

COMPARATIVE STUDY OF EDUCATIONAL ASPIRATION OF HIGHER SECONDARY STUDENTS IN RELATION TO THEIR ACADEMIC ACHIEVEMENT IN TRICHY DISTRICT

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ABSTRACT

Educational Aspiration is one of those central concepts that are frequently used in everyday life. You will agree that we spend a lot of time pondering over our own selves. We are preoccupied with the feelings, perceptions, and real or imagined ideas about ourselves. It is indeed the center of all human activities. The importance of Aspiration-esteem can be considered from several perspectives. First, it is important to normal, psychological development. To adequately cope with the challenges of growing and developing, persons need to believe that they have the capacity to achieve what they need and want to and that they are deserving of happiness and joy in life. Lacking a belief in either of the above, they may be productive in an external sense, but are probably less effective and creative than they would be if they possessed high Aspiration-esteem. The effects of Aspiration-esteem may also be seen in career planning and decision making. For a person to make a nontraditional career choice, e.g., a female entering engineering, or to go against family desires or pressures requires someone to have a belief in their ability to make appropriate plans and decisions even though important others in their life space disagree with them. The boys are having higher Educational Aspiration than of their counterpart. The urban school higher secondary students are having Educational Aspiration than the rural school students. The boys are having higher Aspiration-esteem than the girls. The urban school higher secondary students are having more Aspiration-esteem than the rural school students. The girls are having higher achievement than the boys. The Christian students are having high achievement than the other religion.

INTRODUCTION

Educational Aspiration is one of those central concepts that are frequently used in everyday life. You will agree that we spend a lot of time pondering over our own selves. We are preoccupied with the feelings, perceptions, and real or imagined ideas about ourselves. It is indeed the center of all human activities. You too must have nurtured some ideas about your own educational aspiration.

Interestingly enough, we are not born with the notion of Our Own Aspiration as distinct from others Aspiration. It has been observed that children start showing some ides of Aspiration around two years of age. In the beginning they learn about own Aspiration from parents, friends, and teachers. The social interaction with them provides the basis of the experience of Aspiration. The structure of Aspiration, therefore, is open to modification in the light of our experience in the world.

Aspiration involves the mental representations of personal experience and includes a physical body, thought processes, and a conscious experience that one has separate existence. Taking these into Consideration, it may be said that Aspiration refers to the totality of an individual's thoughts and feelings having reference to her Aspiration or him Aspiration as an object.

One of the most important aspects of the Educational Aspiration is Our Aspiration-esteem, the personal evaluation of ourselves and the resulting feelings of worth associated with our Educational Aspiration. Aspiration-esteem is affected by a variety of influences, ranging from formation of childhood experiences in relation to parents, to our own standards or ideal Aspiration. For instance, individuals with high Aspiration-esteem generally brought up by parents who were very accepting of them, expressed by a lot of affection and established norms but reasonable rules of which fosters a positive Aspiration image. Individual with low Aspiration-esteem usually were brought up by parents who relied on parenting styles that were overtly strict, overtly permissive or inconsistent. Aspiration-esteem is also significantly influenced by our experiences of success and failures.

DEVELOPMENT OF THE EDUCATIONAL ASPIRATION

Many factors contribute to the development of Educational Aspiration; overall it is related to the scope of experience one accumulates with one Aspiration. It is first a simplistic awareness of one aspiration. One's capacities generalized across all situations but as one grows older, the Educational Aspiration becomes more complex and differentiated into the subjects that have to do with the Aspiration in different situations, such as the 'social-Aspiration', the 'academic Aspiration' or the physical-Aspiration'.

Among the many forces that help to organize this accumulated experience with one Aspiration, four are especially notable-language, personal success and failure, social feedback and identification.

Language

Language enables one to label experiences and actions organizing experience into integrated conceptual categories. Some of the earliest words in a child's vocabulary have to do with the Aspiration and the physical body (me, my, name, toe, finger etc.). Soon, the child begins to label things and people that are especially important extensions of him/her Aspiration (mama, daddy, toy etc.). Finally, the child learns to label the rights and actions with even evaluative terms as good, bad, naughty, and nice and so on. The labels facilitate organization of experiences preparing to the Aspiration.

Personal success and failure

The forces of personal success and failure involve ideas and feelings arising out of rewards and punishments (or the pain and distress that accompany personal failures) become cognitively associated with all of the activities and experiences accompanying such situation including perception of one Aspiration. Attainment of Aspiration set goals, improvement over past performance or measuring up to one's own standards all contribute to the consolidation of Educational Aspiration and Aspiration-esteem.

Social feedback

Social feedback enables one to incorporate what others perceive as a part of the impression on one Aspiration. This rest upon role taking ability and is therefore, related to the acquisition of social skills in perceiving other people as well as one Aspiration. In order to fully appreciate another's perception of one Aspiration, it is necessary first to learn what it is like to be in the position of the other.

Identification

Identification is a process through which beliefs and values are incorporated by young children into their own personalities from exposure to such agents of the society or parents, teachers or heroes. Beliefs about one Aspiration (Educational Aspiration) and values of one Aspiration (Aspiration-esteem) are generated through the identification process, which includes projection (assimilating another's value as one's Own) and imitation (copying actions beliefs, or judgments of others).

A very primitive aspect of Educational Aspiration involves perception of the physical Aspiration, or body image. This important initial core of early development of Educational Aspiration continues throughout the lifespan.

The development of Educational Aspiration is an important continuing event. What a child knows or believes about her Aspiration will affect all her interactions with other and by influencing the kinds of things that the child will attempt; Educational Aspiration may have very broad effects on her development of new skill. Freud talked about the Childs early symbolic relationship with her mother, in which she appears to consider the two of them as a single limit. Piaget too, emphasizes that the very young child has not yet understood the separations of Aspiration from non-Aspiration.

IMPORTANCE OF ASPIRATION ESTEEM

The importance of Aspiration-esteem can be considered from several perspectives. First, it is important to normal, psychological development. To adequately cope with the challenges of growing and developing, persons need to believe that they have the capacity to achieve what they need and want to and that they are deserving of happiness and joy in life. Lacking a belief in either of the above, they may be productive in an external sense, but are probably less effective and creative than they would be if they possessed high Aspiration-esteem. The effects of Aspiration-esteem may also be seen in career planning and decision making. For a person to make a nontraditional career choice, e.g., a female entering engineering, or to go against family desires or pressures requires someone to have a belief in their ability to make appropriate plans and decisions even though important others in their life space disagree with them.

Registering for advanced placement classes or applying to a highly competitive college may also challenge the Aspiration-esteem of an individual. Most people can attest to having experienced times when they were on top, when they were at their "peak performance." These "peaks" in our performance curve illustrate that when people believe in themselves (have high Aspiration-efficacy) and believe they can accomplish almost anything; they are expressing a Aspiration-esteem which motivates, excites and empowers them. It is this expression of strong Aspiration-esteem at a critical juncture in their lives which can help a person to become more of what they are capable of becoming.

It has also been suggested that high Aspiration-esteem imparts to person immunity to the downturns in the roller coaster of life. Rejections, disappointments and failure are a part of daily life. Life is not always fair or equitable and even our best efforts are not always successful. But high esteem can assist a person in "weathering the storm," to look beyond immediate downward dips.

The current management literature is filled with descriptions of the type of people who will function well in our "information" society. Descriptions of these people are replete with statements regarding the need in an information age for workers who can make independent decisions, take risks, vigorously pursue new ideas and untried approaches, and act on their own initiative. These traits are characteristic of persons with high Aspiration-esteem, of those who are confident of their abilities and gain pleasure from acting on them. These traits also assume an economic importance because they lead to more effective and productive employees. Organizations with productive employees are successful in the competitive marketplace and earn greater profits.

ACADEMIC ACHIEVEMENT

In the present society, education is widely understood as an important factor for scientific, economic development and growth of a nation. The important of achievement in educational institution is a matter of great social science and concern. It has become imperative for educators of ensure maximum achievement of all students enrolled for higher education, both for the benefit of the society and for the individual him Aspiration. In spite of numerous reforms that are being made for maximizing the academic achievement of pupils in educational institution it is difficult to research the target set for this purpose. Achievement is the end product of all educational endeavor. The main concern. Of all educational efforts is to see that the learner achieves

NEED FOR THE STUDY

The need to achieve is demonstrated when an individual feels the need to accomplish something unique, the need to complete with some standard of excellence and so on. If a child feels the need to manipulate a mechanical toy, the need to achieve finds expression therein. But if he is to continue to derive pleasure from such achievement situations as above, he must continuously work with more and more

complex objects permitting mastery. If he works long enough at a particular level of mastery may increase intelligence and paved the way for better achievement.

Need achievement is the restless driving energy, aimed at achieving excellence, getting ahead, improving on past records, doing things faster, better and most efficiently finding unique solutions to difficult problems etc.

OBJECTIVES OF THE STUDY

The present study is undertaken with the following objectives.

1. To find out the level of Educational Aspiration of higher secondary students in Trichy district.
2. To analysis level of Aspiration esteem of higher secondary students Trichy district.
3. To estimate the level of academic achievement of higher secondary students in Trichy district.
4. To find the relationship between Educational Aspiration, Aspiration esteem, academic achievement.
5. To assess the relationship between demographic variable and Educational Aspiration, Aspiration esteem and academic achievement.

RESEARCH METHOD ADOPTED

There are different methods of educational research. The most commonly used, appropriate and scientific method, is known as descriptive research or normative research. In this method, the data related to the problems is collected from a large sample. This method helps to examine and analyze the various factors related to the problem with a view to arrive at certain conclusions and generalizations. The present study has been conducted as Descriptive survey method.

SAMPLING TECHNIQUE

Simple random sampling technique has been used in the selection of the various higher secondary schools. In the present investigation a sample of 300 higher secondary students was selected from this study.

VARIABLE USED

- i) The primary independent variable is Educational Aspiration,. No doubt effect of the variable is considered to be the reflection Aspiration to a considerable extent. The Aspiration-esteem is also taken as one of the independence variables.
- ii) The other independent variables are background variables namely, sex, type of administration of the school, location of the school, studying subject, community and religion.

CONCLUSION

The boys are having higher Educational Aspiration than of their counterpart. The urban school higher secondary students are having Educational Aspiration than the rural school students. The boys are having higher Aspiration-esteem than the girls. The urban school higher secondary students are having more Aspiration-esteem than the rural school students. The girls are having higher achievement than the boys. The Christian students are having high achievement than the other religion. There is significant different between BC and OC higher secondary students irrespective if their Educational Aspiration. There is significant different between BC and OC students of higher secondary in respect of their Aspiration-esteem. There is significant different between SC / ST and OC students of higher secondary in respect of their Aspiration-esteem. There is no significant different between boys and girls students in respect of their achievement. There is significant different between Science and Arts higher secondary students irrespective of their achievement. There is no significant different between Hindu and Islam students of higher secondary in respect of their achievement. There is significant different between Hindu and Christian students of higher secondary in respect of their achievement.

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