

A Study of Level of Aspiration and Achievement Motivation of College Students

Abstract

Academic success is strongly influenced by individual differences like achievement, intellectual level, aspiration, motivation. The present study examining the relationship between aspirations levels Achievement Motivation. The total sample consisted of 100 college students in which 50 male students and 50 female college students participated. Educational aspiration scale developed by Dr.V.P.Sharma and Dr.Anuradha Gupta and Deo Mohan Achievement, Motivation Scale developed by Deo Mohan was used to collect the data F test is used. Finding reveals that significance relationship is found in Gender & locality in relation to level of aspiration and achievement, motivation.

Keywords: Level of Aspiration, Adolescent, Achievement, Motivation.

Introduction

Level of aspirations suggests fruitful, new lines of inquiry, as well as new horizon of carrier. Level of aspiration means setting personal goals. Aspirations are about what children and young people hope to achieve for themselves in the future. Raising aspirations is often believed to be an effective way to motivate pupils to work harder so as to achieve the steps necessary for later success. Level of aspiration typically refers to the task-specific assessment of the degree to which an individual intends to perform, with reference to past performance and social environment. It is more an effect or result. Achievement motivation can affect level of aspiration, and influence how we think and process information (McClelland, 1961).

Frank (1935) defined level of aspiration as, "level of future performance in a familiar task which an individual, knowing his level of past performance in that task, explicitly undertakes to reach."

Gardner (1940) defined as, "level of aspiration is a truly quantitative concept, which has two requirements that the subjects make some public indication of his aims and that, he makes this in quantitative terms."

Achievement Motivation of the need for achievement is the Psychological drive to excel, a social form of motivation to perform at a high level of competence. The term need for achievement first used by Henry Murray.

Achievement Motivation as defined by McClelland (1953) the disposition to strive for success. Motivation is the process of responding to students' inner needs and drives. While individuals will have needs that are particular and specific, they will also have needs in common with all other learners. Within the classroom setting, five sets of needs have of special importance. These are a sense of belonging, a sense of achievement, a sense of appreciation, a sense of influence and a sense of involvement.

Atkinson and Feather define the achievement motivation is conceived as latent disposition which is manifested in over striving only when the individual perceives performance as instrument to a sense of personal accomplishment.

Atkinson and McDavid define a system of goal direction in human activity that is closely related to competence, aggressiveness and dominance is described by Psychologists as achievement motivation.

Objectives

1. To study level of aspiration of college students.
2. To study achievement motivation of college students.



Sangeeta N Pathak

Associate Professor,
Deptt. of Psychology,
S.P.University,
Vallabh Vidyanagar.

- To determine the relationship between level of aspiration and achievement motivation of college students.

Variables: Independent Variable

- Gender – Male & Female
- Locality – Urban & Rural

Dependent Variable

- Level of Aspiration
- Achievement & Motivation

Sample

In the present study, the sample was randomly selected. The total sample consisted of 100 in which 50 male and 50 female college students participated. Data were collected from various colleges of Anand District.

Hypotheses

- There will be no significant difference between students of Rural and Urban areas in respect of level of aspiration.
- There will be no significant difference between male and female students in respect of level of aspiration.
- There will be no significant difference between students of Rural and Urban areas in respect to achievement motivation.
- There will be no significant difference between male and female students in respect to achievement motivation.
- There will be no significant relationship between students of Rural and Urban areas and gender in respect to level of aspiration.
- There will be no significant relationship between students of Rural and Urban areas and gender in respect to achievement motivation.

Tools

For the present study two different tests are used

- Educational aspiration scale (E.A.S):- This scale was developed by Dr.V.P Sharma & Dr. Anuradha Gupta (1996) to test the educational aspiration level of the individual at different grades of educational cedar. Total item consisted of 45 in this scale. Reliability of the scale was established by test-retest method in which coefficient was found to be 0.98 & 0.80 for internal consistency. Validity found to be 0.69.
- Deo Mohan Achievement Motivation scale was developed by Deo Mohan (2002). Total item consisted of 50 in this scale. The Reliability is found 0.67 & Validity is 0.75.

Research Design

In this research to test the relation of Gender & status of the students in relation to level of aspiration & achievement motivation, two tests were used. Each selected student from the sample was tested for the two tests & scored as per manual of each test. 2x2 factorial design is used to analyze the data.

	A1 (Male)	A2 (Female)
B1 (Urban)	25	25
B2 (Rural)	25	25

A=Gender A1=Male A2=Female
B=Locality B1=Urban B2=Rural

Result & Discussion

Table 1
Showing Main & Interaction Effect of Level of Aspiration

Source	Sum of so mare	df	Mean so mare	F	Sig.
Gender	876.160	1	876.16	117.73	Sig.
Locality	739.840	1	739.840	94.41	Sig.
Gender X Locality	10.240	1	10.24	1.37	N.S
Error	714.400	96	7.44		
Total	114164.000	100			
Corrected Total	2340.640	99			
Gender	876.160	1	876.16	117.73	Sig.

Present study is carried out to examine achievement motivation and level of aspiration of college students. As can be seen from the table 'F' ratio for gender is 117.73 which shows highly significant relationship. The mean score for male students is 36.40 and for female students is 30.48. Male students are on the higher side on level of aspiration then the female students. So the hypotheses is rejected. It shows that there is difference between male & female students on level of aspiration. So far as locality is concerned the F ratio is 94.41 also shows significant relationship mean score for students of urban area is 36.16 & for students o rural area is 30.72. This students of Urban area is on the higher side on level of aspiration then students of rural area. The interaction effect do not found significant relationship.

Table 2
Showing Main & Interaction Effect of Achievement Motivation.

Source	Sum of so mare	df	Mean so mare	F	Sig.
Gender	34856.89	1	34856.89	451.616	Sig.
Locality	412.09	1	412.09	5.339	Sig.
Gender X Locality	1204.09	1	1204.09	15.601	Sig.
Error	7409.52	96	77.18		
Total	1995771.00	100			
Corrected Total	43882.590	99			

For Achievement Motivation F ratio of gender was found to be 451.616, which is highly significant. It suggests that there is difference in achievement due to gender of the students. Mean score for male is 158.38 and for female is 121.04. This shows significant relationship between male and female. Male is on the higher side then female. From the higher mean score of male students one can definitely say that males are having different achievement motivation compared to female. Calculated 'F' value of gender was also found to be 451.616, which is quite significant. So hypothesis is rejected. Hypotheses show that there is a difference in student's achievement motivation due to their gender. So far as locality is concern F ratio for locality is concern 5.339. This also shows significant relationship. The mean score for students of Urban area is 141.74 and for students of Rural area is 137.68 which also shows significant relationship between locality. Student's of Urban area is on the higher side on achievement motivation then students of Rural area. So far as

interaction of gender and locality is concern 'F' value is 15.601 which shows significant relationship. That proves there is difference in achievement motivation due to interaction of Gender and locality among college students.

Conclusion

1. Significant difference is found in male & female students in relation to level of Aspiration.
2. Significant difference is found in locality of the students in relation to level of Aspiration.
3. There is no significant difference found in interaction effects in relation to level of Aspiration.
4. Significant difference is found in gender & locality in relation to Achievement Motivation.

References

1. Ahmad, Sarfaraz and Rashmi Sinha Nigam (Etah), Indian Journal of Psychometric and Education 2008,39 (2) 164-168.
2. Atkinson, J. W., & Feather, N. T. (1966). 'A theory of achievement Motivation', New York: Wiley.
3. Chang, W. C., Wong, W. K., Teo, G., & Fam, A. (1997). 'The motivation to achieve in Singapore: In search of a core construct', Personality and Individual Differences, 23,885-895.
4. Elliot, A. J., & Church, M. A. (1997). 'A hierarchical model of approach and avoidance achievement motivation', Journal of Personality and Social Psychology, 72, 218-232.
5. Garret H.E. 'Statistics in Psychology'.
6. Humphreys, M. S., & Revelle, W. (1984). 'Personality, motivation, and performance: A theory of the relationship between individual differences and information processing', Psychological Review, 91, 153-184.
7. Kasser, T., & Ryan, R. M. (1993). 'A Dark Side of the American Dream: Correlates of Financial Success as a Central Life Aspiration', Journal of Personality and Social Psychology, 410-422.
8. Journal of Educational Psychology, 87, 598-610.
9. Ryan, R. M., & Deci, E. L. (2000). 'Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being', American Psychologist, 68-78.