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## Impact of Home Environment and Educational Aspiration on Academic Achievement among Adolescents

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### Introduction

The term "Academic Achievement" is made two words 'Academic' means any activity that is scholastic in nature and 'Achievement' means the level of proficiency attained. The achievement of an individual can be found out by using an achievement test. Academic achievement is a multidimensional and multifactor phenomenon. According to Carter (1940), "The success in academic achievement acts as an economical tonic and any harm done to a child in the home or neighbourhood may be practically repaired by success in school. High achievement in school builds self confidence and self esteem which leads to better adjustment and to create a good academic career.

Home environment plays an important role in adolescent's development and adjustment. Home is the most important experience in the process of child's development, child rearing practices, parent child interaction, parental involvement socialization, social economic status, size & type of home etc are factor related to home environment. These factor like social, economical and cultural background directly and indirectly influence on academic achievement. Home environment encourages or discourages the adolescents in academic activities. Jagpreet Kaur & Singh (2010) observed that the most accurate predictor of students achievement is the extent to which the family is involved in the child education not the family's level of income. Cotten & Wilclund (2005), found that parent's involvement improves students academic achievement. Farguhan (1963) found that home environment effect on academic achievement of adolescents.

Aspirations begin to be shaped early in child's life but are modified by experience and the environment. Aspiration means a strong desire to achieve something high or great. Aspiration however usually cans not the achievement of something high of great. These also address both present and future perceptive. Shrin, Diemer, Jackson & Howell (2004), "Aspiration have been defined as the education and Vocational dreams that student have for the future. Educational aspiration is an important variable in predicting academic achievement and may be seen as an element in academic achievement, motivation, focusing as they do on the desire for success and development of goals to successes in particular educational field or to gain a particular degree. Kuppuswamy (2004), observed that student's socio-economic status, family's engagement in their children's education, ethnically, race, parental education and familiar aspiration are factor included in educational aspiration.

Keeping these facts in mind and based on the thorough review of literature the researcher proposes to do this present study which is aimed to find out the impact of home environment and educational aspiration of adolescents.

### Objectives

1. A factor of home environment affect on academic achievement of adolescents.
2. A factor of educational aspiration affect on academic achievement of adolescents.
3. The interaction between home environment and educational aspiration affect academic achievement of adolescents.

### Hypothesis

1. Home environment positively influence on academic achievement of adolescent.
2. Educational aspiration positively influence on academic achievement of adolescent.
3. The interaction between home environment and educational aspiration positively influence on academic achievement of adolescent.

### Method

#### Sample

To test the hypothesis of present investigation, a sample of 400 adolescents (200 male and 200 female) were selected randomly from Amravati city irrespective of soci-ecomomic status. Randomized sampling technique was used. Thus sample is made representation of adolescent's population of Amravati city. Age ranges from 15 to 17 and 1:1 male female ratio is considered.

#### Tools used

1. Home environment Inventory - This inventory developed by Dr. K. S. Mishra and to measure the home environment of adolescents. There are 100 statements and each statement has given five options. The reliability of the inventory was estimated by spilt half method and test retest is found to be 0.67 and 0.86. Validity was computed with 0.65 to 0.79.
2. Educational aspiration test - This test developed by V. P. Sharma & Anuradha Gupta and to measure the educational aspiration of adolescents. There are 8 statements about past, present and future. Reliability coefficient of the scale was 0.78 and validity was 0.65.
3. Academic achievement - The marks of adolescent in annual board examination were obtained from the school records to get an index of academic achievement.

#### Procedure

The investigator personally approached the subject at their school. The home environment and educational aspiration were distributed

to the subject individuals. Pleasant report was established and following instruction were given "First, you fill up the individual information in test of home environment. I have also given you a one test in which there are statements regarding your home environment and educational aspiration. The detailed instruction for solving each tests are given on the top of the first page of each scale. Please get them clarified. There is no time limit for the tests but you should give responses to the statements without wasting time." After scoring of the test was done as per the manuals of the test and these scores were used for statistical analysis.

**Statistical technique**

2x2 factorial design was used to analyse data.

**Result and Discussion**

The objective of the present study is to find out the independent and interaction effect of home environment and educational aspiration on academic achievement of adolescents. For this purpose 2x2 factional design is used. The 400 cases were distributed into four classified group, by using P75 and P25 cutting points of home environment and educational aspiration. The effective sample of study is 100 only (25 adolescents in each group)

The data of four groups are treated by two way analyses of variance. Complete summary of two way ANOVA for academic achievement measure is given in the table. The discussion of the result is as follows.

Table No 1: Complete summary of two way ANOVA

Source of Variation	Sum of squares	df	Mean square	F ratio
A : Home environment	12111	1	12111	4.27
B :	6626	1	6626	*
Educational aspiration	15625	1	15625	2.34
A x B: Home environment x Educational aspiration	272107	96	2834.45	5.51*
Error : Within treatment				
Total	306469	99		

\*\* P < 0.01 & \* P < 0.05 (Critical value 3.94 at 0.05 level and 6.90 at 0.01 level df 1/96)

Table 1 show that F ratio (\*P<4.27) of the main effect of the home environment is significant at 0.05 levels. It indicates that home environment of adolescents independently affect on academic achievement of adolescents. The result supports the first hypothesis. F ratio (2.34) of the main effect of the educational aspiration is not significant at 0.01 levels. It indicates that educational aspiration of adolescents independently does not affects on academic achievement of adolescents. The results do not support the second hypothesis. The interaction between home environment and educational aspiration (\*P< 5.51) is

significantly affected on the academic achievement of adolescents. The result supports the third hypothesis.

**Conclusion**

1. Home environment positively influence on academic achievement of adolescent.
2. Educational aspiration does not positively influence on academic achievement of adolescent.
3. The interaction between home environment and educational aspiration positively influence on academic achievement of adolescent.

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