ABSTRACT
The home-environment primarily consists of the prevalent customs, codes & traditions of the community, it is at the same time made highly personal by the human interaction involved – Due to former fact it can safely be said that a child first comes in contact with the mysteries of a community like as he sees it reflected in the mirror of family. Aspiration means the goal the individual sets for their self in a task which has intense personal significance for them as in which he/she is ego-involved because as aspirations are ego-involved success leads to increased self-esteem, while failure brings embarrassment, remorse and feeling of personal inadequacy and inferiority.

KEYWORDS: Home-Environment, Educational Aspiration, Hypothesis, Standard Deviations

INTRODUCTION
Education is the process of development, which consist of the passage of the human being from infancy to maturity and the process whereby he adapts himself gradually in various ways to his physical, social & spiritual environment [4-5]. Educational develops the individual like a flowers which distributes it fragrance over the environment. In this sense, education is that conducive process which drags a person from darkness [2]. But even in this social process, the child needs support and freedom from an economic pressure and that is why education requires long period of social as well as biological infancy when the young would like off the labour of others and be released from self-support. Education develops all his intellectual and emotional power. It also develops the social qualities of service, tolerance, co-operation, fellow feeling, inspiring the child to lay down all even his life for the glory & prosperity of his country. Education helps in more optimistic attitude in the students.

Adolescence may be a time of heightened bickering and diminished closeness in the parent-child relationship. Adolescence is the period of transition between childhoods to adulthood. It is a period demanding significant adjustment to the home-environment and educational institution.

OPERATIONAL DEFINITION OF THE TERM
EDUCATIONAL ASPIRATION – Educational Aspirations are strong desires to reach something high or great. The scores used to measure the educational aspiration of the intermediate students, that score represents the educational aspiration only. Young children’s aspirations guide what students learn in school, how they prepare of adult life, and what they eventually do. It is that level of attainment to reach in the course of his or her education and all the concepts regarding education are viewed from this perspective.

HOME – ENVIRONMENT – Home-environment is designed to measure the psycho social climate of homes. In this score used to measure their home-environment using the test, that scores is the representative of the home-environment of the intermediate students.

The present Home Environment inventory (HEI) is an instrument designed to measure the psycho-social climate of home as perceived by children. It provides a measure of the quality and quantity of the cognitive emotional and social support that have been available to the child with in the home. HEI has 100 items belonging to ten dimensions of home-environment.

ANALYSIS AND INTERPRETATION OF DATA
The study on the impact of home-environment on the educational aspiration of intermediate school students has conducted and the data were obtained from the students. With this study it was tried to know whether the home-environment influences is having some impact on the educational aspiration of the students. The data collected are raw data and are meaningless unless certain statistical treatment is given to them. Analysis of data means to make the raw data meaningful or to draw some results from the data after the proper treatment.

Table: statistical inference on home-environment and educational aspiration of intermediate school students.

<table>
<thead>
<tr>
<th>Variables</th>
<th>No. of Student</th>
<th>Mean</th>
<th>Standard Deviation, SD</th>
<th>r</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home-environment</td>
<td>200</td>
<td>231.055</td>
<td>28.091</td>
<td>0.25216</td>
</tr>
<tr>
<td>Educational Aspiration</td>
<td>200</td>
<td>50.27</td>
<td>6.178</td>
<td>Significant</td>
</tr>
</tbody>
</table>

Interpretation: In order to test the inference on home-environment and educational aspiration of intermediate school students means, standard deviations and coefficient of co-relation (r) was obtained which is presented in table mean are 231.055 and 50.27 respectively and standard deviations are 28.091 and 6.178 respectively.

The coefficient of correlation between home-environment and educational aspiration was found to be 0.252 which is significant at 0.01 level. This indicates that proposed inference on home-environment and educational aspiration of intermediate school students is accepted, it can be concluded that there exists significant relationship between home-environment and educational aspiration of intermediate school students.

RESULT – Therefore the proposed inference on home-environment and educational aspiration of intermediate school students is accepted at 0.01 level.

CONCLUSION
The study and analysis of data and its interpretation shows that there is significant, insignificant and negative significant correlation found between home-environment and educational aspiration of intermediate school students. The significant relationship shows that there is positive effect of home-environment on the educational aspiration and the insignificant relationship shows that there is no
such relationship between the two. There exists significant relationship between home-environment and educational aspiration of intermediate school students.

REFERENCES


