

Level Of Aspiration Of Higher Secondary Students In Relation To Their Achievement Motivation-An Empirical Study

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ABSTRACT

Level of aspiration and achievement motivation as potent factors of academic performance. Level of aspiration Achievement motivation are intrinsically related to one another. The major objective of the present study was to find out the correlation between level of aspiration and achievement motivation of higher secondary students. The present study was conducted in Kamrup (M) region of Assam, India. The investigator employed descriptive survey method for the present study. Stratified random sampling was used to select 168 students; 84 boys and 84 girls as the sample for the present study. Simple percentage, mean, SD, t-test and coefficient of correlation were used to treat the data collected statistically. Level of Aspiration Measure and Achievement Motive Test was used to collect the necessary data. There exists no significant relationship between the level of aspiration and achievement motivation of the higher secondary students of the study.

Keywords

Achievement motivation, Level of aspiration

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Introduction

Every performance and action of a person rests upon motivation as a driving force. Motivation is varied and as such every individual is motivated or inspired by something different. Achievement is the primary factor of motivation that influences the goal setting behaviour and accomplishment of tasks. A person motivated by achievement is very careful about setting challenging but achievable goals. The two concepts of 'level of aspiration', that is the degree or quality of performance which an individual desires to attain; and the 'achievement motivation' that is a motive to achieve are intrinsically related to one another. And the desire and motive to attain and achieve act as deciding factors in the academic performance of students at all levels.

Need And Significance Of The Study

Level of aspiration and achievement motivation as potent factors of academic performance. The need for research in this area is viewed necessary from the point of view of education. The present study will throw light on relationship between level of aspiration and achievement motivation of the higher secondary students. The study is hoped to help teachers and counselors to render appropriate guidance services to the students as well as parents.

Statement Of The Problem

The present study is entitled as-
Level of aspiration of higher secondary students in relation to their achievement motivation-an empirical study

Objectives Of The Study

- i. To find out the Level of aspiration of higher secondary students.
- ii. To compare the Level of aspiration of higher secondary students based on gender difference.
- iii. To find out the achievement motivation of higher secondary students.
- iv. To compare the achievement motivation of higher secondary students based on gender difference.
- v. To find out the correlation between level of aspiration and achievement motivation of higher secondary students.

Hypothesis Of The Study

HO₁: There exists no significant difference between the level of aspiration of higher secondary students based on their gender differences.

HO₂: There exists no significant difference between the achievement motivation of higher secondary students based on their gender differences.

HO₃: There exists no relationship between level of aspiration and achievement motivation of higher secondary students.

Area Of Study

The present study was conducted in Kamrup (M) region of Assam, India. It was carved out of the erstwhile undivided Kamrup on 3rd February 2003, covering an area of 1527.84 km². It has its administrative headquarters at Guwahati.

Operational Definitions Of The Terms

Level of aspiration

Level of aspiration denotes the individual's future expectation or ambition that estimates one's future in a given task.

Achievement motivation: The achievement motive may be considered as a disposition to approach success or capacity to take pride in the accomplishment when success is achieved in an activity.

Delimitation Of The Study

1. The study is delimited to the higher secondary schools of Kamrup(M) only.
2. The present study is delimited to the government recognized coeducational higher secondary schools only.
3. The study is delimited to the higher secondary students in the session 2017-18 only.

Review Of The Related Literature

Baishya, P. And Changkakoti, D.(2019) in their study “*Level of aspiration of the Higher secondary students in relation to their academic performance-a study*” found a correlation between level of aspiration and academic performance.

Solanki, Dr. Vandana N(2017) in her study “*A Comparative Study of Achievement Motivation and study habits on school going students of Rajkot district area*” showed that the main effects of urban and rural area, types of school and gender on achievement motivation and study habits was very highly significant.

Chen, Su-Yen; Lu, Luo(May, 2015) in their study, suggest that institutions can encourage students to set their own motivational goals, rather than adopting goals set by the family or the clan, and to focus on self-referenced competence development and personal improvement.

Chetri, Dr.Sita (2014) in her study on, “*Achievement Motivation of Adolescents and its Relationship with Academic Achievement*”, revealed non-significant difference in achievement motivation with regards to gender and locale variation but significant differences in relation to management variation. Another finding of the study was the significant difference in the academic achievement of the students with regard to locale and management. The relationship between achievement motivation and academic achievement also yielded a significant relationship at 0.05 level and 0.01level.

Leal- Sotto,Francisco (2013) in his study “*Family factors, achievement goals and academic motivation in Latin American students*” family factors have significant effects on achievement goals and academic motivation of students, and that the goals of these students influence their motivation.

Awam, Dr. Riffat-Un-Nisa; Noureen, Dr.Ghazala and Naz, Ms.Anjum(2011) in their study examined the “*Relationship between Achievement Motivation, Self-Concept and Achievement in English and Mathematics at Secondary Level*” depicted the strong correlation among the three variables, namely, self concept, achievement (social,

mastery and performance goals), and academic achievement.

Methodology Used

The investigator employed descriptive survey method for the present study. Descriptive Survey Method is conducted to collect detailed descriptions of existing phenomena with the intent of employing data to justify current conditions and practices or to make more intelligent plans for improving them.

Sample Of The Study

The population of the present study includes all the students studying in Class XI in the 21 government recognized higher secondary schools of Kamrup Metro, i.e. 1680 students. Stratified random sampling was used to select 168 students; 84 boys and 84 girls as the sample for the present study.

Statistical Treatment

Simple percentage, mean, SD, t-test and coefficient of correlation were used to treat the data collected statistically.

Tools Used

1. **Level of Aspiration Measure** developed by Dr. Mahesh Bhargava and M.A. Shah. This scale consisted of a performance sheet having 50 circles(each of 1 cm in diameter) which are arranged in five rows- ten in each row. The respondents were required to draw four lines in these circles, so that they may appear like a human face, within 30 seconds after setting up a goal. For the purpose of scoring in the present study, the investigator calculated the Goal Discrepancy Score (GDS) only.

2. **Achievement Motive Test** developed by Dr. V.P. Bhargava in 2005 for the ages between 16 to 22 years. This test is intended to measure the N Ach score of the person. It consists of 50 items of incomplete sentences with three alternative responses given against each item. The scoring was done with the help of a scoring key provided in the scale.

Analysis And Interpretation Of The Data

OBJECTIVE NO.1: *To find out the Level of aspiration of higher secondary students.*

The investigator calculated the GDS (Level of Aspiration Scores) and categorized the students as high, average and low aspirants on the basis of the scoring norm provided in the manual of the Level of Aspiration Measure.

TABLE 1

Showing the Level of Aspiration of the higher secondary students

LEVEL OF LOA	FREQUENCY	PERCENTAGE
HIGH	49	29.17
AVERAGE	75	44.64
LOW	44	26.19
TOTAL	168	100

The above data is presented graphically below:

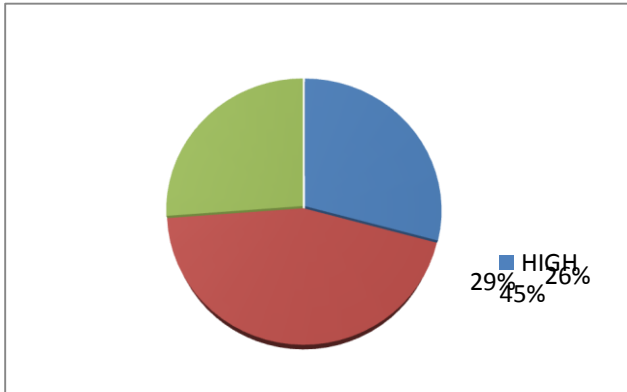


Figure 1: Showing the LOA of higher secondary students

Table 1 and Figure 1 shows that 29.17% higher secondary students possess high Level of Aspiration, 44.64% possess average LOA and 26.19% higher secondary students possess low Level of Aspiration.

OBJECTIVE NO.2: To compare the Level Of Aspiration of Higher Secondary Students based on gender differences.

HO₂: There exists no significant difference between the achievement motivation of higher secondary students based on their gender differences.

TABLE 2: Showing the percentage of boys and girls falling under the various categories of LOA

CATEG ORY	BOYS		GIRLS	
	FREQU ENCY	PERCEN TAGE	FREQU ENCY	PERCEN TAGE
HIGH	24	28.57	25	29.78
AVERA GE	39	46.43	36	42.86
LOW	21	25	23	27.38
TOTAL	84	100	84	100

The above data is graphically represented below:

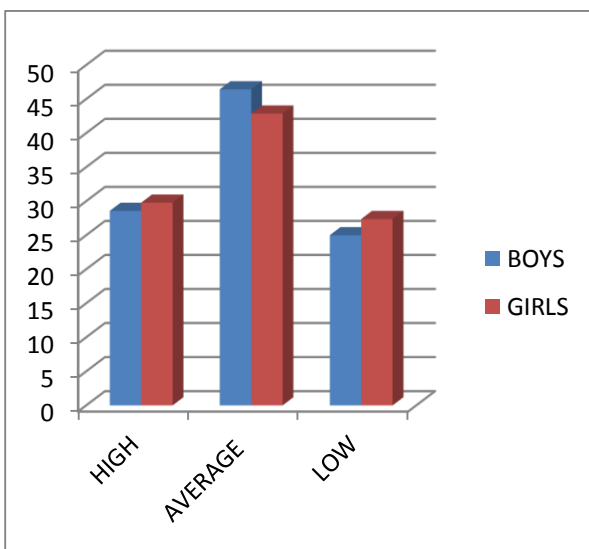


FIGURE 2: Showing the level of aspiration of the boys and girls

Table 2 and Figure 2 shows that both the boys as well as girls possess average level of aspiration. It is also found that

more number of girls possess high as well as low LOA in comparison to the boys. Again compared to the girls, more number of boys are found to possess average LOA.

TABLE-3

Showing Significance Of The Difference In Level of aspiration of Higher Secondary Students Based On Their Gender

GENDER	N	MEAN	SD	SE _M	SE _D	t- Value	Level of Significance
BOYS	84	2.94	2.98	0.33	0.51	3.81	0.01 Significant
GIRLS	84	1.0	3.6	0.4			0.05 Significant

Table-3 shows that the calculated value of ‘t’ i.e. 3.81 is greater than the critical values 2.58 at 0.01 level of significance and 1.96 at 0.05 level of significance, the result is significant. Thus we reject our null hypothesis. This means that there exists a significant difference between the level of aspiration of the boys and girls.

OBJECTIVE NO.3: To find out the level of achievement motivation of the higher secondary students.

The n-ach of the higher secondary students was found out with the help of a standardized test “ Achievement Motive Test” by Dr. VP Bhargava. It reveals the achievement motivation at five levels- High, Above Average, Average, Below Average and Low. On the basis of the data collected, the level of achievement motivation of the higher secondary students is as follows:

TABLE-4

Showing the percentage of students falling under the various categories of Achievement Motivation

LEVEL OF AM	FREQUENCY	PERCENTAGE
HIGH	23	13.69%
ABOVE AVERAGE	81	48.21%
AVERAGE	29	17.26%
BELOW AVERAGE	14	8.33%
LOW	21	12.5%
TOTAL	168	99.99%

The above data is presented graphically below:

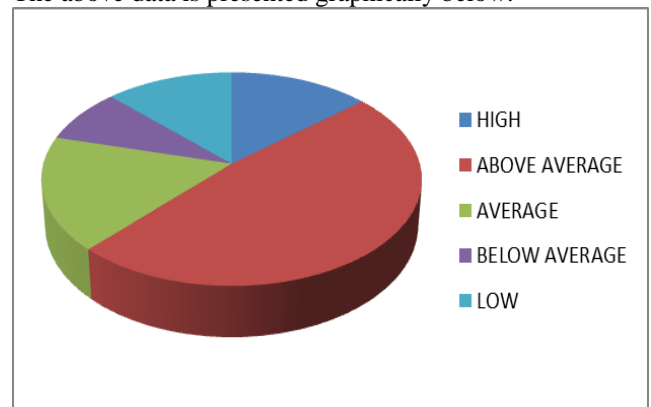


FIGURE 3: Graphical representation showing the percentage of students falling under various categories of achievement motivation

Table 4 and Figure 3 depicts that 13.69% students at higher secondary level possess high achievement motivation; 48.21% have average achievement motivation; 17.26% students of higher secondary have average achievement motivation; 8.33% higher secondary students possess below average achievement motivation and 12.5% students possess low achievement motivation.

OBJECTIVE-4: To compare the achievement motivation of the higher secondary students in relation to their gender differences.

Ho₂: There exists no significant differences between the achievement motivation of the higher secondary students based on their gender.

Using the Achievement Motive Test, the achievement motivation of boys and girls was collected. The data is presented in the table below:

TABLE-5

Showing the percentage of boys and girls falling under the various categories of Achievement Motivation

LEVEL OF AM	BOYS		GIRLS	
	FREQUENCY	PERCENTAGE	FREQUENCY	PERCENTAGE
HIGH	17	20.24%	06	7.14%
ABOVE AVERAGE	14	16.67%	67	79.77%
AVERAGE	23	27.38%	06	7.14%
BELOW AVERAGE	09	10.71%	05	5.95%
LOW	21	25%	-	-
TOTAL	84	100%	84	100%

The above data is represented graphically below:

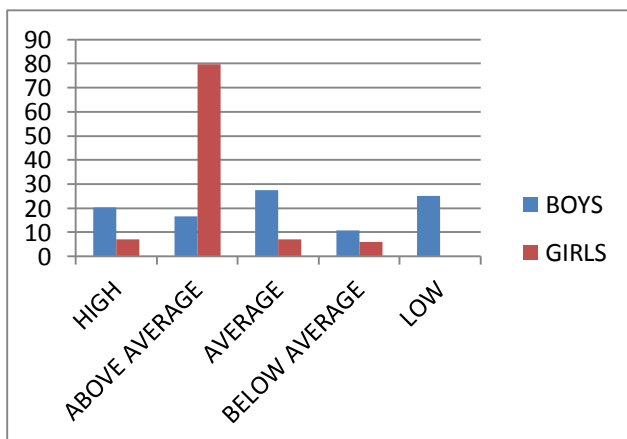


FIGURE-4: Showing the percentage of boys and girls falling under various categories of achievement motivation

Table 5 and Figure 4 shows that 20.24% boys at higher secondary level possess high achievement motivation;

16.67% possess above average achievement motivation; 27.38% have average n-ach; 10.71% have below average n-ach and 25% boys of higher secondary possess low achievement motivation. On the other hand, among the girls studying in higher secondary level, 7.14% possess high as well as average n-ach; 79.77% have above average n-ach and 5.95% girls possess below average n-ach. It is found that none of the girls possess low n-ach.

TABLE-6

Showing Significance Of The Difference In Achievement Motivation of Higher Secondary Students Based On Their Gender

GENDER	N	MEAN	SD	SE _M	SE _D	t-Value	Level of Significance
BOYS	84	18.30	4.27	0.47	0.52	5.51	0.01 Significant
GIRLS	84	21.12	1.95	0.21			0.05 Significant

Table-6 shows that the calculated value of 't' i.e. 5.51 is greater than the critical values 2.58 at 0.01 level of significance and 1.96 at 0.05 level of significance, the result is significant. Thus we reject our null hypothesis. This means that there exists a significant difference between the achievement motivation of the boys and girls.

OBJECTIVE 5: To find out the correlation between level of aspiration and achievement motivation of higher secondary students.

HO₃: There exists no significant relationship between level of aspiration and achievement motivation of higher secondary students

TABLE 7

Showing the significance of the correlation between the academic performance and achievement motivation of low achiever students

CATEGORY	N	r-value	Table value Of 'r'		SIGNIFICANCE
			0.05	0.01	
BOYS	84	0.002	0.205	0.267	* NS ** NS
GIRLS	84	0.06	0.205	0.267	* NS ** NS
HSS	168	0.04	0.138	0.181	* NS ** NS

Table 7 shows that the calculated value of r of 0.04 between the achievement motivation and Level of Aspiration of Higher secondary students is less than the table value of r 0.138 and 0.181 at 0.05 and 0.01 levels of significance respectively. Thus the result is not significant at both 5% and 1% levels. The null hypothesis is thus accepted to signify that there exists no relationship between the

achievement motivation and Level of Aspiration of Higher secondary students.

Major Findings Of The Study

- Most of the higher secondary students of the present study were found to possess average level of aspiration showing their tendency of balancing needs.
- Both the boys as well as girls possess average level of aspiration. Thus they possess a tendency of having positive aspiration based on their previous achievements.
- There exists a significant difference between the level of aspiration of the boys and girls. The mean LOA of boys was found higher than that of the girls.
- Majority of the Higher Secondary Students (48.21%) are found to possess average achievement motivation.
- The least percentage (8.33%) of students are found to possess below average achievement motivation.
- There exists a significant difference between the achievement motivation of the boys and girls. The mean n-Ach of girls was found higher than that of the boys.
- There exists no significant relationship between the level of aspiration and achievement motivation of the higher secondary students of the study.

Conclusion

The level of aspiration and achievement motivation of the students are important factors in the academic performances of the students. However, it was found from the results of the present study that there exists no significant relationship between the LOA and N-ach of the higher secondary students thus portraying their unrealistic nature of setting goals. Thus the present study is hoped to help the teachers, parents and counsellors to guide the higher secondary students in keeping a positive aim and aspiration based on their capacities and capabilities.

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