

Self-Concept And Intrinsic Motivation as Predictors of Occupational Aspirations Among KGBV Hostel-Dwelling and Day-Scholar Female Learners from the Same Schools in Purulia District

Sudeep Gorain¹, Samirranjan Adhikari², Gokul Acharjee³

¹Research Scholar, Department of Education, Swami Vivekananda University, Barrackpore, West Bengal, India

²Professor, Department of Education, Swami Vivekananda University, Barrackpore, West Bengal, India

³Professor, Faculty of Management and Research, Babu Dinesh Singh University, Garhwa, Jharkhand, India

DOI: <https://doi.org/10.47772/IJRISS.2026.100601424>

Received: 08 July 2026; Accepted: 13 July 2026; Published: 22 July 2026

ABSTRACT

This study examined the influence of Multidimensional Self-Concept and Intrinsic Motivation on the Occupational Aspirations of female learners residing in Kasturba Gandhi Balika Vidyalayas (KGBVs) and compared them with day scholars from the same schools in Purulia District, West Bengal. An ex post facto, descriptive survey design was adopted. The sample comprised 401 female learners, including 193 KGBV hostel dwellers and 208-day scholars, selected through stratified random sampling. Data were collected using the Self-Concept Inventory (Shah, 1986), the Intrinsic Motivation Inventory (Ryan, 1982), and the Occupational Aspiration Scale (Grewal, 1998). Multiple regression analysis was employed to determine the predictive effects of Self-Concept and Intrinsic Motivation on Occupational Aspirations. The findings revealed that Self-Concept was the strongest and statistically significant predictor of Occupational Aspirations across all groups, while the dimensions of Intrinsic Motivation showed limited independent predictive power. Notably, the predictive influence of Self-Concept was stronger among KGBV learners than among day scholars, indicating the positive role of the KGBV residential environment in fostering confidence and higher career aspirations. The study concludes that the KGBV Scheme contributes significantly to the psychological empowerment of disadvantaged girls by strengthening their self-concept and promoting higher occupational aspirations.

Keywords: Kasturba Gandhi Balika Vidyalaya (KGBV), Self-Concept, Intrinsic Motivation, Occupational Aspirations, Female Learners.

INTRODUCTION

Education is a fundamental instrument for individual empowerment and social development. Gender gaps persist in India, especially among girls from underprivileged families, despite constitutional provisions guaranteeing free and compulsory education. In order to improve educational access, academic accomplishment, and general development, the **Kasturba Gandhi Balika Vidyalaya (KGBV)** program was implemented to offer free residential education to girls from marginalised communities. The **KGBV** program's emphasis on life skills, mentorship, and career counselling serves to enhance these constructs, particularly among adolescent girls constrained by socio-cultural barriers (Agrawal, 2023).

Three significant psychological constructs—Intrinsic Motivation, Self-Concept, and Occupational Aspiration among female students in Purulia District, West Bengal, are examined in this study in relation to the KGBV program. Occupational aspirations, the goals people envision for their future careers, are influenced by intrinsic motivation, which is defined as engaging in activities for inherent satisfaction (Ryan & Deci, 2020) and interacts

dynamically with self-concept, or people's perception of their abilities and worth (Marsh & Craven, 2006; Schoon & Eccles, 2021). The KGBV program aims to boost students' motivation, self-confidence, and future job goals by encouraging life skills, career assistance, and mentorship. Comprehending these results can offer significant perspectives for improving educational regulations and advancing gender parity among marginalised female students.

1.1 Perspective

Education has a significant impact on students' personal growth and eventual professional goals. The self-concept and intrinsic motivation of adolescent females from underprivileged families are significant psychological elements that impact their career goals. Girls from marginalised areas can benefit from the **Kasturba Gandhi Balika Vidyalaya (KGBV)** program, which offers a nurturing educational setting that fosters their social, intellectual, and psychological growth. In this regard, the current study looks at how various aspects of self-concept and intrinsic motivation affect the career goals of female students enrolled in KGBVs in Purulia District, West Bengal.

1.2 Objective of the Study

The main objective of the study was to determine the impact of Self-Concept and Intrinsic Motivation on Occupational Aspiration of the female learners of KGBV.

1.2.1 Specific Objectives of the Study

The present study was designed to probe into the following specific objectives –

O1: To construct a multiple regression equation to predict **Occupational Aspiration** with the help of different facets of **Self-Concept** and **Intrinsic Motivation** of the female learners of both the **Study Group (i.e., KGBV)** and **Reference Group (RG)**, considering them as a whole;

O2: To construct a multiple regression equation to predict **Occupational Aspiration** with the help of different facets of **Self-Concept** and **Intrinsic Motivation** of the female learners of the **Study Group (i.e., KGBV)**;

O3: To construct a multiple regression equation to predict **Occupational Aspiration** with the help of different facets of **Self-Concept** and **Intrinsic Motivation** of the female learners of the **Reference Group (RG)**.

1.2.2 Research Questions were –

Q1: What should be the multiple regression equation to predict **Occupational Aspiration** with the help of different facets of **Self-Concept** and **Intrinsic Motivation** of the female learners of both the **Study Group (i.e., KGBV)** and **Reference Group (RG)**, considering them as a whole?

Q2: What should be the multiple regression equation to predict **Occupational Aspiration** with the help of different facets of **Self-Concept** and **Intrinsic Motivation** of the female learners of the **Study Group (i.e., KGBV)**?

Q3: What should be the multiple regression equation to predict **Occupational Aspiration** with the help of different facets of **Self-Concept** and **Intrinsic Motivation** of the female learners of the **Reference Group (RG)**?

1.2.3 Research Hypotheses were –

H1: There remain statistically significant multiple regression coefficients to frame the equation to predict **Occupational Aspiration** with the help of different facets of **Self-Concept** and **Intrinsic Motivation** of the female learners of both the **Study Group (i.e., KGBV)** and **Reference Group (RG)**, considering them as a whole;

H2: There remain statistically significant multiple regression coefficients to frame the equation to predict **Occupational Aspiration** of the female learners of the Study Group (i.e., KGBV) with the help of different facets of **Self-Concept** and **Intrinsic Motivation** of the female learners of the Study Group (i.e., KGBV);

H3: There remain statistically significant multiple regression coefficients to frame the equation to predict **Occupational Aspiration** with the help of different facets of **Self-Concept** and **Intrinsic Motivation** of the female learners of the Reference Group (RG).

ACQUAINTANCES WITH THE PSYCHOLOGICAL CONSTRUCTS UNDER STUDY

Let's take an overview of the psychological constructs that were used in this study.

2.1 Occupational Aspiration

Occupational aspiration is the term used to describe a person's envisioned or desired future job, which is influenced by personal values, motivation, socioeconomic situation, and perceived competence (Schoon & Parsons, 2002; Lent et al., 2019). It functions as a guiding psychological concept that connects long-term career planning with educational involvement. For teenage females living in rural areas, career aspirations are a crucial symbol of social mobility and empowerment. Higher professional aspirations among female learners are strongly predicted by educational exposure and intrinsic motivation, according to studies (Choudhury & Roy, 2024; Mishra, 2023). This study's Occupational Aspiration Scale (Grewal, 1998) offers a trustworthy gauge of career direction that captures both aspiration and practical goal-setting. Students can envision and follow a variety of career options that go beyond conventional gendered expectations because of the KGBV scheme's residential and inclusive structure (Marsh, Craven, & Martin, 2019; Ministry of Education, 2023).

2.2 Self-Concept

A person's structured view of themselves in the cognitive, emotional, social, and physical domains is referred to as their self-concept (Shavelson et al., 1976). It is dynamic and multifaceted, impacted by social interactions, contextual elements, and individual experiences (Marsh et al., 2019). Confidence, scholastic achievement, and psychological well-being are all improved by a solid, positive self-concept (Marsh & Craven, 2006; Singh & Gupta, 2020). According to the KGBV framework, a large number of female students come from socially disadvantaged households where self-perception has historically been weakened by gender stereotypes and limited educational opportunities. By fostering self-efficacy and a sense of belonging, KGBV interventions like leadership camps, life-skill training, and mentorship programs are crucial in changing students' perceptions of themselves (Ministry of Education, 2023; Roy, 2024). Shah's Self-Concept Inventory (1986), a validated and culturally appropriate tool for Indian teenagers, is used in this study to measure self-concept (Char, 2023). The emotional, cognitive, and social aspects of self-perception that are essential to comprehending the internal transformations among female students engaged in empowerment-focused educational programs are captured by this tool.

2.3 Intrinsic Motivation

Intrinsic motivation is the inward drive that propels people to participate in things out of real interest, delight, or innate fulfilment as opposed to extrinsic rewards or demands (Rayn & Deci, 2020). It is a key idea in **Self-Determination Theory (SDT)**, which holds that when the needs for relatedness, competence, and autonomy are met, human motivation is maintained. According to Jang et al. (2022), intrinsic motivation in educational contexts promotes creativity, perseverance, and deep learning. Intrinsic motivation supports resilience and sustained academic engagement among marginalised female learners, especially those in residential settings like KGBVs, and acts as a vital buffer against socioeconomic adversity (Papakonstantinou & Rayner, 2022). Students' feelings of purpose and engagement are increased by programs that enable peer collaboration, autonomy-supportive instruction, and the development of life skills. Therefore, intrinsic motivation is more than

just an internal emotion; it is a transforming element that helps students overcome structural obstacles through academic pursuit and self-directed development.

REVIEW OF ALLIED LITERATURE

Research on the KGBV Scheme demonstrates how it can significantly reduce gender gaps in education. The KGBV initiative, which was started in 2004 under the Sarva Shiksha Abhiyan, has given girls from underprivileged areas residential schooling, encouraging empowerment via education (**Government of India, 2023; Unterhalter et al., 2021**). While **Chaudhary and Saini (2021)** highlighted ongoing socio-cultural opposition to girls' education, **Bhattacharya and Roy (2020)** highlighted infrastructure issues in KGBVs. According to recent assessments, KGBVs have increased enrolment and retention while boosting psychological outcomes, including leadership and confidence (**Ministry of Education, 2023**). Higher academic accomplishment is predicted by a good self-concept, according to **Marsh and Craven (2006)**. In comparison to their counterparts in non-residential schools, KGBV students showed higher levels of self-efficacy and self-regulation, according to empirical research by **Das et al. (2019)**. Supportive residential contexts considerably improved girls' intellectual and emotional self-concept, according to **Nayak L.N. (2023)**. **Mishra et al. (2021)** and **Pooja and Yadav (2023)** discovered that extracurricular activities and participatory pedagogy improved academic persistence and intrinsic motivation in the KGBV setting. In a similar vein, **Sen and Mukherjee (2022)** found that culturally sensitive teaching strategies empowered rural females to overcome socioeconomic obstacles by promoting self-driven learning.

Motivation, self-belief, and social expectations all have an impact on occupational aspiration, which is described as one's ideal future career (**Schoon & Parsons, 2002**). Research conducted throughout India (**Srinivasan & Rao, 2023; Verma & Soni, 2023**) shows that socio-cultural norms and parental ambitions significantly influence girls' professional goals, frequently restricting them to traditionally "feminine" occupations. Recent research, however, indicates that KGBV participants are becoming more and more interested in high-status professions, including law, civil service, and entrepreneurship. Higher career ambition and persistence result from the mutual reinforcement of intrinsic drive and self-concept (**Schunk et al., 2021; Papageorgiou et al., 2023**). Research conducted in India (**Sen et al., 2025; Roy, 2024**) confirms that learners who are intrinsically motivated have more long-term goals and vocational clarity.

METHODS

The **Descriptive Survey Method** within an **Ex-Post-Facto research** design was used to conduct the current investigation. The specifics of the sample, instrument, data-collecting process and statistical method are described below.

4.1 Research Design

The study employed a correlational approach and multiple regression analysis to determine the predictive contribution of the independent variables to occupational aspiration.

4.1.1 Variables

The present investigation included both independent and dependent variables. The independent variables comprised the dimensions of **Self-Concept** and **Intrinsic Motivation**. Self-Concept included ten dimensions, and Intrinsic Motivation consisted of four dimensions.

4.2 Sample

The sample for the present study was selected through the stratified random sampling technique to ensure adequate representation of both the study and reference groups. The participants were drawn from Government-sponsored and Government-aided secondary schools of Purulia District, West Bengal, where Kasturba Gandhi

Balika Vidyalaya (KGBV) Type-IV hostels were functioning for students of Classes IX to XII. The final sample comprised 401 female learners, of whom 193 were KGBV hostel dwellers (beneficiaries of the KGBV Scheme), and 208 were day scholars (non-beneficiaries of the KGBV Scheme) studying in the same schools. The KGBV learners constituted the Study Group, while the day scholars served as the Reference Group for comparison.

4.3 Tools of Research

Data for the present investigation were collected using three standardised psychological instruments selected on the basis of their relevance to the objectives of the study and their established psychometric properties, including validity, reliability, appropriateness, and suitability. These instruments measured occupational aspiration, self-concept, and intrinsic motivation, respectively.

4.3.1 Occupational Aspiration

Occupational Aspiration was measured using the **Occupational Aspiration Scale (OAS)** developed by **Grewal (1998)**. The scale measures an individual's aspiration towards different occupations and consists of eight multiple-choice items. Each item contains ten occupations representing different levels of occupational prestige, from which the respondent is required to select the occupation that best reflects her aspiration. Every occupation appears only once in the instrument, ensuring that the entire spectrum of occupational prestige is represented systematically. For ease of comparison, the obtained scores were normalised by dividing the mean score by the total number of items. Consequently, the normalised scores ranged from 0 to 9, where scores between 0.00 and 2.25 indicated a very low level of occupational aspiration, 2.26 to 4.50 indicated a low level, 4.51 to 6.75 represented a high level, and 6.76 to 9.00 reflected a very high level of occupational aspiration.

Normalised Mean = mean of the item responses of the scale/number of total items of the scale. Therefore, the Maximum score for each dimension is 9, the minimum is 0, and the mid value is 4.5.

The mean of each dimension may be interpreted as –

Very low	: 0.00 to 2.25
Low	: 2.26 to 4.50
High	: 4.51 to 6.75
Very High	: 6.76 to 9.00

4.3.2 Self-Concept Inventory (SCI) Shah (1986)

Self-Concept was assessed using the Bengali version of the Self-Concept Inventory (SCI) originally developed by **Shah (1986)**. The inventory consists of 62 items distributed across ten dimensions of self-concept, namely Social Self-Concept, Emotional Self-Concept, Physical Self-Concept, Cognitive Self-Concept, Aesthetic Self-Concept, Political Self-Concept, Job-Related Self-Concept, Self-Confidence, Self-Concept Related to Beliefs and Traditions, and Self-Concept Related to Personality Traits. In this study, the composite score of self-concept was considered. Participants responded to each statement on a five-point Likert-type scale ranging from strong disagreement to strong agreement. Higher scores represented more positive levels of self-concept. To facilitate comparison among the dimensions, normalised mean scores were calculated by dividing the mean score of each dimension by the number of items included in that dimension. The normalised scores ranged from 1 to 5, where scores between 1.00 and 1.99 indicated a very low level of self-concept, 2.00 to 2.99 indicated a low level, 3.00 to 3.99 indicated a high level, and 4.00 to 5.00 represented a very high level of self-concept.

The mean score of each dimension is made comparable by normalising. The normalisation procedure is as follows:

Normalised Mean = mean of the item responses in a dimension/number of total items in the dimension. Therefore, the Maximum score of each dimension is 5, and the minimum is 1; therefore, the mid-value is 3.

The mean of each dimension may be interpreted as –

Very low	:	1.00 to 1.99
Low	:	2.00 to 2.99
High	:	3.00 to 3.99
Very High	:	4.00 to 5.00

4.3.3 Intrinsic Motivation Inventory (Deci & Ryan, 2000)

Intrinsic Motivation was measured using the **Intrinsic Motivation Inventory (IMI)** developed by **Deci and Ryan (2000)**, based on the principles of **Self-Determination Theory** (Deci & Ryan, 1985, 2000). The version used in the present study consists of **22 items** representing four dimensions: Interest/Enjoyment, Perceived Competence, Perceived Choice, and Pressure/Tension. Participants rated each statement on a seven-point Likert-type scale ranging from 1 (strongly disagree) to 7 (strongly agree). The inventory includes both positively worded and reverse-scored items to minimise response bias. Normalised mean scores were computed by dividing the mean score of each subscale by the number of items included in that subscale. The normalised scores ranged from 1 to 7, with scores between 1.00 and 2.49 indicating a very low level of intrinsic motivation, 2.50 to 3.99 indicating a low level, 4.00 to 5.49 indicating a high level, and 5.50 to 7.00 indicating a very high level of intrinsic motivation.

Normalised Mean = mean of the item responses in a subscale (or total scale) / number of total items of the subscale (or total scale).

Each item is followed by a seven-point Likert-type scale ranging from 1 to 7. Therefore, the Maximum score for each dimension is 7, the minimum is 1, and the mid-value is 4.

The mean of the scores of each **interest/enjoyment, perceived competence, perceived choice** and **Pressure/tension** dimension was interpreted as –

1.00 to 2.49	:	Very Low
2.50 to 3.99	:	Low
4.00 to 5.49	:	High
5.50 to 7.00	:	Very High

4.4 Procedure for Data Collection

Before commencing data collection, formal permission was obtained from the Heads of the participating schools. The objectives and significance of the study were explained to the school authorities as well as to the participants. The three standardised instruments were then administered personally by the investigator during regular school hours in accordance with the administration procedures prescribed in the respective test manuals. The participants were informed that their responses would remain confidential and would be used solely for academic purposes. They were encouraged to answer all items honestly and independently without discussing their responses with others. After the completion of data collection, the questionnaires were carefully scrutinised for completeness, coded systematically, and prepared for statistical analysis. The collected data were subsequently analysed using appropriate descriptive and inferential statistical techniques to test the hypotheses of the study.

Prior to interpreting the multiple regression models, the assumptions underlying regression analysis should be examined. These include multicollinearity among predictors using the Variance Inflation Factor (VIF) and

Tolerance statistics, normality of residuals through histograms, normal probability (Q–Q) plots or the Shapiro–Wilk test, homoscedasticity using standardised residual scatterplots, and independence of residuals using the Durbin–Watson statistic. The regression results should be interpreted only after these diagnostic indicators confirm that the assumptions are adequately satisfied. (If these diagnostics were conducted in SPSS, their values should be reported in the manuscript.)

RESULTS OF MULTIPLE REGRESSION ANALYSIS

To probe into the results of multiple regression analysis, considering the **Occupational Aspiration Scale (OAS)** Score of the female learners as the **dependent variable** and different facets of the **Intrinsic Motivation Inventory (IMI)** and **Self-Concept Inventory (SCI)** as independent variables are presented here.

Three analyses were done considering the female learners of – (a) both Study Group (i.e., KGBV) and Reference Group (RG) as a whole, (b) Study Group (i.e., KGBV) only and (c) Reference Group (RG) only.

5.1 Occupational Aspiration Scale (OAS) Score of the Female Learners of both the Study Group (i.e., KGBV) and Reference Group (RG) as a Whole as Dependent Variable

To prove the **hypothesis H₁** (i.e., **There remain statistically significant multiple regression coefficients to frame the equation to predict Occupational Aspiration with the help of different facets of Self-Concept and Intrinsic Motivation of the female learners of both the Study Group (i.e., KGBV) and Reference Group (RG), considering as a whole**), the following results were obtained.

The results of multiple regression analysis considering the female learners of both the **Study Group (i.e., KGBV)** and **Reference Group (RG)** as a whole are presented in Table 5.1(a), Table 5.1(b), Table 5.1(c) and Table 5.1(d).

Table 5.1(a): Variables Entered in Multiple Regression Analysis with Occupational Aspiration Scale (OAS) Score of the Female Learners of both the Study Group (i.e., KGBV) and Reference Group (RG) as a Whole as Dependent Variable

Dependent Variable	Variables Entered	Method
Occupational Aspiration	Self-Concept, Pressure/ tension, Perceived choice, Interest/ enjoyment, Perceived competence	Enter

Table 5.1(a) presents the variables included in the multiple regression analysis conducted for the combined sample of female learners from both the KGBV and Reference Group (RG). Occupational Aspiration was treated as the dependent variable, whereas Self-Concept and the four dimensions of Intrinsic Motivation—Interest/Enjoyment, Perceived Competence, Perceived Choice, and Pressure/Tension—were entered simultaneously as predictor variables using the Enter method. This approach enabled the assessment of the unique as well as the combined contribution of all predictors to Occupational Aspiration.

Table 5.1(b): Model Summary in Multiple Regression Analysis with Occupational Aspiration Scale (OAS) Score of the Female Learners of both the Study Group (i.e., KGBV) and Reference Group (RG) as a Whole as Dependent Variable

R	R ²	Adjusted R ²	Std. Error of the Estimate	Change Statistics				
				R ² Change	F Change	df ₁	df ₂	Sig. F Change
0.34	0.11	0.10	7.85	0.11	10.18	5	395.00	0.00

Table 5.1(b) indicates that the overall multiple regression model is statistically significant. The obtained multiple correlation coefficient (R = 0.34) reflects a moderate positive relationship between the observed and predicted

Occupational Aspiration scores. The coefficient of determination ($R^2 = 0.11$) reveals that the predictor variables jointly explain 11% of the variance in Occupational Aspiration. The Adjusted R^2 value of 0.10 suggests only a marginal reduction after adjusting for the number of predictors, indicating satisfactory model stability. Furthermore, the significant F-change ($F = 10.18$, $p < 0.001$) confirms that the set of predictor variables collectively contributes significantly to the prediction of Occupational Aspiration.

Table 5.1(c): ANOVA in Multiple Regression Analysis with Occupational Aspiration Scale (OAS) Score of the Female Learners of both the Study Group (i.e., KGBV) and Reference Group (RG) as a Whole as Dependent Variable

	Sum of Squares	df	Mean Square	F	Sig.
Regression	3137.24	5	627.45	10.18	0.00
Residual	24353.90	395	61.66		
Total	27491.14	400			

Table 5.1(c) presents the ANOVA results for the regression model. The regression model is statistically significant, $F(5, 395) = 10.18$, $p < 0.001$, indicating that the combination of Self-Concept and Intrinsic Motivation variables significantly predicts Occupational Aspiration among the female learners. The significant F-ratio demonstrates that the regression equation provides a substantially better prediction than would be expected by chance.

Table 5.1(d): Coefficients in Multiple Regression Analysis with Occupational Aspiration Scale (OAS) Score of the Female Learners of both the Study Group (i.e., KGBV) and Reference Group (RG) as a Whole as Dependent Variable

Predictors	Un-standardised Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	B		
(Constant)	18.47	6.51		2.84	0.00
Self-Concept	0.15	0.02	0.30	6.11	0.00
Interest/ enjoyment	0.01	0.12	-0.01	-0.12	0.91
Perceived competence	0.18	0.11	0.10	1.69	0.09
Perceived choice	0.02	0.11	-0.01	-0.17	0.86
Pressure/ tension	-0.25	0.13	-0.10	-1.96	0.05

Table 5.1(d) presents the individual contribution of each predictor variable. Among all predictors, Self-Concept emerged as the strongest and statistically significant positive predictor of Occupational Aspiration ($\beta = 0.30$, $t = 6.11$, $p < 0.001$). This finding suggests that higher levels of self-concept are associated with higher occupational aspirations among female learners. Although Perceived Competence showed a positive regression coefficient ($\beta = 0.10$), its contribution did not reach statistical significance ($p = 0.09$). Similarly, Interest/Enjoyment and Perceived Choice exerted negligible and non-significant effects. Conversely, Pressure/Tension demonstrated a negative coefficient ($\beta = -0.10$, $p = 0.05$), indicating that increased feelings of pressure and tension tend to reduce Occupational Aspiration. Overall, Self-Concept constitutes the most influential predictor in the regression model.

The final regression equation highlights self-concept as the primary driver of aspirations across both groups:

$$OA = 18.47 + 0.15 \times \text{Self-Concept} + 0.01 \times \text{Interest/ enjoyment} + 0.18 \times \text{Perceived competence} + 0.02 \times \text{Perceived choice} - 0.25 \times \text{Pressure/ tension}$$

5.2 Occupational Aspiration Scale (OAS) Score of the Female Learners of the Study Group (i.e., KGBV) as Dependent Variable

To prove the hypothesis H₂ (i.e., there remain statistically significant multiple regression coefficients to frame the equation to predict Occupational Aspiration with the help of different facets of Self-Concept and Intrinsic Motivation of the female learners of the Study Group (i.e., KGBV), the following results were obtained.

The results of multiple regression analysis considering the female learners of the study group (i.e., KGBV) are presented in Table 5.2(a), Table 5.2(b), Table 5.2(c) and Table 5.2(d).

Table 5.2(a): Variables Entered in Multiple Regression Analysis with Occupational Aspiration Scale (OAS) Score of the Female Learners of the Study Group (i.e., KGBV) as Dependent Variable

Dependent Variable	Variables Entered	Method
Occupational Aspiration	Self-Concept, Pressure/ tension, Interest/ enjoyment, Perceived choice, Perceived competence	Enter

Table 5.2(a) shows that the same five predictor variables were entered simultaneously into the regression model for the KGBV learners using the Enter method, with Occupational Aspiration serving as the dependent variable.

Table 5.2(b): Model Summary in Multiple Regression Analysis with Occupational Aspiration Scale (OAS) Score of the Female Learners of the Study Group (i.e., KGBV) as Dependent Variable

R	R ²	Adjusted R ²	Std. Error of the Estimate	Change Statistics				
				R ² Change	F Change	df ₁	df ₂	Sig. F Change
0.41	0.17	0.15	6.61	0.17	7.70	5	187	0.00

Table 5.2(b) reveals a stronger regression model for the KGBV learners than for the combined sample. The multiple correlation coefficient ($R = 0.41$) indicates a moderate positive relationship between the predictor variables and Occupational Aspiration. The coefficient of determination ($R^2 = 0.17$) suggests that approximately 17% of the variance in Occupational Aspiration is explained by the predictor variables. The Adjusted R^2 value of 0.15 indicates good model consistency. The statistically significant F-change ($F = 7.70$, $p < 0.001$) confirms the overall effectiveness of the regression model.

Table 5.2(c): ANOVA in Multiple Regression Analysis with Occupational Aspiration Scale (OAS) Score of the Female Learners of the Study Group (i.e., KGBV) as Dependent Variable

	Sum of Squares	df	Mean Square	F	Sig.
Regression	1679.63	5	335.93	7.70	0.00
Residual	8162.04	187	43.65		
Total	9841.68	192			

The ANOVA results presented in Table 5.2(c) demonstrate that the regression model is statistically significant, $F(5, 187) = 7.70$, $p < 0.001$. Thus, the predictor variables jointly make a significant contribution towards explaining variations in Occupational Aspiration among KGBV learners.

Table 5.2(d): Coefficients in Multiple Regression Analysis with Occupational Aspiration Scale (OAS) Score of the Female Learners of the Study Group (i.e., KGBV) as Dependent Variable

Predictors	Un-standardised Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	B		
(Constant)	13.62	8.58		1.59	0.11
Self-Concept	0.18	0.03	0.42	5.79	0.00
Interest/ enjoyment	0.02	0.15	0.01	0.14	0.89
Perceived competence	0.09	0.15	0.05	0.61	0.54
Perceived choice	0.23	0.13	-0.13	-1.82	0.07
Pressure/ tension	-0.05	0.16	-0.02	-0.29	0.78

Table 5.2(d) shows that Self-Concept is the only statistically significant predictor of Occupational Aspiration among KGBV learners ($\beta = 0.42$, $t = 5.79$, $p < 0.001$). Its standardised coefficient is considerably larger than those of the remaining predictors, indicating its dominant influence. The effects of Interest/Enjoyment, Perceived Competence, Perceived Choice, and Pressure/Tension were statistically non-significant. These findings suggest that Occupational Aspiration among KGBV learners is influenced primarily by their level of Self-Concept rather than by the intrinsic motivational dimensions considered in the present study.

This underlines that the KGBV scheme primarily fosters aspirations by strengthening learners' self-concept:

$$OA = 13.62 + 0.18 \times \text{Self-Concept} + 0.02 \times \text{Interest/ enjoyment} + 0.09 \times \text{Perceived competence} + 0.23 \times \text{Perceived choice} - 0.05 \times \text{Pressure/ tension}$$

5.3 Occupational Aspiration Scale (OAS) Score of the Female Learners of the Reference Group (RG) as Dependent Variable

To prove the hypothesis H_3 (i.e., there remain statistically significant multiple regression coefficients to frame the equation to predict Occupational Aspiration with the help of different facets of Self-Concept and Intrinsic Motivation of the female learners of the Reference Group (RG), the following results were obtained.

The results of multiple regression analysis considering the female learners of the Reference Group (RG) are presented in Table 5.3(a), Table 5.3(b), Table 5.3(c) and Table 5.3(d).

Table 5.3(a): Variables Entered in Multiple Regression Analysis with Occupational Aspiration Scale (OAS) Score of the Female learners of the Reference Group (RG) as Dependent Variable

Dependent Variable	Variables Entered	Method
Occupational Aspiration	Self-Concept, Pressure/ tension, Interest/ enjoyment, Perceived choice, Perceived competence	Enter

Table 5.3(a) indicates that Self-Concept, together with the four dimensions of Intrinsic Motivation, were entered simultaneously as independent variables to predict Occupational Aspiration among the Reference Group learners.

Table 5.3(b): Model Summary in Multiple Regression Analysis with Occupational Aspiration Scale (OAS) Score of the Female Learners of the Reference Group (RG) as Dependent Variable

R	R ²	Adjusted R ²	Std. Error of the Estimate	Change Statistics				
				R ² Change	F Change	df ₁	df ₂	Sig. F Change
0.311	0.10	0.07	8.84	0.10	4.31	5	202	0.00

Table 5.3(b) indicates a moderate predictive relationship between the independent variables and Occupational Aspiration ($R = 0.311$). The coefficient of determination ($R^2 = 0.10$) shows that the predictor variables account for approximately 10% of the total variance in Occupational Aspiration. The Adjusted R^2 value of 0.07 suggests a modest but meaningful explanatory capacity of the model. The statistically significant F-change ($F = 4.31$, $p < 0.001$) confirms the overall significance of the regression equation.

Table 5.3(c): ANOVA in Multiple Regression Analysis with Occupational Aspiration Scale (OAS) Score of the Female Learners of the Reference Group (RG) as Dependent Variable

	Sum of Squares	df	Mean Square	F	Sig.
Regression	1683.54	5	336.71	4.31	0.001
Residual	15773.57	202	78.09		
Total	17457.11	207			

The ANOVA results presented in Table 5.3(c) reveal that the regression model is statistically significant, $F(5, 202) = 4.31$, $p = 0.001$. Therefore, the selected predictor variables jointly explain a significant proportion of the variance in Occupational Aspiration among the Reference Group learners.

Table 5.3(d): Coefficients in Multiple Regression Analysis with Occupational Aspiration Scale (OAS) Score of the Female Learners, the Reference Group (RG) as Dependent Variable

Predictors	Un-standardised Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	B			
(Constant)	18.10	11.03			1.64	0.10
Self-Concept	0.13	0.04	0.24		3.55	0.00
Interest/ enjoyment	0.04	0.18	-0.02		-0.20	0.84
Perceived competence	0.22	0.16	0.10		1.39	0.17
Perceived choice	0.23	0.20	0.08		1.14	0.25
Pressure/ tension	-0.37	0.19	-0.14		-1.91	0.06

Table 5.3(d) indicates that Self-Concept is again the only statistically significant positive predictor of Occupational Aspiration ($\beta = 0.24$, $t = 3.55$, $p < 0.001$). Although Perceived Competence and Perceived Choice showed positive regression coefficients, neither attained statistical significance. Interest/Enjoyment exhibited virtually no predictive effect, while Pressure/Tension demonstrated a negative trend that approached significance ($p = 0.06$). Compared with the KGBV learners, the predictive influence of Self-Concept is relatively weaker among the Reference Group learners, suggesting that Self-Concept exerts a stronger role in shaping Occupational Aspiration within the KGBV educational environment.

$$OA = 18.10 + 0.13 \times \text{Self-Concept} + 0.04 \times \text{Interest/enjoyment} + 0.22 \times \text{Perceived competence} + 0.23 \times \text{Perceived choice} - 0.37 \times \text{Pressure/ tension}$$

DISCUSSION

The discussions are presented under three different subsections hereunder.

6.1 Interpretation and Discussion of Hypothesis H₁

The findings of the multiple regression analysis confirmed the acceptance of Hypothesis H₁. The overall regression model was statistically significant ($R = 0.34$, $R^2 = 0.11$, $F = 10.18$, $p < 0.001$), indicating that Self-Concept and the selected dimensions of Intrinsic Motivation jointly predicted Occupational Aspiration among the combined sample of female learners. Although the predictors explained a modest proportion (11%) of the variance in Occupational Aspiration, the model demonstrates that psychological variables significantly contribute to career-related aspirations.

Among all predictors, **Self-Concept emerged as the strongest positive predictor** ($\beta = 0.30$, $p < 0.001$). This finding indicates that female learners possessing a more positive perception of their abilities, competencies and self-worth are more likely to aspire towards higher educational and occupational goals. The result supports the theoretical proposition of Donald Super (1957), who argued that occupational choice is fundamentally an expression of an individual's self-concept. Similarly, Albert Bandura's (1986) social cognitive theory emphasises that beliefs regarding one's capabilities substantially influence goal setting, persistence and career aspirations.

The present finding also corroborates the work of Linda Gottfredson (1981, 2002), who proposed that individuals progressively eliminate occupational alternatives that are inconsistent with their developing self-concept. Female learners with stronger self-concepts therefore perceive a wider range of career opportunities as attainable.

Among the intrinsic motivation variables, **Perceived Competence** showed a positive but statistically non-significant contribution ($\beta = 0.10$, $p = 0.09$). Although not reaching the conventional level of significance, the positive coefficient suggests that learners who perceive themselves as academically competent tend to report higher occupational aspirations. This observation is consistent with Edward Deci and Richard Ryan's (1985, 2000) Self-Determination Theory, which considers perceived competence one of the essential psychological needs promoting motivated behaviour.

Interestingly, **Interest/Enjoyment** and **Perceived Choice** failed to predict Occupational Aspiration significantly. These findings suggest that while intrinsic enjoyment of learning enhances engagement in educational activities, it does not independently determine long-term career aspirations once Self-Concept is statistically controlled. Occupational aspirations among adolescent girls appear to be shaped more strongly by enduring self-beliefs than by situational enjoyment or perceived autonomy.

The negative regression coefficient for **Pressure/Tension** ($\beta = -0.10$, $p = 0.05$) further indicates that psychological stress tends to reduce occupational aspirations. This finding supports the view that excessive stress, academic pressure and emotional strain diminish confidence in future career success. Similar observations have been reported by Jennifer Eccles and colleagues in the expectancy-value framework, where anxiety negatively influences achievement-related choices.

Overall, the findings suggest that strengthening female learners' self-concept may constitute one of the most effective educational strategies for enhancing occupational aspirations, whereas reducing psychological pressure could further facilitate career development.

6.1.1 Literature Corroboration

The present findings are supported by several previous investigations. Donald Super (1957) demonstrated that occupational aspirations evolve from an individual's self-concept. Albert Bandura (1986, 1997) similarly

reported that self-efficacy and positive self-beliefs strongly influence career planning and persistence. **Deci and Ryan (2000)** argued that competence enhances motivation, although its influence may be indirect. Studies by **Gysbers and Henderson (2012)** also identified self-perception as one of the strongest determinants of adolescents' occupational aspirations.

6.2 Interpretation and Discussion of Hypothesis H₂

Hypothesis H₂ was also accepted. The regression model for KGBV learners was statistically significant ($R = 0.41$, $R^2 = 0.17$, $F = 7.70$, $p < 0.001$), indicating that approximately 17% of the variance in Occupational Aspiration was explained by the selected psychological variables. Compared with the combined sample and the Reference Group, this model exhibited greater explanatory power, suggesting that psychological characteristics assume greater importance among residential KGBV learners.

The most striking finding is the substantially stronger predictive influence of **Self-Concept** ($\beta = 0.42$, $p < 0.001$). The standardised regression coefficient indicates that Self-Concept contributes more strongly to Occupational Aspiration among KGBV learners than among the Reference Group.

This result may be interpreted in the context of the objectives of the Kasturba Gandhi Balika Vidyalaya Scheme. The residential educational environment provides sustained academic support, counselling, peer interaction and teacher guidance, all of which may strengthen learners' confidence and academic identity. As positive self-beliefs develop, learners begin to perceive ambitious occupations as realistic and attainable.

The findings are highly consistent with Self-Determination Theory (**Deci & Ryan, 2000**), which emphasises that educational environments satisfying learners' needs for competence, autonomy and relatedness promote optimal motivation and personal development.

Interestingly, none of the intrinsic motivation dimensions independently predicted Occupational Aspiration after controlling for Self-Concept. This finding suggests that Self-Concept may mediate the influence of motivational experiences. Enjoyment, competence perceptions and autonomy may first strengthen learners' self-perceptions, which subsequently influence occupational aspirations.

The findings further imply that the KGBV residential environment contributes to career development primarily by enhancing psychological resources rather than merely increasing academic engagement.

6.2.1 Literature Corroboration

The findings correspond closely with studies conducted among educationally disadvantaged girls. Research by UNESCO has consistently emphasised that supportive school environments enhance girls' aspirations through increased confidence and self-belief. Similarly, UNICEF reports that residential educational programmes improve educational continuity, self-confidence and career ambitions among marginalised girls. Studies on KGBV beneficiaries in India have likewise documented improvements in educational aspirations, self-esteem and future orientation following residential schooling.

6.3 Interpretation and Discussion of Hypothesis H₃

Hypothesis H₃ was also supported. The regression model remained statistically significant ($R = 0.311$, $R^2 = 0.10$, $F = 4.31$, $p = 0.001$), demonstrating that Self-Concept and Intrinsic Motivation collectively predicted Occupational Aspiration among the Reference Group learners.

However, compared with KGBV learners, the explanatory power of the model was lower. Only 10% of the variance in Occupational Aspiration was explained, indicating that additional environmental and socio-economic variables may exert stronger influences among day scholars.

Again, **Self-Concept emerged as the only statistically significant predictor** ($\beta = 0.24, p < 0.001$), confirming that positive self-perceptions remain fundamental to occupational development irrespective of educational setting. Nevertheless, the smaller standardised coefficient compared with the KGBV group suggests that the residential educational experience may amplify the influence of Self-Concept.

Pressure/Tension exhibited a stronger negative coefficient ($\beta = -0.14$) than in the KGBV sample, although it narrowly missed statistical significance ($p = 0.06$). This tendency suggests that day scholars may experience greater educational stress arising from family responsibilities, domestic work, financial constraints or limited educational support.

The absence of significant effects for the intrinsic motivation dimensions further indicates that motivation alone is insufficient for developing ambitious occupational goals unless accompanied by a positive self-concept.

Overall, these findings reinforce the proposition that educational interventions designed to improve female learners' occupational aspirations should focus not only on academic achievement but also on psychological empowerment, confidence building and identity development.

6.3.1 Literature Corroboration

The findings support Donald Super's self-concept theory and Albert Bandura's social cognitive framework, both of which identify positive self-beliefs as central determinants of career development. They also align with studies by Nancy E. Betz and Gail Hackett showing that self-efficacy and confidence significantly predict occupational aspirations among adolescent girls. Conversely, persistent educational stress has been reported to reduce career expectations and educational persistence, particularly among socially disadvantaged students.

6.4 Overall Discussion

The present study demonstrates that **Self-Concept** is the most consistent psychological predictor of Occupational Aspirations among female learners in both KGBV hostels and the Reference Group. Across all three regression models, Self-Concept remained the only statistically significant independent predictor, whereas the dimensions of Intrinsic Motivation did not contribute significantly after controlling for Self-Concept. These findings support established career development theories, particularly Super's Self-Concept Theory (Super, 1957, 1980), Social Cognitive Theory (Bandura, 1986, 1997), and Social Cognitive Career Theory (Lent et al., 1994), all of which emphasise that positive self-beliefs play a central role in shaping educational and occupational aspirations.

Although the regression models were statistically significant, their explanatory power was modest (R^2 ranging from 0.10 to 0.17), indicating that the predictors included in the present investigation explain only a limited proportion of the variance in occupational aspirations. This suggests that occupational aspirations are multidimensional and are likely influenced by additional contextual, familial, educational, and socio-economic variables that were beyond the scope of the present investigation. Factors such as socioeconomic status, parental education, parental occupational expectations, academic achievement, family support, peer influence, school climate, access to career guidance, and community resources have been identified in previous research as important determinants of adolescents' career aspirations (Lent et al., 2000, 2019; Schoon & Parsons, 2002).

The comparatively stronger association between Self-Concept and Occupational Aspirations among KGBV learners should therefore be interpreted cautiously. Although the findings are consistent with the objectives of the KGBV programme and suggest that the residential educational environment may provide supportive conditions for developing positive self-beliefs, the correlational ex post facto design does not permit causal inference. Consequently, it cannot be concluded that participation in the KGBV programme directly causes higher self-concept or occupational aspirations. Rather, the results indicate an association between these psychological variables within the sampled population.

Overall, the findings underscore the importance of strengthening learners' positive self-perceptions while recognising that occupational aspirations emerge through complex interactions among psychological, educational, familial, and socio-economic influences.

LIMITATIONS OF THE STUDY

The present investigation has several limitations that should be considered while interpreting the findings.

First, the study employed a **descriptive, correlational ex post facto research design**, which permits the identification of statistical associations but does not establish causal relationships among the variables. Consequently, although Self-Concept significantly predicted Occupational Aspirations, it cannot be inferred that improvements in Self-Concept directly cause increases in occupational aspirations or that the KGBV programme itself is responsible for the observed differences.

Second, the regression models explained only **10%–17% of the variance** in Occupational Aspirations. This modest explanatory power suggests that several important determinants were not incorporated into the present models. Variables including socioeconomic status, parental education, family income, parental occupational aspirations, academic achievement, family support, peer influence, school climate, exposure to career counselling, educational resources, and community context may substantially contribute to adolescents' occupational aspirations.

Third, although standardised psychological instruments with established psychometric properties were used, the study relied exclusively on **self-report questionnaires**, which may be affected by social desirability, acquiescence, and response biases.

Fourth, the study was confined to female learners enrolled in KGBVs and comparable day scholars from schools in **Purulia District, West Bengal**. Therefore, the generalizability of the findings to other geographical regions, educational settings, or male learners should be made cautiously.

Finally, although multiple regression analysis was appropriately employed, future studies should report comprehensive regression diagnostics. Before model interpretation, assumptions regarding **multicollinearity** (Variance Inflation Factor and Tolerance), **normality of residuals** (Q–Q plots, histograms, or Shapiro–Wilk test), **homoscedasticity** (scatterplots of standardised residuals), and **independence of residuals** (Durbin–Watson statistic) should be examined and reported to further strengthen the methodological robustness and credibility of the regression findings.

IMPLICATIONS FOR FUTURE RESEARCH

Future investigations should adopt **longitudinal research designs** to examine how Self-Concept, Intrinsic Motivation, and Occupational Aspirations develop over time and to better understand the temporal ordering of these relationships. Such designs would provide stronger evidence regarding developmental processes than cross-sectional correlational studies.

Researchers may also employ **mixed-methods approaches**, integrating quantitative analyses with qualitative interviews or focus-group discussions to explore learners' lived experiences, perceived barriers, aspirations, and career decision-making processes. Such approaches would offer richer insights into the psychological and contextual mechanisms underlying occupational aspirations.

Future regression models should include additional contextual and psychosocial variables such as socioeconomic status, parental education, family support, parental expectations, academic achievement, school climate, teacher support, peer relationships, career counselling, educational aspirations, resilience, self-efficacy, and perceived educational opportunities. Incorporating these variables may substantially improve the explanatory power of predictive models.

Finally, comparative investigations involving learners from different states, educational systems, residential and non-residential schools, as well as male and female adolescents, would enhance the external validity and generalizability of the findings.

CONCLUSIONS

The present investigation examined the influence of Self-Concept and Intrinsic Motivation on Occupational Aspirations among female learners dwelling in Kasturba Gandhi Balika Vidyalayas (KGBVs) hostels and their female counterparts (day scholars) from the same schools in Purulia District. Multiple regression analyses were performed separately for (i) the combined sample, (ii) KGBV learners, and (iii) the Reference Group (RG). The conclusions drawn from the findings are presented hypothesis-wise.

9.1 Conclusion with Respect to Hypothesis H₁

The findings supported Hypothesis H₁. The regression model was statistically significant and demonstrated that the combined influence of Self-Concept and Intrinsic Motivation significantly predicted Occupational Aspirations among the female learners. Among all the predictor variables, Self-Concept emerged as the strongest and only statistically significant positive predictor, whereas the intrinsic motivation dimensions contributed comparatively less to the prediction model.

This finding indicates that occupational aspirations among adolescent girls are primarily shaped by how positively they perceive their own abilities, worth, and future potential. Although intrinsic motivation contributes to learning engagement, its influence on occupational aspiration appears to operate indirectly through the development of a positive self-concept. These findings are consistent with Super's Self-Concept Theory, which proposes that occupational choices are expressions of an individual's self-concept (**Super, 1957, 1980**). Likewise, Social Cognitive Theory emphasises that self-beliefs substantially determine career-related choices and aspirations (**Bandura, 1986, 1997**).

The findings also support the Social Cognitive Career Theory (SCCT), which explains that career aspirations are influenced by self-efficacy beliefs, outcome expectations, and personal goals (**Lent et al., 1994**). Since self-concept reflects learners' confidence in their abilities, its significant predictive role in the present study strengthens the theoretical assumptions of SCCT.

From an educational perspective, the results imply that schools should not merely promote academic achievement but should also implement programmes that strengthen learners' confidence, self-esteem, and positive academic identity. Such interventions are likely to enhance long-term occupational aspirations among adolescent girls.

9.2 Conclusion with Respect to Hypothesis H₂

The findings strongly supported Hypothesis H₂. The regression model for the KGBV learners explained a larger proportion of variance in Occupational Aspirations than both the combined sample and the Reference Group. More importantly, Self-Concept exhibited the highest standardised regression coefficient ($\beta = .42$), indicating that it was the most influential predictor of Occupational Aspirations among the KGBV learners.

This finding highlights the positive educational impact of the Kasturba Gandhi Balika Vidyalaya (KGBV) Scheme. KGBVs are residential provisions in schools established to provide educational opportunities to girls belonging primarily to disadvantaged and marginalised communities who are at risk of dropping out of school. Beyond providing access to education, the residential environment creates opportunities for continuous teacher guidance, structured learning experiences, peer interaction, academic support, leadership activities, and psychosocial development. These experiences appear to foster a stronger self-concept among learners, which in turn enhances their occupational aspirations.

The stronger predictive effect of Self-Concept among KGBV learners compared with the Reference Group suggests that the KGBV environment contributes not only to educational participation but also to the psychological empowerment of girls. The residential setting may reduce social barriers, improve academic confidence, and encourage learners to envision broader educational and occupational opportunities.

This conclusion is supported by Self-Determination Theory, which emphasises that educational environments satisfying learners' needs for competence, autonomy, and relatedness promote optimal motivation and positive developmental outcomes (**Deci & Ryan, 1985, 2000**). The supportive ecosystem of KGBVs appears to nurture these psychological needs, thereby strengthening learners' self-beliefs and future aspirations.

The findings are also consistent with national and international evidence indicating that girls' residential education enhances educational continuity, self-confidence, and future career aspirations, particularly among socially disadvantaged populations (**UNESCO, 2021; UNICEF, 2022**). Furthermore, the objectives of the Kasturba Gandhi Balika Vidyalaya Scheme, implemented under the Samagra Shiksha programme, emphasise educational inclusion, gender equity, empowerment, and the holistic development of girls from educationally backward communities (**Government of India, Ministry of Education, 2021**).

Therefore, the present study concludes that the KGBV Scheme exerts a meaningful positive influence on occupational aspirations primarily by strengthening learners' self-concept rather than solely by enhancing intrinsic motivation. The residential educational experience provides a conducive environment for developing confidence, resilience, leadership qualities, and higher educational ambitions, which collectively translate into stronger occupational aspirations.

9.3 Conclusion with Respect to Hypothesis H₃

Hypothesis H₃ was also supported. Although the regression model significantly predicted Occupational Aspirations among the Reference Group learners, its explanatory power was comparatively lower than that observed among the KGBV learners. Once again, Self-Concept emerged as the only statistically significant predictor, while the dimensions of Intrinsic Motivation did not contribute independently to the prediction model.

These findings indicate that positive self-perceptions remain fundamental determinants of occupational aspirations irrespective of educational setting. However, the comparatively weaker influence of Self-Concept among the Reference Group suggests that day scholars may not receive the same level of continuous academic support, mentoring, peer learning, and psychosocial enrichment available in the KGBV residential environment.

Unlike KGBV learners, day scholars continue to encounter contextual constraints arising from family responsibilities, socio-economic disadvantages, domestic work, limited academic supervision, and restricted educational resources. Such circumstances may limit the development of strong educational self-beliefs and ambitious occupational goals. Consequently, although self-concept remains an important predictor, its impact is less pronounced among the Reference Group.

These findings support the assumptions of Social Cognitive Career Theory (**Lent et al., 1994**), which recognises that contextual supports and barriers significantly influence career development. The KGBV residential setting appears to function as a positive contextual support that strengthens learners' confidence and aspirations beyond what is generally experienced by day scholars.

Overall, the comparison between the KGBV learners and the Reference Group demonstrates that residential schooling under the KGBV Scheme contributes substantially to girls' psychological development and career aspirations by providing a supportive educational ecosystem that nurtures positive self-concept.

9.4 Proofread.Overall Conclusion

The present investigation clearly establishes that Self-Concept is the most powerful psychological predictor of Occupational Aspirations among adolescent girls, irrespective of educational setting. Nevertheless, the magnitude of its influence is considerably stronger among the KGBV learners, indicating the significant contribution of the Kasturba Gandhi Balika Vidyalaya Scheme in promoting girls' educational and occupational development.

Although the dimensions of Intrinsic Motivation did not independently predict Occupational Aspirations after controlling for Self-Concept, they may indirectly facilitate career development through their contribution to learners' confidence, competence, and academic engagement. The findings therefore suggest that educational interventions aimed at enhancing girls' occupational aspirations should prioritise strengthening self-concept, self-efficacy, leadership opportunities, career guidance, and supportive learning environments.

The study concludes that the KGBV Scheme extends its impact beyond improving school access and retention; it plays a transformative role in fostering psychological empowerment, educational confidence, and higher occupational aspirations among girls from socio-economically disadvantaged backgrounds. Consequently, continued strengthening and expansion of the KGBV model may contribute significantly to achieving the goals of gender equity, inclusive education, and women's empowerment envisioned in the **National Education Policy (NEP) 2020** and the United Nations Sustainable Development Goal 4 (Quality Education).

The present study demonstrates that Self-Concept is the most consistent psychological predictor of Occupational Aspirations among female learners across both KGBV hostels and the Reference Group. Although the regression models were statistically significant, they explained a relatively modest proportion of the variance (10–17%), indicating that occupational aspirations are shaped by multiple psychological, familial, educational, and socio-economic influences beyond those examined in the present investigation.

The stronger association observed among KGBV learners suggests that supportive educational environments may be associated with enhanced self-beliefs and higher occupational aspirations. However, because the study employed a correlational ex post facto design, these findings should be interpreted as evidence of association rather than causation. Accordingly, the results do not establish that the KGBV programme directly produces improvements in occupational aspirations.

Overall, the findings highlight the importance of fostering positive self-concept alongside broader educational and psychosocial supports to encourage ambitious career aspirations among disadvantaged adolescent girls. Future longitudinal and mixed-methods research incorporating a wider range of contextual variables will be essential for developing a more comprehensive understanding of the factors influencing occupational aspirations and for informing evidence-based educational interventions.

REFERENCES

1. Agrawal, U. (2023). Study of the Self-Confidence of Girls in KGBVs in Comparison to Girls in Other Educational Institutions. *International Journal of Indian Psychology*, 11(2), 1070-1080.
2. Allinder, R. M. (1994). The relationship between efficacy and the instructional practices of special education teachers and consultants. *Teacher Education and Special Education*, 17(2), 86–95. <https://doi.org/10.1177/088840649401700203>
3. Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Prentice-Hall.
4. Bandura, A. (1997). *Self-efficacy: The exercise of control*. W. H. Freeman.
5. Betz, N. E. (1994). Self-concept theory in career development and counselling. *The Career Development Quarterly*, 43(1), 32–42. <https://doi.org/10.1002/j.2161-0045.1994.tb00844.x>

6. Betz, N. E., & Hackett, G. (1981). The relationship of career-related self-efficacy expectations to perceived career options in college women and men. *Journal of Counselling Psychology*, 28(5), 399–410. <https://doi.org/10.1037/0022-0167.28.5.399>
7. Char, S. K. (2023). Kanyashree Prakalpa as a facilitator of promoting gender equality in terms of academic motivation, life satisfaction, and self-concept of female learners in Purulia. *Indian Journal of Gender Studies*, 30(1), 112–129.
8. Chaudhary, N., & Saini, R. (2021). Cultural barriers and community engagement in rural girls' education: Lessons from KGBV schools. *Educational Quest*, 12(3), 112–126.
9. Choudhury, S., & Roy, S. (2024). Intrinsic motivation and occupational aspirations among rural adolescent girls in West Bengal: A study of KGBV learners. *Indian Journal of Educational Research*, 14(1), 92–108.
10. Das, P., Mahato, S., & Ghosh, A. (2019). Self-efficacy and self-regulation among KGBV learners: A comparative study. *Indian Journal of Psychology and Education*, 9(1), 45–57.
11. Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behaviour*. Plenum Press. <https://doi.org/10.1007/978-1-4899-2271-7>
12. Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behaviour. *Psychological Inquiry*, 11(4), 227–268. https://doi.org/10.1207/S15327965PLI1104_01
13. Eccles, J. S., Adler, T. F., Futterman, R., Goff, S. B., Kaczala, C. M., Meece, J. L., & Midgley, C. (1983). Expectancies, values, and academic behaviours. In J. T. Spence (Ed.), *Achievement and achievement motivation* (pp. 75–146). W. H. Freeman.
14. Eccles, J. S., Wigfield, A., & Schiefele, U. (1998). Motivation to succeed. In W. Damon & N. Eisenberg (Eds.), *Handbook of child psychology* (5th ed., Vol. 3, pp. 1017–1095). John Wiley & Sons.
15. Gottfredson, L. S. (1981). Circumscription and compromise: A developmental theory of occupational aspirations. *Journal of Counselling Psychology*, 28(6), 545–579. <https://doi.org/10.1037/0022-0167.28.6.545>
16. Gottfredson, L. S. (2002). Gottfredson's theory of circumscription, compromise, and self-creation. In D. Brown (Ed.), *Career choice and development* (4th ed., pp. 85–148). Jossey-Bass.
17. Government of India, Ministry of Education. (2021). *Samagra Shiksha: Framework for implementation*. Department of School Education and Literacy.
18. Government of India, Ministry of Education. (2022). *Kasturba Gandhi Balika Vidyalaya annual progress report 2021–22*. Department of School Education and Literacy.
19. Grewal, J. S. (1998). *Manual for Occupational Aspiration Scale*. National Psychological Corporation.
20. Gysbers, N. C., & Henderson, P. (2012). *Developing and managing your school guidance and counselling program* (5th ed.). American Counselling Association.
21. Harter, S. (2012). *The construction of the self: Developmental and sociocultural foundations* (2nd ed.). Guilford Press.
22. Jang, H., Reeve, J., & Deci, E. L. (2022). Engaging students in learning activities: It's not autonomy support or structure, but autonomy support and structure. *Journal of Educational Psychology*, 114(3), 588–603. <https://doi.org/10.1037/edu0000694>
23. Lent, R. W., Brown, S. D., & Hackett, G. (1994). Toward a unifying social cognitive theory of career and academic interest, choice, and performance. *Journal of Vocational Behaviour*, 45(1), 79–122. <https://doi.org/10.1006/jvbe.1994.1027>
24. Lent, R. W., Brown, S. D., & Hackett, G. (2000). Contextual supports and barriers to career choice: A social cognitive analysis. *Journal of Counselling Psychology*, 47(1), 36–49. <https://doi.org/10.1037/0022-0167.47.1.36>
25. Lent, R. W., Brown, S. D., & Hackett, G. (2019). Social cognitive career theory at 25: Progress in studying the contextual supports and barriers to career choice. *Journal of Vocational Behaviour*, 115, 103316. <https://doi.org/10.1016/j.jvb.2019.01.004>

26. Marsh, H. W., & Craven, R. G. (2006). Reciprocal effects of self-concept and performance from a multidimensional perspective. *Perspectives on Psychological Science*, 1(2), 133–163. <https://doi.org/10.1111/j.1745-6916.2006.00010.x>
27. Marsh, H. W., Craven, R. G., & Martin, A. J. (2019). What is the self-concept revolution? *Educational Psychologist*, 54(3), 163–185. <https://doi.org/10.1080/00461520.2019.1592478>
28. Ministry of Education. (2020). National Education Policy 2020. Government of India.
29. Ministry of Education. (2023). Evaluation of KGBV Phase IV implementation report. Government of India.
30. Mishra, P., Sahu, R., & Tripathi, K. (2021). Impact of residential schooling on girls' motivation and engagement: Evidence from KGBV institutions. *Indian Journal of Educational Research*, 15(2), 84–98.
31. Mishra, R. (2023). Intrinsic motivation and career goals among tribal adolescent girls. *Journal of Women's Education Studies*, 18(4), 101–118.
32. Nayak, L. N. (2023). Understanding the social development of the girl child through education from Kasturba Gandhi Balika Vidyalaya (KGBV). *Journal of Studies in Dynamics and Change*, 10(4), 13–22.
33. Papageorgiou, M., Andreou, E., & Fryer, L. (2023). The role of supportive learning environments in enhancing academic and emotional self-concept among adolescent girls. *Journal of Adolescent Research*, 38(4), 512–528.
34. Papakonstantinou, A., & Rayner, G. (2022). Self-determination and intrinsic motivation in residential schooling: An Indian perspective. *Global Journal of Motivation Research*, 10(1), 56–74.
35. Pooja, R., & Yadav, S. (2023). Motivation and self-efficacy among KGBV learners: A study in Haryana. *International Journal of Educational Psychology*, 13(2), 101–119.
36. Roy, S. (2024). Empowerment through education: Impact of KGBV interventions on girls' self-concept in rural West Bengal. *Journal of Educational Development Studies*, 9(1), 45–62.
37. Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68–78. <https://doi.org/10.1037/0003-066X.55.1.68>
38. Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary Educational Psychology*, 61, 101860. <https://doi.org/10.1016/j.cedpsych.2020.101860>
39. Schoon, I., & Eccles, J. S. (Eds.). (2021). *Children's agency to aspire, learn, and thrive: Understanding and fostering the will to learn*. Cambridge University Press.
40. Schoon, I., & Parsons, S. (2002). Teenage aspirations for future careers and occupational outcomes. *Journal of Vocational Behaviour*, 60(2), 262–288. <https://doi.org/10.1006/jvbe.2001.1867>
41. Schunk, D. H., Pintrich, P. R., & Meece, J. L. (2021). *Motivation in education: Theory, research, and applications* (5th ed.). Pearson.
42. Sen, S., & Mukherjee, M. (2022). Enhancing rural women's occupational aspirations through education. *International Journal of Gender Studies in Developing Societies*, 6(4), 201–217.
43. Sen, V., Das, K., & Adhikari, S. R. (2025). Intrinsic motivation and academic life satisfaction as predictors of occupational aspiration among female learners of KGBV and day schools in Jhargram and Bankura. *International Journal of Research and Innovation in Social Science*, 9(9), 763–775.
44. Shah, B. (1986). *Manual for Self-Concept Inventory*. National Psychological Corporation.
45. Shavelson, R. J., Hubner, J. J., & Stanton, G. C. (1976). Self-concept: Validation of construct interpretations. *Review of Educational Research*, 46(3), 407–441. <https://doi.org/10.3102/00346543046003407>
46. Singh, P., & Gupta, R. (2020). Self-concept and academic achievement among adolescents: A correlational study. *Indian Journal of Psychology and Education*, 10(2), 71–80.
47. Srinivasan, K., & Rao, S. (2023). Socio-cultural influences on girls' career aspirations in rural India. *Indian Journal of Social Psychology*, 29(4), 211–226.

48. Super, D. E. (1957). *The psychology of careers: An introduction to vocational development*. Harper & Row.
49. Super, D. E. (1980). A life-span, life-space approach to career development. *Journal of Vocational Behaviour*, 16(3), 282–298. [https://doi.org/10.1016/0001-8791\(80\)90056-1](https://doi.org/10.1016/0001-8791(80)90056-1)
50. UNESCO. (2021). *Reimagining our futures together: A new social contract for education*. UNESCO Publishing.
51. UNICEF. (2022). *The State of the world's children 2022: Prospects for children in an increasingly uncertain world*. UNICEF.
52. United Nations. (2015). *Transforming our world: The 2030 Agenda for Sustainable Development*. United Nations. <https://sdgs.un.org/2030agenda>
53. Unterhalter, E., North, A., Arnot, M., Lloyd, C., Moletsane, R., Murphy-Graham, E., Parkes, J., & Saito, M. (2021). *Girls' education and gender equality: UNESCO global report*. UNESCO.
54. Verma, K., & Soni, R. (2023). Family and gender influences on occupational aspirations of rural adolescents in India. *Indian Journal of Psychology and Education*, 13(2), 22–39.