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PERCEIVED SUCCESS AND FLOW STATE AMONG HIGH SCHOOL STUDENTS_ A SURVEY

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Abstract

Pupils anticipate success and failure of an event based on their past experience. Its a general tendency that pupils enjoy the activities only if they receive any positive reinforcements or due recognition. This study is to findout the perceived success and flow state among high school students. Perceived Success Rating Scale and Flow State Rating Scale were used to collect data. The sample consisted of 300 high school students studying in chennai schools . Responses were received and analyzed through SPSS 15.0. Descriptive analysis and Differential analysis were used. Results showed significantly positive relationship between Perceived success and Flow state among high school students

Key words: *Perceived success, Flow state*

Introduction

For the success of education, teaching-learning should go hand in hand with the curriculum of learner centered. Thus type of curriculum is task-oriented to enrich their innate potentialities and capacities. It makes learner interactive, enables to attain the needed competencies. This is highly possible if learning happens.The researcher here studied how far perceived success and flow effect learning process. The perceived success and flow duly depend upon student's attitude, determination, motivation,

activeness, self-perception, sociable, emotions, pleasure, involvement, skills experience, perseverance and recovery and how far the past experiences of a person affect his perception.

Flow also called "Optimal experience" is a concept developed by Mihaly Csikszentmihalyi. Flow is the holistic experience that people feel when they act with total involvement The state in which people are so involved in an activity that nothing else seems to matter; the experience itself is so enjoyable that people will do it even at great cost, for the sheer sake of doing it. A sense of that one's skills is adequate to cope with the challenges at hand in a goal directed, rule bound action system that provides clear clues as to how one is performing. Concentration is so intense that there is no attention left over to think about anything irrelevant or to worry about problems. Self-consciousness disappears, and the sense of time becomes distorted. An activity that produces such experiences is so gratifying that people are willing to do it for its own sake, with little concern for what they will get out of it, even when it is difficult or dangerous.Flow is the mental state of operation in which the person is fully immersed in what he or she is doing, characterized by a feeling of energized focus, full involvement, and success in the process of the activity.

THEORETICAL BACKGROUND OF THE STUDY

According to **Hoffman and Novak (1996),** flow is defined in terms of the experience of flow (intrinsic enjoyment, loss of self-consciousness), behavioral properties of the flow activity (seamless sequence of responses facilitated by interactivity with the computer and self-reinforcement), and its antecedents (skill/challenge balance, focused attention, and telepresence. **Helmholtz (2006)**emphasizes that a relationship that has existed in the past will continue to apply in the present. Thus one infers that a particular cue signals something because it has always signaled it in the past. Each interference then depends on the "association of ideas going on in the dark background of our memory". Past experience is, therefore, critically important, and if it affects perceptual inferences in this radical way, it must, if Helmholtz was right, also influence the way a person perceives. **Weiner(2001)** states that in performing a particular task only, a given individual may attribute his success or failure, as the case may be, to either internal events (his own ability or his own effort) or to external events (the difficulty of task or luck). Weiner has discovered that high and low achievers differ not only in their motivation for success and the incentive value that success at the task hold for them, they differ just as important, and perhaps more basically, in the cause to which they attribute their success and failure. **Frieze** states that people's beliefs about the causes of their success and failure influences their motivation for learning. Motivation is not easy to define; it is totally an internal state, which directs our thoughts, beliefs and actions. It is a process, which starts with a physiological need that activates human behavior. Needs are created when ever there is a physiological imbalance or a need exists when cells in the body are deprived of food and water or when someone is deprived of other people who can serve for him as friends or companions **Weiner** believes individuals attribute success and failures to ability, effort, task difficulty, or lack; people's beliefs about the causes of their success and failure influence their motivation. Weiner's attribution theory defines attribution in terms of stability and locus of control. Ability and task difficulty are stable attribution. Effort and

luck are unstable. Ability and effort are internal where task difficulty and luck are external. Effort is the only attribution that people control completely. **Mihaly Csikzentmihalyi (1975)** proposed the concept of "flow" as deep involvement in positive activity and thought and the joy one gets in the recollection of good and positive experiences or in activities demanding high involvement. According to Csikzentmihalyi, flow exists in the present and it is possible to flow while engaged in any activity. He originally identified four flow components: control, attention, curiosity and intrinsic interest.

RATIONALE

Pupils anticipate success and failure of an event based on their past experience. It's a general tendency that Pupils enjoy the activities only if they receive any positive reinforcements or due recognition.

This study is conducted:

a. To know how far Pupils enable themselves to aim at success and how skillfully they get over the task
b. To know how far Pupils learn, acquire knowledge and experience of the task in-spite of success and failure
c. To know the remedial measure has to be given for those pupil who have lower rate of Perceived Success and Flow State

Objectives of the Study

1. To study whether there is any significant difference in the overall Perceived Success and its dimensions namely attitude, determination, motivation, activeness, self perception, sociable, emotions among Standard IX Pupils based on
   a. Gender
   b. Father's Educational Qualification
   c. Type of the school
2. To study whether there is any significant difference in the overall Flow State and its dimensions namely pleasure, skill experience, involvement, perseverance, recovery among Standard IX Pupils based on
   a. Gender
   b. Father's Educational Qualification
   c. Type of the school
3. To study the relationship between Perceived Success and Flow State among Pupils

Hypothesis

1. There is significance difference in the Overall Perceived Success and Flow Rate and in its dimensions of the Pupils belonging to different groups based on
   a. Gender
   b. Father's Educational Qualification
   c. Type of the school
2. There is significant relationship between Pupil's Overall Perceived Success and Overall Flow State.

The method of study adopted is survey method

Tool used

1.Perceived Success Rating Scale

2.Flow State Rating Scale

STATISTICAL TECHNIQUES USED

- Descriptive Analysis (Mean, Standard Deviation)
- Differential Analysis (t-values, F-ratios)

Perceived Success and Overall Flow State with respect to Gender

Table 1

Variables	**BOYS (1)**		**GIRLS (2)**		**t-value**	**Level of Significance**
	Mean	S.D	Mean	S.D		
Attitude	22.42	2.91	22.49	2.52	-0.23	P>0.05
Determination	11.88	1.7	11.91	1.86	-0.17	P>0.05
Motivation	6.59	1.55	6.7	1.62	-0.61	P>0.05
Activeness	21.07	3.43	20.28	3.78	1.91	P>0.05
Self Perception	16.42	2.9	17.24	3.47	-2.2	P<0.05
Sociable	19.75	3.3	20.35	2.78	-1.71	P>0.05
Emotions	7.7	2.22	7.12	2.32	2.22	P<0.05
Overall Perceived Success	**105.83**	**10.709**	**106.08**	**11.259**	**-0.198**	**P>0.05**
Pleasure	12.14	2.05	12.55	1.83	-1.82	P>0.05
Skill Experience	14.78	2.77	15.27	2.77	-1.53	P>0.05
Involvement	10.47	2.76	11.23	2.54	-2.48	P<0.05
Perseverance	3.72	1.33	3.66	1.2	0.4	P>0.05
Recovery	6.79	1.76	7.22	1.61	-2.22	P<0.05
Overall Flow State	**47.91**	**6.932**	**49.94**	**5.997**	**-2.708**	**P<0.05**

Note: *df= 298*

From the Table 1, it is found that the overall perceived success score was higher for the girls (106.08) than for the boys (105.83). Overall flow state was higher for the girls (49.94) than for the boys (47.91)

The t-value calculated for the overall perceived success and its seven dimensions; overall flow state and its five dimensions with respect to gender reveal that the boys and girls differed significantly in two of the dimensions of overall perceived success namely self perception and emotions; overall flow state and two of its dimensions namely involvement and recovery where the girls are better than the boys. However they did not differ significantly in overall perceived success and five of its dimensions namely attitude, determination, motivation activeness and sociable. Also in three of the overall flow state dimensions namely pleasure, perseverance and skill experience even at 0.05 level.

Overall Perceived Success and Overall Flow State with respect to Type of School Management

Table .2.

Variables	**Government (1)**		**Private Aided (2)**		**t-Value**	**Level of Significance**
	Mean	S.D	Mean	S.D		

Attitude	23.07	2.73	21.95	2.62	3.6	P<0.01
Determination	12.24	1.84	11.61	1.67	3.14	P<0.01
Motivation	7.06	1.63	6.3	1.47	4.22	P<0.01
Activeness	21.44	3.79	20.06	3.36	3.35	P<0.01
Self Perception	17.56	3.08	16.22	3.2	3.68	P<0.01
Sociable	20.5	3.26	19.68	2.86	2.31	P<0.05
Emotions	7.87	2.26	7.04	2.25	3.15	P<0.01
Overall Perceived Success	**104.39**	**11.021**	**102.85**	**9.922**	**5.689**	**P<0.01**
Pleasure	12.73	1.73	12.03	2.06	3.12	P<0.01
Skill Experience	15.56	2.69	14.58	2.77	3.09	P<0.01
Involvement	11.34	2.62	10.44	2.66	2.95	P<0.01
Perseverance	3.72	1.33	3.67	1.21	0.35	P>0.05
Recovery	7.06	1.65	6.96	1.74	0.51	P>0.05
Overall Flow State	**50.41**	**6.37**	**47.67**	**6.473**	**3.667**	**P<0.01**

Note: ***df= 298***

From Table 2, it is found that the overall perceived success score was higher for the government school pupils (104.39) than the private aided school pupils (102.85). The Overall flow state score was higher for the government school pupils (50.41) than the private aided school pupils (47.67).

The t-values calculated for the overall perceived success and it's seven dimensions; overall flow state and its five dimensions with respect to type of school management reveal that the government school pupils and private-aided school pupils differ significantly in overall perceived success and seven of its dimensions viz. attitude, determination, motivation, activeness, self-perception, sociable, emotions; overall flow state and three of its dimensions viz. pleasure, skill experience and involvement, where the government school pupils were better than the private-aided school pupils. However they did not differ significantly only in the two dimensions of overall flow state viz. perseverance and recovery even at 0.05 level.

Perceived Success and Flow State with respect to Father's Educational Qualification

Table .3.

Variables	Illiterate (1)		SSLC/HSC (2)		Graduate (3)		Post Graduate (4)		F	Level of Significance	Group Diff. Significance.
	Mean	S.D	Mean	S.D	Mean	S.D	Mean	S.D			
Attitude	22.42	2.89	22.52	2.88	22.10	2.34	23.00	2.15	0.71	P>0.05	
Determination	11.92	2.12	12.04	1.67	11.69	1.65	11.33	1.97	1.45	P>0.05	
Motivation	6.58	2.13	6.86	1.42	6.42	1.50	5.88	1.33	3.41	P<0.05	(2&4)
7Activeness	20.70	4.31	21.04	3.23	20.31	3.85	19.21	3.73	2.10	P>0.05	
Self Perception	17.72	3.28	17.08	3.10	15.79	3.28	15.88	3.00	4.63	P<0.01	(1&3), (2&3)
Sociable	19.78	3.28	20.20	3.23	19.74	2.74	20.38	2.18	0.55	P>0.05	

Emotions	7.86	2.70	7.50	2.16	6.61	2.05	7.96	2.42	3.80	P<0.05	(1&3), (2&3)
Overall Perceived Success	106.96	12.86	107.23	10.29	102.66	10.64	103.63	10.56	3.18	P<0.05	(2&3)
Pleasure	12.40	2.15	12.60	1.64	11.82	2.44	11.79	1.77	3.17	P<0.05	(2&3)
Skill Experience	14.90	2.80	15.17	2.76	14.66	2.86	15.21	2.64	0.57	P>0.05	
Involvement	11.46	2.83	10.79	2.72	10.61	2.56	10.54	2.30	1.16	P>0.05	
Perseverance	3.78	1.22	3.73	1.29	3.66	1.24	3.29	1.20	0.95	P>0.05	
Recovery	7.12	2.00	6.98	1.65	6.82	1.71	7.38	1.35	0.70	P>0.05	
Overall Flow State	49.66	7.55	49.27	6.11	47.58	6.79	48.21	6.62	1.33	P>0.05	

Note: df= 3,296

From Table3, it is found that the overall perceived success score was high (107.23) for the pupils whose father's education qualification was SSLC/HSC and the same was low (102.66) for pupils whose fathers were graduate. The overall flow state score was high (49.66) for the wards of illiterate fathers and the same was low (47.58) for the wards of graduate fathers.

The F-Ratio calculated for the overall perceived success and its seven dimensions; overall flow state and its five dimensions with respect to father's education revealed that pupils differed significantly in overall perceived success and three of its dimensions namely motivation, self-perception and emotions; also they differed in only one of the flow state dimensions viz. pleasure. However they did not differ significantly in the other four dimensions of overall perceived success, overall flow state and all of its dimensions.

Further analysis of differences between the individual groups based on father's educational qualification tested through Tukey-HSD revealed that in perceived success, the wards of SSLC/HSC qualified fathers had more overall perceived success than those of graduated fathers. However the pupils of illiterate and post-graduate qualified fathers did not differ significantly with each other and among other groups even at 0.05 level.

With regards to the dimension: motivation, the wards of SSLC/HSC qualified fathers differ significantly from the wards of post-graduate qualified fathers where the wards of SSLC/HSC qualified fathers had more motivation than the wards of graduate qualified fathers.

With regards to the dimension: self-perception, the wards of graduate qualified fathers differ significantly from those of illiterate and SSLC/HSC qualified fathers where the wards of illiterate had more self-perception than those of SSLC/HSC, graduate qualified fathers. But the wards of post-graduate qualified fathers did not differed significantly with other groups. Also the wards of illiterate fathers did not differed significantly with the SSLC/HSC, graduated fathers even at 0.05 level. The same was found to be true in the case of emotions.With regards to the dimension: pleasure, the wards of SSLC/HSC qualified fathers had more pleasure than those of graduate fathers. However the pupils of illiterate and post-graduate qualified fathers did not differ significantly with each other and among other groups even a 0.05 level.

CORRELATION ANALYSIS OF DATA RELATED TO OVERALL PERCEIVED SUCCESS AND OVERALL FLOW STATE

The correlation between the seven dimensions of overall perceived success reveal that they ranged from –0.004 " Between Motivation and Emotions" to 0.412 "Between Attitude and Determination"It is also found that among the twenty-one inter-correlation, three are found to be non-significant, they are "Between Attitude and Emotions, Determination and Emotions, Motivation and Emotions".

It is also found that these seven dimensions maintained better correlation with the overall perceived success, they ranged from 0.379 " Between Emotions and Overall Perceived Success" to 0.7333 " Between Activeness and Overall Perceived Success"

MAJOR FINDINGS

Girls had more overall perceived success than Boys.

The Pupils of Tamil Medium had more Determination, Self-Perception, and Sociable than English Medium Pupils.

The Pupils of Government Schools had more Overall Perceived Success than the Private- Aided School Pupils.

The wards of SSLC/HSC qualified fathers had more overall perceived success than those of graduated fathers. The wards of SSLC/HSC qualified fathers had more motivation than the wards of graduate qualified fathers.Girls had more Overall Flow State, Involvement and Recovery than Boys.The Tamil Medium Pupils had more Overall Flow State, Pleasure, Involvement, Perseverance and Recovery than English Medium Pupils.The Pupils of Government Schools had more Overall Flow State than the Private School Pupils.

DISCUSSION

Only through education, a person attains holistic development. For this holistic development to happen, the self-concept, self-esteem, self-perception, emotional stability, goal orientation are the essential factors. A person perceives the present situation only through his previous experiences.He believes in success when he is capable to execute the course of activity effectively. The success is dependent upon high self-efficacy and self-image towards an activity. This elf-efficacy and self-image can be strengthened with rewards. According to Law of Effect, any responses that followed by a reward, then the Stimulus- Response bond to be strengthened. It is essential to strengthen Stimulus-Response bond by positive reinforcement as the Stimulus-Response bond gets strengthened, the activity gets repeated, and gradually students become involved and highly oriented to the activity.

Flow State is found in artistic creation, play, group activities where it is encouraged by an automatic and spontaneous activity. Teachers provide heuristic, creativity based task and activities. The teaching-learning process should be of student-centered, activity -based with group works and team projects. The person's involvement in any activity should be high irrespective of success and failures, to attain desirable competencies. The Curriculum and Syllabus should be framed so that it shapes perceptual process and flow state in the process of learning to achieve success.Flow State is highly desirable for students as well as for teachers.

CONCLUSION

Perception is an intellectual process and one of the important cognitive factors of human behaviour. A person continuously perceives the environment through information processing. Perception has individual differences; surely it is influenced by his past experiences. If a person is motivated by an internal stimulus, they are more likely to perceive things related to that stimulus. The range of perception is directly proportional to the level of motivation and this motivation drives the person to achieve the perceived target. An individual holds perception through his past learning experiences where if he had got success, his level of aspirations lifts up, but the level may be pulled down if he experienced failures. The essential qualities for enhancing perception towards success are higher degree of self-concept, self-esteem, motivation, persistence and problem solving.

Flow is the holistic experience that people feel when they act with total involvement. It is the state in which people are so involved in an activity that nothing else seems to matter; the experience itself is so enjoyable that people will do it even at great cost, for the sheer sake of doing it. Flow state emerges in the higher state of intrinsic motivation in which people become much oriented towards the job. It is essential to shape the perceptual process of learning and to achieve the success through the blissful state of flow. In flow state, the person's involvement in any activity is high irrespective of success and failures. They want to get their things done at any cost, they train themselves; develop skills to attain the success. Flow states go along with the impression of discovery, creation and boost performance in conjunction with important cognitive efforts. " Flow States" are therefore highly desirable, both for the individual student and the teacher

Perception is an intellectual process. A person continuously perceives the environment through information processing. Perception has individual differences; surely it is influenced by his past experiences. If a person is motivated by an internal stimulus, they are more likely to perceive things related to that stimulus. The range of perception is directly proportional to the level of motivation and this motivation drives the person to achieve the perceived target. An individual holds perception through his past learning experiences where if he had got success, his level of aspirations lifts up, but the level may be pulled down if he experienced failures. The essential qualities for enhancing perception towards success are higher degree of self-concept, self-esteem, motivation, persistence and problem solving.

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