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Effect of School Environment, Home Environment and Mental Health Status on Academic Achievement

N. Kishore *, Dr. S. Viswanatha Reddy**

ABSTRACT

A study was investigated on 480 high school students to find out the effect of school environment and home environment and mental health status on academic achievement. School Environment and Home Environment inventories developed and standardized by Manjuni and Mental Health status inventory developed by Roddy were used to assess the school environment, home environment and mental health status of the subjects. Marks obtained by the students in their previous academic year final examinations were considered as academic achievement. Results revealed that there is significant impact of school environment, home environment and mental health status on the academic achievement of high school children.

INTRODUCTION

In any modern society, education plays an important role in the economic and social development of the country and promotion of National integration. Education encompasses teaching and learning specific skills and also something less tangible, but more profound: the impact of knowledge, positive judgment and we developed wisdom. One of the fundamental aspects of education is importing of culture from generation to generation. Education means facilitating realization of self-potential and latent talents of an individual, it is an application of pedagogy, a body of theoretical and applied research relating to teaching and learning. The education of human beings continues throughout life. Through education, one may develop the capacity to think rationally and logically and to cope with transitions, stress, traumas and losses that occur in all lives, in ways that allow emotional stability and growth. Through their own observation, individuals value themselves, perceive reality as it is, accept its limitations and possibilities, respond to its challenges, carryout their responsibilities, establish and maintain close relationships, deal reasonably with others, pursue work that suits their talent and training, a feel, a sense of fulfillment that makes the efforts of daily living worth. The major aim of the education is the development of whole some personality. The student's life is influenced by the home, school, teachers and peer group. Home is the primary agency to develop good adjustment and to mould self personality. Teachers and parents are responsibility to fulfill the requirements and emotional needs of the children.

Human beings are always immersed in social environment, which not only changes the very structure of the individual or just compels to recognize facts but also provides with a ready made system of signs. Two environments home and school share an influential space in child's life (Tucker, 1979). The school is the most important experience in the process of child development next to home. When the child enters the school area, she/he is presented with new opportunities in terms of socialization and cognitive development. These opportunities are provided in different measures in school and may have a direct impact on cognitive and affective development of students.

The school is only second to the home in its influence on personality development. The teacher, next to the parents, has the greatest responsibility and opportunity, to foster adjustment. The school substitutes the home situation and often meets emotional needs that are neglected in the home. Children who are disturbed at home environment may appear well adjusted in the school and they may find a feeling of stability and consistency which is lacking in their own home. The child's personality continued to develop during the school years. The child has a chance to learn how to love and be
loved, how to tolerate frustration, how to integrate conflicting points of view, how to face reality realistically, without feeling from it to channel hostile impulses into socially approved activities.

"School environment" has been defined in numerous ways. Dave (1963) defined educational environment as "the conditions produced and psychological stimuli which affect the educational achievement of the child". It refers to those forces in the environment of the learner which have the potentiality to contribute of academic development of the learner. This force may be a part of the school or college environment, or the environment of various other social organizations. School environment implies "a measure of the quality and quantity of the cognitive, creative and social support that has been available to the subjects during their school life in terms of teacher-pupil interaction".

Home is the first and the closest environment for a child to come in contact with. Family is the fundamental unit of human society, lays the background for inculation of values and is the most, significant place for the development of the child. Along with it, the family also contributes in the important task of creating wholesome individuals. Child receives the first lesson of life at home. The family nurtures the individual and prepares him for his role and function in society. Consciously or unconsciously, the home environment moulds the behaviour, personality and attitude, level of aspiration, aptitude and self esteem of the child. Home Environment stands for all those circumstances, which asset their influence on the child since conception to death. The first environment contact for a child is home, the development of child, inculation of values and creating wholesome individuals all these functions are performed by the family which is the fundamental unit of human society. The first lesson of a child's life is learnt at home. The family nurtures the individual and prepares him for his role and function in the society.

Jersild (1975) describes home as the important part of the child's social network, this is because the members of the family constitute the child's first environment and are the most significant people around them.

According to Oxford Advanced Learners Dictionary (1994), “Home is a place where one lives, especially with one's family”.

In the present era, schools have a greater responsibility than home to help the pupils for developing appropriate behaviour patterns. The school is the chief continuing and supplementing institution in which children develop sound mental health. Over the past few decades a number of studies have shown that home environment and school environment adversely affects the mental health status of the students. (Samuel, 1990; Manjuvani, 1990; Mishra, 1991; Deal, 1992; Pradeep Kumar, 1992; Sethi and Chaturvedi, 1994; Glickman, 1997; Anand, 1999; Acharya, 1999; Taak, 1999, Griffith, 2000; Govers, 2002; Sabapathy, 2002; Devi and Mayuri, 2003; Kalia and Pyari, 2004; Varte et al, 2005; Crews, 2005; Gafoor and Farooque, 2006; Jayanthi and Aggarwal, 2006; Ryan and Patrick, 2007; Nath, 2008; Meers and Prathapan, 2008; McMahon, 2009; Subudri and Sharama, 2009; Ming To Wang and Robocoa Holoombo, 2010)

The adolescent stage of life is a fascinating and crucial period characterized by change, transition and challenge. During adolescence, children experience a number of stresses associated with the tremendous developmental changes in physical, cognitive, emotional and social spheres and the consequent adjustment difficulties. The home, school and peer group experience, development of sex roles and morality and assumption of new roles within family structure all become very critical at this stage (Biswa, Kapur and Kaliaperumal, 1995). Adjustment difficulties at this stage of life can substantially contribute to low self esteem and self-efficacy, sense of inadequacy, un relatedness, helplessness and powerlessness. These adjustment difficulties contribute significantly to mental health problems in adolescence and adulthood. The present study is an attempt to find out the impact of school and home environment on mental health status among high school students.

OBJECTIVES

1. To find out whether there is any significant impact of school environment on academic achievement of high school students.
2. To find out whether there is any significant impact of home environment on academic achievement of high school students.
3. To find out whether there is any significant impact of mental health status on academic achievement of high school students.

HYPOTHESES
1. There would be significant impact of school environment on academic achievement of high school students.
2. There would be significant impact of home environment on academic achievement of high school students.
3. There would be significant impact of mental health status on academic achievement of high school students.

SAMPLE
The population of the present study comprised 1200 high school children. The schools were selected randomly in and around Chittoor and Kadapa districts of Andhra Pradesh. Systematic random sample technique was used. Subjects were divided into two groups' i.e. urban and rural areas, government and private schools including both boys and girls. Of the 1200 subjects 600 were boys and 600 were girls. From each category 300 from rural and 300 from urban were taken in to consideration. The three psychological tools namely school environment, home environment and mental health status inventories were administered to subjects and finally 480 students were selected (based on the scores obtained by the subjects, the subjects are divided into high and low groups using standard deviation formula) for the investigation with 60 sample in each cell and the particulars of the sample are shown in table-1.

RESULTS AND DISCUSSION

<table>
<thead>
<tr>
<th>Mental Health</th>
<th>Perceived School Environment</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>Home Environment</td>
<td>Home Environment</td>
</tr>
<tr>
<td></td>
<td>Poor</td>
<td>Good</td>
</tr>
<tr>
<td>Low</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>High</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>120</td>
</tr>
</tbody>
</table>

Table 2: Means and SDs of Academic Achievement Scores. (N=480)

<table>
<thead>
<tr>
<th>Mental Health</th>
<th>Perceived School Environment</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low</td>
<td>High</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Home Environment</td>
<td>Home Environment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Poor</td>
<td>Good</td>
<td>Poor</td>
</tr>
<tr>
<td>Low</td>
<td>Mean 326.19</td>
<td>SD 48.45</td>
<td>Mean 390.30</td>
</tr>
<tr>
<td>High</td>
<td>Mean 349.50</td>
<td>SD 50.32</td>
<td>Mean 356.02</td>
</tr>
</tbody>
</table>

Low Perceived School Environment = 355.50 Poor Home Environment = 354.44
High Perceived School Environment = 375.90 Good Home Environment = 377.03
Low Mental Health = 357.24
High Mental Health = 374.23
Table 2 shows that the students with high perceived school environment, good home environment and high mental health have secured the high score [(Mean of (375.98+377.03+374.23)/3= 375.74)] than the students with low perceived school environment, poor home environment and low mental health [(Mean of (355.50+354.44+357.24)/3=355.72)] on academic achievement.

It would be seen from Table 2 that the students with high perceived school environment have scored better (M=375.98) than the students with low perceived school environment (M=355.50).

Students having good home environment have scored better (M=377.03) than the students with poor home environment (M=354.44).

Students with high mental health have scored better (M=374.23) than the students with low mental health (M=357.24).

There are differences between the groups with regard to their mean values. However, in order to test whether there are any significant differences between the groups, the data were further subjected to three way analysis of variance and the results are presented in Table 3.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Sum of Squares</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Environment (A)</td>
<td>57071.311</td>
<td>1</td>
<td>57071.311</td>
<td>70.30 **</td>
</tr>
<tr>
<td>Home Environment (B)</td>
<td>41803.861</td>
<td>1</td>
<td>41803.861</td>
<td>51.16 **</td>
</tr>
<tr>
<td>Mental Health (C)</td>
<td>47401.205</td>
<td>1</td>
<td>47401.205</td>
<td>58.39 **</td>
</tr>
<tr>
<td>AXB</td>
<td>37794.169</td>
<td>1</td>
<td>37794.169</td>
<td>46.57 **</td>
</tr>
<tr>
<td>BXC</td>
<td>32681.420</td>
<td>1</td>
<td>32681.420</td>
<td>40.24 **</td>
</tr>
<tr>
<td>AXC</td>
<td>10191.540</td>
<td>1</td>
<td>10191.540</td>
<td>12.57 **</td>
</tr>
<tr>
<td>AXBXC</td>
<td>32461.520</td>
<td>1</td>
<td>32461.520</td>
<td>39.98 **</td>
</tr>
<tr>
<td>WSS</td>
<td>383161.151</td>
<td>479</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>670791.700</td>
<td>479</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Significant at 0.01 level

It would be observed from Table III that the obtained 'F' values for school environment, home environment and mental health of the subject are found to be significant (F= 70.30, 51.16 and 58.39 > at 0.01 level), suggests that there is significant impact of school environment on mental health status. Similarly, the same findings are observed in case of impact of home environment and mental health status on academic achievement. The 'F' values for interaction among the variables (school environment (A), home environment (B) and mental health status (C)) are found to be significant. The interaction 'F' values for AxB 46.57 > 0.01; BxC 40.24 > 0.01; AxC 12.57 < 0.01 and the interaction between AxBxC 30.08 < 0.01 level. Hence the hypotheses are accepted by the results of the study. The findings of the present study corroborated with the earlier findings of Misra, 1982; Agarwal, 1986; Dubey, 1987; Mukhopadhyay, 1988; Arora and Reeta, 1988; Samal, 1990; Misra, 1991; Youn's 1993;Smith and Hausafus, 1998; Patel, 2000; Kasinath, 2003; Netto, 2004; Vanadovapppa, 2006; Gafurd and Farooque, 2006; Singh, 2006; Kaur, 2007; Usha, 2007; Rudd et al., 2008; Meers and Prathapan, 2008; Jayanthi and Agarwal, 2008 and Usha and Rekha, 2009 are supporting the present study.

CONCLUSION

- School environment, Home environment and Mental Health status are significantly related to Academic Achievement of high school students. Students with good school and home environment and high mental health performed better in their academic aspects.
- There is significant interaction among the variables - School environment, Home environment and Mental Health status with regard to Academic Achievement among high school students.
REFERENCES


achievement and development of certain personality characteristics of students of secondary school students. Indian Education Abstracts, 3(1), pp-84-85.


