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Impact of Home Environment on Academic Achievement of Tribal Region Secondary School Students - A Study

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ABSTRACT

Academic achievement is assuming greater importance day by day, one reason for this is the tremendous growth of student's population and competition. It forms the main basis of admission, promotion in a class, obtaining degree and getting job. For that there is a tremendous pressure on students to earn good grades. Home environment has a very important role in this regards. So far as the education of the child is concerned home is the first agency and parents act as a first educator. It is what parents do in the home that counts for learning development of children. The main objectives of the topic are to find out the significant impact of home environment on academic achievement of tribal region secondary school students. A sample size of 300 Boys and 300 Girls total 600 Class-IX Students were selected and taken up for the study. Purposive and Simple random sampling method has been used by the researcher for selecting the samples. Home Environment Inventory developed by Dr.Karuna Shankar Mishra and Classroom Achievement Test developed by Dr.P.K Naik was used for the study. It has been found that, there is a significant impact of home environment on academic achievement of tribal region secondary school students, but no significant mean difference of academic achievement among tribal region boys and girls secondary school students is found.

Key words- Home Environment, academic achievement, tribal region secondary school students.

Introduction:-

Home environment refers to all sorts of moral, ethical, emotional, social and intellectual climate set up by the family members to contribute to the wholesome development of an individual. The home has always occupied an important place in any organised social living. So far as the education of the child is concerned home is the first agency and parents act as a first educator. It is what parents do in the home that counts for learning development of children. Academic achievement of student is the ability of the student to study and remember facts and being able to communicate his knowledge orally or in written form in an examination condition. It plays a very significant role in the attainment of the harmonious development of the students. In our society academic achievement is considered as a key criterion to judge student's total potentialities and

capacities, whether that students are from tribal region or urban region. It forms the main basis of admission, promotion in a class, obtaining degree and getting job. It is also more valuable for a student to bring personal satisfaction and social recognition. Therefore it is more pressing for the students to have good academic achievement. Several researchers have found relationships between home environment and academic achievement of students. Students coming from good and positive home environment can academically perform well. So to keep the student academically good, home plays an important role.

Significance of the study:-

It is a fact that a nation's progress depends upon its students' academic achievement and development. That's why every nation emphasizes students' academic achievements. Academic achievement is a paramount importance particularly in the present socio economic and cultural contexts. Obviously in the school and college great emphasis is placed on academic achievement right from the beginning of formal educational system in India so far as admission in higher education and employment is concerned. Achievement can be said to be the outcome of instruction. Osokoya (1998) also stated that achievement is the end product of learning experience. Attaining a high level of academic performance is what every parent or guardian as well as teacher wishes for their children and students. Academic achievement is assuming greater importance day by day, one reason for this is the tremendous growth of student's population and competition. For that there is a tremendous pressure on students to earn good grades. From review of literature the investigator learns that there is significant relation between home environment and academic achievement of the students. It means home environment is one of the factors which affect the academic achievement of the students.

The home is regarded as the best environment for the young child. The home should produce and provide affectionate and happy life in which the fundamental needs of the children and adults are given due consideration and in which desirable behavioural patterns of the children are designed and inculcated. In this rapidly changing world and with the growing advancement good academic achievement helps pupils for their proper development. The world is becoming more and more competitive. Quality of performance has become the key factor for personal progress. So for good academic performance of student, healthy and positive home environment is essential. But on the other hand it has been found that generally the home environment of students belongs to tribal region are not so good as the home environment is influenced by their socio economic status and traditional belief. This logic implies that home environment and academic achievement are interlinked and complementary to each other. While reviewing the related literature the investigator could not find such studies which explored the impact of home environment on academic achievement of secondary school students belongs to tribal region. Therefore following problem statement was specifically framed for this study. This study will provide sufficient material to know the impact of home environment on academic achievement of tribal region secondary school students.

Statement of the problem:-

The problem for the present study is stated as follows:

Impact of Home Environment on Academic Achievement of Tribal Region Secondary School Students - A Study

Operational definition:-

Home Environment- The home environment is the social environment comprises all the blood relation and members present in the family. It refers to the climate prevailing in the home, which varies from culture to culture, society to society and family to family. It is well known that home is most important place where a child gets the love, care and sympathy through playful learning activities. Home environment is giving appropriate atmosphere which is helpful in child's proper development and forming has far reaching affect in helping the children to achieve their goals of life.

Academic Achievement- Academic achievement of student is the ability of the student to study and remember facts and being able to communicate his knowledge orally or in written form even in an examination condition. Academic achievement is the outcome of the instruction provided to the students in school which is determined by the grades, or marks secured by the students in the examination. It plays a very significant role in the attainment of the harmonious development of the students.

Tribal Region- The word tribal refer to a group of people living in primitive conditions. According to Indian constitution, the tribal people of India are called Scheduled Tribes. India has the largest concentration of tribal population in the world. With a population of more than 10.43 crores as per 2011 census, the Scheduled Tribe population represents one of the most economically and socially backward and marginalized groups in India. In this study tribal region indicates that where more scheduled tribes people are found.

Objectives of the study:-

1. To study the significant impact of home environment on academic achievement of tribal region secondary school students.
2. To study the significant mean difference of academic achievement among tribal region boys and girls secondary school students.
3. To study the interactional effect of home environment and gender on academic achievement of tribal region secondary school students.

Hypotheses of the study:-

1. There is no significant impact of home environment on academic achievement of tribal region secondary school students.
2. There is no significant mean difference of academic achievement among tribal region boys and girls secondary school students.
3. There is no interactional effect of home environment and gender on academic achievement of tribal region secondary school students.

Sampling:-

In this study, all the Class-IX students belong to government and private secondary schools from Korba and Bilaspur district of Chhattisgarh formed the population of the study. In order to collect the data for the present study 20 secondary schools were selected through purposive sampling techniques. Out of 20 secondary schools 10 are government and 10 are private schools. Again 300 Boys and 300 Girls total 600 Class-IX students have taken randomly as the subjects of the present investigation from the selected government and private secondary schools of Korba and Bilaspur

district of Chhattisgarh. Purposive and Simple random sampling method has been used by the researcher for selecting the samples.

Tools used:-

The researcher has used the

1. Home Environment Inventory developed by Dr.Karuna Shankar Mishra..
2. Classroom Achievement Test by Dr.P.K Naik.

Statistical techniques used:-

With the help of statistical software package (SPSS) all the analysis were performed, Mean, Standard Deviation, t- test, ANOVA were calculated and interpretations were made. The result so obtained are interpreted and discussed in the light of problem factors to make the result meaningful.

Findings:-

HO-1 There is no significant impact of home environment on academic achievement among tribal region secondary school students.

Table – 1

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2210.920	1	2210.920	6.841	.009 ^b
	Residual	193279.279	598	323.209		
	Total	195490.198	599			

a. Dependent Variable: Academic Achievement

b. Predictors: (Constant), Home Environment

Coefficients^a

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients		
				Beta		
1	(Constant)	46.103	2.498		18.455	.000
	Home Environment	.029	.011	.106	2.615	.009

a. Dependent Variable: Academic Achievement

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.106 ^a	.011	.010	17.978	1.305

a. Predictors: (Constant), Home Environment

b. Dependent Variable: Academic Achievement

Interpretation

A linear regression was run to determine the impact of home environment on academic achievement among tribal region secondary school students (both boys and girls). The Durbin-Watson statistic for data is 1.305 which indicates that there is no correlation

between residuals and there is independence of errors. Result of ANOVA concludes that home environment could statistically significantly predict the academic achievement, $F(1, 598) = 6.841, P < 0.05$ and the home environment accounted for 1.1 % of the explained variability in academic achievement. The regression equation is: Predicted academic achievement = $46.103 + 0.029 \times (\text{home environment})$. Thus the **HO-1** “There is no significant impact of home environment on academic achievement among tribal region secondary school students” is **rejected**.

Result

It has been found that, there is significant impact of home environment on academic achievement among tribal region secondary school students.

HO-2 There is no significant mean difference of academic achievement among tribal region boys and girls secondary school students.

**Table – 2
Group Statistics**

	Sex of the Respondents	N	Mean	Std. Deviation	Std. Error Mean
Academic Achievement	Boys	300	51.34	18.540	1.070
	Girls	300	53.36	17.551	1.013

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Academic Achievement	Equal variances assumed	0.693	0.405*	-1.373	598	0.170*	-2.023	1.474	-4.918	0.871
	Equal variances not assumed			-1.373	596.213	0.170	-2.023	1.474	-4.918	0.871

Interpretation

The size of the sample was 600. Bifurcation of group includes 300 boys and 300 girls of tribal region secondary school students on academic achievement. An independent sample 't' test was run to determine if there was difference in academic achievement score for boys and girls. The data was free form outliers and stress score for each level was normally distributed as assessed by Shapiro- Wilk's test ($P > 0.05$). There was homogeneity of variance ($H_A: \sigma_1^2 = \sigma_2^2$) for academic achievement score for boys and girls on academic achievement score as assessed by Levene's Test for equality of variance ($P = 0.405$). There was no statistically significant difference in the mean score of boys and girls on academic achievement, $t(598) = 1.373, p = 0.170^*$. Thus the **HO-2** “There

is no significant mean difference of academic achievement among tribal region boys and girls secondary school students” is **accepted**.

Result

It has been found that, there is no significant mean difference of academic achievement among tribal region boys and girls secondary school students.

HO-3 There is no interactional effect of home environment and gender on academic achievement of tribal region secondary school students.

Table – 3
ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2218.406	1	2218.406	6.864	.009 ^b
	Residual	193271.792	598	323.197		
	Total	195490.198	599			

a. Dependent Variable: Academic Achievement

b. Predictors: (Constant), Gender_HENV

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	48.200	1.745		27.618	.000
	Gender_HENV	.013	.005	.107	2.620	.009

a. Dependent Variable: Academic Achievement

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.107 ^a	.011	.010	17.978	1.302

a. Predictors: (Constant), HmEn_Gender

b. Dependent Variable: Academic Achievement

Interpretation

A linear regression was run to determine the impact of home environment and gender on academic achievement among tribal region secondary school students (both boys and girls). The Durbin-Watson statistic for data is 1.302 which indicates that there is no correlation between residuals and there is independence of errors. Result of ANOVA concludes that home environment could statistically significantly predict the academic achievement, $F(1, 598) = 6.864, P < 0.05$ and the home environment accounted for 1.1 % of the explained variability in academic achievement. The regression equation is: Predicted academic achievement dimension = $48.20 + 0.013 \times (\text{home environment and gender})$. Thus

the **HO-3** “There is no interactional effect of home environment and gender on academic achievement of tribal region secondary school students” is **rejected**.

Result

It has been found that, there is significant interactional effect of home environment and gender on academic achievement of tribal region secondary school students.

Conclusion:-

The finding of the study shows that though no significant mean difference of academic achievement among tribal region boys and girls secondary school students is found but there is a significant impact of home environment on academic achievement among tribal region secondary school students. The researcher feels that it happens due to traditional culture of tribal region prevails at home and their socio economic status. Anyway home environment plays vital role in the life of student. Students can attain maximum achievement only when home environment become healthy, as the students spend maximum time at home. The brain of the child develops according to the quality and quantity of the stimuli the children receive from their parents at home. Home is the primary place of education. Many of the values transmitted by the school were first inculcated in the child at home. So the home environment definitely influences the academic achievement of the students. Thus, a broad study is encompassing the social, culture and economic conditions of the student of tribal region. This, in turn, helps formulating appropriate policies in different regions of India in order to facilitate higher education to students of tribal region. There is a need to frame such an educational policy which is conducive to the academic performance of the students of tribal region. The findings of the study may be helpful for parents and students to be sensitive to the factors that enhance their academic achievement and keep the home environment healthy.

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