



A STUDY OF ACADEMIC ACHIEVEMENT IN RELATION TO HOME ENVIRONMENT OF SECONDARY SCHOOL STUDENTS

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Abstract

Parents are an essential part of their Childs environment. Adults need to have a positive view of them (self concept) and serve as role model for their children. Self awareness is another key part of child's development. This is why the parents' ability to provide wings is so important. In order to succeed, children need to gain confidence in their abilities and gain a sense that they can do things on their own. The precious time between birth and maturity gives parents many opportunities to balance roots and wings. Parents can lead the way in providing experiences that enhance their children view of themselves. This way parents can builds self esteem in their children and themselves in order to improve the quality of their lives and strengthen family relationship.

Home environment not only influences the academic achievement but also affects the mental condition of a child. On one hand, congenial home environment supports a child to maintain a good mental health and uncongenial home environment forces her to develop several unpleasant mental conditions, like, tension, anxiety, stress etc., which leads to her poor academic performance. Home environment are often directly connected to academic achievement

Key Words: *Home environment, Academic Achievement*



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Introduction

The forces of environment begin to play their part and influence the growth and development of the individuals, right from the time of fertilization of the ovum by sperm. Therefore, from the

environmental point of view, not only what happens after birth is important but also what goes on inside the womb of the mother after conception has equal significance. The above point of view has given birth to several meanings and definitions of environment as following:

Barning, Lanfield and Weld (1961): "The environment is everything that affects the individual except his genes"

"Before birth, the mother womb is the place where these forces play their part. The fetus gets its nourishment from blood stream of its mother. After birth the child is exposed to numerous environmental forces that are purely external".

Children grow up in several environments. Home, School and community are the setting for social and intellectual experiences from which they acquire and develop the skills, attitudes and attachments which characterize them as individuals and shape their choice and performance of adult roles. During childhood and adolescence most of the social influence upon individual can be categorized as being associated either with home or with school environments. In the early years the family is the most potent source of influence, but once children have entered school, new opportunities are created for adults, and for peers and older pupils to influence individual development. It is well known fact that most of those who become successful in life have come from homes where parental attitudes towards them were favorable and where a wholesome relationship existing between parents and children produces happy and friendly children who are constructive and affectionate members of the group. By contrast those who are unsuccessful in life come from homes where the parent child relationship is unfavorable.

"Home Environment is defined as the climate prevailing in one's home which varies from culture to culture, society to society and ' family to family depending upon various factors"

Family is a group of people or animals (many species from the equivalent of a human family where in the adults care for the young) affiliated by consanguinity, affinity or co residence. Although the concept of consanguinity originally referred to relation by blood anthropologists have argued that one must understand the idea of blood metaphorically and that many societies understand family through other concepts rather than through genetic distance.

Parents are an essential part of their child's environment. Therefore in order to foster caring, responsible and strong children, adults need to have a positive view of them (self concept) and serve as role model for their children. Self awareness is another key part of child's development. Self awareness is how much we know about ourselves, our beliefs about who we are and what are our capabilities are. As child's sense of self develops, so does the child's ability to blossom

in school and with peers. This is why the parent's ability to provide wings is so important. In order to succeed, children need to gain confidence in their abilities and gain a sense that they can do things on their own. The precious time between birth and maturity gives parents many opportunities to balance roots and wings. Parents can lead the way in providing experiences that enhance their children view of themselves. This way parents can builds self esteem in their children and themselves in order to improve the quality of their lives and strengthen family relationship.

Need Of The Study

The justification of a research project lies in its contribution to society for its welfare because national unity is the basic need of India. It is time of lively approval of educational development in India. When many changes are being it is a time of lively approval witnessed in organization, curricula and teaching techniques, it is pertinent to seek systematic and up to date information on the significant correlate of student achievement. It is appropriate in context to consider at once factors affecting the academic achievement such as Pupil's socio-economic back ground, intelligence, language as medium of instruction, various personality traits of students etc.

The importance of scholastic or academic achievement has raised several important questions for educational researchers. What factors promote achievements in students'? How far do the different factors contribute towards academic achievement? Academic Achievement can be defined as "the performance of student in field of education which can be calculated through proper study of his / her previous records and mark sheets available.

Many factors have been hypothesized and researched upon. Researchers have come out with varied results, at times complementing each other, but at times contradicting each other. A comprehensive picture of academic achievement still seems to eluding the researchers. It has been accepted that that environment - both in and outside the school - in which the child grows has a great influence on the academic achievement of the student.

Objectives Of The Study

- 1) To study the Home Environment of secondary school students.
- 2) To study academic achievement of secondary school students.
- 3) To find out the relationship between Home environment and academic achievements of secondary school students.

Hypothesis

There is no significant relationship between Home environment and academic achievement.

Delimitations Of The Study

1. The study is confined to senior secondary school only.
2. The sample is restricted to 160 students only.
3. The study is confined to academic achievement and home environment only
4. The study confined to Rohtak district only.

Methodology

The researcher will employ the descriptive survey method to investigate present problem.

Sample Of The Study

Initial sample will be 160 which will be taken randomly from Rohtak District of Haryana. The whole sample will be drawn from Senior Secondary Schools students.

Tools To Be Used

For the present study the investigator will use following tools for collections of data

- Home Environment Inventory (HEI) developed By Dr. Karuna Shankar Misra's
- Academic Achievement of senior school students on the basis of X class results.

Statistical Techniques To Be Used

Following statistical techniques will be used to analyses the data

1. Mean
2. Standard Deviation
3. t-test
4. Correlation

Scoring Of The Tools

For the scoring of HEI the investigator took the help of annual, according to which scoring was to be done on a five point scale. There were five different cells namely- 'mostly', 'often', 'sometimes', 'least' and 'never' which are given 4,3,2, 1 & 0 numbers respectively.

Analysis And Interpretation Of Data

For the analysis of the data help of statistical tools was taken. The investigator took the help of Karl Pearson's Product Moment 'r' to find out correlation between the HEI and Academic Achievement score of students.

Table 1: Scores of home environment of secondary school students

N (no. of items)	\bar{X} (mean)	Σ (standard deviation)	σ_M (standard mean)
120	217.14	17.38	0.0158

It is observed that from the above figure that observer had taken no. of items are 120 then computed mean is 217.14 on their base the s.d is 17.38 and the standard mean is computed as 0.0158. It indicates perfect correlation. Now it can be interpreted that the home environment of secondary school students indicates the perfect correlation.

Table 2: Scores of the academic achievements of secondary school students

N (no. of items)	\bar{Y} (mean)	Σ (standard Deviation)	σ (standard mean)
120	62.47	12.97	1.18

It is observed that from the above figure that observer had taken no. of items are 120 then computed mean 62.47 on their base the s.d is 12.97 and the standard mean is computed as 1.18. It indicates the perfect correlation. Now it can be interpreted that the academic achievement of secondary school students indicates the perfect correlation.

Table 3: Scores showing co-efficient of 'r' and academic achievement of secondary school

S.no	Variable	No. of Students	r	t-value
1	Home Environment	120	0.89	29.8*
2	Academic Achievement	120		

The coefficient of correlation value between home environment and academic achievement is 0.89 and calculated 't' value is 29.8 at 0.01 level. Here df 238 higher than critical t' value i.e. 2.38 at 0.01 level of significant with df 238. Therefore the null hypothesis. "There is significant relationship in Home Environment and Academic Achievement of Secondary School Students is rejected at 0.01 level of significance. Therefore, it may be concluded that Home environment and academic achievement of senior secondary school students are correlated with each other. Hence we can say that Home Environment effects academic achievement positively and vice-versa.

Findings

- 1 There is a positive relationship between home environment and academic achievements of secondary school students.
- 2 There is higher degree of co-relation between these variables of secondary school students.
- 3 There is slight high co-relation between home environment and academic achievements of female students than male student.
- 4 All hypothesis, which the investigator made are rejected which shows that there is no relationship between these variables.
- 5 The investigator concludes that the data shows very much impact of home environment and academic achievements.

Conclusion

On the basis of the findings discussed in the foregoing pages the following conclusion may be drawn:

1. On the basis of the finding on interpretation of HEI and Academic scores of adolescent boys' students, we can reach on the conclusion that as it shows a correlation but in very small degree. Adolescent boys are affected by their home environment but very slightly. Hence the academic achievements can be affected by the environment they receive at their home.
2. Finding on the basis of the HEI and Academic score of adolescent girls students make us to conclude that academic achievements of 12th class girls' students are independent of the environment prevailing in their homes as there is absence of correlation in these two Scores.
3. The study of the HEI and academic scores of 12th class boys and girls taken as a whole reveals that there is absence of correlation between these two scores. Which make us to conclude that home environment has no effect on the academic achievements of adolescent boys and girls students.

Suggestion For Further Research

Some of the suggestion for the further research in 'the area are given below:

1. The study can be conducted on a larger sample then selected for the present study which can make the results more reliable.
2. Other than the adolescent group of student any other age group can be taken for the study which shall help to find out the difference of the impact of home environment.
3. Other than home environment any other variable like school environment, locality, peer group and physical environment can also be taken to study their impact on academic achievements of students.
4. Any other aspect of personality like attitude, intelligence, creativity and aptitude can be selected to see impact or home environment on these aspects.

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