Research Paper | **Education**

A Study of Scholastic Achievement of Secondary School Students in relation to Home Environment

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ABSTRACT

The present study was conducted on 400 secondary school students to assess the relationship between scholastic achievement and home environment dimensions as well as to compare the scholastic achievement of high home environment group and low home environment group. The result revealed that protectiveness, punishment and reward has significant positive relationship with scholastic achievement. Whereas, social isolation, deprivation of privileges and rejection has significant negative relationship with scholastic achievement . Further it was found that there exists significant difference in scholastic achievement of control, protectiveness, punishment, conformity, reward, deprivation of privileges and rejection dimensions of high and low home environment groups.

Introduction

In this competitive world everyone desires a high level of achievement. The lust of higher level of achievement has put a lot of pressure on students, teachers and parents also. In schools, students are constantly expected to do their best because of the belief that success in school is correlated with success in life. With the world becoming more and more competitive, the quality of performance has become a primary factor (Nuthanap 2007). Thus, scholastic achievement becomes the key criteria to judge one's potentialities and capabilities. Scholastic achievement is concerned with the quantity or quality of learning sustained in a subject or a group of subjects after a period of instructions. Scholastic achievement is the resultant of various factors like personal, Social, Economic and other environmental factors. Research findings proved that good, supportive environment in home, schools and neighbourhood could enhance the scholastic achievement of a child. Anene(2005) stated that home is the single most significant environmental factor in enabling children to develop the trust, attitude and skills that will help them to learn and engage positively with the world- a process that starts at birth, if not before. Good home learning environment provides the love, security, stimulation, encouragement and opportunities that help children to flourish.

Clarisaa (1992) examined home environmental factors and found a positive influence on achievement of secondary students.

Mishra (1989) conceived home environment as a measure of quality and quantity of social, emotional and cognitive support that has been available to the child within the home. He selected ten characteristics to constitute home environment: control, protectiveness, conformity, social, isolation, reward, deprivation of privileges, nurturance, rejection, permissiveness.

Considering the importance of home environment in the scholastic achievement of students, the present study was planned to study the scholastic achievement with home environment.

Objectives of the study:

To assess the relationship between scholastic achievement in Hindi and home environment dimensions viz. Control, Protectiveness, Punishment, Conformity, Social Isolation, Reward, Deprivation of Privileges, Nurturance, Rejection and Permissiveness of secondary school students.

To find out the significant difference in scholastic achievement of high and low groups of home environment dimensions.

Hypothesis of the study:

There is no significant relationship between scholastic achievement in hindi and home environment dimensions viz. . Control, Protectiveness, Punishment, Conformity, Social Isolation, Reward, Deprivation of Privileges, Nurturance, Rejection and Permissiveness of secondary school students.

There is no significant difference in scholastic achievement of high and low groups of home envionmet dimensions.

Method of the study:

Descriptive Survey method was adopted for the present study.

Sample:

400 students of IX class were selected from randomly selected secondary schools of Rohtak district.

Tools:

The following tools were used for data collection:

Home Environment Inventory (HEI) developed and standardized by Dr. Karuna Shankar Mishra

Achievement Test in Hindi developed and standardized by the investigator herself (Rajbala)

Statistical Techniques:

Pearson's coefficient of correlation and t-test were used for analysing the data.

Result and conclusions:
Table 1:

Correlation coefficients between ten dimensions of home environment and scholastic achievement in Hindi.

	Dimensions	Pearson's Correlation Coefficient	Level of Significance
A	Control	0.085	NS
B	Protectiveness	0.108	0.05
C	Punishment	0.149	0.01
D	Conformity	0.076	NS
E	Social Isolation	-0.120	0.05
F	Reward	0.132	0.01
G	Deprivation of Privileges	-0.254	0.01
H	Nurturance	-0.087	NS
I	Rejection	-0.214	0.01
J	Permissiveness	0.0139	NS

The table reveals that scholastic achievement in Hindi is positively correlated with protectiveness, Punishment and reward dimensions of home environment and having correlation coefficients 0.108, 0.149 and 0.132 respectively. It implies that higher the protectiveness, punishment and reward in family, higher will be the scholastic achievement of students. On the other hand social isolation, deprivation of privileges and rejection dimensions of home environment are negatively correlated with scholastic achievement and having correlation coefficients -0.120, -0.254 and -0.214 respectively. It implies that higher the social isolation, deprivation of privileges and rejection in the behaviour of parents, lesser will be the scholastic achievement of students. The negatively correlated result showed consonance with the study of Monika Saini (2010).

Further it is clear that control, conformity, nurturance and permissiveness dimensions of home environment showed insignificant relationship with scholastic achievement. The result is supported by the findings of Sharma, Choudary and Sahdev (2013).

The findings revealed that there exists a relationship between home environment and scholastic achievement of secondary school students.

are 3.063, 3.068, 4.754 and 4.708 respectively which are statistically significant at 0.01 level of significance.

Further, it may be observed from the Table 2 that students with high level of control, protectiveness, punishment, conformity and reward dimensions of home environment scored higher than the students with low level of control, protectiveness, punishment, conformity and reward dimensions of home environment. Whereas, the students with low level of deprivation of privileges, rejection performed better than the students with high level of deprivation of privileges, rejection dimensions of home environment. Further, the remaining three comparisons are not statistically significant.

Conclusions

Hence, the above results indicate that several aspects of parental behaviour like discipline, protection, reward and appreciation for children's good work and timely directions, orders and punishment to avoid undesirable behaviour of children increases the scholastic achievements of secondary school students. The difference between high and low groups of social isolation, nurturance and permissiveness dimensions of home environment is not significant.

Table 2
Means, SD's and t- values of scholastic achievement in Hindi with respect to ten dimensions of Home environment.

	Dimensions	Groups	N	Mean	SD's	t-value	Level of significance
Variable	Control	high	201	65.02	25.575	2.090	0.05
		low	179	59.88	21.930		
	Protectiveness	high	189	65.51	25.768	2.358	0.05
		low	202	59.78	22.281		
	Punishment	high	199	65.97	24.366	3.063	0.01
		low	174	58.43	23.005		
	Conformity	high	189	64.34	24.115	2.388	0.05
		low	166	58.21	24.166		
	Social Isolation	high	177	61.27	24.758	0.679	N.S
		low	204	62.96	23.730		
Home Environment	Reward	high	226	65.31	24.286	3.068	0.01
		low	158	57.62	24.061		
	Deprivation of Privileges	high	148	54.20	21.867	4.754	0.01
		low	225	65.96	24.278		
	Nurturance	high	207	60.28	23.853	1.488	N.S
		low	167	64.07	25.194		
	Rejection	high	169	55.56	22.554	4.708	0.01
		low	211	66.96	24.170		
	Permissiveness	high	165	62.35	24.426	0.571	N.S
		low	189	60.88	24.020		

From Table 2, it reveals that t- value for the mean scores of scholastic achievement of high and low control, protectiveness and conformity dimensions of home environment are 2.09, 2.35 and 2.38 respectively which are statistically significant at 0.05 level of significance. But the t- values for the mean scores of scholastic achievements of high and low punishment, reward, deprivation of privileges and rejection

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