

**A STUDY OF HOME ENVIRONMENT IN RELATION TO
ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL
STUDENTS**



A

DISSERTATION

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**“A STUDY OF HOME ENVIRONMENT IN RELATION TO
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STUDENTS”**

Her dissertation is fit for submission, in partial fulfilment of the requirements for the award of the Degree of Master of Education

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With a deep sense of reverence, I thank the Almighty for bestowing me with his countless blessings. He has been a guiding light and I have held on to his strength whenever mine failed. He has turned every stone in my path into stepping stone and watched over me lovingly.

“Feeling gratitude and not expressing it is like wrapping a present and not giving it”.

-William Arthur Ward

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ABBREVIATIONS USED

AA	Academic Achievement
GOVT.	Government
HE	Home Environment
HEI	Home Environment Inventory
PVT.	Private
RB	Residential Background
S.D.	Standard Deviation
SPSS	Statistical Package for Social Science
TOS	Type of School

ABSTRACT

Home environment is the important determinants of academic achievement. An academically favourable home environment is likely to enhance the child's motivation to achieve academic success which in turn will contribute to good performance in school. Home environment also plays very important role in development of a child in which Parents has its primary role in their development, as the parent child relationships are unique among humanities. During this period, teen agers struggle with their own identity. They need guidance and strong support features that come from their parents only. Parents support has great importance for the life of students. Home environment has great impact on academic achievement of students. On the other hand Home Environment is a major factor contributing to a variety of negative outcomes including psychological distress, academic failure etc. Realizing the importance of home environment in the adolescent life and also the influence of it in the performance of students, to investigate the problem standardized tool namely *Home Environment Inventory* (HEI) developed by Dr. K.S.Misra is used. The sample consists of 200 secondary school students, 100 male and 100 female students, of Jammu District, selected by using stratified random sampling technique. The objectives of the study were to study the home environment in relation to academic achievement of secondary school students. To investigate the gender differences with respect to their academic achievement and home environment. In the present study mean, standard deviation, correlation, standard error of mean and t-value were calculated to achieve the objectives of the study. From the results, it was concluded that secondary school students studying in government schools were found to have low academic achievement and home environment. The relationship between academic achievement and home environment of secondary school students was found to be not significant. There was a significant difference between government and private school students in their academic achievement. The result also indicated that there was high academic achievement in private school students than government school students and the results also indicated that the students with high home environment have better academic achievement.

Keywords: Home Environment, Academic Achievement, Secondary School Students etc.

CHAPTER- I

INTRODUCTION

1.1 THEORETICAL FRAMEWORK

“Education is the process of instructions aimed at the all-round development of the individual, facilitating realization of self-potential and latent talents of an individual” (Anderman, 1999). Education makes man a right thinker and a correct decision-maker. It is through education that knowledge and information is received and spread throughout the world. Without education, man is as though in a closed room and with education he finds himself in a room with all its windows open towards outside world (Anderman, 1999). In the current scenario, education has a pivotal role to play in the economic and social development of any nation. Bearing in mind the importance of education, it is the need of the hour to promote the academic achievement of students, who form the concrete foundation for the country’s progress. Academic achievement is directly related to students’ growth and development of knowledge in an educational situation where teaching and learning process takes place. Academic achievement is defined as the performance of the students in the subject they study in the school (Clark, 1983). Academic achievement determines the student’s status in the class. It gives children an opportunity to develop their talents, improve their grades and prepare for the future academic challenges. The literature suggests home environment factors affect student’s achievement, and home environment factors may be influenced if the family culture follows the current trend. The essence of a traditional family has deteriorated with the stress in many of today’s families because of poverty, single parenting styles and working mothers. Stress in the home deteriorates the environment and these affect student academic achievement. Hopefully, these studies help to examine home environment factors that may impact children’s academic achievement. Even though Hacker (2008) suggests that you cannot purchase a child’s success or wish it into existence, poverty affects a child’s academic success in many ways. According to Mead, (1992) a U.S. Department of Education study cites the length of time a child spends in disadvantaged conditions, coupled with the degree of poverty of the local school district he or she is enrolled in, as often bearing a direct impact on a child’s ability to maintain an expected grade level.

1.2 HOME ENVIRONMENT

Home environment refers to aspects of people's domestic lives that contribute to their living conditions. The primary environment of a student is the home. 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 properties. Home environment means the family background of students, this includes the entire human and material resources present at home that affects the student's education and living, such as parents level of education their occupation, socioeconomic status, home location, family size, peer group and socializing facilities in house. What the child learns at home and how his/her family motivate him/her towards education contributes to child's success or failure at school. It stands to exert tremendous impact on the students' achievements as home is the primary agent of education for the child.

The term "Home Environment" refers to all the objects, forces and conditions in the home which influence the child physically, intellectually and emotionally. Home environment varies in many aspects such as the parent's level of education, economic status, occupational status, religious background, attitudes, values, interests, parent's expectation for their children and family size among others. Children coming from different home environments are affected differently by such variations.

The family plays most important role in the education of the child. The child is born in a family and this is the first agency through which he gets education for sociability. Therefore, the influence of the family upon the child is very great. Since the dawn of human civilization the influence of the family on the child's personality has been realized in every society.

Home background influences academic and educational success of students and functioning of the teachers and students. Although the academic environment is key to each child's performance, individual's home situation greatly impacts educational goals and achievement progress. From family funds to parental support, home factors can make the difference between a child's success or failure (Eccles et al. 1998). Poor parental care with gross deprivation of social and economic needs of a child usually yield poor academic performance of the child. On the other hand, where a child suffers parental and mental deprivation and care due to divorce and death or absconding of one of the parents, the children's schooling may be affected as one parent alone may not be financially sound to pay school fees,

purchase books, uniforms and also offer emotional comfort to the children, especially if they are many. The social misfit of a bastard may also have very far reaching effects on the child's performance in school, especially when the other pupils keep on teasing him/her with it (Shittu, 2004).

The home and family outings are virtually treasure troves for such opportunities. Parental time spent on brain storming sessions with children after dinner could not only be of considerable entertainment value but provide invaluable inputs to creative thinking. Parents without being entirely aware that they are fulfilling the very important role of counsellor or guide to their children, most often do an excellent job. This is because they are readily available for guidance. Most schools today prefer children with educated parents to help them with their homework and other unfinished study.

Individual differences in children's achievement (Baharudin & Luster (1998) were found relative to differences in the home environment. They found the quality of the children's home environment to be positively related with achievement. Children with higher test scores came from more supportive homes. The parents of preschool children were asked about conveying positive feelings, answering child's questions, taking trips to the museum, eating meals as a family, requiring the child to keep play area clean, conversing with the child, and encouraging the child to develop and sustain hobbies.

The psychological atmosphere of a home may fall into any of the four quadrants, each of which represents one of the four general combinations: acceptance –autonomy, acceptance-control, rejection- autonomy and rejection – control (**Johnson & Medinnus, 1969**), **Grebow (1973)** reported that 'nurturance –affection' and 'achievement expectations, demands and standards constitute the two dimensions of parental behaviour that have been regarded as important by previous researchers. Various researchers have identified the following characteristics of home environment or parental child rearing practices : Permissiveness, Willingness to devote time to the child, Parental Guidance, Parental Aspiration for Achievement, Provision for the Child's Intellectual needs, Affective rewards, Instrumental Companionship, Prescription, Physical Punishment, Discipline, Neglect, Deprivation of Privileges, Protectiveness, Power, Achievement Demands, Indulgence, Conformity, Independence, Dependence, Emotional and Verbal Responsivity, Involvement with the child, Physical and Temporal Environment, Avoidance of Restriction and Punishment, Provision of Appropriate Play Material etc.

There exists a great overlapping in the kinds of behaviours which are in association with different characteristics as identified by Karuna Shankar Misra (2005).

- A. Control:** It indicates “Autocratic atmosphere in which many restrictions are imposed on children by the parents in order to discipline them.”
- B. Protectiveness:** It implies “Prevention of independent behaviour and prolongation of infantile care”.
- C. Punishment:** It includes “Physical as well as affective punishment to avoid the occurrence of undesirable behaviour”.
- D. Conformity:** It indicates “Parent’s directions, commands, or orders with which child is expected to comply by action”. It refers to Demands to work according to parent’s desires and expectations”.
- E. Social Isolation:** It indicates “Use of isolation from beloved persons except family members for negative sanction”.
- F. Reward:** It includes “Material as well as symbolic rewards to strengthen or increase the probability of desired behaviour”.
- G. Deprivation of privileges:** It implies “Controlling children’s behaviour by depriving them or their rights to seek love, respect and childcare from parents”.
- H. Nurturance:** It indicates “Existence of excessive unconditional physical and emotional attachment of parents with the child. Parents have a keen interest in and love for the child”.
- I. Rejection:** It implies “Conditional love recognizing that the child has no rights as a person, no right to express his feelings, no right to uniqueness and no right to become an autonomous individual”.
- J. Permissiveness:** It includes “Provision of opportunities to child to express his views freely and act according to his desires with no interference from parents”.

1.2.1 TYPES OF HOME ENVIRONMENT

a) HEALTHY HOME ENVIRONMENT

A healthy home environment involves a sound emotional environment where there is

love, care, affection, effective communication, the willingness to compromise and strong bond between the members of family. Healthy families are those where parents can understand how their children are feeling and teach them how to regulate feelings. They often help their children to find appropriate outlets to solve problems. Parents try to be warm and nurturant towards the child and allowing the child to explore more freely, thus having them make their own decisions based upon their own reasoning. Parents spend time with their children both inside and outside of the home and encourage them to participate in extracurricular activities, including sports and social events. They encourage their children to talk about their feelings and want their children more independent and self-reliant.

b) UNHEALTHY HOME ENVIRONMENT

In unhealthy home there is lack of love, care, affection, communication among the members of family. In these families, parents often engage in self-loathing or critical behaviour. They often treat each other and their children disrespectfully and are not there to lend support through difficult situations. Children who witness these kinds of behaviour between their parents face increased risk for such emotional and behavioural problems as anxiety, depression, poor academic performance, low self-esteem, disobedience, nightmares and physical health which may negatively impinge on their academic performance the children may suffer short- term as well as long-term emotional imbalances, which not only affect their behaviour and performance in schools, but also may adversely affect their social and interpersonal relationships.

CAUSES OF UNHEALTHY HOME ENVIRONMENT

a) Domestic Violence: Domestic abuse or violence is that abuse (physical/sexual/verbal and emotional) which occurs within the home. Domestic violence includes the acts of psychological, physical, nature and sexual abuse committed against a woman by member of the family. Children who witness violence between their parents face increased risk for such emotional and behavioural problems as anxiety, depression, poor academic performance, low self-esteem, disobedience, nightmares and physical health complaints all of which may be associated with academic performance.

b) Stress: Stress is another common cause of unhealthy home environment. Stress is caused by many factors such as financial and economic problems. In many instances, parents are unable to meet all their financial needs, especially with the rising cost of living and at times they are not able to sit and plan together for the available resources. Fights and quarrels arise which usually have a negative impact on the socio-economic status of the family and lower the academic performance of the students.

c) Poverty: Poverty is also a cause of unhealthy home as economic condition of home is not so good and parents do not fulfil the requirements of their children which may lead to affect their academic performance.

d) Restrictions: Homes where parents have strict rules and expectations are very demanding but not responsive, don't express much warmth or nurturing, utilize punishments with little or no explanation and don't give children choices or options.

e) Neglect: Home where parents neglect their children to a certain degree for different reasons, their perceived lack of time, stress, personal problems etc. Most of the time, neglect occurs in families with both parents having jobs that require them to be out of the house majority of the time due to which the parents keep an emotional distance from their child. Parents may lead the child to feel emotional neglect. Children raised by neglectful families often have difficulties in forming emotional attachments later on in life. Additionally, many of these children resort to alcohol, cigarettes, and even illegal substances lower their performance in school.

1.3 ACADEMIC ACHIEVEMENT

The word 'Achievement' refers to the act of attaining a desired objectives or aim or level. Educationally, the word 'achievement' refers to an individual's performance up to a desired level in a particular field. Achievement is defined as "the measure of what and how much an individual has learnt .It may be the quality or quantity of learning attained by an individual in a subject after a period of instruction."

Various experts and educationists have defined achievement in different ways:

Trow (1950) defined academic achievement as, “The attained or degree of competency in school tasks usually as measured by standardized test and expressed in grades or units based on norms derived from a wide sampling of pupils performance.”

According to Dictionary of Education (1960), “Academic achievement is the knowledge attained or skills developed in the subject, usually determined by test level or by marks assigned by teachers or both.”

According to Crow and Crow (1969) “Academic achievement as the extent to which a learner is profiting from instructions in a given area of learning i.e., achievement is reflected by the extent to which skill or knowledge has been imparted to him.”

According to Eyeseneck & Arnold, in the Encyclopaedia of psychology (1972), Achievement is defined as “General term for the successful attainment of goal requiring certain effort”.

The dictionary of Education, Good (1973), defines Academic achievement as accomplishment or proficiency of performance in a given skill or body of knowledge.

Academic achievement is usually defined in three ways – the grades students earn in schools, their performance in standardized tests of academic achievement or the number of years of schooling completed. Academic achievement is a multidimensional and complex phenomenon. There are many factors which affect a pupil’s academic achievement viz. Intelligence, personality, motivation, school environment, heredity, home environment, learning experiences at schools, interest, aptitudes, family background and socio-economic status of the parents and many more factors. There are several factors that are responsible for high and low achievement of the students and these factors can be divided into three broad categories:

- ❖ Psychological factors: psychological factors include intelligence, learning ability, motivation, self-efficacy, learning styles, study skills, creativity, level of aspirations, self- concepts, interest and anxiety etc.
- ❖ Environment factors: these factors are related to the surrounding and environment of the individual and include socio-economic status, educational system, family environment, evaluation system, value system, teacher’s efficacy, school situation and

environment.

- ❖ **Personal factors:** in this category age, sex and health may be included as factors influencing academic achievement. These factors may affect the academic achievement both positively as well as negatively.

FACTORS AFFECTING ACADEMIC ACHIEVEMENT IN RELATION TO HOME ENVIRONMENT

In promoting the academic achievement of the individuals, parental and home environmental factors contribute a major part. These are some parental factors as follows:

- 1) **Single Parent:** Single parenting means a mother or father who looks after children on their own, without the other partner. Single parents have less time to help children with homework, are less likely to use consistent discipline, and have less parental control, and all of these conditions may lead to lower academic achievement.
- 2) **Divorced Parent:** Divorce usually means children lose daily contact with one parent – most often fathers. Decreased contact affects the parent – child bond and it was found that many children feel less close to their fathers after divorce that has the negative impact on student's academic performance.
- 3) **Working Parent:** Working parents means where both the parents are at work, this parent – child relationship has also faced a positive and negative impact. There is more disposable income for the parents to spend on the child but less time to engage effectively with their children.
- 4) **Separated Parent:** Parental separation leaves children struggling emotionally. All children lose out when parents separate. They lose the access to both of their parents when they need them, and this loss impacts profoundly on their development. Separation creates insecurity which threatens their development and affects adversely on their academic performance.
- 5) **Pleasant Home Environment:** Within one's home, the environmental conditions should be pleasant and amiable. The presence of amiable environmental conditions would make provision of room for the students to concentrate on their studies. They develop

peace of mind and are able to focus upon their learning in an appropriate manner. Effective communication among the family members, good relationships and terms and conditions are the factors that contribute significantly towards development of a pleasant home environment.

- 6) Encouraging Attitude of Family Members: In order to achieve the academic goals, support and encouragement from the family members is considered to be of utmost significance. When parents are encouraging towards their children and make provision of sources for them to acquire education, then children do become motivated to learn. Parents and siblings within the family are the ones that render an imperative contribution towards achievement of academic goals. When parents are unaware regarding some information, then older siblings mainly guide their younger siblings. Older siblings in some cases also provide instruction to their younger siblings. Encouraging attitude of the parents primarily proves as a source of inspiration and motivation.
- 7) Provision of Resources: The provision of resources include, providing the children with the basic materials, technology, infrastructure, civic amenities and other sources that are used to promote learning. In secondary school, in order to achieve the academic goals, there are numerous resources that the individuals need, these include, technology, books, reading materials, stationary items, uniforms, bags and even private tuitions at home, in case they find some subject areas difficult and need assistance. The provision of resources mainly depends upon the financial position of the parents. When they are financially strong, they are able to obtain all the needed resources. On the other hand, families belonging to deprived, marginalized and socio-economically backward sections of the society are unable to provide the resources and students need to depend upon other means to accomplish their tasks.
- 8) Education of Parents: The educational qualifications of the parents are regarded as one of the important aspects that are used to enhance the academic learning of their children. When parents are well educated, they are professionals, such as, doctors, lawyers, engineers, administrators, educationists, teachers, researchers, academicians, etc. then they make provision of good education to their children, send them to reputed schools and also provide them with all the needed materials and resources that are used

to promote learning. On the other hand, when parents possess low levels of literacy or are not educated, and then too in the present existence, they encourage their children towards acquisition of education. As with appropriate education, they would be able to enhance their career opportunities.

- 9) **Small Family Size:** A small family usually is considered as a nuclear family, comprising of husband, wife and their children. When children number just one or two, then the family is considered as small family. When children within the family are just one or two, then parents find their job duties manageable. They are able to make provision of resources and manage the growth, development and learning of the students in a manageable way. The individuals usually are of the viewpoint that lesser number of children would involve less cost and they would be able to enhance the livelihoods of their children appropriately (Ogunsola, Osuolale, & Ojo, 2014).
- 10) **Focus on the Needs and Requirements of the Children:** Parents are the first and foremost individuals, whom children approach, when they experience any kinds of problems and difficulties. They are even regarded as the first teachers of their children. When parents listen to their grievances and help them solve their problems, this leads to encouragement of positivity and solutions to problems (Ogunsola, Osuolale, & Ojo, 2014). It is vital for the parents to focus upon the needs and requirements of their children and possess a helping attitude. When children achieve good grades in assignments and tests, they give credit to their parents for providing all the support and help. Next they give credit to their teachers for explaining the concepts to them and for using effective teaching-learning methods.
- 11) **Viewpoints and Perspectives:** In the present existence, especially in rural areas, there are individuals, who possess the viewpoints that education is meant for boys and girls are meant to learn the household chores. They are of the perspectives that when boys will get educated, they would be able to obtain employment and enhance the well-being of their families. On the other hand, girls have to eventually get married hence, it is vital for them to acquire training regarding the performance of household chores. These mainly include, preparation of meals, cleaning, washing, fetching water, and taking care of siblings and other elderly members of the household. These factors

discourage girls from acquisition of education and their academic performance suffers a setback, even when they are enrolled in schools.

- 12) Poverty: The problem of poverty is regarded as one of the major barriers within the course of academic achievements. The individuals residing in the conditions of poverty and backwardness experience the major problem in terms of finances. When their per capita income is low, then they experience problems in not only meeting the educational and school requirements, but also in meeting their living requirements, such as diet and nutrition, health, medical and so forth. Therefore, the problem of poverty is considered as one of the critical factors that hinder the academic performance of the students. When they do not possess the essential sources to enhance their learning, then they are unable to improve their grades as well.
- 13) Illiteracy: When the individuals possess low literacy levels or when they have not been enrolled in educational institutions, then they are unable to recognize the factors that are needed to enhance the academic performance of their children. The problem of illiteracy on the part of the parents or other family members, such as siblings or other relatives also in some cases, prove to be an impediment not only in the enhancement of academic performance but also in getting enrolled in schools. The problem of illiteracy is also regarded as an impediment within the course of recognizing the significance of education.
- 14) Large Family Size: When there are more than two children within the family, then it is considered as a large family size. When there are three or more children within the family, then, usually it becomes difficult for the parents to meet all their needs and requirements, especially, when the family belongs to economically weaker sections of the society. When parents are working or are engaged in full time jobs, then too, they experience problems in finding time for interaction with their children or in meeting their needs and requirements. More children involvement increase in costs. The major fact is upbringing of children involves large number of costs. The academic performance of the students undergoes detrimental effects as a result of large family size. With more children and limited income, it usually becomes difficult to meet the requirements of every child and as a result drop out of school.

- 15) Conflicts and Disputes: There are numerous instances that take place among the families that are responsible for low academic achievement. There have been cases of families that experience conflicts and disputes on a frequent basis. The occurrence of conflicts and disputes are regarded as major barriers within the course of academic achievement. Normally, parents look for best opportunities for their children, give them good education and make provision of all the requirements and opportunities that lead to a good living. But research has indicated that parents, who are not educated, are engaged in minority jobs and residing in the conditions of poverty and backwardness, get engaged into fights and as a result children get discouraged from acquisition of education. Therefore, occurrence of conflicts and disputes not only hinder academic performance, but also discourage children from acquisition of education.

Thus, Academic achievement is an end product of learning whose level and performance are affected by various conditions existing at the time of learning and its use.

1.4 SIGNIFICANCE OF THE STUDY

Secondary school students belong to the adolescent stage of development. It is a crucial stage of student life where they have to face the rapid development, transition and complexities of life. Academic failure may impact them adversely which may lead to disappointment, frustration, stress and may disturb their emotional equilibrium. Even a good student, who has the potential to perform better, may not be able to achieve what they expect if they don't get the proper home environment, facilities, Parental support etc. In other words, home environment is an important determinant of academic achievement of students. The present study seek to investigate if there exists any relationship between Home Environment and Academic Achievement. However, Home Environment play a great role on children's academic achievement. Home environment that is marked as healthy and unhealthy may adversely affect the pupil's academic achievement. Parental involvement can have a positive or negative effect on academic achievement. Relationship between the home-environment and academic achievement are not only relevant to teachers, they are relevant to parents also. The teachers may advice parents about the aspects of the home which impacts positively or negatively the pupil's academic achievement. Parents who are themselves intelligent and well educated and who provide the child with a favourable home environment are likely to

encourage the child to develop their interest and to motivate them to do well at school. They are likely to take an interest in child's school work and to help them and success on this part is likely to be rewarded or expressed verbally or otherwise. The bright child from the poor home environment will tend to receive less encouragement than the bright child from the rich cultural home environment. The emotional atmosphere in the home has a great influence on the child. If, there is a rude, cold care-less attitude, irregularly and indiscipline, the child may display such undesirable characteristics as dishonesty, aggression and lack of punctuality. The quarrels, dissatisfaction and instability of the home atmosphere may disturb child's emotional equilibrium. Emotional stress, insecurity and anxiety are factors which certainly affect the child's academic performance they reduce concentration and prevent him from applying to the full his intellectual powers. Thus a child from a well to do home with a good cultural background may have high ability to get high score, but because of an unsettling/disturbed home environment may child perform relatively poor on his academic achievement.

The study will assist the Principals/teachers in secondary schools to understand how home environment affects students' academic performance and assist the students to perform better. Also the teachers will be able to intervene in the case of poor performance to offset the negative effects of changing dynamics of the family. This study will help the educational practitioners to understand the importance of healthy home environment and help the parents to understand the effect of the home environment on academic performance of student's hence improving their home environment so as to improve student's academic performance.

1.5 STATEMENT OF THE PROBLEM

A STUDY OF HOME ENVIRONMENT IN RELATION TO ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS

1.6 OPERATIONAL DEFINITIONS OF THE KEY TERMS

HOME ENVIRONMENT

In this study, Home Environment has been operationalized as parental structure, parental occupational status, parental involvement and parental managed learning programs.

In the study, the scores obtained on Home Environment Inventory by Dr. K.S Misra (2005) have been referred to as the measure of home environment of the sample.

ACADEMIC ACHIEVEMENT

In the present study, the academic achievement based on the marks obtained by the students in the previous annual examination conducted by Jammu and Kashmir Board of School Education for 8th class students.

1.7 OBJECTIVES OF THE STUDY

Present study is designed and carried out to study the home environment in relation to academic achievement of secondary school students. Therefore, on the basis of conceptual framework research objectives arise:

- 1) To study the academic achievement of secondary school students in relation to their gender
- 2) To study the academic achievement of secondary school students in relation to their type of school
- 3) To study the difference in academic achievement of students with respect to their residential background
- 4) To study the difference in home environment as perceived by secondary school students in relation to their gender
- 5) To study the difference in home environment as perceived by the students in relation to their type of school
- 6) To study the difference in home environment as perceived by the students with respect to their residential background
- 7) To study the relationship between home environment and academic achievement among secondary school student

1.8 HYPOTHESES OF THE STUDY

This study is guided by the following null hypothesis (H_0).

- 1) There is no significant difference in the academic achievement of secondary school students in relation to their gender

- 2) There is no significant difference in the academic achievement of secondary school students in relation to their type of school
- 3) There is no significant difference in academic achievement of students with respect to their residential background
- 4) There is no significant difference in home environment as perceived by secondary school students in relation to their gender
- 5) There is no significant difference in home environment as perceived by the students in relation to their type of school
- 6) There is no significant difference in home environment as perceived by the students in relation to their residential background
- 7) There is no significant relationship between home environment and academic achievement among secondary school students

1.9 DELIMITATIONS OF THE STUDY

In view of the limited time and resources at disposal of the investigator, the study will be delimited to:

- ☐ This study has been delimited to 200 students studying in four government and four private schools located in Jammu district only.
- ☐ This study has been delimited to only one tool *Home Environment Inventory* by Dr. K.S Misra (2005).
- ☐ This study has been delimited to schools affiliated to Jammu and Kashmir Board of School Education.

CHAPTER- II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

The review of related literature is an important part of any scientific research. A review of related literature provides the researcher an insight into the problem that the investigator is going to undertake. Therefore, the main objective of a review of related literature is to have an understanding of the trends of research in the field and about the gaps in research if any.

In the present chapter, it is intended to present a review of studies conducted so far on the Home environment and Academic achievement. An attempt has been made to develop an overall idea about the nature, findings of the previous studies and to arrive at a rationale for the present study. An effort has been made to highlight the methods and procedures adopted in the concerned studies with the availability of limited information regarding them. In order to justify the need for the present study some of the available studies carried out in India as well as abroad have been reviewed.

Following are some foreign and Indian research studies related to home environment in relation to academic achievement are as under:

2.2 STUDIES CONDUCTED ABROAD

Some of the studies which has been conducted in Abroad on home environment and academic achievement have been given as under:

Kohl (2000) conducted a study on family factors which potentially put parental involvement at risk .The participants in the study were parents, teachers and 350 children of America. Family and social data were collected through interviews conducted with parents. Parental involvement was rated by teachers and parents separately using a purpose designed instrument. Highly educated parents encouraged their children more to achieve. Findings also indicated positive relationship between academic achievement and parental education.

Jeynes (2005) undertook a meta-analysis including 52 studies, to determine the influence of parental involvement and encouragement on the educational outcomes of urban secondary school children of California. The result indicated that the influence of parental involvement overall was significant for secondary school children for both white and minority children.

Codjoe (2007) studied the importance of Home Environment and parental encouragement in the academic achievement of African-Canadian youth. The data was gathered by conducting

individual and focus group interviews from a sample of 12 students drawn from a population of black students in Edmonton in Canada. The researcher confirmed that parental encouragement and supportive Home Environment laid positive influence on educational achievement of the black students.”

Parveen (2007) conducted a study on effect of home environment on the academic achievement and personality of students. It also sought to examine the effect of family relation, personality and achievement. 724 students of F.Sc. part 11 from different colleges of Rawalpindi division comprise the sample of the study. The samples were selected by using cluster sampling method. For analysis the data t-test and ANOVA were used. It was concluded from the study that home environment significantly affects the academic achievement of students. It also indicated a positive cause and effect relationship between home environment and personality. Parents study revealed a significant effect of socio-economic status on the total personality of students.

Uwaifo (2008) studied the effect of family structure and parenthood on the academic performance of Nigerian University students. The sample for the study consisted of 240 students drawn from the six randomly selected faculties in Ambrose Alli University and found significant difference between the academic performance of students from single-parent family and those from two parent family structures. Indeed, parental involvement and individual's experience at home play tremendous roles in building the personality of the child and making the child what he is.

Elizabeth (2009) analysed the family structure and the academic achievement of 549 African American students attending rural and urban high schools in North Carolina. The result demonstrated that the female students attending both the rural and urban high schools had significant higher academic achievement levels than the male students. Results also indicated that rural students performed better than urban students.

Gratez (2009) reported that parental occupation status is highly correlated with student's educational choices and attainment; low parental occupation status has negative influence and effect on student's school achievement and students having low parental occupation status face lots of barriers in transiting from one stage of education to the next.

Folorunso et al. (2010) examined family background factors that affect student's academic achievement in institutions of higher learning in Nigeria. It was found that student's academic performance was positively influenced by student's parental level of education, maternal income of the student and number of hours allocated for reading on daily basis those student who spent more hours reading their books daily were found performing better than those who spent lesser hours. The hypothesis that parental educational level impacted positive effects on student's academic performance was confirmed valid for the country while effects of parental occupation and parental income were mixed. The major finding of the paper was that higher educational attainment and income status of parents were essential factors contributing to high academic record of students of tertiary institution.

Moula (2010) investigated the relationship between academic achievement motivation and home environment among standard eight pupils. The sample comprised of 235 standard eight Kenyan pupils from six urban and rural primary schools from Machakos district. The results indicated a low but positive relationship (0.15) of parental education with academic achievement of the students that revealed a positive relationship between parental education and academic achievement of their children.

Kazmi (2011) conducted the study to evaluate the impact of father's style of dealing with their children at home and their academic achievements at school. The sample of the study consisted of 300 students, 300 fathers and 20 teachers which were drawn randomly from urban and rural areas of district Mansehra of Pakistan. The indigenously designed questionnaire was used to collect the data and academic achievement was taken from classroom records. The result of this study revealed father's involvement had positive significant relationship with academic achievement for the academic achievement.

Williams (2011) attempted to explore the ways in which the family, school, and community environments contribute to the academic success of urban, African American high school graduates from low-income, single-parent families. Findings of the study revealed that protective factors across multiple contexts of student's lives contributed to their academic success despite adversity. Eight themes emerged from participants' responses:- education specific parenting practices, non-traditional ways of supporting education, maintained kinship networks, school as an agent of families, resilience promoting features of schools, supportive relational networks within the community, promoting ecological resilience to improve student outcomes, and relational strategies to promote educational resilience.

Adekola (2012) examined home and school factors as determinants of student's achievement in senior secondary school English comprehension in four south western states. The study examined the relative and combined contributions of the home and school factors as determinants of students' achievement in Senior Secondary School English Comprehension, and carried in some Secondary Schools spread across four Geo Political States in South Western part of Nigeria. Two specially designed questionnaires (The Home Factor Scale (HFS), and School Factor Scale (SFS)) were used to collect data from One thousand and seven hundred students who were randomly sampled which were analyzed with stepwise multiple regression. The finding implied that the achievement of students in English language Comprehension could be predicted by the combination of students' home and school factors. It was recommended that teachers should perform their supervisory roles of giving out exercises and marking at the expected time so that the students can get the feedback at the appropriate time while parents should also be favourably disposed to the academic work of their children."

Ogunshala and Adewala (2012) investigated the relationship between home based Environment factors and the academic performance of students in selected secondary schools within a local government area in Kwara State. Samples were obtained with one hundred and eighty (180) students randomly selected from three secondary schools. The study reported that parental socio-economic status and parental educational background did not have

significance effect on the academic performance of the students. However, the parental educational qualification and health status of the students were identified statistical significant effect of the academic performance of the students. Nature of the student's home environment played notable role in the academic achievement of the respondents.

Egunsola (2014) investigated the influence of home environment on academic performance of senior secondary students in Adamawa State. The results showed all the independent variables of home environment have significant influence on student's performances in Agricultural Science at the secondary school. The study recommended that parents and other significant persons should make student's homes conducive and stimulatory to learning not only the school subjects but education in general.

Koskei (2014) investigates the influence of parental involvement on academic performance of public mixed day secondary school students of Kuresoi District Kenya. The study employed *ex-post facto* design. The researcher used stratified random sampling technique. The study involved 6 secondary schools. A sample of 180 form four students was selected to participate in the study. There search instrument used to collect data was a questionnaire. A pilot study was carried out and a split-half method was used to determine the reliability of the research instrument. Expert judgment was employed to determine the validity of the research instrument. The research was based on ecological systems theory which was advanced by Bronfenbrenner and the theory of overlapping spheres of influence proposed by Epstein. The researcher carried out analytical review of relevant literature. The data collected in the field was analyzed using descriptive and inferential statistics, and null hypotheses tested at $\alpha=0.05$. The finding of this study revealed that parental involvement in education did not significantly influence students' academic performance in Kuresoi district. There searcher recommends that parents who through encouragement should not pressure their children by making too high demands that may create in them anxiety and fear of failure instead they should provide effective motivation.

George, Sammay and Richard (2016) investigated the influence of home environment, infrastructure on academic performance of students of Meru country. The study established that phone ownership and excessive use of phone negatively affect student's academic performance and also home library influence the academic performance of students to great extend.

Chacha (2017) investigated home background factors influencing mathematics learning in primary schools in Kisarawe District, Coast region. A sample of 208 purposively randomly selected respondents were involved including 8 mathematics teachers, 100 parents and 100 class six children. Data were collected using questionnaire. Data were analyzed using simple SPSS 22.0 version for descriptive statistics and content analysis for qualitative data. Findings indicated that there were strong evidence on the relationship between parents' profession and primary school pupils' mathematics achievements. Like other studies there were no

relationship associated with students' attitudes, beliefs and expectation of parents and the life styles and the social classes.

Anthonia (2019) examined empirically the influence of home environment on the academic performance of the students in some selected schools in Dekina Local Government Area in Kogi State, Nigeria. The study was anchored on Charles Darwin Social Theory and Theory of Parent Involvement. Primary data from a sample of 120 respondents obtained by the use of a well-structured questionnaire. The data collected were analyzed using multiple linear regression analysis. The result of the regression analysis indicates that a positive relationship exist between parents' economic status (PES) and Students Academic Performance (SAP) in selected schools in Dekina Local Government Kogi State, Nigeria and the relationship is statistically significant. These findings of this study have shown that parents' economic statuses, parental educational backgrounds, parental marital Styles, and home locations of parents all do have varying degrees of effects on the performance of students in the study area. This result points out to the fact that to canvass for an increased parental involvement in the overall welfare of students.

2.3 STUDIES CONDUCTED IN INDIA

Following are some research studies conducted in India related to home environment and academic achievement are as under:

Kaur (1991) studied the effect of home and school environment on study habits of 80 male and 80 female high school students in India. Self-designed questionnaire was used. The first part of the questionnaire consisted of information such as age, class, father's education and occupation, mother's education and occupation, family type, etc. The second part consisted of questions regarding study habits, home environment and school environment. Percentages were calculated to analyze the data. It revealed that 85.00 per cent of boys studied at home according to a planned schedule. Among girls who had more housework responsibilities than did boys 82.50 per cent used a planned schedule 72.50 per cent of parents of girls and 68.75 per cent of parents of boys.

Khare and Garewal (1996) conducted a study on home environment and academic achievement of elementary school children. The sample comprised of 212 students of middle schools of Bhopal. The results indicated that home environment had significant relationship with academic achievement of students.

Devi and Mayuri (2003) conducted a study entitled "Effects of family and school on the achievement of residential 8 school children". The major findings of the study were: Family factors were not found to be critically important for the achievement of residential school children. School factors like qualified teachers, good physical facilities, and classroom

organization, checking up of curriculum and subject matter on time, impressive method of teaching and teacher-student interaction contributed significantly to academic achievement.

Jayaswal et al. (2003) examined the role of parental support and academic achievement of tribal school students by taking a sample of 300 students through multistage sampling technique and found that parents of high achievers exerted significantly more support in their children's studies than the parents of low achievers students; the parents of high achievers had higher aspiration for their children's educational success and high prestigious occupation with attractive financial return, but the parents of low achievers were not strongly ambitious of children's upward mobility; the high achievers parents believed in counselling for correct behaviour whereas the parents of low achievers believe in physical punishment like frequent beating. High achievers parents were liberal and allowed their children to mix with their peers whereas the parents of low achievers were authoritarian and did not allow peer mixing.

Mohanraj and Latha (2005) conducted a study on the relationship between family environment, home adjustment and academic achievement of adolescents in the age group of 14,15 and 16 studying in classes IX, X and XI in private Schools situated in south of Chennai. Family environment appealed to influence home adjustment as well as academic performance. The majority of the sample perceived their family as cohesive, organized, achievement oriented and emphasizing on moral-religious issue with minimal conflict, cohesion and control. The intellectual-cultural orientation and independence in the family environment significantly influenced home adjustment of the adolescents. It was also found that academic performance was significantly related to independence and conflict domains of family environment. Boys and girls differed significantly in perception of the Home Environment."

Panigrahi (2005) studied the academic achievement in relation to intelligence and socio-economic status of high school students with the objective to examine the influence of intelligence and socioeconomic status on academic achievement of high school students by taking a sample of 100 students from Bhubaneswar city of Orissa and found that there was significant and positive correlation between academic achievement and intelligence; high intelligence leads to better academic success; a low positive correlation between academic achievement and socioeconomic status.

Sunitha (2005) studied academic learning environment of students from aided and unaided co-educational high schools. The sampling of 240 students was selected from the schools of Dharwad city in India. Data were collected from administering home learning environment scale developed by the researcher and academic achievement was taken as average percentage marks of the previous year and two semesters of the current year of the students. The result revealed no significant different in academic achievement of boys and girls. Parental education was also found to have significant and positive relationship with academic achievements of the students.

Bansal et al. (2006) explored the relationship between quality of home environment, locus of control and achievement motivation among high achiever urban female adolescents. The data

were collected from 100, eleventh class high achievers from 10 senior secondary schools of Ludhiana city, by using Rotter's locus of control, Bhargava achievement motivation scale and Misra's home environment inventory. The result showed that good quality of home environment had significant positive relationship with high level of achievement.

Nuthana (2007) carried out a gender analysis of academic achievement of school students of Karnataka. The sample comprised of 600 students including 325 boys and 275 girls. Academic achievement was taken as the average grades of two previous years. The results of study showed that there was no significant difference in academic achievement of boys and girls. But the result indicated a significant difference in academic achievement of urban and rural students with urban students had higher academic achievement than rural counterparts.

Siwach and Daulta (2008) studied the impact of Home Environment on the scholastic achievement of children. This study is based on a sample of one hundred and twenty students drawn from senior secondary school of Panipat. Misra's Home Environment Inventory was used to assess the quality of Home Environment and scholastic achievement was ascertained with the help of report cards of students and other school records. The data revealed that boys of high Home Environment group achieved significantly greater mean score than the boy falling in the group of low Home Environment. The impact of Home Environment has also been observed in the mean values of scholastic achievement of girls belonging to high, medium and low Home Environment groups. Result also showed that good quality of Home Environment had significant positive correlation with high level of scholastic achievement in boys than among girls. It was found that as the quality of Home Environment gets deteriorated, the level of scholastic achievement also comparatively decline in boys.

Choudhary (2009) studied family pattern and academic achievement of students and found that students from urban joint family were better in academic achievement than the students coming from rural joint family; students coming from urban nuclear family were better in academic achievement than the students coming from rural nuclear families; urban students were better in academic achievement than rural students.

Kaur et al. (2009) attempted to explore academic achievement and home environment as correlates of self-concept in a sample of 300 adolescents. A significantly positive relationship of home environment components of protectiveness, conformity, reward, and nurturance with self-concept is revealed, thereby meaning that use of rewards and nurturance from parents should be done for positive self-concept development among adolescents. However, the correlation of social isolation, deprivation of privileges and rejection components of home environment is significantly negative with self-concept among adolescents indicating that for positive self concept development among adolescents, there should be less or no use of social isolation, deprivation of privileges and rejection.

Choudhary & Kang (2010) conducted a study family environment: Perception of urban adolescents (16-18 years). A sample of 200 adolescents (100 males and 100 females) were drawn purposively from senior secondary schools in Ludhiana city. Results indicated that

none of the subject perceived high level of expressiveness, acceptance and caring, independence, active recreational orientation and control in their respective families. There was non-significant gender differences existed in all the dimensions of family environment.

Singh (2010) Studied mental health in relation to spiritual intelligence, altruism, school environment and academic achievement of senior secondary students and found that male students had significantly higher level of academic achievement than female students; students residing in urban area had significantly higher academic achievement than students residing in rural area; academic achievement of students studying in aided schools was significantly higher than students studying in government schools; academic achievement of students studying in unaided schools was significantly higher than student studying in government school; academic achievement of students studying in aided schools was significantly higher than students studying in unaided schools. The aim of the study is to compare the academic achievement of X Standard government and private school students in Social Science curriculum. A sample of 425 government school and 425 private school X Standard students from Thanjavur, Kumbakonam and Pattukkottai Educational Districts were chosen using Simple Random Sampling method. Academic Achievement Test in Social Science (AATSS) developed and standardized by the investigator was used for collecting data and the data were statistically analysed. The results revealed significant difference between X Standard government and private school students in their academic achievement in Social Science; Significant difference was found with regard to boys, girls and rural school X Standard government and private school students in their academic achievement in Social Science but not with urban school students.

Kolappan and Bari (2011) investigated on factors relating to the academic achievement and home environment in Economics of higher secondary students. The study analyses the academic achievement and home environment in Economics of higher secondary students in Namakkal District in Tamil Nadu. The hypotheses of the study were Economics students significantly differ among themselves in respect of their academic achievement. Boys and girls significantly differ in their means home environment scores, students of the Government and Private schools significantly differ in their means home environment scores, students of the urban and rural schools significantly differ in their means home environment scores and there is significant relationship between academic achievement and home environment. It was also stated in the hypothesis that there is direct association between academic achievement and home environment Survey method was used in the study. The random sampling technique was used to select a sample of 409 students. The data were analysed by using Mean, Standard Deviation and t-test. The study revealed that the mean home environment score of rural students is higher than that of urban students.

Bandhana and Sharma (2012) investigated the impact of home environment and Academic Achievement on Mental Health among higher secondary school students. The sample consisted of 300 students 150 males and 150 females of higher secondary students. The data was collected by using Home Environment Inventory by Misra, K.S and Mental Health Battery by Singh, Arun Kumar and Gupta, Alpana Sen. The collected data was analysed by

using mean, standard deviation and Three-way ANOVA. Result revealed that mean value of Mental health of girls is more in comparison to boys.

Borah (2013) examined on family environment and academic achievement of adolescent students of Jorhat District, Assam. The main aim of the study were to determine the family environment of the adolescent students, to find out the differences between male and female students family environment and academic achievement and find out the relationship between family environment and academic achievement. The sample of the study consisted of 800 students studying in XI standard. Family Environment Inventory was developed by the investigator. Percentage of marks in H.S.L.C. Examination of adolescent students was collected as an indicator of academic achievement. Percentage, t-test, ANOVA and co-efficient of correlation were used in data analysis. Results of the study revealed that there is a positive relationship between home environment and academic achievement of students. There is a significant difference between male and female student's academic achievement and family environment.

Sharma, Choudhary and Shahdev (2013) investigated on the effect of home environment on academic achievement of class-XI students. The study was based on a sample of one hundred sixty male students drawn from senior secondary schools of Jammu. Misra's Home Environment Inventory Scale was used to assess the quality of home environment and academic achievement was ascertained with the help of report cards of students and other school records. The objectives of the study were to find the effect of control on academic achievement, to find the effect of protectiveness on academic achievement, to find the effect of punishment on academic achievement, to find the effect of conformity on academic achievement, to find the effect of social isolation on academic achievement, to find the effect of reward on academic achievement, to find the effect of deprivation of privileges on academic achievement, to find the effect of nurturance on academic achievement, to find the effect of rejection on academic achievement and to find the effect of permissiveness on academic achievement. The results of the study revealed that there is significant relationship between protectiveness, nurturance, reward, rejection and academic achievement. The results revealed that there is consistent relationship between home environment and students' academic achievement. On applying Pearson's coefficient correlation no significant relationship found in Control, Punishment, Conformity, Social Isolation, Deprivation of privileges, Rejection, Permissiveness and academic achievement. But a significant relationship found in Protectiveness, Reward and, Nurturance and academic Achievement between protectiveness, nurturance, reward, rejection and academic achievement.

Soni (2013) investigated on a study of the relationship between academic achievement motivation and home environment among standard 10th pupils. The main objective of the study was to find relationship between academic motivation and home environment among standard 10th Pupils. The sample of the study comprised 155 students from Palanpur Taluka. The stratified random sampling technique was used to have urban and rural representation. Four schools were selected through simple random sampling technique. Ex-post facto

correlation method was used to analyse the data. The study found that significant relationship exists between the pupil's scores in academic achievement and six home environment factors.

Singh (2013) examined on a study on impact of family environment on academic achievement of secondary school science students. The objectives of the study were to study the relationship of academic achievement of secondary school students with family environment and its dimensions as perceived by students and as perceives by parents and to study the impact of family environment on academic achievement of secondary school students in science subjects. The tools used in the study were family environment scale for students, family environment scale for parents and socio economic status scale were developed by the researcher. For analysis the data t- test and correlation were used. It was concluded that school performance of secondary schoolchildren have been found to had significant and positive relationship with children's perception of overall family environment and its four dimensions viz. Achievement orientation, cognitive stimulation, recreational orientation and home structure. School performance of secondary school children was found to have significant and positive relationship with parent's perception caption of overall family environment, and its four dimensions, viz. achievement orientation, cognitive stimulation, recreational orientation and home structure. It was also found that achievement orientation and cognitive stimulation dimensions of family environment have relatively higher relationship with school performance in comparison to their dimension.

Abdurrahman and Madugu (2014) this study investigated the parental involvement and interest on senior secondary school students' mathematics achievement. Four research hypotheses were formulated to guide the study. An ex-post facto design was used as the design for the study. The population consisted of 84,573 senior secondary school students out of which 382 students were sampled. Results were analyzed using t-test, Pearson product moment correlation, regression analysis and ANOVA all at 5% level of significance. From the findings, it was observed that parental involvement and interest have a significant influence on students' and are also important predictors of mathematics achievement. The study recommended among others that parents should make sure they complement teachers' efforts in school by monitoring and supervising their children's academic activities in order to enhance mathematics achievement.

Grewal (2014) conducted a study to understand the extent of relationship between academic achievement and family climate of 767 adolescents studying in 10+1 class in Govt. / Private Senior Secondary Schools of Punjab. The results of the study showed that there was positive significant correlation between family climate and academic achievement of adolescents. The study further revealed that significant difference exists in the academic achievement of adolescents due to highly satisfactory family climate and highly dissatisfactory family climate. The findings further indicated that academic achievement of adolescents living in highly satisfactory family climate is higher as compared to their counterparts living in highly dissatisfactory family climate.

Jayanthi and Srinivasan (2015) studied the effect of home environment on the academic achievement in mathematics of 10th standard students. This study was conducted for a sample of 1007 students belongs to two district of Tamil Nadu. This study reveals a positive correlation between home environment and academic achievement of students and also conclude that favourable home environment of student have significant influence on better performance.

Singh, Pandey and Singh (2015) studied the Impact of home-environment on educational aspiration of intermediate school student. It was found that there is significant, insignificant and negative significant correlation found between Home Environment and educational aspiration of intermediate school students. The significant relationship shows that there is positive effect of home-environment on the educational aspiration and the insignificant relationship shows that there is no such relationship between the two. There exists significant relationship between home-environment and educational aspiration of intermediate school students.

Rao and Reddy (2016) investigated 600 high school students to find out the effect of school environment, Home Environment and mental health status on achievement motivation. School environment and Home Environment inventories by Manjuvani, Mental health inventory by Reddy and achievement motivation scale by Shah was used to assess the school environment, Home Environment, mental health and achievement motivation of the subjects. Results revealed that there is significant impact of the three variables on achievement motivation of the students.

Neeti (2016) studied Home Environment in relation to under-achievers of higher secondary level. A sample of 435 students was randomly selected from the Moradabad district. Results of the study revealed that over achievers and under achievers differ significantly on Home Environment. It was concluded that Home Environment makes significant difference between underachievers and overachievers.

Singh (2017) Researcher has done the study at secondary level to descriptive type research on girls of 11th class at Varanasi .Study concluded that urban girls are higher in home environment than rural girls because more facilities are provided in urban area. In interaction it is clear that jointly locality and discipline effect academic achievement.

Doley (2018) examined the impact of home environment on academic performance of adolescent's. Descriptive Survey Method was used for the study. A random sample comprising of 210 adolescents –105 female and 105 male students were selected from 6 secondary schools (3 no.s each from rural and urban areas). The samples were selected from the district of Dhemaji, Assam. Data was collected by using tool named *Home Environment Scale* by Akhter, A and Saxena, S.B. Statistical Techniques mean, median, standard deviation, 't' Test and Pearson's Correlation of Co-efficient 'r' were used for data analysis. Result showed a positive significant correlation between home environment and academic achievement of the students.

Jain and Mohta (2019) investigated the effect and correlation of home environment and academic achievement of 9th class students. Sample consists of 120 students and divided into 60girls and 60 boys. 9th class students chosen from school of Kota city. Random sampling method was used to collect the data. Home Environment scale, developed by A. Akhtar and S.B. Saxena (2011) was used to see the home environment level in each student and Academic achievement analyse through the exam results of the student. The results of the study reveals that the boys and girls secondary students having no significant difference in their home environment and there is no significant difference in academic achievement in secondary school students and it is also analysed there is a positive correlation found between home environment and academic achievement among boys and girls.

2.4 CONCLUSION

From the review of related studies as mentioned above, it can be concluded that a few of the researches were conducted to relate home environment with academic achievement. There are few studies to show the relationship of these variables and some studies have failed to show the significant difference of these variables. But it helps to guide a future plan with deeper insight. The influence of home plays a significant role in the academic achievement of the students. Keeping in mind the findings of above mentioned studies, the researcher thought it worthwhile to study the undertaken problem i.e. A study of home environment in relation to academic achievement of secondary school students.

CHAPTER - III

RESEARCH METHODOLOGY

3.1 INTRODUCTION

Research methodology is a systematic way to solve a problem. It is a science of studying how research is to be carried out. Essentially, the procedure by which researchers go about their work of describing, explaining and predicting phenomenon is called research methodology. It is also defined as the study of methods by which knowledge is gained. Its aim is to give the work plan of research a logical direction. It is necessary for a researcher to design a research methodology for the chosen problem. It is important for the researcher to know not only the research tools necessary for the research under taken but also the methodology. Research methods are of utmost importance in a research process. They indicate the various steps to be adopted for solving a research problem. It is therefore, very important that researchers have a thorough understanding of diverse research methods, their strengths, limitations, applications and appropriateness.

The decision about the methods or methods to be employed always depends upon the nature of the problem selected and the kind of data necessary for its solution. Whatever the method to be employed, it is essential that it should be describable otherwise; it will lose its significance and effectiveness. Thus if the research methodology cannot be clearly described, chances are that the results of the study will be too vague and general.

The present chapter throws light on the research methodology being adopted for the present research study. Here research objectives and designs of the study i.e. sample for the study and collection of the data and statistics for analyzing the data are also discussed.

3.2 DESIGN OF THE STUDY

The design of the research is the actual blueprint of the procedure for the completion of various research steps and reaching valid conclusion.

3.2.1 METHOD

Descriptive survey method has been adopted for the present study.

3.2.2 POPULATION

Population refers to any collection of specified group of human being or non-human entities such as objects, educational institutions, time units and geographical areas. Population for the present study comprises of 2,96,506 secondary school students in Jammu District.

3.2.3 SAMPLE

In the present study, a sample of 200 adolescents studying in middle /high / higher secondary schools have been selected through stratified random sampling. First of all, 4 Government and 4 Private schools have been selected randomly and out of each school 25 students have been selected for collecting data. Figure (3.1)

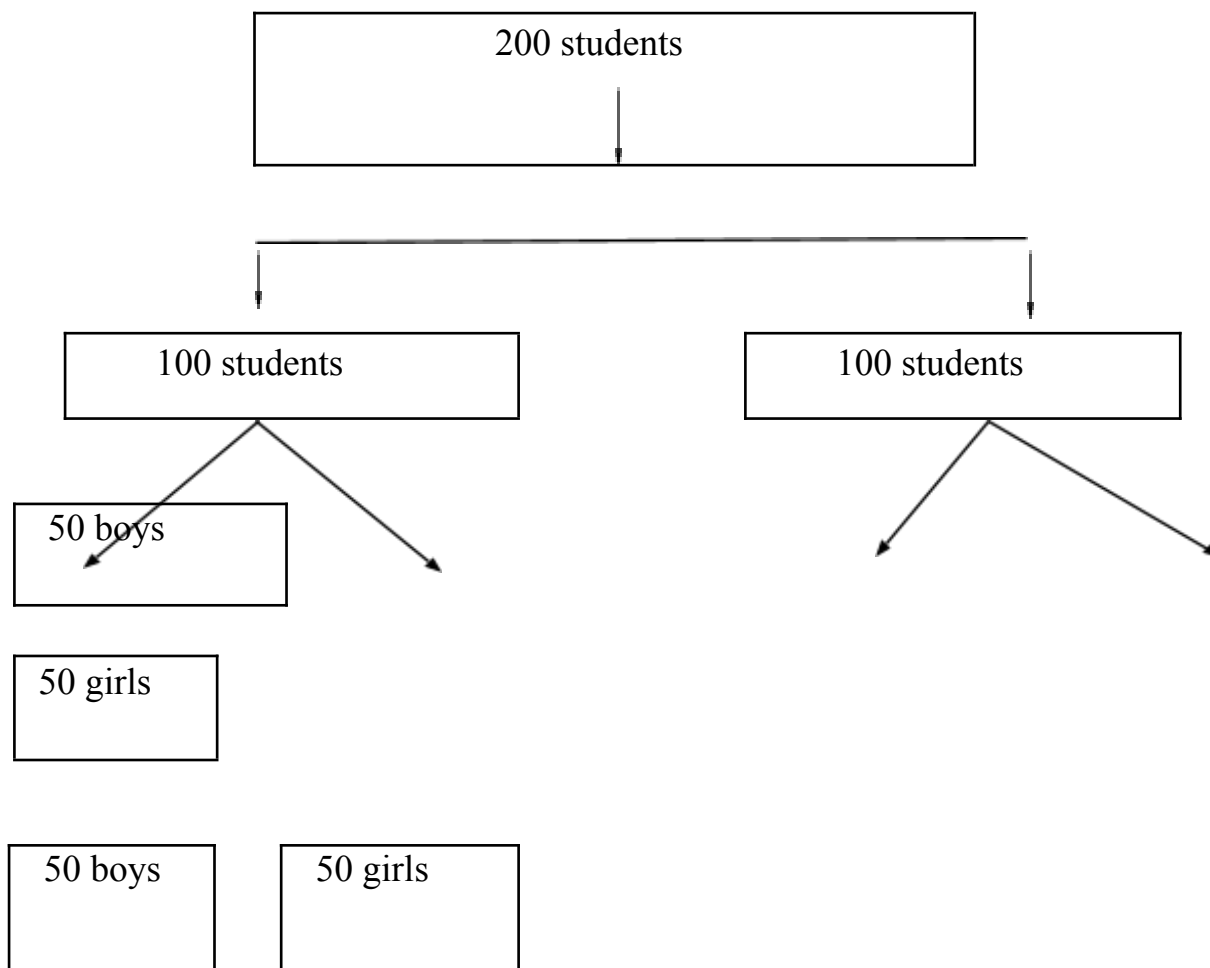


Figure 3.1 Distribution of sample

The details of the sample selected from 8 schools (Private and Government) affiliated to Jammu and Kashmir State Board of School Education have been given in the table 3.1 and 3.2

Table 3.1

Distribution of Sample for Government Schools

S.NO.	NAME OF THE SCHOOL	NO. OF STUDENTS TAKEN
1	Govt. Girls High School Kacchi Chowni, Jammu	25

2	Govt. Higher Secondary School Sarwal, Jammu	25
3	Govt. Higher Secondary School Paloura , Jammu	25
4	Govt. Mixed Higher Secondary school Bakshi Nagar Camp Durga Nagar, Chinore, Jammu.	25
	Total	100

Table 3.2

Distribution of Sample for Private Schools

S.NO.	NAME OF THE SCHOOL	NO. OF STUDENT TAKEN
1	Dr. Ambedkar Convent School Bantalab	25
2	Anuradha Mission School Bantalab	25
3	Shri Mahavir Jain Higher Secondary School	25
4	M.C.Khalsa High School Chand Nagar Jammu	25
	Total	100

3.2.4 VARIABLES OF THE STUDY

The following variables have been involved for studies in the present research:

A) Independent Variables

- Gender: Boys and Girls
- Residential Background: Rural and Urban
- Type of School: Government and Private

B) Dependent Variables

- Academic Achievement
- Home Environment

3.3 TOOL EMPLOYED AND IT'S DESCRIPTION

For the purpose of the accomplishment of objectives, the following tool of research have been used by the researcher

- *Home Environment Inventory* (HEI) developed by Dr. K.S Misra (2005).

3.3.1 *Home Environment Inventory*

Home environment inventory (HEI) was developed by K.S. Misra in 2005. It is an instrument designed to measure the psycho-social climate of home as perceived by children. It provides a measure of the quality and quantity of the cognitive, emotional and social support that has been available to the child within the home. HEI contains 100 items related to ten dimensions of home environment. The ten dimensions are (A) Control, (B) Protectiveness, (C) Punishment, (D) Conformity, (E) Social isolation, (F) Reward, (G) Deprivation of privileges, (H) Nurturance, (I) Rejection, (J) Permissiveness, each dimension has ten items belonging to it.

Table 3.3

Distribution of Item for Ten Dimension of Home Environment

S. No.	Dimensions	Items
1.	Control	10
2.	Protectiveness	10
3.	Punishment	10
4.	Conformity	10
5.	Social isolation	10
6.	Reward	10
7.	Deprivation of privileges	10
8.	Nurturance	10
9.	Rejection	10
10.	Permissiveness	10
	Total	100

The instrument requires pupils to tell the frequency with which a particular parent-child interaction behaviour has been observed by them in their homes, i.e., he/ she is requested to tell whether a particular parental behaviour occurs – ‘Mostly’, ‘Often’, ‘Sometimes’, ‘Least’, and ‘Never’.

SCORING THE RESPONSES OF HEI ITEM’S

The responses are to be given on the booklet itself. There are five cells against every item of the inventory. Each cell indicated the frequency of occurrence of a particular behaviour. The five cells belong to five responses namely, ‘mostly’, ‘often’, ‘sometimes’, ‘least’, and ‘never’. The dimension to which a particular item belongs has been indicated by alphabets near the serial number of the items. Assign 4 marks to ‘mostly’, 3 marks to ‘often’, 2 marks to ‘sometimes’, 1 marks to ‘least’ and 0 marks to ‘never’ responses, count the marks assigned to A, B, C, D, E, F, G, H, I, J dimension-statements on every page and then add the dimension –scores awarded to statements given on the five pages so as to get ten scores for the ten dimensions of HEI.

RELIABILITY

The home environment inventory was administered to 113 students (54 boys and 59 girls) studying in intermediate classes of five schools. Split half reliabilities were worked out separately for all the ten dimensions of home environment. The split –half reliabilities for various dimensions of home environment are as follows:

Table 3.4

Spilt-Half Reliability Coefficients for Ten Dimensions of Home Environment Inventory

S. No.	Inventory Dimension	Reliability Coefficient
A	Control	.879
B	Protectiveness	.748
C	Punishment	.947
D	Conformity	.866
E	Social isolation	.870
F	Reward	.875
G	Deprivation of privileges	.855
H	Nurturance	.901

I	Rejection	.841
J	Permissiveness	.726

VALIDITY

Home environment inventory has been found to possess content validity as measured with the help of views expressed by judges criterion related validity could not be established because of the lack of appropriate external criteria.

NORMS

Percentile norms for boys and girls 10th, 25th, 50th, 75th and 90th percentile scores have been given.

Table 3.5

Percentile Norms for the Home Environment Inventory

S.No.	Dimension Name	Percentile Scores				
		P ₉₀	P ₇₅	P ₅₀	P ₂₅	P ₁₀
A	Control	30.1*	24.7	20.5	16.1	12.7
		27.3	23.5	19.1	14.3	13.9
B	Protectiveness	31.1	27.7	22.5	17.3	13.5
		32.5	28.8	24.1	19.9	14.9
C	Punishment	33.7	27.9	24.5	20.1	19.1
		31.3	27.3	22.7	18.1	13.7
D	Conformity	34.7	33.8	30.1	25.9	21.5
		34.3	32.8	29.5	25.1	21.3
E	Social isolation	24.7	19.9	13.9	8.5	4.1
		21.1	17.7	10.1	4.1	1.5
F	Reward	36.9	32.3	26.5	21.7	16.9
		36.9	33.3	29.4	24.3	18.1
G	Deprivation of privileges	22.9	17.3	11.7	6.1	2.9

		18.5	14.9	8.7	4.9	2.5
H	Nurturance	30.7 31.1	25.9 27.1	21.9 22.3	16.9 17.5	9.5 12.1
I	Rejection	18.7 18.5	15.1 12.5	9.7 7.5	4.7 4.7	1.5 2.0
J	Permissiveness	25.1 26.3	22.1 20.1	17.1 16.9	11.7 12.9	8.5 10.3

- Scores in bold face number are for boys and others are for girls.

Scores falling in the ranged of >P90, P75-P90,P50-P75,P25-P50,P10-P25 and <P10 should be interpreted as indices of very high , high, above average, average, low and very low levels of a particular dimension of the home environment respectively.

Table 3.6

Levels of Home Environment for Percentile Norms

Percentile	Level of Home Environment
P90 & Above	Very High Home Environment
P75-P90	High Home Environment
P50-P75	Above Average Home Environment
P25-P50	Average Home Environment
P10-P25	Low Home Environment
P10 & Less	Very Low Levels of Home Environment

3.4 ADMINISTRATION OF THE TOOL

The investigator visited the school personally for the collection of data. First of all, the investigator approached the heads of the institutions and the purpose of the data collection was explained to them. The school students were informed that their responses will be kept confidential and therefore they should be frank, honest, bold and sincere while answering the question. After providing the necessary instruction, the researcher distributed copies of tool one by one to students. Every attempt was to remove their doubt and difficulties. The school students were directed to read statement one by one and Tick Mark the most suitable responses for the respective items in the tools. After the responses, the copies of inventory

were collected back. In this way, the test was administered in all the selected school students and thus data was collected.

3.5 STATISTICAL TECHNIQUES EMPLOYED

Data collected through the administered of tool have been tabulated and coded in excel. The obtained data has been analyzed with the help of SPSS Software.

The following statistical techniques have been computed to accomplish the objectives of the study:

- t-test
- Pearson's Coefficient of Correlation.

CHAPTER - IV

ANALYSIS AND INTERPRETATION OF DATA

4.1 INTRODUCTION

Analysis of data means categorizing, ordering, manipulating and summarizing the data to obtain answers to the research questions. The purpose of analysis is to reduce data into intelligible and interpretable form so that meaningful results can be arrived at. Analysis of the data can be done in the light of the objective of the study.

Analysis of data means studying the tabulated material in order to determine facts and meaning. It involves breaking down of existing complex factors into simple parts and putting into arrangement for purposes of interpretation.

The analysis and interpretation of data collected for the study is important to draw out significant conclusion. Data are meaningless without its analysis and interpretation. Barr says, analysis is an important phase of the classification and summarization of data. The most important step in any research project is analysis and interpretation of the data collected. Collection of the data has no meaning unless it is tackled, properly analyzed and interpreted by sophisticated techniques.

In this study, data have been collected from 200 secondary schools students studying in government and private schools of Jammu. Data has been collected by administering *Home Environment Inventory (HEI)* developed by Dr. K.S.Misra in 2005. The analysis of the results and their interpretation has been given in the following section.

4.2 RESULTS AND FINDINGS

The resulting data were analyzed using statistical techniques namely t-test, and correlation.

Findings based on research objectives posed and followed by data analysis are given below:

4.2.1 Research objective 1

To study the academic achievement of secondary school students in relation to their gender

To study the difference in the academic achievement of the male and female students studying in secondary schools; mean, standard deviation, t-value have been calculated. The resulting data have been shown in the table 4.1

Table 4.1

Values of N, Mean, S.D., SE_M and t for Academic Achievement of Secondary School Students in Relation to their Gender

Gender	N	Mean	S.D.	SE_M	df	t	Level of significance
Male	100	64.38	15.24	1.51	198	0.775	NS
Female	100	65.95	13.14	1.33			

Table 4.1 shows that the calculated t-value (0.775) is less than the table value of 't' (1.97) at 0.05 level of significance for academic achievement of secondary school students in relation to their gender. Thus, there is no significant difference between academic achievement of male and female secondary school students. In the light of present finding the hypothesis no. 1 stating that no significant difference in the academic achievement of secondary school students in relation to their gender stands accepted.

4.2.2 Research objective 2

To study the academic achievement of secondary school students in relation to their type of school

To study the difference in the academic achievement of secondary school students studying in government and private secondary school; mean, standard deviation, t-value have been calculated. The resulting data have been shown in the table 4.2

Table 4.2

Values of N, Mean, S.D., SE_M , df and t for Academic Achievement of Secondary School Student in Relation to their Type of School

Type of school	N	Mean	S.D.	SE _M	df	t	Level of Significance
Government	100	61.65	13.99	1.39	198	3.58	Significant at 0.01
Private	100	68.65	13.66	1.36			

Table 4.2 shows that the calculated t-value (3.58) is more than the table value of 't' (2.60) at 0.01 level of significance for academic achievement of secondary school students in relation to their type of school. Thus, there is significant difference in academic achievement of students studying in government and private secondary schools. From the mean values (table 4.2) it is clear that student studying in private schools have better academic achievement in comparison to the students studying in government schools.

In the light of present finding the hypothesis no. 2 stating no significant difference in the academic achievement of secondary school students in relation to their type of school, stands rejected.

4.2.3 Research objective 3

To study the difference in academic achievement of secondary school students with respect to their residential background

To study the difference in the academic achievement of secondary school students studying in rural and urban background ; mean, standard deviation, t-value have been calculated . The resulting data have been shown in the table 4.3

Table 4.3

Values of N, Mean, S.D., S.E_M, df and t for Academic Achievement of Secondary School Students in Relation to their Residential Background

Residential background	N	Mean	S.D.	SE _M	df	t	Level of significance
Rural	100	66.72	13.00	1.31	198	1.54	NS
Urban	100	63.64	15.24	1.51			

Table 4.3 shows that the calculated t-value (1.54) is less than the table value of 't' (1.97) at 0.05 level of significance for academic achievement of secondary school students in relation

to their residential background. Thus, there is no significant difference between academic achievement of students with respect to their residential background.

Hence hypothesis no. 3 stating that no significant difference in academic achievement of students with respect to their residential background, stands accepted.

4.2.4 Research objective 4

To study the difference in home environment as perceived by secondary school students in relation to their gender

To study the difference in the home environment of the male and female students studying in secondary schools; mean, standard deviation, t-value have been calculated. The resulting data have been shown in the table 4.4

Table 4.4

Values of N, Mean, S.D., SE_M , df and t for Home Environment of Secondary School Students in Relation to their Gender

Gende r	N	Mean	S.D.	SE_M	df	T	Level of significance
Male	102	250.94	38.44	3.81	198	0.05	NS
Female	98	251.20	35.85	3.62			

Table 4.4 shows that the calculated t-value (0.05) is less than the table value of 't'(1.97) at 0.05 level of significance for home environment of secondary school students in relation to their gender. Thus, there is no significant difference in home environment as perceived by secondary school students in relation to their gender. Hence hypothesis no. 4 stating that no significant difference in home environment as perceived by secondary school students in relation to their gender, stands accepted.

4.2.5 Research objective 5

To study the difference in home environment as perceived by the students in relation to their type of school

To study the difference in the home environment of secondary school students studying in government and private school; Mean, standard deviation, standard error mean, df, t have been calculated. The resulting data have been shown in the table 4.5

Table 4.5

Values of N, Mean, Standard Deviation, Standard Error Mean, df and t for Home Environment of Secondary School Students in Relation to their Type of School

Type of school	N	Mean	S.D.	SE _M	df	t	Level of significance
Govt.	100	245.86	37.55	3.76	198	2.001	Significant at 0.05 level
Pvt.	100	256.28	36.08	3.61			

Table 4.5 shows that the calculated t-value (2.001) is more than the table value of 't' (1.97) at 0.05 level of significance for home environment of secondary school students in relation to their type of school. From the mean values (table 4.5) it is clear that students studying in private school have better home environment in comparison to the student studying in government schools.

In the light of present finding the hypothesis no. 5 stating that no significant difference in home environment as perceived by the students in relation to their type of school, stands rejected.

4.2.6 Research objective 6

To study the difference in home environment as perceived by the students with respect to their residential background

Mean, standard deviation, standard error mean, df and t have been calculated to study the difference in the home environment of secondary school students in relation to their residential background.

Table 4.6

Values of N, Mean, Standard Deviation, Standard Error Mean, df and t for Home Environment and Students Residential Background

Residential background	N	Mean	S.D.	SE_M	df	t	Level of significance
Rural	98	245.99	30.59	3.09	198	1.91	NS
Urban	102	255.95	42.00	4.16			

Table 4.6 shows that the calculated t-value (1.91) is less than the table value of 't' (1.97) at 0.05 level of significance for home environment as perceived by the students in relation to their residential background. Thus, there is no significant difference in home environment as perceived by the students in relation to their residential background.

In the light of present finding the hypothesis no. 6 stating that no significant difference in home environment as perceived by the students in relation to their residential background, stands accepted.

4.2.7 Research objective 7

To study the relationship between home environment and academic achievement among secondary school students

Pearson's coefficient of correlation (r) has been computed to analyze the relationship between home environment and academic achievement among secondary school students have given in the table 4.7

Table 4.7

Pearson's Coefficient of Correlation Value Between Home Environment and Academic Achievement Among Secondary School Student

	N	Academic Achievement (r)	Level of significance
Home Environment	200	-0.002	NS

The result of table 4.7 represents that the calculated value of Pearson's correlation coefficient ($r = -0.002$) which is very low, negative and not significant at 0.05 level for df 198. Therefore, it can be inferred that no significant relationship exists between two variables i.e. academic

achievement and home environment but the relationship appears to be negative, indicating that if one variable is increased the other variable will have decreased and vice versa.

Hence hypothesis no.7 stating no significant relationship between home environment and student's academic achievement among secondary school, stands accepted.

CHAPTER-V

FINDINGS, CONCLUSIONS, DISCUSSION, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

5.1 INTRODUCTION

After processing the data, Obtaining and interpreting the results. The findings have been delimited and discussed in present chapter. The findings can be generalized to the extent of representatives of the sample and methodology employed in the study. In this chapter, the results are discussed to show how these findings are concurrent with some of the empirical studies already conducted in the field. At places, some of the observations do not concur with the findings of the same investigators. Keeping the major findings in view, the educational implications of the study have been worked out. But these findings and implications do not fit in all the concerns of the study. As such some suggestions have been given for further research. The chapter is therefore devoted to focusing the conclusions, discussion of results of the study and for indicating their implications and suggestions for further research.

5.2 MAJOR FINDINGS OF THE STUDY

The main findings of the present study are reported in the following subsections:

5.2.1 RESEARCH OBJECTIVE 1

To study the academic achievement of secondary school students in relation to their gender

As far as the first objective of the study is concerned, the study reveals that there has been no significant gender difference in academic achievement of secondary school students but the mean scores of females (65.95) are slightly higher than male students (64.38) and the calculated t-value is (0.775) which is smaller than the table value (1.97).

5.2.2 RESEARCH OBJECTIVE 2

To study the academic achievement of secondary school students in relation to their type of school

In this study result shows that there is significant difference in academic achievement of secondary school students in relation to their type of school in which the mean value of private school students (68.65) has been found to be higher than the government school students (61.65) and the calculated t-value value (3.58) is more than the table value of 't' (2.60) at 0.01 level.

5.2.3 RESEARCH OBJECTIVE 3

To study the difference in academic achievement of secondary school students with respect to their residential background

In this study result shows that there is no significant difference in academic achievement of secondary school students with respect to their residential background whereas the mean scores of students living in rural (66.72) areas have been found to be higher than the students living in urban areas (63.64) and the calculated t-value (1.54) is less than the table value of 't' (1.97).

5.2.4 RESEARCH OBJECTIVE 4

To study the difference in home environment as perceived by the students in relation to their gender

In this study the result shows that there is no significant gender difference in home environment perceived by secondary school students whereas mean values for females

(251.20) are found to slightly better home environment than male students (250.94) and the calculated t-value (0.05) is less than the table value of 't'(1.97).

5.2.5 RESEARCH OBJECTIVE 5

To study the difference in home environment as perceived by the students in relation to their type of school

In this study, result shows that there exists a significant difference in home environment perceived by secondary school students in relation to their type of school whereas mean values for private school (256.28) are found to possess significantly higher home environment than government school (245.86) and that the calculated t-value (2.001) is more than the table value of 't' (1.97) at 0.05 level of significance.

5.2.6 RESEARCH OBJECTIVE 6

To study the difference in home environment as perceived by the students with respect to their residential background

In this study result shows that there is no significant difference in home environment as perceived by secondary school students with respect to their residential background whereas the mean scores of students living in urban areas (255.95) have been found to be higher than the students living in rural areas (245.99) and the calculated t-value (1.91) is less than the table value of 't' (1.97).

5.2.7 RESEARCH OBJECTIVE 7

To study the relationship between home environment and academic achievement among secondary school students

The result of the study indicates that there is no significant relationship between the academic achievement and home environment among secondary school students and that the calculated value of Pearson's correlation coefficient($r = -0.002$) which is very low, negative and not significant at 0.05 level.

5.3 CONCLUSION AND DISCUSSION

On the basis of the interpretation of the results drawn in the present study the investigator lays down the following conclusion:

The results of the research can be summarized as under:

- The present study revealed that there is no significant difference between male and female secondary school students in academic achievement. The reason may be better home environment and academic achievement of student studying in secondary schools. Study by Halawah (2006) also reported similar results indicating that gender has no impact on academic achievement while study by Borah (2013) reported results contrary to the present study.
- The present study revealed that there is a significant difference in academic achievement among secondary school students in relation to their type of school which may be due to the better teaching methodology of the private secondary schools. Study by Singh (2014) also found that there was a significant difference in overall academic achievements of the students of private and government schools.
- The study indicated that there is no significant difference in academic achievement of secondary school students with respect to their residential background. Study by Elizabeth (2009) and Nuthana (2007) reported results contrary to the study.
- The present study indicated that there is no significant gender difference in home environment of secondary school students. Studies by Kour (2019) and Parmar (2014) also reported similar results indicating that there is no significant gender difference in home environment of secondary school students. Dolly (2018) reported results contrary to the study.
- The study revealed that there exist significant differences in home environment perceived by students studying in secondary schools in relation to their type of school.
- The study indicated that there exists no significant difference in home environment as perceived by secondary school students with respect to their residential background. Study by Choudhary (2019) and reported results contrary to the study.
- The present study revealed that there is no relationship between home environment and academic achievement of secondary school students. Study by Bibi and Sadananthan (2009) also reported similar results indicating no correlation between family relationship and academic achievement while studies by Khare and Garewal (1996) and Bansal (2006) reported results contrary to the present study.

5.4 EDUCATIONAL IMPLICATIONS

On the basis of conclusions and inferences drawn following are the implication of the present study.

The findings of this study can become a source of information and guidance to the parents to support their children in a proper way. Parents can understand the psychology of their children and broaden their understanding. The parents and teachers can play the potential role in improving the academic achievement of secondary school students in useful and productive manner. The present study will help the parents of their students. In this way, harmonious personality can be developed.

1. On the basis of the results of the present study, it has been seen that the mean score of private school students has found to be higher than government school students in relation to their academic achievement. So, there is a need to guide policy makers, administrators and teachers to be aware of the new teaching technologies and methodology to uplift the standard of schools which will improve the standard of education.
2. It has been observed from the results of the present study that the female students have perceived their home environment better than male students. So, there is a need to create a more congenial home environment for male students too so that they may not feel neglected and concentrate more on their academic work better.
3. The result of the present study shows that private school students have perceived their home environment better than government school students. So, proper parental support and healthy home environment should be provided to the students which will encourage them to perform better.
4. The result of the present study shows that students from urban background possess better home environment in comparison to students from rural background. So, the study recommends creating positive home environment by educating the parents on the importance of productive home environment of the rural background too. Parents are to be informed that they can contribute through encouragement, better home environment and provision of students learning facilities and motivation which will improve their wards academic achievement.
5. Students living in rural areas have higher level of academic achievement in comparison to students living in urban areas. This may be due to the less support from parents or it may be less time devoted to their children regularly and not able to guide them properly in their academic performance. So, parental support must be provided to the students in urban areas to improve their wards academic performance.
6. The result of the present study reveals that there is a need to facilitate good quality of home with proper communicative and supportive environment to their adolescent children.
7. Parents and all the significant others at home should make home environment to be learning stimulatory and study friendly for students.

5.5 SUGGESTIONS FOR FURTHER RESEARCH

Research in any branch of knowledge is never closed book. There is always persistent need of finding solutions to new problem and testing the variety of the solutions to older problems. There is no piece of meaningful research that does not provide clues for further experience; the solution of one problem tends to indicate many other unsolved problems. The present study has brought out the how home environment play important role in academic achievement. It has examined the impact of gender, residential background and type of school on academic achievement and home environment. These results suggest further research to be carried out as follows:

- The present study deals with only class 9th students at secondary level although the academic achievement is a common factor. Same type of work can be done on colleges and higher secondary level students.
- More work can also be done on different samples of different age groups.
- Further research can be done on the student's personal characteristics on academic performance.
- Other than home environment any other variable like school environment, locality, peer group and physical environment can also be taken to study their relation or impact on academic achievement.
- Any other aspect of personality like attitude, intelligence, creativity and aptitude can be selected to see its impact or relation with home environment.
- Study can be made more comprehensive by extending it to state level which will make results more valid and reliable.
- A similar study can be conducted on students studying in Kendriya Vidyalaya, Army schools and Sainik Schools.
- A similar study can be carried for students with different disabilities e.g. hearing impairment, impairment, orthopedically handicap and visual impairment.

SUMMARY

A STUDY OF HOME ENVIRONMENT IN RELATION TO ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS

SUPERVISOR

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INVESTIGATOR

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A. THE PROBLEM

Home plays a vital role in the all-round development of a child. It is rightly said that the growth of a personality lies in the environment of the home. Home environment means the family background of students, this includes the entire human and material resources present at home that affects the student's education and living, such as parents level of education their occupation, socioeconomic status, home location, family size, peer group and socializing facilities in house. The home-environment is a most powerful informal learning situation in which the family, more specially parents, acts as an educator (Sharma & Vaid, 2005) states that, the family is a place in which, the whole ranges of human experiences take place. (Youniss & Smollar, 1985) also stated that, it is what parents do in the home that counts for learning development of children. It goes without saying that lack of encouragement, low quality of parental involvement and lack of stimulating activity in the home will reduce the home's effectiveness as a learning environment. Several researchers (McCullough, Ashbridge, & Pegg, 1994) have found relationships between home environment and academic achievement. Children, who have received good home environment and positive attitudes from parents, can academically perform well. What the child learns at home and how his/her family motivate him/her towards education contributes to child's success or failure at school. It stands to exert tremendous impact on the students' achievements as home is the primary agent of education for the child. Home environment varies in many aspects

such as the parent's level of education, economic status, occupational status, religious background, attitudes, values, interests, parent's expectation for their children and family size among others. Children coming from different home environments are affected differently by such variations.

Home background influences academic and educational success of students and functioning of the teachers and students. Although the academic environment is key to each child's performance, individual's home situation greatly impacts educational goals and achievement progress. From family funds to parental support, home factors can make the difference between a child's success and failure (Eccles et al. 1998). Poor parental care with gross deprivation of social and economic needs of a child usually yield poor academic performance of the child. On the other hand, where a child suffers parental and mental deprivation and care due to divorce and death or absconding of one of the parents, the children's schooling may be affected. This social misfit may also have very far reaching effects on the child's performance in school, especially when the other pupils keep on teasing him/her with it (Shittu, 2004).

Individual differences in children's achievement were found relative to differences in the home environment. They found the quality of the children's home environment to be positively related with achievement. Children with higher test scores came from more supportive homes. The parents of children were asked about conveying positive feelings, answering child's questions, taking trips to the museum, eating meals as a family, requiring the child to keep play area clean, conversing with the child, and encouraging the child to develop and sustain hobbies.

It is concluding that home environment is important for the balanced development of adolescents and their academic performance. Supportive parents help the children to define goals as well as to allocate resources in the form of advice, values, social contacts etc.

B. NEED AND SIGNIFICANCE OF THE STUDY

The present study seek to investigate if there exits any relationship between Home Environment and Academic Achievement of students. Home Environment play a great role on children's academic achievement. Home environment that is marked as healthy and unhealthy may adversely affect the pupil's academic achievement. Parental involvement can have a positive or negative effect on academic achievement. Relationship between the home-environment and academic achievement are not only relevant to teachers, they are

relevant to parents also. The teachers may advise parents about the aspects of the home which impacts positively or negatively the pupil's academic achievement. Parents who are themselves intelligent and well educated and who provide the child with a favourable home environment are likely to encourage the child to develop their interest and to motivate them to do well at school. They are likely to take an interest in child's school work and to help them and success on this part is likely to be rewarded or expressed verbally or otherwise. The bright child from the poor home environment will tend to receive less encouragement than the bright child from the rich cultural home environment. The emotional atmosphere in the home has a great influence on the child. If, there is a rude, cold care-less attitude, irregularly and indiscipline, the child may display such undesirable characteristics as dishonesty, aggression and lack of punctuality. The quarrels, dissatisfaction and instability of the home atmosphere may disturb child's emotional equilibrium. Emotional stress, insecurity and anxiety are factors which certainly affect the child's academic performance they reduce concentration and prevent him from applying to the full his intellectual powers. Thus a child from a well to do home with a good cultural background may have high ability to get high score, but because of an unsettling/disturbed home environment may child perform relatively poor on his academic achievement.

The study will assist the Principals in secondary schools to understand how home environment affects students' academic performance and assist the students to perform better. Also the teachers will be able to intervene in the case of poor performance to offset the negative effects of changing dynamics of the family. This study will help the educational practitioners to understand the importance of healthy home environment and help the parents to understand the effect of the home environment on academic performance of student's hence improving their home environment so as to improve student's academic performance.

C. OBJECTIVES OF THE STUDY

Present study is designed and carried out to study the home environment in relation to academic achievement of secondary school students. Therefore, on the basis of conceptual framework research objectives arise:

- 1) To study the academic achievement of secondary school students in relation to their gender
- 2) To study the academic achievement of secondary school students in relation to their type of school

- 3) To study the difference in academic achievement of students with respect to their residential background
- 4) To study the difference in home environment as perceived by secondary school students in relation to their gender
- 5) To study the difference in home environment as perceived by the students in relation to their type of school
- 6) To study the difference in home environment as perceived by the students with respect to their residential background
- 7) To study the relationship between home environment and academic achievement among secondary school student

D. HYPOTHESES OF THE STUDY

This study is guided by the following null hypothesis (H_0).

- 1) There is no significant difference in the academic achievement of secondary school students in relation to their gender
- 2) There is no significant difference in the academic achievement of secondary school students in relation to their type of school
- 3) There is no significant difference in academic achievement of students with respect to their residential background
- 4) There is no significant difference in home environment as perceived by secondary school students in relation to their gender
- 5) There is no significant difference in home environment as perceived by the students in relation to their type of school
- 6) There is no significant difference in home environment as perceived by the students in relation to their residential background
- 7) There is no significant relationship between home environment and student's academic achievement among secondary school

E. OPERATIONAL DEFINITIONS OF THE TERMS

HOME ENVIRONMENT

In this study, Home Environment has been operationalized as parental structure, parental occupational status, parental involvement and parental managed learning programs.

In the study, the scores obtained on Home Environment Inventory by K.S Misra (2005) has been referred to as the measure of home environment of the sample.

ACADEMIC ACHIEVEMENT

In the present study, the academic achievement based on the marks obtained by the students in the previous annual examination conducted by Jammu and Kashmir Board of School Education for 8th class students.

F. SAMPLE

In the present study, a sample of 200 adolescents studying in middle /high / higher secondary schools have been selected through stratified random sampling. First of all, 4 Government and 4 Private schools have been selected randomly and out of each school 25 students have been selected for collecting data.

G. TOOL EMPLOYED

The present study has employed the standardized tool:

- *Home Environment Inventory (HEI)* developed by Misra (2005). It contains 100 items related to ten dimensions of home environment– I. Control, II. Protectiveness, III. Punishment, IV. Conformity, V. Social Isolation, VI. Reward, VII. Deprivation of privileges, VIII. Nurturance, IX. Rejection and X. Permissiveness. It was standardized on students of eighth to intermediate class.

H. RESULTS

RESEARCH OBJECTIVE 1

To study the academic achievement of secondary school students in relation to their gender

To study the difference in the academic achievement of the male and female students studying in secondary schools; mean, standard deviation, t-value have been calculated. The resulting data have been shown in the table 1

Table 1

Values of N, Mean, S.D., SE_M and t for Academic Achievement of Secondary School Students in Relation to their Gender

Gender	N	Mean	S.D.	SE_M	df	t	Level of significance
Male	100	64.38	15.24	1.51	198	0.775	NS
Female	100	65.95	13.14	1.33			

RESEARCH OBJECTIVE 2

To study the academic achievement of secondary school students in relation to their type of school

To study the difference in the academic achievement of secondary school students studying in government and private secondary school; mean, standard deviation, t-value has been calculated. The resulting data have been shown in the table 2

Table 2

Values of N, Mean, S.D., SE_M , df and t for Academic Achievement of Secondary School Student in Relation to their Type of School

Type of school	N	Mean	S.D.	SE_M	df	t	Level of Significance
Government	100	61.65	13.99	1.39	198	3.58	Significant at 0.01
Private	100	68.65	13.66	1.36			

RESEARCH OBJECTIVE 3

To study the difference in academic achievement of secondary school students with respect to their residential background

To study the difference in the academic achievement of secondary school students studying in rural and urban background ; mean, standard deviation, t-value have been calculated . The resulting data have been shown in the table 3

Table 3

Values of N, Mean, S.D., S.E_M, df and t for Academic Achievement of Secondary School Students in Relation to their Residential Background

Residential background	N	Mean	S.D.	SE_M	df	t	Level of significance
Rural	100	66.72	13.00	1.31	198	1.54	NS
Urban	100	63.64	15.24	1.51			

RESEARCH OBJECTIVE 4

To study the difference in home environment as perceived by secondary school students in relation to their gender

To study the difference in the home environment of the male and female students studying in secondary schools; mean, standard deviation, t-value have been calculated. The resulting data have been shown in the table 4

Table 4

Values of N, Mean, S.D., SE_M, df and t for Home Environment of Secondary School Students in Relation to their Gender

Gender	N	Mean	S.D.	SE_M	df	t	Level of significance
Male	102	250.94	38.44	3.81	198	0.05	NS

Female	98	251.20	35.85	3.62			
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RESEARCH OBJECTIVE 5

To study the difference in home environment as perceived by the students in relation to their type of school

To study the difference in the home environment of secondary school students studying in government and private school; Mean, standard deviation, standard error mean, df, t have been calculated. The resulting data have been shown in the table 5

Table 5

Values of N, Mean, Standard Deviation, Standard Error Mean, df and t for Home Environment of Secondary School Students in Relation to their Type of School

Type of school	N	Mean	S.D.	SE _M	df	t	Level of significance
Govt.	100	245.86	37.55	3.76	198	2.001	Significant at 0.05 level
Pvt.	100	256.28	36.08	3.61			

RESEARCH OBJECTIVE 6

To study the difference in home environment as perceived by the students with respect to their residential background

Mean, standard deviation, standard error mean, df and t have been calculated to study the difference in the home environment of secondary school students in relation to their residential background.

Table 6

Values of N, Mean, Standard Deviation, Standard Error Mean, df and t for Home Environment and Students Residential Background

Residential background	N	Mean	S.D.	SE_M	df	t	Level of significance
Rural	98	245.99	30.59	3.09	198	1.91	NS
Urban	102	255.95	42.00	4.16			

RESEARCH OBJECTIVE 7

To study the relationship between home environment and academic achievement among secondary school students

Pearson's coefficient of correlation (r) has been computed to analyze the relationship between home environment and academic achievement among secondary school students have given in the table 7

Table 7

Pearson's Coefficient of Correlation Value between Home Environment and Academic Achievement among Secondary School Student

	N	Academic Achievement (r)	Level of significance
Home Environment	200	-0.002	NS

I. FINDINGS OF THE STUDY

The main findings of the present study are reported in the following subsections:

RESEARCH OBJECTIVE 1

To study the academic achievement of secondary school students in relation to their gender

As far as the first objective of the study is concerned, the study reveals that there has been no significant gender difference in academic achievement of secondary school students but the

mean scores of females (65.95) are slightly higher than male students (64.38) and the calculated t-value is (0.775) which is smaller than the table value (1.97).

RESEARCH OBJECTIVE 2

To study the academic achievement of secondary school students in relation to their type of school

In this study result shows that there is significant difference in academic achievement of secondary school students in relation to their type of school in which the mean value of private school students (68.65) has been found to be higher than the government school students (61.65) and the calculated t-value value (3.58) is more than the table value of 't' (2.60) at 0.01 level.

RESEARCH OBJECTIVE 3

To study the difference in academic achievement of secondary school students with respect to their residential background

In this study result shows that there is no significant difference in academic achievement of secondary school students with respect to their residential background whereas the mean scores of students living in rural (66.72) areas have been found to be higher than the students living in urban areas (63.64) and the calculated t-value (1.54) is less than the table value of 't' (1.97).

RESEARCH OBJECTIVE 4

To study the difference in home environment as perceived by the students in relation to their gender

In this study the result shows that there is no significant gender difference in home environment perceived by secondary school students whereas mean values for females (251.20) are found to slightly better home environment than male students (250.94) and the calculated t-value (0.05) is less than the table value of 't' (1.97).

RESEARCH OBJECTIVE 5

To study the difference in home environment as perceived by the students in relation to their type of school

In this study, result shows that there exists a significant difference in home environment perceived by secondary school students in relation to their type of school whereas mean

values for private school (256.28) are found to possess significantly higher home environment than government school (245.86) and that the calculated t-value (2.001) is more than the table value of 't' (1.97) at 0.05 level of significance.

RESEARCH OBJECTIVE 6

To study the difference in home environment as perceived by the students with respect to their residential background

In this study result shows that there is no significant difference in home environment as perceived by secondary school students with respect to their residential background whereas the mean scores of students living in urban areas (255.95) have been found to be higher than the students living in rural areas (245.99) and the calculated t-value (1.91) is less than the table value of 't' (1.97).

RESEARCH OBJECTIVE 7

To study the relationship between home environment and academic achievement among secondary school students

The result of the study indicates that there is no significant relationship between the academic achievement and home environment among secondary school students and that the calculated value of Pearson's correlation coefficient ($r = -0.002$) which is very low, negative and not significant at 0.05 level.

J. EDUCATIONAL IMPLICATIONS OF THE STUDY

On the basis of conclusions and inferences drawn following are the implication of the present study.

- 1) On the basis of the results of the present study, it has been seen that the mean score of private school students has found to be higher than government school students in relation to their academic achievement. So, there is a need to guide policy makers, administrators and teachers to be aware of the new teaching technologies and methodology to uplift the standard of schools which will improve the standard of education.

- 2) It has been observed from the results of the present study that the female students have perceived their home environment better than male students. So, there is a need to create a more congenial home environment for male students too so that they may not feel neglected and concentrate more on their academic work better.
- 3) The result of the present study shows that private school students have perceived their home environment better than government school students. So, proper parental support and healthy home environment should be provided to the students which will encourage them to perform better.
- 4) It has been observed that mean scores of students from urban background possess better home environment in comparison to students from rural background. So, the study recommends creating positive home environment by educating the parents on the importance of productive home environment of the rural background too. Parents are to be informed that they can contribute through encouragement, better home environment and provision of students learning facilities and motivation which will improve their wards academic achievement.
- 5) Students living in rural areas have higher level of academic achievement in comparison to students living in urban areas. This may be due to the less support from parents or it may be less time devoted to their children regularly and not able to guide them properly in their academic performance. So, parental support must be provided to the students in urban areas to improve their wards academic performance.

K. SUGGESTION FOR FURTHER RESEARCH

Research in any branch of knowledge is never closed book. There is always persistent need of finding solutions to new problem and testing the variety of the solutions to older problems. There is no piece of meaningful research that does not provide clues for further experience; the solution of one problem tends to indicate many other unsolved problems. The present study has brought out the how home environment play important role in academic achievement. It has examined the impact of gender, residential background and type of school on academic achievement and home environment. These results suggest further research to be carried out as follows:

- The present study deals with only class 9th students at secondary level although the academic achievement is a common factor. Same type of work can be done on colleges and higher secondary level students.
- More work can also be done on different samples of different age groups.

- Further research can be done on the student's personal characteristics on academic performance.
- Other than home environment any other variable like school environment, locality, peer group and physical environment can also be taken to study their relation or impact on academic achievement.
- Any other aspect of personality like attitude, intelligence, creativity and aptitude can be selected to see its impact or relation with home environment.
- Study can be made more comprehensive by extending it to state level which will make results more valid and reliable.
- A similar study can be conducted on students studying in Kendriya Vidyalaya, Army schools and Sainik Schools.
- A similar study can be carried for students with different disabilities e.g. hearing impairment, impairment, orthopedically handicap and visual impairment.

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APPENDIX-A



Manual For

HOME ENVIRONMENT INVENTORY

HEI-MK

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ALLAHABAD



Estd. 1971

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MANUAL FOR HOME ENVIRONMENT INVENTORY (HEI)

INTRODUCTION

Human beings are always immersed in a social environment which not only changes the very structure of the individual or just compels him to recognise facts but also provides him with a ready-made system of signs. It imposes on him a series of obligations. Two environments namely, home and school environments, share an influential space in child's life. Family is the social-biological unit that exerts the greatest influence on the development and perpetuation of the individual's behaviour. The psychological atmosphere of a home may fall into any of the four quadrants, each of which represents one of the four general combinations : acceptance-autonomy, acceptance-control, rejection-autonomy and rejection-control (**Johnson & Medinnus, 1969**). **Grebow (1973)** reported that 'nurturance-affection' and 'achievement expectations, demands and standards' constitute the two dimensions of parental behaviour that have been regarded as important by previous researchers. Various researchers have identified the following characteristics of home environment or parental child rearing practices-permissiveness, willingness to devote time to the child, parental guidance, parental aspiration for achievement, provisions for the child's intellectual needs, affective reward, instrumental companionship, prescription, physical punishment, principled discipline, neglect, deprivation of privileges, protectiveness, power, achievement demands, indulgence, conformity, independence, dependence, emotional and verbal responsivity, involvement with the child, physical and temporal environment, avoidance of restriction and punishment, provision of appropriate play materials,

etc. There exists a great overlapping in the kinds of behaviours which are in association with different characteristics.

The present Home Environment Inventory (HEI) is an instrument designed to measure the psycho-social climate of home as perceived by children. It provides a measure of the quality and quantity of the cognitive, emotional and social support that has been available to the child within the home, HEI has 100 items belonging to ten dimensions of home environment. Operational definitions of these dimensions are as follows—

(A) Control : It indicates “autocratic atmosphere in which many restrictions are imposed on children by the parents in order to discipline them”.

(B) Protectiveness : It implies “Prevention of independent behaviour and prolongation of infantile care”.

(C) Punishment : It includes “Physical as well as affective punishment to avoid the occurrence of undesirable behaviour”.

(D) Conformity : It indicates “Parent’s directions, commands, or orders with which child is expected to comply by action”. It refers to “Demands to work according to parent’s desires and expectations”.

(E) Social Isolation : It indicates “Use of isolation from beloved persons except family members for negative sanctions”.

(F) Reward : It includes “Material as well as symbolic rewards to strengthen or increase the probability of desired behaviour.”

(G) Deprivation of Privileges : It implies “Controlling children’s behaviour by depriving them or their rights to seek love, respect and childcare from parents”.

(H) Nurturance : It indicates “Existence of excessive unconditional physical and emotional attachment of parents with the child. Parents have a keen interest in and love for the child”.

(I) Rejection : It implies Conditional love recognizing that the child has no rights as a person, no right to express his feelings, no right to uniqueness and no right to become an autonomous individual”.

(J) Permissiveness : It includes "Provision of opportunities to child to express his views freely and act according to his desires with no interference from parents."

Description of the Inventory

HEI Contains 100 items related to ten dimensions of home environment. The ten dimensions are—(A) Control, (B) Protectiveness, (C) Punishment, (D) Conformity, (E) Social Isolation, (F) Reward, (G) Deprivation of Privileges, (H) Nurturance, (I) Rejection, and (J) Permissiveness. Each dimension has ten items belonging to it.

Sr. No.	Dimensions	Items
1.	Control	10
2.	Protectiveness	10
3.	Punishment	10
4.	Conformity	10
5.	Social Isolation	10
6.	Reward	10
7.	Deprivation of Privileges	10
8.	Nurturance	10
9.	Rejection	10
10.	Permissiveness	10
	Total	100

The instrument requires pupils to tell the frequency with which a particular parent-child interaction behaviour has been observed by them in their homes, i.e., he/she is requested to tell whether a particular parental behaviour (as mentioned in an item) Occurs—'Mostly', (बहुधा) 'Often', (प्रायः) 'Sometimes', (कभी-कभी) 'Least', (बहुत कम) and 'Never'. (कभी नहीं) ।

There is no time-limit for this tool.

Administration of the Inventory

Home Environment Inventory can be administered in individual or group settings. To start with, students should be made familiar with the nature and

purpose of measurement of home environment, Later, the procedure for marking the responses on the booklet should be explained to them. They should be asked to put 'x' mark on any cell indicating their perception of the frequency with which a particular behaviour has been exhibited by their parents.

Students should feel assured about the confidential nature of their responses. At the time of administration in group setting, the space between individuals should be adequate so that other students may not guess about the response made by another student against a particular item. Students should be allowed to omit items which they find difficult or impossible to respond. This should be treated as a symbol of individual's tendency to give socially desirable responses. For research purposes, the scores of such students should not be used unless interviewing or any other technique is used to ensure the validity of their responses.

Scoring the Responses to HEI Items

The responses are to be given on the booklet itself. There are five cells against every item of the inventory. Each cell indicates the frequency of occurrence of a particular behaviour. The five cells belong to five responses namely, 'Mostly', (बहुधा) 'often', (प्रायः) 'sometimes', (कभी-कभी) 'least', (बहुत कम) and 'never', (कभी नहीं). The dimension to which a particular item belongs has been indicated by alphabets near the serial number of the items. Assign 4 marks to 'mostly', 3 marks to 'often', 2 marks to 'sometimes', 1 mark to 'least', and 0 marks to 'never' responses, Count the marks assigned to A, B, C, D, E, F, G, H, I and J dimension-Statements on every page and then add the dimension-scores awarded to statements given on the five pages so as to get ten scores for the ten dimensions of HEI.

Development of the Inventory

To begin with 20-25 items were written initially to measure the predetermined ten dimensions of home environment the items were subjected to evaluation by the tool constructor, experts, pre-tryout and tryout resulting finally in the selection of 100 statements for inclusion in the final form of the HEI. Before

tryout the language and the content of various items were evaluated on many occasions in order to judge their relevance and suitability. 't-values' for the selected items along with the dimension to which they belong are shown in Table 1.

TABLE 1

*t-value for items selected for inclusion under the ten
Dimensions of Home Environment in HEI*

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Dimension	A	B	C	D	E	F	G	H	I	J	A	B
t-value	3.35	6.79	12.50	2.89	6.25	4.67	5.96	3.50	11.01	3.32	3.91	4.90
Item No.	13	14	15	16	17	18	19	20	21	22	23	24
Dimension	C	D	E	F	G	H	I	J	A	B	C	D
t-value	7.36	5.77	3.32	4.63	3.33	3.77	3.33	3.33	3.83	5.50	7.41	4.07
Item No.	25	26	27	28	29	30	31	32	33	34	35	36
Dimension	E	F	G	H	I	J	A	B	C	D	E	F
t-value	4.89	10.64	3.41	4.25	2.95	5.11	4.48	4.24	5.11	5.41	4.83	8.33
Item No.	37	38	39	40	41	42	43	44	45	46	47	48
Dimension	G	H	I	J	A	B	C	D	E	F	G	H
t-value	6.02	2.81	5.82	7.36	3.13	5.25	5.62	3.12	5.00	3.62	3.65	3.53
Item No.	49	50	51	52	53	54	55	56	57	58	59	60
Dimension	I	J	A	B	C	D	E	F	G	H	I	J
t-value	3.05	5.20	3.51	5.09	2.69	4.71	5.44	6.29	2.08	5.53	4.48	5.93
Item No.	61	62	63	64	65	66	67	68	69	70	71	72
Dimension	A	B	C	D	E	F	G	H	I	J	A	B
t-value	3.61	5.55	5.07	5.12	5.16	9.57	6.92	6.09	4.35	4.44	2.41	4.05
Item No.	73	74	75	76	77	78	79	80	81	82	83	84
Dimension	C	D	E	F	G	H	I	J	A	B	C	D
t-value	4.59	3.20	5.08	5.50	5.22	8.52	4.23	4.69	4.08	3.69	6.56	2.50
Item No.	85	86	87	88	89	90	91	92	93	94	95	96
Dimension	E	F	G	H	I	J	A	B	C	D	E	F
t-value	6.36	8.86	4.11	4.37	7.57	3.00	4.10	3.59	4.85	3.50	4.28	7.69
Item No.	97	98	99	100								
Dimension	G	H	I	J								
t-value	9.05	2.41	2.61	5.00								

Dimensions of Home Environment—A : Control, B : Protectiveness, C : Punishment, D : Conformity, E : Social Isolation, F : Reward, G : Deprivation Privileges, H : Nurturance, I : Rejection, J : Permissiveness.

Table shows that ten items were selected for inclusion under every dimension. The sequence in which various items appear in the final form was determined through random selection. Items numbered 1, 11, 21, 31, 41, 51, 61, 71, 81 and 91 belong to the 'Control' dimension; items no. 2, 12, 22, 32, 42, 52, 62, 72, 82, and 92 belong to 'Protectiveness' dimension; items 3, 13, 23, 33, 43, 53, 63, 73, 83 and 93 belong to 'Punishment' dimension; items 4, 14, 24, 34, 44, 54, 64, 74, 84 and 94 belong to the 'Conformity' dimensions; items 5, 15, 25, 35, 45, 55, 65, 75, 85 and 95 belong to the 'Social Isolation' dimension; items no. 6, 16, 26, 36, 46, 56, 66, 76, 86 and 96 belong to the 'Reward' dimension; items no. 7, 17, 27, 37, 47, 57, 67, 77, 87 and 97 belong 'Deprivation of Privileges' dimension; 'Nurturance' is to be measured through items no. 8, 18, 28, 38, 48, 58, 68, 78, 88 and 98; items no. 9, 19, 29, 39, 49, 59, 69, 79, 89 and 99 belong to the 'Rejection' dimension while items no. 10, 20, 30, 40, 50, 60, 70, 80, 90 and 100, belong to the 'Permissiveness' dimension.

Sr. No.	Dimensions	Items Presentation
1.	Control	1, 11, 21, 31, 41, 51, 61, 71, 81 91
2.	Protectiveness	2, 12, 22, 32, 42, 52, 62, 72, 82, 92
3.	Punishment	3, 13, 23, 33, 43, 53, 63, 73, 83 93
4.	Conformity	4, 14, 24, 34, 44, 54, 64, 74, 84 94
5.	Social Isolation	5, 15, 25, 35, 45, 55, 65, 75, 85 95
6.	Reward	6, 16, 26, 36, 46, 56, 66, 76, 86 96
7.	Deprivation of Privileges	7, 17, 27, 37, 47, 57, 67, 77, 87 97
8.	Nurturance	8, 18, 28, 38, 48, 58, 68, 78, 88 98
9.	Rejection	9, 19, 29, 39, 49, 59, 69, 79, 89 99
10.	Permissiveness	10, 20, 30, 40, 50, 60, 70, 80, 90 100

Reliability

The 'Home Environment Inventory' was administered to 113 students (54 boys and 59 girls) studying in intermediate classes of five schools. Split half reliabilities were worked out separately for all the ten dimensions of home environment. The split-half reliabilities (Corrected for length) for various dimensions of home environment are as follows :

TABLE 2

*Split half reliability coefficients for ten dimensions of
Home Environment as measured by HEI*

Sr. No.	Inventory Dimension	Reliability Coefficient
A	Control	.879
B	Protectiveness	.748
C	Punishment	.947
D	Conformity	.866
E	Social Isolation	.870
F	Reward	.875
G	Deprivation of Privileges	.855
H	Nurturance	.901
I	Rejection	.841
J	Permissiveness	.726

Intercorrelations Among Scales

Intercorrelations among the ten scale scores on HEI are shown in table 3.

TABLE 3

Intercorrelations Among HEI Scales

Sr. No.	Inventory Scale	Correlations								
		A	B	C	D	E	F	G	H	I
A	Control	—								
B	Protectiveness	.34	—							
C	Punishment	.37	.51	—						
D	Conformity	.37	.36	.51	—					
E	Social Isolation	.59	-.08	.04	.11	—				
F	Reward	.31	.31	.48	.48	.88	—			
G	Deprivation of Privileges	.28	-.19	.48	.05	-.04	-.23	—		
H	Nurturance	.26	.34	.19	.06	-.04	.71	-.11	—	
I	Rejection	.23	.32	.08	-.09	.38	-.19	.34	.33	—
J	Permissiveness	.03	.21	-.28	.13	-.12	.24	.14	.39	.03

Observation of table 3 shows that eight coefficients of correlation are moderate/high. However, the scale scores may be treated independently in analyses. No effort should be made to get a composite score.

Validity

Home Environment Inventory has been found to possess content validity as measured with the help of views expressed by judges criterion related validity could not be established because of the lack of appropriate external criteria.

Norms

Table 4 shows percentile norms for boys and girls. 10th, 25th, 50th, 75th and 90th percentile scores have been given.

TABLE 4
Percentile Norms for the Home Environment Inventory

Sr. No.	Dimension Name	Percentile Scores				
		P ₉₀	P ₇₅	P ₅₀	P ₂₅	P ₁₀
A	Control	30.1* 27.3	24.7 23.5	20.5 19.1	16.1 14.3	12.7 13.9
B	Protectiveness	31.1 32.5	27.7 28.8	22.5 24.1	17.3 19.9	13.5 14.9
C	Punishment	33.7 31.3	27.9 27.3	24.5 22.7	20.1 18.1	19.1 13.7
D	Conformity	34.7 34.3	33.8 32.8	30.1 29.5	25.9 25.1	21.5 21.3
E	Social Isolation	24.7 21.1	19.9 17.7	13.9 10.1	8.5 4.1	4.1 1.5
F	Reward	36.9 36.9	32.3 33.3	26.5 29.4	21.7 24.3	16.9 18.1
G	Deprivation of Privileges	22.9 18.5	17.3 14.9	11.7 8.7	6.1 4.9	2.9 2.5
H	Nurturance	30.7 31.1	25.9 27.1	21.9 22.3	16.9 17.5	9.5 12.1
I	Rejection	18.7 18.5	15.1 12.5	9.7 7.5	4.7 4.1	1.5 2.0
J	Permissiveness	25.1 26.3	22.1 20.1	17.1 16.9	11.7 12.9	8.5 10.3

* Scores printed in bold face numbers are for boys and others are for girls.

Scores falling in the ranged of $> P_{90}$, $P_{75}-P_{90}$, $P_{50}-P_{75}$, $P_{25}-P_{50}$, $P_{10}-P_{25}$ and $< P_{10}$ should be interpreted as indices of very high, high, above average, average, low and very low levels of a particular dimension of the home environment respectively.

Percentile		Level of Home Environment
P_{90} & Above	—	Very High Home Environment
$P_{75}-P_{90}$	—	High Home Environment
$P_{50}-P_{75}$	—	Above Average Home Environment
$P_{25}-P_{50}$	—	Average Home Environment
$P_{10}-P_{25}$	—	Low Home Environment
P_{10} & Less	—	Very Low Levels Home Environment

Uses of Home Environment Inventory

Home Environment Inventory can be used to measure children's perception of parental child rearing behaviour i.e. home environment. This tool has been standardized on students of intermediate classes and has been successfully used for students of VIII to X classes.

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APPENDIX- B

Consumable Booklet of HEI-MK (English Version)

 T. M. Regd. No. 564838 Copyright Regd. No. © A. 73256/2005 Dt. 13.5.05 Dr. Karuna Shanker Mishra (Allahabad)	Consumable Booklet of HEI-MK (English Version)
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Please up the following informations :

Date

--	--	--	--	--	--	--	--

Name _____

Age

--	--	--	--	--	--	--	--

Class _____

School / College _____

INSTRUCTIONS

Incidences given on the following pages describe the atmosphere of your house. These incidences are related with you and your parents behaviour. Your parents, till today, might have done these behaviours '**Mostly, Usually, Seldom, Very less or Never**'. Read every behaviour statement carefully and think how many times your parents have used this. Give your answer by Tick mark ☒ in the box given under '**Mostly**', '**Usually**', '**Seldom**', '**Very less**' or '**Never**' against each statement.

Answer quickly. Ask, If there is any doubt. Pass on to the next if you are unable to answer anywhere.

Scoring Table

Area	A	B	C	D	E	F	G	H	I	J
Raw Score										
Home Environment Level										

Estd. 1971

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Sr.No.	STATEMENTS	Mostly	Usually	Seldom	Very less	Never	SCORE
1.	My parents allow me to play for a definite time.	☐	☐	☐	☐	☐	☐
2.	My parents become too much anxious when I weep.	☐	☐	☐	☐	☐	☐
3.	My parents get angry against me when I do any work carelessly.	☐	☐	☐	☐	☐	☐
4.	My parents say me to obey some particular persons.	☐	☐	☐	☐	☐	☐
5.	My parents do not allow me to go for a walk with my colleagues when I submit my idea different to their idea.	☐	☐	☐	☐	☐	☐
6.	My parents feel very happy when I solve my problem successfully.	☐	☐	☐	☐	☐	☐
7.	My parents do not talk with me when I ask them many questions regarding anything.	☐	☐	☐	☐	☐	☐
8.	My parents teach me only that behaviour which I like to learn.	☐	☐	☐	☐	☐	☐
9.	My parents criticize my ideas too much.	☐	☐	☐	☐	☐	☐
10.	My parents give me an opportunity to do the work by self.	☐	☐	☐	☐	☐	☐
11.	My parents decide my reading time.	☐	☐	☐	☐	☐	☐
12.	Whenever I am too much sad, my parents make me understand with great affection.	☐	☐	☐	☐	☐	☐
13.	When I make too much of noise in my house, my parents give me corporal punishment (slapping, beating with stick etc.).	☐	☐	☐	☐	☐	☐
14.	My parents have this desire that I may do every work better comparatively to other children.	☐	☐	☐	☐	☐	☐

A		B		C		D		E	F	G	H	I	J
1	11	2	12	3	13	4	14	5	6	7	8	9	10

Sr.No.	STATEMENTS	Mostly	Usually	Seldom	Very less	Never	SCORE
15.	My parents remove me away from them when I express my opinion different to them.	☐	☐	☐	☐	☐	
16.	My parents get very happy when I express my ideas to the incoming guests.	☐	☐	☐	☐	☐	
17.	My parents do not take me with them when I insist to go with them to the market.	☐	☐	☐	☐	☐	
18.	My parents go with me for walking.	☐	☐	☐	☐	☐	
19.	My parents make fun of me when I weep on being scolded.	☐	☐	☐	☐	☐	
20.	I can purchase any magazine without obtaining prior permission.	☐	☐	☐	☐	☐	
21.	My parents keep strict discipline in home.	☐	☐	☐	☐	☐	
22.	My parents accompany me to ascertain all the facilities whenever I go to any place for the first time.	☐	☐	☐	☐	☐	
23.	My parents pull my ears when I do not keep anything at the proper place.	☐	☐	☐	☐	☐	
24.	My parents desire that I should make special efforts to present every work.	☐	☐	☐	☐	☐	
25.	When I become angry with my parents then they become separate from me.	☐	☐	☐	☐	☐	
26.	My parents feel happy when I ask different questions regarding anything after seeing it.	☐	☐	☐	☐	☐	
27.	When I am on studies and my parents call me and I do not go to them, they remove my books kept in front of me.	☐	☐	☐	☐	☐	
28.	When my parents go to meet any of their friend, they take me with them.	☐	☐	☐	☐	☐	
29.	My parents prefer to stay away with me.	☐	☐	☐	☐	☐	

A		B		C		D		E		F		G		H		I		J	
21		22		23		24		15	25	16	26	17	27	18	28	19	29	20	

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Sr.No.	STATEMENTS	Mostly	Usually	Seldom	Very less	Never	SCORE
30.	I can hear the radio for the time I like.	☐	☐	☐	☐	☐	
31.	I do not go to see movie without the permission of my parents.	☐	☐	☐	☐	☐	
32.	My parents worry for me too much when I suffer from severe fever.	☐	☐	☐	☐	☐	
33.	On telling a lie my parents scold me.	☐	☐	☐	☐	☐	
34.	My parents desire that I should do all the works like them.	☐	☐	☐	☐	☐	
35.	My parents do not let me play with my friends when I tell a lie.	☐	☐	☐	☐	☐	
36.	After solving any problem in different ways, when I tell my parents, then they praise my ability.	☐	☐	☐	☐	☐	
37.	I do not get breakfast on the day I wake up late.	☐	☐	☐	☐	☐	
38.	My parents go to school to leave me there.	☐	☐	☐	☐	☐	
39.	My parents do not worry for my future.	☐	☐	☐	☐	☐	
40.	I read only when I wish.	☐	☐	☐	☐	☐	
41.	I do not go to the house of any of my relatives without the permission of my parent.	☐	☐	☐	☐	☐	
42.	When I do not reach home from school in time my parents go to school to take me.	☐	☐	☐	☐	☐	
43.	My parents become sad when I misbehave.	☐	☐	☐	☐	☐	
44.	My parents desire that every teacher may praise me.	☐	☐	☐	☐	☐	
45.	When my parents become angry with me as a result of any of my behaviour, they donot allow me to go to play.	☐	☐	☐	☐	☐	

A		B		C		D		E		F	G	H	I	J	
31	41	32	42	33	43	34	44	35	45	36	37	38	39	30	40

Sr.No.	STATEMENTS	Mostly	Usually	Seldom	Very less	Never	SCORE
46.	My parents reward me when I make anything new from the waste things available in the house.	☐	☐	☐	☐	☐	
47.	My parents ask me to do more work in the form of punishment.	☐	☐	☐	☐	☐	
48.	My parents help me in doing home work of school.	☐	☐	☐	☐	☐	
49.	My parents leave me alone when I am sad.	☐	☐	☐	☐	☐	
50.	I can talk of every kind with my parents.	☐	☐	☐	☐	☐	
51.	My parents do not allow me to wake in night after a certain time.	☐	☐	☐	☐	☐	
52.	My parents do not let me go at a distance from them in crowd.	☐	☐	☐	☐	☐	
53.	My parents feel frustration due to my undesirable works.	☐	☐	☐	☐	☐	
54.	My parents desire that I should help them in the household works.	☐	☐	☐	☐	☐	
55.	My parents lock me in a room when I do not accede to their good suggestion knowingly.	☐	☐	☐	☐	☐	
56.	My parents love me too much when I do any work honestly.	☐	☐	☐	☐	☐	
57.	When I do anything wrong, my parents do not let me do those works in which I get enjoyment.	☐	☐	☐	☐	☐	
58.	My parents ask for bringing monthly magazine of my choice for me for reading.	☐	☐	☐	☐	☐	
59.	When my parents do not like to fulfil my desire, then they do not pay any attention to my talks.	☐	☐	☐	☐	☐	

A	B	C	D	E	F		G		H		I		J
51	52	53	54	55	46	56	47	57	48	58	49	59	50

Sr.No.	STATEMENTS	Mostly	Usually	Seldom	Very less	Never	SCORE
60.	My parents let me sleep till I want to sleep.	☐	☐	☐	☐	☐	
61.	My parents have fixed the time of taking my food.	☐	☐	☐	☐	☐	
62.	My parents do not let me go alone for travelling out of fear of accident.	☐	☐	☐	☐	☐	
63.	I am punished corporally when I insult my elders.	☐	☐	☐	☐	☐	
64.	My parents like that I should do all the works according to my family traditions.	☐	☐	☐	☐	☐	
65.	Whenever I do any work wrong, then all the family persons stop talking with me.	☐	☐	☐	☐	☐	
66.	My parents while talking with other persons refer to my qualities.	☐	☐	☐	☐	☐	
67.	The day I play much and read less, that day my parents give me food late.	☐	☐	☐	☐	☐	
68.	My parents feel pleasure in talking with me.	☐	☐	☐	☐	☐	
69.	When I am unable to solve my problem then my parents ridicule of my ability.	☐	☐	☐	☐	☐	
70.	I can call my friends at the house.	☐	☐	☐	☐	☐	
71.	My parents do not let me talk with any girl / boy.	☐	☐	☐	☐	☐	
72.	My parents do not let me go to places full of danger.	☐	☐	☐	☐	☐	
73.	My parents become angry with me on playing for a long time.	☐	☐	☐	☐	☐	
74.	My parents desire to see me in the list of best students of the class.	☐	☐	☐	☐	☐	
75.	After hearing radio for a long time my parents say me not to hear radio and I do not obey them then they do not let me meet with the guests.	☐	☐	☐	☐	☐	

A		B		C		D		E		F	G	H	I	J	
61	71	62	72	63	73	64	74	65	75	66	67	68	69	60	70

Sr.No.	STATEMENTS	Mostly	Usually	Seldom	Very less	Never	SCORE
76.	When inquisitiveness develops in me after seeing anything, then my parents tell me about it.	☐	☐	☐	☐	☐	☐
77.	When I do not go to bid good-bye any guest then my parents stop talking with me.	☐	☐	☐	☐	☐	☐
78.	My parents help me in doing works of my hobbies.	☐	☐	☐	☐	☐	☐
79.	My parents do not have any worry when I obtain less marks in any subject.	☐	☐	☐	☐	☐	☐
80.	When my parents ask me to do any work in the presence of guests, then do it only if I desire.	☐	☐	☐	☐	☐	☐
81.	My parents do not let me make noise in the house.	☐	☐	☐	☐	☐	☐
82.	My parents arrange for my lodging and boarding in advance when I go out of the house.	☐	☐	☐	☐	☐	☐
83.	My parents get very sad when I do not obey them in the presence of some guest.	☐	☐	☐	☐	☐	☐
84.	My parents give example of any particular person to make me learn some behaviour.	☐	☐	☐	☐	☐	☐
85.	When I do some improper work they my parents expel me from the house.	☐	☐	☐	☐	☐	☐
86.	My parents become happy when I express any new idea.	☐	☐	☐	☐	☐	☐
87.	When I quarrel with my brother and sister, good eatables brought are not given to me for eating.	☐	☐	☐	☐	☐	☐

A	B	C	D	E	F		G		H	I	J
81	82	83	84	85	76	86	77	87	78	79	80

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Sr.No.	STATEMENTS	Mostly	Usually	Seldom	Very less	Never	SCORE
88.	When my parents take food with any guest I sit alongwith him.	☐	☐	☐	☐	☐	
89.	My parents do not have any worry about my health.	☐	☐	☐	☐	☐	
90.	My parents allow me to play with every kind of children.	☐	☐	☐	☐	☐	
91.	I am compelled to obey my parents when I disobey them before guests.	☐	☐	☐	☐	☐	
92.	My parents do not let me touch electrical implements.	☐	☐	☐	☐	☐	
93.	When I break the family traditions then I am rebuked.	☐	☐	☐	☐	☐	
94.	My parents think that I should not oppose their conversation.	☐	☐	☐	☐	☐	
95.	When I insult any guest then my parents do not let me go outside of the house.	☐	☐	☐	☐	☐	
96.	When I obtain more marks in examination then my parents congratulate me after calling me near them.	☐	☐	☐	☐	☐	
97.	My parents put my things distant from me as a consequence of punishment.	☐	☐	☐	☐	☐	
98.	Whenever I feel troubled my parents try to remove my trouble.	☐	☐	☐	☐	☐	
99.	My parents cut jokes of my ideas.	☐	☐	☐	☐	☐	
100.	When my parents ask me to do any work in front of relatives then I do not do that work not being desirous.	☐	☐	☐	☐	☐	

A		B		C		D		E		F		G		H		I		J	
91		92		93		64		95		96		97		88 98		89 99		90 100	

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