

EFFECT OF HOME ENVIRONMENT ON ACADEMIC ACHIEVEMENT OF SENIOR SECONDARY SCHOOLS

¹Monika

Abstract

Home is the primary societal unit. Family relationships play an important role in an individual's life pattern from early childhood through adulthood. Much of an individual's personality patterning originates at home. The present study aim to examine the effect of home environment on academic achievement of the students. The finding of the study reveals that there was significant effect of home environment on the achievement of students.

Introduction

During the past few decades home environment had been identified as being a contributing factor in a child's educational, cognitive and affective development. Crow and Crow (1965) describes that home is the primary societal unit. Family relationships play an important role in an individual's life pattern from early childhood through adulthood. Much of an individual's personality patterning originates at home. Not only does the child inherit certain family potentialities, but during his developing years, his attitudes, beliefs, ideals and overt behavior reflects the influences on him of home experiences.

Definition of Key Words

Home Environment

Parish, Dostal & Parish (1981) state that the environment of the home in which a child is reared can advance or hinder wholesome personality adjustment.

Family

Clausen (1966) says that the family, has a definable composition and a reasonably stable organization of joint activities, role relationships and definite values and goals"

Socioeconomic Status

(Orr & Dinur,1995; Adler et al.1994; Ornstein & Levin, 1993).describe that socioeconomic status refers to the family's socioeconomic state; parent's education, fathers occupations, income and housing value, servant facility, transport and material facilities at home.

Achievement

Achievement refers to students' academic achievement scores on Senior Secondary School 12th annual examination of the Board of school Education, Haryana.

Review of Related Literature

Parish, Dostal & Parish (1981) state that the environment of the home in which a child is reared can advance or hinder wholesome personality adjustment. Family relationships also determine in large measure the young person's developing attitudes toward home and family life. Forstrom-Cohen & Rosenbom (1985) describe that one of the most important influences upon the adolescent is the emotional climate of the family. Some families evidence a prevailing mood of gaiety, joy, optimism and happiness. Other families reflect a climate of fear, depression, cynicism, and hostility, which has a negative effect on children

Barnard, Bee and Hammond (1984); and Siegel (1984) reported a positive relationship between SES and home environment. They found that the children belonging to families of higher socioeconomic class receive an intellectually more beneficial home environment.

Objective

The aim of the present study was to examine the effect of home environment on academic achievement of the students.

Hypothesis

There is no significant effect of home environment on students' achievement.

Sample

Sample of the study comprise 724 students of class 12th from different school of Haryana.

Sampling Technique

Cluster sampling technique was used for the selection of the sample of the study. The information about achievement score of students was collected from the Result Gazette of the Board of school Education Haryana for the senior secondary 12th Annual Examination.

STATISTICAL TECHNIQUE

Analysis of variance (ANOVA) and t-test were used to test the hypotheses of the study.

TABLE 1

Descriptive statistics for effect of home environment on students' Achievement.

Home Environment Group	N	Mean	Std. Deviation	Std. Error
Higher	242	330.5826	55.14405	3.54479
Middle	247	3000.4130	60.03820	3.82014
Lower	235	280.3362	61.56660	4.01616
Total	724	303.9807	62.36820	2.31790

TABLE 1A

Univariate Analysis of Variance for effect of home environment on students' achievement.

Source of Variance	Sum of square	Df	Mean Square	F Sig.
Between Group	305778.56	2	152889.28	43.9
Within Group	2506541.2		7213476.4	
Total	2812319.7			

Table 1 presents the data about means of achievement score on the basis of home environment. The highest mean (330.58) was found for subjects who belonged to higher home environment group, and the lowest mean (280.33) was for those subjects who belonged to lower home environment group.

Table 1a presents the summary of univariate analysis of variance, which shows that p value (0.000) is less than 0.05 and the null hypothesis stating that there is no significant effect of home environment on the achievement of students is rejected at 0.05 level of significance. Thus a significant effect of home environment was found on students' achievement.

As the results were significant, it was decided to run LSD Post Hoc Test of multiple comparisons. However, only significant mean differences are presented here which contribute the most in making the results significant.

TABLE 1 B

LSD POST HOC Test of Multiple comparisons regarding home environment on students' achievement.

Comparison	Mean Difference	Significance
Lower Vs Higher - 50.24	.000	
Lower Vs Middle- 20.07	.000	
Middle Vs Higher - 30.16	.000	

It was concluded from the LSD Post Hoc Test that there was a significant difference in the achievement of students from different home environments. This hypothesis was tested by applying one way ANOVA

Conclusion

There was significant effect of home environment on the achievement of students. So the null hypothesis that there is no significant effect of home environment on students' achievement.

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