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Post Graduate Students' Aspirations in Relation to their Scholastic Achievement: A Study among Arts Students in Hanmakonda District

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Abstract:

Education plays an important role in the social and economic development of modern society. In India, higher education is no longer viewed only as a means of obtaining a degree, but also as a pathway for securing better employment opportunities, social status, economic stability, and personal development. In recent years, a large number of students have been pursuing post graduate education with the aim of achieving professional success and improving their quality of life. Post graduate students occupy an important position in the educational system because they stand at the stage where academic learning and future career opportunities are closely connected. Their aspirations are influenced by several factors such as family background, social environment, institutional support, employment opportunities, and technological developments. Scholastic achievement, which refers to students' academic performance in examinations, assignments, classroom participation, and other learning activities, is an important indicator of educational success. Good academic performance increases students' confidence and encourages them to pursue higher goals such as government jobs, research careers, teaching professions, higher studies, and professional employment. In contrast, poor academic performance may reduce self-confidence and create uncertainty regarding future opportunities. Thus, there exists a close relationship between students' aspirations and their scholastic achievement. Hanmakonda district has emerged as an important educational centre in Telangana due to the growth of universities, colleges, and coaching institutions. Students from rural and urban areas as well as different socio-economic backgrounds come to Hanmakonda for higher education. Their educational aspirations and academic experiences vary according to their social and economic



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conditions. The present study focuses on understanding the aspirations of post graduate Arts students and their relationship with scholastic achievement in Hanmakonda district. The study also examines the social, economic, psychological, and institutional factors influencing students' educational goals and academic performance.

Keywords: Higher Education, Post Graduate Students, Aspirations, Scholastic Achievement, Hanmakonda, Academic Performance, Educational Sociology

Introduction:

Education has always been considered one of the most important tools for human development and social change. In every society, education helps individuals gain knowledge, improve their skills, and become responsible citizens. In democratic countries like India, higher education plays a major role in promoting social equality, economic growth, scientific thinking, and national development. After independence, India expanded its higher education system by establishing universities, colleges, and professional institutions across the country. As a result, students from different social, economic, rural, and urban backgrounds gained opportunities to pursue higher studies. In recent years, post graduate education has become increasingly important because modern society and the global economy require specialized knowledge, professional competence, and technical skills.

Post graduate students occupy an important place in the educational system because they are at the stage between academic learning and professional life. They are expected to develop advanced knowledge, research ability, critical thinking, and professional skills. The aspirations of post graduate students are not limited only to passing examinations or obtaining degrees. Many students aim to achieve secure employment, higher social status, financial stability, government jobs, research opportunities, entrepreneurship, and international exposure. These aspirations strongly influence their attitude toward education, academic motivation, and career planning.

Scholastic achievement refers to the academic performance of students measured through examinations, grades, assignments, classroom participation, project work, and other learning activities. Academic achievement is influenced by several factors such as intelligence, study habits, discipline, motivation, family support, economic condition, and institutional environment. Good scholastic achievement increases students' confidence and opens opportunities for higher



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studies and better employment. On the other hand, poor academic performance may create stress, low self-esteem, and uncertainty about future careers.

There is a close relationship between aspirations and scholastic achievement. Students who have high aspirations generally show greater interest in studies, work harder, and remain focused on their goals. Similarly, students who achieve good academic results often develop stronger confidence and higher ambitions. Therefore, aspirations and scholastic achievement influence each other in many ways.

Hanmakonda district has become an important educational centre in Telangana because of the presence of universities, colleges, coaching centres, and professional institutions. Students from rural, semi-urban, and urban areas come to Hanmakonda for higher education. Their educational experiences reflect changing trends in Indian society such as increasing competition, digital learning, employment pressure, and rising career expectations.

Conceptual Framework

Aspirations: Meaning and Nature

Aspirations refer to the hopes, goals, and ambitions that individuals want to achieve in their lives. In education, aspirations mean the educational and career goals that students wish to attain in the future. For Arts students, aspirations may include becoming lecturers, teachers, civil servants, journalists, social workers, lawyers, writers, researchers, politicians, or professionals in media and public administration. Educational aspirations influence students' attitudes toward studies, career planning, and future life. The aspirations of Arts students are shaped by several factors such as family background, economic condition, social environment, educational opportunities, and personal interests. Students from educated and financially secure families generally have higher confidence and broader career ambitions because they receive better guidance and educational support. In contrast, students from economically weaker backgrounds may face financial and social difficulties that affect their aspirations and opportunities. Social factors also play an important role in shaping aspirations. Family expectations, peer influence, teachers' encouragement, and exposure to society influence the ambitions of Arts students. Rural and urban students may differ in their career goals because of differences in awareness, resources, and educational exposure. Many Arts students aspire for government jobs because such employment provides economic security, social respect, and stable career opportunities. Educational aspirations are closely related to motivation and determination. Students who aim for higher positions in society usually show greater interest in learning, participate actively in



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academic activities, and work harder to achieve success. Therefore, aspirations act as a motivating force that encourages students to improve their academic performance.

Scholastic Achievement

Scholastic achievement refers to the academic performance of students in educational institutions. It includes examination marks, semester grades, assignments, attendance, classroom participation, seminars, and project work. Scholastic achievement is an important indicator of students' knowledge, learning ability, and educational progress. Among Arts students, scholastic achievement is influenced by many factors such as study habits, language skills, motivation, family support, teaching quality, economic condition, and institutional environment. Students who maintain regular study habits, attend classes regularly, and actively participate in discussions generally perform better academically. Language and communication skills are especially important for Arts students because many subjects in the Arts stream require reading, writing, critical thinking, and analytical abilities. Good communication skills help students perform better in examinations, seminars, and presentations. Scholastic achievement also affects future opportunities. Students with high academic performance often receive scholarships, admission into higher studies, and better employment opportunities. Good academic records increase confidence and encourage students to pursue competitive examinations and professional careers.

Relationship between Aspirations and Achievement

There is a close relationship between aspirations and scholastic achievement among Arts students. Students with high educational and career aspirations usually show greater dedication toward studies. They tend to manage their time effectively, remain focused on their goals, and work harder to achieve academic success. Similarly, students who achieve good academic results often develop higher confidence and stronger career ambitions. Good scholastic achievement motivates students to pursue higher education, research, civil services, teaching professions, journalism, law, and other prestigious careers. However, Arts students may also face several challenges. Financial difficulties, unemployment fears, lack of career guidance, and social stereotypes regarding Arts education may affect both aspirations and academic performance. Some students experience stress and anxiety when their academic results do not match their expectations. Therefore, educational institutions should provide proper career guidance, counselling, skill development programs, and academic support to help Arts students improve both their aspirations and scholastic achievement. A positive educational environment can motivate students to achieve academic success and build meaningful careers in the future.



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Scholastic Achievement and Academic Performance:

Scholastic achievement among post graduate Arts students is influenced by many social, psychological, economic, and institutional factors. Academic performance is not determined only by intelligence or hard work; it is also shaped by the environment in which students live and study. Factors such as study habits, time management, emotional stability, language skills, family support, and financial condition play an important role in determining students' academic success.

➤ Study Habits:

Good study habits are essential for improving scholastic achievement. Students who attend classes regularly, prepare notes, revise lessons daily, and participate actively in classroom discussions generally perform better in examinations. Proper planning and disciplined study schedules help students complete assignments, projects, and seminar work effectively.

➤ Time Management

Time management is especially important for post graduate Arts students because many students prepare for competitive examinations along with their regular academic studies. Some students also manage family responsibilities, part-time jobs, and internships. Students who use their time effectively are more likely to achieve better academic performance and reduce stress.

➤ Psychological Factors

Psychological factors such as self-confidence, motivation, emotional stability, and stress management strongly influence academic performance. Students with positive attitudes and confidence generally show greater interest in learning and academic activities. However, many students experience stress due to examination pressure, fear of unemployment, uncertainty about future careers, and family expectations. Anxiety, depression, and emotional problems may negatively affect concentration, memory, and classroom participation. In competitive educational environments, students often compare themselves with others, which may create mental pressure and reduce confidence. Therefore, emotional support from family, teachers, and institutions is important for maintaining students' mental well-being and academic progress.

➤ Language and Communication Skills:

Language proficiency is another important factor influencing scholastic achievement among Arts students. Arts education mainly depends on reading, writing, speaking, and analytical skills. Students with good language ability and communication skills usually perform better in examinations, seminars, debates, and presentations. Students from rural backgrounds sometimes face difficulties because higher education often uses English as the medium of instruction. Lack of confidence in speaking and writing English may affect classroom participation and academic performance.



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Communication skills also influence personality development, interviews, group discussions, and career opportunities. Therefore, improving language and communication abilities is essential for academic success and professional growth.

➤ Economic Constraints

Financial problems remain one of the major challenges affecting scholastic achievement among post graduate Arts students. Students from economically weaker families may struggle to afford books, coaching centres, internet facilities, digital devices, transportation, and hostel expenses. Economic difficulties may also force some students to take part-time jobs, reducing the time available for studies.

Financial stress can negatively affect concentration, confidence, and academic performance. In some cases, students may even discontinue their education because of economic hardships. Scholarships, fee reimbursement schemes, free educational resources, and government support programs therefore play an important role in helping students continue their education and improve their scholastic achievement. Educational institutions should also provide financial assistance and supportive learning environments to help economically disadvantaged students achieve their academic and career aspirations.

Objectives of the Study:

1. To examine the educational and career aspirations of post graduate Arts students in Hanmakonda district.
2. To analyze the relationship between students' aspirations and their scholastic achievement.
3. To study the socio-economic, family, and institutional factors influencing the aspirations and academic performance of post graduate Arts students.

Research Methodology

The present study is descriptive and analytical in nature. It focuses on post graduate Arts students studying in colleges and universities located in Hanmakonda district. The study aims to understand the relationship between students' aspirations and their scholastic achievement. Both primary and secondary sources of data are used for collecting relevant information related to educational aspirations, academic performance, and socio-economic background of students.

Sources of Data:

Primary Data:

Primary data is collected directly from 80 post graduate Arts students belonging to both rural and urban, private and Government institution students through structured questionnaires. Information is gathered regarding students' educational aspirations, career goals, academic



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performance, family background, parental education, economic condition, study habits, and institutional experiences.

Secondary Data:

Secondary data is collected from books, journals, research articles, university reports, educational surveys, government publications, and online academic sources related to higher education, student aspirations, and scholastic achievement.

Sampling Technique:

For the purpose of the study, the Simple Random Sampling method is adopted to select respondents from different post graduate colleges and universities in Hanmakonda district. Students from various social, economic, and rural-urban backgrounds are included in the sample to ensure diversity and representation.

Analytical Approach:

The study adopts both sociological and educational approaches to analyze the relationship between aspirations and scholastic achievement among post graduate Arts students. The collected data is interpreted using qualitative analysis to understand students' attitudes, motivations, academic experiences, and challenges.

Data Analysis and Interpretation:

1. Living Area:

Area	Frequency	Percentage
Rural	40	50%
Urban	40	50%
TOTAL	80	100%

From the above table, it is observed that out of the total 80 respondents, 40 students (50%) belong to rural areas and 40 students (50%) belong to urban areas. This indicates that the study has given equal representation to both rural and urban post graduate Arts students in Hanmakonda district. The balanced distribution helps in understanding and comparing the aspirations and scholastic achievement of students from different residential backgrounds.

2. Educational Institutions:

Type	Frequency	Percentage
Government	40	50%
Private	40	50%
TOTAL	80	100%



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From the above table, it is observed that out of the total 80 respondents, 40 students (50%) are studying in government educational institutions and 40 students (50%) are studying in private educational institutions. This shows that the study has provided equal representation to students from both government and private colleges. The balanced distribution helps in understanding the differences and similarities in educational aspirations and scholastic achievement among post graduate Arts students studying in different types of institutions in Hanmakonda district.

3. Parents Educational Background

Education	Frequency	Percentage
Illiterate	34	42.5%
School Education	23	28.8%
SSC	11	13.7%
Intermediate	08	10%
Graduation and above	04	05%
TOTAL	80	100%

From the above table, it is observed that a majority of the respondents' parents are illiterate, accounting for 34 respondents (42.5%). About 23 respondents (28.8%) belong to families where parents have school education, while 11 respondents (13.7%) reported that their parents studied up to SSC level. Further, 8 respondents (10%) have parents with intermediate education, and only 4 respondents (5%) belong to families where parents possess graduation and above qualifications. The data indicates that most post graduate Arts students in Hanmakonda come from families with low educational backgrounds. This suggests that many students are first-generation learners striving for higher education and better career opportunities despite limited educational support at home.

4. Educational Aspirations:

Response	Frequency	Percentage
Higher Studies	14	17.5%
Teaching	19	23.8%
Government Jobs	42	52.5%
Private Job	02	2.5%
Self-Employment	03	3.7%
TOTAL	80	100%



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From the above table, it is observed that the majority of the respondents, 42 students (52.5%), aspire for government jobs after completing their post graduation. This indicates that government employment remains the most preferred career choice among post graduate Arts students due to job security, social status, and stable income. About 19 respondents (23.8%) expressed interest in the teaching profession, showing the importance of education-related careers among Arts students. Further, 14 respondents (17.5%) aspire to pursue higher studies and research. Only 2 respondents (2.5%) showed interest in private sector jobs, while 3 respondents (3.7%) preferred self-employment. The findings reveal that most students prefer secure and socially respected occupations rather than private employment or entrepreneurship.

5. Motivation to Choose Arts:

Response	Frequency	Percentage
Personal Interest in Arts	14	17.5%
Aim for government Jobs	41	51.3%
Interest in Social Issues	20	25%
Family Encouragement	04	5%
Any other	01	1.2%
TOTAL	80	100%

From the above table, it is observed that a majority of the respondents, 41 students (51.3%), chose Arts education with the aim of securing government jobs. This indicates that Arts education is largely viewed as a pathway to government employment due to job security and social respect. About 20 respondents (25%) selected Arts because of their interest in social issues and society-related subjects. Further, 14 respondents (17.5%) chose Arts based on their personal interest in the discipline. Only 4 respondents (5%) reported family encouragement as the main motivating factor, while 1 respondent (1.2%) mentioned other reasons. The findings reveal that career opportunities, especially government employment, play a major role in motivating students to pursue post graduate Arts education in Hanmakonda district.

6. Your Perception on your Academic Performance:

Response	Frequency	Percentage
Excellent	14	17.5%
Good	19	23.8%
Average	40	50%
Poor	07	8.7%
TOTAL	80	100%



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From the above table, it is observed that a majority of the respondents, 40 students (50%), perceived their academic performance as average. About 19 respondents (23.8%) considered their performance to be good, while 14 respondents (17.5%) rated their academic performance as excellent. Only 7 respondents (8.7%) perceived their performance as poor. The findings indicate that most post graduate Arts students in Hanmakonda district view their scholastic achievement as moderate rather than highly outstanding. This suggests that while students possess educational aspirations, various factors such as academic pressure, economic conditions, and institutional support may influence their academic performance.

7. Impact of Friends and Teachers on Career Goals and Studies:

Response	Frequency	Percentage
High	47	58.8%
Moderate	24	30%
Low	09	11.2%
TOTAL	80	100%

From the above table, it is observed that a majority of the respondents, 47 students (58.8%), stated that friends and teachers have a high impact on their career goals and studies. About 24 respondents (30%) reported a moderate level of influence, while only 9 respondents (11.2%) felt that the impact was low. The findings indicate that teachers and peer groups play a significant role in shaping the educational aspirations, academic motivation, and career planning of post graduate Arts students in Hanmakonda district. Positive guidance from teachers and supportive peer relationships appear to encourage students toward better academic performance and future career goals.

8. What effects Career Aspirations

Response	Frequency	Percentage
Financial Problems	10	12.5%
Unemployment Fear	47	58.8%
Academic Pressure	9	11.2%
Lack of Guidance	14	17.5%
TOTAL	80	100%

From the above table, it is observed that the majority of the respondents, 47 students (58.8%), reported unemployment fear as the major factor affecting their career aspirations. This indicates that concerns about job availability and career security strongly influence the future goals of post graduate Arts students in Hanmakonda district. About 14 respondents (17.5%) stated that lack of proper guidance affects their career aspirations, while 10 respondents (12.5%)



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identified financial problems as a major challenge. Further, 9 respondents (11.2%) reported academic pressure as an important factor influencing their aspirations. The findings reveal that employment uncertainty is the most significant concern among students, highlighting the need for better career guidance, skill development, and employment opportunities for post graduate Arts students.

9. Institutional Facilities to reach academic aspirations:

Response	Govt Institutions	Pvt Institutions
Good	07 (17.5%)	14 (35%)
Average	09 (22.5%)	17 (42.5%)
Poor	24 (60%)	09 (22.5%)
TOTAL	40 (100%)	40 (100%)

From the above table, it is observed that there is a noticeable difference between government and private institutions regarding institutional facilities for achieving academic aspirations. In government institutions, a majority of the respondents, 24 students (60%), rated the facilities as poor, while 9 students (22.5%) considered them average and only 7 students (17.5%) rated them as good. In contrast, among private institution students, 17 respondents (42.5%) rated the facilities as average, 14 respondents (35%) considered them good, and only 9 respondents (22.5%) rated them as poor. The findings indicate that students studying in private institutions are relatively more satisfied with institutional facilities such as teaching quality, library resources, academic guidance, and infrastructure compared to students in government institutions. The data suggests that inadequate facilities in government institutions may affect the academic aspirations and scholastic achievement of post graduate Arts students in Hanmakonda district. Therefore, there is a need to improve infrastructure, learning resources, and academic support systems in government colleges to help students achieve their educational goals effectively.

10. Time Spent for Studies in a day

Response	Govt Institutions	Pvt Institutions
Less than 2 Hours	14 (35%)	05 (12.5%)
2-4 Hours	15 (37.5%)	06 (15%)



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4-6 Hours	06 (15%)	07 (17.5%)
6-8 Hours	05 (12.5%)	22 (55%)
TOTAL	40 (100%)	40 (100%)

From the above table, it is observed that there is a significant difference between government and private institution students regarding the time spent on studies per day. Among students from government institutions, 15 respondents (37.5%) spend 2–4 hours daily on studies, while 14 respondents (35%) spend less than 2 hours. Only 5 respondents (12.5%) reported spending 6–8 hours on studies. In contrast, among private institution students, a majority of 22 respondents (55%) spend 6–8 hours daily on academic study and preparation. About 7 respondents (17.5%) spend 4–6 hours, while only 5 respondents (12.5%) spend less than 2 hours. The findings indicate that students from private institutions generally spend more time on studies compared to students from government institutions. This may be due to better academic monitoring, institutional discipline, competitive academic environments, and greater focus on career preparation in private colleges. The data suggests that increased study hours positively contribute to scholastic achievement and academic aspirations among post graduate Arts students in Hanmakonda district.

11. Teaching Quality:

Response	Govt Institutions	Pvt Institutions
Good	12 (30%)	10 (25%)
Average	24 (60%)	21 (52.5%)
Poor	04 (10%)	09 (22.5%)
TOTAL	40 (100%)	40 (100%)

From the above table, it is observed that the majority of the respondents from both government and private institutions rated the teaching quality as average. In government institutions, 24 respondents (60%) perceived the teaching quality as average, while 12 respondents (30%) rated it as good and only 4 respondents (10%) considered it poor. Similarly, in private institutions, 21 respondents (52.5%) rated the teaching quality as average, 10 respondents (25%) considered it good, and 9 respondents (22.5%) rated it as poor. The findings indicate that most students in both government and private institutions are moderately satisfied



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with the quality of teaching. However, government institutions received comparatively better responses in the “good” category and fewer responses in the “poor” category compared to private institutions. This suggests that teaching quality plays an important role in influencing the academic performance and educational aspirations of post graduate Arts students in Hanmakonda district. Improving teaching methods, classroom interaction, and academic support can further enhance students’ scholastic achievement and career aspirations.

12. Any Suggestions to Improve Scholastic Performance:

Response	Frequency	Percentage
Better Carrer Guidance	32	40%
Improved Teaching Quality	34	42.5%
Financial Support	19	23.7%
Skill Enhancement programmes	67	83.8%
Improved Institutional Facilities	59	73.7%

From the above table, it is observed that a majority of the respondents suggested skill enhancement programmes as the most important measure to improve scholastic performance, with 67 respondents (83.8%) supporting this view. This indicates that students believe practical skills, communication abilities, and career-oriented training are essential for academic success and future employment opportunities. Further, 59 respondents (73.7%) emphasized the need for improved institutional facilities such as libraries, digital resources, classrooms, and academic infrastructure. About 34 respondents (42.5%) suggested improvement in teaching quality, while 32 respondents (40%) highlighted the importance of better career guidance and counselling services. Additionally, 19 respondents (23.7%) felt that financial support through scholarships and educational assistance is necessary to improve academic performance. The findings reveal that students expect both academic and institutional reforms to enhance their scholastic achievement and career aspirations. The data suggests that skill development programmes, better infrastructure, effective teaching, and proper career guidance are essential for improving the educational experiences of post graduate Arts students in Hanmakonda district.

Key Findings:

1. The study found that post graduate Arts students in Hanmakonda possess high educational and career aspirations, with a majority of students aspiring for government jobs due to job security, social status, and stable income.



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2. A significant number of students selected Arts education mainly to prepare for government employment, indicating the growing importance of competitive examinations and public sector careers among Arts students.
3. The study revealed that most respondents come from families with low educational backgrounds. A large proportion of parents was either illiterate or had only basic school education, showing that many students are first-generation learners.
4. The findings indicate that scholastic achievement among most students is moderate, as a majority of respondents perceived their academic performance as average rather than excellent.
5. There is a strong relationship between aspirations and scholastic achievement. Students with higher career goals and stronger educational ambitions generally showed greater interest in studies and academic activities.
6. Teachers and peer groups were found to play a major role in shaping students' educational aspirations, career planning, and academic motivation.
7. Unemployment fear emerged as the most important factor affecting students' career aspirations. Many students expressed anxiety regarding future employment opportunities and job security.
8. Financial problems, lack of career guidance, and academic pressure were identified as major challenges affecting students' scholastic achievement and educational aspirations.
9. The study found considerable differences between government and private institutions regarding institutional facilities. Students from private institutions expressed relatively greater satisfaction with infrastructure, academic resources, and learning environments.
10. Private institution students were found to spend more time on academic study and preparation compared to students from government institutions, indicating the influence of institutional discipline and academic monitoring.
11. Teaching quality in both government and private institutions was generally perceived as average, though government institutions received comparatively fewer negative responses regarding teaching quality.
12. Skill enhancement programmes, improved institutional facilities, better teaching quality, and career guidance services were identified as important measures for improving scholastic achievement among post graduate Arts students.
13. The study highlights that socio-economic background, institutional support, family encouragement, psychological well-being, and study habits collectively influence the aspirations and academic performance of post graduate Arts students.
14. The findings emphasize that scholastic achievement is not determined only by intelligence but is deeply influenced by social, economic, educational, and psychological conditions.
15. Strengthening counselling services, career guidance, skill development programmes, financial assistance, and academic infrastructure can significantly improve both the



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aspirations and scholastic achievement of post graduate Arts students in Hanmakonda district.

Conclusion:

The present study on “Post Graduate Students’ Aspirations in Relation to their Scholastic Achievement: A Study in Hanmakonda” highlights the growing importance of higher education in shaping the future of students and society. The study reveals that post graduate Arts students possess strong educational and career aspirations, particularly towards government employment, teaching professions, and higher studies. Their aspirations are closely connected with their scholastic achievement, academic motivation, and future career planning. The findings show that students’ academic performance is influenced by several social, economic, psychological, and institutional factors. Family background, parental education, financial condition, peer influence, teaching quality, institutional facilities, and study habits significantly affect both aspirations and scholastic achievement. The study also reveals that many students come from economically and educationally disadvantaged backgrounds, yet they continue to pursue higher education with the hope of achieving social mobility and economic security. The research further indicates that unemployment fear, lack of guidance, financial difficulties, and academic pressure are major challenges faced by post graduate Arts students. Differences were also observed between government and private institutions in terms of study environment, institutional facilities, and time spent on academic preparation. Students from private institutions were found to spend more time on studies and expressed relatively greater satisfaction with institutional support. The study emphasizes that scholastic achievement cannot be understood only in terms of examination performance or intelligence. It is deeply connected with students’ social environment, emotional well-being, institutional support, and educational opportunities. Aspirations and academic achievement influence each other continuously, as students with higher aspirations tend to work harder academically, while good academic performance increases confidence and future ambitions. Therefore, educational institutions should adopt student-centred approaches that focus not only on academic instruction but also on career guidance, counselling, skill development, communication abilities, and emotional support. Improvement in institutional infrastructure, teaching quality, scholarships, and employment-oriented training programmes is essential for enhancing students’ scholastic achievement and career opportunities. Overall, the study concludes that post graduate Arts students in Hanmakonda represent an important human resource with strong ambitions and educational potential. With proper institutional support, guidance, and opportunities, they can achieve academic success and contribute positively to social development, economic progress, and nation building.



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