ASPIRATION AND MOTIVATION

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Education is a process of individual development. It carries on the individual's physical, intellectual, aesthetic, moral, economic, spiritual and social development so that the human being may get rid of animal instinct and become civilized. Education imparts learning to an individual so that he may have his own place in the society. Education makes its special contribution to train an individual to bring about change in his behaviour, develop innate capacities and lead towards progress. An individual becomes a responsible man towards society on receiving such training. Such training is possible only through education. In short one can say that education trains the individual's physique, brain and spirit.

Education is not static but a dynamic process. It leads a person always towards progress. Education adopts changes according to the changing conditions of time, place and. society and reconstructs the society. It gives directions towards the aim according to the capabilities, capacities, interests and powers of the children. Education helps in bringing about a change in society. Economic, moral, cultural, social, scientific, spiritual and educational change is possible only through education. Education is a powerful instrument of social reconstruction. The modern age is scientific age. When we talk of national and international understanding, the need of education appears important in every field. This is why, these days we talk of adult education, social education, population education, formal education, informal education, and non-formal education

Science has occupied almost all spheres of human life and living. Our society is completely drawn into the scientific environment. Now, mankind cannot think of a world without science. The wonderful achievements of science have glorified the modern world, transformed the modern civilization into a scientific civilization and illuminated the human creative potential. Science teaching in school can and should make a difference in the lives of children and the difference should be on the positive side of the educational ladder. Much has been said about the importance of children's understanding the nature of the scientific enterprise. In a free society, scientific advancement is dependent upon the will of the people, their will as decision-making citizens to support it and their will as individuals to become scientists. Therefore, liberally educated people in a free society should understand the nature of the scientific enterprise, the social, economic, and political factors that affect its development and the personal satisfactions that come to one who pursues a career in it. Science has been referred to as a self-corrective process of finding out truth. Elements of the process have been defined in various ways and research has clearly indicated that pupils can be taught how to perform them in conducting their own investigations. Furthermore, as they learn to perform the process, they become more independent or self-directive in their learning. To become independent in these ways meets a basic need of all children and thus represents a kind of satisfaction that can be achieved in no other way. If properly taught, science can help all children learn how to learn.

Considering science from the intellectual point of view, it is the most inexhaustible storehouse of knowledge, since nature is an inexhaustible source of knowledge. Science as a subject offers the widest range of knowledge to the learner. It has exposed mankind to infinite avenues of knowledge in nature, living and non-living, about the world we perceive and also about the world beyond human perception and thereby it makes us conscious of the unknown to be explored. Science is universal in character and it has no barriers of any kind. The scientific revolution began in Western Europe where modern science was born but its home is now the whole world. The benefit of scientific discoveries in one country goes to the people all over the world. Science is neither concerned with caste, creed or colour nor recognizes territorial barriers. Such a pattern inherent in science will definitely have an impact on the minds of the learners and is expected to help to develop broadmindedness in them.

Educational Aspirations

Individuals will have aspirations. At all stages of life people try for self enhancement. The aspirations during student period influence their behaviour. An individual aspiration level represents him not only as he is at any particular moment, but also as he would like to be at some point in the future. It is a measure of his intentional disposition, an important element of his long range behaviour. By knowing a persons level of aspiration, we learn a great deal about him. So it is necessary to have a good knowledge of the aspirational level of an individual, both from educational and from guidance point of view. A good 'education system, manned by the educator, has consequently, a responsibility to provide for each individual. It enables him to achieve the best of his abilities and become a contributing member of the society.

One way of becoming a productive member of the society for an individual is through self-realisation. Selection of a right type of job and subsequent growth and adjustment in it is satisfying both to the individual and also meets the manpower needs of the society. The role of occupation in the life of an individual has much, broader psychological importance than has generally been recognized. Young men and women leaving educational institutions and entering the world of work are faced with various problems about their life vocations.

Aspiration as a term is both a fascinating subject in the field of educational psychology. It is fascinating because all of us are engaged in something or the other most of the time. A child is playing, a girl is singing, a medical student is preparing to be a doctor, a social worker is helping his fellow men, a philosopher is discussing and thinking and a politician is planning for elections. The reasons for such acts is motivation. Motivation makes a fascinating game in which all individuals are engaged

Aspiration and Motivation

In vocabulary of psychology, one comes across hundreds of words which refer to motivation: "wants", "striving", "desire", "need", "motive", "goal", "aspiration", "drive", "wish", "aim", "ambition", "hunger", "thirst", "love", etc. If we try to define we can define them differently, but their meanings overlap so much that it is difficult to maintain uniformity. It is a process by which an individual is "inspired, goaded or coaxed to do something". It is one of the most important conditions which aid learning. The psycho-physiological construct implies the individual to achieve his predetermined

goal(s).: "To motivate is to induce movement". Motivation, then, must be considered as the process by which a child may be prepared to respond to situations which are directed towards the achievement of objectives. Motivation is a broad-based term and encompasses many aspects of behaviour. It might be designated as "the tendency for the direction and selectivity of behaviour to be controlled by the conditions to consequences and the tendency of this behaviour to persist until a goal is achieved". Motivation is purposive; without the presence of goals this process may not start at all. It is a potent component of "Aspiration".

Aspiration and Planning

Aspirations and plans are two theoretical concepts which have received considerable attention by social theorists and researchers over the past three decades. (Gerald D.Bell1963) However, there has been little agreement concerning the definition of these concepts and/or the operations for their measurement. The term 'aspiration is used synonymous with 'Educational choice and educational plans. A plan is defined as a person's perception of what he will be doing or will have accomplished at some future date. One is concerned with the educational plans of students to obtain higher levels of schooling (e.g., "I expect to graduate from high school," or "I expect to go on to college," etc.). Aspirations are defined, on the other hand, as wishes or desires. we are interested in the educational aspirations (desires) of students to attain higher levels of schooling.

Lewin, Dembo, Festinger, and Sears maintained that "Level of Aspiration" included: (1) the level of performance hoped for, (2) the level of performance expected, and (3) the level of performance satisfied with.

"Level of Aspiration" was defined by Schultz and Ricciuti as how well a subject either expects or hopes to do on the next trial.

Sears defined aspiration as "the verbally stated goal of the individual's efforts."

Bell illustrates the tendency of researchers to include both "desire to excel" and "perceived likelihood of success" under the label of aspirations. It appears that few studies treat desire and expectation or aspiration and plans as separate factors.

Using a factor-analytic method, Weiss examined the dimensions underlying different types of aspiration questions used in research. Two dimensions were found which are consistent with the conceptualization. Factor A was described as a judgmental or expectation factor with "its highest loadings on questions which ask primarily for an estimate or judgment, either an estimate of future performance or an estimate of the achievement necessary to produce a feeling of satisfaction or success." Factor B was described as motivational or aspirational and has "its loadings on those questions which inquire as to the desires and aims of the subjects."

Crandall's (1963) study of achievement expectations serves as an illustration of the need to consider plans and aspirations separately in research.

The social implications of educational aspirations and plans is illustrated by Weiner and Murray. In discussing the level of aspiration of the culturally "deprived,". It is contended that differences among pupils relative to social class do not depend so much upon parental desires but rather upon their plans for their children. They contend that lower socioeconomic parents want their children to go to college, but with them it is only a wish while with middle-class parents it is an expectation.

Although questions which ask subjects to indicate their educational aspirations (desires) and educational plans (expectations) have been used extensively in educational research, the two dimensions have not always been clearly differentiated within either studies or item content. No objection is posed to the use of these two of questioning, for the researcher may have good reason to examine both aspirations and plans. Objection is raised, however, to treating aspirations and plans as synonymous.

Some educators assume that there is a causal connection between how far a student wishes to go in school and his academic performance, that those students who desire higher levels of education are more "motivated" to do well in their schoolwork. Both desire for a particular level of schooling and plans for a particular educational level show a decreased association with academic achievement in the later years of high school. It is questioned whether school programs designed to elevate the educational aspirations of high school students are likely to bring about higher academic achievement, especially if the programs are initiated later in the high school years. "Motivating" a pupil to "want" to graduate from high school, or even to want to go on to college, may be quite futile if one views this as sufficient means for enhancing his school achievement.

The possible futility of enhancing aspiration is further supported by two other findings in this study: (1) the low correlations between aspirations and achievement at all grade levels, and (2) the large contribution of variation in Expected Performance to the aspiration-achievement association. This is in accord with prior research by the authors.

It is also worth noting that, contrary to the commonly encountered view that "poor" children tend to hold low educational aspirations, no evidence was found of a positive relationship between educational aspirations and Socio Economic Status when educational plans were controlled.

The educational desires of students and their expectations for the future are clearly separate factors. Of the two, educational plans are more likely to be related to both academic performance and socioeconomic background. Conversely, educational aspirations do not appear to be associated with either Socio Economic Status or achievement.

Theories of motivation
Behavioral theories

Each of the major theoretical approaches in behavioral learning theory posits a primary factor in motivation. Classical conditioning states that biological responses to associated stimuli energize and direct behavior. Operant learning states the primary factor is consequences: the application of reinforces provides incentives to increase behavior, the application of punishers provides disincentives that result in a decrease in behavior.

Cognitive theories

There are several motivational theories that trace their roots to the information processing approach to learning. These approaches focus on the categories and labels people use help to identify thoughts, emotions, dispositions, and behaviors. The first is cognitive dissonance theory which is in some respects similar to disequilibrium in Piaget's theory of cognitive development. This theory was developed by Leon Festinger and states that when there is a discrepancy between two beliefs, two actions, or between a belief and an action, we will act to resolve conflict and discrepancies. The

implication is that if we can create the appropriate amount of disequilibrium, this will in turn lead to the individual changing his or her behavior which in turn will lead to a change in thought patterns which in turn leads to more change in behavior. A second cognitive approach is attribution theory. This theory proposes that every individual tries to explain success or failure of self and others by offering certain "attributions." These attributions are either internal or external and are either under control or not under control. In a teaching/ learning environment, it is important to assist the learner to develop a self-attribution explanation of effort (internal, control). If the person has an attribution of ability (internal, no control) as soon as the individual experiences some difficulties in the learning process, he or she will decrease appropriate learning behavior (e.g., I'm not good at this). If the person has an external attribution, then nothing the person can do will help that individual in a learning situation (i.e., responsibility for demonstrating what has been learned is completely outside the person). In this case, there is nothing to be done by the individual when learning problems occur.

Expectancy theory

A third cognitive approach is expectancy theory which proposes the following equation: Motivation = Perceived Probability of Success' (Expectancy) + Connection of Success and Reward (Instrumentality) + Value of Obtaining goal (Valance, Value). Since this formula states that the three factors of Expectancy, Instrumentality, and Valance or Value are to be multiplied by each other, a low value in one will result in a low value of motivation. Therefore, all three must be present in order for motivation to occur. That is, if an individual doesn't believe he or she can be successful at a task OR the individual does not see a connection between his or her activity and success OR the individual does not value the results of success, then the probability is lowered that the individual will engage in the required learning activity. From the perspective of this theory, all three variables must be high in order for motivation and the resulting behavior to be high.

Cognitive dissonance theory suggests that we will seek balance or homeostasis in our lives and will resist influences or expectations to change. How, then, does change or growth occur. One source, according to Piaget, is biological development. As we mature cognitively we will rework our thinking and organizations of knowledge to more accurately reflect our understanding of the world. One of those organizations involves our explanations or attributions of success or failure. After puberty, when biological. change slows down considerably, it is very difficult to change these attributions. It requires a long-term program where constant feedback is given about how one's behavior is responsible for one's success.

One has to notice the relationship between William James' formula for self-esteem (self-esteem = success/ pretensions) and the attribution and expectancy theories of motivation. If a person has an external attribution of success, self-concept is not likely to change as a result of success or failure because the person will attribute it to external factors. Likewise, if the person has an Internal/ Ability explanation, his or her self-concept will be tied to learning to do a new activity quickly and easily. If failure or difficulty occurs, the person must quickly lower expectations in order to maintain self-esteem. However, if the person has a Internal/Effort explanation and high expectations for success, the person will persevere in spite of temporary setbacks because one's self-esteem is not tied to immediate success.

Psychoanalytic theories

The psychoanalytic theories of motivation propose a variety of fundamental influences. Freud suggested that all action or behavior is a result of internal, biological instincts that are classified into two categories: life (sexual) and death (aggression). Many of Freud's students broke with him over this concept. For example, Erikson and Sullivan proposed that interpersonal and social relationships are fundamental, Adler proposed power, while Jung proposed temperament and search for soul or personal meaningfulness.

Humanistic Theories

One of the most influential writers 'in the area of motivation is Abraham Maslow. Maslow's work lead to additional attempts to develop a grand theory of motivation, a theory that would put all of the factors influencing motivation into one model. An example is provided by Leonard, Beauvais, and Scholl. These authors propose 5 factors as the sources of motivation:

- Instrumental Motivation (rewards and punishers),
- Intrinsic Process Motivation (enjoyment, fun),
- Goal Internalization (self-determined values and goals),
- Internal Self Concept-based Motivation (matching behavior with internally-developed ideal self).
- External Self Concept-based Motivation (matching behavior with externally-developed ideal self).
- Individuals are influenced by all five factors, though in varying degrees that can change in specific situations.

The main difference is that individuals who are instrumentally motivated are influenced more by immediate actions in the environment whereas individuals who are self-concept motivated are influenced m.ore by their constructions of external demands and ideals (e.g., social cognition). Factors two, three, and four are more internally-oriented. In the case of intrinsic process, the specific task is interesting and provides immediate internal reinforcement (e.g., cognitive or humanistic theory). The individual with a goal-internalization orientation is more task-oriented (e.g., humanistic or social cognition theory) whereas the person with an internal self-concept orientation is more influenced by individual constructions of the ideal self (humanistic or psychoanalytic theory).

Social Learning

Social learning theory suggests that modeling (imitating others) and vicarious learning (watching others have consequences applied to their behavior) are important motivators of behavior.

Social Cognition

Social cognition theory proposes reciprocal determination as a primary factor in both learning and motivation. In this view, the environment, an individual's behavior, and the individual's characteristics both influence and are influenced by each other two components.

Spiritual Theories

Most of the transpersonal or spiritual theories deal with the meaningfulness of our lives or ultimate meanings. Abraham Maslow has also been influential in this approach to motivation. Other influential scholars included Gordon Allport, Victor Frankl, William James, Carl Jung and Ken Wilber.

Achievement motivation

One classification of motivation differentiates among achievement, power, and social factors. In the area of achievement motivation, the work on goal-theory has differentiated three separate types of goals: mastery goals which focus on gaining competence or mastering a new set of knowledge or skills; performance goals which focus on achieving normative-based standards, doing better than others, or   doing well without a lot of effort; and social goals which focus on relationships among people.

In the context of school learning, which involves operating in a relatively structured environment, students with mastery goals outperform students with either performance or social goals. However, in life success, it seems critical that individuals have all three types of goals in order to be very successful. One aspect of this theory is that individuals are motivated to either avoid failure or achieve success. In the former situation, the individual is more likely to select easy or difficult tasks, thereby either achieving success or having a good excuse for why failure occurred. In the latter situation, the individual is more likely to select moderately difficult tasks which will provide an interesting challenge, but still keep the high expectations for success.

Implications and Conclusion:

Education occupies a prominent piece in modern era of scientific age. Knowledge of education plays a crucial role in developing industries. Applied sciences are the sheet anchors of the development a nation students as a rule in Higher Secondary Level go in for pure, Scientific groups. They learn things by rote memory. There is a bare need for motivating the students. Once the level of aspiration is identified, students with higher level of aspiration may be given guidance to change a career related to industry that promotes the growth of a nation indirectly.