

## A STUDY OF ACADEMIC ACHIEVEMENT OF ADOLESCENTS IN RELATION TO HOME ENVIRONMENT, GENDER AND LOCALITY

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### **Abstract**

*The purpose of the present study was to study the academic achievement of adolescent in relation to home environment, gender and locality. The sample comprised of 200 students of 10th class. The data was collected by using home environment inventory by Mishra (1989). Marks obtained by students in board exams were taken as academic achievement. The results revealed that there exists significant difference in academic achievements of boys and girls. Further the studies revealed that there exist significant difference in dimension control, conformity, social isolation of home environment of boys and girls. But in other dimension of home environment no significant difference has been found in boys and girls.*

**Keywords :** Home Environment, Academic Achievements, Gender, locality and adolescent.

Academic achievement has been considered as an important factor in the educational life of the student. It encourages the students to work hard and learn more. It is the status of a person's learning and his ability to apply what he has learned. Educational growth plays an important role in the life of a child. High academic achievement in school, builds self esteem and self-confidence, which leads to better adjustment with in the group. No wonder therefore that academic achievement of the pupils continues to be the primary concern in education and the main area of educational research. Research evidence indicates that academic achievement is dependent on various factors as study-habits, social economic status, parental attitude but one of the most important factor is the home environment, whose impact on academic achievement is everlasting.

As home environment plays a pivotal role in providing congenial atmosphere to the child, which forms his life style and basic pattern of behavior. It enables the child to establish fundamental relationship with the parents and other adults. Home environment greatly influences the development of the child. In the family child comes in contact with his parents and other members of the family. Family life,

aims, aspirations and attitude of parents, their emotional stability or instability, their over protection and under protection all these are important for the optimum development of the individual. Keeping these things in mind the investigator took these variables as a research problem.

### **OBJECTIVES OF THE STUDY**

- To Study the Academic Achievement and Home Environment of Adolescents
- To study the academic achievement of adolescents in relation of various dimensions of home environment.

### **SAMPLE**

In the present study for administration of test 200 students of 10<sup>th</sup> class were selected.

### **MEASURES**

Descriptive statistics like mean, standard deviation and coefficient of Correlation were employed to study general nature .t-test was employed to find out the significance difference between various.

### **Analysis and Interpretation**

**Table 1 :**

Mean difference in academic achievement of boys and girls

	No.	Mean	SD	t-value	Level of significance
Boys	100	65.14	16.67	3.62 **	Significant
Girls	100	59.56	12.03		

\*\*Significant at 0.01 level

Table 1 reveals that the mean value of the scores of academic achievement of boys and girls is 64.14 and 59.56, respectively, SD is 16.67 and 12.03 and the t-ratio calculated from

the difference of mean is 3.62, which is significant at 0.01 level of significance. Thus, it is concluded that there exist significant difference in academic achievement of boys and girls.

**Table 2 :**

Mean difference in academic achievement of rural & urban students

	No.	Mean	SD	t- value	Level of Significance
Boys	100	51.63	8.07	3.62**	Significant
Girls	100	73.07	11.88		

\*\*Significant at 0.01 level

Table 2 reveals that the mean values of the scores of academic achievement of rural and urban students are 51.63 and 73.07 respectively while SD of rural and urban students are 8.07 and 11.88 respectively. Further the t-ratio calculated

from the difference of mean is 3.62, which is above the table value of 2.60 at 0.01 level of significance. Thus , it is concluded that there exist significant difference in academic achievement of rural and urban students.

**Table 3 :**

Mean difference in various dimensions of home environment of boys and girls

Dimensions	Mean		SD		t- value	Level of Significance
	Boys	Girls	Boys	Girls		
Control	22.32	20.73	5.76	5.44	2.05*	Significant
Protectiveness	29.63	29.34	6.49	5.96	0.33	Not Significant
Punishment	28.05	28.32	5.35	4.63	0.38	Not Significant
Conformity	30.60	33.44	5.95	4.56	3.57**	Significant
Social isolation	15.50	11.14	6.87	6.40	4.88**	Significant
Reward	31.34	32.81	6.16	6.23	1.69	Not Significant
Deprivation	13.31	12.08	6.12	6.61	1.41	Not Significant
of privileges						
Nurturance	22.02	23.07	5.20	5.90	1.39	Not Significant
Rejection	11.73	9.95	12.71	6.42	1.24	Significant

\*Significant at 0.05 level    \*\*Significant at 0.01 level

Table 3 reveals that there exist significant difference in four dimension 'control, Conformity, Social isolation and rejection of home environment and there exist no significant

mean difference in the dimension protectiveness, punishment, reward, deprivation of privileges and nurturance of home environment of boys and girls.

**Table 4 :**

Mean difference in various dimensions of home environment of rural and urban students

Dimensions	Mean		SD		t-value	Level of Significance
	Rural	Urban	Rural	Urban		
Control	21.37	21.68	5.35	5.96	2.05*	Significant
Protectiveness	28.98	29.99	5.84	6.57	0.33	Not Significant
Punishment	28.66	27.71	4.83	5.13	0.38	Not Significant
Conformity	32.61	31.43	5.65	5.26	3.57**	Significant
Social isolation	11.95	14.69	5.24	8.16	4.88**	Significant
Reward	32.76	31.39	5.73	6.64	1.69	Not Significant
Deprivation of privileges	11.60	13.79	5.89	6.69	1.41	Not Significant
Nurturance	21.29	23.80	5.07	5.79	1.39	Not Significant
Rejection	9.95	11.73	12.09	7.53	1.24	Not Significant
Permissiveness	18.37	19.76	6.09	6.17	0.70	Significant

\*\*Significant at 0.01 level

\*Significant at 0.05 level

Table 4 shows that there exist significant difference in dimension control, conformity and social isolation of home environment of rural and urban students and there exist no

significant difference in dimension protectiveness, punishment, reward, deprivation of privileges, nurturance and rejection of home environment of rural and urban students.

**Table 5 :** Correlation between academic achievement and different dimensions of home environment of boys and girls students.

Dimensions	Mean	
	Boys	Girls
	R	R
Control	0.25*	-0.43**
Protectiveness	0.14ns	0.41**
Punishment	0.01ns	-0.43**
Conformity	0.02ns	-0.04ns
Social isolation	0.26*	0.05ns
Reward	-0.02ns	0.04ns
Deprivation of privileges	0.28**	0.13ns
Nurturance	0.10ns	0.28**
Rejection	0.28**	0.13ns
Permissiveness	0.12ns	0.13ns

\*\*Significant at 0.01 level , \*Significant at 0.05 level

Table 5 reveals that value of correlation between academic achievement and in dimension control and social isolation of the home environment which is significant at 0.05 level.

It is, therefore, reveals that there exist significant positive relationship between academic achievement and in dimension control and social isolation of home environment. Further,

it reveals that there exist significant positive relationship between academic achievement in dimensions deprivation of privileges and rejection of home environment at 0.01 level of significant and not significant in other dimensions of home environment of boys.

Further it reveals that value of correlation between academic achievement in dimension control, protectiveness, punishment and nurturance of home environment is -0.043, 0.41, -0.43 and 0.28, respectively which is significant at 0.01 level. It is, therefore, reveals that there exists significant positive relationship between academic achievement and dimension protectiveness and nurturance of home environment. Further, it reveals that there exists significant negative relationship between academic achievement and home environment in dimensions control and punishment of home environment of girls and found not significant in other dimension of home environment of girls.

### Conclusions

1. There exist significant differences in academic achievement of boys and girls and rural and urban students.
2. There exist significant differences of home environment in dimension of control, conformity, social isolation of boys and girls. Further it has been found that boys is significantly higher than that of girls in dimension control and isolation of home environment but girls is significantly higher than that of boys in dimension conformity of home environment. There exist no significant differences of home environment in other dimensions.
3. There exist significant positive relationship between academic achievement and dimension control, social isolation, deprivation of privileges and rejection and not significant in other dimension of home environment of boys. There exist significant positive relationship between academic achievement and dimension protectiveness and nurturance and negative relationship between academic achievement and home environment in dimensions control and punishment of home environment of girls and not significant in other dimension of home environment of girls.

## EDUCATIONAL IMPLICATIONS

Present study reported a difference in the level of academic achievement of boys and girls. So there are various factors, which made boys better achievers and it should be looked into and implied on girls so that they can also achieve better in academics and in every walk of life. Parents should be educated so that they should not do discrimination on gender basis. Parents must educate their girls so that they may become the makers of their own destiny.

Present study reported that urban students are better than rural students in academic achievement. So the various factors as to how urban students possess better achievement should be looked into further these factors can be utilized to provide the knowledge of rural students so that they can also score better in academics. In order to make the rural students at par with urban students, the village panchayat should make a concrete effort to have proper set up for information and knowledge in these areas. So that children residing in rural areas should avail these opportunities for better academic achievement.

From the present study, we can conclude that home environment has great effect on the academic achievement of boys and girls. So, parents and teachers should make every effort to give them congenial and conducive environment so that their academic may excel.

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