Estd. in 1962

ANNAMMAL COLLEGE OF EDUCATION FOR WOMEN

Tiruchendur Road, Thoothkudi - 628 003.

Recognized by National Council for Teacher Education, SRC, Bangalore &

Affiliated to Tamil Nadu Teachers Education University, Chennai

Approved by UGC under section 2 (f) and 12B of UGC Act

Accredited with 'A' Grade by NAAC

ACE RESEARCH PROPELLER

Volume I Issue II Half Yearly July 2016

INDEX

Principal
St. Xavier's College of Education
(Autonomous)
Palayamkottai - 627 002

HOME ENVIRONMENT IN RELATION TO ACADEMIC ACHIEVEMENT OF HIGH SCHOOL STUDENTS

Ms. J. Ceema Nair and Rev. Dr. I. Jesudoss S.J.

ABSTRACT

This study deals with the home environment in relation to academic achievement of high school students. The sample consists of 1049 high school students from Kanyakumari, Tirunelveli and Thoothukudi districts. The tool for home environment was prepared and validated by the investigator and the guide. Stratified random sampling technique was used for the selection of the sample. This study shows that there is a significant relationship between home environment and academic achievement of high school students.

INTRODUCTION

Home is the place where a child begins to learn. The term "home environment" refers to all the objects, forces and conditions in the home which influence the child physically, intellectually and emotionally. Family with its physical, intellectual and emotional aspects shapes a child's life in the journey towards self-fulfilment. Individual differences owe their origin mostly to a number of variables created at home, which may help or hinder the progressive growth of the child. Family relationships and the behaviour of family members also contribute to the child's achievements. The child learns by observing and participating in the activities of family members.

Home environments vary with family size, parents' education, economic status, occupational status, religious background, attitudes, values, interests and parents' expectations of their children. Children coming from different home environments are affected differently by such variations. In well-adjusted families, a child easily finds opportunities for full expression of his talents and development of his personality, but when family life is not harmonious it has unhealthy effects on his development. The results of several studies have indicated that the progress of a child in the school is more closely related with factors in the home environment rather than his intelligence. Parents are not only the first companions but also the first teachers of the children. The success of any educational programme stipulates healthy home influence in the early life of the student. Healthy home environment is the prerequisite for developing good academic performance.

Principal
St. Xavier's College of Education
(Autonomous)
Palayamkottai-627 002

Academic achievement or academic performance is the outcome of education. It is commonly measured by examinations or continuous assessment. The major factors that affect the academic achievement of students are home environment, school environment and the community in general. Academic achievement has to be considered as a multifaceted concept that comprises different domains of learning.

OBJECTIVES OF THE STUDY

1. To find out whether there is any significant difference between male and female high school students in their home environment and its dimensions.

2. To find out whether there is any significant difference between male and female high school students in their academic achievement.

HYPOTHESES OF THE STUDY

1. There is no significant difference between male and female high school students in their family affiliation, family nature, parental involvement, economic status, educational resources and home environment.

2. There is no significant difference between male and female high school students in their academic achievement.

3. There is no significant relationship between home environment and academic achievement of high school students.

METHOD OF STUDY

The normative survey method was used to examine the home environment of high school students.

POPULATION

The population of the study comprises of high school students from Kanyakumari, Tirunelveli and Thoothukudi districts.

SAMPLE

For this study stratified random sampling technique was used for selection of the sample. The sample consists of 1049 high school students from Kanyakumari, Tirunelveli and Thoothukudi districts.

TOOL USED

Home environment inventory was developed and standardized by the investigator and the guide. The percentage of marks obtained in quarterly examination of IX and X standard students was taken into consideration for academic achievement.

STATISTICAL TECHNIQUES USED

Mean, standard deviation, t-test, ANOVA and **Pearson product moment correlation analysis were the statistical techniques used in this study.**

ANALYSIS AND INTERPRETATION OF DATA

Hypothesis 1

There is no significant difference between male and female high school students in their family affiliation, family nature, parental involvement, economic status, educational resources and home environment.

Home Environment and its Dimensions	Male (n=550)		Female (n =499)		Calculated t value	Remarks at 5% level
	Mean	S.D	Mean	S.D		
Family Affiliation	12.33	1.35	12.86	1.18	6.80	S
Family Nature	12.00	1.33	12.16	1.23	1.96	S
Parental Involvement	12.11	1.69	12.49	1.55	3.77	S
Economic Status	13.61	1.81	13.84	1.97	1.89	NS
Educational Resources	16.15	2.22	16.89	2.32	5.31	S
Home Environment	66.20	5.88	68.23	6.12	5.47	S

Note. At 5% level of significance, the table value of *t* is 1.96

It is inferred from the table that there is no significant difference between male and female high school students in their economic status but there is a significant difference between male and female high school students in their family affiliation, family nature, parental involvement, educational resources and home environment.

Hypothesis 2

There is no significant difference between male and female high school students in their academic achievement.

Variable	Male (n =550)		Female (n =499)		Calculated t value	Remarks at 5% level
	Mean	S.D	Mean	S.D		
Academic Achievement	61.18	14.94	70.89	15.77	10.20	S

Note. At 5% level of significance, the table value of t is 1.96

It is inferred from the table that there is a significant difference between male and female high school students in their academic achievement.

Hypothesis 3

There is no significant relationship between home environment and academic achievement of high school students.

Home Environment and its Dimension	Calculated *r* Value	Remarks
Family Affiliation	0.151	S
Family Nature	0.191	S
ParentaInvolvement	0.207	S
Economic Status	0.086	S
Educational Resources	0.141	S
Home Environment	0.208	S

Note. At 5% level of significance, for 1047 *df*, the table value of *r* is 0.062

It is inferred from the table that there is a significant relationship between family affiliation, family nature, parental involvement, economic status, educational resources, home environment and academic achievement of high school students.

FINDINGS OF THE STUDY

1. There is no significant difference between male and female high school students in their economic status but there is a significant difference between male and female high school students in their family affiliation, family nature, parental involvement, educational resources and home environment.

2. There is a significant difference between male and female high school students in their academic achievement.

3. While comparing the mean scores of male (61.18) and female (70.89) high school students, the female students are high in their academic achievement.

4. There is a significant relationship between all the dimensions of home environment and academic achievement of high school students.

INTERPRETATION AND DISCUSSION

While comparing the mean scores of male high school students (12.33, 12.00, 12.11, 16.15, 66.20) and female high school students (12.86, 12.16, 12.49, 16.89, 68.23), female students have better family affiliation, family nature, parental involvement, educational resources and home environment than male students. This may be because female students spend most of their time in home and fully utilize the resources available at home. They are more attached to the family members than male students.

The female students are high in their academic achievement than male students. The female students are in general more responsible in academic matters when compared to male students who are more playful and distracted. This may have led to the better academic achievement of female students.

The different dimensions of home environment namely family affiliation, family nature, parental involvement, economic status and educational resources are significantly related to academic achievement of high school students. This may be because the parent-child relationship, peaceful atmosphere at home, better purchasing power and resources available at home play a major role in improving the academic achievement of children.

CONCLUSION

The present study brings out the relationship between home environment and academic achievement of high school students. Pearson product moment correlation r shows that there is a significant correlation between home environment and academic achievement. This finding will help the researchers in the field of education.

REFERENCES

Cohen, Louis, Manion, Lawren, Morrison, Keith. (2013). *Research Methods in Education* (7th ed.). London: Routledge.

Garrett, Henry E. (2013). *Statistics in psychology and education*. Delhi: Surjeet publications.

Kochhar, S.K. (2010). *Secondary school administration*. New Delhi: Sterling Publishers private limited.

Mangal, S.K. (October 2010). *Advanced educational psychology*. New Delhi: PHI Learning private limited.

Muola, J. M. (May, 2010). A study of the relationship between academic achievement motivation and home environment among standard eight pupils. *Educational Research and Reviews 5* (5), pp. 213-217. Retrieved July 5, 2014 from http://www.academicjournals.org/article/article1379607738_Muola.pdf

Sivarajan, K. (2004). *Education in the emerging Indian society.* Calicut: Calicut University.

Stevenson, Harold W., and James W. Stigler. (1992). *The learning gap: why our schools are failing and what we can learn from Japanese and Chinese education.* New York: Summit Books.

AUTHORS

Ms. J. Ceema Nair, Ph.D. Research Scholar, St.Xavier's College of Education (Autonomous), Palayamkottai.

Rev. Dr. I. Jesudoss S.J., Associate Professor and Research Supervisor, St.Xavier's College of Education (Autonomous), Palayamkottai.