



A STUDY ON EDUCATIONAL ASPIRATIONS AND ACHIEVEMENT MOTIVATION OF RURAL YOUTH IN DHARMAPURI DISTRICT

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ABSTRACT

Purpose: The aim of the current research was to understand the role of educational aspirations on achievement motivation of the rural youth in Dharmapuri district.

Methodology: A Descriptive research design was employed for the study. A sample of 60 rural youths were selected by using purposive sampling and participated in the study.

Main Findings: The results revealed a significant association between educational aspirations and achievement motivation of rural youth. The dimensions of achievement motivation have a positive and significant relationship with educational aspirations of rural youth.

Applications: The observations shed light on how cultivating enhanced educational aspirations among the youth may enhance the academic motivation of the youth in rural areas. Thus, the findings can provide greater insight to youth population, social workers, psychologists, and educational institutions to better plan the academic motivation around the rural youth.

Key words: *Educational Aspirations, Achievement Motivation and Rural youth*

1. INTRODUCTION

Human being is known as the centre for the activities that are performed in the world. Standard of life of people has improved with respect to the economic growth and development of the society. In grooming the behaviour of mankind education plays major role. It is one of the important instruments in shaping and developing the cognitive aspects of the people. Thus it is important to improve the educational aspirations among youth for making them an enhanced learner and a potential human (Naqvi, and Khan, 2018). Aspirations are the strong desires of an individual to achieve something great. An aspiration is a strong desire for high achievement and it is influenced by family background, and the ways in which family interacts, communicates, and behaves (Rose, and Baird, 2013). Level of aspiration means an individual's ambition in a dynamic situation that is it is an individual's goals or expectation in regard to the goodness of his own future performance for a given task. Aspiration is basically defined as an expression of the will to achieve and improve. The educational aspiration is the educational goal which students set for themselves. Operationally, Educational Aspiration may be defined as the student's ability to identify and set goals for the future, while breathing in the present to work toward those goals (Bashir, and Bashir, 2016). Educational aspiration during young age has been studied to clarify educational inequalities in broad spectrum, and person's job related choice and achievement later in life, in particular (Habib, 2020). The learning outcomes of the students are measured with the help of their achievements. Motivation level has a substantial impact on student levels of engagement and achievement behavior and it is understood that the achievement motivation is a multidimensional and complex phenomenon. Achievement motivation is termed as a drive to excel in learning tasks combined with the capacity of an individual to experience tried in accomplishment (Gupta, 2014). Youth who strive for excellence in their field for the sake of achieving and not for some reward are considered to have a high need for achievement. Academic motivation is defined as enthusiasm for academic achievement which involves the degree to which students possess certain specific behavioural characteristics related to motivation (Kumar, and Tankha, 2020). Achievement Motivation is thus termed as a striving to overcome challenges, improves oneself, attain excellence and accomplish more than others (Madhusudhan, and Ashok, 2017). Educational aspiration is an essential variable in predicting achievement and may be seen as an element in academic achievement motivation focusing as they do on the strong desire for success and the development of goals to succeed in particular educational areas or to gain a particular grade. Thus, the researcher has made an attempt to study the educational aspirations and achievement motivation of rural youth in Dharmapuri district.

2. METHODS AND MATERIALS

The project titled "A STUDY ON EDUCATIONAL ASPIRATIONS AND ACHIEVEMENT MOTIVATION OF RURAL YOUTH IN DHARMAPURI DISTRICT" was conducted among the youth population in Dharmapuri district. In this study the aspirations of youth on educational aspects and achievement motivation are analyzed in this study.

2.1 Research Design

The present research is Descriptive in nature. Descriptive research design is a fact finding investigation to identify the concepts and elaborate it with sufficient interpretation. This study focuses on the detailed report on the educational aspirations and achievement motivation of youth living in Dharmapuri district. Hence, Descriptive research design is adopted in this study.

2.2 Tools of data collection

Questionnaire was used by the researcher to collect the necessary and relevant data for this study. Self-structured Questionnaire was developed to analyse the personal profile of the respondents and it comprises of three parts:

- The first part of the Questionnaire deals with personal profile of the respondents comprising of Name, Age, Gender, Caste, Religion, Family size, Family income, Education and Occupation status of both the parents and Type of house.
- The second part of Questionnaire comprises of the Educational Aspirations Questionnaire developed by the investigator. This part measure the respondents aspirations towards education and factors associated with educational growth and development
- The third part of questionnaire consists of the Achievement Motivation (n-Ach) scale was constructed by Dr. PratibhaDeo and Dr. Asha Mohan in the year 2011. The scale contains 50 items and 15 areas or dimensions of needs are described in this scale which can be grouped under three main factors such as academic factors, factors of general interest and social interest.

2.3 Sampling

The study was conducted among 60 respondents selected from Dharmapuri district. The researcher adopted Purposive Sampling method for the study.

2.4 Objectives of the study

- To study the socio-demographic profile of the rural youth.
- To explore the level of educational aspirations and achievement motivation of the rural youth population
- To identify the relationship between educational aspirations and dimensions of achievement motivation of rural youth

2.5 Hypothesis

- There is no significant relationship between educational aspirations and dimensions of achievement motivation such as academic factors, factors of general interest and social interest of rural youth

3. RESULTS AND DISCUSSION

3.1 Personal Profile

The Descriptive results of the personal profile of the respondents are provided. This study focused on six aspects such as Age, Gender, Caste, Religion, Family size and Family income. Table 1 displays the personal profile of the study.

Table 1: Personal Profile

| <i>Personal Profile</i> | | <i>Frequency (N = 60)</i> | <i>Percentage</i> |
|-------------------------|-----------------|-------------------------------|-------------------|
| <i>Age</i> | 15 - 19 years | 18 | 30 |
| | 20 - 24 years | 27 | 45 |
| | 25 - 29 years | 15 | 25 |
| <i>Sex</i> | Male | 36 | 60 |
| | Female | 24 | 40 |
| <i>Caste</i> | SC | 16 | 27 |
| | ST | 9 | 15 |
| | MBC | 23 | 38 |
| | BC | 11 | 18 |
| | FC | 1 | 2 |
| <i>Religion</i> | Hindu | 29 | 48 |
| | Muslim | 18 | 30 |
| | Christian | 13 | 22 |
| <i>Family Size</i> | 0 - 3 members | 17 | 28 |
| | 3 - 6 members | 31 | 52 |
| | Above 6 members | 12 | 20 |

The above given table no. 1 shows that majority of the respondents (45%) belong to the age group of 20 - 24 years. More than half of the respondents 60% are Males and the remaining 40% are Females. Most of the respondents are coming under MBC (38%) followed by 27 per cent SC, 18 per cent BC, 15 per cent ST and 2 per cent. Nearly half of the respondents (48%) are Hindus, 30 per cent of respondents are Muslims and 22 per cent are Christians. A little more than half of the respondents (52%) have 3 - 6 members in their family, followed by 0 - 3 members (28%) and above 6 members (20%).

3.2 Cross Tabulation of Gender with Level of Educational Aspiration and Achievement Motivation among Rural Youth

The finding reported the mean, standard deviation and level of Educational aspirations and Achievement Motivation of rural youth are explained in the table 2.

Table 2: Cross Tabulation of Gender with Level of Educational Aspiration and Achievement Motivation

| Gender | Variables | Low | Moderate | High | Mean | S.D |
|--------|-------------------------------|-------------|-------------|-------------|------|------|
| Male | <i>Educational Aspiration</i> | 7 (19%) | 18 (50%) | 11 (31%) | 2.15 | .701 |
| Female | | 3 (13%) | 12 (50%) | 9 (37%) | 1.98 | .712 |
| Male | <i>Achievement Motivation</i> | 8 (33%) | 13 (54%) | 3 (13%) | 2.13 | .850 |
| Female | | 11 (30%) | 19 (53%) | 6 (17%) | 2.04 | .841 |

The findings from the table no 2 shown 50% of male and 50% female has shown that their aspiration level towards educational aspect is moderate. This shows that irrespective of gender rural youth are found to have moderate level of educational aspirations which needs due attention to enhance. With respect to the aspect of achievement motivation, 54% of males and 53% of females reported that they are having moderate level of achievement motivation in their life showing a strong motive to fit in their life with right direction towards achievement and success. The mean value reveal that males have higher mean scores (Mean = 2.15, S.D = .701) on educational aspiration and with regard to achievement also males have higher mean scores (Mean = 2.13, S.D = .850) depicting that males have better motivation on their achievement when compared to females.

3.3 Relationship between Educational Aspiration and Dimensions of Achievement motivation among Rural Youth

Karl Pearson's Correlation was examined between the Educational Aspiration and dimensions of achievement motivation among Rural Youth and was presented in the table 3.

Table 3: Relationship between Educational Aspiration and Dimensions of Achievement Motivation among Rural Youth

| <i>Variables</i> | <i>Educational Aspiration</i> | <i>Academic factors</i> | <i>Factor of general interest</i> | <i>Social interest</i> |
|-----------------------------------|-------------------------------|-------------------------|-----------------------------------|------------------------|
| <i>Educational Aspiration</i> | 1 | .202** | .062 | .587* |
| <i>Academic factors</i> | | 1 | .560* | .249* |
| <i>Factor of general interest</i> | | | 1 | .524* |
| <i>Social interest</i> | | | | 1 |

The variables Educational Aspiration and the dimensions of achievement motivation were related to each other based on the hypothesis that there is no significant relationship between educational aspirations and dimensions of achievement motivation such as academic factors, factors of general interest and social interest of rural youth. The respondents opined with different levels of educational aspirations and were intersected with the dimensions of achievement motivation such as academic factors, factors of general interest and social interest and found that respondents level of educational aspirations have a strong and positive relationship with academic factors ($r = .202, p < 0.05$) and social interest ($r = .587, p < 0.05$) of rural youth whereas, there is no significant relationship with factors of general interest ($r = .062, p > 0.05$). The correlation results also reveal that there is a significant relationship between the academic factors of rural youth with factors of general interest ($r = .560, p < 0.05$) and social interest ($r = .249, p < 0.05$) as well as the direction of relationship is found to travel positively. Likewise, factors of general interest was also found to have a significant and positive relationship with social interest ($r = .524, p < 0.05$). This findings thus elucidates when the educational aspirations among the respondents increases the dimensions of achievement motivation will also get increased expect for the dimension factors of general interest and hence the null hypothesis is rejected.

4. CONCLUSION

The present study results show that the rural youth groups residing in Dharmapuri district have moderate level of educational aspirations and achievement motivation. The reasons for moderate educational aspirations may be due to lack of awareness and unavailability of educational facilities in the rural areas. Education being a necessity in the present situation has major role to play in the lives of youth. Thus it is very much important of youth population to have better education for their achievement and success in both personal and professional life. Enhancing the educational level helps in better motivational aspects on their achievement. Results indicate a significant positive correlation exists between educational aspirations and achievement motivation of rural youth.

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