A Study Of The Association Between Home Learning Facility And Academic Achievement Of Higher Secondary Students Of Kerala

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Abstract
Academic Achievement of a student is related to various aspects of teaching learning process. The educational facilities provided by the school and the family are very much influence the achievement of students. In this study the researcher focused on the home learning facilities provided by the parents and achievement of students.

Keywords: Learning facility, Academic Progress, Motivational Factor.

Introduction
Higher Secondary Students are in the period of adolescence and they are in the time of confusions. During this period they need psychological and emotional support from their surroundings that is from home and family, from school and teachers and from friends. So the parents should provide an effective learning environment for encouraging their children to focus on their studies. This study is for finding out the effect of home learning facilities in the academic achievement of higher secondary school students.

Family and parents are the most powerful motivational at factors of a student's achievement. Parents provide various educational facilities to their children for promoting their learning. Learning facilities means the facilities provided to the students, so that they can use every opportunity to develop their full potential. Learning facilities in schools include building and equipment necessary for the effective and efficient operation of teaching, learning and assessment. The learning facilities in home also plays a vital role in framing proper study habits and academic achievement. It is the responsibility of parents to maintain essential learning facilities to their children. Parental support and family environment are the influencing factors of academic progress.

Objectives
1. To find out the relation between home learning facility and academic achievement.
2. To find out the role of family in providing learning facility to their children.

Hypothesis
There is a significant relationship between home learning facility and academic achievement of Higher Secondary school students.

Methodology used
The investigator used normative survey method for collecting sufficient data for this study. A sample of 300 students from Kollam and Alappuzha districts were selected for the study using stratified sampling technique.

Tools used
1. A standardised test of achievement in Malayalam (Mother tongue) for grade XII developed by the researcher.
A test was constructed by the investigator to measure achievement in Malayalam for pupil of grade XII. The test was based on content from the Malayalam reader of grade XI. For standardising the test the researcher prepared a draft test considering weightage to objectives, content and difficulty level. Then conducted a pilot test for forty students. After conducting the pilot test all score sheets were carefully valued for detecting the mistakes and ambiguity of items. The defects were noted and corrected. The time allotment was fixed as one hour. For try-out question paper, scoring key and score sheets were prepared. Then the investigator analysed the items by considering Difficulty index and Discriminating power of each item. The twenty five items which selected for the final test has the difficulty index between 0.25 and 0.75 and has the discriminating power between 0.25 and 0.6.

2. Home Learning facility Inventory

This is an eighteen - item inventory developed by Nair and Nirmala devi. This inventory consists of three sections, each contains a list of six basic facilities requires, for home learning. These vary from whether there is a separate table for the pupil and an English- Malayalam dictionary, to the availability of an environment for learning The subject is required to respond to each item by making their availability at home (using Yes or No). Each 'Yes' response receive 'a unit' score while 'no' response receive 'a zero' score. The score of a subject is the sum of the scores obtained by him/her in all the eighteen items of the inventor.

Sample for the study

The population for the present study is subjects attending Grade XII in the Higher Secondary Schools of Kerala, treating this as the reference population, the samples was fixed by taking into consideration the following factors:
a) Size of the sample
b) Techniques of sampling
c) Factors to be represented in the sample

a) Size of the sample

The size of sample should be adequate for statistical analysis to be employed, hence making the interpretation of the collected data, easy and effective. Guilford in his 'psychometric method', give guidelines regarding sample size. According to him, when Pearson's γ is used, a minimum N of 200 is a good policy. Garrett, also mostly confirms this view and states that the larger the sample size (N), the larger the standard deviation (σ) of the sample and the more inclusive (and presumably representative) the sample becomes, of the general publication. He is also known as the sample of 200 (N = 200) drawn from a normal population concerns the range from $\pm 3\sigma$ where σ is the deviation of the distribution. Thus, a sample size of 200 can yield reliable results for a study.

b) Techniques of sampling

Of the various techniques of sampling used in social science researchers, the investigator decided to adopt the techniques of stratified for the purpose of the present study. This techniques is applicable when the population is composed of sub groups of state of different sizes so that a representative sample must contain individuals from each category or stratum in accordance with the size of the sub groups.

C) Factors to be represented

The next major decision to be taken regarding sampling was the factors to be represented in the sample selection. Due representation to be given to the basic factors which would possibly influence the performance of pupils. As such, it was decided to give representation to the following factors in the samples selection:
i) Sex of subjects
ii) Urban – Rural residence of subjects
iii) Institutional type, viz.., Government private schools.
The Study was confined to the southern part of Kerala for easy access; and 10 schools were selected. These schools contain all categories of students and is fairly representative of the students of Kerala state. Then it was decided to given equal representation to the locale, sex of subjects and institutional types.
The researcher collected data for the study from 305 students from Ten Higher Secondary Schools located in Kollam and Alappuzha districts.
Break up of final sample.

Sex		Locate		Institutional Type	
Boys	Girls	Urban	Rural	Govt.	Private
156	149	167	138	145	160
Total 305		**Total 305**		**Total 305**	

Statistical Technique Used.

(i) Product Moment Correlation.
(ii) t-Test

Analysis and Interpretation

"Analysis of data means studying the tabulated material in order to determine the inherent facts for meanings. It involves breaking down of existing complex factors into simpler parts and putting the parts together in new arrangements for the purpose of interpretations." (Sukhia et al 1983). Interpretation is the critical examination of the result of one's analysis in the light of all the limitation of data gathering. The investigator analysed the collected data using the above mentioned statistical techniques.

Correlation Table showing the relationship between Home Learning Facility Inventory achievement for whole sample and relevant subsamples

Sl NO	Variables correlated	Whole	Boys	Girls	Urban	Rural	Govt.	Private
1	Home Learning facility and achievement in Malayalam	0.24**	0.21**	0.21**	0.13	0.38**	0.29**	0.20**

*denote significant at 0.05 level.
**denotes significant at 0.01 level.

Correlation Between Home Learning Facility and Achievement in Malayalam.
 (i) Whole sample.
The coefficient of correlation obtained is 0.24. It is significant at 0.01 level (greater than the value set significance at 0.01 level, viz, 0 1282). The 0.01 Confidence interval is from 0.1191 and 0.3608
(ii) Boys
The coefficient of correlation obtained is 0.21. It is significant at 0.01 level (greater than the value set significance at 0.01 level, viz, 0.1797). The 0.01 confidence interval is from 0.381 and 0.3818.
(iii) Girls
The coefficient of correlation obtained is 0.21. It is significant at 0.01 level (greater than the value set significance at 0.01 level, viz, 0.1828). The 0.01 confidence interval is from 0.03551 and 0.3848.
(iv) Urban Subjects
The coefficient of correlation obtained is 0.13. It is not significant. The 0.01 confidence interval is 0.0422 and 0.3021.
(v) Rural Subjects.
The coefficient of correlation obtained is 0.38. It is significant at 0.01 level. (greater than the value set significance at 0.01 level, viz, 0.1881) The 0.01 confidence interval is from 0.2190 and 0.5409
(vi) Government School Students.
The coefficient of correlation obtained is 0. 29. It is significant at 0.01 level (greater than the value set significance at 0.01 levels, viz, 0.1852. The 0.01 confidence interval is from 0.1203 and 0.4596
(vii) Private School students.
The coefficient of correlation obtained is 0.21. It is significant at 0.01 level (greater than the value set significance at 0.01 level, viz, 0.1780) . The 0.01 confidence interval is from 0.0290 and 0.3709.

Interpretation
a) There is a considerable relationship between Home learning and Achievement in Malayalam.
b) For all samples, except for the urban subjects, the correlation coefficients obtained are significant at 0.01 level.
c) All the obtained correlation coefficient are positive, showing that any increase in Home learning facility will be attended by a corresponding increase in achievement.
All these show that Home learning Facility has a determining influence on achievement in Malayalam.

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