



RESEARCH ARTICLE

HOME ENVIRONMENT ACTS AS A VITAL FACTOR IN STUDENTS' ACADEMIC ACHIEVEMENT

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ABSTRACT

The aim of the study is to find out the relationship between academic achievement and home environment of high school students with reference to gender, type of family and parents' educational qualification. In the present study normative survey method was employed and to assess the academic achievement of the high school students (X standard students), the board examination total marks (2015) is taken into account and for the assessment of Home environment, the tool was constructed and validated by Aaliya Aktar and Dr. Shail Bala Saxena (2013). For the purpose of the study a sample of 400 high school students were selected through stratified random sampling technique. The results reveal that the level of academic achievement and home environment of high school students is average level. There exists a significant relationship between the academic achievement and home environment of high school students.

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INTRODUCTION

Achievement is a vital factor for every organism living in this world. The sense of achievement brings Joy, happiness, successful feeling and enthusiasm to everyone which stands as an influencing factor for further actions and efforts. Every human longs and tries to reach the achievement in all their endeavors. As rightly said by Albert Camus "Every achievement is servitude. It compels us to a higher achievement". So achievement is an indispensable factor in everyone's life. Academic achievement has become an important index of child's future in this highly competitive world and a most important indicator of learning and understanding in all system of education. As in view of Trow (1960), academic achievement as the attained degree (or) ability of competence in school tasks usually measured by standardized tests and expressed in terms of marks (or) grades based on norm. Parents play a crucial role in moulding every bit of character in their children. All parents are greatly interested in the welfare of their children. The well-being of the children is a universal desire. Every parent wants their wards to achieve, to a great extent and be heard as a great scholar of time. Home environment refers to objects,

conditions and pressures in home that influences the child physically, intellectually and emotionally. Also it refers to the influences, conditions and forces prevailing in the place where the children are being with their family, which may affect their nature, behaviour, growth, development and maturity. The home is in fact the primary environment of child and only from this the child derives his raw material for nourishment and development. It is essential for the home to help the child receive the life assistance he needs. In the modern age, life has become so complicated and parents have become over ambitious. They are in the habit of imposing their ideas on the children. They want to realize their own dreams through their children. It is obvious that a child's home-environment is a major determinant of the abilities and personality traits that are related to creativity. Rigidity, conventionality and authoritarianism are reported to be negatively related to creativity and these are induced by a harsh, discipline oriented, conformist home-environment (Adorno et al., 1950). Thus, the more congenial the home-environment for the child, the more likely to exhibit creative behavior of a child and enhance the achievement.

Home Environment's Influence on Academic Achievement

Home environment, a psychological climate in form of interpersonal relations, attitudes and aptitudes, influences, every circumstance throughout life. Home environment has a

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great influence on the child's success, especially academic achievement, as the child provided a set of capabilities by the home environment in their daily life. A favourable home environment provided to the children (or) the students by the parents not only in materialistic manner but with ingredients as

- Right among of protection with independence as well a genuine monitoring practice.
- Proper and channelized involvement of parents in their daily activities.
- A stimulating factor in academics
- Sensible demands and expectations from the child's efforts and initiatives.
- Unconditional acceptance, friendliness, kindness

which inturn, strengthens the child (both physically and psychologically) to achieve in academics as well as all endeavors of life, Whereas the unfavourable (or) extremely favourable environment spoils the child right from their behaviour to academics. The unbalanced environment (unfavourable (or) extremely favourable) in the form of

- Over (or) less protection rendered to the child.
- Extreme involvement (or) indulgent (or) Lethargic manner.
- Over pressure on the academics.
- Strict in rules and regulation (or) uncaring attitude

which affects the academic achievement of the children (or) students. Thus the factor-home environment directly influences the academic achievement of the child.

Objectives of the study

The following are the objectives formulated for the present study:

1. To find out the level of academic achievement of high school students.
2. To find out the level of home environment of high school students
3. To find out whether there is any significant difference in the academic achievement scores of high school students with regard to sub-samples gender, type of family and parents' educational qualification.
4. To find out whether there is any significant difference in the home environment scores of high school students with regard to sub-samples gender, type of family and parents' educational qualification
5. To find out whether there is any significant relationship between the academic achievement and home environment of high school students.

Hypotheses of the study

The following were the hypotheses framed from the formulated objectives:

1. The level of academic achievement of high school students is low.
2. The level of home environment of high school students is low.

3. There is no significant difference in the academic achievement scores of high school students with regard to sub-samples gender, type of family and parents' educational qualification
4. There is no significant difference in the home environment scores of high school students with regard to sub-samples gender and type of family and parents' educational qualification
5. There is no significant relationship between the academic achievement and home environment of high school students.

Methodology, sample and tools used for the study

The normative survey method has been adopted in this study. The stratified random sampling technique has been used in the selection was used to collect the data from a sample of 400 high school students in Tiruvallur district in Tamilnadu State. To assess the academic achievement of the high school students (X standard students), the board examination total marks (2015) is taken into account by the investigator and for the assessment of Home environment constructed and validated by AaliyaAktar and Dr.ShailBalaSaxena (2013)

Scoring procedure

In order to assess the academic achievement the entire sample is divided into three groups namely, high academic achievement, average-academic achievement and low-academic achievement groups, the investigator assumed normality of distribution of academic achievement scores and followed the procedure of using sigma (σ) distance. The subjects whose academic achievement falls between M-1 to M+1 are classified as with average-academic achievement. Those subjects whose academic achievement falls below M-1 were regarded as low-academic achievement while subjects whose scores were above M+1 were classified as high-academic achievement which is given in the Table 1

Table 1. The norms of Academic Achievement Level of High School Students

Variable	S.No	Method	Mean	S.D	Score	Group
Academic Achievement	1.	Mean + SD	382.49+59.79		442 and above	High Level
	2.	In between Scores			223 to 441	Average
	3.	Mean - SD			222 and below	Low level

The percentile norms for the home environment have been calculated from the manual and are given in the following Table 2

Analysis and interpretation data

The following statistical techniques have been used in the present study

- (i) Descriptive Analysis
- (ii) Differential Analysis
- (iii) Correlation Analysis

Table 2. The percentile norms for the Home environment

S. No.	Range	Level of home environment
1	144 and above	High level
2	118-143	Average level
3	117 and below	Low level

The analysis and interpretation are given the following tables

Hypothesis 1

The level of academic achievement of high school students is low.

Table 3. The Mean and Standard Deviation scores of academic achievement of high school students

Variable	N	Mean	Standard Deviation
Academic achievement	400	382.49	59.79

The mean and standard deviation for academic achievement score of entire sample are 382.49 and 59.79 respectively, which indicates that the mean score lies between than the average value (223-441). Hence the hypothesis is rejected and it is concluded that the academic achievement of high school students of entire sample is average.

Hypothesis 2

The level of Home environment of high school students is low.

Table 4. The Mean and Standard Deviation scores of home environment of high school students

Variable	N	Mean	Standard Deviation
Home environment	400	126.25	19.10

Table 4 shows the mean and standard deviation for home environment scores of entire sample are 126.25 and 19.10 respectively, which indicates that the mean score lies between than 118 to 143 which indicates the average level of home environment, Hence the hypothesis is rejected, it is inferred that the home environment of high school students is average level.

Hypothesis 3

There is no significant difference between the academic achievement scores of high school students with regard to gender, type of family and parents' educational qualification. In order to find out whether there is any significant difference between male and female high school students in respect of their academic achievement, 't' value is calculated. The 't' ratio found to be 4.29 at 0.05 level and it is represented in Table 5. The 't' value is higher than the table value. Hence the stated hypothesis is rejected.

It is inferred that there is significant difference between male and female high school students in respect of their academic achievement. In order to find out whether there is any significant difference between joint family and nuclear family high school students in respect of their academic achievement

't' value is calculated. The 't' ratio found to be 1.68 at 0.05 level and it is represented in table 4.21. The 't' value is less than the table value. Hence the stated hypothesis is accepted. It is inferred that there is no significant difference between joint family and nuclear family high school students in respect of their academic achievement.

In order to find out whether there is any significant difference among high school students belonging to different parents' educational qualification in respect of their academic achievement; 'F' value is calculated. The 'F' ratio found to be 8.27 at 0.05 level and it is represented in table 6. The 'F' value is higher than the table value. Hence the stated hypothesis is rejected. It is inferred that there is a significant difference among high school students academic achievement in respect of their parents' educational qualification.

Hypothesis 4

There is no significant difference in the Home environment of high school students with regard to the sub-samples gender, type of family and parents' educational qualification. In order to find out whether there is any significant difference between male and female high school students in respect of their parent child relationship, 't' value is calculated. The 't' ratio found to be 2.51 at 0.05 level and it is represented in Table 7. The 't' value is higher than the table value. Hence the stated hypothesis is rejected. It is inferred that there is significant difference between male and female high school students in respect of their home environment. In order to find out whether there is any significant difference between joint family and nuclear family high school students in respect of their parent child relationship, 't' value is calculated. The 't' ratio found to be 1.12 at 0.05 level and it is represented in table 8. The 't' value is less than the table value. Hence the stated hypothesis is accepted. It is inferred that there is no significant difference between joint family and nuclear family high school students in respect of their home environment. In order to find out whether there is any significant difference among high school students belonging to different parental occupation in respect of their home environment; 'F' value is calculated. The 'F' ratio found to be 4.60 at 0.05 level and it is represented in table 8. The 'F' value is lesser than the table value. Hence the stated hypothesis is accepted. It is inferred that there is significant difference among high school students home environment in respect of their parent's educational qualification.

Hypothesis-5

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

Table 9, the co-efficient of correlation between academic achievement and Home environment of high school students is found to be $N=400$, $r=0.151$ at 0.01 level which indicates that there is a significant correlation between academic achievement and Home environment scores.

Therefore null hypothesis is rejected and it is concluded that there is a significant relationship between academic achievement and Home environment of high school students.

Table 5. The significant difference of academic achievement scores of high school students with regard to sub-samples

Variable	Sub samples	N	Mean	SD	't' Value	Level of Significance at 0.05 level
Gender	Male	200	368.18	64.23	4.29	Significant
	Female	200	394.26	56.94		
Type of Family	Joint family	82	369.89	70.38	1.68	Not Significant
	Nuclear family	318	384.12	59.06		

Table 6. The ANOVA result for academic achievement Score among of high school students with regard to parents' occupation

Variable	Parents' educational qualification	N	Mean	SD	'F' Value	Level of Significance at 0.05 level
Academic achievement	Illiterate	101	373.19	55.83	8.27	Significant
	School Education	272	388.11	62.65		
	College Education	27	341.81	61.13		

Table 7. The significant difference of Home environment scores of high school students with regard to sub-samples

Variable	Sub samples	N	Mean	SD	't' Value	Level of Significance at 0.05 level
Gender	Male	200	124.26	18.58	2.51	Significant
	Female	200	129.06	19.72		
Type of Family	Joint family	82	124.48	19.58	1.12	Not Significant
	Nuclear family	318	127.19	19.13		

Table 8. The ANOVA result for Home environment score among of high school students with regard to parents' occupation

Variable	Parents' educational qualification	N	Mean	SD	'F' Value	Level of Significance at 0.05 level
Home environment	Illiterate	101	123.72	21.02	4.60	Significant
	School Education	272	128.50	18.34		
	College Education	27	119.04	19.30		

Table 9. The correlation values between academic achievement and Home environment

Variables	N	'r' value	Level of significance at 0.05 level
Academic achievement and Home environment	400	0.151*	Significant

Findings of the study

1. The academic achievement of high school students of entire sample is average.
2. The Home environment of high school students of entire sample is average.
3. There is significant difference between male and female high school students, in respect of their academic achievement.
4. There is no significant difference between joint and nuclear family high school students, in respect of their academic achievement.
5. There is significant difference among high school students, in respect of their academic achievement based on their parents' educational qualification.
6. There is significant difference between male and female high school students in respect of their Home environment.
7. There is no significant difference between joint and nuclear family high school students in respect of their Home environment.
8. There is significant difference among high school students, in respect of their home environment based on their parents' educational qualification.
9. There is a significant relationship between academic achievement and Home environment of high school students.

Conclusion

Thus the study reveals that the academic achievement and Home environment is average and there exist a significant

relationship between academic achievement and Home environment. So the environment provided to the students must be refined in way that it creates a all- round effect on the total development of the child. Parental counseling programmes must be arranged for parents with their children to understand the real needs of their children. The parents must make to realize the changing scenario in today's life style of children and counsel them to reorganize themselves according to the child they have. Parents who face difficulty with their wards can be made to undergo parent-child interrelationship therapy which would eradicate the misunderstandings and misconceptions about their children.

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