



REVIEW OF RESEARCH

ISSN: 2249-894X

IMPACT FACTOR : 5.7631 (UIF)

UGC APPROVED JOURNAL NO. 48514

VOLUME - 8 | ISSUE - 9 | JUNE - 2019



IMPACT OF HOME ENVIRONMENT OF HIGHER SECONDARY SCHOOL STUDENTS IN VILLUPURAM DISTRICT

E. Pachaiyammal¹ and Dr. F. Deepa²

¹Ph.D. Research scholar, Department of Education and Management, Tamil University, Thanjavur.

²Assistant Professor, Department of Education and Management, Tamil university, Thanjavur.

ABSTRACT:

Home is said to be the first school of the child. Family is the oldest, basic and fundamental unit of human society. It may be regarded as a small social group united by the ties of marriage. Parents have been performing the role of the teacher; through the nature of this role have been changing in response. The present study attempts to find out the impact of home environment of higher secondary students. The reliability coefficient of home environment scale was found to be 0.837. The population for the present study consisted of all the students studying in higher secondary classes of Villupuram district.



KEYWORDS: human society , ties of marriage , home environment scale.

INTRODUCTION:-

Home is said to be the first school of the child. Home environment is one of the most potential factors which influence a child's achievement (Jain, 1965; Tandon, 1978; Jaganathan, 1986) and it develops various abilities in children (Fraser, 1959). Children coming from high home environment achieve better in schools than their counterparts coming from low home environment (Mitra, 1960).

Family is the oldest, basic and fundamental unit of human society. It may be regarded as a

small social group united by the ties of marriage, blood or adoption (Clare, 1943). The family carries the responsibility for the welfare of its members from cradle to grave (Coleman, 1965) and it serves as a bridge between the child and the world outside. Two children may attend the same school, may come under the influence of the same teachers and the same organization, may pursue the same course of study and yet may differ in their learning readiness and academic achievement (Harson and Rabinson, 1967).

Parents have been performing

the role of the teacher, through the nature of this role have been changing in response to the needs that varies individually from one child to another. Parent's education, personality characteristics, emotional and social behaviour, mutual affection, love and quarrels, their interacts and attitudes and general character, etc., all influence the behaviour of their children (Dave and Dave, 1971; Tiwari, 1981). Parents are responsible for developing disciplined behaviour and creative thinking in their child from very early childhood. Parents with sound ethical value

will be effective role models for their children. A child's personality development is determined by the way in which his parents especially his mother interact with him and how he perceives these interactions (Winch and Machinis, 1959). Parents also play a very important role of counselor or guide to their children and most often do an excellent job because they are readily available for guidance. The family is one of the primary groups of society concerned with face to face relationships.

FAMILY INVOLVEMENT PROCESSES IN ADOLESCENCE

The importance of family involvement in the middle and high school years, and intervention, evaluations increasingly demonstrate that family involvement can be strengthened with positive results for youth and their school success. Such results can be achieved when there is a match among youth's development needs, parents' attitudes and practices, and schools' expectations and support of family involvement.

These three family involvement processes are the same as those that are related to academic and social-emotional outcomes in the early childhood and elementary school years. However, the nature of these processes shifts from those of earlier periods. Parenting, home-school relationships, and responsibility for learning outcomes need to become more respectful of adolescents' drive for independence, expanding cognitive abilities, and widening social networks.

HOME - SCHOOL RELATIONSHIP

A Pupil get one fourth of education from his teacher, another one fourth by his own efforts and the rest from his parents. If the teacher alone makes his contribution and the parents do not play their part the education will be incomplete. It is only when there is a perfect understanding between the parents and the teachers that the educational development of the child can be planned in the right direction. Parent-teacher co-operation is thus based on a bilateral understanding of a triangular relationship between the parent, the teacher and the child.

NEED AND SIGNIFICANCE OF THE STUDY

No child can grow in vacuum. He needs all types of elements, in his environment to help him to grow, to develop, to become complete and to possess integrity. The complex structure and functioning of the society has proved to be too taxing for the individuals adjusting capacities to meet the demands of the environment. The home environment includes the facilities of home, education of parents, occupation of parent's income etc. Healthy home environment is the prerequisite for developing good academic performance. Parents also helps to establish a safety net of concerned adults that can support children's academic and socio emotional development and assist children if adjustment problems arise.

TITLE OF THE PROBLEM:

The problem under the present investigation stated as "Impact of home environment of higher secondary school students in villupuram district".

OBJECTIVES OF THE STUDY

1. To find out there is any significant difference between the male and female students in their home environment of higher secondary students.

HYPOTHESES OF THE STUDY

1. There is no significant difference between male and female students in their home environment.
2. There is no significant difference between urban and rural students in their home environment.
3. There is no significant difference between 11th and 12th standard students in their home environment.

DELIMITATION OF THE STUDY

No research work is free from delimitations. This work also has its own limitations. The main limitations of the study are

1. The present study is confined only to Villupuram district.
2. The sample has been limited to 300 XI standards students

METHOD ADOPTED:

The present study attempts to find out the impact of home environment of higher secondary students. Since the problem is concerned with survey type, the investigator has selected the normative survey method for conducting the study.

Validity:

Home environment scale had been already fixed by the tool constructors.

Reliability :

The reliability coefficient of home environment scale was found to be 0.837

Population:

A population is any group of individuals who have one or more characteristics in common that are of interest to the researcher. It is the totality of all objects or individuals regarding which inferences are to be made.

The population for the present study consisted of all the students studying in higher secondary classes of Villupuram district.

Null hypothesis Testing:

There is no significant difference between male and female students in their home environment.

TABLE: 1
DIFFERENCE BETWEEN MALE AND FEMALE STUDENTS IN THEIR HOME ENVIRONMENT.

S. No.	Dimensions	Variable	N	Mean	SD	Calculate t value	Level of Significance
	Home environment	Boys	155	22.35	4.92	3.75	S
		Girls	145	24.5	5.02		

(S-Significance 0.05 level)

From the above it is inferred from the above table that, the calculated values are greater than the table value 1.97 at 0.05 level of significance of home environment Hence it is significant, consequently if the null hypothesis will be rejected.

Null hypothesis 2

There is no significant difference between urban and rural students in their home environment.

TABLE: 2
DIFFERENCE BETWEEN URBAN AND RURAL STUDENTS IN THEIR HOME ENVIRONMENT

S. No.	Dimensions	Variable	No	Mean	SD	Calculate t value	Level of Significance
	Home Environment	Urban	170	21.78	4.7	6.7	S
		Rural	130	25.49	4.79		

(S-Significance 0.05 level)

From the above It is inferred from the above table that, the calculated values are greater than the table value 1.97 at 0.05 level of significance of home environment Hence it is significant, consequently if the null hypothesis will be rejected.

Null hypothesis 3

There is no significant difference between 11th and 12th standard students in their home environment.

TABLE: 3
DIFFERENCE BETWEEN 11TH AND 12TH STANDARD STUDENTS IN THEIR HOME ENVIRONMENT

S. No.	Dimension	Variable	No	Mean	SD	Calculate t value	Level of Significance
	Home Environment	11th	100	20.49	3.68	8.46	S
		12th	200	24.84	5.07		

(S-Significance 0.05 level)

From the above It is inferred from the above table that, the calculated values are greater than the table value 1.97 at 0.05 level of significance of home environment Hence it is significant, consequently if the null hypothesis will be rejected.

SUGGESTIONS FOR FUTHER STUDIES

The followings are the suggestions of the present study

1. The study may also be extended to college and university students.
2. The study may also be extended to D.T.Ed and B.Ed students.
3. A study of problems in branch of sciences like physics, chemistry, and mathematics can be undertaken.

CONCLUSION

Parents have been performing the role of the teacher; through the nature of this role have been changing in response to the needs that varies individually from one child to another. Parent's education, personality characteristics, emotional and social behaviour, mutual affection, love and quarrels, their interacts and attitudes and general character, etc., all influence the behaviour of their children.

REFERENCES

- Amalraj.A&Anantha.G (2006) , "Study habits of higher secondary Students relation to the home climate". Journal of Research and Reflections on Education.Vol.04, No:03,July 2006.
- Anthony..P,Ravi.C (2008),"Child learning in Andrapradesh interplay between school and home". Journal of Educational Planning and Administration,Vol.X, No:3,Jan 2008.
- Babu.A&Kaliamoorthy (2008), "A study of higher secondary students achievement in accountancy and their parental encouragement". Journal of Educational Research and Extension,Vol.45. No:5. March 2008.
- Chorra.L.A, study of the effect of parental encouragement upon the educational development of the students. Journal of Educational Research andExtension.Vol 29. No:4. Oct 1996.
- Devi.S&Mayuri.K.,The effect of family and school on the achievement of residential school Children. Journal of Community Guidance and Research.Vol.20,No:3 Sep 2003.
- Jain.S,"An experimental study of the relation between home environment and scholastic achievement".Journal of Educational Research and Extension Vol.29, No:3 Jan 1985.

-
- RekhaAgarwal.M , "Parent's participation in children's academic achievement at the primary level".
Journal of Indian Education.Vol.23, No:4 ,Feb 1998.
- Singh.R&Indiranibenerji.K ,"A study of parent and child and achievement". Journal of relationship in
relation to adjustment and achievement. Journal of Educational Research and Extension. Vol.29.
No: 5.July 1992.