



A study on relationship between home environment and academic achievement among secondary school students of Champhai town, Mizoram

¹ HT Malsawmtluanga, ² Dr. Lallianzuali Fanai

¹ M.Ed., Institute of Advanced Study in Education, Aizawl, Mizoram, India

² Associate Professor, Institute of Advanced Study in Education, Aizawl, Mizoram, India

Abstract

The study was conducted to find out the relationship between Home environment and Academic Achievement among Secondary School Students of Champhai town, Mizoram. Simple random sampling method was adopted by selecting 210 students from Secondary schools of Champhai town as the sample of the study. A standardized questionnaire called Home Environment Scale developed by Aaliya Akhtar & Dr Shail Bala Saxena was used to find out the level of Home environment. The examination result was also recorded to find out the level of Academic Achievement. It was found that there was no correlation between Home environment and academic achievement among Secondary school students. However, very weak correlation was found between Home environment and Academic Achievement among Female students and Private School students and negatively weak correlation was found among Government school students.

Keywords: home environment, academic achievement, secondary school

Introduction

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 (Suburban environments, Urban environments). A home is a place of residence or refuge and comfort. It is usually a place in which an individual or a family can rest and be able to store personal property. Most modern-day households contain sanitary facilities and a means of preparing food. Animals have their own homes as well, either living in the wild or in a domesticated environment. As an alternative to the definition of "home" as a physical locale, home may be perceived to have no physical definition- instead, home may relate instead to a mental or emotional state of refuge or comfort. According to G.U. Anene (Anene 2005), environment is the aggregate of all internal and external conditions affecting the existence, growth and welfare of organisms. It is an influence an individual come in contact with after the hereditary has been through the gene plasma. G.U. Anene explained that environment can be divided into physical, social and abstract environment. Physical environment is the objects or materials found in the home, school or community. It also includes the people like parents, siblings and peers (Anene, 2005). She also explained that the social environment is the social life, societies and club affecting the individual. Abstract environment is the reactions, feedback and the responses received on interactions with others.

Academic Achievement

Academic achievement or (academic) performance is the extent to which a student, teacher or institution has achieved

their short or long-term educational goals. Cumulative GPA and completion of educational degrees such as High School and Bachelor's degrees represent academic achievement. Academic achievement is commonly measured through examinations or continuous assessments but there is no general agreement on how it is best evaluated or which aspects are most important — procedural knowledge such as skills or declarative knowledge such as facts. Furthermore, there are inconclusive results over which individual factors successfully predict academic performance, elements such as test anxiety, environment, motivation, and emotions require consideration when developing models of school achievement. According to G.Bossaert, S.Doumen, E.Bugse and K.Verschuerenc (Bossaert, Doumen..., 2011) Academic Achievement is commonly measured by examination or continuous assessment; however, there is a general agreement on how it is best tested. In some countries, the achievement of school is measured by the academic performance index.

Need and importance of the study

The relationship between Academic Achievement and aspects of the Home Environment has been studied in other parts of the world. Such a study appears necessary at this time to provide some indication of the impact which the home has on a child's Academic Achievement. The target of this study is on Home Environmental factors affecting the academic performance of students. The student's Home Environment can either accelerate or hinder a student's academic performance. Parents, who provide a warm, responsive and supporting environment, encourage exploration, stimulate curiosity and provide play and learning materials accelerate their children's intellectual development (Meece, 2006). The Home Environment provide the foundation for learning and is

an element of the student life that can affect grades. Providing opportunities to learn outside the school help facilitate student success in the school environment, as reported by the university of Minnesota extension. According to experts the mother's educational level had the single most important impact on a young child's academic performance.

It is well established that the level of Home Environment have impact on the educational process. The achievements made by students from schooling can be at different levels. The different levels of Academic Achievement are thought to be affected by the level of Home Environment of an individual. Studies (Baharudib, 1998; Gerris & Dekovic; Harris & Liebert 1987; Hines 1997) show the role of the family and the specific interactions between a child and parent have been determined to be powerful indicators of development. Some specific interactions include regular family discussions, encouragement, limit setting, warmth, daily routine, praise, and intellectual stimulation. These studies have shown all of these connections to produce an impact on Academic Achievement. Children have an unbelievable thirst for knowledge. If parents do not tap into that drive in early childhood it could be lost before the children even enter the school system. It is truly amazing how little children mention their parents. Parents' encouragement to achieve and interest in school performances are significantly related to student motivation and student environment (Hawley *et al.* 1984). The Home Environment of children differs among different families and also from place to place according to the culture, tradition and practices. It is necessary to study the relationship between Home Environment and Academic Achievement of an individual. So the purpose of the study is to make a thorough analysis of Home Environment level of Secondary school students in relation to their Academic Achievement. Hence, the present study is taken up.

Objectives of the study

To find out the relationship between Home environment and Academic Achievement with reference to gender and type of school among Secondary school students of Champhai town, Mizoram.

Methods of the study

Descriptive method is adopted for the study.

Population and sample

The population of the study consists of students from Secondary school of Champhai town. The subjects were selected from the 9th standard students of Champhai town. There are 15 Secondary schools in Champhai Town, out of which 11 schools were selected for the study. The

investigation then studies a total of 210 students.

Tools used

Home Environment Scale developed by Aaliya Akhtar & Dr Shail Bala Saxena was used as a tools to collect data for measuring the level of Home Environment. The score obtained from the Home Environment scale (Aaliya Akhtar and Dr. Shail Bala Saxena) indicated the level of Home Environment of Secondary school students. The reliability coefficient was found to be 0.69, which is significant at.01 level of significance. The Home Environment Scale was found to possess the content validity as measured with the help of views expressed by the experts. Concurrent validity of the scale was found to be 0.67 by correlating the scale with Mishra's Home Environment Inventory. The result sheets of the latest examination of the 9th standard students in each schools are recorded and used to find out the academic achievement of students.

Mode of data collection and analysis

The data was collected from the 9th standard students in 11 Secondary school schools within Champhai town during a period of January 2017 and February 2017. Each schools were personally visited for the administration of questionnaires. These questionnaires were distributed among the students after briefing them of the contents and nature. The students were then made to answer the given questionnaires. The result of the latest examination recorded shows the academic achievement of the students.

The data collected were then scrutinized and tabulated after scoring the responses on the Self-concept level using the standard scoring procedure given in the manual. Each student was assigned a serial number. The scores of Home environment were entered and the examination marks were also tabulated for each students in order to match the examination marks and score of Home environment of the students. For analyzing the data, to compute the mean, all the raw scores are added which is divided by the number of students. Pearson product-moment correlation is used for finding out the relationship between Home environment and Academic achievement.

Result and interpretation of data

To find out the relationship between Home environment and Academic Achievement of Secondary students, the scores of Home environment and Academic Achievement were analyzed using Pearson product-moment correlation. The test is done separately among male students, female students, Government school students and Private school students as shown in table below:

Table 1: Correlation of Home Environment and Academic Achievement.

		Home environment	Academic achievement	Result
Overall	N	210	210	No correlation
	Mean	45.77	116.16	
	Correlation	0.07		
Male Students	N	105	105	No correlation
	Mean	42.42	119.06	
	Correlation	-0.00		
Female	N	105	105	Positively very low correlation

Students	Mean	49.11	113.27	
	Correlation	0.19		
Government School students	N	120	120	Negatively very low correlation
	Mean	43.25	112.58	
	Correlation	-0.18		
Private school students	N	90	90	Positively low correlation
	Mean	49.13	120.94	
	Correlation	0.24		

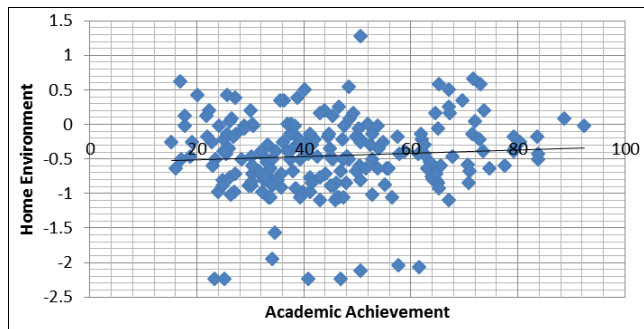


Fig 1: Scattered diagram showing correlation of Home environment and Academic achievement.

The correlational test result of the overall students shows correlation coefficient of 0.07. The value 0.07 falls between -1 and 1 and is more closer to 0 than -1 and 1. The correlational value is found to be negligible which means that there is no correlation between the Home environment level and Academic Achievement of Secondary school students of Champhai town.

The correlational test result among male students only shows correlation coefficient of -0.00. The correlational value of -0.00 reveals no correlation between Home environment and Academic Achievement. This finding implies that there is no relationship between the Home environment and Academic Achievement of Male students of Secondary schools of Champhai town.

The correlational test result among female students only shows correlation coefficient of 0.19. The value indicate very weak correlation which means that there is positively weak correlation between the Home environment level and Academic Achievement among Female students of Secondary schools of Champhai town.

The correlational test result among Government school students shows correlation coefficient of -0.18. The correlational value of -0.18 reveals weak negative correlation between Home environment and Academic Achievement. This finding implies that there is weak negative relationship between the Home environment level and Academic Achievement among Government school students of Champhai town.

The correlational test result among Private school students shows correlation coefficient is 0.24. The correlational value of 0.24 reveals weak positive correlation between Home environment and Academic Achievement. This finding implies that there is positively low correlation between the Home environment level and Academic Achievement of Private Secondary school students of Champhai town.

Findings and Discussion

The study of overall analysis and analysis of male students

only shows no correlation between Home Environment and Academic Achievement. Very weak positive correlation was found among female students and Private school students. Negatively weak correlation was found among Government school students.

The result obtained negated the pre-conceived ideas that Home Environment level and Academic Achievement can have some relations either in a positive or negative way. Similar results were obtained by studies conducted on relationship between Home Environment and Academic Achievement by Graetz (2009), J. M. Muola (2010) [13] and Onesto Ilomo and Kaselema J. P. Chawanga (2015) [7] The absence of relationship between Home Environment and Academic Achievement can also solidifies the idea that achievement in Academic area is influenced by performance and efforts of the students (Atkinson, 2001) Majority of the reviewed literature revealed the strong relationship of Home Environment and Academic Achievement among the Secondary school students. Studies conducted by Chungjung Huang (2011), Linus Terry Dzever (2015) [5], Jagpreet Kaur, J. S. Rana and Rupinder Kaur (2009), Pallabi Saikia and Minati Choudhury (2015), Jayanthi J. and Srinivasan K (2015) and Nidhi Kakkar (2016) [8] contradicted with the result of the present study. Personality, intelligence, educational background and individual differences forms the factor contributing the Academic Achievement. Further study of the relationship between Home Environment and Academic Achievement among Male students, Female students, Private school students and Government school students also shows no correlation.

The study of Home Environment and its relation to the Academic Achievement of school students have its own implications on education and serve as an important means for the improvement of the educational outcome. Home Environment and Academic Achievement are totally separate terms with different meaning but related to each other closely in the educational settings. Home Environment refers to aspects of peoples domestic lives that contribute to their living conditions which can have direct and indirect impact in performance of education. Variations in geographical areas, social practices and standard of education can create differences in the results of the study. Champhai town is located in a rural areas where the standard of education and the livelihood are much lower than those of other state cities and towns. Majority of the population earn their living through farming and labour works. The standard of living of the people need to be raised at some extent to ensure more knowledge regarding the importance and needs of education. Educational qualification, socio-economic status and occupation of parents which are not covered in the study are thought to have direct impact in success of child education.

References

1. Aggarwal JC. Essentials of Educational Psychology. (Second Edition). New Delhi: Vikas Publishing House Pvt. Ltd, 2007.
2. Alrwin A, Carol MW. Home Environment. Springer Science + Business Media, New York, 1985.
3. Chauhan SS. Advanced Educational Psychology (Seventh edition). New Delhi: Vikas Publishing House Pvt. Ltd, 2007.
4. Chhuanawma LH, Lalthakima, Lawmzuali L. Government and Politics of Mizoram. Scientific Book Centre, Guwahati Assam -781006, 2015.
5. Dzever LT. The impact of Home Environment factors on academic performance of senior Secondary school students in Garki area district, Abuja – Nigeria. Bulgarian Journal of Science and Education Policy (BJSEP). 2015, 9, Number 1,
6. Home Environment and school learning. Retrieved from <http://www.adi.org/journal/ss95> on, 2016.
7. Ilomo O, Chawanga KJP. Influence of Home Environment on students' academic performance in selected Secondary schools in Arusha municipality. Journal of Novel Applied Sciences. 2015; 4(10):1049-1054.
8. Kakkar N. A study of Academic Achievement in relation to Home Environment of Secondary school students. Scholarly Research Journal. 2016, 3(13).
9. Kaur J, Rana JS, Kaur R. Home Environment and Academic Achievement as Correlates of Self-concept among Adolescents. Stud Home Comm Sci, 2009; 3(1):13-17.
10. Kumar R, Lal R. Study of Academic Achievement in relation to family environment among adolescents. The International Journal of Indian Psychology. 2014, 2(1).
11. Mdanda Mandlakayise Gilford. Home Environment and pupils' Academic Achievement. Department of Educational Psychology, University of Zululand, 1997.
12. Mimrot BH. A Study of Academic Achievement Relation to Home Environment of Secondary School Students. The International Journal of Indian Psychology. 2016; 4 (1):79, 2349-3429.
13. Muola JM. A study of the relationship between Academic Achievement motivation and Home Environment among standard eight pupils. Educational Research and Reviews, 2010; 5(5):213-217.