



## **Home Environment and School Adjustment on Academic Achievement among Secondary Level Students**

**Dr. N. Vasuki – Associate Professor**

Associate Professor in English Education,  
Avinashilingam Institute for Home Science  
and Higher Education for Women,  
Coimbatore, India.

&

**Angel Micheal Raj – M.Ed General**

### **Abstract**

Home always remains as the source of greatest satisfaction and security to its members. The relationship among the family members and their ways of behavior plays a leading role in the adjustment of an individual especially children. Next to home, school is the most important experience in the process of socialization of children. Both the environments, share influential place in child's life and also contribute to the development of children. The investigator felt that home and school background together would emerge as the two main factors which effect academic achievement. Hence the present study has been conducted to know the effect of the Home Environment as well as the School Adjustment on Academic Achievement.

**Key words:** Home Environment, School Adjustment, Academic Achievement

### **1. INTRODUCTION**

Children in the present scenario have a very good skill technologically. But coming to the side of emotions still they are weak. This problem is based on their atmosphere that they face in home and school. The ages between 12 to 16 falls into a very dangerous period because the person in that age has more tensions, anxieties, stress and sometimes which



may lead to abnormal behavior pattern. Students face lot of stress in and outside the society, especially with their peer group, teachers and media. Their ambitions, though defined are being put to test in the shape of their expected performances. So on that situations home and school should support a child in its development.

## 2. OBJECTIVES OF THE STUDY

1. To study the Home environment and school adjustment of students in relation to
  - Gender
  - Types of School
2. To find out the relationship between home environment and school adjustment on academic achievement of the students

## 3. METHODOLOGY

For the study the investigator adopted Survey Method and Random sampling was done. The Sample size was 400 Secondary Students. Tools used for the Data Collection was Personal Data Sheet, Home Environment Questionnaire, School Adjustment Questionnaire which was developed by Rajiv and Swarupa (2009). The Scoring responses for the positive items was (5, 4, 3, 2, 1) and for negative (1, 2, 3, 4, 5). Statistical techniques which was used Percentage Analysis, 'T' Test, ANOVA and Correlation Analysis

## 3. ANALYSIS AND INTERPRETATION

**Table - 1**

### **Analysis of 't' test scores based on Home Environment with respect to Gender**

<b>VARIABLE</b>	<b>NO</b>	<b>MEAN</b>	<b>S.D</b>	<b>'t' value</b>
Girls	200	138.56	24.09	0.58 <sup>NS</sup>
Boys	200	137.21	22.05	

NS - Not Significant

From the above table, it is clear that the calculated t- value (0.58) is not significant. It infers that there is no significant difference in the scores of home environment with respect to gender. The mean scores show that girls have better home environment than boys. Hence the hypothesis stated, “There is no significant difference between Boys and Girls in relation to their Home environment” is accepted.

**Table – 2**

**Analysis of ‘t’ test scores based on School Adjustment with respect to Gender**

VARIABLE	NO	MEAN	S.D	‘t’ value
Girls	200	63.94	12.40	5.06 <sup>HS</sup>
Boys	200	57.61	12.60	

\*\*Significant at 1% level

From the above table, it is clear that the calculated ‘t’ value (5.06) is highly significant at 1% level. It infers that there is high significant difference in the scores of school adjustment with respect to gender. The mean scores show that girls have a better school adjustment than boys. Hence the hypothesis stated, “There is no significant difference between Boys and Girls in relation to their school adjustment” is rejected.

**Table - 3**

**Analysis of ‘f’ test scores based on Home Environment with respect to the Type of Schools**

S.NO	VARIABLE	NO	MEAN	S.D	‘f’ value
1.	Government Aided School	140	140.90	20.73	56.90 <sup>HS</sup>
2.	Government School	120	121.99	23.18	
3.	Self- Financing	140	148.49	17.25	

\*\*Significant at 1% level



From the above table, it is clear that the calculated 'f' value (56.90) is highly significant at 1% level. It infers that there is high significant difference in the home environment with respect to the type of schools. The mean scores show that Self Financing school students' have better home environment. Hence the hypothesis stated, "There is no significant difference between the students of Government, government aided and self financing students in relation to their Home environment" is rejected.

**Table -4**

**Analysis of 'f' test scores based on School Adjustment with respect to the Type of Schools.**

S.NO	VARIABLE	NO	MEAN	S.D	'F' VALUE
1.	Government aided school	140	64.68	12.63	16.57 <sup>HS</sup>
2.	Government school	120	55.81	11.35	
3.	Self- financing	140	61.11	13.03	

\*\*Significant at 1% level

From the above table, it is clear that the calculated f- value (16.57) is highly significant at 1% level. It infers that there is high significant difference in the scores of students on school adjustment with respect to type of schools. The mean scores show that Government Aided school students' have better home environment. Hence the hypothesis stated, "There is no significant difference between the students of Government, government aided and self financing students in relation to their school adjustment" is rejected.

**Table – 5**

**Correlation between the scores of Home Environment and School Adjustment**

VARIABLES	'r' value
-----------	-----------



Home environment scores	0.50
School adjustment scores	

It is inferred from the above table that there is a **positive correlation** between the scores of the students based on the home environment and school environment. Hence the hypothesis stated that “There is no significant correlation between home environment and school adjustment of secondary students” is rejected.

**Table –6**

**Correlation between the scores of Home Environment and Academic Achievement**

VARIABLES	‘r’ value
Home environment scores	0.23
Academic achievement scores	

It is inferred from the above table that there is a **positive correlation** between the scores of the students based on the home environment and academic achievement. Hence the hypothesis stated that “There is no significant correlation between Home environment and Academic achievement of secondary students” is rejected.

**Table – 7**

**Correlation between the scores of School Adjustment and Academic Achievement**

VARIABLES	‘r’ value
School adjustment scores	0.18
Academic achievement scores	



It is inferred from the above table that there is a **positive correlation** between the scores of the students based on the school adjustment and academic achievement. Hence the hypothesis stated that, "There is no significant correlation between school adjustment and Academic achievement of secondary students" is rejected.

## 5. FINDINGS OF THE STUDY

From the study it is found that Home Environment and School Adjustment have influenced on one another and also affect the academic achievement of the students. So the development of a child does not support only by home or school, but it should be nurtured by both home and school which means the entire society.

1. There is no significant difference between Boys and Girls in relation to their Home Environment
2. There is significant difference between Boys and Girls in relation to their School Adjustment.
3. There is significant difference between the students of Government, government aided and self financing students in relation to their Home environment.
4. There is high significant difference between the students of Government, government aided and self financing students in relation to their school adjustment.
5. There is significant correlation between Home Environment and School Adjustment, Home environment and Academic achievement, School Adjustment and Academic Achievement of secondary students. .

## CONCLUSION

Home and school are the place where children grow up and learn all the aspects of life. Even in this advanced era parents and teachers are not aware of the emotions of their children. They don't spend enough time with their children this may cause emotional disturbances and affect their activities. Only care, love and support can enrich a child in its performances throughout its life. If they have a convenient atmosphere in home and school they will be a successful person in their life too. It is not sure that both atmospheres will be favorable always, so when one lacks the other should support.



**REFERENCES:**

Tejpreet,A. and Ramanjit,S. (2003). "Difference between parent child relationships of high and low achieving children" .Adolescent development: myths and realities. Children Today, 8(5), 2-7

Verma, B.P and Gupta, C.K. (2006). "Effect of home environment on cognitive abilities of pre adolescent children". Voc. Guid. Newle, 41, 13-18.

William, J, H. (2010), "Parental involvement on the educational outcomes of urban secondary school children", American Educational Research Journal, Vol. 47, No.3, 633-662.

Xia Nailing,S. (2011), "Importance of family versus school factors in producing academic and non academic student outcomes". Child Development, 32, 501-510.

[http:// www.google.com / psychological research.](http://www.google.com/psychological_research)

