Level of Aspiration and Its Relation to Academic Performance of Higher Secondary School Students

Sonali Negel
Research Scholar, Dept. of Education, Bankura University
&
Dr. Kartik Chandra Pramanik
Associate Professor & H.O.D, Dept. of Education, Bankura University

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Abstract

Level of aspiration begin to be shaped early in child’s life, but are modified by experience and the environment. Aspiration of students is a term used frequently in the field of education. Early research helped us to understand that aspiration as an expression of the will to achieve and improve in the domain of learning. It can be understood as the students’ will to identify and set goals for the future, while breathing in the present to work toward those prospective goals. The present study is an attempt to assess the level of aspiration and its relation to academic performance, to predict the factors which increase students’ achievement in future. And also this paper reflects a vast range of achievement opportunities for promoting various level of aspiration. The study is based on survey type design and the descriptive statistical technique is used for analysis the data. So that the study also realizes the necessity to investigate any success of learners is significantly influenced by aspiration which factors determining them in order to have a better understanding of the students and help them to guide in the right direction without losing the most precious resource. In this way level of aspiration is a positive indicator of high level of achievement and individuals’ attaining goals. Future researcher will be sensitize by this topic.

Key Words: Level of aspiration, Academic performance, Higher Secondary School students.

Introduction:

Present age is the age of competition and achievement, therefore education has a tremendous role to play in motivating the students to achieve higher and to have the realistic aspiration in all of their doings especially at Higher Secondary Stage of education. Education has been defined as a preparation for life. Since, the life of the student involves many desire, interest, success, failure, and motivation and aspiration level. Achievement, Success and failure play an important role in the lives and activities of students. The students have to realize their capacities and to have the self introspection in various matters. So, aspiration as goal striving behaviour is essential feature of modern competitive world.
Every person while doing any task, especially one in which he has a high interest becomes ego involved in it. Therefore, doing the task successfully gives the individual pleasure. Successful or failure in a task or the corresponding happiness and sadness, depends on his determination of level of aspiration. Srivastava (2009), Atkinson (1957) connected the achievement approach with Lewin’s theory of aspiration level (Lewin, Dembo, Fetinger & Sears, 1944) and explained the role of aspiration in the achievement of targets. Success motivated individual tend to set moderate or high levels of aspiration, whereas failure motivated individuals tend to set aspiration levels either very high or low (Heckhausen, 1980).

However, Aspirations have been shown to be a strong predictor of outcomes, in other words achievements. The aspiration level of students has a great impact on the outcomes of education system. If a student is of high aspiration, the result will definitely be high and low with low level of aspiration. Therefore, there arises a need to study the level of aspiration and its relation to academic performance of higher secondary school students to study the expected outcomes in education system.

**Statement of the problem:**

The researcher had taken up the present descriptive survey study entitled “Level of Aspiration and Its Relation To Academic Performance of Higher Secondary School Students”.

**Objectives of the study:**

The main objectives of this study are as follow:-

1) To measure the level of aspiration and academic performance of higher secondary school students.

2) To find out the relationship between level of aspiration and academic performance of higher secondary school students.

3) To find out the difference between level of aspiration and academic performance of higher secondary rural and urban school students.

4) To find out the difference between level of aspiration and academic performance of higher secondary male and female school students.

5) To suggest various way of right level of aspiration and good academic performance of higher secondary school students.
Research Questions:

The research questions are:

☑ What is measure the level of aspiration and academic performance of higher secondary school students?
☑ What is the relationship between level of aspiration and academic performance of higher secondary school students?
☑ Is there any significant difference between level of aspiration and academic performance of higher secondary rural and urban school students?
☑ Is there any significant difference between level of aspiration and academic performance of higher secondary male and female school students?
☑ What are the suggestions of right level of aspiration and good academic performance of higher secondary school students?

Hypotheses of the study:

The hypotheses of the present study are:

**Ho1:** There is no significant difference relationship between level of aspiration and academic performance of higher secondary school students.

**Ho2:** There is no significant difference between level of aspiration and academic performance of higher secondary rural and urban school students.

**Ho3:** There is no significant difference between level of aspiration and academic performance of higher secondary male and female school students.

Assumption of the study:

- Level of aspiration and academic performance of higher secondary school students would be measurable.
- There should be difference relationship between level of aspiration and academic performance of higher secondary school students.
- There should be difference between level of aspiration and academic performance of higher secondary rural and urban school students.
- There should be difference between level of aspiration and academic performance of higher secondary male and female school students.

Delimitation of the study:

The following are the delimitations of the study:

- The study is delimited to only two variables namely Aspiration and Academic performance.
The study is delimited within Howrah and Hooghly districts.
The study is delimited only Higher Secondary School students.
The study is delimited to the sample size of 200 only.
Only +2 students are selected as samples.

**Definition of important term:**

- **Level of aspiration:**
  It is an expression of the desire to achieve and improve. It is a level of motivation that overcomes task complexity with perpetual efforts and pushes one to work towards these goals. It is also an important aspect of personality which deserves consideration with regard to academic attainment of a student.

- **Academic performance:**
  It refers to the level of schooling you have successfully completed and the ability to attain success in your studies. When you receive great grades, this is an example of academic achievement. When you attend college and graduate school, this is an example of academic achievement.

- **Higher secondary school student:**
  It can be defined as class xi and xii students. Simply we can say ‘adolescent’ student.

**Review of related literature:**

The review of the related literature is of great significance for researcher, as it guides the investigator to know about the amount of works done in which the investigator conducts the research. Some of these are:

A study by Leslie Morison Gutman (2008) indicated various determinants like gender, SES, ethnicity, income group of Aspirations. Findings revealed that girls, young people from minority ethnic groups and from higher socio-economic backgrounds tend to hold higher aspiration than their counterparts. Parents from these groups also tend to have higher aspirations for their children. Conversely, socially disadvantaged groups such as teenage parents tend to have low aspiration for themselves and for their children. Financial constraints may limit some groups' access to opportunities and enabling resources such as computers and private tuition. The study found the gap between educational aspirations and academic achievement for young people from lower socio-economic backgrounds and from some minority ethnic groups and a gap between occupational aspirations and career achievement for females.

Schoon, I., & Polek, E. (2011) used Structural Equation Modeling to map the pathways linking early experiences to adult outcomes and the associations between gender, family background, general cognitive ability, teenage career aspirations, and career attainment in mid adulthood drew on two large representative samples of the British population. The study indicated that those with aspirations for a professional job were more likely to participate in further education, and were more likely to achieve a professional career in their adult years. Study findings also suggested that women are more
ambitious in their occupational aspirations than men and more likely to participate in further education.

Cheng Mun Yee, Sandra (2012) designed a study to explore adolescents' educational and career aspirations using the Social Cognitive Career Theory (SCCT) framework, and the variables were selected with empirical and theoretical support for their possible significance to the career aspiration of Hong Kong high school students. Two separate studies were conducted. The four measures were validated using a sample of 677 Secondary Four students in study I. In study II, data were collected from 729 Secondary Four students. The results indicated that gender and family socio-economic status were not associated with continuing education aspirations or career achievement aspirations. The students' perceived academic achievement influenced continuing education both directly and indirectly through academic self-efficacy or career self-efficacy. However, perceived academic achievement was not associated with career achievement aspirations. Career-related parental support influenced continuing education and career achievement aspirations both directly and indirectly through academic self-efficacy or career self-efficacy in predicting continuing education and career achievement aspirations.

Pattanyak and Naik (2014) aimed to investigate future life orientation, factor affecting to choose the career, different problems and support that needed to accomplish it among the secondary school tribal students in the Salboni block of Jangal Mahal. The study used focus group interviews with a purpose sample size of 9th and 10th standard 400 tribal students. The age of the sample ranges from 13 to 16 years old. Participants were asked about their future aspiration, their reason of choosing them as important goals in their life, parental relation, socio economic factors and support that they need to accomplish their goals using questionnaires. Among them, 46.375% responded that they wanted to do skilled job and 27.50% wanted to pursue a professional career in future. The commonest problem-solving method was having discussions with friends. The study revealed that aspirations for tribal students are influenced by gender role, socialization, parental expectations, teacher attitudes, as well as the gendered occupational landscape in which they exist. The study concluded that there is a strong need for significant role of government agencies, parents and teachers; it will help tribal students by deconstructing the gender role stereotypes or perceptions of roles society considers appropriate for girls or boys.

**Methodology:**

The investigator used descriptive survey method for this study. This is a present oriented study.

**Variables:**

In this study following variables have been involved –

- Aspiration (Independent variable).
- Student Academic Performance (Dependent variable).
- Classificatory Variable (Locality & Gender).
Sample for the study:

A purposive sample consisted of 200 students of class xii (100 boys and 100 girls) taken from different schools of Howrah and Hooghly districts. The medium of instruction of these schools is Bengali.

Tools used:

The following tools are used to collect data for the study-

- Academic performance (Record of Annual Examination of class xi).
- Level of Aspiration test by Shrivastva (2009).

Collection of the data:

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

Statistical technique used:

In the study investigator considered the following statistical technique for analysis the data:

- Coefficient of correlation
- $t$-test

Analysis and interpretation of the data:

$H_{01}$: There is no significant difference relationship between level of aspiration and academic performance of higher secondary school students.

- Table 1: showing Coefficient of Correlation between level of aspiration and academic performance of higher secondary school students.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Level of Aspiration &amp; Academic Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>200</td>
</tr>
<tr>
<td>$r$</td>
<td>0.94485</td>
</tr>
<tr>
<td>$t$</td>
<td>29.841</td>
</tr>
<tr>
<td>df</td>
<td>198</td>
</tr>
</tbody>
</table>

The observed value of $r$ when converted to ‘$r$’ value showed the outstanding results. The relationship between the level of aspiration and academic performance of higher secondary school students are found to be significant at 0.01 level of significance.
**Ho2:** There is no significant difference between level of aspiration and academic performance of higher secondary rural and urban school students.

**Table 2: showing difference between level of aspiration and academic performance of higher secondary rural and urban school students.**

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>SEM</th>
<th>t</th>
<th>level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>100 (rural)</td>
<td>172.68</td>
<td>11.75</td>
<td>2.689</td>
<td>0.1934</td>
<td>NS</td>
</tr>
<tr>
<td>2</td>
<td>100 (urban)</td>
<td>173.20</td>
<td>14.95</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the above table the 't' value 0.1934, is not significant at 0.01 level and 0.05 level. Hence, H2 accepted. So, we conclude that there is no significant difference between level of aspiration and academic performance of higher secondary rural and urban school students.

**Analysis of data for H2 (H2: there is no significant difference between level of aspiration and academic performance of higher secondary rural and urban school students).**

**Ho3:** There is no significant difference between level of aspiration and academic performance of higher secondary male and female school students.

**Table 3: showing difference between level of aspiration and academic performance of higher secondary male and female school students.**

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>SEM</th>
<th>t</th>
<th>level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>100 (males)</td>
<td>35.52</td>
<td>11.80</td>
<td>2.291</td>
<td>1.807</td>
<td>NS</td>
</tr>
<tr>
<td>2</td>
<td>100 (females)</td>
<td>39.66</td>
<td>11.10</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the above table the 't' value 1.807, is not significant at 0.01 level and 0.05 level. Hence, H3 accepted. So, we conclude that there is no significant difference between level of aspiration and academic performance of higher secondary male and female school students.

**Analysis of data for H3 (Ho3: there is no significant difference between level of aspiration and academic performance of higher secondary male and female school students).**

**Findings and Conclusion:**

The above study concludes that

- There is no significant difference between level of aspiration and academic performance of higher secondary rural and urban school students.
- There is no significant difference between level of aspiration and academic performance of higher secondary male and female school students.
References:

5. Rahman A, Goswami D; *Level of Aspiration of Undergraduate Students in Relation to their Sex and Socio-Economic Status*. International Journal of Humanities and Social Sciences, 2013; 2 (1): 79- 86.