

ASPIRATION AND ACADEMIC ACHIEVEMENT OF UNDERGRADUATE STUDENTS OF TRIPURA

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ABSTRACT

Aspiration has been defined as the dreams related to future education and vocation that students have stated by Sirin, Diemer, Jackson and Howell (2004). It encourages and energizes an individual to reach in his specific determined goal. Academic achievement refers the scores obtained by undergraduate level students in their final undergraduate examinations. The researcher has applied descriptive method to investigate the problem. The sample consisted of 300 undergraduate students in which 150 are male students and 150 are female students. Level of Aspiration Measure standardized tool and Final results of undergraduate students were collected to measure the academic achievement of students. The results revealed that there was no significant difference between aspiration and academic achievement of male and female undergraduate students and maximum students fall in the average aspiration as well as good academic achievement category.

KEY-WORDS: *Aspiration, Academic, Achievement, Undergraduate, Students, Tripura*

1.1 Introduction: As we know that academic achievement is the extent to which a student, teacher or institution has achieved their short or long-term educational aims. Among the different factors of academic achievement aspiration is one of the very important one. The students who are engaged in the colleges and universities have to complete so many activities, such as - reading, writing, completing assignments, homework, giving exams etc. To complete all these activities the students need proper study habits and aspirations which lead to better academic achievement. The term aspiration refers a hope, desire, urge, wish or ambition to achieve something. Aspiration has been defined as the dreams related to future education and vocation that students have **stated by Sirin,**

Diemer, Jackson and Howell (2004). It encourages and energizes an individual to reach in his specific determined goal. As **Sherwood (1998)** reported aspirations motivates for better achievements. **Khoo and Ainsley (2005)** explained aspiration is referred as cognitive state that motivates or drives young people to struggle for academic success. It plays a vital role in a student's academic success. A student who has higher aspiration has higher achievement as **Linderman (2010)** identified that students with higher GPA have higher career aspiration and lower GPA have lower career aspiration. But sometimes it may act adversely. Students having high aspiration can set unreal goals, as a result of which they may face difficulties in their studies and attainment.

1.2 Justification: After completion of the secondary education students entered into colleges or universities to take bachelor's degree with lot of expectations, e.g. getting good marks, and after completing the courses having the scope of higher studies and good job opportunities. Aspiration leads them to reach to their expectations and goals. The students who have higher aspiration perform better in their academic activities including academic achievement also reported by **Rothon (2011)**. On the other side, they get a new environment, new friend circles after entering Colleges. They start to see the world as they like. Sometimes those students who have higher aspirations they also forget about their studies. This study was conducted to know about the level of aspiration and academic achievement of undergraduate students of Tripura.

1.3 Statement of the problem

The present study is stated as:

“Aspiration and Academic Achievement of Undergraduate Students of Tripura”.

1.4 Operational definition of the terms used

1.4.1 Aspiration: Aspiration refers the goal discrepancy, attainment discrepancy, and the number of times the goal reach scores of undergraduate students.

1.4.2 Academic achievement: Academic achievement refers the scores obtained by undergraduate level students in their final undergraduate examinations.

1.5 Objectives

1.5.1 To study the level of aspiration of undergraduate students.

1.5.2 To study the level of aspiration of male undergraduate students.

1.5.3 To study the level of aspiration of female undergraduate students.

1.5.4 To compare the aspiration of male and female undergraduate students.

1.5.5 To investigate the academic achievement of undergraduate students.

1.5.6 To investigate academic achievement of male undergraduate students.

1.5.7 To investigate academic achievement of female undergraduate students.

1.5.8 To compare the academic achievement of male and female undergraduate students.

1.6: Hypotheses

Ho₁. There is no significant difference between the aspiration of male and female undergraduate students.

Ho₂. There is no significant difference between the academic achievement of male and female undergraduate students.

1.7: Variables

These are following variables in this study:

1.1 Aspirations

1. 2. Academic achievement.

1.8 Delimitation of the study

This study do not consists the students of all sectors of higher education and confined to the students of undergraduate level of Tripura state only.

2.0. Research Methodology:

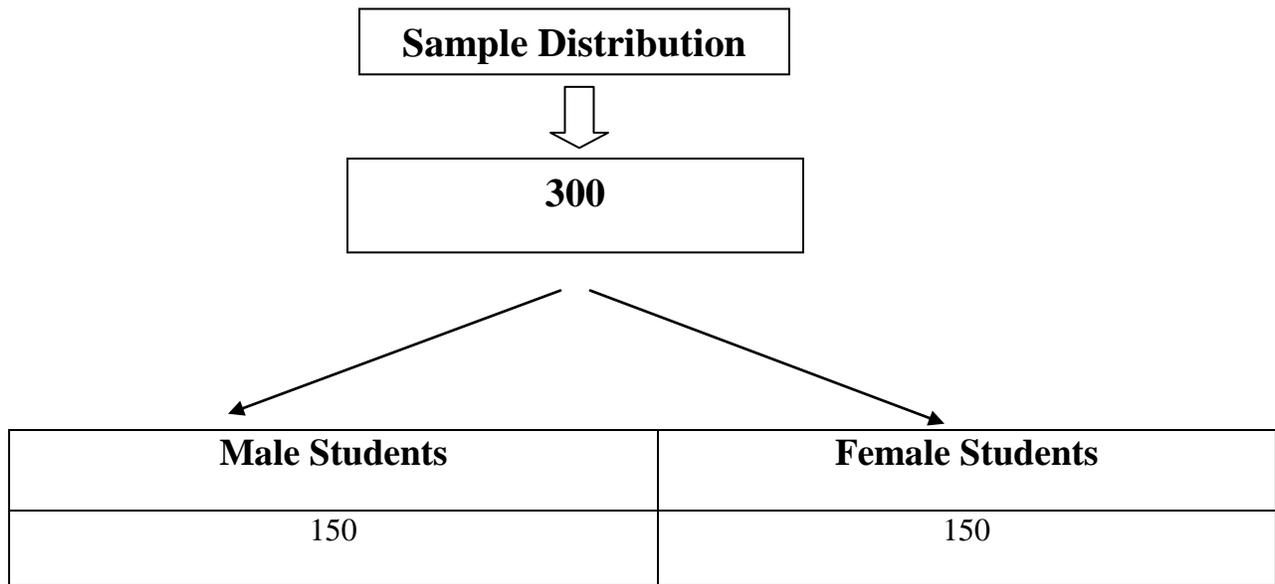
The researcher has applied descriptive research method followed by quantitative approach to investigate the problem. As we know that descriptive research method is used to know the relation between variables, to test the hypotheses, and to make generalizations. It also deals with ongoing processes, developing trends, principles, theories, opinions that are held, effects that are evident etc. A descriptive study describes and interprets what is according to Best and Kahn, (2009)

2.1. Population of the study: Students of undergraduate level of government general degree colleges of Tripura, comprised as the population of this study.

2.2. Sample and Sampling Techniques:

This study consisted of 300 undergraduate students as sample which included 150 students were male and 150 students were female. The students were selected by simple random sampling techniques.

Diagram 2.1: Showing the sample distribution of undergraduate students.



2.3. Collection of Data:

Following standardized tool were used in order to collect data.

1. Level of Aspiration Measure and
2. Final results of undergraduate students were collected to measure the academic achievement of students.

3.0 Analysis and Interpretation

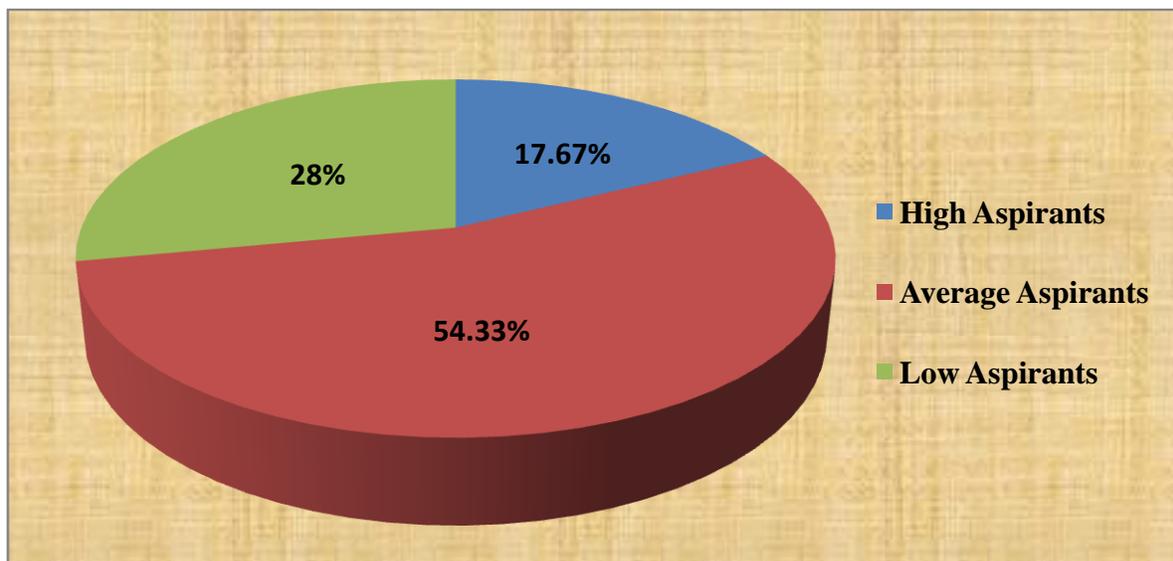
Objective No.1.5.1 To investigate the aspiration of undergraduate students.

To investigate the aspiration of undergraduate students, raw scores were converted into standard scores (percentile scores) to bring scores on a common standard scale. Obtained outcomes are presented in table 3.1

Table 3.1 Showing the level of aspiration of undergraduate students.

Range of Percentiles	Score Range	Description	Responses of students in terms of %
P ₇₅ to P ₉₅	4.31 to 7.9	High Aspirants	17.67%
P ₃₀ to P ₇₀	0.71 to 4.3	Average Aspirants	54.33%
P ₅ to P ₂₅	-2.7 to 0.70	Low Aspirants	28%

Figure 3.1 Showing the level of aspiration of undergraduate students.



With reference to aspiration of undergraduate students, as indicated in table 3.1 and figure 3.1, researcher has found that 17.67% of students using internet have high aspiration, 54.33% have average aspiration, and 28% of students have low aspiration.

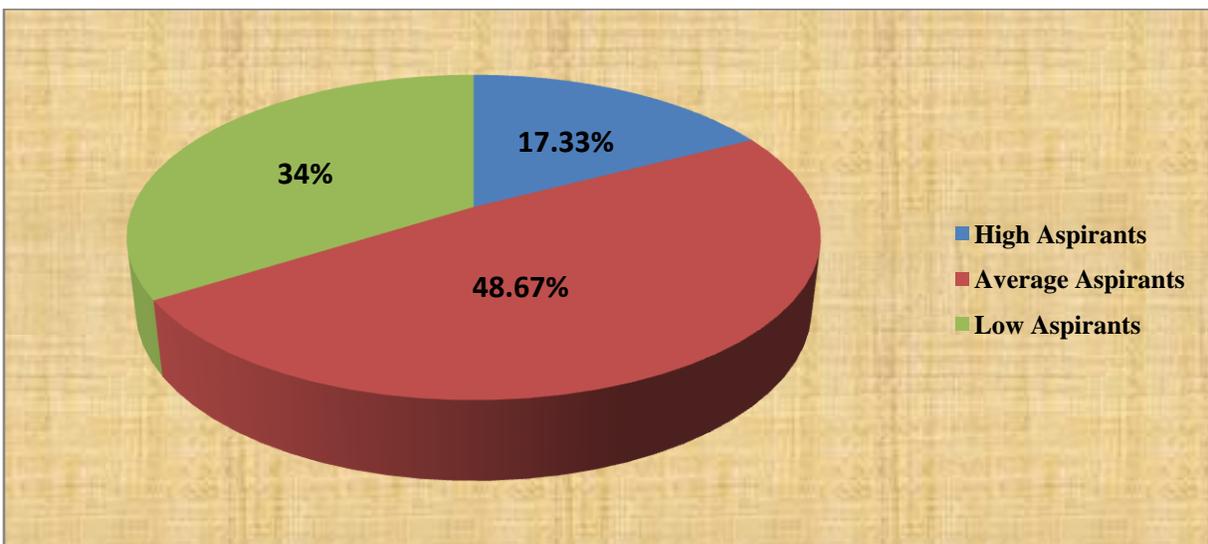
Objective No.1.5.2 To investigate the aspiration of male undergraduate students.

To investigate the aspiration of male undergraduate students, raw scores were converted into standard scores (percentile scores) to bring scores on a common standard scale. Obtained outcomes are presented in table 3.2

Table 3.2: Showing the level of aspiration of male undergraduate students.

Range of Percentiles	Score Range	Description	Responses of students in terms of %
P ₇₅ to P ₉₅	4.31 to 7.9	High Aspirants	17.33%
P ₃₀ to P ₇₀	0.71 to 4.3	Average Aspirants	48.67%
P ₅ to P ₂₅	-2.7 to 0.70	Low Aspirants	34%

Figure 3.2 Showing the level of aspiration of male undergraduate students.



With reference to aspiration of male undergraduate students, as indicated in table 3.2 and figure 3.2, researcher has found that 17.33% of students have high aspiration, 48.67% have average aspiration, and 34% of students have low aspiration.

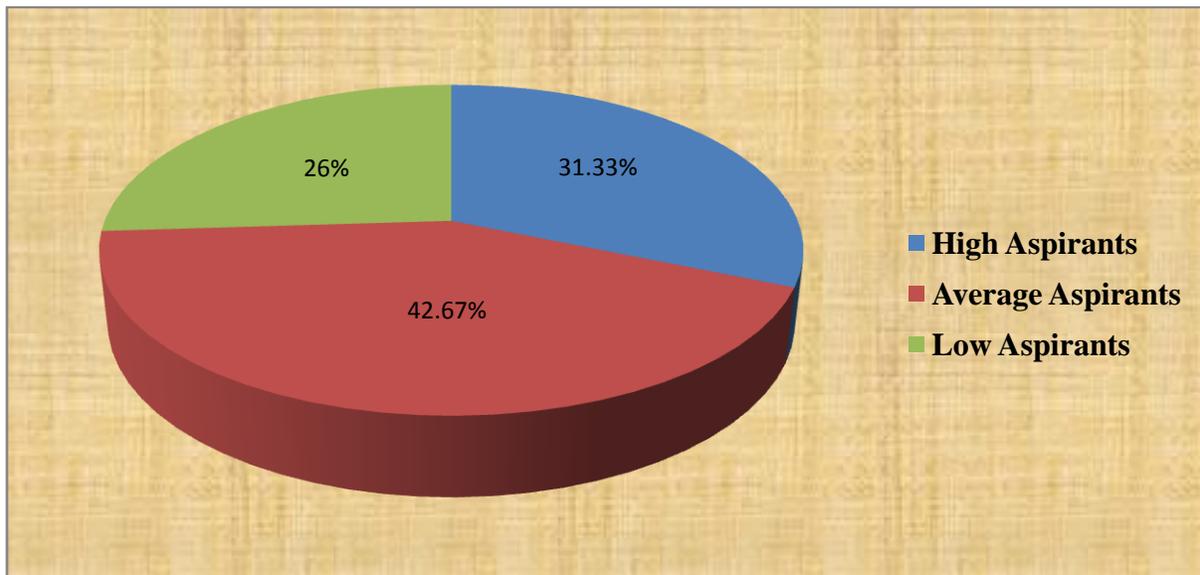
Objective No. 1.5.3 To investigate the aspiration of female undergraduate students.

To investigate the aspiration of female undergraduate students, raw scores were converted into standard score (percentile scores) to bring scores on a common standard scale. Obtained results are presented in table 3.3

Table 3.3 Showing the level of aspiration of female undergraduate students.

Range of Percentiles	Score Range	Description	Responses of students in terms of %
P ₇₅ to P ₉₅	4.31 to 7.9	High Aspirants	31.33%
P ₃₀ to P ₇₀	0.71 to 4.3	Average Aspirants	42.67%
P ₅ to P ₂₅	-2.7 to 0.70	Low Aspirants	26%

Figure 3.3 Showing the level of aspiration of female undergraduate students.



As regard to aspiration of female undergraduate students, as indicated in table 3.3 and figure 3.3, that 31.33% of students have high aspiration, 42.67% have average aspiration, and 26% of students have low aspiration

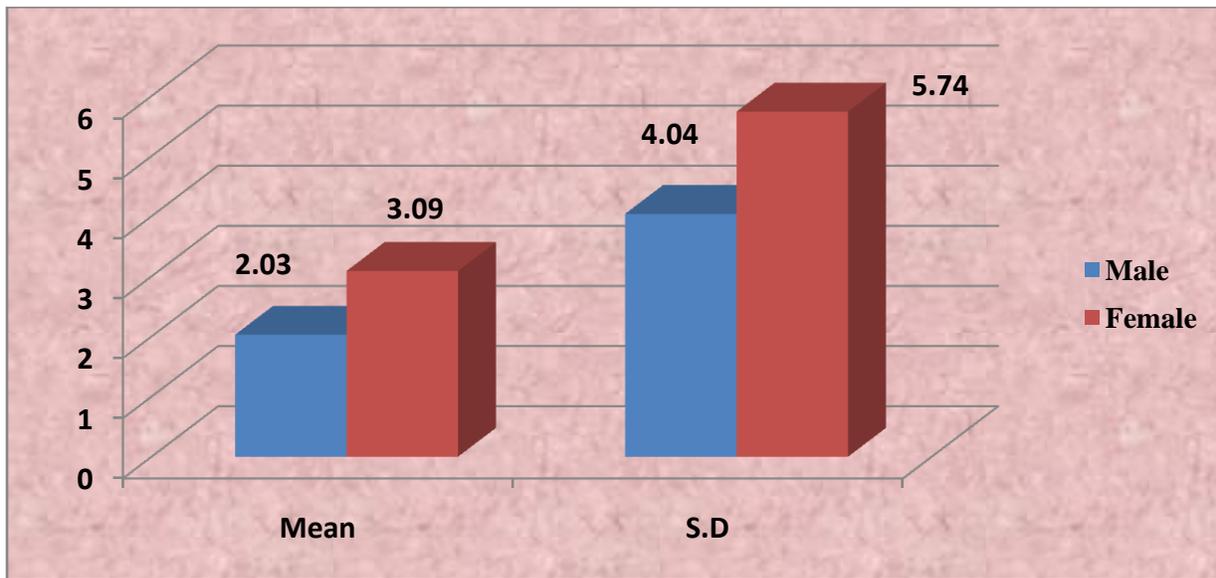
Objective No.1.5.4 To compare the aspiration of male and female undergraduate students.

Table 3.4 Showing the mean, standard deviation, and t-value of aspiration of male and female undergraduate students.

Further, in order to find out significant difference in aspiration of male and female undergraduate students, mean, standard deviation, and two groups t-test were calculated. Obtained results are shown in the table 3.4

Group	N	Mean	S.D	df	t-value
Male students	150	2.03	4.044	298	1.86
Female students	150	3.09	5.74		

Figure 3.4 Showing the mean and SD values of aspiration of male and female undergraduate students.



With reference to find out aspiration of male and female undergraduate students, table 3.4 and figure 3.4 reflect that, mean and SD values of aspiration of male and female undergraduate students are (2.03, 3.09) and (4.04, 5.74) respectively. The mean value (2.03) of aspiration of male students using internet is not significantly higher than the mean value (3.09) of aspiration of female students for df 298. Thus the null hypothesis, "There is no significant difference between the aspiration of male and female undergraduate students" is accepted. Hence, it is justified to say that both the male and female students are statistically same in their aspiration.

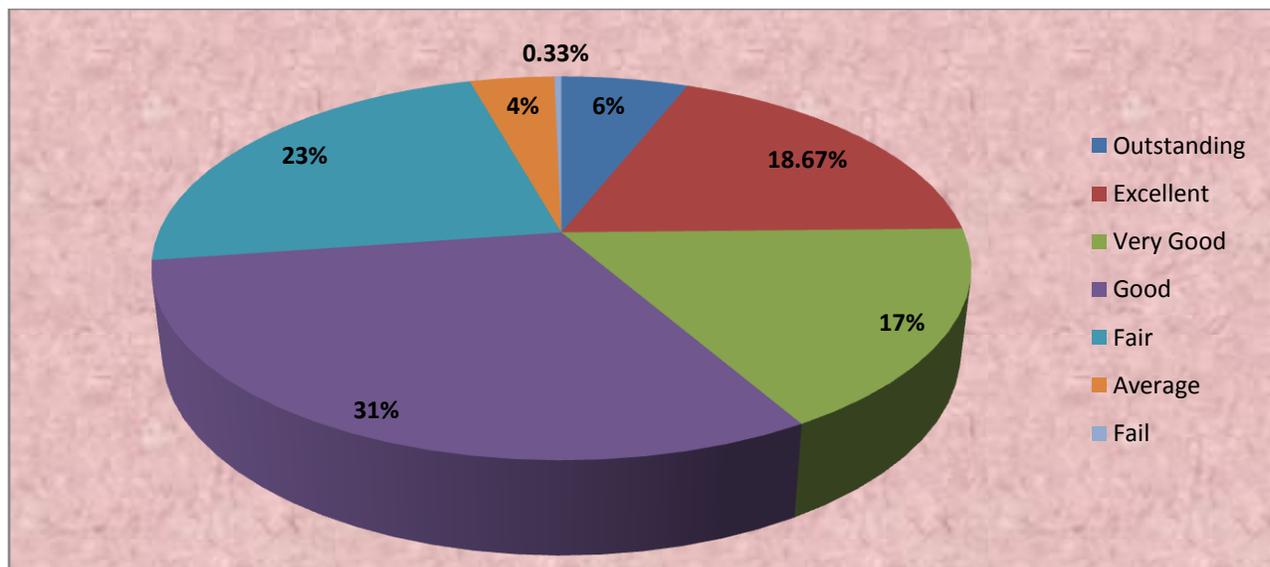
Objective No 1.5.5 To investigate academic achievement of undergraduate students.

With reference to investigate academic achievement of undergraduate students, raw scores were converted into standard scores (z-scores) to bring scores to a common standard scale. Obtained results are presented in table 3.5

Table 3.5 Showing the level of academic achievement of undergraduate students.

Range of z - scores	Grade	Description	Classification of result	Responses of students using internet in terms of %
+2.01 and above	O	Outstanding	First division with distinction	6%
+1.26 to +2.00	A ⁺	Excellent		18.67%
+0.51 to +1.25	A	Very Good	First division	17%
-0.50 to +0.50	B ⁺	Good	Higher second division	31%
-0.51 to -1.25	B	Fair	Second division	23%
-1.26 to -2.00	C	Average		4%
-2.01 and below	F	Fail	Failed	0.33%

Figure 3.5 Showing the level of academic achievement of undergraduate students.



It appears from table 3.5 and figure3.5, that 6% of students have outstanding academic achievement. Where 18.67% of students possess excellent academic achievement, and 17% of students have very good academic achievement, 31% students have good, 23% students possess fair, 4% students have average and 0.33% students failed.

Objective No.1.5.6 To investigate the academic achievement of male undergraduate students.

As regard to investigate academic achievement of male undergraduate students, raw scores were converted into standard scores (z-scores) to bring scores to a common standard scale. Obtained results are presented in table 3.6

Table 3.6 Showing the level of academic achievement of male undergraduate students.

Range of z - scores	Grade	Description	Classification of result	Responses of male students in terms of %
+2.01 and above	O	Outstanding	First division with distinction	4.67%
+1.26 to +2.00	A ⁺	Excellent		18.67%
+0.51 to +1.25	A	Very Good	First division	16%
-.50 to +0.50	B ⁺	Good	Higher second division	36%
-0.51 to -1.25	B	Fair	Second division	21.33%
-1.26 to -2.00	C	Average		3.33%
-2.01 and below	F	Fail	Failed	0%

Figure 3.6 Showing the level of academic achievement of male undergraduate students

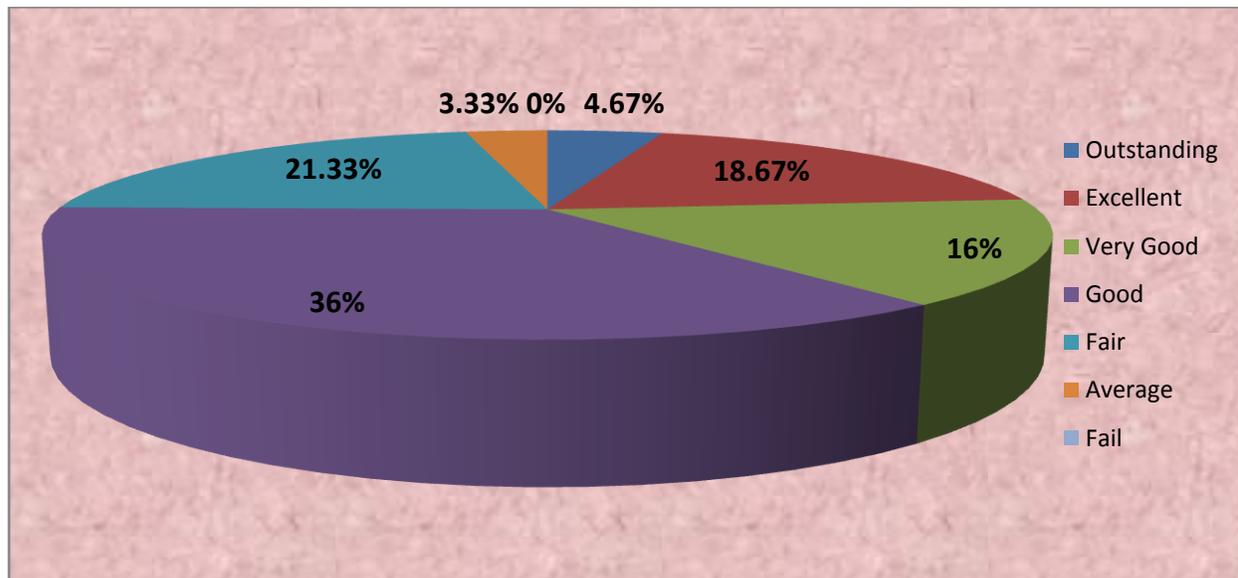


Table 3.6 and figure 3.6 shows, that 4.67% of students have outstanding academic achievement. Where 18.67% of students possess excellent academic achievement, and 16% of students have very good academic achievement, while, 36% students have good, 21.33% students possess fair, 3.33% students have average and 0% students were failed in their academic achievement.

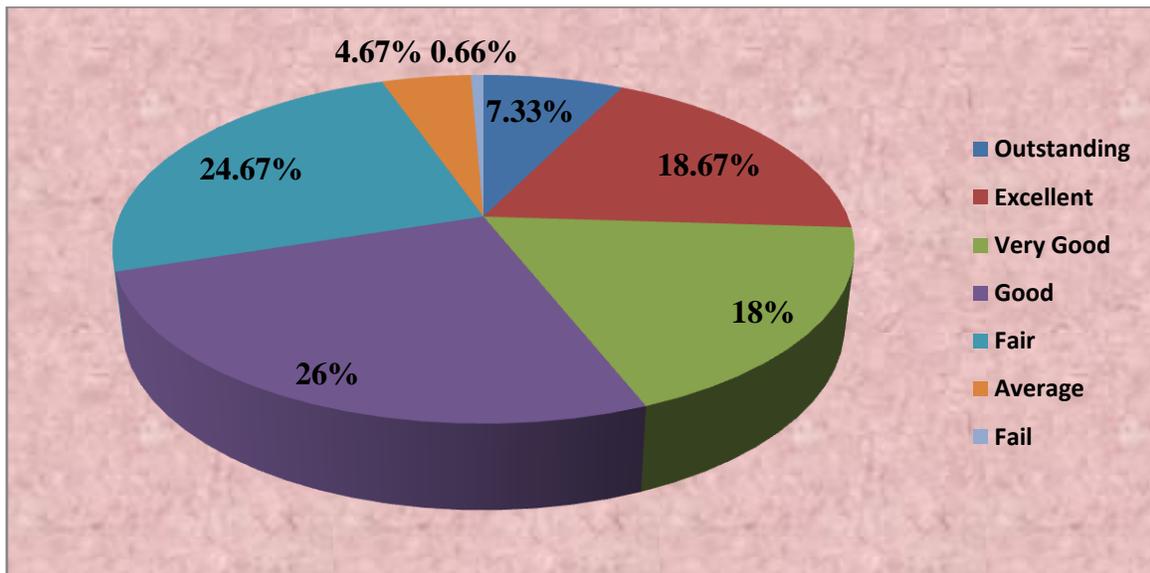
Objective No.1.5.7 To investigate the academic achievement of female undergraduate students.

As regard to investigate academic achievement of undergraduate students, raw scores were converted into standard scores (z-scores) to bring scores to a common standard scale. Obtained results are presented in table 3.7

Table 3.7 Showing the level of academic achievement of female undergraduate students.

Range of z-scores	Grade	Description	Classification of result	Responses of female students using internet in terms of %
+2.01 and above	O	Outstanding	First division with distinction	7.33%
+1.26 to +2.00	A ⁺	Excellent		18.67%
+0.51 to +1.25	A	Very Good	First division	18%
-.50 to +0.50	B ⁺	Good	Higher second division	26%
-0.51 to -1.25	B	Fair	Second division	24.67%
-1.26 to -2.00	C	Average		4.67%
-2.01 and below	F	Fail	Failed	0.66%

Figure 3.7 Showing the level of academic achievement of female undergraduate students.



It appears from table 3.7 and figure3.7, that 7.33% female students have outstanding academic achievement. Where 18.67% of students possess excellent academic achievement, and 18% of students have very good academic

achievement, 26% students have good, 24.67% students possess fair, 4.67% students have average and 0.33% students were failed in their academic achievement.

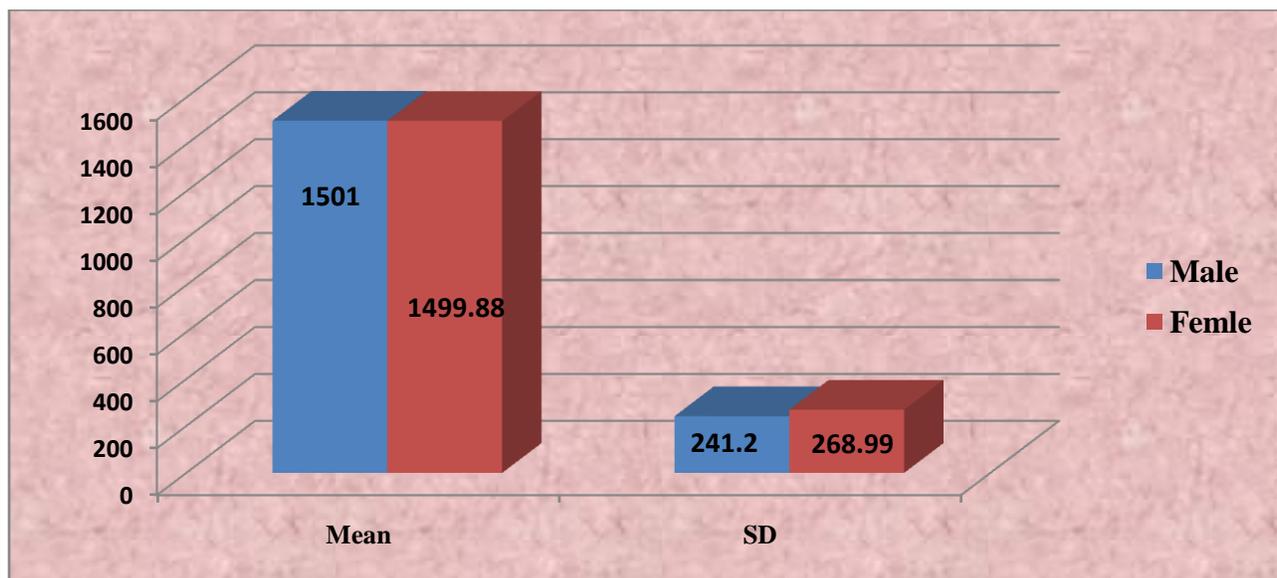
Objective No.1.5.8 To compare the academic achievement of male and female undergraduate students.

Table 3.8 Showing the mean, standard deviation, and t-value of academic achievement of male and female undergraduate students.

Groups	N	Mean	S.D	df	t-value
Male students	150	1501	241.2	298	0.03
Female students	150	1499.88	268.99		

Further, with reference to find out significant difference in academic achievement of male and female undergraduate students, mean, standard deviation, and two groups t-test were calculated. Obtained results are presented in the table 3.8

Figure 3.8 Showing the mean and SD values of academic achievement of male and female undergraduate students:



As regard to academic achievement of male and female undergraduate students, table 3.8 and figure 3.8 exhibit, that mean and SD values of academic achievement of male and female undergraduate students are (1501, 1499.88) and (241.2, 268.99) respectively. The mean value (1501) of academic achievement of male undergraduate students

is not significantly higher than the mean value (1499.88) of academic achievement of female undergraduate students for df 298 at significance level of 0.05. Therefore, the null hypothesis "*There is no significant difference between the academic achievement of male and female undergraduate students*" is accepted. Hence, it can be said that male and female undergraduate students are same in their academic achievement.

Findings:

Objective No.1.5.1 To investigate the aspiration of undergraduate students.

Researcher has found that 17.67% of students using internet have high aspiration, 54.33% have average aspiration, and 28% of students have low aspiration which also indicate that maximum students fall in the category of average aspiration.

Objective No.1.5.2 To investigate the aspiration of male undergraduate students.

With reference to aspiration of male undergraduate students, researcher has found that 17.33% of students have high aspiration, 48.67% have average aspiration, and 34% of students have low aspiration i.e. maximum male students fall in category of average aspiration.

Objective No. 1.5.3 To investigate the aspiration of female undergraduate students.

As regard to aspiration of female undergraduate students, it was found by the researcher that highest number of female students also fall in the group of average aspiration where 31.33% students have high aspiration, 42.67% have average aspiration, and 26% of students have low aspiration.

Objective No.1.5.4 To compare the aspiration of male and female undergraduate students.

With reference to find out aspiration of male and female undergraduate students it was found by the researcher that, mean and SD values of aspiration of male and female undergraduate students are (2.03, 3.09) and (4.04, 5.74) respectively. The mean value (2.03) of aspiration of male students using internet is not significantly higher than the mean value (3.09) of aspiration of female students for df 298. Thus the null hypothesis "*There is no significant difference between aspiration of male and female undergraduate student*" is accepted. Hence, it is justified to say that both the male and female students are statistically same in their aspiration.

Objective No. 1.5.5 To investigate academic achievement of undergraduate students.

The researcher has found that 6% students have outstanding academic achievement. Where 18.67% of students possess excellent academic achievement, and 17% of students have very good academic achievement, 31% students

have good, 23% students possess fair, and 4% students have average and 0.33% students failed which also reveals that maximum students fall in the good academic achievement category.

Objective No.1.5.6 To investigate the academic achievement of male undergraduate students.

The results showed that 4.67% of students have outstanding academic achievement. Where 18.67% of students possess excellent academic achievement, and 16% of students have very good academic achievement, while, 36% students have good, 21.33% students possess fair, 3.33% students have average and 0% students were failed in their academic achievement that means highest number of male undergraduate students fall in the category of good academic achievement.

Objective No.1.5.7 To investigate the academic achievement of female undergraduate students.

It was found by the researcher that maximum female undergraduate students fall in the good academic achievement group where, 7.33% female students have outstanding academic achievement. Where 18.67% of students possess excellent academic achievement, and 18% of students have very good academic achievement, 26% students have good, 24.67% students possess fair, 4.67% students have average and 0.33% students were failed in their academic achievement.

Objective No.1.5.8 To compare the academic achievement of male and female undergraduate students.

As regard to academic achievement of male and female undergraduate students the researcher has found that mean and SD values of academic achievement of male and female undergraduate students are (1501, 1499.88) and (241.2, 268.99) respectively. The mean value (1501) of academic achievement of male undergraduate students is not significantly higher than the mean value (1499.88) of academic achievement of female undergraduate students for df 298 at significance level of 0.05. Therefore, the null hypothesis "*There is no significant difference between academic achievement of male and female undergraduate students*" is accepted. Hence, it can be said that male and female undergraduate students are same in their academic achievement.

Educational implications and Suggestions:

Academic achievement is pre-requisition or one of the most important criteria to get promotion in next higher classes which require aspiration also. This study has a great significance in the field of education where balanced or average aspiration has been noticed in maximum number of students. This study will help the students, parents, teachers, and administrators to understand the real phenomena at the undergraduate level about their aspiration and academic achievement. On the basis of the findings there are some suggestions:

- (I) Every student should have control over their aspiration and teacher may help them in doing so.
- (II) Teacher should make aware the undergraduate students about their academic achievement regularly.

- (III) Responsible authorities can conduct Parent-teacher meeting by taking initiative periodically.
- (IV) Refresher course can be conducted for the teachers so that they can understand the present need and the situation of the students.
- (V) Different activity based curriculum may be introduced at the undergraduate level so that students can get proper exposure as well as aspiration.
- (VI) Parents and guardians can control the level of aspiration which is highly essential in academic achievement.
- (VII) Teacher should try to facilitate the teaching – learning environment so that the students can get an opportunity to achieve better.
- (VIII) Recent technological advancement can be introduced in the real classroom situation at the undergraduate level

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