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## IMPACT OF HOME ENVIRONMENT ON ACADEMIC ACHIEVEMENT AMONG 9<sup>TH</sup> CLASS STUDENTS

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### Abstract

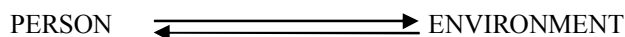
*Home itself is a complex unit. The assessment of its psychosocial environment is not an easy matter. This is due to complexity of the phenomenon. Under investigation and the number of possible approaches that can be taken and the conceptual and methodological difficulties within each approach one of the major aims of the education is the development of whole some personality. The student's life is influenced by the home, school, teachers and peer group. Home is the primary agency to develop the responsibility to fulfill the requirements and emotional needs of the children. Over the past few years a number of studies have shown that the home environment and its associated factors such as pupil's perception, attitude towards parents, facilities available in the home, sociological relations has got considerable influence over child's personality development. The present paper focuses on the impact of home environment on academic achievement among 9<sup>th</sup> class students.*

### INTRODUCTION

Man is a social animal. All men are born alike with respect to their biological needs. A person's environment is a vital part of his psychological adjustment. Differences are created by social environment in which the needs are fulfilled, Adjustment is learned through environment. The behavior of a person is the result of experiences he has passed through. No other social institution enters the child's life until after the first few formative years at home. Parents become the most potent forces in shaping the adjustments of the child. Children need warm, supporting relationship to build a good personality. Most of the parent's are busy increasing their income, to live up to the new living standards. Parents are paying more attention to physical needs of the children, completely neglecting their emotional needs.

Environmental theories emphasize the interaction between the developing person and the environment. According to the perspective, human developments are the result of three major factors:

1. The person and what he/she brings to a particular situation or stage of development. This includes the results of experience as well as of motivation.
2. The environment or what is available to the individual in a particular situation or stage of life. This includes the significant context of life such as family, school and neighborhood or community.
3. The interaction between the person and the environment.



Declare the importance for families to share interests in hobbies, activities and games. Reading material should be abundant and discussed on regular intervals. The study states that cultural activities and parental involvement show a significant relationship to academic achievement. Some cultural activities include going to the museum, zoo or public library. It does not take money to be enthralled by culture

### OBJECTIVES OF THE STUDY

1. To find out whether there is any difference in the home environment of boys and girls.
2. To find out whether there is any difference in the home environment of rural and urban students.
3. To find out if educational status of parents influences the home environment of students.
4. To find out if occupational status of parents has any impact on home environment.
5. To find out if community has any effect on the home environment of students.

### HYPOTHESES OF THE STUDY



1. There would be no significant difference between boys and girls with regard to their home environment.
2. There would be no significant difference between rural and urban students with regard to their home environment.
3. There would be no significant influence of family income on the home environment of students.
4. There would be no significant effect of community on the home environment of students.
5. There would be no significant of Academic achievement on the home environment of students

## **METHODOLOGY**

The "Survey method" of descriptive research was followed by the researcher in the present study. The investigator felt that this method was appropriate for the present investigation.

### *Variables of the Study:*

The present investigation is chiefly concerned with gender, locality, educational qualification of parents, occupation of parents, annual income, order of birth and community.

### *Tools and Techniques Used in the Study:*

An attitude scale specially designed and administered for the study was used to collect the data for the present investigation. To measure the impact of environment and academic achievement of 9<sup>th</sup> class students, investigator used the three point scale comparing of 40 items. Against each of the statements three alternatives were given. They are many times, some times and rarely. In the scale, among 40 items 26 are negative and all the remaining is positive.

The home environment inventory items were divided into 10 dimensions. They are Permissiveness, Control, Conformity, Rejection, Reward, Punishment, Protectiveness, Nurturance, Deprivation, Cognitive stimulation.

### *Administration of the Tool:*

After the sample had been selected, the next step was to administer the questionnaire to the selected sample. The investigator personally distributed the questionnaire to all the students. The purpose of the study was mentioned to them and they were properly motivated to respond genuinely to all the questions in the tool. They were assured that the information given by them would be kept confidential. They were given sufficient time and later on the investigator collected the filled in questionnaires from them.

### *Scoring Procedure:*

The home environment inventory contains 10 sub – factors and each of the ten factors score can be obtained separately. The higher the score, the better the home environment, higher availability, opportunity and utilization.

### *Validity and Reliability Home Environment Status Questionnaire:*

Content validity is established for the present tool. This form of validity is estimated by evaluating the relevance of the test items. Individually and as a whole. Thus, it can be reasonably assumed that the questionnaire has content validity.

### *Reliability:*

Split-half method was used to find the reliability of the questionnaire. This method also yields what is sometimes called a co-efficient of equivalence. The correlation between the results of the two halves is determined, and from there the reliability of the whole test is calculated by applying the Spearman – Brown Formula.

### *Statistical Techniques Used in the Study:*



Frequency, mean and S.D. were calculated. The data was analyzed using relevant statistical techniques like 't' test and 'f' test or ANOVA to find out the difference in the dependent variable. The level of significant at 0.05, 0.01 was employed to test the significance of the obtained values. The obtained numerical results were also presented by graphical representation where ever necessary.

### ANALYSIS AND INTERPRETATION OF THE DATA

The results and discussion are analyzed in this chapter for the scores obtained. The total attitudinal scores of the each individual is calculated and presented in the form of frequency distribution.

Table 1. Frequency Distribution of Impact of Home Environment on Academic Achievement among 9<sup>th</sup> Class Students

Si.No.	C-I	M.P	F	C.F	C.F.P
1.	61-70	65.5	4	4	1.67
2.	71-80	75.5	6	17	7.08
3.	81-90	85.5	6	23	9.58
4.	91-100	95.5	15	38	15.83
5.	101-110	105.5	45	83	34.58
6.	111-120	115.5	64	147	61.25
7.	121-130	125.5	49	196	81.67
8.	131-140	135.5	24	220	91.67
9.	141-150	145.5	9	229	95.42
10.	151-160	155.5	6	235	97.92
11.	161-170	165.5	1	236	98.33
12.	171-180	175.5	4	240	100.00
TOTAL			240		
Mean =	117.25	Skewness =	0.026		
Median =	118.50	Kurtosis =	1.086		
Mode =	120	S.D =	19.968		

From the table, it is clear that mean scores of Home environment Achievement student sample 240 its mean 117.24 since mean, median and mode are not same, the curve may not be normal the kurtosis obtained is 1.086. Slightly greater than 0.263 the peak of the curve will be Lepto Kurtic curve. In this distribution mean and median so the skewness is negative the peak is shifted towards very equal to the values.

The students who constituted the subjects (No = 240) for this study were divided into the groups on the basis of their i.e., rural and urban, each groups was further divided into boys and girls depending on their sex and into three groups on the basis of their class of study.

In the present study the minimum of maximum scores are 61 and 180 respectively. The subjects scored in range of 170 in order to determine the difference between boys and girls students of rural and urban localities, studying 9<sup>th</sup> class students were taken into consideration.

The usual levels at significant viz, 0.0005 and 0.01 were employed to test the significance of the obtained 't' and 'f' ratio values.

To study the influence of gender on the home environment of 9<sup>th</sup> class students 't' test was employed. Means, SDs and t value are presented in Table 2.

Table 2. Means, S.D.s and 't' Value Scores of Students Classified According to their Gender



Si.No.	Gender	N	Mean	S.D	t-value
1	Boys	120	115.14	23.36	1.64@
2.	Girls	120	119.34	15.49	

@'t' value is not significant at 0.05 level

From Table 2 it can be seen that the means score of girls is higher this implies that girls have better home environment than boys. However, this difference between the means is not significant as the obtained t value (1.64) is less than the table value at 0.05 level. Hence the hypothesis is accepted and it can be concluded that there are no significant differences among boys and girls with regard to their home environment.

To study the influence of locality on the home environment of 9<sup>th</sup> class Students't' test was employed. Means, SDs and t value are presented in Table 3.

Table 3.Means, S.D.s and't' Value Scores of Students Classified According to their Locality

Si. No.	Gender	N	Mean	S.D	t-value
1	Rural	120	112.12	20.34	4.12 **
2.	Urban	120	122.37	18.11	

\*\* 't' value is significant at 0.01 level

From Table 3 it can be seen that the mean score of urban is higher this implies that urban have better home environment than rural. However, this difference between the means is significant as the obtained't' value (4.12) is greater than the table value at 0.01 level. Hence the Hypothesis is rejected and it can be concluded that there are significant differences among rural and urban with regard to their home environment

To study the impact of home environment on academic achievement with reference to income the whole sample is divided into three groups based on income (i) High income (ii) Middle income and (iii) Low income. The value of N, Mean and S.Ds for the different categories of students based of their income is presented in Table 4.

Table 4. Mean Scores of Students Classified According to their Income

Annual Income	N	Mean	S.D
High Income	64	112.80	19.353
Middle Income	45	123.00	14.508
Low Income	131	117.44	21.238

From the above Table 4 it is clear that the value of mean for the group consisting of middle income is greater than the other two groups. It shows that the impact of home environment on academic achievement of students who have middle income are better than students of those whose students are high income studied low income.

To study the difference between the means is significant or not 'f' ratio was computed.

Table 5. Summary of ANOVA for the Influence of Income on Impact of Home Environment on Academic Achievement

Source of Variation	Sum of squares	df	Mean Square	F – value
Between Groups	2761.250	2	1380.625	3.536*
With in groups	92532.500	237	390.433	
Total	95293.750	239		


\* 'f' value is Significant at 0.05 level.



It is clear from table – 5 that the computed “f” value is 3.536. It is greater than table value of “f” at 0.05 levels. Hence, Hypothesis is rejected and we can say that income has significant influence on the home environment academic achievement of the students. To find out which of the category at respondents differed significantly from the others ‘t’ test was applied and the results are shown in Table 6.

Table 6. Mean Impact of Home Environment on Academic Achievement of Students Classified according to their Income and Results of the “t” Test

Variables	Illiterate	Up to inter	Graduate
Annual Income	11280	117.44	123.00



To study the impact of home environment on academic achievement with reference to community the whole sample is divided in to three groups based on community. (i) OC (ii) BC (iii) SC and ST, the values of N, Mean and S.Ds for the different categories of studies based on their community is present in Table 7.

Table7. Means Scores of Students Classified According To Their Community

Community	N	Mean	S.D
OC	99	118.77	19.6704
BC	70	117.10	18.371
SC and ST	71	115.25	21.390

From the above Table 7 it is clear that the value of mean for the group consisting of community who are OC students is greater than the other two groups. It shows that the impact of home environment on academic achievement of students who have OC students are better than studied of those whose studied have are BC student and studies SC and ST students.

To study if the difference between the means is significant or not ‘f’ ratio was computed.

Table 8. Summary of ANOVA for the Inference of Community on Home Environment on Academic Achievements

Source of Variation	Sum of squares	df	Mean Square	F – value
Between group	512.250	2	256.125	
With in groups	947881.506	237	399.922	
Total	95293.750	239		0.640 @

@‘f’ value is not Significant at 0.05 level.

It is clear from table – 8 that the computed ‘f’ value is 0.640. It is less then table value of ‘f’ at 0.05 level. Hence, Hypothesis is accepted and we can say that community has no significant is influence o impact of home environment on academic achievement of the students.

To study the impact of home environment with reference to student academic achievement the whole sample is divided in to three groups based on student academic achievement. (i) First class and above (ii) Second above (3) Third class. The values of N, Mean and S.Ds for the different categories of students based on their academic achievement are presented in Table 9.



Table 9. Mean Scores of Students Classified According to their Student Academic Achievement

Academic Achievement	N	Mean	S.D
60-70%	76	117.66	18.318
50-60%	123	116.09	21.047
40-50%	41	119.93	19.020

From the above Table 9 it is clear that value of mean of the group consisting of third class students is greater than the other two groups. It shows that the home environment of students is better than other groups. To study if the difference between the mean is significant or not ‘f’ ratio was computed.

Table 10. Summary of ANOVA for the Influence of Home Environment on Student’s Academic Achievement

Source of Variation	Sum of squares	df	Mean Square	F – value
Between group	472.000	2	236.000	
With in groups	94821.750	237	400.092	0.590@
Total	95293.750	239		

@ ‘f’ value is not Significant at 0.05 level

It is clear from the table -10 that the computed ‘f’ value is 0.590. It is less than table value of ‘f’ at 0.05 level. Hence, Hypothesis is accepted and we can say that academic achievement has no significant influence on impact of home environment of the Students.

#### FINDINGS OF THE STUDY

- There is significant influence of gender on home environment of students.
- There is significant influence of locality on home environment of the students. The urban students have better then home environment than the rural students.
- There is significant influence of income on the home environment of the students. The middle income group has better home environment than the other groups.
- There is no significant influence of community on the home environment of the students. OC group of respondents have better home environment than the other groups.

#### IMPLICATIONS OF THE STUDY

The pupils who comprised the sample for the present investigation showed average adjustment to their personal, social and schools aspects. Some subjects scored poor, with regard to their impact home of environment status as well as school environment. Parents, teachers as well as peers may be responsible for this. Parents spare less time to identify or attend to the problems of their own children. An awareness of the importance of impact home of environment should be created among parents. Lecturers and mass media communications can also do this job. The school can also play a major role in the preservation and promotion of good environment of the students. It must provide a suitable emotional, intellectual and physical environment in which a child may have the ‘feeling of security’ and the ‘feeling of belongingness’.



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