

## Grades and Grading System in Relation to Levels of Aspiration

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### Abstract

The current study is aimed at investigating the relationship between academic grades and levels of aspiration of secondary school students of Uttar Pradesh. The descriptive survey research method was found to be suitable and adopted in the present study. To measure the impact of levels of aspiration on academic grades of students, the Educational Aspiration Scale (EAS) by Dr. V.P Sharma and Dr. Anuradha Gupta is used in the study. The population of the study is secondary school students of Aligarh district enrolled in CBSE affiliated schools. The size of the sample is 400 selected by using stratified random sampling technique. The result of the study showed that there is a no significant relationship between the grades and level of aspiration of secondary school students. The result also showed that male and female, urban and rural secondary school students do not differ significantly in terms of levels of aspiration.

**Key Words:** Grades; Level of Aspiration

### Introduction

The objectives of education cannot be achieved without evaluation. Thus, the process of evaluation is essential for determining to what extent the educational objectives are actually being realized through curriculum. In the Indian Education system, the examination reforms are being given utmost importance. The Continuous and Comprehensive Evaluation system is a buzz word in the air and in the present scenario it is considered to be of the paramount importance in the education system. Way back in 1948-49, the University Education Commission has rightly remarked that, *“if we are to suggest a single reform in the system of education, than it would be that of examination.”* The remark has been followed by formation of number of Committees and Commissions with different recommendations for the

evaluation system that can be incorporated in the Indian Education system.

### Grades

There are several ways for evaluating the performance of the students. The most consistent and effective means of evaluation is the ‘Continuous and Comprehensive Evaluation’ system designed for assessing the expected learning outcomes by all students of a particular class. The Continuous and Comprehensive Evaluation system lays emphasis on grades rather than on marks. Grades are standardized measurements of varying levels of comprehension within a subject area. Grades can be assigned in letters namely; A, B, C or D, as a range (for example 1.0 to 4.0). The grades are described as excellent, great, satisfactory, needs improvement while as in case of percentage of marks it is indicated as a Grade Point Average (GPA).

The different grades along with remarks/ attributes, grade points and marks range are shown as under;

**Table 1.1**  
**Showing different levels of grading system**

S.NO	Grade	Remarks	Grade points	Marks Range
1	A1	Exceptional	10	91-100%
2	A2	Excellent	9	81-90%
3	B1	Very Good	8	71-80%
4	B2	Good	7	61-70
5	C1	Fair	6	51-60
6	C2	Average	5	41-50%
7	D	Below average	4	33-40%
8	E1	Need for improvement	-	21-32%
9	E2	Unsatisfactory	-	0-20%

### **Aspiration**

To 'aspire' means to desire and desire is a pre-requisite entity for achievement. In the words of Hurlock (1967) aspiration means, "a longing for what is above one's achieved level with advancement on its end. In other words aspiration means the goal an individual sets for himself in a task, which has intense personal significance for him and in which he is ego-involved". The 'concept of level of aspiration' was first introduced by Dembo (1931) while referring to 'the degree of difficulty of the goal towards which a person is striving'. Levels of aspiration are a psychological construct which reflects a cognitive type of motivation of the individual. According to Hope (1930) 'level of aspiration' means the degree of difficulty of the task chosen as a goal for the next action. According to Hurlock (1967) levels of aspiration means,

"a longing for what is above one's achieved level with advancement on it as its end. In other words, aspiration means the goal an individual sets for himself in a task, which has intense personal

significance for him or in which he is ego-involved."

### **1.7 Significance of the study**

The study is significant in the education system in general and in the examination in particular. It will definitely help in developing and improving the examination reform system. The study will highlight the need and importance of an effective evaluation system.

### **Objectives**

1. To study relationship between grades and level of aspiration of secondary school students.
2. To study the difference between the male and female secondary school students in terms of their level of aspiration.
3. To study the difference between the rural and urban secondary school students in terms of their level of aspiration.
4. **Hypothesis**
  1. There is no significant relationship between the grades of secondary

school students and their level of aspiration.

2. There is no significant difference between the level of aspiration of male and female secondary school students.
3. There is no significant difference between the levels of aspiration of rural and urban secondary school students.

### Method and Material

#### Method

The descriptive survey research method is used in the present study.

#### Population

‘A population, in statistical terms, may be defined as any identifiable and well specified group of individuals. Since the students of class IX of all the CBSE affiliated schools of district Aligarh of Uttar Pradesh constitutes the population of the present study.

#### Sample

For the present study the size of the sample is 400 got from class IX students attending the Secondary Schools in district Aligarh of Uttar Pradesh.

#### Research tool

In the present study the investigator used the standardised tool namely; the

Educational Aspiration Scale (EAS) by Dr. V.P Sharma and Dr. Anuradha Gupta.

The investigator used the progress cards of the students to know their achievement of academic grades.

#### Statistical Techniques Used

The investigator used the following statistical techniques in the current study;

- 1) T-test
- 2) Correlation

The investigator used SPSS 20.0 version for statistical analysis in the present study.

#### Analysis and Interpretation

In order to achieve the objectives, the investigator subjected the data to different statistical techniques like correlation technique and independent sample t-test.

**Objective 1:** To study relationship between grades and level of aspiration of secondary school students.

In order to examine the relationship between grades and level of aspiration of secondary school students, following null hypothesis was formulated.

**Hypothesis 1:** *There is no significant relationship between the grades of secondary school students and their level of aspiration.*

**Table 1**  
**Relationship between Grades and Level of Aspiration**  
**(Spearman’s rank correlation)**

Variable	Sample size	‘r’ value	Sig.
Grade	400	-.003	.94
Level of Aspiration			

The Spearman’s rank correlation between the grades and level of aspiration of secondary school students as depicted in Table (1) is insignificant at 0.05 levels of

significance. This means that there is no significant relationship between the grades and level of aspiration of secondary school students. Therefore the null hypothesis,

“There is no significant relationship between the grades of secondary school students and their level of aspiration” is accepted. It means there is no significant relationship between the grades and level of aspiration of secondary school students.

**Objective 2:** To study the difference between the male and female secondary school students in terms of their level of aspiration.

In order to study the difference between the male and female secondary school students in terms of their level of aspiration, following null hypothesis was formulated.

**Hypothesis 2:** *There is no significant difference between the level of aspiration of male and female secondary school students.*

**Table 2**  
**Difference between Male and Female Students in terms of Levels of Aspiration**  
**(Independent sample t-test)**

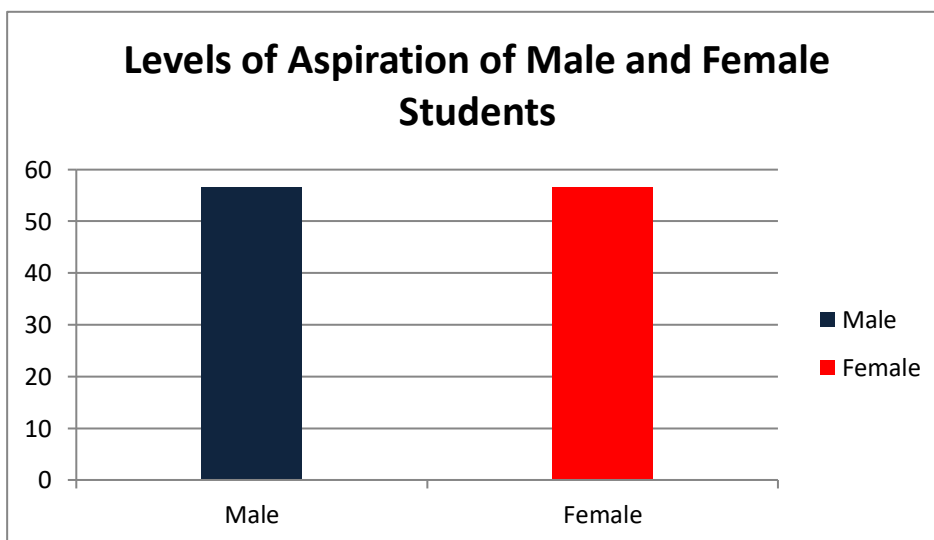
variable	gender	N	Mean	S.D	t	df	Sig.
Level of Aspiration	Female	200	56.50	.72	.06	398	.96
	Male	200	56.50	.72			

It is clear from the Table (2) and fig.1.0 that the mean value of male and female secondary school students in terms of levels of aspiration is equal with same standard deviation (.7) that shows the data is homogeneous in nature. The calculated ‘t’ value (.06) is not significant at 0.05

level. Therefore, the null hypothesis, “There is no significant difference between the level of aspiration of male and female secondary school students” is rejected. It means that male and female secondary school students do not differ significantly in terms of levels of aspiration.

**Figure 1.0**

**Levels of Aspiration of Male and Female Students**



**Objective 3:** To study the difference between the rural and urban secondary school students in terms of their level of aspiration.

In order to study the difference between the rural and urban secondary school students in terms of their level of

aspiration, following null hypothesis was formulated.

**Hypothesis 3:** *There is no significant difference between the levels of aspiration of rural and urban secondary school students*

**Table 3**

**Difference between Rural and Urban Students in terms of Levels of Aspiration (Independent sample t-test)**

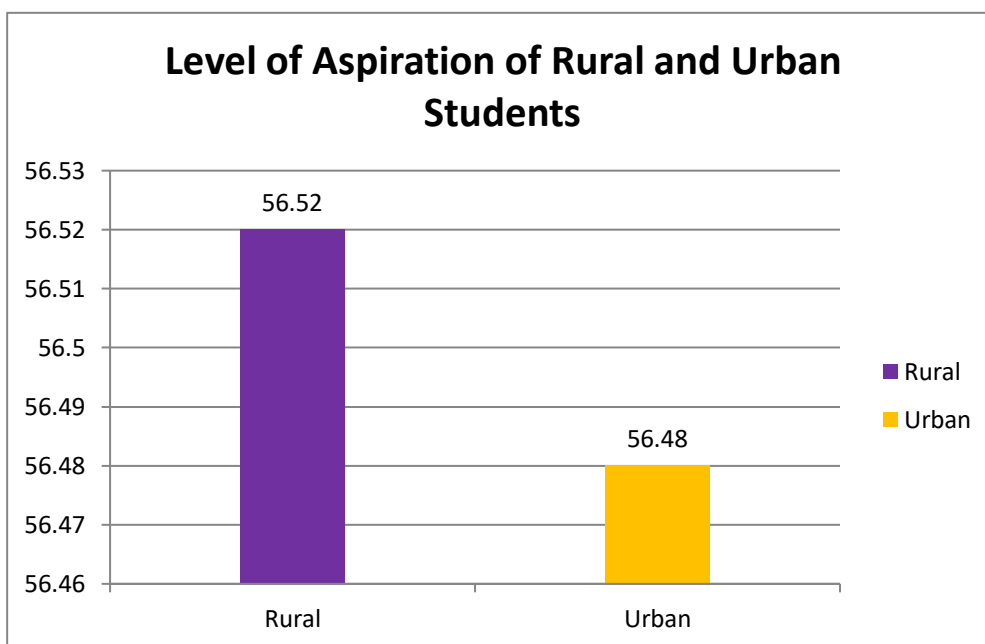
variable	Region	N	Mean	S.D	t	df	Sig.
Level of Aspiration	Urban	200	56.48	.73	.48	398	.38
	Rural	200	56.52	.70			

It is clear from the Table (3) and figure (2.0) that the mean value of urban and rural secondary school students is almost same. The calculated 't' value (.48) is not significant at 0.05 level. Therefore, the null hypothesis, "There is no

significant difference between the levels of aspiration of rural and urban secondary school students" is rejected. It means that urban and rural secondary school students do not differ significantly in terms of levels of aspiration.

**Figure 2.0**

**Levels of Aspiration of Urban and Rural Students**



### Conclusion

It was concluded indisputably that the investigator has investigated the relationship between the academic grades and levels of Aspiration. It was observed that there is no significant relationship

between the grades and level of aspiration of secondary school students. It was also observed that male and female, rural and urban secondary school students do not differ significantly in terms of levels of aspiration

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