

HOME ENVIRONMENT AND OCCUPATIONAL ASPIRATION OF HIGHER SECONDARY STUDENTS IN CHHATTISGARH

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ABSTRACT

The present study aimed to find out the level, difference and relationship if any in the home environment and the occupational aspiration of higher secondary students in Chhattisgarh State. The survey method was adopted. The sample consisted of 366 higher secondary students of Pathalgaon educational District in Chhattisgarh. Self developed and validated tool was used for measuring home environment and had used occupational aspiration scale by Grewal (1984). The study showed that there was no significant difference between higher secondary boys and girls in their home environment but higher secondary boys are better than girls in their occupational aspiration.

INTRODUCTION

Education in general involves a process of imparting or acquiring general knowledge of various subjects, values, skills, beliefs; developing powers of reasoning and judgment, and preparing oneself or others intellectually for a mature life. Education, in ordinary people's understanding, brings a bright future by helping the student to get a good job or occupation. In Indian context primary objective of getting education is to get an occupation. Students join schools or colleges with the aim of making themselves capable of earning for their daily living. Thus indirectly the aim for many students under formation is geared towards future occupations. These occupations are of different standards and categories. The level of occupational aspiration of a student would change their future life. 'Who dreams to have a better occupation? Who aspires strongly to have prosperous occupation for life?' are the research questions answered through his study.

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The student is the part of the family. He/she is affected deeply by the home environment. Each child has the impact of home environment on its academic life differently since the home environment differs from family to family. When a child joins the school for his education there are various factors that affect his academic performance. It is not only his performance but his future aspiration is also designed by those factors that surround him. Home environment is one of the key factors to mould a child towards a high or low occupational aspiration.

SIGNIFICANCE OF THE STUDY

The researcher, during his teaching years in many rural schools in Chhattisgarh, found that the students coming from rural background had different levels of occupational aspiration. Some possessed high occupational aspiration and some low. Students though coming from same area show inclination to diverse occupational aspiration. Students were influenced by many factors during their schooling. So the investigator is curious to know the impact of home environment, not neglecting the others, on the occupational aspiration of Higher Secondary students.

This study would be very significant in revealing some hidden truths about the relationships between home environment and the occupational aspiration of the Higher Secondary students of the State of Chhattisgarh, in Pathalgaon educational district.

OBJECTIVES

1. To find out the significant difference between higher secondary boys and girls in their home environment and its dimensions.
2. To find out the significant difference between higher secondary boys and girls in their occupational aspiration.
3. To find out the significant difference between rural and urban school higher secondary students in their home environment and its dimensions.
4. To find out the significant difference between rural and urban school higher secondary students in their occupational aspiration.
5. To find out the significant relationship between home environment and occupational aspiration of higher secondary students.

HYPOTHESES

1. There is no significant difference between higher secondary boys and girls in their home environment and its dimensions.
2. There is no significant difference between higher secondary boys and girls in their occupational aspiration.
3. There is no significant difference between rural and urban school higher secondary students in their home environment and its dimensions.
4. There is no significant difference between rural and urban school higher secondary students in their occupational aspiration.
5. There is no significant relationship between home environment and occupational aspiration of higher secondary students.

METHODOLOGY

The researcher adopted survey method for his data collection.

TOOL USED FOR THE STUDY

By keeping various objectives and purposes of the study in mind, the investigator used the following tools.

- a. Home environment scale prepared and validated by Michael Tirkey (2016)
- b. Occupational Aspiration scale by Grewal (1984).

POPULATION

The population for the present study consisted of the Higher Secondary students studying in Higher Secondary Schools of Pathalgaon educational district in Chhattisgarh state.

SAMPLE

The researcher selected 366 higher secondary students from 7 higher secondary schools as his sample. Among them 190 are boys and 176 are girls.

SAMPLING TECHNIQUE

The investigator has adopted random sampling technique to collect the data.

STATISTICS USED

The investigator used the following statistical techniques for data analysis:

1. Percentage Analysis
2. 't' test
3. Pearson Product Moment Correlation

ANALYSIS OF DATA

Hypothesis 1

There is no significant difference between higher secondary boys and girls in their home environment and its dimensions.

Table 1

DIFFERENCE BETWEEN HIGHER SECONDARY BOYS AND GIRLS IN THEIR HOME ENVIRONMENT AND ITS DIMENSIONS

Dimensions	Gender	N	Mean	S.D.	Calculated 't' value	Remark At 5% level
Facility at home	Boys	190	9.87	1.387	0.006	NS
	Girl	176	9.87	1.582		
Personal freedom	Boys	190	15.98	1.539	1.126	NS
	Girls	176	16.15	1.424		
Parents' attitude	Boys	190	6.25	0.871	2.053	S
	Girls	176	6.08	0.688		
Parenting	Boys	190	9.71	0.630	0.458	NS
	Girls	176	9.74	0.769		
Home environment	Boys	190	41.81	2.666	0.149	NS
	Girls	176	41.85	2.641		

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between higher secondary boys and girls in their facility at home, personal freedom, parenting and home environment. But there is significant difference between higher secondary boys and girls in their parents' attitude.

While comparing the mean scores of higher secondary boys and girls, boys (mean = 6.25) are better than girls (mean = 6.08) in their parents' attitude.

Hypothesis 2

There is no significant difference between rural and urban school higher secondary students in their home environment and its dimensions.

Table 2

DIFFERENCE BETWEEN RURAL AND URBAN HIGHER SECONDARY SCHOOL STUDENTS IN THEIR HOME ENVIRONMENT AND ITS DIMENSIONS

Dimensions	Locality of school	N	Mean	S.D.	Calculated 't' value	Remark
Facility at home	Rural	175	9.63	1.452	3.004	S
	Urban	191	10.09	1.479		
Personal freedom	Rural	175	16.09	1.557	0.280	NS
	Urban	191	16.04	1.421		
Parents' attitude	Rural	175	6.14	0.761	0.685	NS
	Urban	191	6.19	0.820		
Parenting	Rural	175	9.74	0.652	0.273	NS
	Urban	191	9.72	0.742		
Home environment	Rural	175	41.59	2.730	1.634	NS
	Urban	191	42.04	2.565		

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between rural and urban school higher secondary students in their personal freedom, parents attitude, parenting and home environment. But there is significant difference between rural and urban school higher secondary students in their facility at home.

While comparing the mean scores of rural and urban school higher secondary students, urban school students (mean = 10.09) are better than rural school students (mean = 9.63) in their facility at home.

Hypothesis 3

There is no significant difference between higher secondary boys and girls in their occupational aspiration.

Table 3

DIFFERENCE BETWEEN HIGHER SECONDARY BOYS AND GIRLS IN THEIR OCCUPATIONAL ASPIRATION

Variable	Gender	N	Mean	S.D.	Calculated 't' value	Remark
Occupational aspiration	Boys	190	49.27	9.134	2.542	S
	Girls	176	46.91	8.620		

(At 5% level of significance, table value of 't' is 1.96)

It is inferred from the above table that there is significant difference between higher secondary boys and girls in their occupational aspiration. While comparing the mean scores of higher secondary boys and girls, boys (mean = 49.27) are better than girls (mean = 46.91) in their occupational aspiration.

Hypothesis 4

There is no significant difference between rural and urban school higher secondary students in their occupational aspiration.

Table 4

DIFFERENCE BETWEEN RURAL AND URBAN SCHOOL HIGHER SECONDARY STUDENTS IN THEIR OCCUPATIONAL ASPIRATION

Variable	Locality of school	N	Mean	S.D.	Calculated 't' value	Remark
Occupational aspiration	Rural	175	47.53	8.303	1.240	NS
	Urban	191	48.69	9.504		

(At 5% level of significance, table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between rural and urban school higher secondary students in their occupational aspiration.

Hypothesis 5

There is no significant relationship between occupational aspiration and home environment of higher secondary students.

Table 5

RELATIONSHIP BETWEEN OCCUPATIONAL ASPIRATION AND HOME ENVIRONMENT OF HIGHER SECONDARY STUDENTS

Dimensions	df	Calculated 'γ' value	Remarks
Facility at Home	364	0.139	S
Personal Freedom		0.206	S
Parents' Attitude		0.079	NS
Parenting		0.035	NS
Home Environment		0.226	S

(At 5% level of significance, for 364 'df' the table value of 'γ' is 0.098)

It is inferred from the above table that there is no significant relationship between occupational aspiration and parent's attitude and parenting of higher secondary students. But there is significant relationship between occupational aspiration and facility at home, personal freedom and home environment of higher secondary students.

FINDINGS AND DISCUSSION

1. There is significant difference between higher secondary boys and girls in their parents' attitude. While comparing the mean scores of higher secondary boys and girls, boys (mean = 6.25) are better than girls (mean = 6.08) in their parents attitude. This may be due to the reason that society at large in Palthalgaon area values boys as earning members of the family and confer more responsibility on them

2. There is significant difference between rural and urban higher secondary school students. While comparing the mean scores of rural and urban school higher secondary students, urban school students (mean = 10.09) are better than rural school students (mean = 9.63) in their facility at home.
3. There is significant difference between higher secondary boys and girls in their occupational aspiration. While comparing the mean scores of higher secondary boys and girls, boys (mean = 49.27) are better than girls (mean = 46.91) in their occupational aspiration. This may be due to the wider exposure that they get in the school and in the society they live.
4. There is no significant difference between rural and urban school higher secondary students in their occupational aspiration.
5. There is significant relationship between occupational aspiration and facility at home, personal freedom and home environment of higher secondary students. This may be due to the reason that the better home facility and the freedom given to the students help them to aim high and they widen their social contacts. These social contacts also may motivate them to have high occupational aspiration.

CONCLUSION

The intension of the investigator was to find out the relationship between home environment and occupational aspiration of higher secondary students. The study shows that there is significant relationship between occupational aspiration and facility at home, personal freedom and home environment of higher secondary students. This implies that a better home environment of higher secondary student would give a better occupational aspiration. A sound economic condition is needed for a family to provide sufficient facility at home for study. Higher secondary students are being affected by their personal freedom at home. It would be a great help for higher secondary students to receive an encouraging approval for academic exposure.

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