ANALYZING THE DOMESTIC ENVIRONMENT, INSIGHT AND SCHOLARLY ACCOMPLISHMENT OF THE SENIOR STUDENTS

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ABSTRACT

In today's world of competition and perfection, everyone aspires to be successful. For students, success entails academic accomplishment, which should be well aligned with the pillars that will support their life's future successes. Academic accomplishment is critical to a child's ideal and harmonious development. It also refers to an individual's ability to learn and apply what he has learned. Academic achievement is determined by a variety of factors, which in turn impact students' success or failure. The variables that are directly or indirectly associated to adolescent academic accomplishment, such as school environment, home environment, parent education, and so on, must be studied and understood. The investigator decided to conduct this study after realizing the importance of the home environment's influence on academic accomplishment. The main aim of this study is to discuss the Impact and Relationship between Domestic Environment, insight And Scholarly Accomplishment of the senior students. The descriptive research design has been applied on our study. The data have been collected through the primary and secondary sources. For this the 512 senior students, or 20% of the total population, were chosen as the sample of the current study from a total of 2560 senior students in Government and Provincialized Co-educational Secondary Schools during the 2018-19 academic years. It is concluded that the correlation coefficient between the students' domestic environment and their Scholarly Accomplishment is favorable and significant at the.01 level. It can be inferred that a student's domestic environment has a favorable and significant impact on their academic performance.

Keywords *– Home/ domestic environment, Academic accomplishment, insight, Secondary Schools, students etc.*

1. INTRODUCTION

Scholarly accomplishment is influenced by a variety of factors. These influences could be related to the home, school, or peers. Learning was investigated from a multi-dimensional perspective, and it was discovered that students' ability, curiosity, home environment, peer relationships, and the nature of learning materials have important influences on students' learning. Researchers universally agreed that the home environment is the most relevant element of all the factors discussed. It is the first institution where a kid begins to learn, and the mother serves

as the baby's first instructor, with other family members serving as classmates. "Home environment" is not a nebulous term. It is the result of a mix of physical and

psychological factors. The psychological environment of home comprises mutual interactions between family members, respect; say in family problems, and other similar things, whereas the physical environment of home includes rooms, basic facilities such as water, shelter, clothes, food, and other physical necessities of humans. Both aspects have a direct and considerable impact on kids' overall development. There are a number of things that have an impact on the home environment. The nature of the family, the authority (head of the family), the educational status of the parents, the attitude of the parents toward their children, and the family's financial situation are all important aspects in the home environment.

1.1 Insight Learning

Definition: To solve a problem, a type of learning that uses reason, particularly to create conclusions, inferences, or judgments.

Insight learning is a method of learning that results in a sudden realization of an issue. Frequently, the student has attempted to comprehend the difficulty but has taken a step back before a shift in view occurs. Insight learning is frequently likened to trial-and-error learning, although the two are not interchangeable.

Insight learning necessitates a higher level of comprehension than simply attempting numerous random alternatives. Learners are trying to figure out how the puzzle parts go together. They tackle the problem by applying patterns, organization, and prior knowledge.

1.2 Scholarly Accomplishment

Scholarly accomplishment is also known as scholarly accomplishment. Academic performance is a vital tool for personal growth, since it aids in achieving a goal and promoting a child's overall development. It aids in the realization of a parent's dream that their children would be able to climb the success ladder. In order to reach the aim, students and teachers are subjected to a great deal of pressure in the general education system. In our country, a student's achievement is judged by how well he or she performs on exams. A student is branded as bright, mediocre, fast learner/slow learner, and whether or not he/she is ready for the next class based on their performance on a school examination. In reality, it appears that the entire educational system revolves around the pivot of a student's academic accomplishment and success. The child's academic success is determined by his or her conceptual learning and comprehension in class. It is important to note that economic, social, and cultural issues have an impact on pupils' scholarly accomplishment. It also depends on a variety of factors such as an individual's interest, aptitude, capacity, and motivation in the subject they are studying; the methods and approaches used by teachers in class, the family environment, study habits and mental makeup, as well as certain personality and social factors.

Achievement is a generic term for achieving a stated objective that necessitates specific efforts, devotion, and a certain level of achievement in a certain field or in general. It should be mentioned

that the grades received in school tests and examinations are the outcome of the information and skills acquired in the core disciplines.

1.3 Home Environment

"Human beings are constantly immersed in a social context that not only alters the individual's structure or just forces him to comprehend facts, but also gives him with a ready-made system of signs." It imposes a set of obligations on him. In a child's existence, two surroundings, particularly home and school, share an influential area. The home is the oldest and most basic human group, yet the specific form of home structure varies from society to society. Home is the first and most significant place for an individual's growth among the numerous social groups. A home is a place where children reside with their parents or guardians and where they are groomed. It is a location where students begin to learn the social norms and values in which they find themselves.

Figure 1: Dimensions of Home Environment

The Home Environment refers to the students' family background, which comprises all human and material resources existing at home that influence the students' education and living, such as the parents' degree of education, occupation, socio-economic position, and socialisation facilities. The degree of commitment, aid, and support provided by family members is defined by Moos & Moos as the Home Environment. "The climate of a family is determined by how

pleased the parents are with their relationship," Noller and Victor said. A warm and supportive family climate is often reflected in a close, happy relationship between parents. A generally bad Home Environment is likely to come from parental conflict. Children clearly dislike fighting between their parents, and the long-term repercussions can be disastrous."

2. REVIEW OF LITERATURE

Jasar Pappattu (2021) Academic success appears to be influenced by one's family's environment. Parents in particular and families in general, have frequently been seen as the most significant support system available to a child. For failing children, on the other hand, school is frequently a place that merely serves to exacerbate their already low self-esteem. By staying at home, the student strives to avoid the state of mind associated with failure. The primary motivation for this research is to examine the relationship between family environment and Scholarly Accomplishment in science. In this study, the family environment and its impact on Scholarly Accomplishment in science among secondary school students are being investigated. A total of 300 students from eight schools in the Palakkad area are being recruited for this study. The method of Normative Survey is employed.

A., Maldonado-Macías (2020) More than one study has demonstrated that the family's role and specific linkages between the child and parents have detailed interactions in ordinary family talks and intellectual stimulation. In the formal education sector, De presents a capacity model for environmental and social development. According to the findings of the study, cultural actions and parental participation have a statistically significant relationship with academic accomplishment. In addition, state that

academic performance refers to a broad range of educational results, not just one or two. Several variables are offered, including scores on consistent achievement tests of several subject areas and classroom grades, as well as a specific assessment of academic accomplishment in each subject area. It has been established that teachers play an important role in responding to questions about their teaching that contribute to education for sustainable development in their respective subject areas. As previously stated, academic performance is defined as the development of proficiency in literary works as determined by teachers through the administration of standardised examinations. Taking this into consideration, academic performance is achieved through the actual execution of class work in a formal educational context.

Delaval, Michinov, Le Bohec et. al, (2017) In today's society, approximately 65 percent of students who take a single examination receive bad scores, despite spending ample time preparing for the exams. In most circumstances, there are numerous aspects to consider, such as the learning process, student-born challenges, societal issues, evaluation issues, and management issues. This study will look at the family environment as a factor that influences students' exam performance. Education is interpreted differently in each home. Each house has a unique perspective of time and location. It is the role of parents and guardians in the domestic environment to prepare students to be more competitive in terms of local ideas and actual and achievable global principles. Both home and school ideals influence students' Scholarly Accomplishment, either positively or badly.

Linus Terry DZEVER (2015) The impact of domestic environment elements on the academic performance of public secondary school children in the Garki Area District of Abuja, Nigeria was investigated in this study. The questionnaire was administered using the simple random sample technique, which was utilized to pick 300 students from six public schools using the stratified sampling technique. The information gathered was evaluated using descriptive and inferential statistical approaches, including Pearson Product Moment Correlation and Multiple Regression Analysis (ANOVA). The results showed that lenient patenting style has a positive and significant link with academic success (p0.05). However, there is no correlation between authoritarian parenting and demanding parenting and student academic performance (p>0.05).

Hoglund, Jones ET. AL, (2015) The most effective technique for ensuring that the above process is followed is to establish a parent's body at the school to monitor that the roles of parents' involvement in their child's education are being fulfilled. A terrible frequency of data-based evidence has been revealed, demonstrating a link between learners' Scholarly Accomplishment and their domestic environment, according to the researchers. According to the data, adolescents who are persistent in school may be doing so as a result of a relatively positive domestic environment and the type of parent or caretaker they have who is supportive of them in their academic endeavour.

3. RESEARCH METHODOLOGY

Research methodology is a systematic approach to solving a research challenge. It can be thought of as a science that studies how scientific research is conducted. In a research project, the methodology of educational research is critical.

3.1 Research Design

The current investigation necessitates the use of a descriptive survey study. It is the most widely utilized method in educational research. As the name implies, it entails gathering information about present conditions.

3.2 Sample Size

512 senior students, or 20% of the total population, were chosen as the sample of the current study from a total of 2560 senior students in Government and Provincialized Co-educational Secondary Schools during the 2018-19 academic years.

3.3 Data Collection

Both primary and secondary data were used in this research. The techniques for gathering data are outlined below.

- **Primary Data**

The primary data are those that are acquired for the first time and are hence unique in nature.

- **Secondary Data**

Secondary source information was gathered from a variety of books, research journals, Ph.D Thesis, M.Phil Dissertations, M.Ed Dissertations, Census reports, Government

reports, Newspapers, Magazines and many educational websites.

3.4 Statistical Tools Used In This Study

The acquired data was examined using appropriate statistical methods in order to meet the study's objectives. The data for this study was analyzed using the methods listed below.

- Percentage.

- T-test etc.

3.5 Hypothesis of the Study

H1: There is no critical association among domestic environment and Scholarly Accomplishment of the students

H2: There is no critical association among insight and Scholarly Accomplishment of the students.

4. DATA ANALYSIS

4.1 Levels of Scholarly Accomplishment of the Students

The study's first goal is to look into the students' Scholarly Accomplishments. The marks were taken from the relevant record books by the investigator. The information gathered is divided into three categories: low, average, and high. The range of scores 30-44 is regarded low Scholarly Accomplishment, the range of marks 45-59 is considered ordinary Scholarly Accomplishment, and the range of marks 60 and beyond is considered good Scholarly Accomplishment. The following table shows the number of students in each category who have varying degrees of Scholarly Accomplishment.

Table 1: Levels of Scholarly Accomplishment

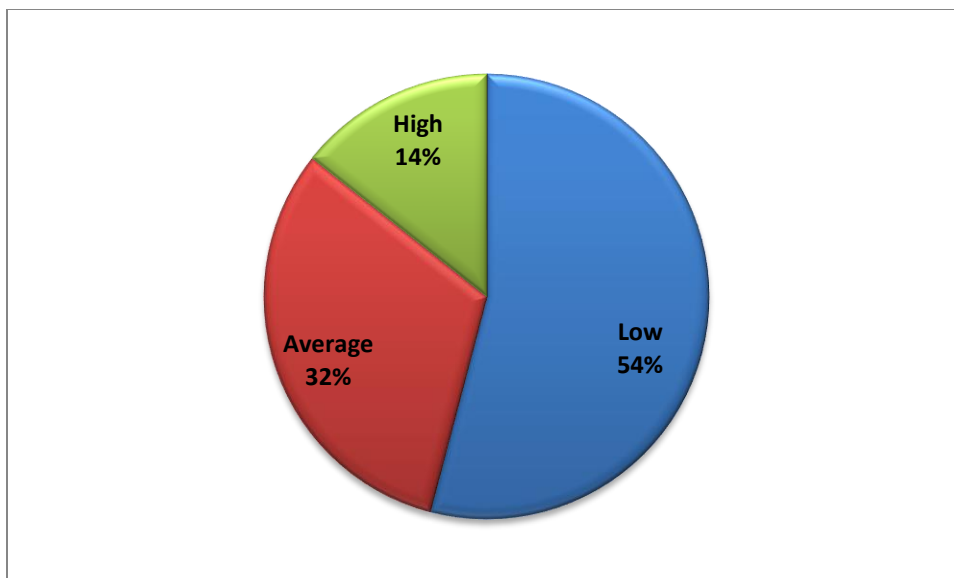| Levels of Scholarly Accomplishment	No. of students	Percentage (%)
Low	277	54.1
Average	162	31.6
High	73	14.3
Total	512	100

Figure 2: Levels of Scholarly Accomplishment

It is stated from the table that, 54.1 percent of students have a poor level of academic accomplishment, 31.6 percent have an average level, and 14.3 percent have a high level of Scholarly Accomplishment, according to the findings.

4.2 Dimensions and levels of Domestic environment

As a part of the objective's goal, the investigator administered the "Domestic environment Inventory Scale" to a sample of students who participated in the study. It was discovered that different levels of different dimensions of parental-child rearing behaviour may be found by consulting the percentile norms table in the test manual. As a result, scores are divided into three groups based on their difficulty. When it comes to percentiles, percentile P_{25} and lower is regarded low, while percentiles P_{26}-P_{74} are considered average and percentile P_{75} and above is considered high. Students in each level of education for each dimension of domestic environment are identified and shown in the following table, along with their percentages, as a result of this research.

Table 2: Levels of different dimensions of Domestic environment of the Students

Sl.No	Dimensions of Domestic environment	Levels						Total
		High		Average		Low		
		N	%	N	%	N	%	

| A	Control	164	32.1	226	44.1	122	23.8	512
B	Protectiveness	168	32.8	221	43.2	123	24.0	512
C	Punishment	145	28.3	249	48.6	118	23.1	512
D	Conformity	153	29.9	245	47.8	114	22.3	512
E	Social Isolation	126	24.6	262	51.2	124	24.2	512
F	Reward	162	31.6	256	50.0	94	18.4	512
G	Deprivation of Privileges'	134	26.2	281	54.9	97	18.9	512
H	Nurturance	150	29.3	258	50.4	104	20.3	512
I	Rejection	165	32.2	238	46.5	109	21.3	512
J	Permissiveness	137	26.8	249	48.6	126	24.6	512
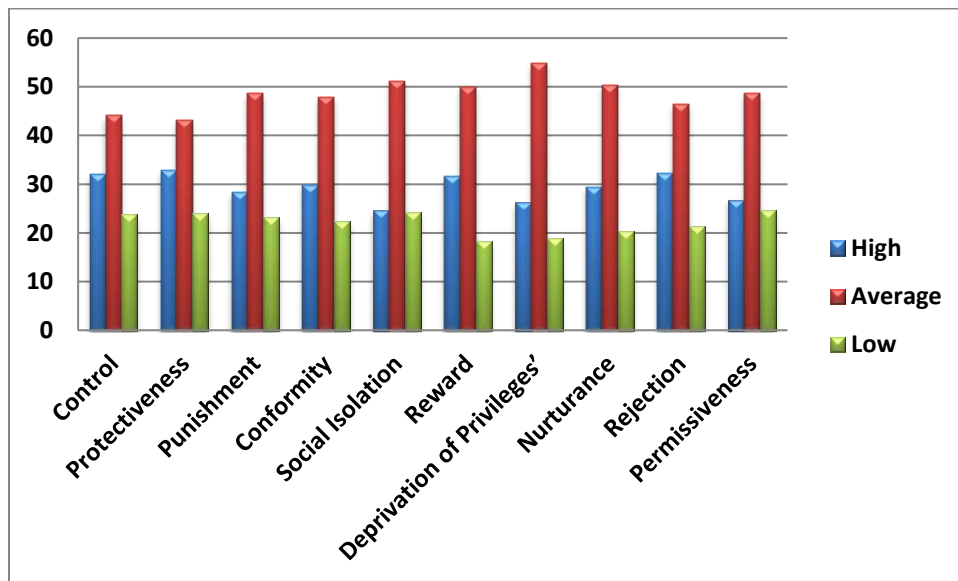
Figure 3: Levels of different dimensions of Domestic environment of the Students

According to the data in the table,-

- **Control-** Based on the perception of the students, it is discovered that 32.1 percent of the students have a high level of control over their domestic environment, 44.1 percent of the students have an average level of control, and 23.8 percent of the students have a low level of control over their domestic environment.

- **Protectiveness-** When it comes to the protectiveness dimension of the family environment, it is discovered that 32.8 percent of students have a high protectiveness, 43.2 percent of students have an average protectiveness, and 24 percent of students have a poor protectiveness.

- **Punishment-** Based on the perceptions of the students, it is discovered that 28.3 percent of students believe their punishment is excessive, 48.6 percent believe their punishment is average, and 23.1 percent believe their punishment is

low.

- **Compliance-** Based on the perception of the students, it is discovered that in the case of the conformity dimension of the domestic environment, 29.9 percent of the students conformity is high, 47.8 percent of the students conformity is average, and 22.3 percent of the students conformity is low, with the remaining 47.3 percent of the students conformity being low.

- **Social Isolation -** It is discovered that 24.6 percent of students experience high levels of social isolation, 51.2 percent experience average levels of social isolation and 24.2 percent experience low levels of social isolation in their domestic environment when it comes to the dimension of social isolation in the domestic environment.

- **Rewards -** In terms of student perceptions of their rewards, it is discovered that 31.6 percent of students believe their rewards are high, 50.0 percent believe their rewards are average, and 18.4 percent believe their rewards are poor.

- **Deprivation of privileges -** When it comes to the deprivation of privileges dimension, it has been discovered that 26.2 percent of students have experienced severe deprivation of privileges, 54.9 percent of students have experienced average deprivation of privileges, and 18.9 percent of students have experienced low deprivation of privileges.

- **Perceptions -** On the basis of the students' perceptions, it has been discovered that in the case of the nurturance dimension of the domestic environment, 29.3 percent of the students' nurturance is high, 50.4 percent of the students' nurturance is average, and 20.3 percent of the students' nurturance is low, respectively.

- **Rejection-** It is discovered that 32.2 percent of the student's rejection is high, 46.5 percent of the student's rejection is average, and 21.3 percent of the student's rejection is low when the rejection dimension of the domestic environment is considered.

- **Permissiveness-** According to the perception of the students, 26.8 percent of the students' permissiveness is high, 48.6 percent of the students' permissiveness is average, and 24.6 percent of the students' permissiveness is low.

According to the perceptions of the students, it has been discovered that the protectiveness component of the family environment is experienced by the greatest number of students in the category "high level," with 32.8 percent of students falling into this category. Students in category "low level," on the other hand, represent the biggest proportion of those who fall into the permissiveness dimension of the family environment, with 24.6 percent of the total.

4.3 Levels of Insight

The investigator administered the "Group Test of Insight Scale" to the sample in order to achieve this goal, and scores were calculated according to the test manual's instructions. Following the receipt of individual scores, the level of insight of the students is determined using the test manual's norms. As a result, the scores are divided into seven levels. The results are reported in Table 3 below.

Table 3: Levels of Insight of the Students

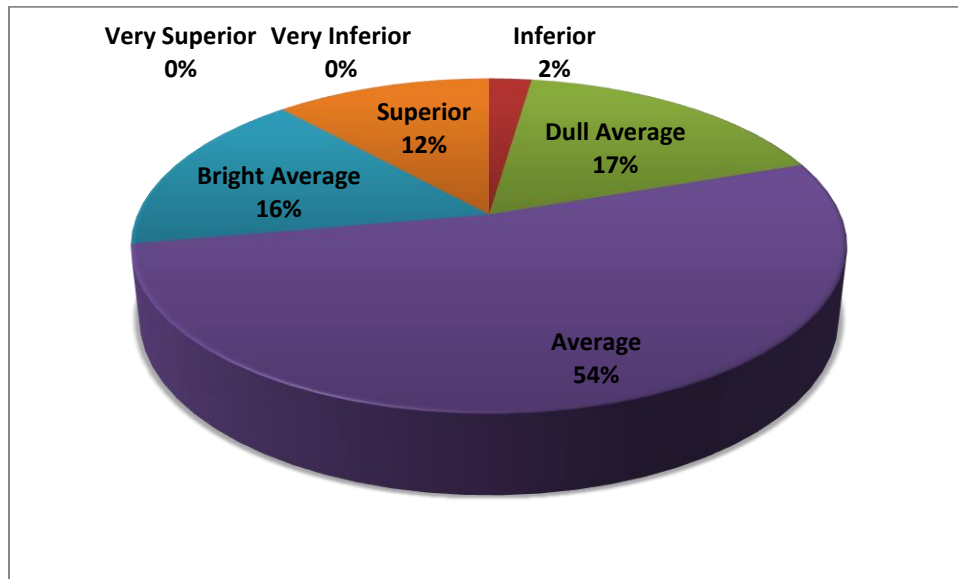| Levels of Insight	No. of Students	Percentage
Very Inferior	0	0
Inferior	12	2.3
Dull Average	89	17.4
Average	269	52.5
Bright Average	82	16.1
Superior	60	11.7
Very Superior	0	0
Total	512	100

Figure 4: Levels of Insight of Students

It is discovered that no student has a very low degree of insight. 2.3 percent of total students are at the inferior level, 17.4 percent are at the dull average level, 52.5 percent are at the average level, 16.1 percent are at the brilliant average level, and 11.7 percent are at the t- level of insight.

It has been discovered that when there are no students in the extremely superior level, the majority of students (52.5 percent) are in the average degree of insight.

For the entire group of students, the mean (or average) and standard deviation of insight scores are 46.78 and 13.21, respectively. The average insight score indicates that students are performing at an average level. The standard deviation figure indicates that there is a lot of variation in the students' grades.

5. HYPOTHESIS TESTING

- **Impact and Relationship between Domestic Environment And Scholarly**

Accomplishment

H1: There is no critical association among domestic environment and Scholarly Accomplishment of the students

Pearson Product Moment correlation is used to determine the relationship between a student's domestic environment and Scholarly Accomplishment. Table no.-4 shows the relationship between total domestic environment score and Scholarly Accomplishment of students.

Table 4: Relationship between Domestic environment and Scholarly Accomplishment

Variables	No. of Students	r	Significance Level
Scholarly Accomplishment	512	.708**	.01
Domestic environment	512		

The correlation coefficient between students' domestic environment and their Scholarly Accomplishment is.708**, which is positive and significant at the.01 level. It suggests that there is a link between the students' domestic environment and their Scholarly Accomplishment. As a result, it is possible to conclude that a student's domestic environment has a positive impact on Scholarly Accomplishment, or that a student's Scholarly Accomplishment (or performance) may be improved by changing their domestic environment.

- **Impact or Relationship Between Insight and Scholarly Accomplishment**

H2: There is no critical association among insight and Scholarly Accomplishment of the students.

Pearson Product Moment correlation is used to determine the relationship between student insight and academic accomplishment. The table below shows the link between total insight score and Scholarly Accomplishment of students:

Table 5: Relationship between Insight and Scholarly Accomplishment

Variables	No. of Students	r	Significance Level
Academic Achievement	512	.653**	.01
Insight	512		

The correlation coefficient between total insight and student Scholarly Accomplishment is found to be.653**, which is positive and significant at the.01 level. It suggests that there is a strong link

between insight and Scholarly Accomplishment. As a result, it is possible to conclude that student understanding has a good impact on academic attainment.

6. CONCLUSION

The preceding research illustrates the impact of domestic environment and insights on secondary school children' academic progress. A brief study was conducted in order to provide a clear image of the impact of the domestic environment and insights on secondary school kids' academic progress. It is concluded that the correlation coefficient between the students' domestic environment and their Scholarly Accomplishment is favorable and significant at the.01 level. It can be inferred that a student's domestic environment has a favorable and significant impact on their academic performance. According to the study's findings, the majority of students with low academic accomplishment also have a low degree of domestic environment in the control component of their domestic environment. Again, the greatest number of students who attained an average level of academic accomplishment has an average level of domestic environment in the deprivation of privileges dimension of their domestic environment. The majority of students who have attained great academic accomplishment had a high level of domestic environment in the Nurturance dimension of their domestic environment. The correlation coefficient between students' insights and their academic progress is favorable and significant at the.01 level. It is possible to conclude that students' insights have a positive impact on their academic progress. It has been discovered that the majority of students with average levels of insight have low academic accomplishment. Again, the

students with the highest average level of insight also have the highest average level of academic accomplishment. The highest numbers of kids with a high degree of academic accomplishment are those with a brilliant average level of insights.

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