

An Analysis of Senior Secondary School Students' Aspiration Levels in Connection to Their Backgrounds

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Abstract:

A person's future expectations or ambitions are referred to as their Level of Aspiration (LOA). It describes the perceived severity of failure in a certain effort. The purpose of this study is to determine senior secondary school students' aspirational level in light of their particular histories. The methodology of the descriptive survey was utilized in the study. A stratified random sample of 100 pupils from three senior secondary schools in Basti, Uttar Pradesh, was used. The data was analyzed using mean, standard deviation, t-test, and f-test. Based on the educational institution and gender, it emerged that there is no difference in the aspirations of the students from the three schools.

The index Phrases:

Students in Senior Secondary School, Aspiration amount, and Individual Background.

Summary:

Early in life, aspirations are formed, but they are subsequently altered by experiences and surroundings. A strong desire to do a factor lofty or significant is called aspiration. But aspirations often can not be the accomplishment of anything lofty or magnificent. These also cover viewpoints from the present and the future. Regarding goal-setting behavior, there is a lot of individual variance. In their 1985 study of the effects of residential status, sex, socioeconomic status, father's education and occupation, IQ, and academic success on adolescents' level of occupational aspiration, Mehta and Pant discovered a strong correlation between sex and occupational aspiration, encouraging girls among both semi-urban and urban students. Inspirational elements play a crucial part in deliberately guiding one's behavior and encouraging him to engage in specific actions to accomplish a desired outcome, much like Other psychological phenomena. Everybody wants to achieve a particular objective or level of performance and to do so, they establish the "Level of Aspiration" (LOA) as the internal structure of the drive for distinction. The educational goals of Canadian teenagers aged 15 were investigated by Looker and Thiessen (2004). Schools and learners inside schools were sampled using a two-stage method. The study discovered that females had bigger targets for learning and did better in school, suggesting a gender influence on educational plans. In 1931, Dembo, a Lewin student, proposed the idea of a 'degree of ambition' during a simulation on rage. The initially conducted experiment analyzed aspiration levels, known as 'Anspruch & Niveau' in German Hoppe gave this performance in 1930. The notion has been extensively addressed and tested by psychologists, educators, and sociologists in the final part of the 20th century. According to Hoppe, a person's hopes, ambitions, or claims regarding his potential for achievement in a certain work constitute his "level of aspiration." Through his experimental study, Hoppe discovered that a particular performance is accompanied by an overwhelming sense of despair if it falls below the LOA and a feeling of accomplishing something if it exceeds the LOA. A psychological term that represents an individual's cognitive ambition is called the level of goals. The educational and career goals that learners possess for the future are referred to as desire, according to Sirin, Diemer,

Jackson, and Howell (2004). The ultimate goal level of an individual as indicated by his total TDS is referred to in the current study and the direction of the discrepancy between the expressed value in that particular trial and the actual score in the prior trial. PDS (Attainment discrepancy) refers meaning the difference between indicated and actual scores on a single trial, whereas ATCS (Amount of the Times Goal Reach Score) refers to the amount of of times the goal was reached. The "Level of Aspiration Measure" was created by the late Professor M. A. Shah and Mahesh Bhargava. The study examined senior secondary school pupils' personal backgrounds pupils in 12th grade are classified as senior secondary school pupils, with specific factors such as the kind of school and gender taken into account. Not a single person in the highly competitive society of today is without ambition in one way or another. It appears that everyone has heavier expectations for themselves than they had for their prior encounters and undertakings. The nation's future leaders and citizens will be the pupils enrolled in today's schools, so they should have a high aspiration level and be capable of achieving it. In the current atmosphere of competition, it's important to stay focused as you strive for your own goals. Because they will be the next administrators as well as parts of society, secondary school learners are the main focus of the current study. Students' aspiration levels will be identified through this survey, and assistance and counsel should be given under those observations.

A description of the issue:

Research assessing senior secondary school learner's aspirations based on their backgrounds.

Objectives:

The goal of the current study is to analyze senior secondary school students' aspirations linked to their ethnicity and kind of school.

Hypotheses:

1. There is no substantial variation in intended among learners from the government and non-government schools.
2. There is no substantial disparity in multiple measures of aspiration across girls and boys across all schools.

Methodology:

The strategy and approach used to carry out the study are described in the section devoted to methodology. This comprises the study's variables, tools, sample, data, sources, statistical technique, and multiverse. The specifics are as follows:

The population and sample:

The study's participants were students from Senior Secondary Schools, and the Government Inter College Basti, Uttar Pradesh. A stratified random sample approach was used to choose 33, 33, and 34 learners from three schools in Basti, Uttar Pradesh. Thus, a sample of 100 students was selected. This was separated into several groups.

Information and Data Sources:

This research was conducted at Basti, which is located in Uttar Pradesh. The basic information for this study was obtained. From the three selected schools in Basti city, Uttar Pradesh. 100 learners were chosen for the sampling.

Theoretical Framework:

Dependent as well as independent factors are employed in the current investigation. The study's dependent variable is the degree of aspiration among senior secondary school pupils, while its independent variables are gender and the kind of institution.

The tool for research, the Level of Aspiration measure, developed by Dr. Mahesh Bhargava and the late Prof. M.A.

Shah, was utilized in this study to collect data. The inspection evaluates ambition based on three factors: (a) Target Discrepancy Score (TDS), (b) Performance Discrepancy Score (PDS), and (c) Amount of Times Goal Completed Score (ATCS). The Target Discrepancy Score is calculated by subtracting the actual score from the projected score in the next trial. It may be calculated by deducting the anticipated success from the actual outcome of the same trial. It is a variance between the projected result (aspiration) and the actual rating (achievement) on the same trial. This may be measured as the frequency with which a participant's actual score corresponds to or exceeds their estimated rating.

Tools for statistics:

The information picked up for this study is quantitative. In this scenario, only a quantitative approach was applied for data interpretation. Statistical examination using mean, SD, t-test, and ANOVA Content was evaluated using various approaches.

Results and Discussion:

Hypotheses 1:

There exists no significant difference in the level of aspiration of students of government, non-government, and public schools in different dimensions of aspiration.

Table: 1 Summary of ANOVA on the measure of TDS

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.281	2	.140	.010	Not Significant
Within Groups	1348.529	97	13.902		
Total	1348.810	99			

The outcomes of the ANOVA shown in Table 1 show that there is no statistically significant distinction between the groups of students from all three schools on the TDS measure of level of aspiration. The F-ratio for this measure is .010, which is sufficiently low to achieve the statistically significant level. Therefore, it is considered that there are no notable distinctions across all of the learners. A person must be compatible hard and never give up on their goals if he wants to live an honest existence in spite of the fierce rivalry that has taken over society in the past few years. Every learner is therefore similarly driven to base their aspirations on their past achievements. Few studies have been executed to compare the degree of enthusiasm across government, public, and non-government school learners, but outcomes align with the present inquiry. The results of this study show no apparent distinctions between government school learners and those visiting public educational facilities. Previously, Pareek, D.L. (1990) performed a study on the self-worth, behavioral characteristics, and hopes of children and adolescents studying in central, state, and private schools in Rajasthan and observed that there was a lack of association between characteristics of personality and level of extraction among learners from varying kinds of schools.

Table: 2 Summary of ANOVA on the measure of PDS

	Sum of Square	df	Mean Square	F	Sig.
Between Groups	6.342	02	3.171	0.375	Not Sig.
Within Groups	819.796	97	8.452		
Total	826.138	99			

The computed f-value for PDS, another idealistic evaluation, is smaller than the value displayed in the table of the "f-test" at the 0.05 level of statistical significance, as can be seen from Table No. 2. There is no significant difference in ambition levels across public, non-government, and government school learners, reflecting the null hypothesis.

The PDS measure of zeal is calculated by subtracting expected performance from actual achievement on an identified trial. The data shows that learners have the same level of preference on this measure as well.

Table: 3 Summary of ANOVA on the measure ATCS

	Sum of Square	df	Mean Square	F	Sig.
Between Groups	2.448	2	1.224	.194	Not Sig.
Within Groups	613.512	97	6.325		
Total	615.960	99			

The Number of Being Alive Target Attained Score, another measure of desire, does not show notable differences across groups. The null explanations that there are no substantial variations between learners on this idealistic measure and that all variations are the result of chance are embraced as is evident from Table No. 3 that the f value is much lower than the f-test table value. In today's highly competitive world, every student strives to attain whatever they desire.

Hypotheses: 2

The ambitions of boys and girls visiting public, government, and non-government schools do not differ much.

Table: 4 T-test summary for several aspirational measures

Aspiration dimensions	Boys of all schools			Girls of all schools			t-value	significance
	M	SD	SE	M	SD	SE		
TDS	4.2	4.3	.60	3.57	3.0	.42	.90	NS
PDS	-2.3	3.0	.43	-2.1	2.69	.38	-.24	NS
ATCS	3.9	2.4	.35	4.1	2.5	.35	.34	NS

Table: 4 indicates that boys and girls do not vary on different measures of intention.

The predicted t values for both groups on TDS (.90), PDS (.24), and ATCS (.31) are significantly lower than the table value of t. So, the null assumption is that there is no significant distinction between the two. It is permissible to divide groups around various criteria of intention. Presently both boys and girls know their aims and are excited about their potential due to shifting social conventions and societal attitudes toward girls. Both boys and girls are now treated equally. According to the outcome of this study, there is no noticeable disparity in the idealistic measures of the boys and girls in the three different educational institutions. Dianne Looker and Victor Thiessen (2004), still carried a research that looked at the educational goals of 15-year-old Canadian teenagers. They revealed that there was an influence of gender on goals for education, with females functioning better academically and having bigger scholastic plans than boys.

Principal Findings:

1. Every single category of youngsters had the same degree of vanity on the various aspiration measures (TDS, PDS, and ATCS).
2. Girls and boys in all different kinds of institutions display similar levels of enthusiasm.

Conclusion:

It is evident from the graphs above that every student in the three distinct institutions has the same level of enthusiasm. Similarly, girls and boys have the same level of enthusiasm. In contemporary society, there is fierce rivalry, thus if one wants to thrive, he must have goals of greatness. Positive rivalry in schools can push learners towards striving for higher objectives.

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