

**HOME ENVIRONMENT AND SCHOOL ENVIRONMENT IN RELATION
TO ACADEMIC ACHIEVEMENT AMONG THE HIGHER SECONDARY SCHOOL
STUDENTS.**

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Abstract:

Schools can determine children's health and well-being by their exposure to a healthy or unhealthy school environment. There are lot of architectural and aesthetic aspects related to a school's hygienic needs, such as: school's building plan, safe water supply, disposition of waste, emergency lighting, heating and ventilation, as well as adequate school facilities (halls, classrooms, and common areas) and furniture.

A positive School Environment is defined as a school having appropriate facilities, well-managed classrooms, available school-based health supports, and a clear, fair disciplinary policy. There are many hallmarks of the academic, disciplinary, and physical environments of schools with a positive climate. Provides training, resources, and technical assistance in the establishment of a school/community environment that is physically and emotionally safe, well disciplined, and conducive to learning.

Home environment refers to aspects of peoples domestic lives that contribute to their living conditions. These factors may be physical (poverty, psychological conditions due to parenting; social circumstances (Empty nest, living alone etc or wider cultural patterns of life related to the location. Most families frequently engaged their children in activities ranging across these dimensions; however, different patterns were observed across different social groups. Families in low socio-economic position households, living in disadvantaged neighbourhoods, or with mothers speaking a language other than English at home, provided fewer learning experiences. This may in part be due to the challenges families living in socially and economically disadvantaged circumstances face in accessing the financial and social resources needed to provide a rich early home learning environment for children.

Children semi-structured home learning environment transitions into a more structured learning environment when children start first grade. Early academic achievement enhances later academic achievement. Parent's academic socialization is a term describing the way

parents influence students' academic achievement by shaping students' skills, behaviours and attitudes towards school. Parents influence students through the environment and discourse parents have with their children. Academic socialization can be influenced by parents' socio economic status. Highly educated parents tend to have more stimulating learning environments.

Keywords: Education, Home, School, Environment, etc.

Introduction:

School teaches students skills they need to succeed on the job and in other areas of life. School also helps students achieve a well-rounded knowledge base, which leads to a more enriching life. Studies have shown that well-educated societies have lower rates of violence and crime, and societies that emphasize accessible, effective education see their economies improve as well. As the world moves toward automation and demands more high-knowledge workers, education will be at the forefront of ensuring that the workforce is ready and able to tackle challenges that arise.

The knowledge learned in school plays a major role in peoples' daily lives. Knowledge about history improves cultural understanding, and basic math skills help people keep their finances in order. English courses teach students how to read, comprehend and analyze written material, which is a crucial skill for nearly all modern jobs. School is also important for developing important social skills. Communication skills are important for succeeding in a wide range of fields, and spending time with others improves students' social skills. Humans are social animals, and schools provide a means of ensuring that young people have a stimulating environment that will lead to more empathy, understanding and social growth.

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parenting; social circumstances (Empty nest ,living alone etc or wider cultural patterns of life related to the location.

Individual differences in academic performance have been linked to differences in intelligence and personality. Students with higher mental ability as demonstrated by IQ tests and those who are higher in conscientiousness (linked to effort and achievement motivation) tend to achieve highly in academic settings. A recent meta-analysis suggested that mental curiosity (as measured by typical intellectual engagement) has an important influence on academic achievement in addition to intelligence and conscientiousness.

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Objectives of the Study:

To find out the Home Environment and School Environment of Higher Secondary School Students in Relation to their Academic Achievement.

To find out the significant relationship between Home Environment and School Environment of Higher Secondary School Students in Relation to their Academic Achievement.

Statement of the Problem:

In this research our attention will be focused on how the Home Environment and School Environment. Is related along with the Academic Achievement among the Higher Secondary School Students in Madurai District.

Need and Significance of the Study:

The success of an individual irrespective of his/her demands, aspiration and other achievements mostly depends upon the Home Environment and School Environment of the individuals. The Educational system of any culture predominantly determined by the contribution of the family, a sub- system of the society. Unless the family completely cooperates with the stakeholders of Education, steady progress of Education both at the individual level and social level is not possible. Hence the need for an empirical study is necessary to know the significant role of Home and School in the academic performance of the students.

Review of Related Literature:

Thomas and M. Reamers, et.al.(2015), “Home Influence on School Learning: Direct and Indirect Effects of Parental Involvement on High School Grades”. Current concern with improving student academic progress within American education underscores the need to understand those manipulate influences that can affect academic learning. Parental involvement is considered an important influence on academic progress. Time spent on homework and in leisure TV viewing has an important effect on academic learning. Such time is potentially manipulate through parental effort. Using the massive High School and Beyond data set, the present study examines the direct effects of perceived parental involvement on grades. It also examines the indirect effect of such involvement on grades through TV time and time spent on homework. Parental involvement has an important direct, positive effect on grades. Additionally, parental involvement also leads to increased time spent on homework, which in turn has a positive effect on grades. The effect of parental involvement on grades through TV time appears negligible. In the current push for means to improve student academic progress, the potential effect of parental involvement in students’ academic and social lives should be considered.

Research Design:

Nature	Variables	Tools	Sample	Analysis	Techniques
	1.Home Environment 2.School Environment	Bothe the Tools are constructed by Dr.A.Blessing Mary and Ms.Pallavi (2016)	There are 300 Higher Secondary	Qualitative and Quantitative	Student ‘t’ test , Chi-Square Test and ANOVA followed

Descriptive Normative Survey	3.Academic Achievement	10th Standard Public Examination Marks	School Students. 150 boys and 150 girls		by Correlation of Coefficient
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Hypotheses:

- ✓ There is no significant difference between Boys and Girls with respect to their Home Environment and School Environment among Higher Secondary School Students.
- ✓ There is no significant difference between Rural and Urban Higher Secondary School Student with respect to their Home Environment and School Environment.
- ✓ Students belonging to various Types of School do not significantly differ among themselves with respect to their Home Environment and School Environment among Higher Secondary School Students.
- ✓ Students belonging to various Father Educational Qualifications do significantly differ among themselves with respect to their Home Environment and School Environment among Higher Secondary School Students.
- ✓ Students belonging to various Mother Educational Qualifications do significantly differ among themselves with respect to their Home Environment and School Environment among Higher Secondary School Students.
- ✓ Students belonging to various Father's Occupation do not significantly differ among themselves with respect to their Home Environment and School Environment among Higher Secondary School Students.
- ✓ Students belonging to various Mother's Occupation do not significantly differ among themselves with respect to their Home Environment and School Environment among Higher Secondary School Students.
- ✓ Students belonging to various Annual Income of their Family do not significantly differ among themselves with respect to their Home Environment and School Environment among Higher Secondary School Students.
- ✓ There is no association between Types of Management and Level of their Academic Achievement among Higher Secondary School Students.
- ✓ There is no coefficient of correlation between Home Environment, School Environment and Academic Achievement among Higher Secondary School Students.

Description of the Tool:

1. **Home Environment:** The Reliability and Validity of this test indicates that the trust worthiness of scores obtained. The Reliability and Validity of this test is an expression of both the stability and consistency of test scores. The Co-efficient was found to be .66 Indicating a high degree of Reliability and Validity. So it is highly reliable and test validity (truthfulness) is an indication of how well a test measures what it was designed to measure.
2. **School Environment:** Reliability of this tool was externalized by test- retest method. The items with more than 'r' value of .67.
3. **Academic Achievement:** The marks scored by the students in X standard Public Examination was considered for this study. It was converted in to different levels like Low, Moderate and High utilized for the statistical analysis by SPSS package.
4. **Personal Data Sheet:** To collect the information on selected Personal Variables like Gender, Medium of Instruction, Community, Religion, Arts and Science Group, Types of School, Types of Management, Rural and Urban Locality, Parents' Educational Qualification, Parents' Occupation and Annual Income was prepared by the investigator for the Personal Data.

Difference between the 'F' value of various Types of School with respect to Home Environment among Higher Secondary School Students.

Variable	Sources	Sum of Squares	Df	'F'- value	'p'- Value
Types of School	Between Groups	10.920	2	1.10	.33
	Within Groups	1467.517	297		
	Total	1478.437	299		

When the investigator has attempted to carry out the different Types of School wise analysis of Home Environment, it is found that there is significant difference at 5% level. Hence the null hypotheses are rejected at 5% level of significance.

Difference between the ‘F’ value of various Types of School with respect to School Environment among Higher Secondary School Students.

Variable	Sources	Sum of Squares	Df	‘F’- value	‘p’- Value
Types of School	Between Groups	337.180	2	1.44	.23
	Within Groups	34554.167	297		
	Total	34891.347	299		

When the investigator has attempted to carry out the different Types of School wise analysis of School Environment, it is found that there is significant difference at 5% level. Hence the null hypotheses is rejected at 5% level of significance.

Difference between the ‘F’ value of various Annual Income of their Family with respect to School Environment among Higher Secondary School Students.

Variable	Sources	Sum of Squares	Df	‘F’- value	‘p’- value
Father Income	Between Groups	154.628	4	.32	.85
	Within Groups	34736.719	295		
	Total	34891.347	299		

When the investigator has attempted to carry out the Annual Income of their Family analysis of School Environment, it is found that there is significant difference at 5% level of significance. Hence the null hypotheses are rejected at 5% level of significance.

Association between Types of Management and Level of Academic Achievement among Higher Secondary School Students.

Types of Management	Level of Academic Achievement				Chi - Square Value	‘P’- value
	Low	Moderate	High	Row Total		
Government	33 (22.0) [42.9]	79 (52.7) [57.7]	38 (25.3) [44.2]	150 (100.0) [50.0]	5.953	.05*
Private	44 (29.3) [57.1]	58 (38.7) [42.3]	48 (32.0) [55.8]	150 (100.0) [50.0]		
Total	77	137	86	300		

Note: The Value () indicates Row Percentage.

The Value [] indicates Column Percentage.

Note: *Denotes significant at 5% Level.

Since the 'P' value is less than 0.05 level, the null hypothesis is not accepted at 5% level of significance with regard to their Types of Management and Level of Academic Achievement. It is found that there is association between Types of Management and Academic Achievement.

Coefficient of correlation between Home Environment, School Environment and Academic Achievement among Higher Secondary School Students.

Variables	Home Environment	School Environment	Academic Achievement
Home Environment	1	.205**	.141*
School Environment	.205**	1	.693**
Academic Achievement	.141*	.693**	1

Note : ** Correlation is significant at 0.01 level.

Note : * Correlation is significant at 0.05 level.

The coefficient of correlation between Home Environment, School Environment and Academic Achievement are positively significant at 1% and 5% level with regard to Home Environment, School Environment and Academic Achievement.

Major Finding:

- ❖ There is no significant difference between Boys and Girls with respect to their Home Environment and School Environment among Higher Secondary School Students.
- ❖ Students belonging to various Father's Educational Qualifications do significantly differ among themselves with respect to their Home Environment among Higher Secondary School Students.
- ❖ Since the 'P' value is less than 0.05 level, There is significant difference between the parents those who were completed their Professional Course and Below 10th standard.

- ❖ Since the 'P' value is less than 0.01 level, There is significant difference among the parents those who were completed their Under Graduate, Professional Course and 10th standard.
- ❖ Since the 'P' value is less than 0.01 level, There is significant difference between the parents those who were completed their 10th and Under Graduate standard.
- ❖ Since the 'P' value is less than 0.05 level, There is significant difference among the parents those who were completed their Below 10th, 10th and Professional Course standard.
- ❖ Students belonging to various Annual Income of their Family do not significantly differ among themselves with respect to their Home Environment among Higher Secondary School Students.
- ❖ There is no association between Types of Management and Level of Academic Achievement among Higher Secondary School Students.
- ❖ There is no coefficient of correlation between Home Environment, School Environment and Academic Achievement among Higher Secondary School Students.

Recommendations for the Present Study:

The school as an institution of learning and which also acts as a second Home for learners has been found to have a strong relationship with student's Academic Achievement. The head teachers through their specific roles either have negative or positive influence on students' Academic Achievement. Therefore, the head teacher and the teachers should provide conducive learning Environment where learners are free to consult them when in need. They should also provide adequate learning facilities that are able to arouse interest in the learners and to motivate them to work hard.

The study established that Home and School Environment exerts potent influence on students' Academic Achievement. The study has directly and indirectly pointed to areas that have to be addressed in order to promote good Academic Achievement. If parents/ guardians and government could improve the learning environment of the students and motivate them, it is more likely that students' Academic Achievement will improve.

The study indicates that students/ children Academic Achievement is influenced by the parenting styles and socioeconomic background of their parents; as parents that earn high income can take absolute responsibilities of their children's education compared to parents that earn meager salaries. The financial and moral support a child receives from his/ her parents'

affects this psychology. Which is reflected in his Achievement in school. However, there has been considerable research in support of the correlation between parenting style, children's behavior and ultimately, Academic Achievement. "The voluminous literature on parenting style, parents' socio-economic status and Academic success indicates that both parental socio-economic status and parenting style influence children's School Achievement". However, their relationship has only been closely explored with the secondary school students. Increased studies will likely bring for the a greater understanding of each parenting style and parent socio-economic background, which is crucial for developing appropriate support measure for each child.

Educational Implication:

A profile of Higher Secondary School Students may be prepared to solve the problem of School Environment and develop the group of Students. The students having less School Environment may be traced out and can be given intensive training so as to increase School Environment. Based on the general findings, there arises some implication for the parents, students and government.

For the students, especially those who were not opportune to be from with a silver spoon in their mouth, it is not an easy task to acquire high Academic Achievement, for this reason such category of students required virtues; dedication, honestly, determination and tolerance to pursue their career, by making use of School facilities during after school hours, so as to attain high Academic Achievement.

For the parents, more efforts are needed both from high and low socio- economic group in ensuring that adequate facilities are provided in the home. For the government, there is need to consider those uneducated parents by extending adult literacy campaign and programmed in order to create an awareness and upgrade such parents. And also, more facilities should be provided in schools by the government.

Suggestion for further Research:

This study can be applied on a large sample of Higher Secondary School Students of Government and Private School Students.

The study can be applied on a large sample of Higher Secondary School Students of Rural and Urban School Students.

Correlation between career maturity and Academic Achievement with respect to general intelligence can be studied.

Quality Education in Private and Government School in respect of career choice may be explored.

Conclusion:

The school system has the responsibility of assisting the youths in making competent career decisions that are appropriate to their abilities, aptitudes, interests and other personality characteristics. Many studies have indicated that most secondary school levels in India made poor vocational decisions because of the salaries, positions, glamour and prestige attached to them. The researcher finally concludes that the career maturity is in relation with family environment, study habits and academic achievement. Here it is also found that the students who have high and low academic achievement, study habits and family environment have difference in their career maturity. Also, the boys and girl's students having academic achievement, good family environment or study habits have difference in their career maturity but in the case of boy and girl students having low academic achievement, not good environment or study habits have no difference in their career maturity. This all shows that students with high academic achievement, good family environment and study habits are more conscious about their career whereas the students with low academic achievement, not good environment and study habits are not so much conscious about their career.

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