



A Study on Home Environment and Academic Achievement of VIII Standard Pupils

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Abstract:

The paper aims the home environment and academic achievement of VIII standard pupils. Family environment is the basic and essential nurturing support system for all of us. Home, is the source of greatest satisfaction and security to its members. The relationships among the family members and their ways of behavior play leading role in the adjustments of a child. Parental involvement in the educational process and parents attitude towards their child's education, highly influence the academic life of a student. Studies have also proved that a less physically crowded, environment, along with motivation and parental support, were associated with higher educational levels of children.

A random sample of 200 VIII standard pupils both rural and urban area were taken for data collection. The tool was adapted to Home environment Inventory by Karuna Sankar Mishra (1983). The findings are 'r' value is not significant influence the relationship between home environment and academic achievement of VIII standard pupils. The variables like locality, Medium, parental educational and occupational back ground is not significantly the home environment of VIII standard pupils. Gender is significantly influencing the home environment.

Key words: Home environment, Academic Achievement, Students.

Introduction:

Home environment refers to aspects of people's domestic lives that contribute to their living conditions. These factors may be physical (poverty, psychological) conditions due to parenting; social circumstances (Empty nest, living alone etc) or wider cultural patterns of life related to the location (Suburban environments, Urban environments).

The word "home" can be used for various types of residential community institutions in which people can live, such as nursing homes, group homes (orphanages for children, retirement homes for seniors, prisons for criminals, treatment facilities, etc.), and foster homes.

Family being the first and major agency of socialization has great influence and bearing on the development of child. It has been shown by various studies that most of the children who are successful/ great achievers and well adjusted come from the families where sustaining whole some relationships exist. So, it is the home which sets the pattern for the child's attitude towards people and society, aids intellectual growth in the in the child and supports his aspirations and achievements. A highly significant positive relationship between the variables of academic achievement and family scores has been assessed (Shah and Sharma 1984) studies have revealed that high home environment groups achieved greater success than middle and low home environment groups (Jagannathan, 1986),.

Present Scenario

Children today live and think differently from those of years gone by the great migration to the suburbs has drastically altered how children spend their time, family mobility has forced children to keep making new friends and grow up in communities where few adults knew their names.

A generation ago-parents commonly expected grand-parents sibling's aunts, uncles, cousins and even neighbors to help them raise children. This support system is no longer widely available. High rates of mobility, maternal employment, marital separation and divorce have left many parents on their own, wondering how they can succeed with their difficult level. To make a child a valuable asset to society, the parents have to play an invaluable part. It is the responsibility of the parents to make them develop necessary skills in life.

Children who are encouraged to develop self-direction under consistent and loving parental guidance tend to be outgoing. Competitive and intellectually alert and show a higher incidence of originality and creativity. Children reared in the environment where there is cognitive and creative encouragement are good natured considerate to others, careful, interested in work, friendly, cooperative and emotionally stable.

Family and Academic Achievement.

Parental education and social economic status also have an impact on student achievement. Students with parents who were both college educated tended to achieve at the highest levels. Income and family size were modestly related to achievement. Higher achieving students plan to continue their education after graduation from high school, participate extensively in extracurricular activities, have a few absences each

school year, more likely to engage on recreational reading and to check books out of the school or public library on a regular basis, watch less television spend more time each evening doing their home work, have friend who have positive attitudes toward school and who rarely cut classes to skip school, have positive feelings about their teachers and about specific courses they take and attribute success in school to hard work rather than ability.

Academic Achievement:

Academic achievement or (academic) performance is the outcome of education — the extent to which a student, teacher or institution has achieved their educational goals.

Academic achievement is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important — procedural knowledge such as skills or declarative knowledge such as facts.

Family environment is the basic and essential nurturing support system for all of us. Home, is the source of greatest satisfaction and security to its members. The relationships among the family members and their ways of behavior play leading role in the adjustments of a child. Parental involvement in the educational process and parents attitude towards their child's education, highly influence the academic life of a student. Studies have also proved that a less physically crowded, environment, along with motivation and parental support, were associated with higher educational levels of children.

We all want to live in a safe and healthy place our neighborhoods, where we work and perhaps most importantly, our homes. Many of us view our homes as a safe haven, a place to reconnect with family and friends. Ironically, however, our home environment can be one of the places that is most likely to make us or our family sick.

The air we breathe, the water we drink and the yard that surrounds our homes may all be contaminated with chemicals that may cause harm. In many cases, these chemicals are not visible, have no odor and are beyond the ability of our senses to detect. And, depending where we live, our home environments may exceed health and safety standards set for industrial work environments. Young children, elderly people and people with impaired immune systems are at greatest risk.

In the present study, the research tries to find out the home environment and the academic achievement of VIII standard pupils in Guntur district.

Statement of the Problem:

The present study is mainly intended to find out the home environment and academic achievement of VIII standard pupils.

Therefore the study intends to find out the answers for the study intends to find out the answers for the following questions through an empirical study.

1. Is there home environment among the VIII standard pupils?
2. How is the Home environment among the VIII standard pupils?
3. Is there any difference in their Home environment with regard to their residence urban and rural?
4. Is there any difference in their Home environment between male and female?
5. Does the medium of instruction influence the Home environment among VIII standard pupils?"

Operational Definitions of key terms used in the study:

Home environment: A place where one lives; a residence.

VIII standard pupils: A school for young people, usually between the ages of 12 and 13.

Objectives of the study:

1. To find out the effect of home environment on VIII standard pupils
2. To find out the influence of the following variables on home environment of VIII standard pupils.
 - a) Gender: Boy/ Girl
 - b) Locality: Rural/ Urban
 - c) Type of Institute : Govt / Private
 - d) Medium of Instruction : Telugu / English
 - e) Parental educational back ground : Literate / illiterate
 - f) Parents Occupation: Employee / Unemployed
3. To find out the relationship between home environment and academic achievement of VIII standard pupils.

Hypotheses of the study:

Hypothesis -1: There will be no significant difference between home environment of boys and girls.

Hypothesis-2: There will be no significant difference between rural and urban pupils in their home environment.

Hypothesis-3: There will be no significant difference between the home environment of government and private school pupils.

Hypothesis -4: There will be no significant difference between English and Telugu medium pupils in their home environment.

Hypothesis -5: There will be no significant difference between parents education on their home environment.

Hypothesis -6: There will be no significant difference between parents occupation their home environment.

Hypothesis -7: There will be no significant relationship between home environment and academic achievement of VIII standard pupils.

Method of the study:

Normative Survey method is found to be relevant to collect data from secondary school students

Scope of the Study:

The study is confined to VIII Standard pupils related to Guntur district. The investigation intended to find out whether home environment due to the influence of Gender, Residence, Parental educational back ground, Socio economic status, Type of family, Subject, Type of institute.

Delimitation of the study:

The study is limited to only 200 VIII standard pupils in Guntur district.

Sample and Sampling Techniques:

Stratified random sample of 200 only VIII standard pupils from urban and rural schools in Guntur district will be selected.

Tool used the study:

Home environment Inventory by Karuna Sankar Mishra (1983) will be used to collect the data.

Description of the tool:

The inventory consists of 50 statements with 5 alternates such as mostly, usually, seldom, very less and never. The student can answer each question by using these alternates.

Scoring:

Each item of inventory possesses 5 alternative answers and the subject as to tick out on any alternative on 5 items inventory.

Statistical Techniques to be used:

S.D., Mean and % of mean, 't' value and 'r' value are computed.

Data Analysis:

Objective -1.To find out the home environment of VIII standard pupils.

Table -1 showing mean, % of mean, S.D of the sample.

N	Mean	% of mean	S.D
200	49.34	52.575	22.215

Interpretation:

1. The mean score for 200. 8th students children found to be is 49.34.
2. The percentage of mean value is 52.575.
3. SD is (22.215) found to be which is heterogeneous in the disturbing of score.
4. Present day VIII standard pupils are having above average home environment.

Variable wise analysis:

Hypothesis -1: There will be no significant difference between home environment of boys and girls.

Table2 showing mean, S.D. and ‘t’ values of boys and girls sample of VIII standard pupils.

Category	N	Mean	SD	SEd	‘t’ value
Boys	100	48.7	25.43	3.174	0.403NS
Girls	100	49.98	19		

NS – Not significant

Interpretation:

1. The ‘t’ value 0.4032 is found to be not significant
2. The variable gender did not influence home environment of VIII standard pupils
3. The boys are found to have almost same level of home environment comparative than girls.
4. There is no significant difference between the home environment of boys and girls. Hence the hypothesis is accepted and alternate hypothesis is rejected.

Hypothesis-2: There will be no significant difference between rural and urban pupils in their home environment.

Table – 3 showing mean, S.D. and ‘t’ values of Urban and rural sample of VIII standard pupils

Category	N	Mean	SD	SEd	‘t’ value
Urban	100	51.74	24.95	3.634	1.282NS
Rural	100	47.08	26.43		

NS = Not significant

Interpretation:

1. The ‘t’ value 1.282 is found to be not significant
2. There is no significant difference between the rural and urban pupils in their home environment. Hence the hypothesis is accepted and alternate hypothesis is rejected.

Hypothesis-3: There will be no significant difference between the home environment of government and private school pupils.

Table – 4 showing mean, S.D. and ‘t’ values of government and private schools of VIII standard pupils

Category	N	Mean	SD	SEd	‘t’ value
Govt	100	40.95	18.83	3.36	5.009*
Private	100	57.93	28.22		

*= Significant at 0.05 level

Interpretation:

1. It is evident that the calculated ‘t’ value 5.009 is less than that of table value.
2. There is significant difference between the home environment of government and private school pupils. Hence the hypothesis is rejected and alternate hypothesis is rejected.

Hypothesis -4: There will be no significant difference between English and Telugu medium pupils in their home environment.

Table – 5 showing mean, S.D. and ‘t’ values of Telugu and English sample of VIII standard pupils

Category	N	Mean	SD	SEd	‘t’ value
Telugu	100	48.64	25.44	3.554	0.4052NS
English	100	50.08	24.82		

NS = Not significant at 0.05 level

Interpretation:

1. The ‘t’ value 0.4052 is found not significant
2. There is no significant difference between English and Telugu medium pupils in their home environment. Hence the hypothesis is accepted and alternate hypothesis is rejected.

Hypothesis -5: There will be no significant difference between parents education on their home environment.

Table – 6 showing mean, S.D. and ‘t’ values of literate and illiterate parents of VIII standard pupils

Category	N	Mean	SD	SEd	‘t’ value
Literate	100	48.23	24.8	3.57	0.678NS
Illiterate	100	50.65	25.69		

NS = Not significant at 0.05 level

Interpretation:

1. The ‘t’ value 0.678 is found not significant
2. There is no significant difference between parents education on their home environment.
3. Hence the hypothesis is accepted and alternate hypothesis is rejected.

Hypothesis -6: There will be no significant difference between parents occupation their home environment

Table – 7 showing mean, S.D. and ‘t’ values of parental occupation of VIII standard pupils

Category	N	Mean	SD	SEd	‘t’ value
Employee	100	49.85	26.075	3.557	0.1827NS
Unemployee	100	49.2	24.2		

NS = Not significant at 0.05 level

Interpretation:

1. The 't' value 0.1827s is found not significant
2. There is no significant difference between parents occupation their home environment
3. Hence the hypothesis is accepted and alternate hypothesis is rejected

Hypothesis -7: There will be no significant relationship between home environment and academic achievement of VIII standard pupils

Table -8 Relationship between Home environment and Academic achievement of VIII standard pupils

Variable	Sample	Df	'r' value
Home environment	200	198	0.645NS
Academic achievement			

Interpretation:

From the above table the following facts can be interpreted.

The calculated 'r' value 0.645 is less than the table value at both levels. Hence 'r' value is not significant at both levels.

Hence the null hypothesis is accepted. And the alternate hypothesis is rejected.

Findings:

- Present day VIII standard pupils are having above average home environment
- The variable gender is not significant influence, the home environment of secondary school pupils. The hypothesis is accepted
- The boys are found to have almost same level of home environment comparative than girls.
- The variable residence did not influence home environment of secondary school pupils. The hypothesis is accepted
- The variable Type of management is significant influence, home environment of secondary school pupils. The hypothesis is rejected.
- The variable Medium is not significant influence, home environment of secondary school pupils. The hypothesis is accepted.
- The variable parental educational back ground is not significant influence, home environment of secondary school pupils. The hypothesis is accepted.
- The variable parental occupational back ground is not significant influence, home environment of secondary school pupils. The hypothesis is accepted.
- The calculated 'r' value is not significant influence, home environment and academic achievement of VIII standard pupils.

Suggestions

- Parents, teachers and other professionals, who care enough to make a difference, can, through the medium of a meaningful relationship, be significant and positive forces in helping adolescents grow in healthy and self-actualizing ways.
- Parents should respect the child's efforts and let them know that you have confidence in their ability to do well.
- It has been a theme in education that a student needs good academic self-concept in order to be successful academically.
- Upgrading of educators is also recommended so that they are fully equipped to assist a learner who is from a deprived home environment.

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