

Home Environment in relation to Academic Achievement of Senior Secondary School Students – A study in Pulwama District of Jammu and Kashmir

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Abstract: *The present study investigated the Home Environment in relation to Academic Achievement of Senior Secondary School Students – A study in Pulwama District of Jammu and Kashmir. The study included 300 students in class 12th, with equal representation of boys (150) and girls (150), in the Pulwama district. The students were chosen using a simple random sampling technique, and the 12 schools were chosen using a stratified random sampling technique. The Home environment scale (HES-AASS) which was developed by A.Akhtar and S.B Saxena (2011) is used to collect data using the descriptive survey method. According to the findings of the study, The present study reveals that the boys and girls in secondary students having no significant difference in their home environment and there is no significant difference in academic achievement in secondary school students and it is also analyzed there is a correlation between home environment and academic Achievement among boys and girls.*

Introduction

One of the most crucial aspects influencing a student's academic progress is their home environment. From the time of conception to the primary stage, more specifically to the secondary stage, the role of parents and guardians in rearing, providing facilities for all round development such as physical, mental, emotional, educational, social, moral, aesthetic, and so on is extremely important. As a result, a pleasant home environment with all amenities is unquestionably important for a child's success in any type of examination. The privileged households and well-to-do families are able to provide the best living amenities and educational opportunities. Children in poor households are denied not only educational opportunities, but also the most basic necessities of existence. The health of these disadvantaged youngsters is harmed due to unsanitary environments and malnutrition. It lowers their learning capacity, causing them to fall behind. With most poor households, students are expected to complete a variety of household tasks or assist in the family's occupation. As a result, they devote less time to their education as a result of this.

A "healthy home" includes a stable emotional environment, effective family communication, a willingness to compromise, and strong conflict resolution skills, all of which can contribute

to everyone's mental well-being. Parents should aim to establish a fair relationship with their children from the start by respecting their viewpoints; parents should involve the child in making decisions that affect the family. It will help kids develop self-confidence and respect for their parents, as well as recognize their value in the family, and create a more pleasant home atmosphere, which will aid them in their academic pursuits. Children who come from a good family and come from a family with strong family ties are usually always happy. As a result, the home is the place where a child's attitude toward people and society is established, where the child's intellectual progress is aided, and where the child's aspirations and successes are supported. A child's emotional security is enhanced by a healthy family environment. The impact of family history on academic achievement in school is now widely recognized in many educational circles throughout the world.

Academic achievement is defined as one's real level of competence or proficiency in a subject field. Academic achievement is defined by **Crow and Crow (1969)** "as the extent to which a learner is profiting from instructions in a given area of learning i.e. achievement is reflected by the extent to which skill and knowledge has been imparted to him". **Goods (1973)** has defined "academic achievement as a knowledge attain or skill develop in the school subject usually designate by test score or by mark assign by teachers or by both". **Hawes (1982)** defined "achievement as a successful accomplishment or performance in particular subject area or courses usually are reasons of skilled hard work and interest typically summarized in various types of grades, marks score on descriptive commentary".

Keywords: *Home Environment, Academic Achievement, Senior Secondary School Students*

Scope of the study

Teachers can improve teaching methods by assessing students' home environments and making the teaching learning process enjoyable. In general, teachers should identify children with low academic achievement, a poor home environment, and a poor self-concept, and then try to figure out what is causing these difficulties. This is only possible if teachers have a personal attachment to their students. The current study is beneficial to instructors, students, and educational specialists who are involved in teaching.

Objectives of the study

- To find out the home environment and academic achievement of the students on the basis of Gender.

- To find out the relationship between home environment and academic achievement of the students.

Hypothesis of the study

- There is no significant difference in home environment and academic achievement of the students on the basis of Gender.
- There is no significant relationship between home environment and academic achievement of the students.

Method chosen for the study

The investigator selected the descriptive survey method for the present study.

Population

The population of the study consisted of senior secondary school students of district Pulwama of Jammu and Kashmir (class 12th).

Sample

The data for the study have been derived from a representative sample size of 300 higher secondary students drawn from 12 schools of Pulwama district of Jammu and Kashmir. The sample was obtained from standard 12th class students by using stratified sampling procedure.

Measuring Tools

The following were the tools used for collecting data relevant for the present study:

Home environment scale (HES-AASS) which was developed by **A.Akhtar and S.B Saxena (2011)**

Statistical Techniques Employed

The statistical techniques used in the present study are:

1. t-test
2. Pearson’s Product moment method of correlation

Results and discussion.

OBJECTIVE: To find out the home environment of the students on the basis of Gender.

| S .no | Gender | Number | Mean | S.D | P.value | level of significance(at 0.05) |
|------------------|--------|--------|--------|-------|---------|--------------------------------|
| Home environment | Boys | 150 | 137.16 | 18.38 | 0.3 | Not significant differences |
| | Girls | 150 | 140.41 | 19.34 | | |

There is no significant difference in home environment of the students on the basis of Gender is accepted.

From above table the mean score of boys are 137.16 and for girls are 140.41 The Standard deviations is respectively 18.38 and 19.34with the mean difference of .96. The calculated p-

value is 0.3 which is higher than 0.05. Therefore, we can conclude that there is no significant difference in home environment among boys and girls.

OBJECTIVE: To find out the academic achievement of the students on the basis of Gender.

| S.no | Gender | Number | Mean | S.D | P.value | level of significance(at 0.05) |
|----------------------|--------|--------|------|-------|---------|--------------------------------|
| Academic achievement | Boys | 150 | 68.9 | 16.40 | 0.15 | Not significant differences |
| | Girls | 150 | 73.1 | 15.50 | | |

There is no significant difference in academic achievement of the students on the basis of Gender is accepted.

From the above table the mean score of boys is 68.9 and for girls are 73.1 and standard deviation for boys and girls are 16.40 and 15.50 and the calculated p value is 0.15 which is higher than 0.05. It means there is no significant difference in academic achievement of boys and girl secondary students

OBJECTIVE: To find out the relationship between home environment and academic achievement of the students.

| Home environment | Academic achievement | |
|------------------|----------------------|------|
| | Pearson correlation | 0.41 |
| | Sig.(2tailed) | 0.00 |
| | N | 120 |

There is no significant relationship between home environment and academic achievement of the students is rejected.

From the above table it can be concluded that home environment and academic Achievement is correlated to each other. And interpretation of results shows that p value is 0.00 in the level of 0.01. And Pearson correlation value between home environment and academic achievement is 0.41 which is significant.

Conclusion

The present study reveals that the boys and girls secondary students having no significant difference in their home environment and there is no significant difference in academic

achievement in secondary school students and it is also analyzed there is a correlation between home environment and academic achievement among boys and girls.

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