

Educational Aspiration of Adolescent Students in Relation to Home Environment

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Abstract

Adolescence is a critical phase in life and is the period of growth and development. In the present study, an attempt has been made to understand the level of educational aspirations of adolescents in relation to their home environment. The sample of this study consisted of 200 students selected from SBS Nagar. Home environment scale by Akhtar and Saxena (2013) and educational aspiration test developed by Khan (1999) were administered to collect the data. The results revealed that i) no significant difference in educational aspiration among adolescents with respect to gender ii) significant difference exists between educational aspirations of adolescents with respect to type of school iii) significant difference exists between home environment of adolescent boys and girls iv) significant difference exists between home environment of adolescents with respect to type of school v) educational aspiration is significantly and positively correlated with home environment of adolescents.

Keywords: Educational aspiration, home environment and adolescents

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Introduction

Education is a dynamic process that support individuals to unfold his potentialities and change themselves for better knowledge, enlightenment and self- realization. Although all stages of growth and development of an individual are important but adolescence is viewed to be the period with maximum of physiological and psychological changes occur (Santrock, 2004). It is a transitional period which introduces the child to adulthood. The individual faces many revolutionary changes in physical, mental, and social outlooks. Therefore, parents and teachers should tackle this phase with utmost care. The home and the family form a child's first social environment and determine what his or her first attitudes will be toward people and social activities. The kind of child is raised at home has a significant impact on later social adjustment. The adolescent has to decide about their goals and path in order to achieve success in life. Aspiration becomes the driving force between ambition and work life. Educational aspiration needs deep realization with a systematic construction of one's mind to make progress on the path of education. This is a kind of strong desire and motivation to achieve a certain level of education, and it is also a touchstone for students to measure and evaluate their achievements. Educational aspirations are an essential part of a child's development. Educational aspiration is a way, enthusiasm, an inspiration and a desire to achieve the target. It depends entirely on the level of aspiration that one perceives. It is the ability to set future goals based on a diagnosis of needs and interests. Home Environment refers to the climate that prevails within a household and varies from culture to culture, society to society, and family to family depending on a variety of factors. It is a kind of assistance that parents provide to their children so that they can recognize and succeed in life. The foundation for emotional intelligence is first laid in the family environment, which helps children grow and acquire information about life (Ozabaci, 2006).

Aspirations can play an important role in helping the students strive for better grades (MacBrayne, 1987; Kao & Thompson, 2003). Educational aspirations refers to the educational goals that students set for themselves. This is the level of performance which one achieves during training. Educational aspirations are influenced by various factors such as family background, socio-economic status, living areas etc. These may differ for children of educated parents (Marjoribanks, 2005), children of higher economic status (MacBrayne, 1987), and children from urban areas (Haller & Virkler, 1993; Akande, 1987), and those holding relatively higher aspirations than their peers. In addition to demographic factors, external factors such as parents, teachers, peers, and family members as well as personal factors such as self-efficacy, self-determination, self-confidence, can also influence educational aspirations. The combination of these factors determines a person's achievement and enables their emotional and psychological growth. Home environment includes the domestic circumstances and social- climatic conditions. The home environment is the main factor in socialization, and a child's life initially focuses on the family. Educational aspirations is generally thought to be cultivated early in a student's academic career and influence academic performance by increasing opportunities to participate in and pursue educational opportunities (Arbona, 2000). Parental encouragement has been shown to have a positive impact on motivation, academic success and achievement, and educational goals (Carter & Wojkiewicz, 2000; Kaplan, Liu & Kaplan, 2001). Sands and Plunkelt (2003) investigated the relationship between gender, acculturation, parenting, and adolescent academic success in Mexican immigrant families. The results of this study showed that girls have high academic motivation and have higher educational aspirations. There was a positive relationship between mothers' and father's behaviors and adolescents' academic motivation. Jacob (2010) describes in a study about the expectations and aspirations of parents regarding their children's enrichment. Research on parental attitudes towards college students shows that parents who with higher expectations and aspirations provide more help and support for their children's educational needs and encourage their children to attend college. Goel (2004) investigated the influence of family environment on educational aspirations. The study sample included 100 students (50 boys and 50 girls) of intermediate classes between the age group of 16-20 years. The results showed that girls were significantly more motivated and higher educational aspiration than boys. Boys felt more rejected with the authoritarian atmosphere at home in comparison to girls who experienced more nurturance than boys. Hindin (2005) found that boys who were closer to their mothers received more education. However, boys with authoritarian mothers had better grades and were more likely to complete secondary school as compared to boys with permissive mothers.

Vaidya (2006) found area, gender and socio-economics status of the pupils had significant group effects on their educational aspirations. There were no significant group effects of student level, stream and school type on their educational aspirations. Singh (2011) investigated the aspiration level of secondary school students and results confirmed that secondary school students had a high level of educational aspiration and also found that educational aspiration was higher in boys than girls and English medium students had higher than Marathi medium students.

Deswal, Rani and Ahlawat (2014) investigated the influence of home environment on adolescent's academic achievement with respect to their locality and type of school. A sample of 200 students of 11th class was selected by using a simple random sampling technique. The results revealed that there was a positive correlation between home environment and academic achievement. Hence, a significant relationship between home environment and academic achievement was found. It was found that there was a significant difference in mean scores of rural and urban students regarding academic achievement. Urban students have better academic achievement than rural counterparts.

Significance of the study

Students' educational aspirations are not all be the same and vary from person to person. Some students have high educational goals while others have low educational ambitions. Furthermore, educational success differs from student to student and there are certain variables that contribute to a student's educational aspirations. The home environment is one of the foremost contributing factor that influence a student's educational aspirations. It is where the primary socialization of the child takes place and the parents act as role models. The child's way of thinking and personality are always influenced by his/her home environment. One can decide about what he or

she wants to be and what he or she want to study to make their dreams true, but there are many students who can't decide. At this point, the families play a noteworthy role in helping the students to make the right decisions and form attitudes and aspirations. Therefore, this study basically aims to understand the educational aspirations in relation to the home environment of adolescents.

Objectives

1. To study the educational aspiration of adolescents with respect to gender.
2. To study the educational aspiration of adolescents with respect to type of school.
3. To study the home environment of adolescents with respect to gender.
4. To study the home environment of adolescents with respect to type of school.
5. To study relationship between educational aspiration and home environment of adolescents.

Hypotheses

1. There exists no significant difference in educational aspiration of adolescents with respect to gender.
2. There exists no significant difference in educational aspiration of adolescents with respect to type of school.
3. There exists no significant difference in home environment of adolescents with respect to gender.
4. There exists no significant difference in home environment of adolescents with respect to type of school.
5. There exists no significant relationship between educational aspiration and home environment of adolescents.

Methodology

Sample

The researcher selected randomly a sample of 200 secondary school students (100 boys and 100 girls) studying in tenth class from government and private schools of SBS Nagar.

Table 1. showing distribution of sample school- wise and gender- wise

Sr. No.	Type of School	No. of Boys	No. of Girls	Total
1.	Government School	50	50	100
2.	Private School	50	50	100

Tools used

The following tools were used:

1. Educational Aspiration Test by Khan (1999)
2. Home environment scale by Akhtar and Saxena (2013)

Procedure of Data Collection

In the present study, 200 adolescents studying in class tenth were randomly selected from government and private schools of SBS Nagar district. Then, in one sitting both the tools were administered with prior permission for data collection from the principal of schools. Instructions were given to the respondents as per manual and the researcher explained the purpose of the study to the students. The responses were scored as per scoring keys in the test manuals.

Data Analysis

The data were evaluated with the help of mean (M), standard deviation (SD), product moment correlation and t-test statistics.

Results and Interpretation

1. First hypothesis was framed to examine the significant difference in educational aspiration of adolescents with respect to gender. In order to find out the level of significant difference between boys and girls of secondary school, the data was analysed and interpreted using 't' test. The 't'-value set at 0.05 level of significance with $df=198$ is 0.96. The results are represented in the table 2.

Table 2. t- ratio of boys and girls on educational aspiration scores

Gender	N	Mean	SD _E	t- value
Boys	100	18.8	0.375	0.96**
Girls	100	19.1		

** Non- Significant at 0.05 level of significance, df 198

The above table 2 reveals that the calculated t- value was found to be less than tabulated value at 0.05 level of significance. This suggests no significant difference exists between educational aspiration of adolescent boys and girls. The null hypothesis stating that there exists no significant difference in educational aspiration of adolescents with respect to gender was accepted at specified level and this implies that gender does not contribute in level of educational aspirations.

2. This hypothesis was framed to examine the significant difference in educational aspiration of adolescents with respect to type of school. In order to find out the level of significant difference between government and private secondary schools, the data was analysed and interpreted using 't' test. The 't'-value set at 0.05 level of significance with $df=198$ is 2.45. The results are represented in the table 3.

Table 3. t- ratio of adolescents of government and private schools on educational aspiration scores

Type of School	N	Mean	SD _E	t-value
Government	100	19.54	0.374	2.45*
Private	100	18.62		

*Significant at 0.05 level of significance, df 198

The above table 3 reveals that the calculated t- value was found to be more than tabulated value at 0.05 level of significance. This suggests significant difference exists between educational aspirations of adolescents with respect to type of school. The null hypothesis stating that there exists no significant difference in educational aspiration of adolescents with respect to type of school was rejected at specified level. Hence, the results concluding that adolescents of government and private schools have different level of educational aspirations. This implies that type of school plays a role in determining the level of educational aspirations of adolescents.

3. Third hypothesis was framed to examine the significant difference in home environment of adolescents with respect to gender. In order to find out the level of significant difference between boys and girls of secondary school, the data was analysed and interpreted using 't' test. The 't'-value set at 0.05 level of significance with $df=198$ is 2.63. The results are represented in the table 4.

Table 4. t- ratio of boys and girls on home environment scores

Gender	N	Mean	SE _D	t-value
Boys	100	119.06	2.2	2.63*
Girls	100	113.27		

*Significant at 0.05 level of significance, df 198

The above table 4 reveals that the calculated t- value was found to be more than tabulated value at 0.05 level of significance. This suggests significant difference exists between home environment of adolescent boys and girls. The null hypothesis stating that there exists no significant difference in home environment of adolescents with respect to gender was rejected at specified level. The above result implies that home environment of boys and girls are significantly different.

4. This hypothesis was framed to examine the significant difference in home environment of adolescents with respect to type of school. In order to find out the level of significant difference between government and private secondary schools, the data was analysed and interpreted using 't' test. The 't'-value set at 0.05 level of significance with $df=198$ is 2.76. The results are represented in the table 5.

Table 5. t- ratio of adolescents of government and private schools on home environment scores

Type of School	N	Mean	SE _D	t-value
Government	100	114.68	2.23	2.76*
Private	100	120.84		

*Significant at 0.05 level of significance, df 198

The above table 5 reveals that the calculated t- value was found to be more than tabulated value at 0.05 level of significance. This suggests significant difference exists between home environment of adolescents with respect to type of school. The null hypothesis stating that there exists no significant difference in home environment of adolescents with respect to type of school was rejected at specified level. Hence, the results concluding that adolescents of government and private schools have different home environment.

5. Fifth hypothesis was framed to examine the significant relationship between educational aspiration and home environment of adolescents. In order to find out the relationship between Level of Educational Aspiration and Home Environment of secondary school students, the data was analysed and interpreted using Pearson's coefficient correlation (r) and the result is represented in table 6.

Table 6. Co-efficient of correlation between level of educational aspiration and home environment of adolescents

Variable	N	Df	r'
Educational Aspiration	200	198	0.179
Home Environment	200		

From table 5, it is undoubtedly revealed that the ' r ' value=0.179 with $df=198$ is significant at 0.05 level. Hence, null hypothesis stating that there is no relationship between level of educational aspiration and home environment of secondary school students was rejected. Thus, the finding implies that there is a positive and strong relationship between the level of educational aspiration and home environment of the secondary school students. This shows that Home Environment affect student's educational aspirations.

Educational Implications:

A significant relationship was found between educational aspirations and home environment among adolescents of secondary school students irrespective of their gender or school type. This study hints the prime duty of the parents is to encourage their wards to achieve fruitful outcomes. A comfortable and stimulating atmosphere should be provided at home, school and society so that adolescents can achieve better academic performance and prepare for their better lives.

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