

To Study the Impact of Home Environment on Academic Achievement of Senior Secondary Class Students

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Abstract: *This paper attempts to study the impact of home environment on the academic achievement of senior secondary class students. The sample comprised of 200 senior secondary school students, studying in 12th class in different schools of district Fazilka. To identify the impact of home environment on academic achievement of senior secondary class students, Descriptive survey method was used for the present study. Stratified Random sampling technique was used to select the sample for the present study. The researcher has tabulated certain data obtained from the test conducted, and suitable analysis were carried out on the same using descriptive and inferential statistics. The study reveals the home environment whether congenial or non-congenial has significant impact on academic achievement of the senior secondary class students.*

Keywords: Home Environment, Academic Achievement, Senior Secondary class students

1. Introduction

It is an age of science and technology to make pace with changing world. A well-knit system of education become indispensable in the process of growth and development. In reality education is growth itself. The main aim of education is harmonious development of an individual. This aim can only be fulfilled when we have proper understanding, his abilities, attitude, aptitude, and heredity and environment factor. Environment has a very significant effect on man. Its effect starts from his birth and continues almost his very death. The various elements of society like the family, school, occupation, social customs and primitive concepts all affect the individual. In childhood parental love affects the stability of the emotions for the child. Home and social environment factors affect the growth and development of an individual to a large extent.

1.1 Home Environment

As we hear the word "home" a beautiful picture images in our mind. The home is the first place of learning for the child. Home is a cradle in which the child is nursed and brought up. It provides conditions that facilitate some kind of behaviour. Home expresses the idea of a fixed place and residence shared by a number of persons. The foundation of individual's upbringing is laid in the home. It is a place where the child's best moral qualities are formed and developed. It is the social unit or centre formed by family living together. Babara (1982) said that the child home environment influences attainment at school.

1.2 Academic Achievement

Academic achievement is the pivot and centre of educational growth and development. It is the most important goal of education. Academic achievement of the pupil refers to the knowledge attained and skills development in subjects which is asserted by the educational authorities with the help of achievement tests which may either be standardized or teacher made.

The academic performance of any child cannot be separated from the home environment in which the child grows up.

Home environment plays an important role in solving their problems. Children's academic achievement is largely affected by the initial year of his/her age. Therefore, the role of home environment in children's academic achievement cannot be underestimated. The present study is an endeavour to find the impact of home environment on academic achievement of senior secondary class students.

1.3 Significance of the Study

The home is the first place of learning for the child. Home is a cradle in which the child is nursed and brought up. It provides conditions that facilitate some kind of behaviour. Family can help their children, both at home and at school. When families are involved in their children's education in a positive way, children achieve higher grade and test score. The home is a place, where the child comes back with his experience and achievements. The senior secondary class students selected for the present study are the students who have to make a decision regarding the future academic planning. Students of senior secondary class also belong to adolescent period, which is considered as a period of stress and strain, they are emotionally unstable. Home environment plays an important role in solving their problems. Therefore, the investigator wishes to study the impact of home environment on academic achievement of senior secondary class students.

1.4 Objectives of the study

- 1) To study the level of academic achievement of senior secondary class students.
- 2) To study the home environment of senior secondary class students.
- 3) To study the impact of home environment on academic achievement of senior secondary class students.

1.5 Hypotheses of the Studies

- 1) There exists a significant difference in the academic achievement of the boys having congenial and uncongenial home environment.

- There exists a significance difference in the academic achievement of the girls having congenial and uncongenial home environment.

1.6 Sample of the Study

The sample consists of 200 school students of different schools from Fazilka District. The random sampling technique was used.

1.7 Tools of the Study

The tools used were

- Home environment inventory by K.S Mishra".
- Academic achievement Marks obtained by students in their final examination of the previous class.

1.8 Statistical Techniques to be Used

Mean, S.D, t-test were used to analyse the data.

Scoring of the Tool

For the scoring of HEI the investigator took the help of manual, 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.

2. Review of Related Literature

The home environment is considered a powerful influence on the child. A home environment is viewed as consequential for child developmental outcomes such as cognitive ability, school readiness, academic achievement and emotional adjustment (Fantuzzo et al., 2000).

Ajila & Olutola (2000), the home affects the individual since the parents are the first socializing agents in an individual's life. According to Aikens et al., (2008) Parental socio-economic characteristics to a greater extent determine student's performance in school and their adjustment to life.

Ogbemudia and Aiasa (2013) maintained that physical and psychological conditions of the home environment affect the children academically.

3. Data Analysis and Interpretation

The statistics employed in the study were percentage analysis and 't' test. The analyses were presented in the following tables.

Table 1: The Nature of Home Environment of Senior Secondary Class (Boys).

Class-Interval	Frequency	Percentage	Category
220 & above	37	37%	Congenial
201-220	16	16%	53%
190-205	18	18%	Moderate
175-190	15	15%	33%
160-175	8	8%	Uncongenial
160 & below	6	6%	14%
N=100; Mean=209.05; SD=27.54			

The table 1 shows that total mean score of senior secondary class boys of home environment inventory is 209.05 and standard deviation is 27.54. The further analysis of data indicated that 53% boys have congenial home environment, 33% boys have moderate home environment and 14% boys have uncongenial home environment.

Table 2: The Nature of Home Environment of Senior Secondary Class (Girls).

Class Intervals	Frequency	Percentage	Category
240 & above	15	15%	Congenial 40%
220-240	25	25%	
200-220	23	23%	Moderate 44%
180-200	21	21%	
160-180	9	9%	Uncongenial 16%
Below 160	7	7%	
N=100; Mean=207.49; SD=28.35			

The table 2 shows that total mean score of senior secondary class girls of home environment inventory is 207.49 and standard deviation is 28.35. The further analysis of data indicated that 40% Girls have congenial home environment, 44% Girls have moderate home environment and 16% Girls have uncongenial home environment.

Table 3: The Nature of Nature of Academic Achievement of Senior Secondary Class (Boys)

Division	Scores	Frequency	Percentage	Category
First	270 & above	27	27%	High
Second	225-270	49	49%	Average
Third	Below 180	24	24%	Low
N=100; Mean=255.78; SD=7.20				

The table 3 shows that total mean score of Academic achievement senior secondary class boys is 255.78 and standard deviation is 7.20. The further analysis of data indicated that 27% Boys belongs to high category which means academic achievement is good of senior secondary class boys, 49% Boys fall in average category and 24% boys belongs to lower category which shows their lower academic achievement. The table 3 shows that majority of senior secondary class boys achieved neither high nor low marks. Senior secondary class boys are average in academic achievement.

Table 4: The Nature of Nature of Academic Achievement of Senior Secondary Class (Girls)

Division	Scores	Frequency	Percentage	Category
First	270 & above	28	28%	High
Second	225-270	53	53%	Average
Third	Below 180	19	19%	Low
N=100; Mean=309.96; SD=5.65				

The table 4 shows that total mean score of Academic achievement senior secondary class girls is 309.96 and standard deviation is 5.65. The further analysis of data indicated that 28% Girls belongs to high category which means their academic achievement is good, 53% Girls fall in average category and 19% girls belongs to lower category which shows lower academic achievement of senior secondary class girls' students. The table shows that majority of girls have achieved average category, so they achieve neither high nor low marks. They are average in academic achievement.

Table 5: Impact of Home Environment on Academic Achievement of Senior Secondary class (Boys)

S. N	Variables	N	Mean	SD	t-Value	Level of Significance
1.	Academic Achievement of Sen. Sec. Class boys having congenial Home Environment	53	230.77	15.44	23.61	Significant at 0.01 Level
2.	Academic Achievement of Sen. Sec. Class boys having Uncongenial Home Environment	14	165.35	6.66		

The above table 5 indicates that 't' value between the academic achievement of boys having congenial and uncongenial home environment was found to be 23.70 .by referring table 't' of the book statistics by 'Garret , 't' value in order to be significant with 65 should be 2.65 at 0.01 level .since our obtained 't' value (23.70)is more than this value at 0.01 level ($t=23.70, p<0.01$). Hence our first hypothesis that there exists a significant difference between the academic achievement of male students have congenial home environment is accepted.

Table 6: Impact of Home Environment on Academic Achievement of Senior Secondary class (Girls)

S. N	Variables	N	Mean	SD	t-Value	Level of Significance
1.	Academic Achievement of Sen. Sec. Class boys having congenial Home Environment	40	234	11.80	15.22	Significant at 0.01 Level
2.	Academic Achievement of Sen. Sec. Class boys having Uncongenial Home Environment	16	161.062	17.64		

The above table 6 indicates that 't' value between the academic achievement of boys having congenial and uncongenial home environment was found to be 23.70 .by referring table 't' of the book statistics by 'Garret , 't' value in order to be significant with 65 should be 2.65 at 0.01 level .since our obtained 't' value (23.70)is more than this value at 0.01 level ($t=23.70, p<0.01$). Hence our first hypothesis that there exists a significant difference between the academic achievement of male students have congenial home environment is accepted.

4. Findings of the Study

- 1) There exists a significant difference between the academic achievement of male students have congenial home environment.
- 2) There exists a significant difference between the academic achievement of male students have congenial home environment.

5. Conclusion and Recommendations

It has been concluded on the basis of above interpretation that there exists significant impact of home environment whether congenial or uncongenial on academic achievement of senior secondary class students and our hypothesis set for the study of "impact of home environment on academic achievement of senior secondary class students" are accepted.

From the above conclusion it is clear that home environment has significant impact on academic achievement of students so it is the main duty of the parents to provide a congenial home environment to the children. It is need of the time to encourage parents to continue their parental involvement in monitoring their children's academic affairs and provide proper attention and interest in the potentialities of their children's for improving academic achievement.

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