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The Aspiration to Success in School and the Need for Performance of the Pupils

Dumitru Valeriu *

University of Pitesti, Doaga Street No. 11, Pitesti, Romania

Abstract

This study is treating, from psychic-social-pedagogical point of view, the two types of attitudes and abilities of pupils: the level of aspiration for progress and need of performance of the pupils. The purpose of the study is the emphasizing of the importance of the aspirations and need of performance of the pupils for ensuring the school progress. One needs not ignore the major role school plays in promoting the motivation and influencing of efficient school results

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The psycho-pedagogical approach of the aspiration to learning of the pupils assumes its unmediated research in terms of common learning, and in close relationship with the demands and expectations of teacher and other social factors – (colleagues, parents) – influencing the level, intensity or its realization. The psycho-pedagogical studying and treating of the pupils’ aspiration is still poorly represented.

This is explained - perhaps by the absence of a well defined methodological line – the aspirations and the associated variables are difficult to identify in the current learning activity of pupils. No wonder, then, that most researchers have resorted to creating some experimental activities, often using tasks not directly related to student learning activity. It would have been desirable that the results obtained in experimental conditions, be integrated naturally in the life and work of pupils and professors, which actually never happened. Actually, this condition would have never be achieved if the laboratory itself wouldn’t be the class of pupils (2).

The level of aspirations or the need for self-controlling involves from cognitive point of view the representation of an ideal or the possibility for achieving the higher level, meaning the school success or the lowest level – weak

* Corresponding author. Tel.: 004-0348-453-350; fax: 004-0348-453-350.

E-mail address: padrefortete@yahoo.com

performances. This is an effect of the need for performance and it is tightly related with the self-esteem (high esteem – high aspiration level or vice versa) (12).

The school success is appreciated in general by the marks expressing the results in learning and by the results at the exams, contexts, Olympics, it represents in fact, the maximum level of school adapting, which draw once more the attention on the fact that the concept of success or school achievement, relates to the school activity as a whole, rather than to the learning activity in school, such as it has been the subject of our analysis. The school success or failure in the school activity expresses in fact the concordance between the qualities and interests of the pupil and the exigencies and standards of the school.

The attitude of the pupils towards success or failure is one of the most important factors of school success. It is also an important factor at the aspirations level: it has been demonstrated that the pupils with inadequacy, self rejection and sense of inferiority focus on too high or too low scopes.

From pedagogical perspective two categories of school success factors differentiate, one related to the interiority of the pupil, and the other related to the external environment. The internal factors of success are:

- Psycho-social maturity
- Intellectual capacity
- Skills
- Motivation for learning
- Motivation for success

The external factors of school success are:

- The social cultural environment
- Family ambiance
- Group of friends
- School policy
- Pedagogical organization
- Pedagogical structure
- Pedagogical content
- Professor's competence
- School management competence

If the success expresses the concordance between the possibilities of the school child and the school exigencies, the school failure expresses the "situation of a school child whose results do not satisfy the norms of the school", situation created by the fact that the school imposes basic programs and identical rhythms for all children (13).

Indeed, the initial studies on the aspirations of school success are indebted to experimental method. Typical on this meaning is the success of the experimental research conducted by P.S. Sears (7) on school success, as the author herself calls it.

For the studying of school success aspiration, P.S. Sears used as subjects three groups of pupils in small classes: the group of pupils with successful school education in all subjects (reading and arithmetic inclusive), the group of pupils with school failure in reading and arithmetic and the group of pupils, called differential group, with successful reading and failure in arithmetic. The experimental tasks (similar to school ones) consisted of 120 items of multiple choices of the significance of the word and the addition operations, taken from *Courtis test* and adapted to the aimed purpose. Their grouping was thus made so as to allow a larger number of tests. Each group of tasks (three reading items and three addition operations, each with four digits) was equal in degree of difficulty, they being presented as speed tests. The number of words and operations alleged by subject as possible to be solved in a unit of time was taken as an index of his level of aspiration. According to the experimental procedure, the first tests (neutral session) were intended to experimentally produce the success (successful group), the unsuccessful (group of failure) and the success in reading and failure in arithmetic (differential group). In other words, to the school success and failure overlapped the experimental success and failure.

From the comparative analysis of the results of the three groups of pupils, the author draws the conclusion according to which - within experimental conditions, where the social norms extensively exercised have been internalized (the requirements towards the performance of pupils in school) – the confidence in social adequate achieving influences the course to establish the level of aspirations. It was not clear whether the greater variability in

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