



A STUDY OF ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR HOME ENVIRONMENT AND SCHOOL ENVIRONMENT

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ABSTRACT

There are various factors which affect academic achievement of children. If the overall home environment and school environment favour the development of good social attitudes, the chances are that children will become social persons. Home Environment includes the quality and quantity of the social, cognitive and emotional support that has been available to the children during their family life in terms of parent-siblings-child interactions. School Environment refers to the psycho-social climate of school as perceived by the pupils. A comparative study was conducted to know academic achievement of secondary school students in relation to their home and school environment. The design selected for this study is comparative and correlational which is descriptive in nature. To carry out the present study the population comprises of students of class 9th studying in secondary schools located in Faridabad district of Haryana. The sample size of the study consists of 120 students. The findings of the study show that there is low degree of difference of academic achievement between the boys and the girls which is statistically not significant. Girls were found to be a little bit better in academic achievement. There is no significant difference between home environment of boys and the girls studying in secondary schools located at Faridabad district of Haryana. There was no significant difference between school environment of boys and the girls of secondary schools located at Faridabad district of Haryana. The mean score of school environment of girls of secondary schools was found greater than the mean score of school environment of the boys.

KEY WORDS: *Home Environment, School Environment, Academic Achievement, Secondary School Students*

INTRODUCTION

Home is the primary informal educational institution where mother is the first teacher of the child and the child learns socialization, acculturation, and sense of belongingness, moral values etc. A child's behaviour during the early years can be moulded and shaped in a desired form and direction provided that suitable socio-psychological environment is made available. School plays an important role in moulding the personality of children because a significant part of child's life is spent in school between the ages of 6 and 18 years. The school poses new problems to be solved, new taboos to be accepted and new challenges to accept. There, children have to face tests, examinations and various competitions which create a lot of pressure on their mind. The environment created at home and school accelerates or retards the development of the child and influences the achievement and aspiration of the child. The present work therefore focuses on relation and effect of home environment and school environment on academic achievement of secondary school students.

ACADEMIC ACHIEVEMENT

Achievement is the performance of the pupil's accomplishment in a subject. An Achievement is a task-oriented behavior. It is degree of success in any task. Academic

Achievement means the amount of knowledge gained by the students in different subjects of study. It encourages the students to work hard. It also helps the teacher to know whether teaching methods are effective or not and helps them in bringing improvement accordingly. In short, Academic Achievement may be defined as measure of knowledge, understanding or skills in a specified subject or group of subjects. The Academic Achievement may be for a particular subject or a total score of several subjects combined. Hence, Academic Achievement of is concerned with the quantity and quality of learning attained in a subject of study or group of subjects after a period of instructions.

It is a unique, prime and perennial responsibility of school or any other educational institution established by the society to promote a wholesome academic growth and development of a child. The greatness of it depends upon the quantity of scholars and intellectual robots it produces. Perhaps, no one would deny the importance of academic Achievement in child's life. High Achievement in schools builds self – esteem and self – confidence, which leads to better adjustment with the groups.

Academic Achievement plays a very important role in the attainment of the ideal of harmonious development of the

child. In this rapidly changing world and with the growing advancement in science and technology, the place of education has become so vital that every parent, today sets high goals for his child.

There are several factors that are responsible for high and low Achievement of the students and these factors can be grouped into two broad classes' i.e. subjective factors and objective factors.

1. Subjective Factors: - These are related to individual himself. These factors include:

- (i) Intelligence
- (ii) Learning ability
- (iii) Aptitude
- (iv) Sex
- (v) Study habits
- (vi) Anxiety etc.

2. Objective Factors: - These factors are related to the environment of the individual.

- (i) Socio – economic status
- (ii) Evaluation system
- (iii) Home environment
- (iv) Class room environment
- (v) Methods of teaching
- (vi) Teacher's efficiency etc.

HOME ENVIRONMENT

Home is the primary informal educational institution where mother is the first teacher of the child. A child's behaviour during the early years can be moulded and shaped in a desired form and direction provided that suitable socio-psychological environment is made available. Relationship with family members, not parents alone but siblings and grandparents, affects children attitude towards outside. The home environment plays a vital role in the development of a child's personality. The child constantly interacts with the family and is invariably influenced by the entire environment that surrounds it. Children need a congenial environment, an environment characterized by human care, particularly by the mother, and at the same time providing various experiences and stimulations (Caldwell, 1967)

The psychological climate of the home is extremely important for the healthy development of the child's personality, and parental acceptance plays a major role. Brar and Brar (1989) have observed that happier parents and more positive home climate have more beneficial effects on the growing children. Children from poor environment lag behind in all the activities involving cognitive abilities compared to children from rich environment.

SCHOOL ENVIRONMENT

School is the second most impressionable sphere of influence after home that provides an enormous area of interaction in which personality is vividly expressed and shaped. A child's school experience exerts a potent influence on his developing personality patterns. The school shares with the home the responsibility of helping a young person to achieve those behaviour characteristics that can ensure for him the making of satisfactory adjustment to the demands on him of the various areas of his present and future life activities. No matter how well the school is organized, personal problems will arise as individual student attempts to adjust to the school life.

School environment and classroom climate plays a very significant role in reducing or compounding the academic

stress and anxiety among students in many cases stressed and anxious individuals often have difficulty in setting realistic goals and making wise choices. They tend to select either extremely difficult or extremely easy tasks. J.S. Ross said, "Schools are institutions devised by civilized man for the purpose of aiding in the preparation of the young for well-adjusted and efficient members of the society." Here the teacher substitutes the parents.

NEED AND SIGNIFICANCE OF THE STUDY

The whole system of education is centered on academic achievement of students, making it a fertile ground for research work. Learning takes places effectively only when proper and congenial environment is provided for children in classroom. Their learning environment plays an inherent role in moulding the innate potentialities of the individual and school has always been regarded as an important factor in the child's education. Home environment which originally was considered to be the key stone in non-directive counseling by Rogers, is now taken as of major importance in the field of education also, because it is observed that home environment has close connections with some personal aspects like learning, motivation, attitudes, perception and adjustment which determine the academic and other success of the individual in and out of the school. The development of personality is very much linked with the kind of home environment an individual cherishes. Development of home environment lays the foundation of personality.

Adolescence is a period of life with its own peculiar characteristics and problems and the information of home environment is badly needed during adolescence. It often brings substantial changes in teenager's home environment. Hence, for deep penetration into their perceptions, their physical, social, temperamental, educational, moral and intellectual spheres of home environment need to be explored. This is possible only if teachers and parents have acquired a real understanding of the home environment of the child, it will be easier for them to give adequate guidance to the child. Good and Weinstein (1986) have argued that the student progress varies from a school to school, but the most important issue is whether this variation in achievement in the school is affected but the school processes or whether this variation can be explained entirely by the difference in the student's entering characteristics.

The present study identifies academic achievement of secondary school students and its relation with home environment and school environment and suggests possible ways in which academic success can be enhanced.

STATEMENT OF THE PROBLEM

The problem is entitled as "*A Study of Academic Achievement of Secondary School Students in Relation to Their Home Environment and School Environment*".

OBJECTIVES OF THE STUDY

The following objectives were framed for the study;

1. To study the academic achievement secondary school students.
2. To compare academic achievement between boys and girls of secondary schools.
3. To study the home environment of secondary school students.
4. To compare home environment between boys and girls of secondary schools.

5. To study the school environment of secondary school students.
6. To compare school environment between boys and girls of secondary schools.

HYPOTHESES

The following research hypotheses were formulated;

1. There is no significant difference between academic achievement of boys and girls of secondary schools.
2. There is no significant difference between home environment of boys and girls of secondary schools.
3. There is no significant difference between school environment of boys and girls of secondary schools.

DESIGN OF THE STUDY

Research design sets up the framework for the whole study. It tells us what observations to make and how to analyze. Selection of a particular design is based upon the purpose of research, the type of variables to be manipulated and the limiting factor under which it is conducted. There are various research methods but the nature of this investigation led to the use of normative survey method which is concerned with conditions or relationship that exist, practices that prevail, influences that are being felt, and trends that are developing.

Population: According to Best & Kahn (1993) "A population is any group of individuals that have one or more characteristics in common that are of interest to the researcher.

The population for the present study comprised of students studying 9th in secondary schools located in district Faridabad.

Sample: According to Best & Kahn (1993), "A sample is a small proportion of a population selected for observation and analysis." The sample for the present study consisted of 120 students (60 boys and 60 girls) of class IX studying in secondary schools located in urban area of district Faridabad of Haryana state. The schools were selected by convenient sampling technique while the students were selected by cluster sampling technique.

TOOLS USED

The undermentioned tools were used for data collection:

1. Home Environment Inventory (SEI) developed by K. S. Mishra (2002)
2. School Environment Inventory (SEI) developed by K. S. Mishra (2002)
3. Academic Achievement from class 8th Examination Register from the school record.

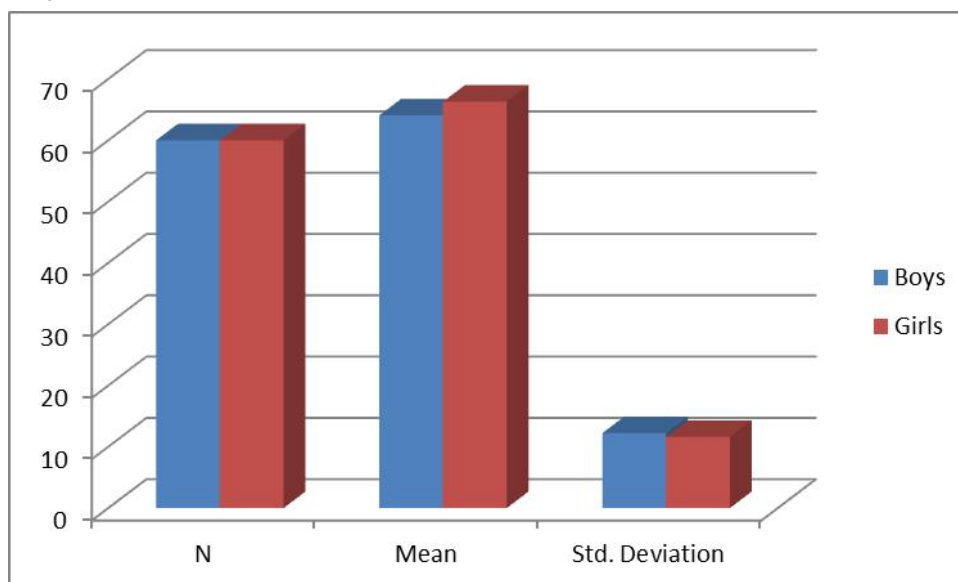
ANALYSIS OF DATA OF ACADEMIC ACHIEVEMENT

The academic achievement of the students was calculated from the marks obtained by the students in their annual examination of previous class i.e. class 8th. First the marks were converted into the percentage then descriptive and inferential statistics was applied on the converted scores.

Variables	N	Mean	Std. Deviation	Std. Error Mean	t-value	Remarks
Boys	60	64.06	12.241	1.580	0.84	Insignificant
Girls	60	66.30	11.612	1.499		

The calculated t-ratio between scores of academic achievement of boys and the girls was found to be 0.84 which is less than 1.96 significant at 0.05 level and 2.59 significant at 0.01 level of significance. Thus, it is concluded that there

was no significant difference between academic achievement of boys and the girls studying in secondary schools located at Faridabad district of Haryana.



Graph 1: Showing mean and standard deviation of Scores of Academic Achievement of Boys and Girls

The graph shows that there is slight difference between the mean scores boys and the girls with respect to their academic achievement which is statistically not significant.

ANALYSIS OF THE DATA OF HOME ENVIRONMENT

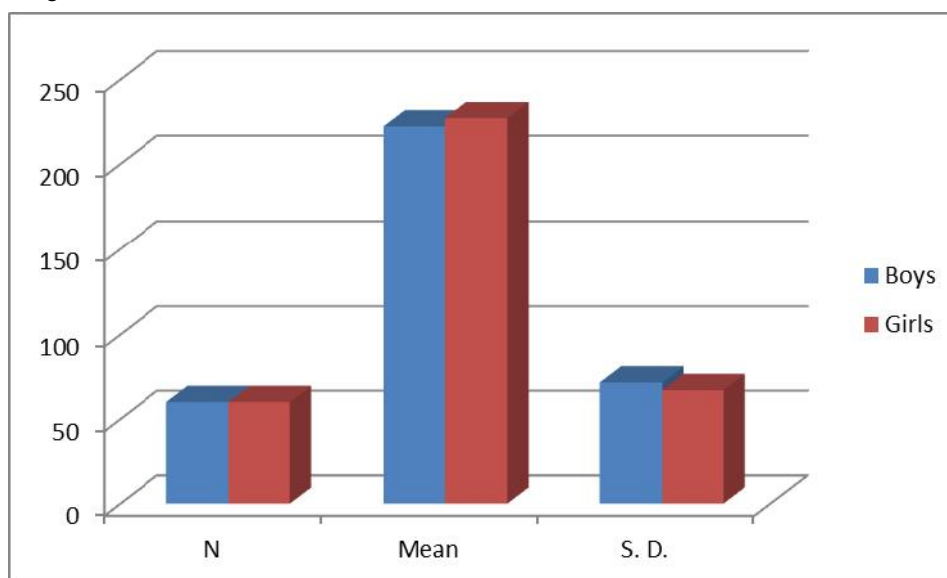
The descriptive statistics i.e. number of students, the mean and standard deviation of the score of home environment

of secondary school students is given at table 2 below. The table also shows the t-ratio between the boys and the girls with respect to their home environment.

Variables	N	Mean	S. D.	t-value	Remarks
Boys	60	222.75	71.365	0.38	Insignificant
Girls	60	227.53	66.937		

The calculated t-ratio between scores of home environment of boys and the girls was found to be 0.38 which is less than 1.96 significant at 0.05 level and 2.59 significant at 0.01 level of significance. Thus, it is concluded that there

was no significant difference between home environment of boys and the girls studying in secondary schools located at Faridabad district of Haryana.



Graph 2: Showing mean and standard deviation of Scores of Home Environment of Boys and Girls

The graph shows that there is slight difference between the mean scores boys and the girls with respect to their home environment which is statistically not significant.

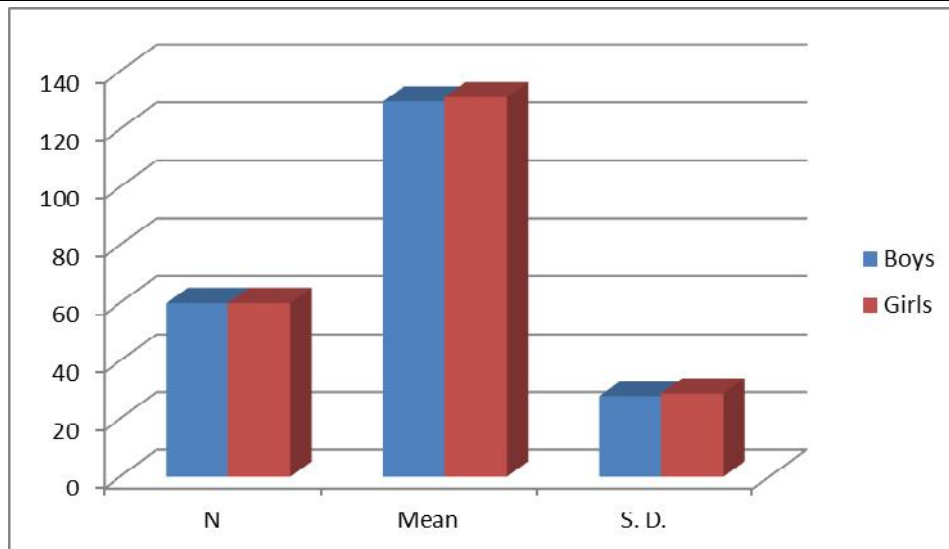
ANALYSIS OF DATA OF SCHOOL ENVIRONMENT

The descriptive statistics i.e. number of students, the mean and standard deviation of the score of school environment of secondary school students is given at table 3 below. The table also shows the t-ratio between the boys and the girls with respect to their school environment.

Variables	N	Mean	Std. Deviation	Std. Error Mean	t-value	Remarks
Boys	60	129.58	27.895	3.601	0.29	Insignificant
Girls	60	131.06	28.784	3.716		

The calculated t-ratio between scores of school environment of boys and the girls was found to be 0.29 which is less than 1.96 significant at 0.05 level and 2.59 significant at 0.01 level of significance. Thus, it is concluded that there

was no significant difference between school environment of boys and the girls studying in secondary schools located at Faridabad district of Haryana.



Graph 3: Showing Mean and Standard Deviation of Scores of School Environment of Boys and Girls

The graph 3 shows that there was slight difference of mean scores between the boys and the girls with respect to their school environment which is statistically not significant. The mean score of school environment of girls of secondary schools was found greater than the mean score of school environment of the boys of secondary schools.

MAIN FINDINGS OF THE STUDY

The important findings that have emerged out of the analysis and interpretation of data collected for the present study are given below:

- The analysis of data shows that there is low degree of difference of academic achievement between the boys and the girls which is statistically not significant. Girls were found to be a little bit better in academic achievement.
- There is no significant difference between academic achievement of boys and the girls studying in secondary schools located at Faridabad district.
- There is low degree of difference of home environment between the boys and the girls. Girls had a little bit better home environment.
- There is no significant difference between home environment of boys and the girls studying in secondary schools located at Faridabad district of Haryana.
- There is low degree of difference of home environment between boys and girls of secondary schools. Girls had a little bit better home environment.
- There was no significant difference between school environment of boys and the girls of secondary schools located at Faridabad district of Haryana.
- The mean score of school environment of girls of secondary schools was found greater than the mean score of school environment of the boys.

CONCLUSION

Home environment and school environment affect the academic achievement of the students. It means creating amiable home environment and better school environment increase academic achievement of students. This finding provides evidence to suggest that when both male and female students are given equal opportunities and support in

school, both sexes will see themselves as academically capable and competent and will thus strive to work hard to achieve their educational goals. These results imply the need to develop good parent child relationship. It is very important that parent should express his/her love, concern towards children by involving, spending more time and interacting with them, so that children can feel free to exchange their ideas, view and feelings with their parents and teachers.

EDUCATIONAL IMPLICATIONS

The analysis and interpretation of data clearly reveal that the school and the home environment are also not up to the mark. On a number of dimensions they are not matching the desires and needs of adolescents resulting in distress among them. Some of the important educational implications based on the findings of the study are mentioned below;

- Any form of gender bias or stereotype in the education sector that favours any of the sexes should be avoided.
- Bringing examination reforms into practice and promoting guidance and counseling services.
- Male and female students had the same level of home environment. To sustain this level of home environment parents, teachers and the society as a whole should see both male and female students as equal competitors in education and should extend equal attention and opportunities to both sexes.
- Promoting home-school partnership and providing congenial school environment.
- Providing healthy emotional classroom climate and providing healthy home environment.
- The actions and reactions of teachers, parents and significant others towards students should be such that they are intended to encourage, suggest, assure and reinforce students that they are academically capable and can do well if they work harder.
- The finding of the study supports the view that home environment correlates positively with academic achievement of students. Individuals with high home environments are more likely than those with low home environment to study hard in order to perform well academically.

SUGGESTIONS FOR FURTHER STUDIES

Based on the findings of the current study, some of the suggestions for further research in the area of academic achievement, home environment and school environment are identified as follows:

- i. A comparative study can also be done on home and school environment between students of urban and rural areas.
- ii. A study can also be done inclusively to inquire the various factors in school and home environment that contribute to rising academic achievement of students.
- iii. A study can also be done to analyze the relationships between various dimensions of home and school environment.
- iv. A study can also be done to explore the relationship between socio-economic background, parents' aspiration and academic stress among adolescents.
- v. A study can also be done to inquire into the perception of parents towards various problems of students' life in school teachers' expectations from home.
- vi. A study can also be done to reveal the importance and significance of better home and school environment on the coming life of students.
- vii. In order to obtain more definite conclusions a national level study may be conducted on this area.
- viii. Studies may be conducted on specific classroom environment like science, commerce and arts classroom environment.
- ix. The present study has been conducted on secondary school students. Similar studies may be conducted at different levels of schooling and college.
- x. A study can be exclusively done on the various aspects of home and school environment and suggest various measures to bring improvement in home environment.

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