

Educational Aspiration of Secondary School Students in relation to Academic Achievement

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Abstract:

Education being the sub system of society plays a key role in moldings, reforming shaping, and reconstructing it from time to time. It can be defined as pillar of strength for the entire society as, it is with the process of education that we can create a learning society. It, plays an important role in the life of an individual at every stage but also in deterring his status in the society and academic -achievement is the important goal of education in case of students; knowledge, attainment and skill acquired in school students is judged with the help of examination which can be teacher made or standardized tests. So, an attempt has been made in this study to investigate their level of aspiration. While the term achievement refers to the degree of success attained in some specific tasks, especially school performance. The study has been conducted on a sample of 600 9th class students of jammu district. Educational Aspiration scale (EAS) form by Dr. V.P. Sharma & Dr. (KM) Anuradha gupta was used as a tool for measuring Level of Education Aspiration. Level of Educational Aspiration is undoubtedly a research issue sought after by the educational psychologists. In this paper an attempt have been made to study the levels of academic achievement in relation to educational –aspirations of secondary school students. Findings revealed that educational aspirations had a very low relationship with academic-achievement.

Introduction

Today, the world is becoming more and more competitive. Quality of performance has become the main goal in all endeavors through-out life. The world is becoming more and more for Cooperative; quality of performance has become the key factor for personal progress, where achievement is a very important variable. In this highly competitive world, achievement, the major indicator of an individual, potential and expertise and success, has become the key factor for performance, and put a lot of pressure on students, teachers and schools and in general the educational system itself.

As a society becomes increasingly complex owing to rapid scientific and technological progress, it needs high capacity man- power to sustain and maintain the pace of progress of the society. In fact, it appears as if the whole educational system revolves around the academic achievement of students, though various other outcomes are also expected from the system. As, secondary education is a stage for ones academic or professional life in which prevailed performance is a symptom of pervading national failure that has a clog in the wheel of education, as education plays an important role in the lives and activates of human being. Achievement not only enables an individual to attain great heights of success in life but also develops in him the ability by which he is well adjusted in his environment and saves himself from becoming its victim.

Today's life is full of challenges and surprises and it is achievement which prepares us for facing these challenges and accepting these surprises as successfully as possible. Thus, a lot of time and efforts of the schools are used of helping students to achieve better in their scholastic effort; academic achievement is considered to be the end product of all educational efforts. The outcome of education determines the level of life, progress and status of the people living anywhere in the world and it is the vital force for the development of human life and society at large. It is the responsibility of the parents and the society to create conditions for maximum development of potentialities of the child.

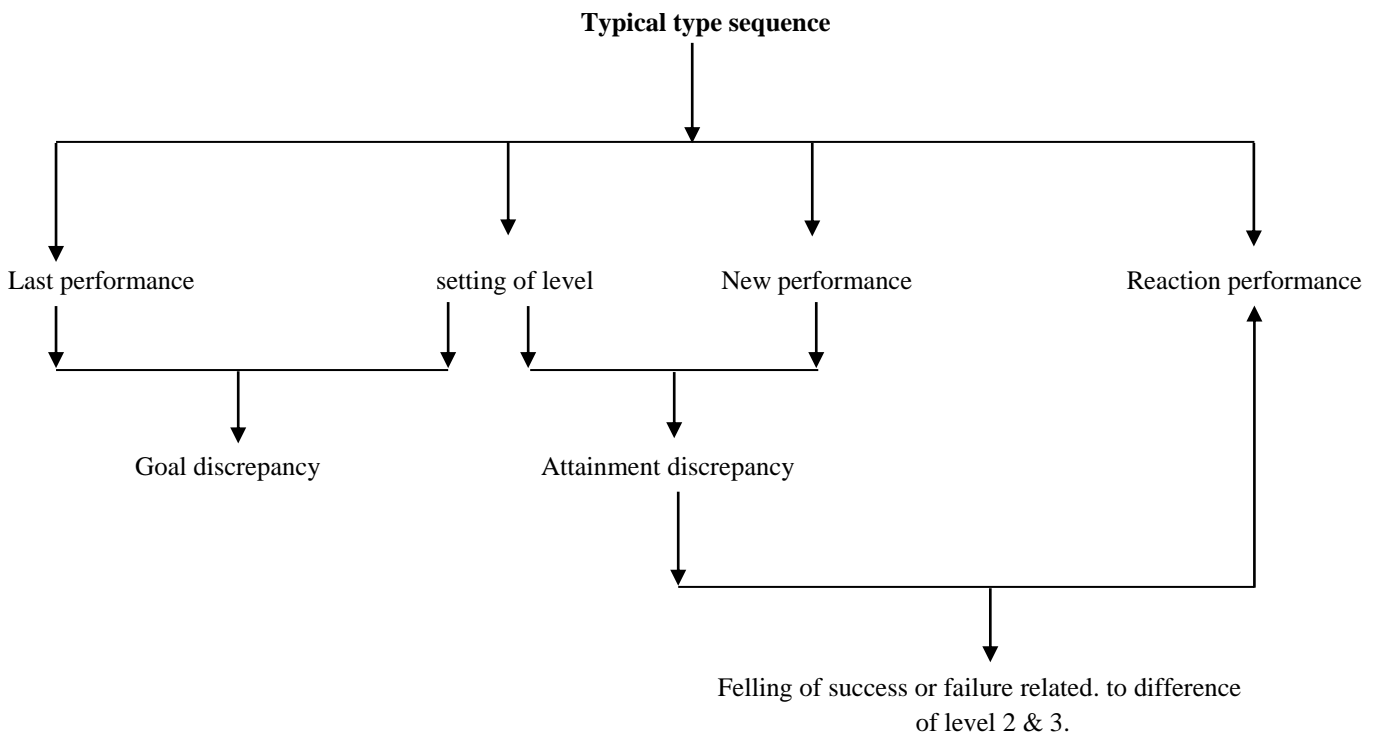
The academic achievement of students is considered to be very significant determinant of their success in later life. Academic achievement also boosts the confidence and morale of a person to face the life problems and helps in developing a well-adjusted personality. It, is universally accepted that the acquisition of actual data is not an end in itself but an individual who has received education should show evidence of having understood it; but for obvious reasons the examinations are largely confined to the measurement of the amount of information which students have acquired achievement in terms of subject matter is conventionally observed in all institutions by employing a system of marks for effective teaching and learning. It, is universally accepted that marks scores for the basis of classification and certification motivation and measurement of educational performance.

Level of aspiration is defined as a psychological construct which reflects a cognitive type of motivation of the individual. In another way it is taken as level of future performance in a future task which is individual, knowing his level of past performance in that task explicitly undertakes to reach. The term level of aspiration shows the estimation of an individual's ability for his future performance on the strength of his past experience his ability and capacity, the efforts that he can make towards attaining the goal are consequences of his past experience, whether failure-oriented or success oriented level of efforts made by him in that direction, and his capacity to pursue the goal. Educational aspirations reflects educational goals an individual set for himself/herself . It is important as it encourages and energizes the individual to achieve them. It is an important aspect of personality which deserves due consideration. Long back in 1931 a study concluded that nature of the level of aspiration of an individual might reflect his personality patterns. According to him an individual arranged his aspirations towards his possible attainment in a hierarchy of difficulties that he is likely to face. His level of aspiration is described to be most attractive orientation on the continuum of difficulty in relation to the goals he aspires to achieve. Level of aspiration refers to the degree of quality of performance which an individual desires to achieve (2000).

Educational aspirations reflects educational goals an individual set for himself/herself. It is important as it encourages and energizes the individual to achieve them. It is an important aspect of personality which deserves due consideration. Long back in 1931 a study concluded that nature of the level of aspiration of an individual might reflect his personality patterns. Frank (1941) defined level of aspiration as "the level of future performance in that task, which an individual arranged his aspiration undertakes to reach. According to him an individual arranged his aspirations towards his possible attainment in a hierarchy of difficulties that he is likely to face. His level of aspiration is described to be most attractive orientation on the continuum of difficulty in relation to the goals he aspires to achieve.

Level of aspiration has also been defined by **James Dreyer** as a frame of reference involving self-esteem or alternatively as a standard with reference to which an individual experience i.e. has the feeling of success or failure. Further, four kinds of events are involved in a level of aspiration situation.

1. Last performance.
2. Setting of level of aspiration for the next performance.
3. New-performance.
4. Psychological reaction to the new performance.



A plan is defined as a person's perception of what he will be doing or will have accomplished at some future date. Here we are concerned with the educational plans of students to obtain higher levels of schooling (e.g., "I expect to graduate from high school," or "I expect to go on to college," etc.). Aspirations are defined, on the other hand, as wishes or

desires. Here we are interested in the educational aspirations (desires) of students to attain higher levels of schooling (e.g., "I would like to graduate from high school," or "I would like to go to college," etc.). Many investigators have included in their treatment content that falls under the

present authors' definition Lewin, Dembo, Festinger, and Sears maintained that aspiration" included:

(1) The level of performance hoped level of performance expected, and

(2) The level of performance satisfied with. "Level of Aspiration" was defined by Schultz as how well a subject either expects or hopes next trial. Sears, in a well-known study, defined aspiration verbally stated goal of the individual's efforts." Bell," review and classification of the literature, further illustrates ency of researchers to include both "desire to excel" likelihood of success" under the label of aspirations. It few studies treat desire and expectation or aspiration separate factors

The concept and meaning of educational aspiration has been explained differently by different educationists and psychologists but some of the definitions are as under:-

In the words of James Drever, as quoted by Sharma and Gupta(1980), the term " Level of aspiration" is best explained as a frame of reference involving self –esteem as a standard with reference to which an individual experience his sense of achievement.

According to English Dictionary (1968), "Level of aspiration" may be defined as "The standard by which failure or as being up to what he expects of himself."

Scanning the definitions given above, it appears that all the definitions could be categorized in to two groups up to the first half of the twentieth century, the experiences, desires and reality orientation with regard to abilities of the individual were more emphasized as the determinants of aspirations. During the later part of the twentieth century, the term 'aspiration' was defined as fantasy level with or without any touch of reality. So, the term 'level of aspiration' involves the estimation of one's ability for his future performance on the strength of his past experience, his ability and capacity.

Thus, there are various definitions of 'aspiration' given by authors but there seems to be little agreement on the definitions. In the present investigation, however, the 'educational aspiration' index was worked out on the basis of the Dr. V.P. Sharma and Dr. Anuradha Gupta Educational aspiration scale and his description of educational aspiration . Has considered educational aspiration as a "concept referring orientation towards educational goal, spaced in continuum of difficulty and social prestige and arranged in educational hierarchy".

Level of aspiration refers to the degree of quality of performance which an individual desires to achieve (2000). **Lata (2005)** conducted a study on educational attainment of the pupils in different types of school climate. The results of the study indicated that the school climate has a direct effect

upon the educational attainment of the pupils. The highest difference in educational attainment was found between pupils of open and closed type of school climate. The difference between the means of educational attainment of pupils in paternal type of school climate and autonomous type of school climate was found to be significant. The other means of educational attainment of different school climate were found to lie in between these two extremes. **Marjoribanks, Kevin (2005)** conducted a study to find relationship between educational aspirations and educational attainment for Australian young adults from different ethnic and social states backgrounds. He found that family background and adolescent's aspirations combined to have large associations with young adult's educational attainment, there were gender differences in the linear and curvilinear nature of relationships among family background, adolescents aspirations and young adults attainment and for young adults from lower social status families there were ethnic group differences in attainment at all aspiration levels, where as for young adults from higher status families, ethnic group differences in attainment were minimized at high aspiration levels.. **Kaur Pardeep (2007)** conducted a study on the effect of stress and educational aspirations on the academic achievement of adolescent students, found that adolescents differ significantly in their levels of stress i.e. on the basis of high and low levels of stress. High stress and low stress students differ significantly in their level of educational aspirations. Adolescents having high level of stress and low level of stress do not differ significantly in their scores of academic achievements. Educational aspirations level influences academic achievement of adolescents. The interaction between stress, educational aspirations and academic achievement was not found to be significant. **R. Babu, K.Kaliamoorthy (2007)** conducted a study on achievement in accountancy and educational adjustment of higher secondary students. The objectives were to find out the higher secondary students' achievement in accountancy and also their educational adjustment. To find out whether any significant difference exists in higher secondary students' achievement in accountancy and their educational adjustment in respect of (a) gender (b) locality of the school (c) father's education and (d) mother's education. The results of the study show that there are no significant differences in respect of education level of fathers and mothers of students with respect to educational adjustment. **M.S.Talawar and T.Pardeep Kumar (2010)** conducted a study on correlation between teacher absenteeism and educational aspiration. The findings of the study are that there is high negative correlation between teacher absenteeism and educational aspiration of primary school students. There is a significant difference in the absenteeism of male and female primary school teachers. There is no significant difference in the educational aspiration of boys and girls belonging to Government primary schools.

Objectives of the study

The following objectives have been formed for the purpose of the study:

- To study the level Educational aspiration of secondary school students.
- To study the level Academic-achievement of secondary school students.
- To study the relationship between Academic-achievement and educational-aspirations of secondary school students.

Hypothesis

- There is no relationship between Academic-achievement and educational-aspirations of secondary school students.

Research design & Methodology

Descriptive Survey method of research was used for the present study. In the present study total 600 secondary school students were selected randomly among 9th class students studying under j&k board. Out of 600 secondary school students were chosen as sample in this study. The data was collected with the help of following Standardized tools Educational Aspiration Scale (Sharma & Gupta, 2011). Academic- achievement scores were selected from last one year record.

RESEARCH TOOL

Education Aspiration scale (EAS) form P by V.P. Sharma and Anuradha Gupta.

COLLECTION OF DATA

Collection of data was done by investigator by personally meeting with students and distributing the questionnaire by giving important directions. A proper rapport was established to collect the pertinent data.

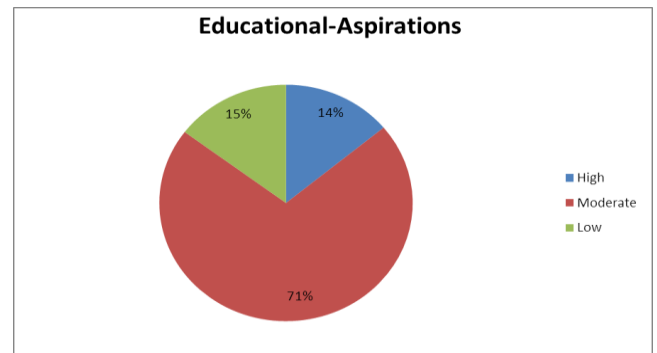
ANALYSIS AND RESULT-

The data collected through the above tools was subjected to statistical analysis and results were drawn out.

Table1: Educational-Aspirations of Secondary school Students: Frequency and Percentage

Mental Health Level	Frequency	Percentage
High (Above 67.93)	112	14.00 %
Moderate (60.21to67.92)	570	71.25 %
Low (Below 60.20)	118	14.75%
Total	600	100 %

Graph 1



INTERPERTATION

The table 1 depicts the percentage of high, moderate and low level of Educational-Aspirations of secondary school Students. Out of the total 600 adolescents of secondary school Students, 112 of adolescent i.e. 14.00 % adolescent have been found in high level of Educational-Aspirations who score above 67.93 point. The table also shows that out of total 570 adolescents i.e. 71.25% comes in moderate level of Educational-aspirations points. The table also indicates that 118 of adolescents i.e. 14.75% have been found in low level of Educational-aspirations that score below 70.20 points.

Table: 2 Pearson’s product moment correlation was used to discover the relationship Academic Achievement and Educational Aspiration of Secondary School Students.

Table: 2 Relationship between Academic- Achievement and Educational-aspirations of secondary school students.

Variable	Coefficient of Correlation	Coefficient of Correlation
Educational- aspirations	.07	N.S
Academic achievement		

INTERPERTATION

The Table 2 reveals that coefficient of correlation between Educational-Aspirations and Academic- Achievement of secondary school students is 0.07 which indifferent from each other and are not significant. So the null hypothesis, “There is no significant relationship between Educational-Aspirations and Academic- Achievement of secondary school students” is retained. Hence it can be interpreted that Academic- Achievement has no dependence on Educational-Aspirations. So, it can be concluded that Educational-Aspirations is not only one factor which affect Academic Achievement of secondary school students there

can be other factors like environment, motivation and guidance which can result in high Academic Achievement.

Discussion

It is evident from the above table that Educational-Aspirations are not related with Academic-Achievement. We, therefore, question whether school programs designed to elevate the Educational -Aspirations of secondary school students are likely to bring about higher Academic-Achievement, especially if the programs are initiated later in the high school years. The possible futility of enhancing aspiration is further supported by the findings in this study: the low correlations between aspirations and achievement at school levels.

CONCLUSION

During the later part of the twentieth century, the term 'aspiration' was defined as fantasy level with or without any touch of reality. So, the term 'level of aspiration' involves the estimation of one's ability for his future performance on the strength of his past experience, his ability and capacity. Therefore, the study in hand provides rich insight into the experiences, desires and reality orientation with regard to abilities of the individual and were more emphasized as the determinants of aspirations as well as achievements in academics.

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