

**EDUCATIONAL ASPIRATION OF ADOLESCENT STUDENTS IN
RELATION TO THEIR ACADEMIC ACHIEVEMENT AND HOME
ENVIRONMENT**

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ABSTRACT

The paper aimed to explore educational aspiration of adolescent students in relation to their academic achievement and home environment. The purpose of the study was to study the academic achievement of adolescent students, the home environment of adolescent students and difference of educational aspiration between male and female adolescent student. The present investigation aims to study Educational Aspiration of adolescent students in relation to their academic achievement and home environment. The sample of study consists of 200 adolescent students of Jalalabad district. In the present investigation, the Hindi version of the scale was used. For administration, instructions and scoring the test manual was strictly followed.

Key words-Adolescent Students, Academic Achievement and Home Environment.

INTRODUCTION

Achievement encompasses student's ability and performance; it is multidimensional; it is intricately related to human growth and cognitive, emotional, social, and physical development; it reflects the whole child; it is not related to a single instance, but occurs across time and levels, through a student's life in public school and on into post secondary years and working life. Parents who are more involved in their adolescent's schooling regardless of parent's gender or educational level have offspring who do better in school irrespective of the child's gender, ethnicity or family structure. Parental

involvement works for everyone. During the past few decades family environment had been identified as being a contributing factor in a child's educational, cognitive and affective development. Families vary greatly in structure and functioning. Variations exist also in school and in children themselves. Given this diversity in families, there is a need to understand how children's experience within the family contributes to their educational outcomes. One of the major socializing agents which contribute a potent source of impact on him is his immediate family. Family is the child's world in which the personality is shaped and his character is formed and within the family the interactional factors play upon him and influence his personality to a great extent. The training provided in the home is practical rather than theoretical. It provides most conducive environment for the development of the virtues which humanize the children's life. Because of its pre-eminence the family probably has the greatest influence on a child's future life than any other agent.. Since few researches in India have attempted to focus on the influence of changing family environment, there is need to study how different family process variables like cognitive stimulation, achievement orientations recreational orientation and home structure, relate to academic achievement of students. Family is the environment where the children learned to use their faculties and understand and cope with the physical world. It is time when they don't bother with trivial things, such as the family relationship, because they know they are the kingpin of their family. It is the place, where they learn how family relationship work, by observing their parents, grandparents, siblings and rest of the family members deal with each other. Hence family relationships start showering their colours of the family members. In favorable circumstances, adolescents acquire critical adaptive skills in the family among friends, and in the neighborhood but most will needed added skills gained through systematic instruction and practice in the classroom. Teaching skills in the areas of time and finance management, health and nutrition, parenting and family relations, job preparedness, decision making and coping strategies would help children acquire the knowledge, ability and attitudes necessary for success in life.

EDUCATIONAL ASPIRATIONS

The concept and meaning of educational aspiration has been explained differently by different educationists and psychologists but some of the definitions are as under:-

Hurlock (1967) has defined aspiration as a longing for what is above one's achievement level. In other words, aspiration means the goal an individual sets for himself in a task which has intense personal significance for him or in which his ego is fully involved.

ACADEMIC ACHIEVEMENT

The term '**Academic**' has been derived from the word '**Academy**'. The meaning of the term academy is "**An educational institution where special types of instructions are**

ACCORDING TO CROW AND CROW (1961) "Academic achievement is the quality and quantity of learning in a subject or a group of subjects assessed by examination

FACTORS ASSOCIATED WITH ACADEMIC ACHIEVEMENT

- 1. Cognitive factor:** it includes intelligence; creativity and language ability.
- 2. Non-cognitive factors:** It includes variables such as self concept, adjustment and level of aspiration, needs motivation, aptitude, anxiety values and self confidence.
- 3. Home environmental factors:** It includes demographic variables i.e. socioeconomic status, residential background, parental aspiration and expectations, parental education and occupation, sex etc.
- 4. Social environmental factors:** It includes personality, attitude, method of teaching, curriculum, emotional climate of school etc.

HOME ENVIRONMENT

The first lesson of life is learnt at home. The family nurtures the individual and prepares him for his role and function in the society. Home may be defined as a protected relationship between parents and children in an accepted social setting. For the healthy devolvement of the child, family has to provide congenial and cordial emotional atmosphere and economic conditions.

Hurlock (1972) has observed that children whose parents believe that they should sacrifice personal interest, produce a child centered home in which a child treated as the most important member of the family.

REVIEW

Khare and Garewal (1996) conducted a study on home environment and academic achievement of elementary school children. The sample comprised of 212 students of middle schools of Bhopal. The results revealed a significant difference in academic achievement of boys and girls. Boys were found to have better academic achievement than girls.

SIGNIFICANCE OF THE STUDY

Adolescence is the most important period of human life during which the young individual develops physically, intellectually, mentally, socially and emotionally. It is a period of great excitability and turbulent emotions. The individual is faced with a perennial conflict in all spheres of life. So, it is crucial time to draw out attention towards the youngsters so that they can develop positive and healthy attitude towards life. Educationists are always interested to study different problems of school going population especially of adolescents. One of the most challenging problems of adolescents faced by educationists today is that of accurate prediction of their academic achievement. Parents, guardians, teachers, educationists, institutions and society at large are concerned about how best to enhance academic standards and achievement. Knowledge of factors that influence learners success has important implications for learning and education. Many educators are interested in knowing beforehand who will perform well and who will perform poorly, in academic progress. It has been realized that there is a need to go beyond the traditional criterion of academic success. Students should be engaged in intellectually and socially satisfying activities so that they can become confident enough to forge ahead in their thinking on the basis of information, facts, clues and concepts. The students who are aversive and think negatively cannot concentrate for a long time and have more difficulty in reaching their potentials than others. Some studies have been conducted on adolescents to study their academic achievement with different variables. Few studies have been conducted on academic

achievement and educational aspirations and family environment. After reviewing the related literature the investigator concluded that no attempt has been made so far to study the variables academic achievement and educational aspirations and family environment together.

OPERATIONAL DEFINITIONS OF THE TERMS USED IN THE STUDY

1. Educational Aspirations The concept and meaning of educational aspiration has been explained differently by different educationists and psychologists but some of the definitions are as under:- In the words of James Drever, as quoted by Sharma and Gupta (1980), the term “Level of aspiration” is best explained as a frame of reference involving self –esteem as a standard with reference to which an individual experience his sense of achievement. According to English Dictionary (1968), “Level of aspiration” may be defined as “The standard by which failure or as being up to what he expects of himself.”

2. Home Environment: Home environment is a psycho-social climate of home as perceived by children. Thus the social environment provided to the individual within the family. Home environment includes nurturance, control, protectiveness, reward and punishment, permissiveness and rejection.

3. Academic Achievement: Academic achievement means knowledge attained and skill developed in the school subjects usually designated by test scores or by marks assigned by teachers or by both. Achievement can be measured with the help of tests, verbal or written of different kinds. The total marks of each student obtained in the annual examinations conducted by the District Common Examination Board from the institutions concerned are considered as academic achievement.

OBJECTIVES OF STUDY

1. To study the difference of educational aspiration between male and female adolescent students.
2. To study the difference of educational aspiration between rural and urban adolescent students.

HYPOTHESIS OF STUDY

1. There will be no significant difference of educational aspiration between male and female adolescent students.
2. There will be no significant difference of educational aspiration between rural and urban adolescent students.

DELIMITATIONS OF STUDY

1. The study was restricted to 200 adolescent students.
2. The study was restricted to Jalalabad district of Punjab.
3. The sample was restricted to variables educational aspiration, academic achievement and home environment only.

TOOLS USED

The following tools are used for the present study.

1. Educational Aspiration Scale by Dr. V.P. Sharma and Dr. Anuradha Gupta (1987).
2. Home environment inventory by Dr. Karuna Shankar Mishra (1989).
3. Academic achievement scores.

SAMPLE OF THE PRESENT STUDY

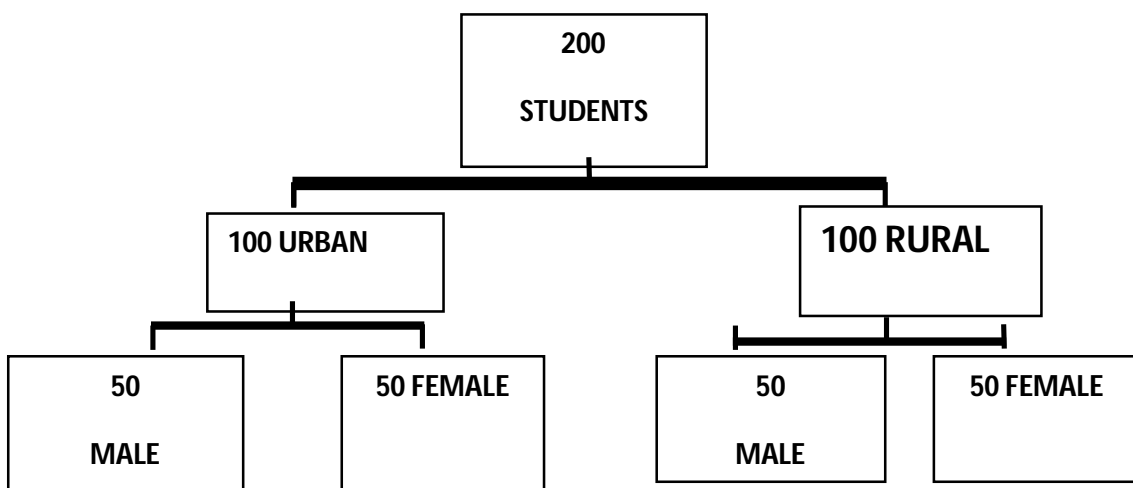
The present investigation aims to study Educational Aspiration of adolescent students in relation to their academic achievement and home environment. The sample of study consists of 200 adolescent students of Jalalabad district. The conclusions are drawn and generalizations are made on examination of some part of the whole population and it termed as sampling. The adolescent students of Punjab constituted the universe of the present study, a mixture of non-probability and probability method of sampling was followed for selection of Jalalabad district. Then using the probability method of

sampling adolescent students of Jalalabad district was selected and adolescent students were selected according to the scheme of sample.

DESIGN OF THE STUDY

It is necessary to adopt a systematic procedure to collect the necessary data. This helps to achieve the objectives and to test the hypotheses of study. The present study was designed to study Educational Aspiration of adolescent students in relation to their academic achievement and home environment. The method of investigation used was descriptive. Product moment method of correlation was used to find out to relationship of Educational Aspiration of adolescent students in relation to their academic achievement a calculated to study the difference between male and female ,rural and urban adolescents on the variable of Educational Aspiration.

DESIGN OF THE STUDY



DATA ANALYSIS TECHNIQUES

The following statistical technique were employed to conduct the study

1. Mean and standard deviation has been used to understand the nature of data.
2. Co-efficient of co-relation was used for analysis and interpretation of data.
3. t – value used to analyze the significant differences .

ANALYSIS AND INTERPRETATION OF DATA

Hypotheses No. 1 There will be no significant difference of educational aspiration between male and female adolescent students.

Table 5.1

Mean scores, S.D. and t-ratio of educational aspiration between male and female adolescent students.

Group	Frequency	Mean	SD	S.E. _D	t-ratio	Level of significance
male	50	204.3	26.1	5.98	2.27	Significant at .01 level
female	50	190.7	33.3			

At 0.05 level there exists no significant difference in the mean scores of male and female adolescent students in relation to educational aspiration.

Table 5.1 shows the mean scores of educational aspiration male and female adolescent students. The mean scores of male and female adolescent students are 204.3 and 190.7 respectively and S.D. are 26.1 and 33.3 respectively. The t-ratio is 2.27 which is significant at 0.01 level of confidence. Thus there exists significant difference in the mean score of male and female adolescent students in relation to educational aspiration at 0.01 level of confidence and 0.05 level there exists no significant difference of educational aspiration between male and female adolescent students.

Hypotheses No. 2. There will be no significant difference of educational aspiration between rural and urban adolescent students.

Table 5.2

Mean scores, S.D. and t-ratio of educational aspiration between rural and urban adolescent students.

Group	Frequency	Mean	SD	S.E.D	t-ratio	Level of significance
Rural	100	172.3	29.9	4.23	6.24	Significant
Urban	100	198.7	29.9			

Table 5.2 shows the mean scores of of the educational aspiration of rural and urban adolescent students. The mean scores of rural and urban adolescent students are 172.3 and 198.7 respectively and S.D. of rural and urban adolescent students are 29.9 and 29.9 respectively. The t-ratio is 6.24 which is significant at 0.01 and 0.05 level of confidence. Thus there exists significant difference in the mean score of rural and urban adolescent students at 0.01 level of confidence and 0.05 level so there exists no significant difference in the mean scores of rural and urban adolescent students in relation to educational aspiration.

Hence hypothesis - stating " There will be no significant difference of educational aspiration between rural and urban adolescent students. " stands rejected.

CONCLUSIONS OF THE STUDY

1. There is no significant difference of educational aspiration between male and female adolescent students
2. There is significant difference of educational aspiration between rural and urban adolescent students.

SUGGESTIONS FOR FURTHER STUDIES

1. This study can be applied on a large sample of senior secondary students of government and private schools students.

2. The study can be applied on a large sample of senior secondary students of rural and urban schools students.
3. Correlation between career maturity & Academic achievement with respect to general intelligence can be studied.
4. The study can also be done on graduate and postgraduate students on different universities.

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