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Achievement in Hindi And Home Environment

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Abstract

The purpose of this study was to study the difference between Academic Achievement in Hindi of male and female students having good as well poor Home Environment. The sample consisted of 1000 students of 10+2 class from Sen. Sec. Schools of Punjab School Education Board, Mohali. Random sample was selected. Out of 1000 students 500 were males and 500 were females .Only those students were selected who have opted Hindi as a second language. Data was collected from 5 Districts of Punjab i.e. Ferozepur, Moga, Bathinda ,Hoshiarpur and Jallandhar. The data was collected by using Hindi Achievement Test and Home Environment Inventory. Mean, S.D., and t-test was used for data analysis.

Introduction

Education is the manifestation of divine perfection already existing in man. It is the complete exposition of one' s individuality and develops man in terms of multidimensional personality. Therefore, the major aim of education is an all round development of individual's personality. Academic Achievement is one of the most important goal of education in this competitive age. Achievement plays an important role in the life of an individual. Achievement of students can be adjudged on the basis of high proficiency in school subjects.

Accordingly parents have high expectations from their children, who remain under a lot of educational pressure/stress to aspire and achieve higher and higher. Good academic record predicts the future of child in this age of competition where the academic record is considered basis for the individual for admission to a course, for the entrance in a job, for scholarship, for further studies etc.

Symonds (1927) listed incitement to study, promotion of competition, determination of promotion, assistance in educational and vocational guidance, awarding of credits and honours among the purposes of marks. Therefore, Educationists and Psychologists have been intensively interested for the last six decades in studying in the complex determinants of academic Achievement.

Megaree (2002) stated that 'Achievement' tests how well students have mastered the subject matter in course of education.

Johnson (1973) observes that in the 'Family', the child acquires his initial status and his initial resources for making his contribution to society as an individual. Usually family obligations cannot be delegated to others as specialized responsibilities as they can be in the case of occupation.

The term 'Home Environment' stands for all the circumstances which assert their influence on the child since conception to death. Consciously or unconsciously the home environment moulds the behaviour, personality, attitude, level of aspiration, aptitude, social maturity, emotional maturity and self confidence of the child. There are four aspects of home environment which are likely to overlap to a greater or lesser degree. These aspects of environment are: (a) cultural (b) material (c) motivational (d) emotional.

Objectives

To study the difference in Academic Achievement in Hindi of male and female students having high good as well as poor Home Environment.

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Related Studies

Review of related studies in the area of Academic Achievement and Home Environmentshowed different results. Studies done by Abdullah (1999), Kiamanesh and Kheirieh Sharma (2010), showed positive correlation between Achievement and Home Environment.Studies by Jagannathan(1986), Tandon (2008) and Khosa (2011) showed no correlation between these variables.

Hypotheses

1. There will be no significant difference in Academic Achievement in Hindi of male and female students having good Home Environment.
2. There will be no significant difference in Academic Achievement in Hindi of male and female students having poor Home Environment.

Sample

The sample of the study comprised of 1000 students taken from government and private senior secondary schools of Panjab School Education Board (P.S.E.B.), Mohali. Selection of the schools was made randomly by lottery method.The data was collected from 5 Districts of Panjab i.e. Ferozepur, Bathinda, Moga, Hoshiarpur, and Jalandhar. Out of 1000 students,500 were males and 500 were females, only those students have been selected who had opted Hindi as a second language.

Tools Used

I. Hindi Achievement Test by Dwivedi and Sinha (1977) and modified by the investigator in 2011.
II. Home Environment Inventory by Misra (2003)

Statistical Techniques Used

Mean, S.D., and t-test to determine the significant difference between dependent variable Academic Achievement in Hindi and independent variable Home Environment .

Results And Discussion

Table 1.

Comparison of Academic Achievement in Hindi of male and female students having good Home Environment

	Gender	N	Mean	SD	Std. Error Mean	t	P value
Good Home Environment	Male	152	88.11	18.20	1.48	4.52	0.00**
	Female	118	97.37	14.58	1.34		

**Significant at 0.01 level (t=2.59) df=268
*Significant at 0.05 level (t=1.97)

Table no.1 shows that male and female students having good Home Environment shows significant difference in Academic Achievement in Hindi (t = 4.52, p < 0.01) at 0.01 level of significance. The mean of Academic Achievement in Hindi of males 88.11 which is less than the mean of females 97.37. This difference may be due to the reasons that male students spend more time in watching T.V. Male students have versatile interests like roaming with peer groups, more interested in games. They may have to help their parents in household activities according to parents' desires, demands and

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expectations. They devote less time to studies. But female students take keen interest in their studies and are always worried about their studies and provide proper time for good Academic Achievement.

Therefore, hypothesis(1) that there will be no significant difference in Academic Achievement in Hindi of male and female students having good Home Environment is rejected.

Table 2.
Comparison of Academic Achievement in Hindi of male and
female students having poor Home environment

	Gender	N	Mean	SD	Std. Error Mean	t	P value
Poor Home Environment	Male	146	87.66	14.67	1.21	4.99	0.00**
	Female	124	97.50	17.70	1.59		

**Significant at 0.01 level (t=2.59) df=268
*Significant at 0.05 level (t=1.97)

Table no.2. shows that male and female students having poor Home Environment shows significant difference in Academic Achievement in Hindi (t = 4.99, p < 0.01) at 0.01 level of significance. The mean of Academic Achievement in Hindi of males 87.66 which is less than the mean of Academic Achievement in Hindi of females 97.50. This may be due to the fact that male students of poor Home Environment are least interested in their studies and schools. They spend most of their time in the play grounds or on the road sides. They belong to low income group and they may have to spend more time for earning. They have lack of facilities and lack of directions at home. Girls are not allowed to spend their time in playground. They are always anxious about their studies and so they devote time to their studies and schools.

Therefore, Hypothesis (2) that there will be no significant difference in Academic Achievement in Hindi of male and female students having poor Home environment is rejected.

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