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EEFFECT OF HOME ENVIRONMENT ON ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS- A STUDY IN LAKHIMPUR DISTRICT OF ASSAM.

Pallabi Saikia [1] and Minati Choudhury [2]

[1]Research Scholar Department of Education, Gauhati University.
[2]Associate Professor, Dudhnoi College.

Abstract :- In the present investigation an attempt has been made to study the effect of home environment on academic achievement of Secondary school students. The sample of the study consisted of 512 students of class-x drawn from provincialized co-educational Secondary schools of Lakhimpur District of Assam. For collection the data survey method was used. The results of the study revealed that there is no significant difference between boys and girls and rural and urban secondary school students in their home environment and there is a relationship between home environment and academic achievement of secondary school students.

Key Words:- Home environment, Academic Achievement.

INTRODUCTION

Children are supremely important assets of the society. Home environment has the most significant influence on the social development of the child. The home is the best place for providing family life education The family sets the stage for the development of many important personality characteristics, providing experiences both within and outside the home. The customs, traditions and beliefs of our society are first learnt within the family. The child may be termed social if he behaves in a socially approved manner, plays the role which society prescribed for him and has favourable attitude. The emotional atmosphere of the family, the way in which parents train their children from early life, influences them till adolescence and shape the future course of adolescents' lives. Education includes the influences deliberately planned, chosen and employed by the community for the welfare of its coming generations. The purpose is to modify the behaviour of the child and to shape his personality in a desirable way. Within the home, children also have their early interactions with the members of their family and availability of quality of resources for learning and playing largely determine the nature of these interactions. Availability of stimulating objects, books and play materials within the home are critical indicators for the overall quality of the home environment. Parents also influence their children through their own characteristics. This emotionally tinged belief is called identification, and it is the basis for national pride, loyalty to ethnic and religious groups. Parents should try to create fairly relation with the child from the very beginning by respecting their viewpoint; parents should involve the child to make their viewpoint regarding the family decision. It will create self confidence and make the child more respect for their parents and realize his or her importance in the family and create a better and congenial home environment which will help them to achieve in their learning also. The effect of family background on the academic achievement in school is today receiving wide acknowledgement in many educational circles within the globe.

.Literature Review:

A number of studies have already been done on home environment and academic achievement, the review

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of which has given the investigator a clue for more investigation on the area. For studies reviews have been presented as follows.

Kaur Harpreet and Kalaramna Ashu(2004)conducted a study on interrelationship between home environment, social intelligence and socio-economic status among males and females. The study was undertaken to assess the existing levels of inter-relationship between home environment, social intelligence and socio-economic status across various age levels and two sexes. Analysis revealed that a number of dimensions of home environment contributed significant to various dimensions of social intelligence. Socio-economic status has got effect on Social Intelligence. Home Environment also showed positive impact on social Intelligence. **Yadav G.L and Yadav Priti Lata (2006)** studied on parent child relationship and academic achievement of the students of D.ED class of Education Colleges in Rawari District. The study reported that there is significant difference between parent child relation with boys and girls in total as well as when viewed separately considering their rural and urban backgrounds among different permutations. When academic achievement of boys and girls is matched with the parent child relationship with boys are statistically different from those of the girls whereas academic achievement of boys and girls depend upon the parent child relationship. **Sunitha N.H. and Khadi P.B. (2007)** conducted a study on the academic learning environment of students from English and Kannada medium high schools. The results showed that, higher proportion of unaided school students had high level of school learning environment than aided school students. Students of unaided schools had significantly better facilities in school and had better method of teaching than students from aided school. There was a positive non- significant relationship between home learning environment and school learning environment and academic achievement among high school students Singh **Shailendra (2013)** conducted a study on impact of family environment on Academic Achievement of Secondary School Science students. It is concluded from the study that School performance of secondary school children has been found to have significant and positive relationship with children's perception of overall family environment and its four dimensions viz. Achievement orientation, Cognitive stimulation, Recreational Orientation and Home structure.

Objectives of the study:

a) To study the Academic Achievement of the students in class-x board examination according to gender.
b)To study the Academic Achievement of the students in class-x board examination according to place of residence.
c)To Study the Home Environment of the students of class-x board examination according to gender.
d)To Study the Home Environment of the students of class-x board examination according to place of residence
e)To study the relationship between home environment and academic achievement of the students of class-x board examination.

Hypothesis of the study:

The Hypothesis of the present study is as follows –
a. Ho- There is no significant difference on the academic achievement of the students of class-x   board examination according to gender.
b.H0- There is no significant difference on the academic achievement of the students of class-x board examination according to place of residence.
c. Ho-There is no significant difference on home environment of the students of class-x board examination according to gender.
d. Ho-There is no significant difference on home environment of the students of class-x board examination according to place of residence.
e. Ho- There is no significant relationship between home environment and academic achievement of the students of class-x board examination .

Variables:

Dependent Variable- Academic Achievement.Independent Variable- Home Environment.

Method and Sample Design:

The study was conducted under the descriptive survey method. The population of the study is all the class-x students studying in co-educational provincialized schools of Assam. 512 students were selected for sample of the study by using stratified random sampling method, out of 158 provincialized co-educational secondary school the investigator selected 16 schools by applying simple random sampling method. Here, stratified selection procedure

was applied followed by simple random to choose the sample. Thus the sampling plan for this study was stratified simple random sampling method.

The sample distribution is presented in the following table-
Table-1.1

Varibles	Population	Sample	variables	population	Sample
Boys	2162	260	Rural	2635	277
Girls	2105	252	Urban	1632	235
Total	4267	512	Total	4267	512

Tools for Data collection:

T o know the home environment of the Secondary school students the investigator has used the scale "Home Environment Inventory" by K.S.Misra. It is a standardised scale.
For academic achievement or performance of the students the performance of the marks scored by the students at all Assam High School Leaving Certificate Examination conducted by the State Board of Secondary Education, Assam (SEBA) in February/ March 2013, formed the basis of their academic achievement.

Results and Discussion:

The data which are collected using by the above mentioned tools were analysed in terms of mean, standard deviation, t-test. and correlation The results have been presented in the tables.

Objective-1:

To study the Academic Achievement of the students in class-x board examination according to gender, the investigator analyzed the data through percentage and results is shown in table-1.2.

Table- 1.2
Percentage distribution of students on the average marks according to gender.

Examination marks	Boys	%	Girls	%	Total	%
0- 9	9	3.5	8	3.2	17	3.3
10 – 19	21	8.1	13	5.2	34	6.6
20 – 29	9	3.5			9	1.8
30 – 39	47	18.1	96	38.1	143	27.9
40 – 49	59	22.7	63	25.0	122	23.8
50 – 59	81	31.2	34	13.5	115	22.5
60 – 69	23	8.8	33	13.1	56	10.9
70 – 79	8	3.1	5	2.0	13	2.5
80 – 89	3	1.2			3	.6
Total	260	100.0	252	100.0	512	100.0

Here, it is found that highest number of boys and girls obtained marks in the range of 30-39 with 27.9 percent. It also shows that among the boys student the highest percentage of boys is in the range of marks 50-59 i.e.31.2 percent and girls is 30-39 i.e. 38.1 percent.
The investigator attempted to make a comparison on average marks between boys and girls. To test the

null hypothesis, first mean score was calculated for both group and then "t" test was applied. The result is presented in the table-1.3

Table-1.3
Mean, Standard deviation and t-test of the average marks of boys and girls student.

Sex	N	Mean	Std. Deviation	Std. Error Mean	t	Df
Boys	260	44.40	16.167	1.003	1.090	510
Girls	252	42.94	14.178	.893		

Academic Achievement of the students in class-x board examination according to place of residence, the investigator analyzed the data through percentage and results is shown in table-1. 4.

Table- 1.4
Percentage distribution of students on the average marks according to place of residence.

Examination marks	Rural	%	Urban	%	Total	%
0-9	3.6	7	3.0	17	17	3.3
10 – 19	15	5.4	19	8.1	34	6.6
20 – 29	4	1.4	5	2.1	9	1.8
30 – 39	81	29.2	62	26.4	143	27.9
40 – 49	67	24.2	55	23.4	122	23.8
50-59	57	20.6	58	24.7	115	22.5
60 – 69	33	11.9	23	9.8	56	10.9
70 – 79	8	2.9	5	2.1	13	2.5
80 – 89	2	.7	1	.4	3	.6
Total	277	100.0	235	100.0	512	100.0

Here, it is found that highest number of rural and urban students obtained marks in the range of 30-39 with 27.9 percent. It also shows that among the rural student the highest percentage of student is in the range of marks 30-39 i.e.29.2 percent and among the urban students the highest percentage of student is in the range of marks 30-39 i.e.26.4..

The investigator attempted to make a comparisons on average marks between boys and girls. To test the null hypothesis, first mean score was calculated for both group and then "t" test was applied. The result is presented in the table-1.5

Table- 1.5
Mean, Standard deviation and t-test of the average marks of rural and urban students.

Area	N	Mean	Std. Deviation	Std. Error Mean	T	Df
Rural	277	44.42	15.468	.929	1.186	510
Urban	235	42.81	14.916	.973		

The mean score of average marks of rural students is 44.4 2and urban students is 42.81. The "t" value between rural and urban students is 1.186 at 510 degree of freedom. The value of 't' is not significant at0.05

level of significance. Hence, The hypothesis is accepted. It means that there is no significance difference between rural and urban students on their academic achievement.

Objectives-4:

To study the Home Environment of the students in class-x board examination according to gender, the investigator analyzed the data through percentage and results is shown in table-1.6.

Table-1.6
Percentage distribution of Boys and Girls student as per their level of Home Environment.

Scores	Level of Home Environment	Boys		Girls		Total	
		Students	%	Students	%	Students	%
321-400	High	14	5.4	5	1.9	19	3.7
241-320	Above Average	6	2.3	6	2.4	12	2.3
161-240	Average	223	85.8	221	87.8	444	86.7
81-160	Below Average	12	4.6	15	5.9	27	5.3
0-80	Low	5	1.9	5	2.0	10	2.0
	Total	260	100	252	100	512	100

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•   It is observed from the table that highest percentage of students is from average level (161 to 240) of home environment i.e. 86.7. It is a also observed from the table that highest percentage of boys and girls are from average level of home environment i.e. 85.8 percent for boys and 87.8 percent for girls students.
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•   **Table-1.7**
•**Mean, Standard Deviation and t-test of home environment scores of boys and girls student** .

Sex	N	Mean	Mean Difference	Standard Deviation	t-test	Df
Boys	260	209.98		43.931	2.429	
Girls	252	201.30	8.68	36.434		510

The "t" value between boys and girls students is 2.429 at 510 degree of freedom. The value of 't" is significant at 0.05 level of significance. Hence, the null hypothesis is rejected. It means that there is significance difference between boys and girls students in their home environment.

Objective-4

To study the Home Environment of the students in class-x board examination according to place of residence, the investigator analyzed the data through percentage and results is shown in table-1.8.

Table-1.8
Percentage distribution of Rural and Urban students as per their level of Home Environment.

Scores	Level of Home Environment	Rural		Urban			
		Students	%	Students	%	Students	%
321-400	High	11	4.0	8	3.4	19	3.7
241-320	Above Average	7	2.6	5	2.1	12	2.3
161-240	Average	238	85.9	206	87.7	444	86.7
81-160	Below Average	14	5.0	13	5.5	27	5.3
0-80	Low	7	2.5	3	1.3	10	2.0
	Total	277	100	235	100	512	100

It is observed from the table that highest percentage of students is from average level (161 to 240) of home environment i.e. 86.7. It is also observed from the table that highest percentage of rural and urban students is from average level of home environment i.e. 85.9 percent for rural students and 87.7 percent for urban students.

Table-1.9
Mean and Standard Deviation and t-test of home environment scores of rural and urban students .

Place of residen -ce	N	Mean	Mean Difference	Standard Deviation	t-test	Df
Rural	277	205.51		41.593		
Urban	235	205.94	-.435	39.504	-.121	510

The "t" value between rural and urban students is -.121 at 510 degree of freedom. The value of 't' is not significant at 0.05 level of significance. Hence, the formulating hypothesis is there is no significant difference between rural and urban students on their home environment is accepted..

Objective-5:

To study relationship between academic achievement and home environment of the students in their H.S.L.C. examination Pearson product moment co-efficient of correlation method was applied and result is shown in the table -1.10.

Table-1.10
Relationship between Academic achievement and Home environment of students .

Variables	N	R
Academic achievement	512	.808**
Home environment	512	

**** 0.01 level of significance**

The co-efficient of correlation between home environment and academic achievement is found .808** which is highly correlated at 0.01 level of significance. Hence, we can say that

the hypothesis, there exists no significant relationship between home environment and academic achievement of students is rejected. There exists a significant relationship between home environment and academic achievement. The results indicated that, high scores in home environment will be associated with high scores in academic achievement of students. Academic achievement of students can be improved by increase the home environment of students.

Findings-

The following major conclusions are found from the study-
1.Highest number of boys and girls obtained marks in the range of 30-39 with 27.9 percent. Among the boys student the highest percentage of boys is in the range of marks 50-59 i.e.31.2 percent and girls is 30-39 i.e. 38. Percent.
2. The test of significance indicate that here is no significance difference between boys and girls students on their academic achievement
3.Highest number of rural and urban students obtained marks in the range of 30-39 with 27.9 percent. It also shows that among the rural student the highest percentage of student is in the range of marks 30-39 i.e.29.2 percent and among the urban students the highest percentage of student is in the range of marks 30-39 i.e.26.4..
4. The test of significance indicate that there is no significance difference between rural and urban students on their academic achievement.
5.Highest percentage of students is from average level (161 to 240) of home environment i.e. 86.7. It is a also observed from the table that highest percentage of boys and girls are from average level of home environment i.e. 85.8 percent for boys and 87.8 percent for girls students.
6.The test of significance indicate that there is significance difference between boys and girls students in their home

environment.

7. Highest percentage of students is from average level (161 to 240) of home environment i.e. 86.7. It is also observed from the table that highest percentage of rural and urban students is from average level of home environment i.e. 85.9 percent for rural students and 87.7 percent for urban students

8. The test of significance indicate that there is no significant difference between rural and urban students on their home environment is accepted..

9.There exists significant and positive relationship between home environment and academic achievement of students

CONCLUSION:

The foregoing study reveals the effect of home environment on academic achievement of secondary school students. There are many factors that are responsible for academic achievement of students. Among the various factors the contribution of home environment is immense. The present studies findings would have great implications for the teachers, guidance personal, parents and guardians on the process of identification and proper understanding of the students.

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Pallabi Saikia
Research Scholar, Department of Education, Gauhati University

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