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Scholastic Achievement of Elementary School Children in Relation to their Levels of Aspiration

¹Sunil Kumar, ²Manju Rani

¹D.D.R.College of Education, Gurgaon (Haryana)

²Department of Education MDU Rohatk

ABSTRACT

The present investigation was undertaken to reveal the relationship between Scholastic Achievement and Levels of Aspiration of Elementary School Children. The sample of study comprised of 200 students of vth. Standard drawn from government and private schools of Rewari District of Haryana State. The result of the study revealed positive and significant relationship between Scholastic Achievement and Levels of Aspiration of Elementary School Children in case of rural and Urban, Government and Private, Male and Female and Total sample.

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INTRODUCTION

Nations are built by the imagination and untiring efforts of generations. The role of education in the development of a nation has been considered so vital that no nation can afford to ignore it, be it a developing country or developed country. Education enriches a society, as it is the potent instrument for the achievement of ideals of life and civilized attempt to bring out the natural, harmonious and progressive development of human personality. It is only with the help of education that we can sensitize people about social needs and prepare a work force who can contribute to social and natural development.

The welfare and development of children is a matter of paramount importance to any nation, is quite self evident. Yet an attempt to review the actions initiated towards this reveals that in general it has been a story of long neglect in almost all parts of the world. In fact, some concrete actions in this regard seem to have been initiated only during the beginning of this century. The United Nations declaration of the rights of children represents a major land mark creating a moral pressure on the part of the signatory countries to protect the rights and interest of the children. The worldwide deliberations during the year 1979 which was declared as the international year of the child brought into sharper focus the problems of children, their welfare and development.

In India, concern for the welfare and development of children was expressed explicitly in the constitution of the country by making education of all children up to 14 years of age a state obligation, prohibition child labour, exploitation and so on. In 1960, the government of India enacted legislation for the protection, welfare and development of children through the central children act.

Concept of Elementary Education

Education is a purposefully designed process aiming at fostering the harmonious and healthy development of individuals as productive, successful and well-adjusted persons in the society. It also acts as an instrument of social change and social control. But no aspect or component of it can be left untouched by psychology. Almost all issues like fulfillment of aims of education, framing of curriculum, selection of text books pedagogy of teaching, maintaining discipline in the educational institutions, bringing improvement in evaluation system, building better teacher student relationship are directly or indirectly linked with different cognitive and non cognitive dimensions like memory, mental abilities, aptitude, etc. of psychology. So it is very pertinent and essential to know about the psychological potentialities of the individuals before applying any kind of techniques to bring modification in their behaviors.

Moreover education is concerned with learning of the students. Learning is the process of acquiring knowledge, skills or both by instruction, study or experience. During the process of it so many cognitive and non-cognitive factors are involved.

Concept of Level of Aspiration:

Level of Aspiration is an important aspect of personality which deserves consideration with regard to academic attainments of a student. It has aroused considerable interest and experimentation in recent years. Aspiration of upper class and middle class students are higher than those of lower class. Western studies have indicated that deprived group lack optimism. In certain cases, however that may show a compensatory reaction leading to very high aspiration. Further, majority of the students belong to of the students showing higher educational and occupational aspirations belong to higher status groups while those having low aspirations come from low status families. Level of aspiration plays a very important role in life situation of a person. Success and failure in life depends on the harmonious development of an individual's personality. Thousands of words in English language describe personality or human behavior. It is recognized a unique pattern of traits which characterizes the individual. It is extremely complex and comprises distinguishable dimension. Personality is revealed in the way an individual faces the situation, things and acts in relation to other individuals. A person's desires, demands, needs his culture, social norms etc. formulate the overall constitution of personality. Interest, attitude, motivation, uniqueness, peculiarity of behavior and patterns of deeds, all these are components as well as the differential of personality. It is an organization of large number of traits. It is the integration of all the individual's abilities and characteristic, physical and mental, learned and unlearned. Personality is an important determinant of human behavior both in the laboratory as well as in actual life.

Objectives of The Study

- 1 To find out the relationship between Scholastic Achievement and Levels of Aspiration of Elementary School Children.
- 2 To find out the difference between high Levels of Aspiration and Low Levels of Aspiration of Elementary School Children on Scholastic Achievement.
- 3 To find out the difference between Levels of Aspirations of Rural and Urban Elementary School Children on Scholastic Achievement.
- 4 To find out the difference between Levels of Aspirations of Private and Government Elementary School Children on Scholastic Achievement.
- 5 To find out the difference between Levels of Aspirations of Male and Female Elementary School Children on Scholastic Achievement.

Hypotheses

- 1 There is no significant relationship between Scholastic Achievement and Levels of Aspiration of Elementary School Children.
- 2 There is no significant difference between high Levels of Aspiration and Low Levels of Aspiration of Elementary School Children on Scholastic Achievement.
- 3 There is no significant difference between Levels of Aspirations of Rural and Urban Elementary School Children on Scholastic Achievement.
- 4 There is no significant difference between Levels of Aspirations of Private and Government Elementary School Children on Scholastic Achievement.
- 5 There is no significant difference between Levels of Aspirations of Male and Female Elementary School Children on Scholastic Achievement.

Delimitations of the study

- The study was confined to Elementary school children of Rewari District of Haryana state only.
- The sample was restricted to 200 children studying in Government and Private school.
- The study was confined to children studying in class Vth. Standard.

METHODOLOGY

The investigators have adopted the Descriptive method to study the relationship between Scholastic Achievement and Levels of Aspiration of Elementary School Children.

SAMPLE

The sample was consisting of 200 subjects of class Vth. including government and private Elementary Schools of Rewari District of Haryana state.

Tools

- ❖ Scholastic Achievement Scores Obtained from Annual Examination of Class IVth. Elementary Schools of Rewari District of Haryana state.
- ❖ Level of Aspiration Measured by Dr. M.A.Shah and Dr. Mahesh Bhargava.

Statistical Analysis

The data collected were analysed by using descriptive, differential and correlation analysis. The following statistical techniques were employed for the analysis and interpretation of the data-mean, standard deviation, t-test and correlation analyses.

RESULT AND DISCUSSION

Table 1: Scholastic Achievement and Levels Of Aspiration Of Elementary School Children

Variable	Size of the sample (N)	Pearson's correlation coefficient (r)	Level of significance
Scholastic Achievement Vs Levels of Aspiration	200	Positive 0.68	0.01

It may be revealed from the table 1 that the value of coefficient of correlation between Scholastic Achievement and Levels of Aspiration of Elementary School Children is 0.68. It represents a significant positive relationship between two variables. The obtained coefficient of correlation is found to be significant at 0.01 level of significance. It seems fair to interpret that the Scholastic Achievement and Levels of Aspiration are positively **related** to each other. Thus the null hypothesis 1, i.e. "There is no significant relationship between Scholastic Achievement and Levels of Aspiration on Elementary School Children" is **rejected**. Thus there exists a significant relationship between Scholastic Achievement and Levels of Aspiration on Elementary School Children.

Table 2: High Levels of Aspiration and Low Levels of Aspiration of Elementary School Children on Scholastic Achievement

Groups	N	M	S.D	t-Value	Level of significance
High levels of aspiration	105	60.42	3.09	8.58	0.01
Low Levels of Aspiration	95	57.21	3.89		

Table 2 reveals that the mean score of high Levels of Aspiration and Low Levels of Aspiration are 60.42 and 57.21 with S.D 3.09 and 3.89 respectively. The t-value is 8.58 which is significant at 0.01 level. The null hypothesis "There is no significant difference between high Levels of Aspiration and Low Levels of Aspiration of Elementary School children on Scholastic Achievement" is rejected. Thus there exists a significant difference between high Levels of Aspiration and Low Levels of Aspiration of Elementary School children on Scholastic Achievement.

Table 3: Levels of Aspiration of Rural and Urban Elementary School Students on Scholastic Achievement

Variables(Levels of Aspiration)	N	M	S.D	t-Value	Level of significance
Rural	100	139.11	7.78	3.15	0.01
Urban	100	143.52	8.93		

Table 3 reveals that the mean score of Levels of Aspiration of Rural and Urban Elementary school children on Scholastic Achievement are 139.11 and 143.52 with S.D 7.78 and 8.93 respectively. The t-value is 3.15 which is significant at 0.01 level. Thus the null hypothesis "There is no significant difference between Levels of Aspiration of Rural and Urban Elementary school children on Scholastic Achievement" is rejected. Thus there exists a significant difference between Levels of Aspiration of Rural and Urban Elementary school children on Scholastic Achievement.

Table 4: Levels of Aspiration of Private and Government Elementary School Students on Scholastic Achievement

Variables(Levels of Aspiration)	N	M	S.D	t-Value	Level of significance
Private	100	119.37	8.01	4.36	0.01
Government	100	127.40	9.85		

Table 4 reveals that the mean score of Levels of Aspiration of Private and Government Elementary school children on Scholastic Achievement are 119.37 and 127.40 with S.D 8.01 and 9.85 respectively. The t-value is 4.36 which is significant at 0.01 level. Thus the null hypothesis "There is no significant difference between Levels of Aspiration of Private and Government Elementary school children on Scholastic Achievement" is rejected. Thus there exists a significant difference between Levels of Aspiration of Private and Government Elementary school children on Scholastic Achievement.

Table 5: Levels of Aspiration of Male and Female Elementary School Students on Scholastic Achievement

Variables(Levels of Aspiration)	N	M	S.D	t-value	Level of significance
Male	100	79.64	9.80	6.25	0.01
Female	100	90.27	8.64		

Table 5 reveals that the mean score of Levels of Aspiration of Male and Female Elementary school children on Scholastic Achievement are 79.64 and 90.27 with S.D 9.80 and 8.64 respectively. The t-value is 6.25 which is significant at 0.01 level. Thus the null hypothesis "There is no significant difference between Levels of Aspiration of Male and Female Elementary school children on Scholastic Achievement" is rejected. Thus there exists a significant difference between Levels of Aspiration of Male and Female Elementary school children on Scholastic Achievement.

CONCLUSIONS

- ❖ The study shows a significant positive correlation between levels of Aspiration and Scholastic Achievement which indicate that the higher the Level of Aspiration higher the Scholastic achievement.
- ❖ The mean high Levels of Aspiration of Elementary School Children is significantly higher than that of low Levels of Aspiration of Elementary School Children on Scholastic Achievement.
- ❖ The mean Levels of Aspiration scores of urban elementary School children is higher than that of rural Elementary School children on Scholastic Children.
- ❖ The mean Levels of Aspiration scores of Private elementary School children is higher than that of Government Elementary School children on Scholastic Children.
- ❖ The mean Levels of Aspiration scores of Male elementary School children is higher than that of Female Elementary School children on Scholastic Children.

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