

## **IMPACT OF HOME ENVIRONMENT ON ACADEMIC ACHIEVEMENT OF IX STANDARD STUDENTS OF VARIOUS CASTES IN COIMBATORE CITY**

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### **Abstract**

*Children acquire skills and characteristics from learning and observation. The home and school environments take major part in shaping the behavioural pattern and the academic achievement of school children. Parents and the home environment certainly have their impact on the education of the children and will affect the cognitive domain and the academic achievement of school children. This paper tries to identify the impact of the variables of the home environment such Reward, Control, Rejection, Punishment and Conformity on the academic achievement of School children with reference to the castes.*

### **Introduction**

Ashbourne Lynda & Lero Donna (2008) opined that the society expects mothers and fathers to play an equal role with respect to child care and parenting in family life. Because employment makes specific demands on mothers' and fathers' time, the integration of non-parental care with that of parents is integral to well-functioning families.

A study conducted by Usha (2000) entitled as "Emotional Adjustment and Family Acceptance of the Child: Correlates for Achievement" aimed at finding the extent of relationship between Emotional Adjustment and Family Acceptance of the child on Academic Achievement.

The home provides all the facilities to the children for their educational tasks. Nowadays, the parents provide at most care for their children to enhance their curricular as well as co-curricular activities.

The problem taken for the study is, "To what extent is Home Environment of and Academic Achievement of IX Standard Students of various castes in Coimbatore city related?"

### **Objective of the Study**

The objective of the study is to find out the difference between boys and girls in the Impact of Home Environment on Academic Achievement of IX Standard students of various castes.

### Hypotheses Tested in this Study

The following hypotheses were tested in this study.

1. Hypothesis ( $H_0$ ): There will be no significant difference between boys and girls in the Impact of Home Environment on Academic Achievement of IX Standard students of various castes.
2. Hypothesis ( $H_1$ ): There will be a significant difference between boys and girls in the Impact of Home Environment on Academic Achievement of IX Standard students of various castes.

### Population and Sample of the Study

In this study, *Random Sampling* method was used. In Random sampling, the samples are selected randomly. The investigator selected 300 students from 5 popular schools in Coimbatore town, which she thought are most typical of the student population in Coimbatore with regard to the characteristics under investigation. 150 boys and 150 girls were selected as samples.

### Sampling Design

The investigator administered the English version of the Home Environment Inventory (HEI) (Mishra, 2003) to the sample of 300 students in 5 eminent schools, which will reflect the student population in all other schools in Coimbatore city. Table1 shows the pattern of sampling design.

**Table 1 Sampling Design**

S. No	Name of the School	Boys	Girls	Total
1.	A.L.G. Higher Secondary School	30	30	60
2.	Mani Higher Secondary School	30	30	60
3.	Venkadalakshmi Higher Secondary School	30	30	60
4.	Padmavathy Ammal Higher Secondary School	30	30	60
5.	Hindusthan Higher Secondary School	30	30	60
	Total	150	150	300

### Results and Discussion

The result of the analysis were presented in Tables 2-6.

Table 2 Boys Vs Girls

Sl. No.	Variables	Sex	Mean	S.D.	't' Value	Level of Significance
1.	AA	Boys	56.78	15.63	1.499	N.S
		Girls	59.45	16.77		
2.	Cont	Boys	24.40	6.38	1.790	0.10
		Girls	23.04	6.89		
3.	Puni	Boys	22.35	6.95	1.450	N.S
		Girls	21.03	8.11		
4.	Conf	Boys	27.54	6.38	0.370	N.S
		Girls	27.25	6.40		
5.	Rew	Boys	32.21	5.52	1.036	N.S
		Girls	32.89	5.10		
6.	Rej	Boys	12.30	9.29	1.460	N.S
		Girls	10.91	8.36		
7.	Htot	Boys	118.84	21.38	1.440	N.S
		Girls	115.12	20.83		

AA - Academic Achievement

Rew- Reward

Cont - Control

Rej- Rejection

Puni-Punishment

Htot-Home Environment Total

Conf- Conformity

From Table 2 it is inferred that there is no significant difference between Boys and Girls students in the variables Academic Achievement, Punishment, Conformity, Reward, Rejection and Home Environment as a whole. There is significant difference between Boys and Girls Students in the variable Control at 0.10 level of significance in favour of boys.

Table 3 Boys Vs Girls - Castewise (Backward Class)

S.I.No.	Variables	Sex	Mean	S.D.	't' Value	Level of Significance
1.	AA	Boys	58.29	15.31	0.430	N.S
		Girls	57.31	17.06		
2.	Cont	Boys	23.80	6.41	0.236	N.S
		Girls	24.02	6.72		
3.	Puni	Boys	21.80	6.91	0.203	N.S
		Girls	22.03	8.20		
4.	Conf	Boys	27.80	6.67	0.530	N.S
		Girls	27.86	6.81		
5.	Rew	Boys	32.23	5.76	0.848	N.S
		Girls	32.98	5.12		
6.	Rej	Boys	11.22	10.10	0.589	N.S
		Girls	12.02	8.83		
7.	Htot	Boys	116.86	22.32	0.604	N.S
		Girls	118.92	22.17		

From Table 3 it is inferred that there is no significant difference between Backward Class Boys and Girls students in the variables Academic Achievement, Control, Punishment, Conformity, Reward, Rejection and Home Environment as a whole.

**Table 4: Boys Vs Girls - Castewise (Scheduled Caste)**

S.I.No.	Variables	Sex	Mean	S.D.	't' Value	Level of Significance
1.	AA	Boys	64.91	15.73	0.645	N.S
		Girls	60.38	12.85		
2.	Cont	Boys	25.36	6.92	1.513	N.S
		Girls	20.09	8.64		
3.	Puni	Boys	24.00	9.46	0.851	N.S
		Girls	20.45	7.76		
4.	Conf	Boys	26.82	6.49	0.597	N.S
		Girls	25.00	6.03		
5.	Rew	Boys	33.18	2.93	0.068	N.S
		Girls	33.36	6.87		
6.	Rej	Boys	13.27	8.92	1.618	N.S
		Girls	8.18	7.36		
7.	Htot	Boys	122.64	19.30	1.585	N.S
		Girls	107.09	20.87		

From Table 4 table it is inferred that there is no significant difference between Scheduled Caste Boys and Girls students in the variables Academic Achievement, Control, Punishment, Conformity, Reward, Rejection and Home Environment as a whole.

**Table 5 Boys Vs Girls - Castewise (Most Backward Class)**

Sl. No.	Variables	Sex	Mean	S.D.	't' Value	Level of Significance
1.	AA	Boys	51.81	20.07	1.514	N.S
		Girls	61.89	16.94		
2.	Cont	Boys	26.63	6.62	2.520	0.05
		Girls	20.56	6.13		
3.	Puni	Boys	23.38	7.07	1.886	N.S
		Girls	17.56	9.11		
4.	Conf	Boys	27.69	5.63	1.190	N.S
		Girls	25.56	6.07		
5.	Rew	Boys	32.00	4.52	0.366	N.S
		Girls	32.75	5.15		
6.	Rej	Boys	12.81	6.88	1.302	N.S
		Girls	9.69	7.98		
7.	Htot	Boys	122.50	19.15	3.112	0.05
		Girls	106.13	17.88		

From Table 5 it is inferred that there is no significant difference between Most Backward Class Boys and Girls students in the variables Academic Achievement, Punishment, Conformity, Reward, Rejection and Home Environment as a whole. There is significant difference between Most Backward Class Boys and Girls Students in the variables and Control and Home Environment as a whole at 0.05 level of significance in favour of boys.

Table 6: Boys Vs Girls - Castewise (Forward Class)

Sl. No.	Variables	Sex	Mean	S.D.	't' Value	Level of Significance
1.	AA	Boys	54.41	18.99	2.470	0.05
		Girls	65.38	15.31		
2.	Cont	Boys	22.41	5.36	0.422	N.S
		Girls	21.64	7.04		
3.	Puni	Boys	20.86	6.69	0.779	N.S
		Girls	19.27	7.38		
4.	Conf	Boys	26.45	7.33	0.000	N.S
		Girls	26.45	5.35		
5.	Rew	Boys	31.14	6.49	0.514	N.S
		Girls	31.82	4.69		
6.	Rej	Boys	9.05	6.72	0.761	N.S
		Girls	10.23	7.14		
7.	Htot	Boys	109.91	18.41	0.102	N.S
		Girls	109.41	13.75		

From Table 6 it is inferred that there is no significant difference between Forward Class Boys and Girls students in the variables Control, Punishment, Conformity, Reward, Rejection and Home Environment as a whole. There is significant difference between Forward Class Boys and Girls students in the variable Academic Achievement at 0.05 level in favour of Girls.

### Conclusion

The results show that generally there is significant difference between boys and girls in the Home environment variable 'Control' in all castes. In the case of most backward caste also, there is significant difference between boys and girls in the Home environment variable 'Control' and in the total Home environment. In all other castes, there is no significant difference between boys and girls in the impact of Home environment on their academic achievement.

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