



RELATIONSHIP BETWEEN HOME ENVIRONMENT AND STUDY INVOLVEMENT AMONG HIGHER SECONDARY STUDENTS

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ABSTRACT

The main objectives of the study were to find out the level of home environment and study involvement of higher secondary students and to find out the relationship between home environment and study involvement of higher secondary students. The sample consists of 250 higher secondary students randomly selected from 10 higher secondary schools of Sankarankoil Taluk, Tirunelveli district of Tamil Nadu. Home Environment Scale and Study Involvement Inventory was used as tools to collect data. The research reveals that the level of home environment and study involvement of higher secondary students was moderate and there is significant relationship found between home environment and study involvement of higher secondary students.

KEYWORDS : Home Environment, Study Involvement, Higher secondary students.

INTRODUCTION

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 (Srivastava, 2005). 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. Education success was positively impacted by home learning opportunities such as parents reading to their children, trips to the library, and resources encouraging play with letters and numbers. Study Involvement is a process by which the skills, capacities and competencies of the students are enhanced. This enhancement of faculties can be translated into social performance. Involvement is very essential in all the activities to complete a particular work/task with success. In education, students can achieve in their studies only when they totally involve in their studies (Jani & Jesudoss, 2015).

SIGNIFICANCE OF THE STUDY

Home environment is giving appropriate atmosphere which is helpful in child's proper development and forming basic patterns of behavior. The warmth of relationships between parents and children and siblings is the most important factor of home-environment. Home environment affects the various spheres of ones life- intelligence, personality, learning ability, adjustment behavior, life style, emotions, habits, attitudes etc. the parents provide pure affection and love to child which helps the child to be himself, to try out new things, to explore, to make mistakes in the process, to learn. Student involvement in the school is vital to a successful school life. The students don't want to attend an institution where they will be isolated, and have nothing to do but study. While it's true that students are looking for a good education, without a comfortable environment, learning won't be possible. The higher secondary students are in the stage of adolescent. The primary environment of a student is the home and it stands to exert tremendous impact on the students' achievements. Involvement may also be extracurricular, such as actively participating in student organizations. Therefore the investigator wishes to study the relationship between home environment and study involvement among higher secondary students.

OBJECTIVES OF THE STUDY

- To find out the level of home environment and study involvement of higher secondary students with regard to Gender.
- To find out the significant relationship, if any, between home environment and study involvement of higher secondary students.

METHOD ADOPTED

Survey method was adopted for the present study.

POPULATION AND SAMPLE

The population for the study consists of all the higher secondary students studying in higher secondary schools of Sankarankoil Taluk, Tirunelveli district, Tamil Nadu.

The sample consists of 250 higher secondary students from 10 higher secondary schools of Sankarankoil Taluk, Tirunelveli district, Tamil Nadu.

TOOLS USED

Two tools were used for the present study, they are

- Home Environment Scale** consists of 31 statements was developed by Asha Bhatangar (2009).
- Study Involvement Inventory** consists of 27 statements was developed and validated by Mrs. E. Santha (Investigator) and Dr. T. Ranjith Kumar (Research Supervisor) in 2016.

ANALYSIS OF DATA

The statistics employed in the study were percentage analysis and 'r' test. The analyses were presented in the following tables.

Table 1
Level of home environment of higher secondary students with regard to gender

Variables	Gender	N	Low		Moderate		High	
			No.	%	No.	%	No.	%
Home Environment	Male	117	30	29.1	53	45.3	30	25.6
	Female	133	24	18.0	90	67.7	19	14.3

It is inferred from the above table that 29.1% of the male higher secondary students have low, 45.3% of them have moderate and 25.6% them have high level of home environment. It is also inferred that 18.0% of the female higher secondary students have low, 67.7% of them have moderate and 14.3% of them have high level of home environment.

Table 2
Level of study involvement of higher secondary students with regard to gender

Variables	Gender	N	Low		Moderate		High	
			No.	%	No.	%	No.	%
Study Involvement	Male	117	30	25.6	67	51.9	20	22.6
	Female	133	34	25.6	69	57.3	30	17.1

It is inferred from the above table that 25.6% of the male higher secondary students have low, 51.9% of them have moderate and

22.6% of them have high level of study involvement. It is also inferred that 25.6 % of the female higher secondary students have low, 57.3% of them have moderate and 17.1 % of them have high level of study involvement.

H01: There is no significant relationship between home environment and study involvement of higher secondary students.

Table 3
Relationship between home environment and study involvement of higher secondary students

Home Environment		Study involvement		ΣXY	Calculated 'r' value	Remarks
ΣX	ΣX^2	ΣY	ΣY^2			
5273	115829	16002	1039126	343546	0.728	Significant

(Table value of 'r' is 0.113)

It is inferred from the above table that the calculated 'r' value (0.728) is greater than the table value (0.113) at 0.05 level of significance. This shows that there is significant relationship between home environment and study involvement of higher secondary students.

FINDINGS

1. 29.1% of the male higher secondary students have low, 45.3% of them have moderate and 25.6% them have high level of home environment.
2. 18.0% of the female higher secondary students have low, 67.7% of them have moderate and 14.3% of them have high level of home environment.
3. 25.6% of the male higher secondary students have low, 51.9% of them have moderate and 22.6% of them have high level of study involvement.
4. 25.6% of the female higher secondary students have low, 57.3% of them have moderate and 17.1 % of them have high level of study involvement.
5. There is significant relationship between home environment and study involvement of higher secondary students.

EDUCATIONAL IMPLICATIONS

The school authorities should conduct periodical orientation programme for parents regarding the need for providing better home environment to their children. Teachers should analyse the students' home environment factors to maintain a better study involvement among them. Parents should provide a better home environment to their children to improve their study involvement. Teachers should improve their students study involvement through innovative practices. Parent-teacher association should organize special lectures to the parents to provide a better home environment to their children. Not only the home environment but also the school environment should be a better one ensure the students study involvement.

REFERENCES

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