

# Study of Home Environment and Academic Achievement of Senior Secondary School Students

## Abstract

The present paper is an attempt to study the home environment and academic achievement of senior secondary girl students. The population of the study consisted all the girl students studying in the senior secondary government and semi government schools of Bijnor district. A total sample 200 students were drawn from the population using stratified random sampling.

**Keywords:** Home Environment, Academic Achievement

## Introduction

Education is primarily a process that is aimed at the all-round development of the child-mental, physical and emotional. The individual child is after all the whole process of education is centered around. Educational growth of the child and factors that influence its course and concerns that have long occupied the minds of people concerned. The existence, growth welfare of organism affected by which all the internal and external conditions is environment. The primary environment of a student is the home and it stands to exert tremendous impact on student's achievement (Hoover-Dempsey et al.,2005).Home is the primary agent of education. Home environment alone could explain most of the variation in educational participations and outcomes. All the variables in the home that affects a student's thoughts, attitude and performance constitute the home environmental factors.

Academic achievement is directly related to student's growth and development of knowledge in an educational situation where teaching and learning process takes place. Academic achievement is defined as the performance of the students in the subject they study in the school (Clark,1983).Academic achievement is the outcome of the education; it is the extent to which a student, teacher has achieved the educational goals. Academic achievement is commonly measured by examination or continuous assessment (Bossaert, Doumen...,2011)

## Review of Literature

D. Lily (2018) observed a significant relationship between home environment and academic achievement. He also found, that academic scores of students of moderate favourable home environment is better than those with favourable home environment.

O.C. Chukwudi (2013) found that there are many factors which can either influence or hinder students school performance, in which emanating from school and teachers, peer groups, siblings, location of the home, parent's education, modern gadgets at home and parent-child relationship and so on C. Anene (2005) stated that the most significant environmental factor which enabled all the attitude, skills and trust that will help a child to learn positively is his home. Good home learning environment, the quality of parent-child relationship is the key factor which help in children development, and give him opportunities to flourish.

Bhatt and Rajput (2003) found that educational aspiration and academic achievement of students were, in general found to be positively influenced by certain family factors as family environment and socio-economic status.

C. Ajila and A. Otutola (2000) found that importance of education is realized by parents of all classes. The environment which influences the educational growth and motivation of the students is created by different families in different ways. Students aspirations is influenced by the home environment. A strong influence over the child's live and academic performance continues to exercise by the home.



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Kang and Sibia (1997) found that high achievers shared a better relationship with their parents as compared to low achievers.

Srivastava (1995) also revealed that parent-child relationship affects their academic achievement.

**Objectives of the Study**

Objectives of this study are to study the home environment and academic achievement of senior secondary school students with a objective to find out the relationship between home environment and academic achievement of senior secondary school students.

**Hypothesis**

1. There is no significant difference between rural and urban girl students on the basis of their home environment.
2. There is no significant difference between science and arts girl students on the basis of their home environment.
3. There is no significant difference between rural and urban girl students on the basis of their academic achievement.

4. There is no significant difference between science and arts girl students on the basis of academic achievement.

**Methodology**

For the present study normative survey method has been used. All the girl students of senior secondary government and semi government school of Bijnor district comprises the population of the present study. 200 girl students were taken as a sample of the study by stratified random sampling. To know the home environment self-made tool constructed by the researcher has been used. This tool has 55 items related to student's home environment. 55 marks is lowest whereas 165 is the highest score of this schedule. Academic achievement and home environment were the variables of the present study. In present study Mean, standard deviation, co-relation and 't' test has been used to analyze the data.

**Result And Discussion**

1. Home environment of rural and urban girl senior secondary girl students

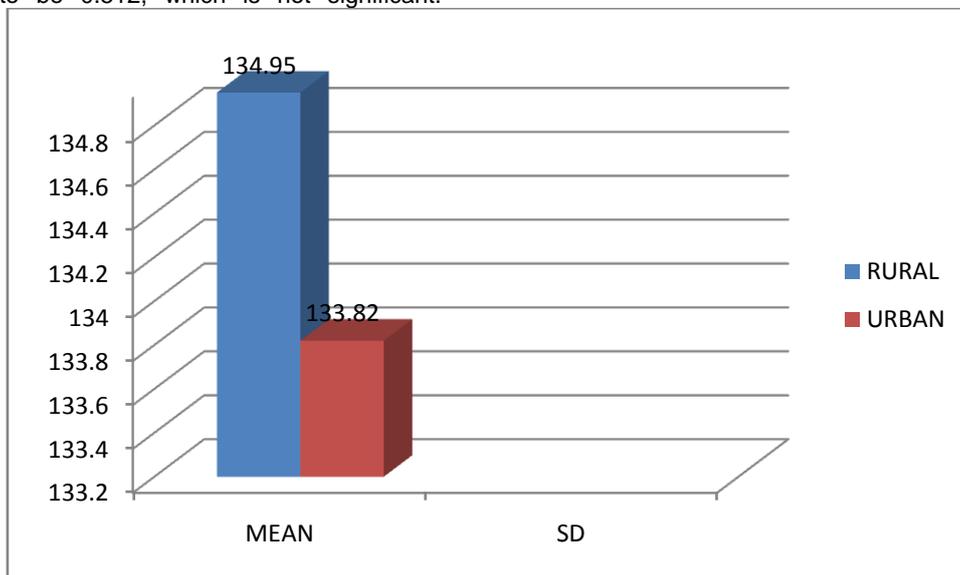
**Table no.1**

S.N.	Locality	N	Mean	SD	t-value	Level of significance
1.	Rural	100	134.95	15.08	0.512	Insignificant
2.	Urban	100	133.82	16.05		

The table no.1 presents the home environment of rural and urban Muslim girl Students. The mean values of rural and urban girl students are 134.95 and 133.82. Standard deviation of means are 15.08 and 16.05 respectively. The calculated 't' value was found to be 0.512, which is not significant.

Therefore, the hypothesis formulated before is not rejected.

From the above interpretation it is interpreted that the home environment of rural and urban girl students is same.



2. Home environment of senior secondary science and arts girl students.

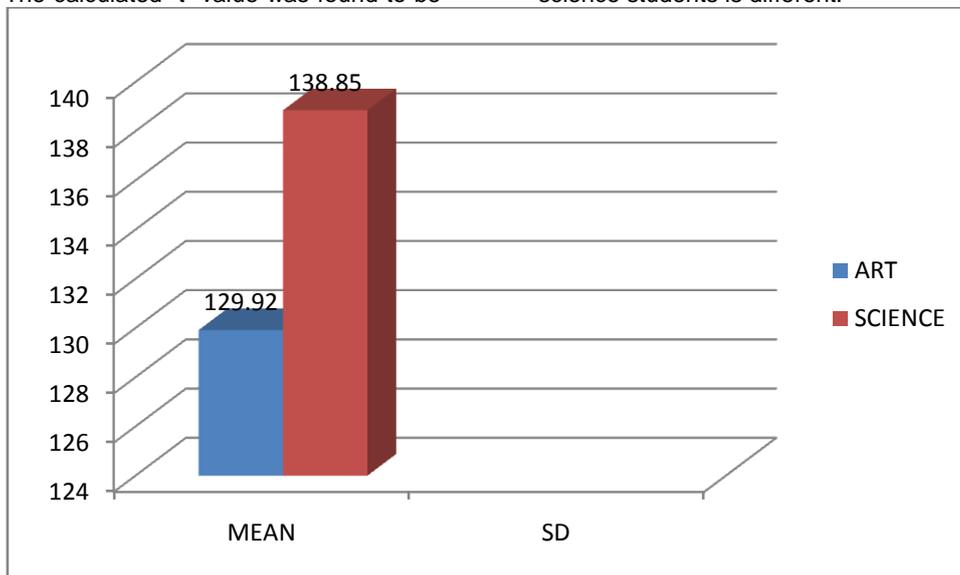
**Table no.2**

S.N.	Stream	N	Mean	SD	t-value	Level of significance
1.	Arts	100	129.92	15.12	-4.23	Significant
2.	Science	100	138.85	14.73		

Table no.2 depicts the home environment of science and arts stream girl students. Mean value of arts and science students are (M=138.85 and M=129.92). The values of S.D. are 14.73 & 15.12 respectively. The calculated 't' value was found to be

-4.23, which is significant. Therefore, the hypothesis formulated before is not accepted.

So, it is interpreted from the above interpretation that the home environment of arts and science students is different.



3. Academic achievement of rural and urban senior secondary girl students.

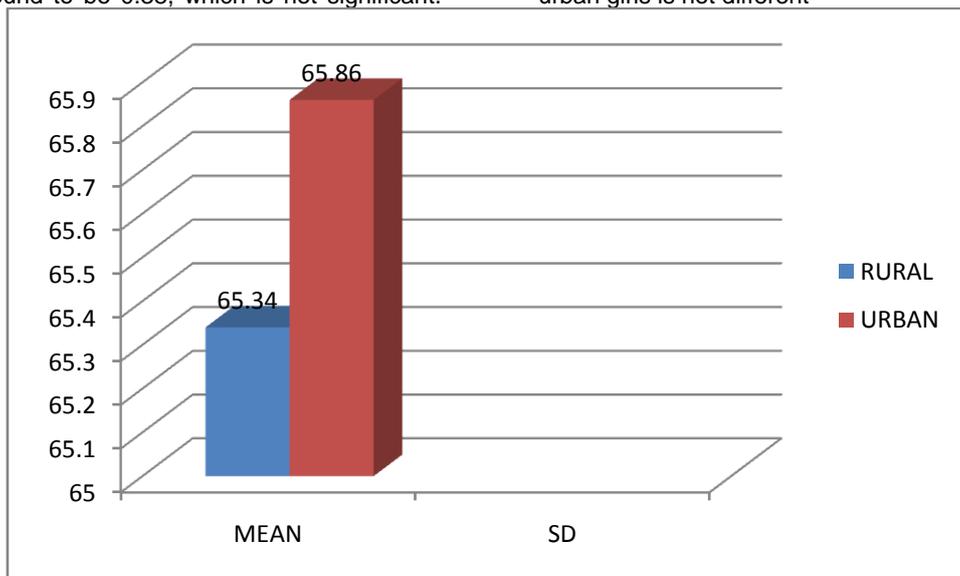
**Table no.3**

S.N.	Locality	N	Mean	SD	t-value	Level of significance
1.	Rural	100	65.34	10.64	0.38	Insignificant
2.	Urban	100	65.86	8.36		

The table no.3 depicts the academic achievement of rural and urban girl students. Value of rural and urban mean is 65.34 and 65.86.S.D. are 10.64 and 8.36 respectively. The calculated 't' value was found to be 0.38, which is not significant.

Therefore, the hypothesis formulated before is not rejected.

So, it is interpreted from the above interpretation that academic achievement of rural and urban girls is not different



4. Academic achievement of science and arts senior secondary girl students.

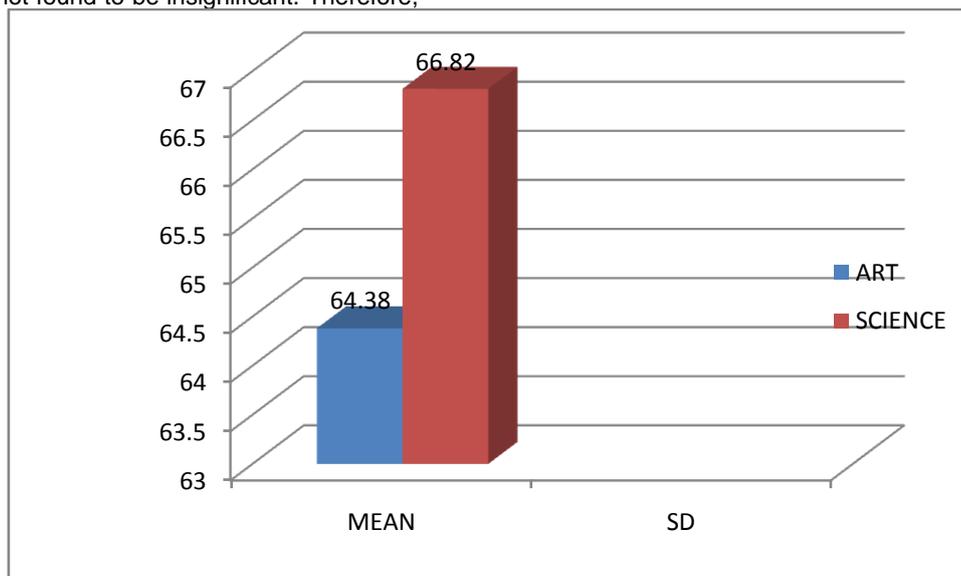
**Table no.4**

S.N.	Stream	N	Mean	SD	t-value	Level of significance
1.	Arts	100	64.38	8.23	-1.81	<b>Insignificant</b>
2.	Science	100	66.82	10.60		

The table no.4 indicates the academic achievement of arts and science girl students. The Mean value for arts students is 64.38 and that for science students is 66.82. Their standard deviation is 8.23 and 10.6 respectively. The 't' value calculated is -1.81, which is not found to be insignificant. Therefore,

the proposed hypothesis formulated before is not accepted.

So, it is interpreted from the above interpretation that academic achievement of rural and urban Muslim girls is not different



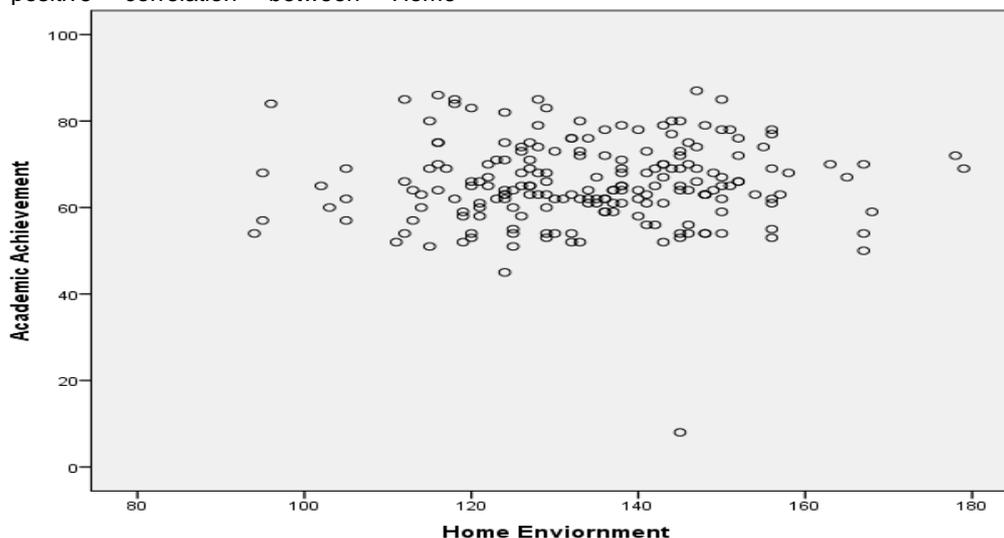
**Relationship between Academic Achievement and Home Environment**

Variables	Academic Achievement	Home Environment	r-value	p-value	significant
Academic Achievement	1	0.0132	0.0132	0.8517	Not Significant
Home Environment	0.0132	1			

P < 0.05= significant

Home Environment and Academic Achievement are positively correlated. There is negligible positive correlation between Home

Environment and Academic Achievement and correlation coefficient is 0.0132.



**Conclusion**

No significant difference is found between rural and urban girl students on the basis of their home environment. There exists no significant difference between rural and urban girl students on the basis of their academic achievement. Significant difference is found between home environment of science and arts students. Parents are more aware regarding the education of their girl child, are providing them better facilities, hence making them choose science stream as it opens the way for better career choices. They are providing them good coaching, computers, more emphasis is given on their education, rather than making them indulge in household works. No significant difference is found between home environment of rural and urban girl on the basis of their home environment. Home environment and academic achievement are found positively correlated.

On the basis of the result it may be conclude that home environment of science students is better than arts students, academic achievement and home environment of rural, urban and science and arts students is found to be same.

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