A Study of Comparative Educational Aspiration of Higher Secondary School Students in Relation to Their Academic Achivment in Cuddalore District

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ABSTRACT

The Educational aspiration and aspiration-esteem are the two important psychological factors determine student's achievement in the class room. In this age of science and technology, study is a prime requisite to survive in the world. Therefore it is necessary for all to study, to think to observe to concentrate to analyze knowledge. Study as a technique of approaching knowledge should be acquired. Good study depends on effective methods of reading, observing, concentrating, remembering, organizing, using the ideas learnt and developing.

Educational Aspiration in one of those central concepts that are frequently used in everyday life. You will agree that are we spend a lot of time pondering over our own selves. 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 howling some ideas of Aspiration around two years of age. In the beginning they learn about own Aspiration from parents, friends, and teachers. 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 process, and a conscious experience and includes a physical body, thought process, 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.

KEYWORDS: *The study of higher secondary school students Educational Aspiration and Aspiration esteem in relation to academic achievement*

INTRODUCTION

One of the most important aspects of the educational aspirations is our aspiration – esteem the personal evaluation of ourselves and the resulting of worth associated with our educational aspiration. Aspirations –esteem is affected by a variety of influences ranging from formation of childhood experiences in relation to parents, to our own standards or ideal aspirations. For instance, individual 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 positive aspirations image. Individual with low aspiration-esteem usually were brought up by parents who relied on parenting styles that were either overtly strict, 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 scope of experience one accumulates with one Aspiration. 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 Aspiration‟ or the physical – Aspiration‟.

Among the many forces that help to organized 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 action organizing experience into integrated conceptual categories. some of the earliest works 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 label the rights and actions with even evaluative terms as good, bad, naughty, nice and so on. The labels facilitate organization of experiences preparing to the aspirations.

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 the activities and experiences accompanying such situation including perception of one aspiration. Attainment of aspiration set goals, improvement order 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 navels 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 acquisitions of social skills in perceiving other people as well as one aspiration. In order to fully appreciate anothers perception of one aspiration it is necessary first 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 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 action beliefs, or judgments of others).

PURPOSE OF THE REVIEW OF THE RELATED STUDIES

The review of the related literature is of immense help to the investigator to find out the significance of the research problem in relation to the connected area of educational research The main purpose of the review is to study of higher secondary school students Educational Aspiration and Aspiration esteem in relation to academic achievement.

KINDS OF EDUCATIONAL ASPIRATION

James was the first to suggest that a person has many 'selves. The real-Aspiration for example is what a person really believes he is, his "ideal- Aspiration' is the person he aspires to be and his Social Aspiration' is what he believes others thinks of him and how they perceive him.

Recent studies reveal that Educational Aspiration does indeed take different forms, each form focuses into one of the four major categories related to the physical as well as the psychological Educational Aspirations. The four categories of Educational Aspiration are the basic, the transitory, the social and the ideal.

➢ The basic Educational Aspiration

The basic Educational Aspiration corresponds to James concepts of the 'real-Aspiration'. It is the person's concept of what he really is. It includes his perception of his appearances, his recognition of his abilities and disabilities and his role and status in life and his values, beliefs and aspirations

➢ The transitory Educational Aspiration

In addition to basic Educational Aspiration a person has a transitory Educational Aspiration a person has a transitory Educational Aspiration. James first suggests the when he referred to the "Aspiration he fears, he how is'. This means that a person has a Educational Aspiration which holds for a time and then relinquishes. These Educational Aspirations are generally influenced by some passive mood or emotional state or by recent experience. They are transitory and unstable.

The social Educational Aspiration is based on the way the individual believes others perceive him, depending on their speech and actions. It is referred to as a 'mirror image'. If a child is constantly told that he is naughty child". In adolescence, the social Educational Aspiration is derived from the opinion of the peer group as a whole "generalized others' In.

Adulthood, the effect of Educational Aspiration on behaviour is influenced by the strength of the person's desire to win the attention, approval and acceptance of others

➤ The ideal Educational Aspiration

The ideal Educational Aspiration is made up of perception of what person aspires to be and what he believes ought to be. It may be related to the physical Aspiration image and psychological Aspiration-image or both.

RESEARCH DATA PROCESSING

The collected data were analysed using appropriate statistical techniques. The descriptive statistics such as mean and S.D., t-ratio were computed. In order to study the functional dependencies to indicate the likelihood of causal relationships between the variables, inferential statistical techniques of ANOVA were computed

RESEARCH TOOLS USED

For the present research study, the following tools are used and they are standardized as per Below.

Academic achievement – Students half yearly marks

Educational Aspiration Scale: the investigator used the Educational Aspiration Standardized by M.S.Warthy.

Aspiration – esteem Scale: the present researcher used the Aspiration-esteem scale is Standardized by the Warthy.

SUBJECT OF STUDY - GROUP

In academic, we have categories such as arts Science. The science comprises subjects such mathematics, physics, chemistry, botany, biology computer science. Humanities comprises Subjects such as economics, commerce, accountancy and Science.

Among the students of these two groups, the students expected to work hard strain more to shine professional Courses in future and even they considered to superior. There common notion that students care for position, though for also secondary achievement plays a vital role deciding their Hence, it treated as independent variable of the present

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 I difficult to research the target set for this purpose. Achievement is the end product of all educational endeavor.

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. Bur 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.

To assess the relationship between demographic variable and Educational Aspiration, Aspiration esteem and academic achievement

To analysis level of Aspiration esteem of higher secondary students cuddalore district.

To estimate the level of academic achievement of higher secondary students in cuddalore district.

To find out the level of Educational Aspiration of higher secondary students in cuddalore district.

To find the relationship between Educational Aspiration, Aspiration esteem, academic achievement.

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 these study.

VARIABLE USED

The other independent variables are background variables namely, sex, type of administration of the school, location of the school, studying subject, community and religion.

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.

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 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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