

Educational Aspirations and Academic Achievement among Tribal and Non-tribal Undergraduate Students in Dhemaji District, Assam.

Nija Pegu¹, Dr. Ishmi Rekha Handique Konwar²

¹Research scholar, Department of Education, North Lakhimpur University

²Associate professor, Department of Education, North Lakhimpur University

HOW TO CITE:

Nija Pegu, Ishmi Rekha Handique Konwar (2026). Finding Linguistic Equity through Multilingualism in NEP 2020. International Journal of Special Education, 41(21s), 1596-1610

ABSTRACT:

The present study was conducted to examine the levels of educational aspirations and academic achievement among tribal and non-tribal undergraduate students, to compare these variables between the two groups, and to investigate the relationship between educational aspirations and academic achievement.

The study adopted the descriptive survey method. The population comprised tribal and non-tribal undergraduate students studying in degree colleges of the Dhemaji district, Assam. A sample of 319 undergraduate students (167 tribal and 152 non-tribal), including 88 males and 231 females, was selected through the stratified random sampling technique. Data on educational aspirations were collected using the Educational Aspirations Scale developed by V. P. Sharma and A. Gupta, while academic achievement was assessed using students' examination results. The collected data were analyzed using descriptive statistics (mean and standard deviation), the independent samples t-test, and Pearson's product-moment correlation coefficient.

The findings revealed that the tribal and non-tribal undergraduate students in the Dhemaji district exhibit comparable levels of educational aspirations and academic achievement. The findings suggest that educational aspirations alone do not significantly influence academic achievement among the undergraduate students included in the study. The results may serve as a useful reference for educators, policymakers, and researchers in planning educational interventions aimed at promoting equitable educational opportunities and improving academic outcomes among tribal and non-tribal students.

Keywords: Academic achievement, educational aspirations, tribal students, non-tribal students, undergraduate students.

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Introduction

Education is a fundamental process that helps to promote the holistic development of an individual by fostering physical, emotional, social, and intellectual growth. It prepares individuals with critical thinking, problem-solving skills, and the capacity to make informed decisions in both professional and personal contexts. Education helps individuals to be aware of their rights and responsibilities towards society (UNESCO 2021). Education is not only the acquisition of knowledge; it also plays a vital role in shaping character, personality, communication skills, creativity, and ethical values (UNESCO 2021). Furthermore, it creates opportunities for personal advancement and improved quality of life while promoting equality, mutual respect, compassion, and social harmony among individuals and society. A strong education system serves as the foundation for sustainable societal development by contributing to advancement in healthcare, science and technology, and environmental conservation sectors. Educationists, planners, and development organizations are now in charge of ensuring that all facets of society receive education in a harmonious manner. By learning, acquiring knowledge, and cultivating abilities, values, and attitudes, education aids in our improved understanding and navigation of the world. Education occurs everywhere; it is not just found in classrooms and books. It may occur at home, in the neighborhood, or via life experiences (UNESCO 2021). Education is essential to a person's cerebral, emotional, and social development. It provides us the capacity for critical thought, problem-solving, and well-informed decision-making. It also helps each person to comprehend their rights and obligations and make constructive contributions to society. Education greatly influences a person's character and personality. Education provides opportunities for a brighter future, enhances communication, and fosters creativity. To advance equality, compassion, and understanding between people and communities, education is also crucial. As society grows, so will all of its

sectors, including the health sector, as our educational system develops. Our educational system is directly responsible for the rise in environmental consciousness. Our society as a whole won't reach quality until the educational system is of a high caliber (UNESCO 2022).

1.1 Objectives of the study

1. To study the level of educational aspirations among tribal and non-tribal undergraduate students.
2. To compare the level of educational aspirations among tribal and non-tribal undergraduate students.
3. To study the academic achievement among tribal and non-tribal undergraduate students.
4. To compare the academic achievement among tribal and non-tribal undergraduate students.
5. To study the relationship between educational aspirations and academic achievement of tribal and non-tribal undergraduate students.

1.2 Hypotheses of the study

H₀₁. There is no significant difference in the mean score of educational aspirations between tribal and non-tribal undergraduate students.

H_{01.1} There is no significant difference in the mean score of educational aspirations between tribal and non-tribal male undergraduate students.

H_{01.2} There is no significant difference in the mean score of educational aspirations between tribal and non-tribal female undergraduate students.

H₀₂. There is no significant difference in the mean score of academic achievement between tribal and non-tribal undergraduate students.

H_{02.1} There is no significant difference in the mean score of academic achievement between tribal and non-tribal male undergraduate students.

H_{02.2} There is no significant difference in the mean score of academic achievement between tribal and non-tribal female undergraduate students.

H₀₃. There is no significant relationship between educational aspirations and academic achievement of tribal and non-tribal undergraduate students.

1.3 Review of related literature

Das, A. & V.R. Rajesh (2024) performed a study on educational aspirations among undergraduate students. The results indicated that undergraduate students did not exhibit significant differences in their educational aspirations concerning gender, area, home locale, family type, parental education and employment, academic stream, and college kinds.

Dangal & Mitra (2024) investigated career and educational aspirations in higher education. In this study, the investigator did not find a relationship between self-esteem and career aspiration among undergraduate students. The study highlighted that gender played a role in the self-esteem and career aspirations measures for undergraduate students at different years of study.

Meinam M et al. (2023) conducted research on educational aspirations among students at Manipur University, India. This study investigated the educational ambitions of students at Manipur University. The study's results showed that most of the students aspired to go on to higher education.

Rani et al. (2022) conducted a study on the educational aspirations of undergraduates. The results of the study show that there is significance between the educational aspirations of undergraduate female students with respect to locality; on the other hand, urban female students have higher educational aspirations than rural students. It also found that there is a significant difference in the educational aspiration of undergraduate students with respect to the types of college.

Agasisti T. and Marakou K. (2022) conducted a study on "Socio-economic gaps in educational

aspirations: do experiences and attitudes matter?" The study examined the influence of experiences and attitudes, including the delivery of information, advice, and guidance, on secondary school students in England. The study's findings reveal a socio-economic disparity in aspirations to persist in education, pursue an academic rather than vocational pathway, and gain admission to university.

Alam & Aftab (2021) did a study on the educational and career ambitions of undergraduates: An exploratory study. The study's findings indicate that there is no substantial correlation between the educational and professional objectives of undergraduate students and their courses or gender.

Pallabi Saikia (2017) conducted "A comparative study on educational aspiration of tribal and non-tribal higher secondary students in the Sonitpur district of Assam." The study aimed to compare the educational aspirations of tribal and non-tribal higher secondary science students in Sonitpur district, Assam. The findings revealed no statistically significant difference in the educational aspirations of tribal and non-tribal students.

1.4 Research Gaps

The review of related literature indicates that although several studies have examined educational aspirations among students, there is a lack of comparative research focusing on tribal and non-tribal undergraduate students in the Dhemaji district, Assam. Furthermore, few studies have investigated the relationship between educational aspirations and academic achievement within this population. Existing findings on the influence of demographic variables such as gender, locality, and type of college are inconsistent, and the unique socio-cultural and geographical context of the Dhemaji district remains largely unexplored. Therefore, the present study seeks to fill these gaps by examining and comparing the educational aspirations and academic achievements of tribal and non-tribal undergraduate students in Dhemaji district, Assam.

2. Methodology

2.1 Research Design

The descriptive survey method has been used for the present study. The investigator has selected two variables: educational aspirations and academic achievement of undergraduate students for the present study. The data will be collected using a random sampling technique, and the collected data will be analyzed and interpreted using a t-test and Pearson's product moment correlation.

2.2 Population and sample

The population of the present study comprises all tribal and non-tribal undergraduate students

studying in the degree colleges of the Dhemaji district, Assam, during the period of data collection. The population included arts streams and male and female students and tribal and non-tribal students of degree colleges in Dhemaji District. A clearly defined population is essential for selecting a presentative sample.

A total of 319 undergraduate students were selected as the sample for the study using the stratified random sampling technique. The sample comprised students from both tribal and non-tribal communities to facilitate a comparative analysis of their educational aspirations and academic achievement.

Table 1. Distribution of the sample selected for the present study.

CATEGORY	MALE	FEMALE	TOTAL
TRIBAL	50	117	167
NON-TRIBAL	38	114	152
TOTAL	88	231	319

2.3

Tools for data collection

Educational aspirations scale, developed by *V. P. Sharma and A. Gupta*. This scale consists of 8 items. It was administered to 1050 college students of both sexes.

2.4 Procedure of data collection

In this study, the investigator will visit selected colleges of Dhemaji district, Assam. The researcher first sought permission from the head of the department of the selected college to administer the test. Before administering the test, the researcher will establish a good rapport with students and provide them with brief instructions

on the procedures to be followed in giving their responses to the questionnaire.

2.5 Statistical techniques to be used

In this study, the investigator will employ several statistical techniques to analyse the relationship between educational aspirations and academic achievement among tribal and non-tribal undergraduate students. The investigator will use descriptive statistics such as mean, median, and standard deviation to summarize the characteristics of the sample. A t-test can be used to compare the means of two groups (tribal and non-tribal). Correlation analysis, including the Pearson correlation coefficient, will be used to examine the relationship between two variables.

3. Results

Table 2. Level of educational aspiration among tribal undergraduate students.

Sr. No	Range of z scores	No. of students	Level of educational aspiration
1.	+2.01 and above	3	Extremely High
2.	+1.26 to +2.00	17	High

3.	+0.51 to +1.25	24	Above Average
4.	-0.50 to +0.50	70	Average
5.	-1.25 to -0.51	31	Below Average
6.	-2.00 to -1.26	20	Low
7.	-2.01 and below	2	Extremely Low
		Total = 167	

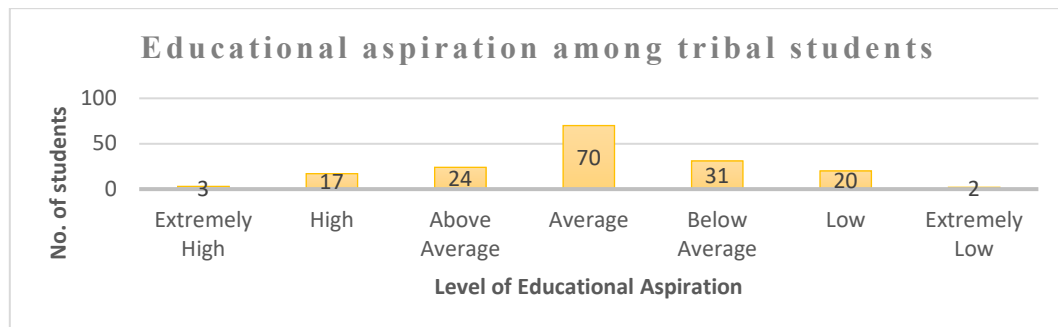


Figure 1. Level of Educational Aspiration among Tribal Undergraduate Students

Table no. 3 and figure 3 present the distribution of tribal undergraduate students according to their levels of educational aspiration based on z-score classification. The table reveals that only a few students are found at the extremely low and extremely high levels of educational aspiration. The majority of the tribal students (41.92%) fall under the average level of educational aspiration. This indicates that most tribal students possess a moderate level of aspiration toward higher education and future academic goals.

Table 3. Level of educational aspiration among non-tribal undergraduate students.

Sr. No	Range of z scores	No. of students	Level of educational aspiration
1.	+2.01 and above	3	Extremely High
2.	+1.26 to +2.00	14	High
3.	+0.51 to +1.25	24	Above Average
4.	-0.50 to +0.50	72	Average
5.	-1.25 to -0.51	22	Below Average
6.	-2.00 to -1.26	17	Low
7.	-2.01 and below	0	Extremely Low
		<i>Total = 152</i>	

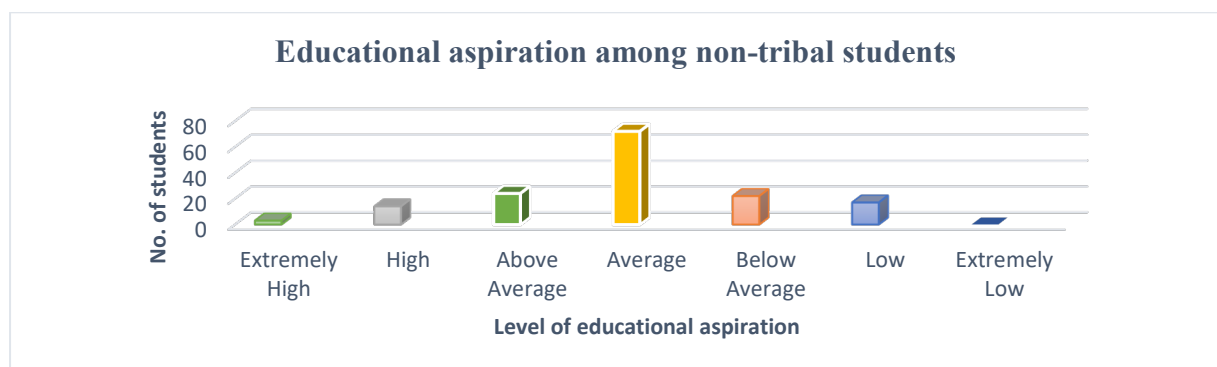


Figure 2. Levels of educational aspirations among non-tribal students

Table 4 and Figure 4 present the distribution of non-tribal undergraduate students according to their level of educational aspiration based on z-scores. The table shows that the highest number of students fall within the average level of educational aspiration. This indicates that nearly

half of the students possess a moderate level of educational aspiration. Only a small proportion of students exhibit either very high or low educational aspirations, and no students fall into the extremely low category

Table 4. Mean and SD score of educational aspiration between tribal and non-tribal undergraduate students.

Factors	Ethnicity	Mean	SD	N	Degree of freedom	t value	Significant
Educational Aspiration	Tribal	23.31	4.99	167	317	0.56	Accepted & not Significant
	Non-tribal	23.70	5.09	152			

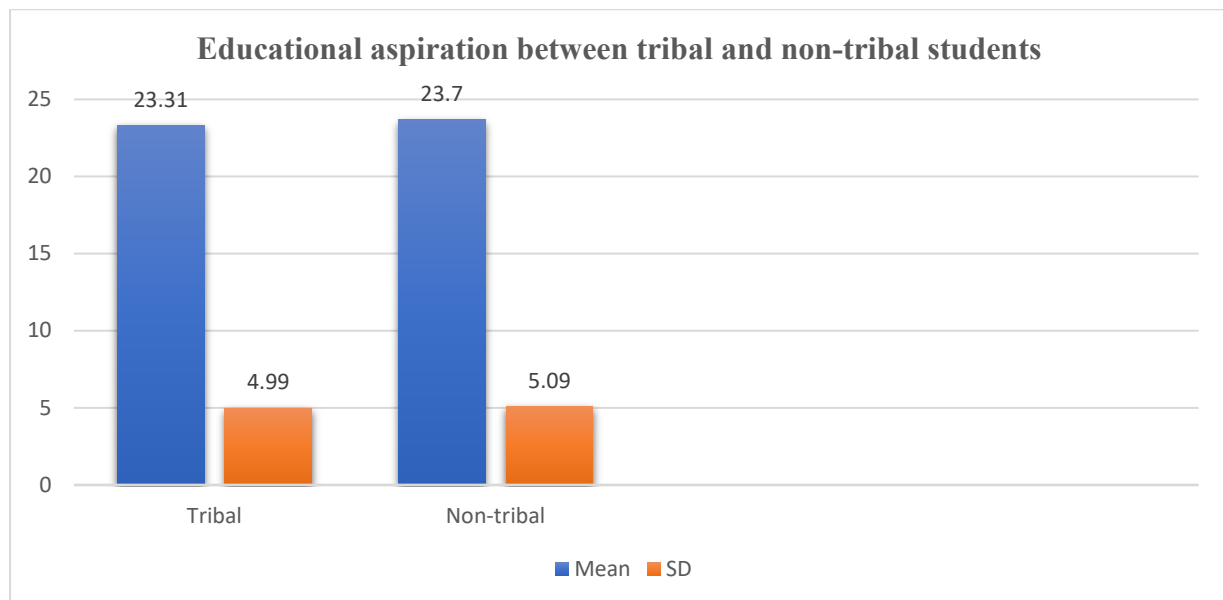


Figure 3. Mean and Standard deviation of educational aspirations among tribal and non-tribal students.

The mean scores of tribal and non-tribal undergraduate students' educational aspirations are compared in Table 5, and figure 5, shows that the mean and SD scores of tribal students' educational aspirations are 23.31 and 4.99, whereas the mean and SD scores of non-tribal students are 23.70 and 5.09, which are somewhat higher than those of tribal students. At both the

0.05 and 0.01 levels, the computed t-value of 0.56 with 317 degrees of freedom indicates that it is not statistically significant. The null hypothesis, which states that there is no significant difference between tribal and non-tribal undergraduate students' aspirations for their education, is thus accepted.

Table 5. Mean and SD score of educational aspiration between tribal and non-tribal male undergraduate students.

Factors	Ethnicity	Mean	SD	N	df	t-value	Significant
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Educational Aspiration	Tribal male	23.76	5.45	50	86	1.20	Accepted & not Significant
	Non-tribal male	22.68	5.73	38			

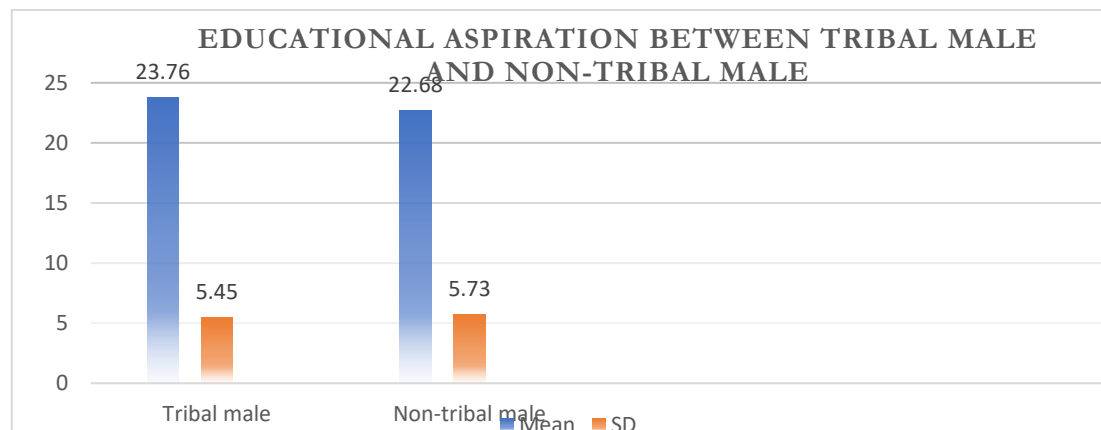


Figure 4. Mean and standard deviation scores of tribal male and non-tribal male undergraduate students.

Table 6 and Figure 6 present the mean and standard deviation of educational aspirations for tribal male students, which are 23.76 and 5.45, respectively. In comparison, non-tribal male students have a mean of 22.68 and a standard deviation of 5.73. The computed t-value is 1.20,

with 86 degrees of freedom. This value is below the significance levels of both 0.05 and 0.01, leading to the acceptance of the null hypothesis, indicating that the results are not statistically significant.

Table 6. Mean and SD score of educational aspiration between tribal and non-tribal female undergraduate students.

Factors	Ethnicity	Mean	SD	N	Df	t-value	Significant
Educational Aspiration	Tribal female	23.12	4.79	117	229	0.64	Accepted & not Significant
	Non-tribal female	24.04	4.84	114			

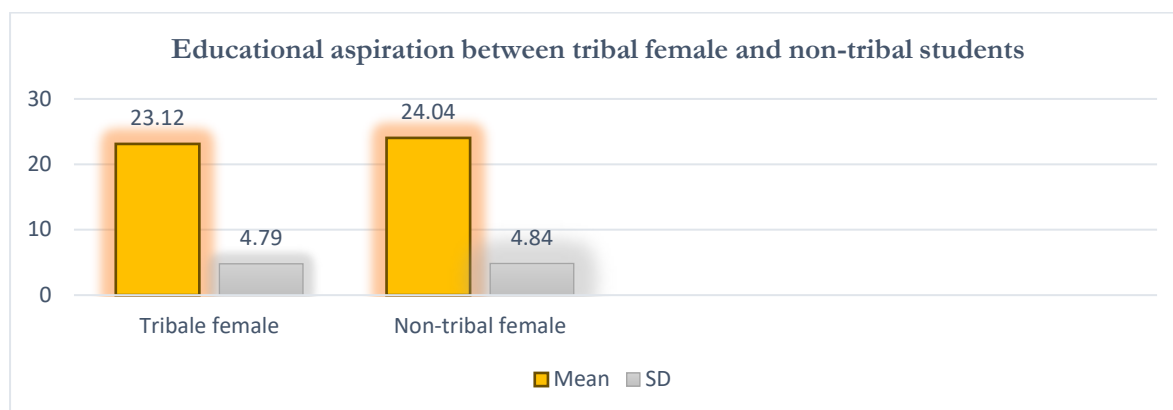


Figure 5. Mean and SD score of tribal female and non-tribal female undergraduate students

Table 7 and figure 7, shows that the obtained t-value, i.e., 0.64, is less than the table value with df-229 at 0.05 level and 0.01 level. It means there is no significant mean difference of educational aspiration between tribal and non-tribal undergraduate female students. Therefore, the null hypothesis is accepted and indicates both groups of female students have similar levels of educational aspiration.

Table 7. Level of academic achievement among tribal undergraduate students.

<i>Mark ranges</i>	<i>Grade</i>	<i>No. of students</i>	<i>Percentage</i>
90% and above	O	0	0.00%
80%–89%	A+	8	4.79%
70%–79%	A	27	16.17%
60%–69%	B+	74	44.31%
50%–59%	B	47	28.14%
40%–49%	P	7	4.19%
Below 40%	F	4	2.40%
<i>Total=167</i>			

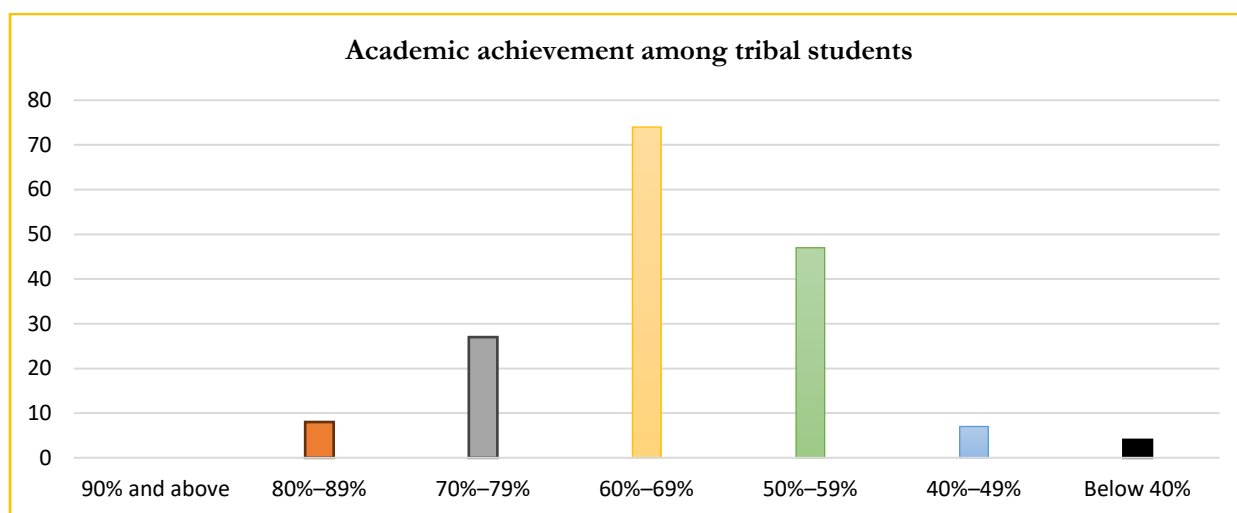


Figure 6. Academic achievement among tribal undergraduate students.

Table 8 and Figure 8 present the level of academic achievement of tribal and non-tribal undergraduate students based on their end-semester examination results according to the grade classification system prescribed by Dibrugarh University. The findings revealed that the largest proportion of 74 students (44.31%) secured between 60% and 69% (B+), followed by 47 students (28.14%) who obtained 50%–59% (Grade B), reflecting a satisfactory level of achievement. 27 students (16.17%) achieved 70%

to 79% (Grade A), while only 8 students (4.79%) secured 80%–89% (Grade A+), indicating that relatively few students attained high academic performance. None of the students obtained 90% or above (Grade O). 7 students (4.19%) obtained 40%–49% and passed, and only 4 students (2.40%) scored below 40% and failed the grade. The findings showed that most of the tribal students obtained an average level (60%–69%) of academic achievement.

Table 8. Level of academic achievement among non-tribal undergraduate students.

Mark ranges	Grade	No. of students	Percentage
90% and above	O	0	0.00%

80%–89%	A+	3	4.79%
70%–79%	A	37	16.17%
60%–69%	B+	67	44.31%
50%–59%	B	32	28.14%
40%–49%	P	8	4.19%
Below 40%	F	5	2.40%
Total =152			

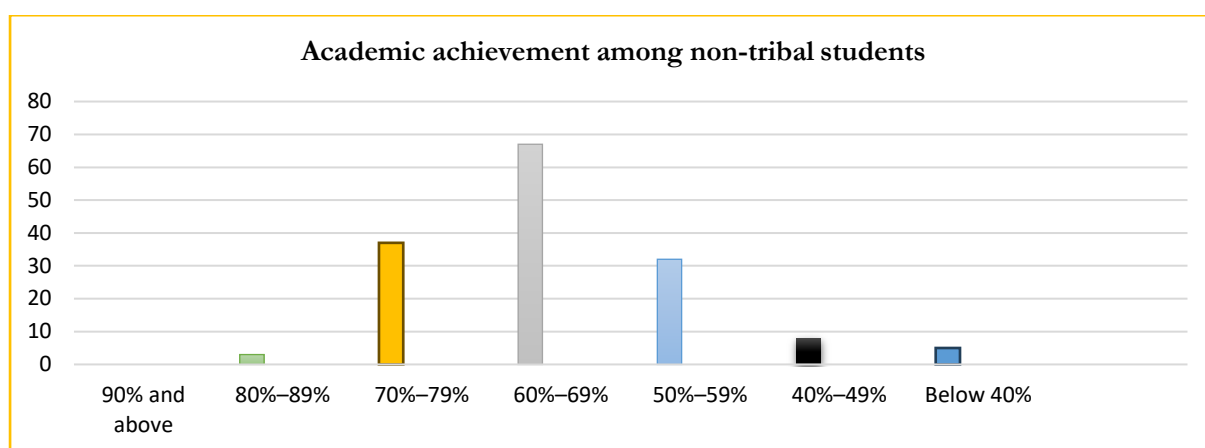


Figure 7. Level of academic achievement among non-tribal undergraduate students.

Table 9 and Figure 9 present the level of academic achievement among non-tribal students based on their end-semester grades. The findings indicate that the largest proportion of students, 67 (44.31%), secured 1596-1610% (Grade B+), showing that most tribal students achieved a good level of academic performance. This was followed by 32 students (28.14%) who obtained 1596-1610% marks (Grade B) and 37 students (16.17%) who secured 1596-1610% marks

(Grade A), while 8 students (4.19%) obtained 1596-1610% marks (Pass Grade); only 3 students (4.79%) achieved 1596-1610% marks (Grade A+). 5 students (2.40%) scored below 40% (fail grade), and no student secured 90% and above (grade O). The findings suggest that the majority of non-tribal undergraduate students demonstrated good academic achievement.

Table 9. Mean & SD scores of academic achievements between tribal and non-tribal undergraduate students.

Variable	Ethnicity	Mean	SD	N	Df	t value	Significant
Academic achievement	Tribal	62.26	9.97	167	317	1.11	Accepted & not Significant
	Non-tribal	63.84	9.83	152			

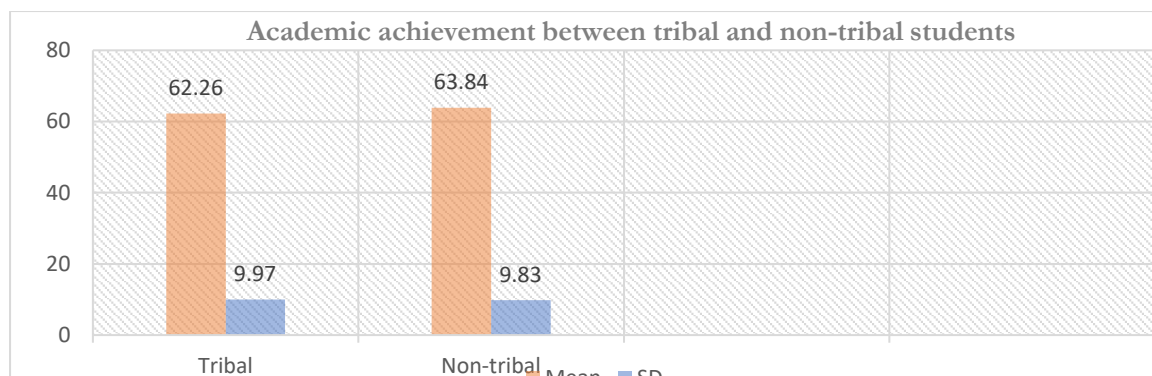


Figure 8. Mean and SD score of academic achievement among tribal and non-tribal undergraduate students.

Table 10 and the figure present the comparison of mean scores of academic achievements between tribal and non-tribal undergraduate students. The mean score and standard deviation scores of tribal and non-tribal students are 62.26 and 9.97 and 63.84 and 9.83, respectively. The calculated t-value is 1.11 with 317 degrees of freedom, which is not statistically significant. Therefore, the null hypothesis is accepted, indicating that there is no significant difference in the mean scores of academic achievements between tribal and non-tribal undergraduate students.

Table 10. Mean and SD scores of academic achievements between tribal and non-tribal male undergraduate students.

Factors	Ethnicity	Mean	SD	N	Degree of freedom	t-value	Significant
Academic Achievement	Tribal male	63.02	9.29	50	86	1.92	Accepted & not Significant
	Non-tribal male	60.34	8.62	38			

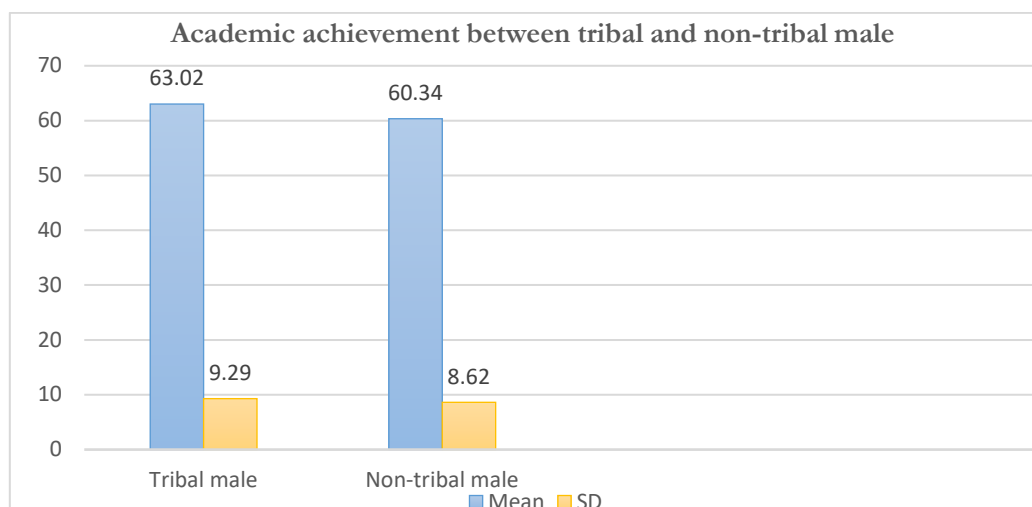


Figure 9. Mean and SD of academic achievement among tribal and non-tribal male undergraduate students

Table 11 and Figure 11 present a comparison of the academic achievement of tribal and non-tribal male undergraduate students. The mean and standard deviation scores of tribal male students are 63.02 and 9.29, and those of non-tribal male students are 60.34 and 8.62. The

calculated t-value is 1.92 with 86 degrees of freedom, which is smaller than both levels of significance; therefore, the null hypothesis is accepted. This indicates that both groups of male students' mean scores of academic achievements are not statistically significant.

Table 11. Mean and SD score of academic achievement between tribal and non-tribal female undergraduate students.

Factors	Ethnicity	Mean	SD	N	Degree of freedom	t-value	Significant
Academic Achievement	Tribal Female	61.94	10.27	117	229	1.33	Accepted & not Significant
	Non-tribal Female	65.01	9.97	114			

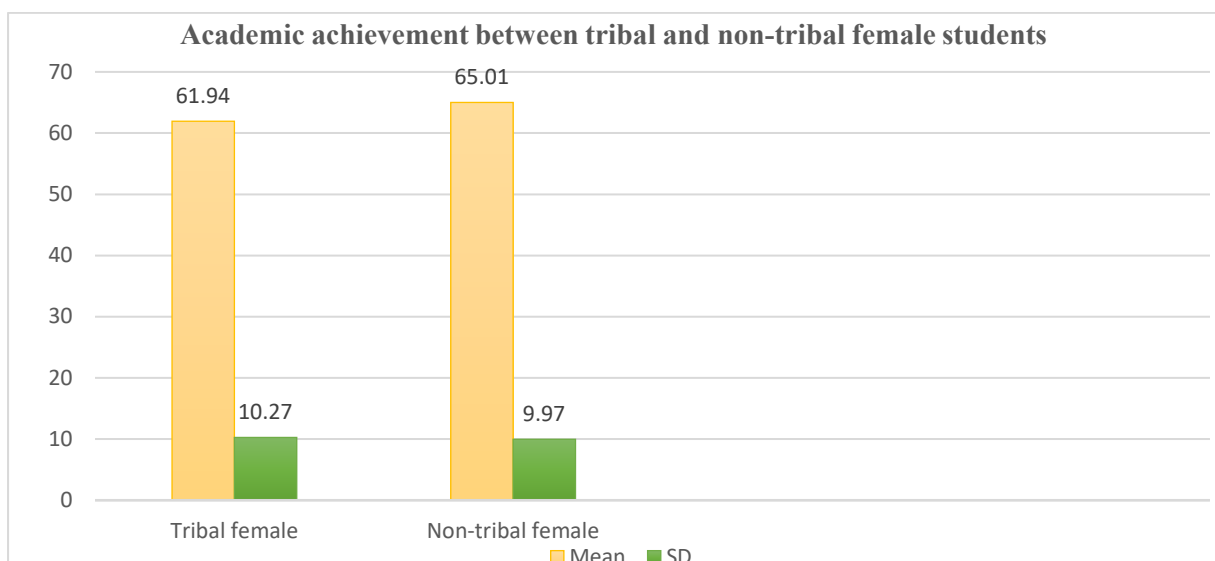


Table 12 compares the mean score of academic achievement between tribal and non-tribal female undergraduate students. According to the table, the mean and SD scores of tribal female students are 61.94 and 10.27, and the mean and SD scores of non-tribal female students are 65.01 and 9.97; the calculated t-value is 1.33 with 229 degrees of

freedom. Therefore, the null hypothesis is accepted and statistically not significant at both levels (0.05% and 0.01%). It suggests that the academic achievement of tribal and non-tribal undergraduate female students is not statistically significant

Table 12. Correlation between academic achievement and educational aspiration scores of tribal and non-tribal undergraduate students.

<i>Variables</i>	<i>Groups</i>	<i>Product moment coefficient correlation</i>	<i>Type of correlation</i>
<i>Educational Aspiration & Academic Achievement</i>	Tribal students	0.11	Very weak positive correlation
	Non-tribal students	0.20	Weak positive correlation

Table 13 presents the coefficient of correlation (r) between academic achievement and educational aspiration score of tribal and non-tribal undergraduate students, which is 0.11 and 0.20, respectively, a value that is obtained by using Pearson's product moment formula. The correlation coefficient between academic achievement and educational aspiration for tribal students is 0.11, indicating a very weak positive correlation. Similarly, the correlation coefficient for non-tribal students is 0.20, indicating a weak positive correlation. The correlation coefficient for tribal and non-tribal students is not significant at both levels (5% and 1%) of significance. Therefore, the null hypothesis is accepted. The findings suggest that the relationship between educational aspiration and academic achievement for both groups exhibits a low or weak relationship, and there is no significant difference between the educational aspiration and academic achievement of tribal and non-tribal undergraduate students.

4. Discussion

4.1 Interpretation of results.

Objective 1. To study the level of educational aspirations among tribal and non-tribal undergraduate students

The findings revealed that the majority of both tribal and non-tribal undergraduate students possessed average levels of educational aspirations, while comparatively fewer students exhibited very high or very low levels of aspiration. This indicates that students from both groups generally have a moderate desire to pursue further education and achieve their educational

goals. The finding is consistent with the study of Meinam.et.al. (2023), which reported the most students at Manipur University aspired to pursue higher education. It also broadly supports the findings of Rani et al. (2022) regarding the presence of educational aspirations among undergraduate students. However, the present study specifically demonstrates that average educational aspiration is predominant among both tribal and non-tribal undergraduate students in the Dhemaji district.

Objective 2. To compare the level of educational aspirations between tribal and non-tribal undergraduate students.

The findings showed that there was no statistically significant difference in educational aspirations between tribal and non-tribal undergraduate students; both groups demonstrated nearly similar levels of educational aspirations. The finding is consistent with Saikia (2017), who found no significant difference between the educational aspirations of tribal and non-tribal higher secondary students in the Sonitpur district, Assam. The present finding is also supported by Das and Rajesh (2024), who reported no significant differences in educational aspirations with respect to several demographical factors.

Objective 3. To study the academic achievement of tribal and non-tribal undergraduate students.

The findings indicated that the majority of both tribal and non-tribal undergraduate students obtained 1596-1610% marks (Grade B+), suggesting a satisfactory or good level of academic achievement. A smaller proportion of

students obtained higher grades, such as A and A+, while very few students were found in the pass and fail categories. No student obtained grade O (90% and above). Thus, findings suggest that students from both tribal and non-tribal backgrounds are able to maintain a comparable level of academic performance in undergraduate education.

Objective 4. To compare the academic achievement between tribal and non-tribal undergraduate students.

The study found no statistically significant difference in academic achievement between tribal and non-tribal undergraduate students with respect to both male and female students. The acceptance of the null hypothesis indicates that the mean academic achievement scores of the compared groups were statistically comparable. This finding suggests that tribal status and gender did not create a significant difference in the academic performance of the students included in the present study. The result also complements the broader pattern observed in the literature, particularly Das and Rajesh (2024).

Objective 5. To examine the relationship between educational aspirations and academic achievement among tribal and non-tribal undergraduate students.

The findings revealed a very weak and positive relationship between educational aspirations and academic achievement among tribal and non-tribal students. However, the relationship between educational aspirations and academic achievement was not statistically significant for either tribal or non-tribal undergraduate students. Therefore, the null hypothesis was accepted. This indicates that higher educational aspirations did not necessarily correspond to higher academic achievement among the students in the present study. The finding can be viewed in relation to Alam and Aftab (2021), who found no substantial relationship between educational aspirations and career objectives and certain characteristics of undergraduate students.

4.2 Implications for theory, practice, or policy

- Since both tribal and non-tribal undergraduate students exhibited similar levels of educational aspiration, educational institutions should provide equal opportunities, career guidance, and motivational programs to sustain and further enhance students' aspirations regardless of their social background.

- The predominance of average educational aspiration among tribal students indicates the need for counselling services, mentoring programs, career awareness activities, and exposure to higher education opportunities to encourage students to set higher educational goals.

- As most students achieved grade B+ (1596-1610%), colleges should introduce remedial teaching, academic mentoring, and enrichment programs to help students improve their performance and attain higher grades.

- The absence of significant differences in academic achievement between tribal and non-tribal male and female students suggests that educational policies and institutional support should continue to promote equity and inclusiveness, ensuring equal access to quality learning resources for all students.

- Since educational aspiration was not significantly related to academic achievement, teachers and policymakers should recognize that academic achievement is influenced by multiple factors such as learning environment, study habits, parental support, motivation, socio-economic conditions, and institutional facilities. These factors should be addressed alongside efforts to enhance students' aspirations.

- Higher education institutions should strengthen career counseling, academic guidance, scholarship awareness, and student support services, particularly for students from rural and tribal backgrounds, to improve both educational aspiration level and academic achievement outcome.

4.3 Limitations of the study

The delimitations of this study would involve specifying the boundaries and limitations of the research. The present study is delimited in terms of the following aspects:

1. The study will be delimited to the undergraduate-level students in the Dhemaji district, Assam.
2. The study will be delimited to only one district of Assam, i.e., the Dhemaji district.

5. Conclusion

5.1 Summarize key findings

The present study suggests that tribal and non-tribal undergraduate students possess comparable levels of educational aspiration and academic achievement. Although most students from both groups demonstrated moderate educational aspirations, there was no statistically significant difference in educational aspiration between tribal and non-tribal students. Similarly, the majority of students in both groups obtained 1596-1610% marks (Grade B+), indicating a satisfactory level of academic achievement, and no significant differences were found in the academic achievement of tribal and non-tribal male and female students.

Furthermore, the relationship between educational aspiration and academic achievement was positive but weak and satisfactorily insignificant for both tribal and non-tribal students. This suggests that educational aspiration alone does not substantially influence academic achievement and that academic performance is likely shaped by several other personal, social, and educational factors.

Overall findings suggest that tribal and non-tribal undergraduate students in the Dhemaji district,

Assam, exhibit similar educational characteristics in terms of aspiration and academic achievement. The study highlights the importance of providing equitable educational opportunities, strengthening academic achievement support systems, and promoting career guidance and counseling to help students realize their full academic potential and achieve higher educational goals in higher education.

5.2 Suggest recommendations or future research directions

- Future studies may include a larger sample covering undergraduate students from more colleges, districts, and geographical regions to improve the generalizability of findings.
- Future researchers may undertake longitudinal studies to examine how educational aspirations and academic achievement change over time and across different stages of higher education.
- Future studies may examine other factors such as socioeconomic status, parental education, family income, parental aspirations, peer influence, motivation, self-efficacy, and career goals.
- Qualitative methods such as interviews, focus-group discussions, and case studies may be used to explore the reasons behind students' educational aspirations and the factors that influence their academic achievement.

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7. Acknowledgements (Optional)

- Mention any funding, assistance, or institutional support.

8. Author Declaration

8.1 Confirm originality of work

I hereby declare that the research paper entitled “Educational Aspirations and Academic Achievement among Tribal and Non-Tribal Undergraduate Students in Dhemaji District, Assam” is an original work carried out by us. This manuscript has not been published previously, nor is it under consideration for publication elsewhere, either in part or in full.

We confirm that all sources of information have been properly acknowledged and cited in the manuscript. The data presented in this study are genuine, collected, and analyzed by us in accordance with accepted ethical research standards.

We take full responsibility for the content of this paper.

8.2 State no conflicts of interest.

The author(s) declare that there are no competing interests of a financial or personal nature that could have influenced the work reported in this paper.