

IMPACT OF HOME ENVIRONMENT ON ACADEMIC ACHIEVEMENT OF ADOLESCENT STUDENTS IN RELATION TO THEIR LOCALITY AND TYPE OF SCHOOL

*Dr.Y.S.Deswal | **Rekha Rani | *** Savita Ahlawat

Abstract

The investigators have tried to study the impact of home environment on academic achievement of adolescent students in relation to their locality and type of school. The sample of 200 students of 11th class was selected by using simple random sampling technique. As a result the two variables home environment and academic achievement were found positively co related. Significant relationship between home environment and academic achievement was found. It was found that there is a significant difference in mean scores of rural and urban students regarding academic achievement. Urban students have better academic achievement in their rural counterparts

ACADEMIC ACHIEVEMENT

Academic achievement is the performance of students in the field of education and the types of environment found at home plays, perhaps, a very important role in determining academic achievement in children.. The child rearing issue is of major concern in contemporary society. Childhood has been accepted to be the most sensitive and vulnerable stage of an individual's life during which care and nurturance pay a significant role. The kind of care children receive is greatly reflected in their personalities. The child needs to be handled scientifically so as to develop desirable behavioural patterns leading to the emergence of good human being, which can contribute to the ultimate progress of family in particular and society in general. It calls for an environment that encourages activity, experimentation and manipulative experiences. Deficiencies in the environment during this period may cause irreparable damage to future development of the child where no subsequent attention may really make up the loss. According to Ballard, family was the original social institution from which all other institutions develop. It is, in fact, the foundation of all social organisations.

*Associate Professor, T.R. College of Education, Sonapat
**Assistant Professor, Ganga Institute of Education, Kablana
***Assistant Professor, F.C. College for Women, Hisar

HOME ENVIRONMENT

Human beings are always immersed in a social environment which not only changes the very structure of the individual or just compels him to recognize facts but also provides him with a ready-made system of signs. It imposes on him a series of obligations. Two environments namely, home and school environments, share an influential space in child's life. Family is the social-biological unit that exerts the greatest influence on the development and perpetuation of the individual's behaviour. The psychological atmosphere of a home may fall into any of the four quadrants, each of which represents one of the four general combinations: acceptance – autonomy, acceptance – control, Rejection- autonomy and rejection-control (Johnson & Medinnus, 1969), Grebow (1973) reported that 'nurturance-affection' and 'achievement expectations, demands and standards' constitute the two dimensions of parental behaviour that have been regarded as important by previous researchers. Various researchers have identified the following characteristics of home environment or parental child rearing practices permissiveness, willingness to devote time to the child, parental guidance, parental aspiration for achievement, provisions for the child's intellectual needs, affective rewards, instrumental companionship, prescription, physical punishment, discipline, neglect, deprivation of privileges, protectiveness, power, achievement demands, indulgence, conformity, independence, emotional and verbal responsiveness, involvement with the child, physical and temporal environment, avoidance of restriction and punishment, provision of appropriate play materials, etc. There exists a great overlapping in the kinds of behaviours which are in association with different characteristics.

OBJECTIVES OF THE STUDY:

- 1) To compare the mean scores of home environment of rural and urban students of 11th class.
- 2) To compare the mean scores of academic achievement of rural and urban students of 11th class.
- 3) To compare the mean scores of home environment of students 11th class of government and private schools.
- 4) To compare the mean scores of academic achievement of students of 11th class of government and private schools.
- 5) To study the relationship between home environment and academic achievement of students of 11th class.

**Associate Professor, T.R. College of Education, Sonapat*
***Assistant Professor, Ganga Institute of Education, Kablana*
****Assistant Professor, F.C. College for Women, Hisar*

HYPOTHESES:

- H₀₁ There is no significant difference between mean scores of home environment of rural and urban students of 11th class.
- H₀₂ There is no significant difference between mean scores of academic achievement of rural and urban students of 11th class.
- H₀₃ There is no significant difference between mean scores of home environment of 11th class students of government and private school.
- H₀₄ There is no significant difference between mean scores of academic achievement of students of 11th class of government and private school.
- H₀₅ There is no significant relationship between home environment and academic achievement of students of 11th class.

Research Design

In the present study, descriptive survey method was used.

SAMPLE:

The sample of the study consisted of 100 students (50 students of rural areas and 50 students of urban areas) of 11th class.

TOOLS USED

The investigators have used the following tools the present study:

1. Dr. Karuna Shankar Misra's Home Environment Inventory (HEI).
2. Academic Achievement: scores obtained by the students in 10th standard.

STATISTICAL TECHNIQUES USED

Following statistical techniques have been used to analyse data:

t-test and Product Moment Correlation

Analysis and Interpretation

4.1 To compare the mean scores of home environment of rural and urban students of 11th class.

Table 4.1
Significance of difference between mean scores of home environment of rural and urban adolescents of 11th class.

Group	N	Mean	S.D.	t'
Rural	50	281.24	22.67	2.75
Urban	50	292.94	19.31	

*Associate Professor, T.R. College of Education, Sonapat

**Assistant Professor, Ganga Institute of Education, Kablana

***Assistant Professor, F.C. College for Women, Hisar

Table-1 reveals that the mean scores of home environment of students of 11th class of secondary schools of rural and urban areas are 281.24 and 292.94 respectively. The t-ratio between the two groups comes out to be 2.75 which is significant at 0.01 level. Hence the null hypothesis HO1”There is no significant difference between mean scores of home environment of rural and urban students of 11th class” is not accepted. Therefore, it may be concluded that the urban students have obtained higher mean scores on home environment than the rural students.

4.2 To compare the mean scores of academic achievement of rural and urban students of 11th class.

Table 4.2
Significance of difference between mean scores of Academic Achievement of rural and urban adolescents of 11th class.

Group	N	Mean	S.D.	t'
Rural	50	371.42	30.18	5.23
Urban	50	396.14	13.40	

Table-4.2 reveals that the mean scores of academic achievement of rural and urban school students are 371.42 and 396.14 respectively. The t- ratio between the two groups comes out to be 5.23, which is significant at 0.01 level of significance. Hence the null hypothesis HO2” There is no significant difference between mean scores of academic achievement of rural and urban students of 11th class.” is not accepted.

Therefore it may be concluded that the urban students have obtained higher mean score on academic achievements than the rural students. The difference shows that the urban students are brighter academically than the rural students.

4.3 To compare the mean scores of home environment of students of 11th class of government and private schools.

Table 4.3
Significance of difference between mean scores of home environment of adolescents of 11th class of government and private schools.

Group	N	Mean	S.D.	t'
Government school students	50	280.47	20.37	4.75
Private school students	50	293.71	21.61	

Table-4.3 reveals that the mean scores of home environment of students of 11th class of government and private schools are 280.47 and 293.71 respectively. The t- ratio between the two groups comes out to be 4.75 which is significant at 0.01 level. Hence

*Associate Professor, T.R. College of Education, Sonapat
**Assistant Professor, Ganga Institute of Education, Kablana
***Assistant Professor, F.C. College for Women, Hisar

the null hypothesis HO3” There is no significant difference between mean scores of home environment of 11th class students of government and private schools.” is not accepted. Therefore, it may be concluded that the private school students have obtained higher mean scores on home environment than the government school students. The difference shows that private school students have much better home environment than the government school students.

4.4 To compare the mean scores of academic achievement of students of 11th class of government and private schools.

Table 4.4
Significance of difference between mean scores of academic achievement of adolescents of 11th class of government and private schools.

Group	N	Mean	S.D.	t'
Government school students	50	369.29	21.32	4.75
Private school students	50	398.27	22.26	

Table-4.4 reveals that the mean scores of academic achievement of students of 11th class of government and private schools are 369.29 and 398.27 respectively. The t-ratio between the two groups comes out to be 4.57, which is significant at 0.01 level of significance.

Hence the null hypothesis HO4” There is no significant difference between mean scores of academic achievement of students of 11th class of government and private school.” is not accepted.

Therefore, it may be concluded that the private school students have obtained higher mean scores on academic achievements than the government school students. The difference shows that the private school students are academically brighter than the government school students.

4.5 To study the relationship between home environment and academic achievement of students of 11th class.

Table No. 4.5
Coefficient of correlation between home environment and academic achievement of students of 11th class

Variable	N	r	Level of significance
1. Home Environment	100	0.610	0.01
2. Academic Achievement			

*Associate Professor, T.R. College of Education, Sonapat
**Assistant Professor, Ganga Institute of Education, Kablana
***Assistant Professor, F.C. College for Women, Hisar

Table 4.5 reveals that calculated 'r' values is 0.610 which is greater than table value. Therefore calculated 'r' value is significant at 0.01 level of significance. Hence the null hypothesis Ho5 "There is no significant relationship between home environment and academic achievement of students of 11th class." is not accepted. Therefore significant positive relationship was found between Home Environment and Academic Achievement of adolescent students of 11th class. This finding is supported by Sangwan, Punia, Manocha (1998), Boss and Joshi" (2004) and Amruth G Kumar (2005), they also found the significantly positive relationship between home environment and academic achievement of secondary class students.

Main findings

On the basis of analysis, interpretation and discussion of the results, the main findings and conclusions may be summarized in accordance with the objectives:

1. There is significant difference between mean scores of Home Environment of students of 11th class of rural and urban areas.
2. There is significant difference between mean scores of Academic Achievement of students of 11th class of rural and urban areas.
3. There is significant difference between mean scores of Home Environment of students of 11th class of government and private schools.
4. There is significant difference between mean scores of Academic Achievement of students of 11th class of government and private schools
5. There is significant positive relationship between Home Environment and Academic Achievement of students of 11th class.

On the basis of the findings, the present study raises some significant issues that are beneficial in many ways teachers' students and administrators. The most significant issue to be addressed here is relating to home environment of students and their academic achievement.

The results of the present study are an eye opener and alarming for educational planners and administrators, teachers and parents from moralistic point of view. The parents should try to provide better home environment to their children which would help them in their achievement. There is also a clear indication of correlation between home environment and academic achievement both in students of government and

**Associate Professor, T.R. College of Education, Sonapat*
***Assistant Professor, Ganga Institute of Education, Kablana*
****Assistant Professor, F.C. College for Women, Hisar*

private schools that they need immediate attention of the parents and school authorities, The students should be provided such healthy home environment that they can maintain their higher academic achievement. Home Environment greatly affects the academic achievement of the students. Therefore, due attention is to be given towards providing better home environment to the students.

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**Associate Professor, T.R. College of Education, Sonepat*

***Assistant Professor, Ganga Institute of Education, Kablana*

****Assistant Professor, F.C. College for Women, Hisar*

