

RRST-Social Sciences

Home Environment as the Determinant of Educational Aspiration

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Article Info	Abstract
Article History <i>Received</i> : 01-03-2011 <i>Revised</i> : 26-04-2011 <i>Accepted</i> : 01-04-2011	The home and the family provide the first social environment to a child and determine as to what his first attitudes would be towards people and social activities. The kind of child training used in the home has a pronounced influence on later social adjustment. It has been, found that the adolescents who are most popular and most active in the social affairs of their schools and colleges have a warm and friendly feeling towards their families. And on the other hand, there are adolescents in the society who, having depressive home environment in their childhood, are not confident of themselves and do not aspire to achieve anything worthy in life. Therefore the main purpose of the present study is to analyze the psychological causes that account for this social malady and to suggest so as to create higher educational aspirations among the youth.
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Introduction

The children are the richest resources of a nation, and they need to be so designed and developed; through carefully adapted socialization process at home and cautiously planned social learning experience in educational institutions; as to match with the emerging demands of the "worlds of Competition and Excellence".

In order to achieve these objectives it is imperative to study, in details, the factors that determine the educational aspirations of adolescents. Heredity and environment plays a vital role in determining the personality of a child.

Environment, plays a crucial role in influencing and shaping the behaviour and thoughts of a child especially in the development of aspiration and attitude. The home environment plays a vital role in the development of child's personality. The child constantly interacts with the family and is invariably influenced by the entire environment that surrounds him. Each child needs a congenial atmosphere, as he is innocent, tender and delicate since birth. He needs someone who can nourish him with love and care. The optimal environment for the infant is one in which child is cared for in his own home in the contact of a warm and continuous relationship with his own mother under conditions of varied input[1].

The home and the family are the primary through which cultural interaction creates an impact upon the child and in this regard, the role of the parents is the most crucial because their mutual behavior and attitude determine child's behavior pattern and personality as well. Comparing the human child with the growth of a plant, Richard says- "Just as the twig is bent in a certain direction and the tree grows accordingly – similarly, the personality of child is moulded in the lap of his mother"[2].

Family is the primary institution where children get an opportunity to learn, interact and socialize with other members. The first experience of socialization within the family is the

most important factor in the right growth and development of a child's personality. However, a child denied gradually tries to survive and grow strong enough to have his own identity.

Alfred Adler strongly emphasized the importance of the role of family environment in determining the life styles of individuals. A child who is neglected may choose a style of life characterized by feelings of revenge and hostility, whereas a child who is pampered may choose an excessive need for attention[3].

It has been observed by the researchers that children living in poor environment cannot develop their potentials and skills to the maximum extent that have a negative effect on their performance in schools and achievement in social life[4].

Home is very important for adolescents. All the intellectual, moral, physical, social, emotional and educational needs are fulfilled at home. The environment created at home accelerates or retards the development of the child and influences the achievement and aspiration of the child. Adolescents, to be well adjusted to parents, need to feel loved and emotionally secure.

Aspiration is also a very necessary component in an adolescent's personality. He sets a target to achieve which creates a "desire" or "will" in him. Formation of a strong desire and ambition motivates individual to strive hard to achieve that goal. Such motivation is keenly required if one has succeeded in life.

Thus, for this study, home environment and educational aspirations are very important variables. A review of related literature shows that, though, these variables have been studied separately with other variables such as – home environment with behavioural problems, value systems, aggressive behavior, educational achievement and language

development etc but no one has studied home environment as determinant of educational aspiration.

Objectives

To study the effect of home environment upon educational aspiration, the following objectives have been formulated –

1. To study the relationship between home environment and educational aspiration of girls.
2. To study the relationship between home environment and educational aspiration of boys.
3. To study the difference between educational aspiration of girls and boys.

Hypothesis

In order to attempt the comprehensive study, the following hypothesis have been formulated –

1. There is no significant relationship between educational aspiration and different factors of home environment of girls.

2. There is no significant relationship between educational aspiration and different factors of home environment of boys.

3. There is no significant relationship between educational aspiration of girls and boys.

Material and Methods

Sample

Non-probability sampling technique is followed in survey type research for the matter of convenience and economy. The present investigator adopted the purposive non-probability technique for selecting the elements because of the nature of the problem. The purposive sampling is characterized by the use of judgment and a deliberate attempt to obtain representative samples, by including presumably typical areas or groups in the sample.

Table 1.1 Showing the Population Sample

S.No.	Name of Institution	No. of Students	Sex
1	S.B.R.B. Inter College, Pali Hardoi	50	Boys
2	Arya Kanya Pathshala, Hardoi	50	Girls
Total		100	Students

Tools

The tools used for the study are:

- (i) Dr. K.S. Mishra's – Home Environment Inventory (HEI)
- (ii) V.P. Sharma's – Educational Aspiration Scales (EAS) Form

Analysis of data

In the present study, numerical values have been assigned and the data has been presented in a tabular form. To discern clearly the analysis, the proof and objectives of the hypothesis, the scores, tables and their analysis are discussed in the following manner –

- i. Coefficient of correlation between the educational aspiration and home environment. (Girl)
- ii. Coefficient of correlation between the educational aspiration and home environment. (Boys)
- iii. Distribution of Educational Aspiration Scores of girls and boys.

Result and Discussion

The analysis leads to prominent findings given as under and the discussion follows thereafter.

1. There is no significant relationship between educational aspiration and different factors of home environment of girls. Out of ten correlations, only one correlation viz. deprivation of privileges and educational aspiration was found to be significant. Eight correlations had positive relationship with educational aspiration

whereas only two correlations were found to be negative with educational aspirations viz. reward and nurturance.

2. There is no significant relationship between the different factors of home environment and educational aspiration of boys. Out of ten correlations, only three were found positive with educational aspiration viz. control, punishment and rejection. This indicates that when control, punishment and rejection by the parents increases, the educational aspiration also increases in positive manner.

3. A significant difference between the educational aspirations of girls and boys is indicated. Girls have much higher educational aspirations than the boys.

In our country, girls and boys are raised differently by the parents. Boys are given greater freedom, encouragement and stimulans as compared to girls. "The same environment may operate differently for the girls child and thus it adversely effects her development. The girl child gets lower priority when it comes to resource allocation in terms of food, healty, access to education and training." [4]

The discrimination between girls and boys by way of educational aspiration level, the parental perception of their role in society, their lower aspiration for girls etc. are all responsible for lower literacy rate among girls. Lack of educational opportunities put additional pressure on girls in order to win the approval of the social group.

In present study, findings indicate that educational aspiration of girls are far too high than the boys. Even though

the literacy rate is higher among boys as compared to girls, it is quite interesting to observe that the pass percentage of girls' are higher than boys in X and XII Board examination and girls secure better ranks in almost all competitive examinations than boys.

The conclusions derived from the study are that the girls have higher educational aspiration than the boys. The study also reveals that home environment and educational aspirations have; no significant relationship with each other. But it can be said that educational aspiration, sex and home environment are all inter-related and inter-dependent.

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