

Research Paper

## Family Environment as a Predictor of Educational Aspiration of Secondary Level Adolescents

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### ABSTRACT

This research paper identifies contribution of the Family Environment to the Educational Aspiration of secondary level adolescents. The main objectives of this study were, to find the contribution of Family Environment to the Educational Aspiration of secondary level adolescents as well as correlation between them in relation to gender and medium. Descriptive survey method was adopted for this study. 215 adolescents were randomly selected from the three schools of District Azamgarh in eastern UP. The population of the study comprises of adolescents of Class X. The researcher has used self-constructed and standardized scale for assessment of Family Environment. However, for Educational Aspiration, Educational Aspiration Scale (form P) was used which is developed by V. P. Sharma and A. Gupta published by National Psychological Corporation, Agra. The researcher has critically analyzed the data with the help of the Statistical Package for Social Sciences (SPSS). Spearman correlation and simple regression have been used for knowing relationship and contribution. Results of this analysis show that in the case of Hindi medium male adolescents the contribution of Family Environment was very high (20.9 %). And in all the cases of English medium and Hindi medium adolescents, the impact of Family Environment on Educational Aspiration of male adolescents was high in comparison to female adolescents. These results show that the environment of family play an important role in developing educational aspiration in adolescents. In this study the results also show that the relationship in Family Environment and Educational Aspiration is high in male adolescents in comparison to female adolescents.

**Keywords:** *Family Environment, Predictor, Educational Aspiration, Secondary Level Adolescents*

Family Environment is basically defined by parental involvement with adolescents. Family has relatively more influence on educational aspirations of adolescents than school and peers. Parental involvement, as it pertains to education, can be generally defined as a parent's involvement with schools, teachers, and with their children to improve children's educational outcomes and future success (Hill et al. 2004) and to ensure that adolescents obtain academic skills and knowledge that prepare them for higher education and higher levels of occupations (Young and Friesen 1992) Adolescence is a critical time for

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forming aspirations for the future, especially with regard to career aspirations (Schulenberg et al. 1991). Educational Aspirations can be defined as one's subjective probability that he or she will reach a certain level of education (Abu-Hilal 2000). Educational aspirations are shaped by environmental factors. Environmental factors include the influence of family, school and peers.

Parents are constant sources of influences on children, with offspring depending more on their parents than on peers, teachers, or other models when forming career goals (Peterson et al. 1986). According to Bandura et al. (2001) "aspiring parents act in ways that build their children's academic, social, and self-regulatory efficacy, raise their aspirations, and promote their scholastic achievements" Higher levels of education have been associated with higher income, more prestigious careers, lower unemployment, and an increase in general well-being. However, if expectations are set too high, "failure" ensues, leading to disappointment and discouragement rather than optimism and success (Reynolds et al. 2006). For this reason, much research has sought to identify and understand the determinants of educational aspirations, with the objective of offering those in the educational field evidence to inform interventions that may enhance a student's academic success, and, direction on how to prepare adolescents to meet the growing demands of contemporary competitive employment markets (Garg et al. 2002).

The study of Rachel Seginer and Ad Vermulst (2002) focuses on Arab-Jewish similarity regarding the high value of children's education in both societies leading to similarity in the level of parental support and gender difference in parental demand and their correlation with educational outcomes. Their analysis indicated another, unpredicted difference between Arab girls and boys: The social background-parental demand relationship was relatively high and negative for Arab boys and close to zero for Arab girls. Taken together, these gender differences indicate a different pattern of indirect relationship between parental social background and academic achievement, via an environmental factor (parental demand) for boys and a self-process (educational aspirations) for females.

The results presented by Pagliarulo and Kurotsuchi Inkelasin (2006) in their study point to the positive relationship between parental involvement and educational aspirations. Results of the multiple regressions for non-first-generation adolescents show that parental involvement was clearly the best predictor. For first-generation adolescents, however, results show that parental involvement was not the main predictor (5.9% variance explained)—student perceptions of the importance of good grades was (6.5% variance explained).

Gil-Flores, Padilla-Carmona and Suárez-Ortega (2011) studied that educational attainment, gender and family are significantly related to the educational aspirations of both the adolescents and their parents. Females had significantly higher academic aspirations than males. Gender was also an influential factor in parents' academic expectations, as both mothers and fathers held higher aspirations for their daughters than their sons.

The results of the study conducted by Teachman and Paasch (2015) show that common Family Environment is important but factors other than socioeconomic standing must be considered in order to obtain a fuller understanding of variation in educational aspirations. Because common Family Environment is a broad array of social-psychological processes, as well as noneconomic characteristics of neighbourhoods and school.

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The study of Paat (2017) shows that family, neighbourhood and school are macro determinants, which play critical roles in educational participation of minority social work undergraduate adolescents. Participants revealed receiving strong family support but encountered social roadblocks, stigmatization, and racial discrimination in the mainstream culture. Ironically, these social challenges also served as the major driving forces that inspired them to pursue their postsecondary education and major in social work.

Agger, Meece and Byun (2018) examined the developmental resources of family and place on the college enrollment of rural women and men. For both rural men and women, higher perceptions of parental education expectations were associated with higher educational aspirations of adolescents and postsecondary enrollment. However, for rural women, these connections to family and the rural community tended to drive college-going behaviors. On the other hand, for rural men, who reported high feelings of rural identity, the perception of having ample job opportunities in their home communities was associated with decreased educational aspirations and indirectly, college enrollment. Aspirations can be thought of as a reflection of one's self-concept and incorporating one's perceptions of the compatibility of that self-concept with a given occupation (1981, 1996). Educational aspirations are shaped by environmental factors. Environmental factors include the influence of family, school and peers. We find that educational expectations are much less dependent on family background in East Asian societies than in the Western societies. Parents and children in the East Asian societies tend to hold high educational expectations, irrespective of family socioeconomic status (2020). Eighty-eight percent of youth report ideas similar to their parents' about preparation needed for occupations (2000).

Another study by Angelina Wilson Fadiji showed that adolescents from low socio-economic status (SES) homes and schools had lower educational aspirations. They also found positive relationships between both positive and negative school climate and learner aspirations (2020). The role of learner's educational aspirations is a growing area of interest in the field of education and policy research, which is targeted at improving learner outcomes (2015). Parents are constant sources of influences on children, with the children depending more on their parents than on peers, teachers, or other models when forming career goals. (1986) Mothers provide powerful influences in shaping and defining values held by their children (1995).

### ***Significance of the Study***

This study is significant in many respects. It can help parents, teachers and educationists to know the impact of Family Environment on educational aspirations of adolescents and find out the relationship between Family Environment and Educational Aspiration of adolescents. This research identifies factors of the Family Environment which affect the Educational Aspiration then in turn learning outcomes can be improved.

### ***Objectives***

The main objectives of this study are as follows:

1. To find the contribution of Family Environment to the Educational Aspiration of adolescents in relation to gender.
2. To find the contribution of Family Environment to the Educational Aspiration of adolescents in relation to medium of instruction.
3. To study the correlation in between Family Environment and Educational Aspiration of adolescents in relation to gender.

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4. To study the correlation in between Family Environment and Educational Aspiration of adolescents in relation to medium of instruction.

### *Hypotheses*

1. There is no significant contribution of Family Environment to Educational Aspiration of adolescents in relation to gender.
2. There is no significant contribution of Family Environment to Educational Aspiration of adolescents in relation to medium of instruction.
3. There is no significant correlation between Family Environment on Educational Aspiration of adolescents in relation of gender.
4. There is no significant correlation between Family Environment on Educational Aspiration of adolescents in relation of medium of instruction.

### **METHOD**

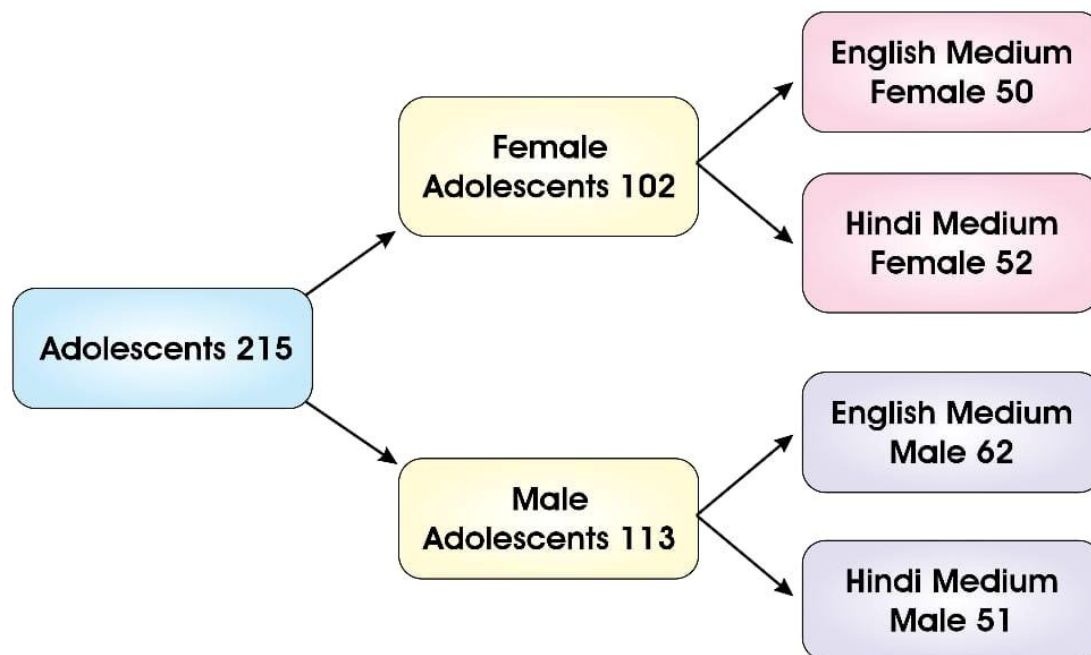
The researcher has followed the descriptive survey method.

### *Population*

The population of the present study comprised of adolescents studying in the schools of district Azamgarh enrolled during the session 2018-2019.

### *Sample of the Study*

The researcher selected 215 adolescents randomly from the three schools of District Azamgarh in eastern UP. For the purpose of data collection, the researcher approached secondary school adolescents of Azamgarh district personally. The details of sample are given in the figure no.1.



*Figure.No.1*

### *Research Tools*

The researcher has used self-constructed and standardized scale for assessment of Family Environment. This scale has 50 items under eight dimensions, namely Expectation (6 items),

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Trust (5 items), Moral religious emphasis (5 items), Recreational orientation (6 items), Achievement orientation (7 items), Cohesion (8 items), Dominance (6 items) and Expressiveness (7 items). The Family Environment Scale (FES), developed by the researcher is a five-point Likert-type scale. The items are in the form of both positive and negative statements. The reliability obtained through Cronbach Alpha is .870. For a positive statement, a score of 5 is given for Always; for Frequently 4; for Generally 3; and for Rarely 2; and for Never 1 a score is to be given. For a negative statement, the scoring process is vice versa. The maximum score which will be obtained is 250 and minimum score will be 50.

However, for Educational Aspiration, Educational Aspiration Scale (form P) used which is developed by V. P. Sharma and A. Gupta published by National Psychological Corporation, Agra. This scale consists of 45 items. There is no right or wrong answer. The subject has to compare between a pair of statement given in each of the items, and weight one of this two by putting a cross mark against it. Either the response would be scored as 1 or as 0. The maximum score is 45 whereas the minimum is 0. The reliability of scale by Test-Retest method is .98 and by odd even technique is .803.

### *Analysis of Data*

The researcher has critically analyzed the data with the help of the Statistical Package for Social Sciences (SPSS). Spearman correlation and simple regression have used for knowing relationship and effects.

The researcher has presented results of the analysis through tables.

## **ANALYSIS OF DATA AND INTERPRETATION OF RESULTS**

### *Analysis of the data related to the first objective of the study*

1. To find the contribution of Family Environment on the Educational Aspiration of adolescents in relation to gender.

Ho1. There is no significant contribution of Family Environment to Educational Aspiration of adolescents in relation to gender.

The objective of this study was concerned with the contribution of the Family Environment to Educational Aspiration of adolescents in relation to gender. In order to achieve this objective 1.1, 1.2 and 1.3 objectives were framed and corresponding null hypotheses were also framed and subjected to empirical verifications.

The objective no. 1.1 of the study was concerned with the contribution of Family Environment to Educational Aspiration of total adolescents

Ho1.1 There is no significant contribution of Family Environment to Educational Aspiration of total adolescents.

In order to verify this hypothesis, the Family Environment and Educational Aspiration scores of total adolescents were tested by applying the simple regression analysis. The result of the analysis is presented in the table no. 1.

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**Table No.1 Summary of the Regression Analysis for total adolescents.**

Predictive Variable	R	R2	R2 change	Sig. F change
Family Environment	.218	.047	.047	.001**

*\*\*Significant at .01*

To achieve the first objective of the study simple regression was applied to test the contribution of the Family Environment to Educational Aspiration of adolescents. From table no. 1 result shows the contribution of Family Environment to Educational Aspiration of total adolescents, which was 4.7%. This means that Family Environment has important contribution on Educational Aspiration of adolescents. Thus, the null hypothesis no.1.1 was rejected.

The objective no. 1.2 of the study was concerned with the contribution of the Family Environment to Educational Aspiration of male adolescents.

H01.2 There is no significant contribution of Family Environment to Educational Aspiration of male adolescents.

In order to verify this hypothesis, the Family Environment and Educational Aspiration scores of total male adolescents were tested by applying the simple regression analysis. The result of the analysis is presented in the table no. 2.

**Table No.2 Summary of the Regression Analysis for Male Adolescents**

Predictive Variable	R	R2	R2 change	Sig. F change
Family Environment	.295	.087	.087	.035*

*\*Significant at .05*

The table no.2 reveals that in the case of male adolescents the contribution was 8.7% which was significant at .05 level. Therefore the H0.1.2 was rejected.

The objective no. 1.3 of the study was concerned with the contribution of Family Environment to Educational Aspiration of female adolescents.

H01.3. There is no significant contribution of Family Environment to Educational Aspiration of adolescents in female adolescents.

In order to verify this hypothesis, the Family Environment and Educational Aspiration scores of total female adolescents were tested by applying the simple regression analysis. The result of the analysis is presented in the table no. 3.

**Table No.3 Summary of the Regression Analysis for Female Adolescents**

Predictive Variable	R	R2	R2 change	Sig. F change
Family Environment	.203	.041	.041	.002**

*\*\*Significant at .01*

To achieve the objective no. 1.3 of the study simple regression was applied to test the contribution of the Family Environment to Educational Aspiration of adolescents. From table no.3 result shows the contribution of Family Environment to Educational Aspiration of

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female adolescents was 4.1%. The contribution of Family Environment was significant at .01 level consequently Ho.1.3 of the study was rejected.

### *Analysis of the data related to the second objective of the study*

2. To find the contribution of Family Environment to the Educational Aspiration of adolescents in relation to medium of instruction.

Ho2. There is no significant contribution of Family Environment to Educational Aspiration of adolescents in relation to medium of instruction.

The objective of this study was concerned with the contribution of the Family Environment on Educational Aspiration of adolescents in relation to medium. In order to achieve these objectives 2.1, 2.2, 2.3, 2.4, 2.5 and 2.6 were framed and corresponding null hypotheses were also framed and subjected to empirical verifications.

The objective no. 2.1 of the study was concerned with the contribution of Family Environment to Educational Aspiration of English Medium Total adolescents.

Ho2.1 There is no significant contribution of Family Environment to Educational Aspiration of English medium adolescents.

In order to verify this hypothesis the Family Environment and Educational Aspiration scores of total English medium adolescents were tested by applying the simple regression analysis. The result of the analysis is presented in the table no. 4.

**Table No.4 Summary of the Regression Analysis for total English medium Adolescents.**

Predictive Variable	R	R2	R2 change	F change
Family Environment	.145	.021	.021	.126

*Not significant*

Related to the second objective of the study simple regression shows in relation to medium, total English medium adolescents Family Environment predicts, contribution of 2.1% on Educational Aspiration. Result shows the contribution of Family Environment was not significant, thus Ho.2.1 was not rejected.

The objective no. 2.2 of the study was concerned with the contribution of Family Environment to Educational Aspiration of English Medium male adolescents

Ho2.2 There is no significant contribution of Family Environment to Educational Aspiration of English medium male adolescents.

In order to verify this hypothesis the Family Environment and Educational Aspiration scores of total English medium male adolescents were tested by applying the simple regression analysis. The result of the analysis is presented in the table no. 5.

**Table No.5. Summary of the Regression Analysis for English medium male adolescents.**

Predictive Variable	R	R2	R2 change	F change
Family Environment	.251	.063	.063	.049*

*\*Significant at .05 level*

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The table no. 5 reveals that in the case of English medium male adolescents the contribution of Family Environment was 6.3%, which is significant at .05 level. Therefore the Ho.2.2 was rejected.

The objective no. 2.3 of the study was concerned with the contribution of Family Environment to Educational Aspiration of English Medium female adolescents.

Ho2.3 There is no significant contribution of Family Environment to Educational Aspiration of English medium female adolescents.

In order to verify this hypothesis the Family Environment and Educational Aspiration scores of total English medium female adolescents were tested by applying the simple regression analysis. The result of the analysis is presented in the table no. 6.

**Table No.6 Summary of the Regression Analysis for English medium female adolescents**

Predictive Variable	R	R2	R2 change	F change
Family Environment	.153	.023	.023	.284

*Not significant*

To achieve the objective no.2.3 of the study simple regression was applied to test the contribution of the Family Environment to Educational Aspiration of female English medium adolescents. From table no.6 result shows the contribution of English medium female adolescents was 2.3%. Result was not significant at any level, so the Ho.2.3 was not rejected.

The objective no. 2.4 of the study was concerned with the contribution of Family Environment to Educational Aspiration of Hindi Medium Total adolescents.

Ho2.4 There is no significant contribution of Family Environment to Educational Aspiration of Hindi medium adolescents.

In order to verify this hypothesis the Family Environment and Educational Aspiration scores of total Hindi Medium total adolescents were tested by applying the simple regression analysis. The result of the analysis is presented in the table no. 7.

**Table No.7 Summary of the Regression Analysis for Hindi medium Total Adolescents**

Predictive Variable	R	R2	R2 change	F change
Family Environment	.175	.031	.031	.078

*Not Significant*

The table no.7 reveals that in Hindi medium total adolescents the contribution of Family Environment to Educational Aspiration was 3.1%. Result was not significant at any level therefore Ho.2.4 was also not rejected.

The objective no. 2.5 of the study was concerned with the contribution of Family Environment to Educational Aspiration of Hindi Medium Male adolescents.

Ho2.5 There is no significant contribution of Family Environment to Educational Aspiration of English medium male adolescents.

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In order to verify this hypothesis the Family Environment and Educational Aspiration scores of total Hindi medium male adolescents were tested by applying the simple regression analysis. The result of the analysis is presented in the table no. 8.

**Table No.8 Summary of the Regression Analysis for Hindi medium male adolescents**

Predictive Variable	R	R2	R2 change	F change
Family Environment	.457	.209	.209	.001**

*\*\*Significant at .01 level*

To achieve the objective no.2.5 of the study simple regression was applied to test the contribution of the Family Environment to Educational Aspiration of Hindi medium male adolescents. From table no.8 result shows the contribution of Family Environment to Educational Aspiration of Hindi medium adolescents, which was 20.9%. This means that Family Environment has very important contribution to Educational Aspiration. Which was highly significant at both the levels. So, the Ho2.5 was rejected.

The objective no. 2.6 of the study was concerned with the contribution of Family Environment to Educational Aspiration of Hindi Medium female adolescents.

Ho2.6 There is no significant contribution of Family Environment to Educational Aspiration of English medium male adolescents.

In order to verify this hypothesis the Family Environment and Educational Aspiration scores of total Hindi medium female adolescents were tested by applying the simple regression analysis. The result of the analysis is presented in the table no. 9.

**Table No.9 Summary of the Regression Analysis for Hindi medium female adolescents.**

Predictive variable	R	R2	R2 change	F change
Family Environment	.293	.086	.086	.035*

*\*Significant at .05 level*

The table no.9 reveals that in Hindi medium females the contribution of Family Environment to Educational Aspiration was 8.6%, which was lower than males of Hindi medium but also significant at .05 level. The contribution was significant, therefore the Ho2.6 was also rejected.

### **Analysis of the data pertaining to the third objective of the study**

3. To find the correlation in between Educational Aspiration and Family Environment of adolescents in relation to gender.

Ho3. There is no significant correlation in between Educational Aspiration and Family Environment of adolescents in relation to gender.

The objective of this study was concerned with the correlation between Family Environment and Educational Aspiration of adolescents in relation to gender. In order to achieve these objectives 3.1, 3.2, 3.3,3.4, 3.5 and 3.6 were framed and corresponding null hypotheses were also framed and subjected to empirical verifications.

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The objective no. 3.1 of the study was concerned with the correlation between Family Environment and Educational Aspiration of total adolescents.

Ho3.1. There is no significant correlation in between Educational Aspiration and Family Environment of total adolescents.

In order to verify this hypothesis, the Family Environment and Educational Aspiration scores of total adolescents were tested by applying the correlation. The result of the correlation coefficient is presented in the table no. 10

**Table No.10 Correlation between Educational Aspiration and Family Environment of total Adolescents**

Total adolescents	Coefficient of Correlation
Correlation between Educational Aspiration and Family Environment	.218**

*\*\*Significant at .01 level*

To achieve the objective no.3.1 of the study Spearman correlation was applied to test the correlation between Educational Aspiration and Family Environment of adolescents. The correlation coefficient between Family Environment and Educational Aspiration of total adolescents was found to be .218. Result was significant at both the levels of significance. Thus the Ho.3.1 was rejected.

The objective no. 3.2 of the study was concerned with the correlation between Family Environment and Educational Aspiration of male adolescents.

Ho3.2. There is no significant correlation in between Educational Aspiration and Family Environment of male adolescents.

**Table No.11 Correlation between Educational Aspiration and Family Environment of Male Adolescents**

Male adolescents	Coefficient of Correlation
Correlation between Educational Aspiration and Family Environment	.295**

*\*\*Significant at .01 level*

The table no.2 reveals that in the case of male adolescents, this value of correlation coefficient was found to be .295 which was significant at .01 level. That means a positive and significant relationship is present in Family Environment and Educational Aspiration of the male adolescents. Therefore the Ho.3.2 was rejected.

The objective no. 3.3 of the study was concerned with the correlation between Family Environment and Educational Aspiration of female adolescents

Ho3.3. There is no significant correlation in between Educational Aspiration and Family Environment of female adolescents.

**Table No.12 Correlation between Educational Aspiration and Family Environment of Female Adolescents**

Female adolescents	Coefficient of Correlation
Correlation between Educational Aspiration and Family Environment	.203*

*\*Significant at .05*

To achieve the objective no 3.3 of the study, Spearman correlation was applied to test the correlation between Family Environment and Educational Aspiration of the female adolescents, the value of correlation coefficient was found to be .203 which was low in comparison to male adolescents but still significant at .05 level. Thus the Ho.3.3 was also rejected.

#### **Analysis of the data pertaining to the fourth objective of the study**

4. To find the correlation in between Educational Aspiration and Family Environment of adolescents in relation to medium of instruction.

Ho4. There is no significant correlation in between Educational Aspiration and Family Environment of adolescents in relation to medium of instruction.

The objective of this study was concerned with the correlation between Family Environment and Educational Aspiration of adolescents in relation to medium. In order to achieve these objectives 4.1, 4.2, 4.3, 4.4, 4.5 and 4.6 were framed and corresponding null hypotheses were also framed and subjected to empirical verifications.

The objective no. 4.1 of the study was concerned with the correlation between Family Environment and Educational Aspiration of Hindi Medium adolescents.

Ho4.1 There is no significant correlation between Family Environment and Educational Aspiration of Hindi medium adolescents.

In order to verify this hypothesis the Family Environment and Educational Aspiration scores of total Hindi medium adolescents were tested by applying the Spearman correlation. The result of the analysis is presented in the table no.13.

**Table No.13 Correlation between Educational Aspiration and Family Environment of Hindi Medium Adolescents**

Hindi medium adolescents	Coefficient of Correlation
Correlation between Educational Aspiration and Family Environment	.175

*Not Significant*

Table no. 13 showing the correlation coefficient of Hindi medium adolescents, the correlation between Educational Aspiration and Family Environment of total adolescents was found .175 which was not significant. Thus Ho4.1 was not rejected. This means that very low relationship in between Educational Aspiration and Family Environment.

The objective no. 4.2 of the study was concerned with the correlation between Family Environment and Educational Aspiration of Hindi Medium Male adolescents.

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Ho4.2 There is no significant correlation between Family Environment and Educational Aspiration of Hindi medium Male adolescents.

In order to verify this hypothesis the Family Environment and Educational Aspiration scores of total Hindi medium Female adolescents were tested by applying the Spearman correlation. The result of the analysis is presented in the table no.14.

**Table No.14 Correlation between Educational Aspiration and Family Environment of Hindi Medium Male Adolescents**

Hindi medium male adolescents	Coefficient of Correlation
Correlation between Educational Aspiration and Family Environment	.457**

*\*\*Significant at .01 level*

The Table no. 14 showing the results of Hindi medium male adolescents, the correlation between Educational Aspiration and Family Environment was found to be .457. That means very high relationship was present in between Family Environment and Educational Aspiration, which was highly significant. So the Ho4.2 was rejected.

The objective no. 4.3 of the study was concerned with the correlation between Family Environment and Educational Aspiration of Hindi Medium Female adolescents.

Ho4.3 There is no significant correlation between Family Environment and Educational Aspiration of Hindi medium female adolescents.

In order to verify this hypothesis the Family Environment and Educational Aspiration scores of total Hindi medium female adolescents were tested by applying the Spearman correlation. The result of the analysis is presented in the table no.15.

**Table No.15 Correlation between Educational Aspiration and Family Environment of Hindi Medium Female Adolescents**

Hindi medium female adolescents	Coefficient of Correlation
Correlation between Educational Aspiration and Family Environment	.293*

*\*Significant at .05 level*

To achieve the objective no.4.3 of the study Spearman correlation was applied In female adolescents of Hindi medium the result of correlation coefficient was .293 which was also significant at .05 level but in comparison to male this value was low. Result shows significant relationship between Educational Aspiration and Family Environment, thus the Ho4.3 was rejected.

The objective no. 4.4 of the study was concerned with the correlation between Family Environment and Educational Aspiration of English Medium adolescents.

Ho4.4 There is no significant correlation between Family Environment and Educational Aspiration of English medium adolescents.

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In order to verify this hypothesis the Family Environment and Educational Aspiration scores of total English medium Male adolescents were tested by applying the spearman correlation. The result of the analysis is presented in the table no.16.

**Table No.16 Correlation between Educational Aspiration and Family Environment of English Medium Adolescents**

English medium adolescents	Coefficient of Correlation
Correlation between Educational Aspiration and Family Environment	.145

*Not Significant*

The Table no. 16 showing the results of English medium total adolescents, the correlation between Educational Aspiration and Family Environment was found to be .145. That means very low relationship was present in between Family Environment and Educational Aspiration, which was not significant. So the Ho4.4 was not rejected.

The objective no. 4.5 of the study was concerned with the correlation between Family Environment and Educational Aspiration of English Medium Male adolescents.

Ho4.5 There is no significant correlation between Family Environment and Educational Aspiration of English medium male adolescents.

In order to verify this hypothesis the Family Environment and Educational Aspiration scores of total English medium Male adolescents were tested by applying the spearman correlation. The result of the analysis is presented in the table no.17.

**Table No.17 Correlation between Educational Aspiration and Family Environment of English Medium Male Adolescents**

English medium male adolescents	Coefficient of Correlation
Correlation between Educational Aspiration and Family Environment	.251*

*\*Significant at .05 level*

The Table no. 17 showing the results of English medium male adolescents, the correlation between Educational Aspiration and Family Environment was found to be .251. That means relationship was present in between Family Environment and Educational Aspiration, which was significant at .05 level. So, the Ho4.5 was rejected.

The objective no. 4.6 of the study was concerned with the correlation between Family Environment and Educational Aspiration of English Medium female adolescents.

Ho4.6 There is no significant correlation between Family Environment and Educational Aspiration of English medium female adolescents.

In order to verify this hypothesis the Family Environment and Educational Aspiration scores of total English medium Male adolescents were tested by applying the spearman correlation. The result of the analysis is presented in the table no. 18.

**Table No.18 Correlation between Educational Aspiration and Family Environment of English Medium Female Adolescents**

English medium female adolescents	Coefficient of Correlation
Correlation between Educational Aspiration and Family Environment	.153

*Not Significant*

The Table no. 18 showing the results of English medium female adolescents, the correlation between Educational Aspiration and Family Environment was found to be .153. That means very low relationship was present in between Family Environment and Educational Aspiration, which was not significant. So, the  $H_0$ 4.6 was also not rejected.

### **Findings of the Study**

Results of this analysis show that in the case of Hindi medium male adolescents the contribution of Family Environment was very high (20.9 %). And in all the cases of English medium and Hindi medium adolescents, the impact of Family Environment on Educational Aspiration of male adolescents was higher in comparison to female adolescents. In male adolescents Family Environment and Educational Aspirations, the relationship is high but in the case of female adolescents in comparison to male adolescents low but significant at .05 level. In Hindi medium male adolescents, the correlation coefficient is high and in female Hindi medium adolescents the relationship between Family Environment and Educational Aspiration is also significant. These results show that the environment of family play an important role in developing Educational Aspiration in adolescent. In this study the results also show that the relationship in Family Environment and Educational Aspiration is high in male adolescents in comparison to female adolescents. This difference shows that the discrimination factor is present in our society, which influences the aspiration level of our secondary level adolescents.

## **CONCLUSION AND DISCUSSION**

The findings of the research show some new direction for the education of the children. Aspiration affects the child in gaining knowledge, but it is the duty of the family members and teachers to provide good morals and atmosphere to the children without any discrimination in male and female to learn in a healthy environment. It is also evident from the study that Educational Aspiration and in a Family Environment a relationship is present which is significant in most of the cases but the impact of Family Environment was not high. This means that Family Environment has something to contribute to the development of Educational Aspiration of secondary level adolescents. Educational aspirations reflect a state of mind that motivates to strive for academic success. Aspiration starts when children getting proper guidance at the right time.

Family as a basic unit of society is the primary agent of socialization. If parents do not discuss with their wards what they want to study further and plan then how they know about what are the future or stream what their child studying. It is important for parents to give priority to their children. They should take interest in providing a base to their children. Hence the parental involvement need in active mode. An academically favourable home environment is likely to enhance the child's motivation to achieve success which in turn will contribute to good performance in school. It is necessary to examine how Family Environment provides varying educational experiences for the adolescents. Home environment experiences allow the children's aspirations to be expanded. It is very important for family members to communicate effectively with adolescents as it is a period

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of physical and psychological changes. Positive communication between family and adolescents can help them to establish enhanced self-concept. Family provides a protective and supportive environment which creates a positive emotional atmosphere for educational aspiration. Gil-Flores, Padilla-Carmona and Suárez-Ortega (2011) studied that gender and family are significantly related to the educational aspirations of both the adolescents and their parents. Females had significantly higher academic aspirations than males. Gender was also an influential factor in parents' academic expectations, as both mothers and fathers held higher aspirations for their daughters than their sons.

### *Educational Implications*

1. Teachers, educationists and leaders should try to create awareness in parents on the importance of the Family Environment on Educational Aspiration which can improve the children's academic achievement.
2. Parents can contribute to the education of their children, especially in the situations like the current pandemic, lockdowns and social distancing, through encouragement, provision of learning facilities, and active assistance among other strategies.
3. It is an essential duty of teachers to provide good environment in school.
4. The secondary school adolescents should be provided with favourable and stimulating environment at home and school for a better academic performance and adjustment in future life.
5. Proper guidance should be provided to the adolescents in this time of pandemic regarding career choices, selection of subjects and streams of education.
6. There should be guidance and counselling cells in schools and other educational institutions in online mode also, so that adolescents may get help in reducing their worries and tensions in situations like current pandemic.

### **SUGGESTION FOR FURTHER RESEARCH:**

1. This study may be conducted on large sample for drawing generalization and to get more reliable results.
2. The variable Educational Aspiration could be studied in relation to other variable such as emotional intelligence, school environment, learning environment, achievement motivation, parent-adolescents relationship and pandemic.
3. Comparative study on the same variables can be done on the basis of basis of adolescents of different level e.g. primary level, secondary level and senior secondary level.

### **DELIMITATIONS**

Due to paucity of time and resources, the present study was delimited as follows:

1. It focuses on the educational aspirations of adolescents of secondary schools only.
2. Educational Aspiration of secondary school were compared with respect to two mediums of instruction, Hindi and English, only.
3. Adolescents of Azamgarh only have been taken as population.
4. The sample consists of 215 adolescents only.

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***Conflict of Interest***

The author(s) declared no conflict of interest.

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