RELATIONSHIP BETWEEN FISHFERFOLKS STUDENTS' HOME ENVIRONMENT AND THEIR ACHIEVEMENT AT SECONDARY SCHOOL LEVEL

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Abstract

The Home is the first and best social institution of every child that has more significant relationships with students' entire life. The major focus and core of this paper was to find out the relationship of home environment and achievement of fisher folks secondary school students. The sample of 586 secondary school students from Chennai, Thiruvallur and Chengalpattu District of Tamil Nadu were chose the population of the study. Data were collected through a home environment three point scale and was analyzed with the help of SPSS. Percentage, mean scores, standard deviation and pearson correlation were applied to the collected data. The Results obtained from analysis illustrated that a substantial majority of respondents average level of home environment and significantly correlated home environment at their achievement in science subject.
Keywords: Home Environment; Achievement, science subject, fisher folks students.

Introduction

There are in numerous factors which distressing students' achievements. These factors would be home, school and peers oriented. Mangle (2007) deliberate learning from multi-dimensioned outlook and found students' aptitude, interest, home environment, peer's relations and nature of learning materials has significant influences on students learning. Parveen (2007), Codjoe (2007) and Muola (2010) collectively reached to the conclusion that home environment is the most significant factor among all other mentioned factors. It is the primary institution where a child starts to learn and get socialized, and mother is the first and best teacher for the child, while the role of peers is performed by all other members of the family. "Home environment" is not an conceptual concept. It is the combination of both physical and psychological environment. First one includes rooms, primary needs such as water, shelter, clothes, food and other are physical needs of the individuals, while the psychological environment of home includes the mutual interactions of family members, respect, say in family matters and such other things. There are certain leading factors which influence home environment. It includes nature and structure of family, authority (head of family), educational status of

parents, attitude of parents towards children and their annual income; all these factors are significant for home environment (Codjoe, et.al.,).

Literature Review

Parveen (2007) examined students' home environment and was of the opinion that it significantly impacts student's childhood which has further effects on adult life of the child. Parveen (2007) along with Muola (2010) believe that home environment hamstring or bedding children overall development. Parents' attitudes play a preeminent role and where it is supportive strengthen children performances and has punitive impacts on child's development. Interactions of family members are conducive for students' as it enables them to improve their linguistic, social and intellectual skills. There is evidence that abetting home environment enhance child's determination in his/herself, enable them to be sociable. This confidence helps students in developing their adjustment papalities in different environments which emphatically influences students' educational performances.

Codjoe,et.al., (2007) studied on Home interactions of family members at home are frequent. Man of the family convey messages to all his family members to act home related functions at home both internally and externally. The tune, words and approach in communication emulate the attitude of the authority of the family and the reply of family members to the authority of the family has the same constituents which also constitutes their attitude towards the authority of the family and his/her communication. Likewise, family decisions are major factor that involve in-depth interactions of the family members. It is the stage from where the importance of family member say/opinion can be calculated. Families that involves children in their decision making process enable their children to have self-confidence develop' their self-esteem and thus devotes towards social development of students.

Statement of the problem

This research marked "A study on Educational Problems and Home Environment among Fisher folks Students in relation to their achievement in the costal area of Tamil Nadu". It fixed to measure the relationship of family members' socio-economic and psychological problem and physical facilities at home and its impact on students' achievements.

Objectives of study

To investigate the research problem following were objectives were formulated;

1. The level of Home Environment among fisher folks secondary school students is poor.
2. The level of achievement among fisher folks secondary school students is low.
3. There is no significant relationship between Home Environment and Achievement of fisher folks secondary school students.

Hypotheses

To explore the objectives of this study following null hypotheses were framed;

1. The level of Home Environment among fisher folks secondary school students is poor.
2. The level of achievement among fisher folks secondary school students is low.
3. There is no significant relationship between Home Environment and Achievement of fisher folks secondary school students.

Methodology and Procedures

It is a quantitative descriptive research study and a questionnaire was administered to investigate the relationship between home environment and achievement of fisher folks secondary school level. Data were collected from the sample of 586 secondary school students from Chennai, Thiruvallur and Chengalpattu District of Tamil Nadu were chose the population of the study. Data were collected through a three point scale having demographic information and items structured on likert scale. The scale was pilot tested on 100 secondary fisher folks school students from various school in Chennai before the final administration in the field. The collected responses were analyzed with the help of SPSS and the reliability coefficient value was

0.85. After pilot testing of iteams, the data were collected from the other respondents. The questionnaire was designed to investigate the home environment of students while the educational performances of students were restricted to students' 9th grade score in students' quartile Examination (2022) administered by Tamil Nadu state board. All the collected data were analyzed with the help of SPSS version 20, percentage, mean scores; standard deviation and Pearson correlation were applied to the collected data. The results of the study were tabulated as followed.

Data Analysis and Interpretation

Mean scores interpretation was done according to the level of home environment and achievement of score were defined as followed;

Table - 1
Mean and Standard deviation of entire sample

Sl. No.	Variables	N	Mean	SD
1.	Home Environment	586	121.58	21.78
2.	Achievement	586	51.12	13.82

Hypothesis: 1

The level of Home Environment of fisher folks secondary school students is poor.

Table -2
Classification of High, Average and Low Home environment of fisher folks secondary school students on the basis of scores

Sl.No.	Method	Mean	S.D	Scores	Level	N/%
1.	Mean +SD	121.58 + 21.78		Above 143	Good	28 (4.77)
2.	In-between scores			101 to 142	Average	448 (76.45)
3.	Mean – SD	121.58 + 21.78		Below 100	Poor	110 (18.77)

It evident from the above table 4.3.that home environment mean score of the fisherfolks secondary school students has been classified into high, average and poor. The level of Home environment of fisher folks secondary school student is established by using the method M+1σ. Here M is the mean, σ is the standard deviation. Accordingly the level of Home environment among secondary students is established below. In the entire sample 28 (4.77%) are high, 448 (76.45%) are average and 110 (18.77%) low. Therefore, the number of 349 fisher folks secondary school students in average group, it found that statistically higher than low and high group. It indicates that the fisher folks secondary school students have balance home environment is average.

Hypothesis: 2

The level of Achievement of fisher folks secondary school students is low.

Table -3

Classification of High, Average and Low Achievement of fisher folks secondary school students on the basis of scores

Sl.No.	Method	Mean	S.D	Scores	Level	N/%
1.	Mean +SD	51.12 + 13.83		Above 65	High	203 (34.64)
2.	In-between scores			38 to 64	Average	353 (60.23)
3.	Mean – SD	51.12 + 13.83		Below 37	low	30 (5.11)

It evident from the above table 4.5.that achievement mean score of the fisher folks secondary school students has been classified into high, average and low. The level of achievement of fisher folks secondary school student is established by using the method $M \pm 1\square$. Here M is the mean, $\square$ is the standard deviation. Accordingly the level of Achievement among secondary students is established below. In the entire sample 203 (34.64%) are high, 353 (60.23%) are average and 30 (5.11%) low. Therefore, the number of 353 fisher folks secondary school students in average achievers in their achievement, it found that statistically higher than low and high group. It indicates that the fisher folks secondary school students Achievement is average.

Achievement of fisher folks students Entire and Sub-Samples

It is evident from the table 4.6, the calculated mean score of entire sample is found to be 51.12 and the standard deviation value is 13.83. The level of achievement is established by using the method M+1 σ. Here M is the mean, σ is the standard deviation. Accordingly the level for entire sample is established below. Therefore, it is concluded that the achievement of fisheries folks secondary school students is average.

Table - 4

Relationship between Home Environment and Achievement

Variables	N	Correlation value 'r'	Level of significance at 0.01 level
Home environment and achievement	586	0.77	Significant

The Pearson product-moment correlation was computed to assess the relationship between home environment and achievement of fisher folks secondary school students. It is found that the obtained correlation coefficient value 0.77 is higher than the table value at 0.01level. Hence, the null hypothesis is rejected, and it is concluded that there is significant relationship between the home environment and achievement of fisher folks secondary school students.

Findings

1. In the entire sample 28 (4.77%) are high, 448 (76.45%) are average and 110 (18.77%) low. Therefore, the number of 349 fisher folks secondary school students in average group, it found that statistically higher than low and high group. It indicates that the fisher folks secondary school students have balance home environment is average.

2. In the entire sample 203 (34.64%) are high, 353 (60.23%) are average and 30 (5.11%) low. Therefore, the number of 353 fisher folks secondary school students in average achievers in their achievement, it found that statistically higher than low and high group. It indicates that the fisher folks secondary school students achievement is average.

3. It is found that the obtained correlation coefficient value 0.77 is higher than the table value at 0.01level. Hence, the null hypothesis is rejected, and it is concluded that there is significant relationship between the home environment and achievement of fishferfolks secondary school students.

Conclusion

Based on the analysis and interpretation following conclusions were drawn; home and take place frequently, which were found significantly related to fisher folks students' achievement. The majority of the students are average level of home environment and achievement in science among secondary school student. The correlation between Home Environment and achievement in science subject is significantly correlated. Therefore, overall the home environment of students was average and academic achievement was not outstanding.

Reference

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