



**ORIGINAL RESEARCH PAPER**

**Education**

**RELATIONSHIP BETWEEN HOME ENVIRONMENT AND ACADEMIC ACHIEVEMENT OF HIGH SCHOOL STUDENTS**

**KEY WORDS:** Home Environment, Academic Achievement and High School Students

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**ABSTRACT**

This study aims to find out the relationship between home environment and academic achievement of high school students. 720 students of IX and X standard in Dindigul district was selected as sample. The investigator developed home environment scale and its reliability was 0.868. The major findings of the study were: 1. Girls, urban students and Aided school students have greater mean score in home environment than their counter parts of boys, rural and government school students and 2. There is significant relationship between home environment and academic achievement with respect to Gender, Locality and Type of School Managements.

**INTRODUCTION**

The home environment plays a significant role in overall development of the child. The family is the first school where the child understands himself and discovers the magnificence of the world around him. The families in general and parents in particular, have often been deemed to be the most important support system available to the child. The strongest factor in moulding a child's personality is his relationship with his parents. Though the importance of home environment cannot be overruled during any of the developmental stages of the child, there is a special need of support during the adolescent period. The child experiences a number of changes in this transitional period of his growth and development. Adolescence is a period of span of growth and development of all the internal and external organs of the body. To the maximum, all psychological changes occur. Emotional instability is often experienced. It is a period of stress, strain, storm and strife. Students who are at the beginning of adolescence period are from 13 years of age and generally they are at the high school level of learning, may be in standard IX. The teenage boy or girl may be faced with serious problems of adjustment when there is difference of opinions, ideals and attitudes with their parents, teachers and peer groups. As soon as the child enters the adolescence, his social roles and responsibility change. Change of role requires adjustment to new situations in a different way by changing the old habits of childhood in home, school and society.

**NEED FOR THE STUDY**

The students have to associate with the parents, teachers, peers, and community at large for the successful completion of their studies. They need a stress free environment for fulfills their responsibilities. It is this emotional aspect which is to be cared by the parents, teachers and society. Conflicts may arise between the adolescent and the parents that are difficult to resolve if neither is willing nor able to compromise. It takes all the tact and the home environment or understanding of parents and teachers to handle their teenage wards. The home environment is the leading factor for developing mental, physical and emotional health of the children. It is therefore necessary to study the academic achievement of adolescents in the context of home environment and trace the causal factor for enhancing the academic achievement of adolescence.

**METHODOLOGY**

**Sample**

The investigator adopted survey technique for the present study. A sample of 720 students of standard IX and X was selected on the basis of stratified random sampling technique in Dindigul district.

**Tools Used**

Home Environment Scale was constructed and standardized by the investigator. It contains 25 items with two responses Yes or No. Out of 25 items 13 are positive and 12 are negative items. The reliability of the scale was 0.868

**Objectives of the study**

The main objectives of the study are:

1. To test whether there is significant difference in the mean scores of home environment between
  - a) Boys and girls.
  - b) Urban and rural
  - c) Students of government, aided and self financing schools.
2. To find out the extent of relationship between home environment and academic achievement of students with respect to
  - a) Gender.
  - b) Students of government, aided and self financing schools.
  - c) Locality,

**Hypotheses of the study**

The hypotheses of the study are:

1. There is significant difference in the mean scores of home environment between
  - a) Boys and girls.
  - b) Urban and rural.
  - c) Students of government, aided and self financing schools.
2. There is significant relationship between home environment and academic achievement of students with respect to
  - a) Gender.
  - b) Locality.
  - c) Students of government, aided and self financing schools.

**DATA ANALYSIS AND INTERPRETATION OF THE STUDY**

**Table- 1: Significant Difference between the mean scores of Home Environment with respect to Gender, Locality and Type of School Managements**

Variables	Group	N	Mean	SD	"t" value	Level of Significance
Gender	Boys	360	18.31	5.66	9.60	0.001
	Girls	360	22.21	5.29		
Locality	Rural	360	17.78	5.45	11.69	0.001
	Urban	360	22.75	5.56		
Type of School management	Govt	240	19.99	4.39	5.37	0.001
	Aided	240	22.16	4.51		
	Govt	240	19.99	4.39	9.11	0.001
	Self.Fin	240	23.27	3.44		
	Aided	240	22.16	4.51	3.93	0.001
	Self.Fin	240	23.27	3.44		

**Table- 2 : Correlation between the mean scores of Home Environment And Academic Achievement with respect to Gender, Locality and Type of School Managements**

Group	Number	df	'r' Value	Level of significant
Boys	360	358	0.213	0.01
Girls	360	358	0.236	0.01
Rural	360	358	0.216	0.01
Urban	360	358	0.235	0.01
Government	240	238	0.206	0.01
Aided	240	238	0.270	0.01
Self Finance	240	238	0.238	0.01

**FINDINGS OF THE STUDY**

**Differential Study**

1. The mean score of boys in their home environment was 18.31 and girl was 22.21 respectively. There is significant difference between the boys and girls in their mean home environment score at 0.001 level of significant. It infers that girls have greater home environment mean score than the boys. Gender influences the home environment among students.
2. The mean score of rural school students in their home environment was 17.78 and urban school students were 22.75 respectively. There is significant difference between the rural and urban school students in their mean home environment score at 0.001 level of significant. It indicates that urban school students have greater home environment mean score than the rural school students. Locality influences the home environment among students.
3. The mean score of government school students in their home environment was 19.99 and aided school students were 22.16 respectively. There is significant difference between the Government and Aided school students in their mean home environment score at 0.001 level of significant. It indicates that aided school students have greater home environment mean score than the government school students.
4. The mean score of government school students in their home environment was 19.99 and self finance school students were 23.27 respectively. There is significant difference between the Government and self finance school students in their mean home environment score at 0.001 level of significant. It infers that Self finance school students have greater home environment mean score than the government school students.
5. The mean score of aided school students in their home environment was 22.16 and self finance school students were 23.27 respectively. There is significant difference between the Aided and self finance school students in their mean home environment at 0.01 level of significant. It indicates that Self finance school students have greater home environment score than the aided school students. Type of school management influences the home environment among students.

**Relationship Study**

6. There is significant relationship between the Home Environment and Academic Achievement of boys and girls student.
7. There is significant relationship between the Home Environment and Academic Achievement of rural and urban school students.
8. There is significant relationship between the Home Environment and Academic Achievement of students of government, aided and self finance schools. Aided (r=0.270) school students have greater relationship than the government (r=0.206) and self finance (0.238) school students.

**EDUCATIONAL IMPLICATIONS OF THE STUDY**

1. Findings of the study will be useful to the parents and teachers for understanding the level of home environment among the high school students. This study may helpful for curriculum makers.
2. From the findings of the study the teacher can categorize their students and adapt suitable instructional strategies for class room activities based on the level of student's home environment.

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