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Abstract— The study wanted to determine the relationship between extrinsic and intrinsic aspirations of students of Divine Word Colleges in Ilocos Region and their academic performance as measured by self-reported general average grades. To support the theory, related literature and studies were reviewed and proper research methodology was applied. The population of the study was Grade XII Senior High School students of Divine Word Colleges in Ilocos Region and total enumeration of sampling design was used. The study applied descriptive correlational research design and aided by fact finding inquiry. The variables of the study and the questionnaires are validated variables and validated questionnaires of Self-Determination Theory of Kasser and Ryan (2000). The weighted mean was used to determine the level of extrinsic and intrinsic aspirations and Pearson (r), or the Product Moment Correlation Coefficient was used to determine the relationship between extrinsic and intrinsic and academic performance. The study found that students have moderate level of extrinsic aspirations but very high level of intrinsic motivation. Further, the study concluded that there is no correlation between extrinsic aspirations and academic performance but there is extensive correlation between intrinsic aspirations and academic performance.

Keywords— Intrinsic and extrinsic aspirations, academic performance, intrinsic and intrinsic motivation.

RATIONALE

I have been working in the school for more than twenty years, a long period that was spent in teaching, beside administrative work. However, it never come to my mind to ask the students the reason why they study. My thought was simple that they come to study to get the degree and later get the job. It is only recently when I read the Self-Determination Theory and Aspiration Index developed by Kasser and Ryan (1996), I came to raise the same question about the aspirations of my students. I started to interview the students informally about their aspirations for their future life and observing their behaviors that seem to be without direction. Later, I realized that it would be important to conduct a formal study to determine the aspirations of the students. Knowing their aspirations is important to help them become aware of the directions of their own lives and align their behaviors to their aspirations or dreams and at the same time for the teacher to monitor students' behavior if there is a match between their aspirations and their behavior particularly how they do in their studies. By knowing their aspirations, teacher will help the student to advice if the present behaviors they have are leading them toward the aspirations or goals that they have in mind.

It is a fact that many students come from different background and many of them come to school to improve their future lives. However, not many of them have a clear aspiration of what they want to be in future and many too have no aspirations at all until they are inspired by their teachers, classmates and significant others and as result of academic exposure. Knowing such situations, it would be very hard to teach students who have no vision or direction in life. Vision or life aspiration of what they want to be in the future is an important motivation for students for them to determine priorities and what course they are going to choose. Studies have been done by many researchers about the importance of motivation, aspirations toward academic achievement. However, those studies have no conclusive findings that extrinsic and intrinsic motivations affect academic performance of students. Now the current study would like to see if strong and weak aspirations affect the

academic performance of students of grade XII senior High School Students of Divine Word Colleges in Ilocos region. The study is using self-determination theory as a guiding framework and the variables are based on the Aspirations Index developed by Kaseer and Ryan (1996).

Importance of the Study
It is expected that the result of the study would benefit teachers, guidance counselor to know the aspirations of their students for them to guide the students properly in line with their aspirations. It can also help the schools to guide the students to determine the course to be taken by the students.

THEORETICAL FRAMEWORKS
Understanding of Aspirations:
Cambridge dictionary defines aspiration as "something that you hope to achieve". It is a wish for achievement. Related to this definition aspirations refer to a strong desire, longing, aim ambition. It is a goal or objective that is strongly desired by someone. Everyone has different aspiration in life. When one is still young, most probably the aspiration to be wealthy, to be famous, are the priority. But some may choose different path such as health, family, philanthropy and personal development. Personal aspirations therefore are what the person would like to achieve in the future. Often time personal future goals determine the activity or the interest of the person of what he/she likes to pursue at the present.

Aspirations is somehow related to the concept of values. It is something that you value most important in your life to achieve as pointed out by Wilson & Murrell, (2004, 135) that it is about what "you choose to have your life be about something you choose". Or Hayes, Strosahl and Wilson, (1999; p. 206) defined it as "verbally constructed global desired life consequences ". It is what people find important in life. These values determine the action of the person who chooses the value because without the action, such value will never come to reality. It is starting point for the person to construct goals that promote behavior in those directions. Thus, values become a direction of one's life or it is just like a vision of the future life of the person. Just like vision of a company guides the programs and activities of the company toward realizing the vision. It is important therefore for these values come to one's senses in order to check whether the actual behavior is in line with the values (Pennock & Alberts, 2018, p.9). Identifying those aspirations and the actual behavior can help determine the discrepancy between the value aspirations and the actual living.

Aspirations seem to be a requirement for predicting behavior of students and this was emphasized by Conley (2015) when he argued that student aspirations are key to powerful learning. He emphasized that when students have a vision of what they want to be and the education they receive move them toward such vision, they are more motivated or inspired to exert all efforts and engage more fully in the learning process. Therefore, it is important for the school to identify aspirations of different students in order to help them achieve their aspirations or vision but unfortunately, he lamented, that schools have little idea about the aspirations of students.

Aspirations is not coming out of the blue. It usually emerges from different factors such as personal factors, social situations where the persons live in and family background. In terms of personal factors, a person's aspirations may be influenced by his/her ability and interest. In relations to social environment, a person's aspiration can be influenced by the environment where he/she lives. The person might have witnessed different life style where he/she lives. Such association can influence the person to pursue the same lifestyle in the future (Sancho, 2017). Beside social environment, aspiration can also be influenced by family backgrounds such as economic status, educational background of parents, expectations of parents, peers, and the interactions with peers and significant others (Montgomery, 1990).Villamil (1991) confirmed what Montgomery (1991) pointed out that students' aspirations are influenced by family background. In his survey, he reported that weak educational support at home, parent with low educational background affects the aspiration of students for future career. In other contexts, and cultures, a person's choice is also influenced by the family's choice. A person cannot choose otherwise except to choose what the family has become. For example, the children of a medical doctor tend to pursue the same career in the future and the children of businessman tend to follow the path of their parents as Taylor, Harris, Taylor, (2004) argued that parents have their say about their college-age children's career decision. There are several studies supporting such argument, for example, Hughes and Thomas (2003) pointed out about the family's influence on adolescence and young adult career development. This finding was like the study of Hill et.al (2004) on the relationship of parent academic involvement related to school behavior, achievement and aspirations of students. The study strengthens the idea about the influence of socio-demographic background of students to their aspirations as also pointed out by the report of Cruickshank (2018) that aspirations are influenced by social background of the students. The same report also pointed out about how environment affects the aspirations of

students as he argued that there is some evidence of children in less deprived schools being relatively more likely to aspire in higher-earning professions.

Though it is accepted that aspirations can be stimulated by social environment where the person lives, family background and social associations with the significant others, but is also accepted that aspirations can be a result of academic exposure. After taking a course, students can be motivated and inspired to pursue certain career in the future or certain lifestyle in the future. Through learning some new skills, students can aspire certain profession in the future and therefore, at the senior high school level, students should have their career aspirations, in the sense that students should have the ambition to a certain occupation (Rojewski, 2005). According to Staff, Harris, Sabates and Briddel (2010) students' aspirations can influence their future career. Thus, according to them, teacher needs to understand students' aspirations in order to relate teaching method and classroom activities according to students' interest. High aspirations can motivate students to pursue certain career or certain lifestyle in the future and can motivate them to study hard. Identifying aspirations of the students is important in order to help them set the realistic aspirations or goals in the future because they might aspire something that cannot be provided by the market as pointed out by St Clair et.al. (2013).

Extrinsic and Intrinsic Motivations

Aspirations are source of motivation because it is the reasons behind people's behavior. Motivation is a psychological term to explain human behaviors. It represents people's action to achieve what they desire and repeat such behavior. It is a desire that one wants to achieve (Fillimonov, 2017).   One of the early theories on motivation that we need to understand about motivation was presented by Abraham Maslow (1943) which is known as hierarchical theory of needs. Maslow argued that motivation is a result of a person's attempt at fulfilling five basic needs: physiological, safety, social, esteem and self-actualization. In his earlier statement, he argued that needs are growing one after the other, though later he clarified his statement that satisfaction of a need is not an "all-or-none" phenomenon, admitting that his earlier statements may have given "the false impression that a need must be satisfied 100 percent before the next need emerges" (1987, p. 69). The first need that one must satisfy is physiological need. After the physiological needs comes safety needs, then esteem and finally self-actualization. Physiological needs are considered the main physical requirements for human survival. This is considered as the first step in the motivation. Once the physiological need of the person is satisfied, then the person is preoccupied with the safety

need. This need takes precedence and dominates the behavior. People are looking for security from economic loses, bankruptcies, sicknesses, employment, etc. After fulfilling such need, a person moves to another need such as social belonging. People need to belong to a certain group or community, need to be accepted by peers or group or someone. This can be very strong during childhood. Next need to be satisfied is self-esteem in which a person needs a status or position. People develop a concern with getting recognition, status, importance, and respect from others. Lastly is self-actualization. On this level the person focuses on the realization his full potential. This need is a desire to accomplish everything that one can, to become the most that one can be. This is considered a growth need which does not stem from lack of something but a desire to grow as a person (Maslow, 1954). This last hierarchy of needs is considered intrinsic needs which is the need to grow as a person, while the rest are extrinsic needs.

Extrinsic motivation is something that is externally motivated, not coming from the person himself/herself. It is when a person does something because of external influence or pressures. It drives a person to do something for tangible rewards or to avoid punishment, rather than doing something because the enjoyment of doing the activity as Lepper, Green and Nisbett (1973) argues that extrinsic motivation is a desire to engage in an activity that is not motivated by the fact that they find the task interesting or enjoyable but because there is external rewards or pressure to do so**.** Employees perform activities if there are corresponding rewards after accomplishment of those activities.

Intrinsic motivation is an energizing behavior that comes from within an individual because he/she wants it and he/she is enjoying performing such activity not because of external rewards as a requirement to incite the intrinsically motivated person into action. The reward is the behavior itself that he/she is enjoying it as deCharms (1968) argued that the origin of such behavior is people themselves, rather than "pawns" of something else. Or it can also be defined as behaviors that are driven by internal rewards. In other words, the motivation to engage in such activity comes from within the person because it is naturally satisfying him/her. One simply enjoys an activity or sees it as an opportunity to explore, learn, and actualize his/her potentials. One performs an activity for its inherent satisfactions rather than for some separable consequence.

Self-Determination Theory on Extrinsic and Intrinsic Aspirations

Self-determination theory is a theory of motivation**.** The theory was developed by Deci and Ryan (1985) and has been used many times by many scholars in different places

around the world and has been refined too. Under self-determination theory, aspirations are considered motivation and motivations are classified as intrinsic and extrinsic motivations and therefore, Kasser and Ryan (1996) later made the classification between intrinsic and extrinsic aspirations. As we have discussed earlier under aspiration topic, we have already explained about the sources of aspirations. Aspirations or life goals are not pure originated from within the person himself or herself, but aspirations are also influenced by the family background such as education and economic background and social environment in which the person associates with the significant others. Along aspirations, Self-Determination Theory (SDT) has conducted research and its researches have focused on the strength of intrinsic aspirations and extrinsic aspirations (Kasser& Ryan, 1996).

a. Intrinsic Aspirations.

Kasser and Ryan (2000) defined intrinsic aspirations as "those which are inherently satisfying to pursue because they are likely to satisfy innate psychological needs for autonomy, relatedness, competence and growth". In other words, intrinsic aspirations or intrinsic goals are running after something that is personally meaningful or satisfying to the person. It is the effort that actualize core of human needs such as relatedness, competence and autonomy. As a human being, one has the aspirations to establish good relationship with other people or the community. While, autonomy is to do something after his/her own interest without the dictates of the family, the society, group or peers. Finally, competence is about personal growth. Each human being has the ambition to grow in certain thing such as knowledge, skills, wealth, etc., and under Self-Determination Theory, intrinsic aspirations are classified into three categories such as *meaningful relationships, personal growth, and community contributions*.

1. Meaningful relationship aspirations

Meaningful relationship is one of human's aspirations that someday he/she would be able to establish a relationship with other people based on mutual respect, supportiveness and marked by a sense of commitment and fulfillment. Or one day he/she will have a relationship that has a personal significance, and is healthy, caring, long-lasting which he/she believes that he/she could not even live without it, a relationship that would make him/her grow and happy. These relationships may not be necessarily between husband and wife, but it may be romantic, between family member, between friends or neighbors or within professional relationship. It is a fact that happiness also depends on the relationship. It is acknowledged that people who establish many contacts with neighbors, friend, clients, co-workers are happier than those who have no friends at all

(Madson, 2013). Healthy relationship can also affect physical health. According to the study of Myers (2000) as cited by Madson (2013), that there is a relationship between close relationship and health or well-being. It was found that close relationship can affect the life span of a person, a person who maintains close relationship live longer and remain healthier than people who have fewer close relationships.

2. Personal growth aspirations.

Human being is dynamic because he/she wants to grow or develop in many aspects, not only in terms of knowledge and skills but also in terms of other aspects such as moral, physical, social and psychological development in which one wish to be. Increased personal growth and development is the goal of a wide range of men and women everywhere. Such growth may involve mental, physical, social, emotional, and spiritual growth that allows a person to live a productive and satisfying life within the customs and regulations of their society. It includes the growth and enhancement of all aspects of the person's life. However, such growth does not happen unconsciously, but it is a conscious effort to develop one's self to achieve one's potential. It is an essential part of the growth such as maturity, success and happiness. Aspiration for growth is the foundation of emotional, physical, intellectual and spiritual health. It is widely recognized that personal growth is an on-going process, it is not one-time deal. It starts from the early age which is mostly shaped by parents, peers and social environment where a person lives. However, in order to continue to grow one must be aware of the process, know what it is, and take the right steps to improve oneself (Sasson, n.d). Personal development has a profound effect to one's life because as one grows, he/she feels happy about his/her life and keeps one motivated.

3. Community contributions aspirations.

It is always one of the aspirations of a person is to contribute something good to the welfare of the community where one lives. It is expected that each member of the community should be productive in giving solutions to the community's problems. Society grows, becoming better and progressive when community members contribute something useful for the development of such community. Thus, community contribution is often defined as anything done for the development of community or something that one does to help the community in achieving its desire or objectives (Lupton, 2011). There are four community aspirations that have been identified to be common aspirations for all members of the community and they are healthy, harmonious, thriving, and vibrant community. In terms of health, people aspire to live in a community that is safe, has easy access to medical treatment, and conducive

environment. At the same time, people also aspire to live in a community where one can live in a harmoniously relationship with their neighbors, where differences are respected. It is also expected that people aspire a thriving community in the sense that a community can provide all basic needs, interesting and good paying jobs, access to public education and strong competition. Lastly, people also want to live in a vibrant community, one with variety, energy and enthusiasm, a balance of work and play, appreciation of creativity, beauty and with leaders who protect the life of people (Live United, n.d). Those are types of community aspired by people who want to stay in that community. Such kind of community is not born but it is earned through good contribution from every member of the community. Therefore, each member of the community must contribute their specific skills or talents to improve the community. This keeps the community 'alive' and thriving as a place of growth. Each member must invest his /her time, energy, his resources, skills or talents in order to help the community grows better and progressive socially, economically, spiritually, and politically.

b. Extrinsic Aspirations

Extrinsic aspirations or goal are primarily concerned with working to attain some external rewards such as social praise or recognition because they are typically a means to some other end. These kinds of aspiration are not inherently satisfying or self-fulfilling (Deci and Ryan, 2000). Kasser and Ryan (2000) identified three extrinsic aspirations namely *wealth, fame and image.*

1. Wealth aspirations

One can never deny that all people aspire for wealth because it provides him/her with the life he/she wants to enjoy. One cannot enjoy the life as he/she wants to be when she/he has no resources to support such life. It has been recognized that wealth is the accumulation of resources over time (New World Encyclopedia, n.d). Though sometimes, definition of wealth may vary across cultures but in general a person or an organization is considered wealthy when he/she accumulates many valuable resources or goods. Thus, according to Miriam Webster, wealth is defined "as an abundance of valuable material possessions or resources". Wealth here is referring to tangible resources that can be used to support one's life. It is always measured in terms of net worth, that is a measure of how much one has in savings, investment, real estate, less any debts. Such definition of wealth may not be inclusive and therefore, United Nations defines wealth as monetary measure which include the sum of natural, human, and physical assets (The Economist, 2012).

Wealth does not come automatically without any hard work, but it comes through hard work or sacrifice and step by

steps as the story of the Thirsty Crow tells that "It didn't take the bird much time to realize that dropping small pebbles one by one into the pot can bring the water level up and help it quench thirst". What seemed highly improbable at one point became a reality in no time. It simply means that building wealth is possible, poverty is not an excuse to be rich. Building wealth from scratch is possible (Oberoi, 2018).

2. Fame aspirations.

Fame is one of deepest longing for many human beings. Though people may not express it openly, but it is rooted in human's sub consciousness. In the olden time, fame was not considered a primary motivator of human behavior because aspiration for fame was not considered important and it was also because of different places have different meaning of fame. It was not taken seriously. But recently social scientists have taken fame aspirations seriously and tried to find the root cause of such aspirations and measure its effect among those who are seeking for fame. Psychologists found that fame seekers are rooted in the desire for social acceptance, a longing for the existential reassurance promised by wide renown. According to Brim (2009) the urge to achieve social distinction is a worldwide phenomenon. Surveys in Chinese and German cities have found about 30 percent of adult's report regularly daydreaming about being famous, and more than 40 percent expect to enjoy some passing dose of fame. Beside fame for social acceptance, fame is also rooted in abandonment experience. Because of such experience, people are always looking for reassurance for other people. Ryan and Kasser (1996) also conducted a study on 100 adults asking about their aspirations, guiding principles, and values, as well as administering standard measures of psychological well-being. The study found that those who are seeking for fame are more distressed compared to those who are interested primarily in self-acceptance and friendship. Brim (2009, pp.22-23) conducted survey among the Americans to determine their aspiration for fame and the survey pointed out that four million American adults expressed that fame is their most important life goal. Brim also pointed out that the motive of fame varies. It is embedded in the multiple contexts. Johnson and McElroy (n.d) accused the television as the main cause why aspiration to become wealthy becomes so low in America today. They pointed out a survey indicated that many Americans want to be famous, they dream to be a person like Miley Cyrus, Lebron James or Julia Roberts and thus, they do not do well in the school.

3. Image Aspirations

It is the general impression that a person, organization, or product presents to the public. Free Dictionary defines image as "the opinion or concept of something that is held

by the public or the concept or character projected to the public". In other word, it is a personal façade that one presents to the world, it is what a person would like to be seen by the public. In the business world, a brand image is a well-accepted name that is known to the public because of its quality product. It is the impression in the consumers' mind of a brand's total personality. Brand image is usually a result of marketing campaign and direct experience of the consumers with the product. Brand image help the consumer to identify the products or services from its competitors. Brand image makes the company or product memorable memory by the consumer and consequently it forms a brand identity. Brand identity is the total value proposition that a company makes to consumers (Murphy, 2009). Brand perception is belonged to the consumers because of their experiences associated with the products or services they purchased. In the case of a human person, image is a public perception of the person as how he/she is known to the public.

RELATED STUDIES

Under related studies, the paper will present previous researches that have been done by others scholar and it is presented separately according to the main variables of the study.

On Aspirations and Academic Performance

Studies on aspirations and academic performance has been done by many scholars from around the globe. Katthab, (2015, pp. 731-748) studied students' aspirations, expectation and school achievement. It sought to examine different combination of aspirations, expectation and school achievement. The study revealed that that students with either high aspirations or high expectations have higher school achievement than those with both low aspirations and low expectations. The study pointed out further that alignment between aspirations, expectations and school achievement determines future educational behavior of the students. Khattab investigated further the difference between students who have low aspirations and high aspirations related to school achievements. The study's result indicated that high aspirations improve school performance compared to those who have low aspirations. Therefore, the harmony between high aspirations, high expectations and high achievement determines future educational behavior among students. However, such findings may not be taken completely conclusive because related studies were also done by Goodman et.al, (2011), Gutman and Schoon (2012) and their studies questioned the relationship between aspirations and school achievement. Their study singled out that the link between high aspirations and school performance is very slim. The study

explained further that some students have high aspirations even beyond the labor market can provide (St Clair et.al. 2013). The study concluded that raising aspirations does not enhance educational achievement.

Despite of the questions of Goodman, et.al (2011) and Gutman and Schoon (2012), but the study of Linderman (2010) still support the study of Khattab (2015) that career aspirations related to academic achievement of students. The study of Linderman (2010) found that there is a direct relationship between career aspirations and academic achievement. The study pointed out that the higher the aspiration for certain careers, the higher for academic performance. However not all career aspirations can affect the academic performance but depend on the kind of career aspirations. The study of Unuoha and Unegbu (2013) compared aspirations of students who want to become librarian and those who want to become banker and system analyst. The study found that academic performance of students who wants to become librarian is outperformed by the students who want to become banker and system analysts. Therefore, academic performance depends on the kind of career choice of the students.

The above findings were actually found by Betty (2004) in her study. Betty (2004) had conducted the same line of interest investigating the career aspirations and academic achievement of students for business management technicians at The Republic of Trinidad and Tobago in the West Indies. The result of her study indicated that career aspirations (CA) appeared to be related to academic achievement (AA) of the students. The study also pointed out further that age, gender, time to get the job, present job status, or area of specialization do not affect the career aspirations. Similar study was also conducted by Poudel and Maharjan (2017) to determine the association between the level of aspirations and academic achievement of students at secondary level. The two aspects revealed to be correlated, however the study also cautioned that aspiration is also caused by family background and personal factors. Similar finding on the relationship between aspirations and academic performance was also reported by Gorard, See and Davies (2012) that attitude and aspirations cause higher level of achievement and thus he recommended that appropriate interventions should be developed. Study on aspirations of immigrant children in Hongkong and academic success proved that having strong motivations to find a better life and high aspirations for upward mobility can largely explain immigrant children's academic success, with educational aspiration playing a particularly important role (Xu, & Wu, 2015).

Other studies have pointed out family background as one of the causes of aspirations of students to pursue certain

lifestyle in the future. For example, Bashir and Bashir (2016) contended that there exists a positive significant relationship between educational aspiration of secondary school students with parental encouragement. Such study is somehow supported by other survey on determinants of aspirations conducted by Gutman and Akerman (2008)that partly choices of students are influenced by their parents, the opportunities available to them and their own aspirations, though such finding is questioned by the study Isaac and Mopelola (2014) on the effect of the parental influence on adolescence' career choice. The study pointed out that career decision of students is independent of parent's influence. But the study of Holy (2005) confirmed the other findings that personal interest, academic ability and parental influences have a large influence of career aspirations without denying another factor that may play important role too in influencing career aspirations of students such as school climate (Jofen, 2014).

On Intrinsic and Extrinsic Aspirations toward academic performance

Several studies have been conducted on the effect of extrinsic and intrinsic aspirations or motivation toward academic performance. For example, Ayub (2010) conducted a study to determine the relationship between extrinsic and intrinsic motivation and academic performance of students. Study concluded that intrin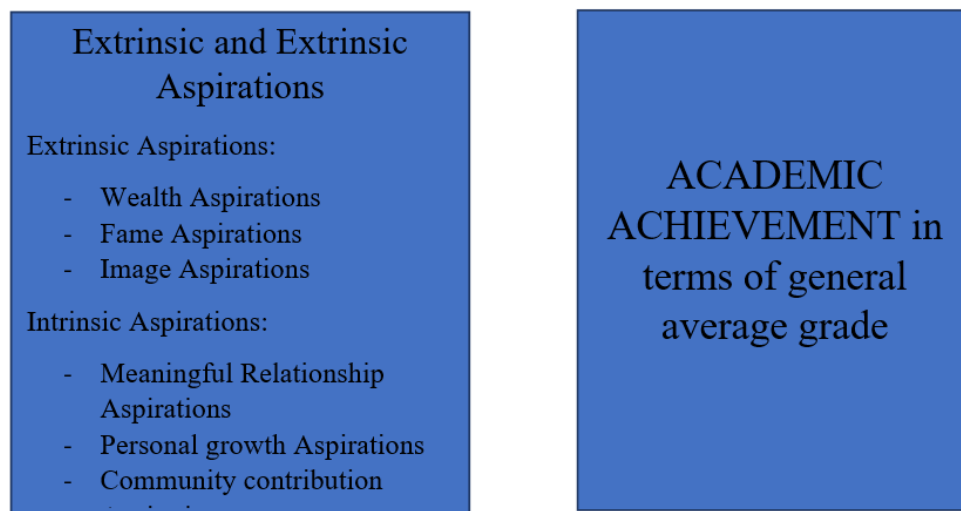sic and extrinsic motivation and academic performance were positively correlated. Similar study was also conducted by Akhtar, Igbal, and Tatlah (2017) on the relationship between intrinsic motivation and students' academic achievement and found it to be correlated. Related to the same topic was also studied by Haider, Qureshi, Pirzada, and Shahzadi (2015) and confirmed that motivation affects the academic performance of the students and the study commented that motivation is important part of students' study life and play important role in students' success. Oz (2016) also confirmed the same finding that academic motivation and academic achievement are related. However, the study of Verssiomo and Lemos (2014) found that not all kinds of motivation affect the academic performance because it was found that only intrinsic motivation was correlated to academic performance, while extrinsic motivation was negatively correlated to academic performance.

Thus, the related studies generally found the correlation between motivation, intrinsic and extrinsic motivation toward academic achievement but the study of Verssimo and Lemos reminds us not to take things for granted that all motivations affect academic performance. Their study found that only intrinsic motivation correlated to academic performance. Such finding could indicate other factors pointing to reason why extrinsic motivation does not affect academic performance.

CONCEPTUAL FRAMEWORK

Independent Variables   **Dependent variables**

Fig.1: The conceptual frameworks explains the relationship between extrinsic and intrinsic aspirations of students and academic performance. Extrinsic and intrinsic aspirations serve as independent variable and academic performance as dependent variable.

STATEMENT OF THE PROBLEM

The study would like to determine the relationship between extrinsic and intrinsic aspirations of students and their academic performance. It seeks to answer the following questions:

1. What is the extrinsic aspirations of students in terms of:
   a. Wealth aspirations
   b. Fame aspirations
   c. Image aspirations?
2. What is the intrinsic motivation of students in terms of:
   a. Meaningful relationship
   b. Personal growth aspirations
   c. Community contribution aspirations?
3. What is the academic achievement of students in terms of general average grade?
4. Is there a relationship between extrinsic aspirations and academic performance?
5. is there a relationship between intrinsic aspirations and academic performance?

Assumption

The study assumes that extrinsic and intrinsic aspirations of students affect their academic performance and it can be measured. It is also assumed that the variables and the questionnaires are valid, and the answer of students reflect their own perceptions.

Hypothesis

Ayub (2010) conducted a study to determine the relationship between extrinsic and intrinsic motivation/aspirations and academic performance of students. Study concluded that intrinsic and extrinsic motivation/aspirations and academic performance were positively correlated. Built on that theory, the current study hypothesizes that there is a relationship between extrinsic and intrinsic aspirations and academic performance of the students.

Scope and Delimitation of the Study

The current study limits itself to the grade XII of Senior High School of Divine Word Colleges in Ilocos Sur and Ilocos Norte Provinces. It covers only to measure the effect of extrinsic and intrinsic aspirations toward academic performance.

Research Methodology

In order to carry out the study, an appropriate research methodology is utilized. Therefore, this part discusses research design, data gathering instruments, population, locale of the study, data gathering procedures and statistical treatment of data.

Research Design

The study is a quantitative and uses correlational descriptive research design and aided by fact finding inquiry

to determine and explain the extrinsic and intrinsic aspirations of students. According to Best and Khan (1993) descriptive research is to describe and explain what is found in the data. It concerns with conditions of relationship that exist; practices that prevail; beliefs, processes that are going on; effects that are being felt; or trends that are developing. In other words, it describes the data that have been collected on research sample, describes "what is" about the data gathered.

In line with the current study, descriptive correlational method was deployed. The study assessed the extrinsic and intrinsic aspirations of the students and how it affects their academic performance. This was to identify what the dominant aspirations among students were and what aspirations affect the academic performance.

Locale of the Study

The locale of the study was Senior High Schools of Divine Word Colleges of Vigan, Ilocos Sur and Divine Word College of Laoag, Ilocos Norte, Philippines.

Population

The population of the study was composed of all Grade XII Senior High School Students of these two colleges. Since the number of grade XII students were limited, then total enumeration sampling was used to meet the required data for the study.

Data Gathering instruments

The study utilized questionnaires. The questionnaires were adopted from Aspiration Index developed by Kasser and Ryan (1996). The questionnaires were distributed to all grade XII students of these two Catholic colleges in Ilocos Region. Questionnaires were composed of three parts and they are Extrinsic Aspirations, Intrinsic Aspirations and Academic Performance.

Data Gathering Procedures

In the process of data gathering, the researcher sent letters to the Presidents of the two colleges in Ilocos Region, requesting the Presidents to allow the researcher to flow his questionnaires in his college. The researcher personally met the Presidents and students and requested them to answer the questionnaires.

The retrieval of questionnaires was arranged between the President's representative and the researcher with the help of employees and faculty of the three colleges.

Statistical Treatment of Data

In consistent with the study as descriptive research, therefore descriptive statistics is used to measure the weighted mean and the Pearson r will be used to measure their correlations.

The following ranges of values with their descriptive interpretation will be used:

Statistical Range   **Descriptive Interpretation**   *81-85: Moderate*

Overall Descriptive Rating   *86-90: High*

4.21-5.00   *Very important/ Very High*   *91-95: Very High*

3.41-4.20   *Important / High*   *96-100: Excellent*

2.61-3.40   *Somewhat important/ Moderate*   **Findings, conclusion and recommendations**

1.81-2.60   *Not important / Low*   The findings of the study are presented based on the

1.00-1.80   *Not important at all/Very Low*   statement of the problem of this study. The study was to

determine the relationship between extrinsic and intrinsic

aspirations of the students and their academic performance

Academic Performance in terms of general average Grade   as measured by their self-reported general average grades,

(GAG)   particularly to answer the following questions:

70-75: Very Low

76-80: Low

Table.1a. What is the extrinsic aspirations of students in terms of Wealth Aspiration?

WEALTH		
Questions	X	DR
To be very wealthy person	3.98	Important/High
2. To have many expensive possessions	3.00	Somewhat Important/Moderate
3. To be financially successful	4.31	Very Important/ Very High
4. To be rich	3.63	Important/High
5. To have enough money to buy everything I want	3.68	Important/ High
Overall	3.72	Important/High

Legend:

4.21-5.00   *Very important*   *Very High*

3.41-4.20   *Important*   *High*

2.61-3.40   *Somewhat important*   *Moderate*

1.81-2.60   *Not important*   *Low*

1.00-1.80   *Not important at all*   *Very Low*

As it is reflected on the table, it shows that overall, the extrinsic aspiration of students in terms of wealth aspiration is 3.72 which is interpreted as important or high. Taking the questions singly, students have high aspirations along their aspirations to be wealthy person (3.98), to be rich (3.68), to have more money (3.68), and have very high aspirations to be successful financially in the future (4.31). However, they have moderate agreement on the aspirations to have expensive possessions (3.00).

Table.1b. What is the extrinsic aspirations of students in terms of Fame Aspiration?

FAME	X	DR
1. To have my name known by many people	2.80	Somewhat Important/Moderate
2. To be admired by many people	3.02	Somewhat Important/Moderate
3. To be famous	2.40	Not Important/Low
4. To have my name appear frequently in the media	2.31	Not Important/Low
5. To be admired by lots of different people	2.77	Somewhat Important/Moderate
Overall	2.66	Somewhat Important/Moderate

Legend:

4.21-5.00   *Very important*   *Very High*

3.41-4.20   *Important*   *High*

2.61-3.40   *Somewhat important*   *Moderate*

1.81-2.60   *Not important*   *Low*

1.00-1.80   *Not important at all*   *Very Low*

Though the students have high aspirations along the wealth aspirations, however, it does not follow that they aspire to be famous. As gleaned from the table, it reveals that overall, the aspirations of students in term of fame is 2.66 which is understood as

somewhat important or moderate which mean that they did not totally agree or disagree to be famous. This can be seen when taking the questions singly in which it shows that students felt somewhat important to be well-known person (2.80), to be admired by people (3.02), and to be admired by many different people (2.77). However, students do not see the importance of becoming famous (2.40) and to have their name appear in the media (2.31).

Table.1c. What is the extrinsic aspirations of students in terms of Image Aspiration?

IMAGE		
	X	DR
1. To successfully hide the signs of aging	2.77	Somewhat Important/Moderate
2. To have people comment often about how attractive I look	2.58	Somewhat Important/Moderate
3. To keep up with fashions in hair and clothing	2.94	Somewhat Important/Moderate
4. To achieve the "look" I have been after	2.94	Somewhat Important/Moderate
5. To have an image that others find appealing	2.78	Somewhat Important/Moderate
Overall	2.80	Somewhat Important/Moderate

Legend:

4.21-5.00	*Very important*	*Very High*
3.41-4.20	*Important*	*High*
2.61-3.40	*Somewhat important*	*Moderate*
1.81-2.60	*Not important*	*Low*
1.00-1.80	*Not important at all*	*Very Low*

From fame aspiration follows their image aspiration. Since the students do not see fames as very important or important, it is also true with their image aspiration. As it is appeared in the mean computation, it shows that overall the image aspiration of students is 2.80 which is interpreted as somewhat agree or moderate. They seem to be not totally agreeing or disagreeing in terms of image aspiration. They somewhat agree to have a good image. Even when the questions are taken singly, all questions are rated somewhat important. Students consider somewhat important to hide signs of aging (2.77), to have attractive look (2.58), to keep up with fashion in hair and clothing (2.94) and to achieve the "look" (2.94).

Table.1d: Summary of extrinsic Aspirations

	X	DR
Wealth	3.72	Important/ High
Fame	2.66	Somewhat Important/Moderate
Image	2.80	Somewhat Important/Moderate
Overall	3.06	Somewhat Important/Moderate

In summary, as it shown on the table, overall extrinsic aspirations of students are 3.06 which is considered as somewhat important or moderate. In general, students have no high or very high aspirations in terms of becoming famous person and to have good image (2.80) but they have high aspirations to be wealthy (3.72).

Table.2a. What is the intrinsic motivation of students in terms of Personal Growth Aspiration?

Personal Growth Aspiration		
	X	DR
1. To grow and learn new things	4.62	Very Important/ Very High
2. At the end of my life, to be able to look back on my life as meaningful and complete.	4.56	Very Important/ very High
3. To choose what I do, instead of being pushed along by life	4.21	Very Important/ Very High
4. To know and accept who I really am	4.66	Very Important/Very High
5. To gain increasing insights into why I do the things I do	4.20	Important/High
Overall	4.45	Very Important/Very High

Legend:

4.21-5.00	*Very important*	*Very High*

3.41-4.20	*Important*	*High*
2.61-3.40	*Somewhat important*	*Moderate*
1.81-2.60	*Not important*	*Low*
1.00-1.80	*Not important at all*	*Very Low*

It is contradictory to the extrinsic aspiration in which the students have moderate agreement in terms of wealth aspirations, fame and image aspirations when it is compared to intrinsic aspirations. Students have very high intrinsic aspirations. The table shows that overall, the intrinsic aspiration of students in terms of personal growth aspirations is 4.45 which is considered as very important or very high. Even when they are taken singly, it shows that the students have very high aspirations to grow personally and learn new things (4.62), to have meaning and complete life (4.56), to have freedom (4.21), to accept one's self (4.66) and gain increasing insights into the things they do (4.20).

Table.2b. What is the intrinsic motivation of students in terms of Relationship Aspiration?

Relationship Aspiration		
	X	DR
1. To have good friends that I can count on.	4.46	Very/Important/Very High
2. To share my life with someone I love	4.52	Very Important/High/Very High
3. To have committed, intimate relationship	4.08	Important/ High
4. To feel that there are people who really love me and whom I love	4.50	Very Important/Very High
5. To have a deep enduring relationship	4.27	Very Important/Very High
Overall	4.36	Very Important/Very High

Legend:

4.21-5.00	*Very important*	*Very High*
3.41-4.20	*Important*	*High*
2.61-3.40	*Somewhat important*	*Moderate*
1.81-2.60	*Not important*	*Low*
1.00-1.80	*Not important at all*	*Very Low*

Favorable evaluation on the intrinsic aspirations is not limited to personal growth aspirations but even to their relationship aspiration. As it is gleaned from the table, the overall computed mean of relationship aspiration of students is 4.36 which is interpreted as very important or very high. It just indicates that students put the relationship as very important value in their future life. Even when the questions are taken singly, it shows that students have very high aspirations to have good friends that they can count on (4.46), to share their life with someone they love (4.52), to have committed and intimate relationship (4.08), to have enduring relationship (4.27) and to be able to love and to be loved (4.50).

Table.2c. What is the intrinsic motivation of students in terms of Community Contribution aspiration?

Community Contribution Aspiration		
	X	DR
1. To work for the betterment of society	4.25	Very Important/ Very High
2. To assist people who need it, asking nothing in return	4.35	Very Important/Very High
3. To work to make the world better place	4.38	Very Important/Very High
4. To have other improve their lives	4.33	Very Important/very High
5. To help people in need	4.56	Very Important/Very High
Overall	4.37	Very Important/Very High

Legend:

4.21-5.00	*Very important*	*Very High*
3.41-4.20	*Important*	*High*
2.61-3.40	*Somewhat important*	*Moderate*
1.81-2.60	*Not important*	*Low*

1.00-1.80   *Not important at all*   *Very Low*

Consistent evaluation is also extended to the aspiration of students in terms of community service, that students have very high aspirations to contribute something to the community where they live. The data reveals that overall, the students have very high aspirations (4.37) in terms of community contribution. Such evaluation is reflected in all questions when they are taken singly, that students have very high aspirations to work for betterment of the society (4.25), to assist people in need (4.35), to make the world better place (4.38), to improve the life of other people (4.33) and to help people in need (4.56).

Table.1d. Summary Table

	X	DR
Personal Growth	4.45	Very Important/very High
Relationship	4.36	Very Important/Very High
Community	4.37	Very Important/Very High
Overall	4.39	Very Important/very High

Legend:
4.21-5.00   *Very important*   *Very High*
3.41-4.20   *Important*   *High*
2.61-3.40   *Somewhat important*   *Moderate*
1.81-2.60   *Not important*   *Low*
1.00-1.80   *Not important at all*   *Very Low*

In summary, the table reveals that overall (4.39) the intrinsic motivation of students is very high as indicated by its mean value. Even when the variables are taken separately, it also shows that all variable are evaluated to be very high in terms of aspirations for personal growth, building good relationship and community contributions.

3. What is the academic performance of students in terms of General Average Grade?

In terms of academic performance of students, it was found that the general average grade of students was 88. 80 which is considered as high.

Table.3. Is there a relationship between extrinsic and academic performance?

Relationship between extrinsic aspiration and academic performance	
Wealth	0.06573
Fame	-0.06551
Image	-0.05700
As a whole	-0.01893

*Significant at 0.05 level (2-tailed)

As reflected in the correlation table, the computed value reveals that as a whole (-0.01893) which is lower than 0.05 significant value indicates that there is no significant relationship between extrinsic aspirations and academic performance. Even they are taken separately, it also shows that wealth, fame and image aspirations are not correlated to academic performance.

Table.4. Is there a relationship between intrinsic aspirations and academic performance?

Relationship between Intrinsic Aspirations and Academic Performance	
Personal growth	0.20152*
Relationship Aspiration	0.29031*
Community Con Asp	0.25890*
As a Whole	**0.25024***

*Significant at 0.05 level (2 –tailed)

It is interesting to see the result of the intrinsic aspirations of students. As revealed by their computed value, as a whole (0. 25024*), which is higher than 0.05 significant value indicates that there is a significant relationship between intrinsic motivation and academic performance of students. Even when the variables are taken singly, it also

shows that all variables of intrinsic aspirations correlate to the academic performance of students. Personal growth aspiration, relationship aspiration and community contribution aspirations are all correlated to the academic performance.

CONCLUSION

Based on the findings as presented according to the statement of the problem of the study, the study concludes that the extrinsic aspirations of students are considered moderate. They considered wealth, fame and image to be somewhat important. Students do not have a high or very high aspirations to be very wealthy, famous and to have a very good image in the eyes of people, but it is not also very low or low aspirations to be wealthy, famous and a good image.

It was different when it comes to intrinsic aspirations of student. The data revealed that students have very high aspirations to grow, to have good relationship and to contribute something good to the community.

In terms of its correlation with the academic performance, the findings indicate that there is no correlations between extrinsic aspirations and academic performance but there is a correlation between intrinsic aspirations and academic performance. Thus, the study concludes that academic performance of students is motivated by their intrinsic aspirations or intrinsic motivation to grow, to have good relationship and to contribute something valuable for the community where they stay.

RECOMMENDATIONS

Based finding and conclusions of the study, the study recommends that the school or the administrators design curriculum based on students' own choice and their future aspirations and at the same time must provide policies that promote the growth of intrinsic motivation of students to study. Teachers' approach to classroom instruction must promote intrinsic motivation of students in which the students are encouraged to follow their own aspirations to study. External imposition does not help promoting academic performance of students.

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