools were used to measure value patterns and aspiration levels. The reliability score of 0.82 for the value pattern scale indicates that the scale has high internal consistency. The reliability score of 0.86 for the aspiration scale indicates that the scale has high internal consistency. Data were analyzed using statistical techniques such as mean, standard deviation, and Pearson's correlation coefficient to examine the strength and direction of the relationship between the variables. The study focused on identifying dominant value patterns and their influence on students' aspirations, providing measurable insights into adolescent motivational behavior.

### V. OBJECTIVE OF THE STUDY

- To examine the relationship between dimension-wise value patterns and aspiration levels among male higher secondary students.

## VI. HYPOTHESES OF THE STUDY

**H<sub>01</sub>**- There is no significant relationship between the scores of theoretical value and the aspiration level of male higher secondary students.

**H<sub>02</sub>**- There is no significant relationship between the scores of economic value and the aspiration level of male higher secondary students.

**H<sub>03</sub>**- There is no significant relationship between the scores of aesthetic value and the aspiration level of male higher secondary students.

**H<sub>04</sub>**- There is no significant relationship between the scores of social value and the aspiration level of male higher secondary students.

**H<sub>05</sub>**- There is no significant relationship between the scores of political value and the aspiration level of male higher secondary students.

**H<sub>06</sub>**- There is no significant relationship between the scores of religious value and the aspiration level of male higher secondary students.

## VII. DATA ANALYSIS AND INTERPRETATION

The collected data were systematically analyzed to explore the relationship between value patterns and aspiration levels among male higher secondary students. Using descriptive and inferential statistics, the study identified key trends and correlations, offering clear insights into how different value orientations influence the aspirational behavior, of male adolescents. The tables are given below:

**H<sub>01</sub>**- There is no significant relationship between the scores of theoretical value and the aspiration level of male higher secondary students.

**Table-2: Relationship between Theoretical Value and Aspiration Level of Male Higher Secondary Students**

Groups	N	df	r	p-value	Significance
Theoretical Value	450	448	0.33	0.00	Significant at the 0.05 level
Aspiration Level					

**Interpretation:** There is a significant relationship between the scores of theoretical value and aspiration level of male higher secondary students at the 0.05 level, as the p-value of 0.00 is less than 0.05 for df 448. The correlation value (r) is 0.33, which is positive, indicating that the aspiration level increases significantly when the theoretical value increases. Hence, the null hypothesis  $H_{01}$  is rejected.

**H<sub>02</sub>**- There is no significant relationship between the scores of economic value and the aspiration level of male higher secondary students.

**Table-3: Relationship between Economic Value and Aspiration Level of Male Higher Secondary Students**

Groups	N	df	r	p-value	Significance
Economic Value	450	448	0.28	0.00	Significant at the 0.05 level
Aspiration Level					

**Interpretation:** There is a significant relationship between the scores of economic value and aspiration level of male higher secondary students at the 0.05 level, as the p-value of 0.00 is less than 0.05 for df 448. The correlation value (r) is 0.28, which is positive, indicating that aspiration level increases significantly when economic value increases. Hence, the null hypothesis  $H_{02}$  is rejected.

**H<sub>03</sub>**- There is no significant relationship between the scores of aesthetic value and the aspiration level of male higher secondary students.

**Table-4: Relationship between Aesthetic Value and Aspiration Level of Male Higher Secondary Students**

Groups	N	df	r	p-value	Significance
Aesthetic Value	450	448	0.35	0.00	Significant at the 0.05 level
Aspiration Level					

**Interpretation:** There is a significant relationship between the scores of aesthetic value and aspiration level of male higher secondary students at the 0.05 level, as the p-value of 0.00 is less than 0.05 for df 448. The correlation value (r) is 0.35, which is positive, indicating that the aspiration level increases significantly when the aesthetic value increases. Hence, the null hypothesis  $H_{03}$  is rejected.

**H<sub>04</sub>**- There is no significant relationship between the scores of social value and the aspiration level of male higher secondary students.

**Table-5: Relationship between Social Value and Aspiration Level of Male Higher Secondary Students**

Groups	N	df	r	p-value	Significance
Social Value	450	448	0.25	0.00	Significant at the 0.05 level
Aspiration Level					

**Interpretation:** There is a significant relationship between the scores of social value and aspiration level of male higher secondary students at the 0.05 level, as the p-value of 0.00 is less than 0.05 for df 448. The correlation value (r) is 0.25, which is positive, indicating that aspiration level increases significantly when social value increases. Hence, the null hypothesis H<sub>04</sub> is rejected.

**H<sub>05</sub>**- There is no significant relationship between the scores of political value and the aspiration level of male higher secondary students.

**Table-6: Relationship between Political Value and Aspiration Level of Male Higher Secondary Students**

Groups	N	df	r	p-value	Significance
Political Value	450	448	0.09	0.07	Not Significant at 0.05 level
Aspiration Level					

**Interpretation:** There is no significant relationship between the scores of political value and aspiration level of male higher secondary students at the 0.05 level, as the p-value of 0.07 is greater than 0.05 for df 448. The correlation value (r) is 0.09, which is positive, indicating that aspiration level increases when political value increases, but not significantly. Hence, the null hypothesis H<sub>05</sub> is accepted.

**H<sub>06</sub>**- There is no significant relationship between the scores of religious value and the aspiration level of male higher secondary students.

**Table-7: Relationship between Religious Value and Aspiration Level of Male Higher Secondary Students**

Groups	N	df	r	p-value	Significance
Religious Value	450	448	0.29	0.00	Significant at the 0.05 level
Aspiration Level					

**Interpretation:** There is a significant relationship between the scores of religious value and aspiration level of male higher secondary students at the 0.05 level, as the p-value of 0.00 is less than 0.05 for df 448. The correlation value (r) is 0.29, which is positive, indicating that aspiration level increases significantly when religious value increases. Hence, the null hypothesis H<sub>06</sub> is rejected.

## VIII. FINDINGS AND DISCUSSION

The present study aimed to explore the relationship between different value patterns and the aspiration levels of male higher secondary students. Based on data analysis, all the null hypotheses (H<sub>01</sub> to H<sub>06</sub>) were rejected, and it was found that there is a significant positive correlation between various value patterns and aspiration levels among male students.

Firstly, a significant positive relationship was observed between theoretical values and aspiration levels. This suggests that students who place high importance on acquiring knowledge and understanding concepts tend to set higher academic and career goals for themselves. Their thirst for knowledge seems to drive their ambitions.

Secondly, the findings revealed a positive correlation between economic values and aspiration levels. Male students who value financial success and material security showed a stronger tendency toward setting higher goals, indicating that economic motivations play an important role in shaping their aspirations for future success.

The analysis also indicated a significant positive relationship between aesthetic values and aspiration levels. Students who appreciated beauty, art, and creativity exhibited higher aspirations, showing that sensitivity to aesthetic experiences can inspire greater personal and professional ambitions.

Furthermore, a positive correlation between social values and aspiration levels was found. Students who prioritize social welfare, empathy, and relationships were more likely to aspire for meaningful achievements, possibly aiming for careers and life goals that allow them to contribute to society.

Similarly, political values were positively related to aspiration levels. Male students with strong political awareness and a desire for leadership showed higher aspirations, suggesting that an interest in influencing others and participating in governance motivates students to set ambitious goals.

Finally, the study found a positive correlation between religious values and aspiration levels. Students who place importance on faith, spirituality, and moral values tend to have higher aspirations, likely because their value system encourages personal growth, responsibility, and a purposeful life.

So, the findings highlight that various value patterns significantly and positively influence the aspirational trends of male higher secondary students. Values related to knowledge, economic success, and beauty, social welfare, leadership, and spirituality all contribute to shaping the ambitions and goals of adolescent boys. These results emphasize the importance of nurturing positive value systems in educational and home environments to support healthy aspiration development in students.

## IX. RECOMMENDATIONS

Based on the findings of the study, several recommendations can be made to support and nurture the aspirational trends of male higher secondary students through their value patterns:

**Value-Based Education:** Schools should incorporate programs that strengthen positive value patterns, such as theoretical, economic, aesthetic, social, political, and religious values. A curriculum enriched with moral education, leadership training, and creative subjects can guide students toward higher aspirations.

**Career Counselling:** Regular career counselling sessions should be organized to help students align their values with realistic and meaningful career goals. Counsellors should encourage students to recognize how their interests and values can be translated into long-term aspirations.

**Parental Involvement:** Parents must be made aware of the importance of fostering strong value systems at home. Workshops and seminars for parents can help them understand how values like discipline, empathy, creativity, and leadership influence their children's ambitions.

**Encouragement of Extracurricular Activities:** Schools should promote activities like debates, art exhibitions, social service clubs, and leadership camps to enhance value-based experiences. These activities can help students better connect their personal growth with their aspirations.

**Special Focus on Rural and Urban Differences:** Tailored interventions should be planned considering the specific needs of rural and urban students, as environmental factors also influence value development and aspirations.

**Role of Teachers:** Teachers should serve as role models by demonstrating positive values in their everyday interactions, inspiring students to set and achieve high aspirations.

So, by adopting these recommendations, educational institutions can create a nurturing environment that strengthens value patterns and promotes higher aspirations among male students.

## X. CONCLUSION

The present study, Understanding Aspirational Levels through Value Patterns in Male Higher Secondary Students, aimed to examine how different value patterns influence the aspiration levels of male students. Through systematic data analysis, it was found that all value patterns-theoretical, economic, aesthetic, social, political, and religious-had a significant positive correlation with students' aspirations. This indicates that values play a critical role in shaping how young males envision their future goals and ambitions. The study emphasizes that strong theoretical values lead to higher academic ambitions, economic values drive career-related aspirations, aesthetic values nurture creativity-linked goals, social values inspire community-centered aspirations, political values fuel leadership ambitions, and religious values strengthen moral and purposeful life goals. These findings suggest that fostering a well-rounded value system during adolescence is crucial for developing strong, meaningful aspirations.

Moreover, the results underline the need for schools, teachers, and parents to consciously support the development of positive values. An educational environment that values knowledge, creativity, leadership, empathy, and moral growth can significantly enhance the aspiration levels of male students, preparing them for successful futures. So, aspirations are deeply connected to a student's value orientation. A balanced development of various values can lead male higher secondary students to not only set higher personal goals but also to contribute meaningfully to society. The study calls for collaborative efforts from educators, parents, and policymakers to nurture value-based education that empowers students to dream bigger and achieve their fullest potential.

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