



DEVELOPMENT AND STANDARDIZATION OF LEVEL OF ASPIRATION SCALE (LOAS)

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ABSTRACT:

Aspiration as goal striving behaviour is essential feature of modern competitive world. Level of Aspiration is the level of future performances in a familiar task which an individual, knowing his past performances in the task, explicitly undertakes to reach. The study of Level of aspiration is a significant one and for which the investigator has decided to develop and standardize a scale to measure it.

KEYWORDS : Standardization, level of aspiration, motivation, individual goal, success.

INTRODUCTION

The term “aspiration” is one which is often used synonymously with goals. Aspiration means expression of the desire to achieve and improve. It is a level of motivation that overcomes task complexity with perpetual efforts and push one’s to work. Level of aspiration means setting personal goals. Level of aspirations suggests fruitful, new lines of inquiry, as well as new horizon of carrier. 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. Thus level of aspiration is the degree to which an individual sets his educational goal realistically in relation to this physical and mental attributes and in accordance with environment. Despite many tool available on level of aspiration, the researcher what to update the tool to get appropriate results according to the recent development. The Likert type scale is a five-point scale of “Strongly Agree”, “Agree”, “Undecided”, “Disagree”, “Strongly Disagree”. In this scale 70 items have been collected from the various sources like students from the expert’s, other web resources, books and so on.

PILOT STUDY

This scale contains 70 items as been administering to the sample of 100 higher secondary school students studying in different schools in Krishangiri district, Tamil Nadu, India, In order to carry out the pilot study. Then their responses have been scored carefully and their marks secured by all the samples have been arranged in the descending order from the highest scorer to lowest scorer .Then they were subjected to item analysis.

ITEM ANALYSIS

The next step is the student’s level of aspiration scale after pilot study is to find out the t-value of each item, which forms the basis for item selection in order to build up a final scale. The Likert type scale calls for a graded response to each item on a five-point scale ranging from “Strongly Agree”, “Agree”, “Undecided”, “Disagree”, “Strongly Disagree” .The individual score for all the hundred students were ranked from the highest to lowest score .then 25 percentage of the subjects with the highest total scores and 25

percentage of the subjects with the lowest total scores were scored out for the purpose of item selection. The high and low groups, were selected, formed the criterion groups and each group was made up of 25 students. (Edward.L.Allen, 1957)

TABLE 1
ITEM SELECTED FOR STUDENTS
LEVEL OF ASPIRATION SCALE (SLAS)

Item Number	't' Value	Item selected
1	1.28	NS
2	1.68	NS
3	3.41	S
4	3.23	S
5	3.27	S
6	4.14	S
7	3.96	S
8	4.91	S
9	3.07	S
10	1.16	NS
11	4.76	S
12	4.01	S
13	4.27	S
14	1.74	NS
15	3.03	S
16	2.36	S
17	2.13	S
18	3.70	S
19	3.07	S
20	0.13	NS
21	1.03	NS
22	3.83	S
23	0.44	NS
24	2.97	S
25	3.26	S
26	2.35	S
27	2.33	S
28	2.68	S
29	4.34	S
30	4.42	S
31	1.61	NS
32	4.46	S
33	3.15	S
34	2.38	S
35	1.46	NS
36	3.29	S
37	4.52	S
38	2,32	S
39	1.22	NS

40	2.54	S
41	2.63	S
42	2.54	S
43	3.16	S
44	2.82	S
45	1.68	NS
46	1.92	S
47	2.56	S
48	2.12	S
49	2.27	S
50	3.84	S
51	3.51	S
52	1.61	NS
53	3.48	S
54	1.23	NS
55	2.93	S
56	2.63	S
57	3.25	S
58	3.26	S
59	2.85	S
60	2.94	S
61	1.91	NS
62	4.63	S
63	2.17	S
64	1.87	S
65	1.02	NS
66	3.78	S
67	3.83	S
68	4.07	S
69	4.31	S
70	3.09	S

S – Selected**NS – Not selected**

In each item is followed by five different responses of “Strongly Agree”, “Agree”, “Undecided”, “Disagree”, “Strongly Disagree” in the level of aspiration scale. Then each item was taken individually and

the number of students who responded “Strongly Agree”, “Agree”, “Undecided”, “Disagree”, “Strongly Disagree”. Was found out both the high and low groups separately. Thus for all the 70 items, the number of students coming under each category was found out separately for both the high and low groups and the t-values for all the 70 items have been calculated with the formula suggested by Allen Edwards (1957). As many as 55 items having the t-value greater than or equal to 1.75 (Edward L.Allen, 1957.have been chosen in order to form the final scale (vide: table -I). Then this final scale has been administered to 100 students studying in different higher secondary schools of Krishnagiri District, Tamil Nadu, India, In order to establish the scoring procedure, validity and reliability of this scale.

SCORING PROCEDURE

The Level of Aspiration scale as 55 items out of which 40 items are positively worded and the remaining 15 items are negatively worded. An individual score is the sum of the scores of all the 55 items. The scores range from 55 to 275. Higher score indicates the high. The details of scoring are given in the following table. The scoring to the response given by the respondents should be like the following.

Table-II

Response	Positive	Negative
Strongly agree	5	1
Agree	4	2
No Idea	3	3
Disagree	2	4
Strongly Disagree	1	5

Reliability

Reliability refers to the consistency with which a test measures, whatever it measures. The concept of reliability suggests both stability and consistency of measurement. The investigator calculated the reliability analysis and it was given in the following table.

Table-III

Table showing the reliability method and co-efficient values

Method of Reliability Analysis	Reliability Co-Efficient
Correlation between forms	0.817
Equal-length Spearman-Brown	0.862
Guttman Split-half	0.821
Unequal-length Spearman-Brown	0.813

Method of reliability analysis reliability co-efficient correlation between forms 0.817 equal-length Spearman-Brown 0.862, Gutt Man Split-half 0.821, Un equal length Spearman Brown 0.813.

Validity

Validity reveals the merits of our measurement. This Level of Aspiration scale was given to the experts in order to find out its content validity. The experts agreed that items in the scale provided adequate coverage of the concept. This Level of Aspiration scale also has construct validity.

The intrinsic validity is also called as the index of reliability (Guilford, 1954). The formula to be used to determine the intrinsic validity is the square root of its reliability. Thus the validity of this test is

$$V = \sqrt{R} = \sqrt{0.85} = 0.921$$

Percentile Norm

The following table represents the percentile norm for this Level of Aspiration scale.

Table-IV

Percentile	Score Range	Norm
Below P25(Q1)	Below 120	Low level
P25 To P75(Q1 to Q3)	Between 121 and 200	Average level
Above P75 (Q3)	Above 200	High level

CONCLUSION

The results of validity and reliability of students, level of aspirations are depends on their family background and their study environment. Friends and family members are significantly influenced their individual sets and his educational goal of the students. Students are set their educational goal depends on their economic background. This study concludes that economic and study environments are more reliable and valid for the students level of aspiration.

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