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A STUDY ON HOME ENVIRONMENT AND ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS OF UDALGURI DISTRICT

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ABSTRACT

The association between the home environment and academic achievement has long attracted educational academics, owing to its substantial implications for teaching practices and policy development. The home environment, which includes parental education levels, socioeconomic status, and emotional support, among other things, is essential in determining adolescents' academic performance (Bradley & Corwyn, 2002; Jeynes, 2005). This study aims to broaden the discussion by investigating the home environment and its impact on the academic achievement of secondary-level school students of the Udalguri district. This area reflects the varied socioeconomic and cultural fabric of the region. Despite numerous studies studying this link, research into the diverse settings of locations such as Udalguri is limited. With its different socioeconomic backgrounds and educational landscapes, this area provides a unique chance to investigate how localized home settings affect academic performance. The study hopes to better recognize educational determinants and inform targeted treatments in similar socio-cultural contexts by delving into this underexplored area.

KEYWORDS: *Home Environment, Academic Achievement, Secondary School Student.*

INTRODUCTION

The relationship between home environment and academic achievement has emerged as a critical field of educational research, highlighting the complex influence of familial and socioeconomic factors on educational achievements. Previous research has repeatedly shown that several aspects of the home environment, such as parental educational attainment, socioeconomic status, and the availability of educational resources, significantly impact adolescents' academic performance (Bradley & Corwyn, 2002; Jeynes, 2007). Desforges and Abouchaar's (2003) research emphasizes the importance of parental participation and expectations in determining students' academic aspirations and results. Despite the abundance of research tying home environment components to academic performance, few studies concentrate on specific geographic regions, particularly those with distinct socio-cultural dynamics, such as the Udalguri district. This district, with its broad ethnic composition and varying economic conditions, provides an ideal setting for investigating how localized family settings affect academic attainment.

This study, which builds on the theoretical framework established by Bradley and Corwyn (2002) and Desforges and Abouchaar (2003), is based on the idea that educational attainment is influenced by the quality of the home environment rather than just formal schooling. This concept is backed further by Hill and Tyson (2009), who suggest that parental participation in Education, whether through homework assistance, school participation, or encouraging intellectual discussions at home, has a measurable impact on kid performance. However, applying these findings to varied socioeconomic and cultural situations is underexplored, particularly in locations with significant ethnic and economic diversity, such as the Udalguri district.

Furthermore, a study by Sirin (2005) highlights the significance of socioeconomic determinants, revealing a robust association between family income levels and academic achievement. The connection between educational outcomes and the availability of educational materials, such as books and technology, as well as the presence of a supportive learning environment at home, is influenced by various factors. Although these studies comprehensively comprehend the factors that impact academic success, they frequently fail to include the subtle effects of cultural diversity and regional disparities on educational results.

Home environment is a crucial aspect that significantly influences a student's academic achievement, just like other factors. The home environment encompasses various elements, such as the natural surroundings, family structure and hierarchy, parents' educational background, attitude towards their children, and financial situation. All of these aspects play a crucial role in shaping the home environment. The sources used are Codjoe (2007), Mukama (2010), and Muola (2010). Research suggests

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that parents who are highly engaged in their child's Education tend to achieve higher academic performance than children whose parents are less involved, particularly in educational matters. A supportive home environment can also boost a child's self-confidence and social skills, making them more friendly. Nanalee (1997) emphasized that a favorable home learning environment for children after infancy promotes socialization, awareness, and activities that facilitate the expansion of positive views regarding learning and the acquisition of emotional, intellectual, physical, language, and social growth. The environment encompasses all external factors that influence individuals outside their genetic makeup. Borning, Langfield, and Weld (1961).

Academic achievement, often known as academic performance, refers to the level of success that a learner, teacher, or Institution achieved in meeting their academic objectives, either short-term or long-term. It broadly refers to the current degree of a student's learning. It relates to the quantification of students' performance in different academic disciplines. Education has a crucial role in the contemporary world. A degree in Education is essential to fostering mutual admiration and recognition among individuals. It allows society to understand and analyze the world accurately, developing new methods and approaches that align with their surroundings. Education has significantly contributed to the progress of technology by equipping individuals with the necessary abilities to use in real-life situations, resulting in inventions. Personal, social, and emotional development facilitates youngsters in acquiring skills to establish positive relationships and form friendships, comprehend and articulate emotions, grasp moral concepts, cultivate self-reliance, and eventually foster a positive self-image, all of which directly impact an individual's academic performance. The home environment and family are the primary and most significant elements influencing a child's social-emotional development.

This study is especially relevant considering the changing nature of Education in areas experiencing fast social and economic changes. Kagitcibasi's (2007) research emphasizes the ever-changing nature of parental involvement in the educational process and its ability to adjust to cultural changes. It suggests that the impact of the home environment on educational success may vary significantly in different contexts. Hence, this study's emphasis on the Udalguri district not only adds to the overall discussion on educational attainment but also fills a significant void in comprehending how specific socio-cultural characteristics in a particular area connect with elements of the home environment to impact students' academic performance.

OBJECTIVES

i. To investigate the home environment of secondary-level students in Udalguri District.
ii. To differentiate the home environment of secondary level students about –
    a. their Gender
    b. Type of family
    c. Type of area of residence
    d. Type of Institution
    e. To the medium of Institution
iii. To investigate the association between home environment and academic achievement of secondary-level students in the Udalguri district.

HYPOTHESES

H0 1: No remarkable dissimilarity exists in the home environment concerning Gender.
H0 2: No remarkable dissimilarity exists in the home environment concerning the type of family.
H0 3: No remarkable dissimilarity exists in the home environment concerning the type of residence.
H0 4: No remarkable dissimilarity exists in the home environment concerning the type of Institution.
H0 5: No remarkable dissimilarity exists in the home environment concerning the medium of the Institution.
H0 6: No remarkable association exists between home environment and academic achievement of Secondary level students.

REVIEW RELATED TO LITERATURE

A study conducted by Adeppanavar, S. S. (2020), found a strong and meaningful correlation between academic performance and the adjustment of personality and the home environment among adolescent girls. In a study conducted by Narottambhai, P. R. (2019), it was shown that there is no statistically significant distinction in the parent-child relationship among teens based on Gender and family type (nuclear and joint). However, variations were observed in the parent-child relationship among teenagers based on their place of residence. Upreti, K. (2019) research findings from the descriptive statistics indicated that approximately 25% of the total sampled teens reported significant stress levels. Half of the sampled teens had moderate levels of stress. Approximately 25% of the total sampled teens reported experiencing low-stress levels. Jain and Mohta (2019) find no remarkable disparity in home environment and academic achievement between male and female secondary school students. In 2019, Bibi M. et al. found a direct correlation between academic success and student proficiency in English, learning ability, previous degree grades, family support, social media utilization, and teachers' influence. Khan F. N. et al. (2019) demonstrated the significance of family interactions inside the household, which were found to possess a substantial association with students' educational performance. According to Praveen, S., & Shafeeq, N. Y. (2019), there is a notable disparity in the context of family concerning Gender and place of settlement. Male students residing in rural locations exhibit a more favorable impression of their family environment than their male counterparts in urban and semi-urban settings. Female students residing in semi-urban locations exhibit a more favorable impression of the home environment than those residing in rural and urban areas. Bala's (2018) study found that the dimensions of the home environment (specifically protectiveness, punishment,

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and reward) were positively correlated with the educational achievement of secondary school students in Hindi. In a study conducted by Kaur (2018), it was demonstrated that delinquency proneness was prevalent among adolescents, with boys exhibiting a higher tendency towards delinquency compared to girls. The effect of the home and school surroundings on boys and girls was substantial in several aspects. Sharma, R. (2017) and Kakkar, N. (2016). Saini, M. (2010) and Saikia, P. (2016) demonstrated a strong and favorable association between family environment and secondary school students' academic performance. In a study conducted by Ceema, N. J. (2017), it was found that emotional intelligence and the family environment substantially impact the academic performance of high school children. Kant, R. (2016) asserts that emotional maturity, family environment, and peer pressure impact academic cheating. According to Khanna (2016), there is a positive correlation between the accomplishment motivation score of senior secondary school pupils and their academic achievement. Rani, D. (2016) demonstrates differences in academic achievement and I.Q. between urban and rural adolescents. The findings of Markad, M. N. (2015) are the result. There was a considerable difference between male and female adolescents in their impression of certain family environment characteristics, including control and rejection. Rose, A. M. M. (2015) found no statistically significant distinction between the home environment and its dimension of high school children in terms of the language used for instruction and the school's location. However, significant differences between urban and rural high school students regarding parent-child relationships and home environments were observed. There are also differences observed between high school students from nuclear and joint families regarding the home environment. Furthermore, differences are observed among Hindu, Christian, and Muslim high school students in their parent-child relationship and home environment. Additionally, differences are observed among government, aided, and self-financed high school students regarding parental involvement. Moreover, differences are observed among high school students regarding the home environment and various dimensions of socioeconomic status, parental involvement, and parent-child relationship based on the institutions they attend. Lastly, no association is found between the socioeconomic status, parental involvement, parent-child relationship of high school students, and their parents' educational qualification, occupation, and family income. According to a study by Illahi, B. Y., & Khandai, H. (2015), female students demonstrate superior academic performance compared to their male counterparts. Geetha, N. R. (2015) and Jadhav, N. S. (2010) found that emotional intelligence and family environment substantially impact academics. Therefore, a nurturing family setting with parents and family members who possess a positive attitude has a beneficial influence on children, enabling them to adopt desired attitudes and develop emotional stability, ultimately leading to great accomplishments. In a study conducted by Bhat, A. (2014), it was discovered that adolescents who grew up in moderately controlled home environments exhibited considerably higher problem-solving abilities than those who grew up in highly controlled home environments. Mehrotra (2014) discovered that a permissive home environment impacts kids' emotional competence. Specifically, pupils who experience low rejection levels at home tend to demonstrate higher emotional competence. Kharnaior (2013) states that the home environment significantly influences a child's academic achievement. Pandey, R. S. (2013) discovered a direct relationship between study habits and factors such as home environment, socioeconomic position, and academic accomplishment. Rani, R. (2013) found a positive correlation between the components of rejection in the home environment and the study habits of boys. This means that the components of rejection can influence the study habits of boys in their home environment. Additionally, there was no significant difference in the home environment between boys and girls studying in the senior secondary school science stream. Kishore, N. (2013) discovered that there is a significant relationship between the school and home environment and the mental health condition of students, which in turn affects their academic achievement. Students with a positive home and school environment perform better in all disciplines. (2) There is a considerable influence and interaction between Gender, locality, and type of school on academic achievement, family environment, and mental health status. (3) There is a notable distinction among high school students based on Gender (boys and girls), location (rural and urban), and kind of school (co-educational and non-coeducational) in terms of the school environment, home environment, and mental health condition of the students. In a study conducted by Kaur (2011), it was discovered that child abuse is prevalent in environments characterized by poor and unhealthy conditions at home and school. These conditions hinder the proper growth and development of children, often resulting in abuse and feelings of insecurity at home. Additionally, the lack of a strong cognitive focus in schools also contributes significantly to the occurrence of child abuse. According to Chandu, S. A. (2011), there was a favorable correlation between success motivation and two specific characteristics in the family environment: expressiveness and conflict. Balasubramanian, S. (2010) found that the home environment varies between parents who are literate and illiterate in both rural and urban settings. According to Sharma (2006), kids who come from good and average home environments have a significantly higher educational adjustment level than those from poor home environments. Kamalamani (2001) presents a comprehensive analysis of high achievers, highlighting their ability to grasp complex concepts effortlessly, their preference for seclusion throughout the learning process, their knack for overcoming difficulties in understanding, their adoption of effective study habits, and various other traits. The profiles of poor achievers demonstrate a lack of aptitude for rapid comprehension, failure to engage with daily courses, limited reliance on reference materials for studying, neglect to utilize holidays for academic purposes, and reluctance to adopt effective study habits. Manjuvani, E. (1989) discovered that the higher the quality of the home environment, the better the mental health state. Kids' academic performance is influenced by various

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environmental factors, such as family, social and economic position, distance traveled to school, professional level of instructors, and the adequacy of educational facilities for teaching and learning (Okoye, H. C. et al., 2021). Muema J. K. et al. (2020) found that economic position and parenting style substantially impacted students' academic achievement. Sbrocco (2009) discovered that the pupils' levels of participation differed depending on their race. White students had more behavioral and emotional involvement and demonstrated lower degrees of disengagement in comparison to black classmates. Black students exhibited comparable levels of involvement, albeit with a modest edge in engagement observed among white students.

METHOD OF THE STUDY

The research is conducted in the Udalguri district of Assam. Udalguri district, sometimes known as Odalguri, is located in the Bodoland Territorial Region of Assam in Northeastern India. The researcher employed the Descriptive Survey Method to conduct her research. The descriptive research approach is used to gather information on current affairs by analyzing the nature and extent of existing conditions. It is widely recognized and commonly employed in Education (Koul, L., 2009). The study population comprises pupils in the ninth and tenth grades from Udalguri, BTR, Assam, India. Five secondary-level schools, namely Kabirali Higher Secondary School, Borigaon Higher Secondary School, Udalguri Higher Secondary School, Sacred Heart School, Udalguri, and Kendriya Vidyalaya Sangathan, have been selected using the random sample technique. A dataset was compiled from a sample of 216 students attending secondary school in 2022. The Home Environment Scale (HES-AASS), created by Aaliya Akhtar and Dr. Shail Bala Saxena, was utilized to evaluate the home environment of the secondary level student. Academic achievement is assessed by analyzing the final grades of students' past academic performance. The data was subjected to statistical analysis using percentage, mean, standard deviation, z-score, t-test, and correlation.

DATA ANALYSIS AND INTERPRETATION

OBJECTIVE 1: To investigate the home environment of secondary-level students in the Udalguri district.

The study examines the home environment of secondary school students in the Udalguri district. To determine the level of the home environment, z-scores are computed using the mean and standard deviation (**M=133.56 & SD=13.10)** derived from the raw scores of the home environment.

Table : Level of the home environment of the secondary level students of Udalguri district.

	z-Score range	Home environment	Total No. of students	(%)
1	+2.01 and above	Extremely favourable	0	0.00%
2	+1.26 to 2.00	Highly favourable	8	3.70%
3	+0.51 to 1.25	Above average favourable	63	29.17%
4	-0.50 to +0.50	Average/Moderately favourable	93	43.06%
5	-0.51 to -1.25	Unfavourable	29	13.43%
6	-1.26 to -2.00	Highly unfavourable	13	6.02%
7	-2.01 and below	Extremely unfavourable	10	4.62%
Total			216	100%

The above Table indicates the different level of home environment that student of secondary level are having in Udalguri district. From the above Table it shows, 43.06% of secondary level student possess Average/Moderately favorable home environment, 29.17% secondary level student possess Above average favorable home environment and 3.70% secondary level student possess highly favorable home environment in Udalguri district. Whereas, 13.43% of secondary level student possess Unfavorable home environment, 6.02% secondary level student possess Highly unfavorable home environment and 4.62% of secondary level student possess Extremely unfavorable home environment in Udalguri district.

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Figure: Representing the level of Home environment of secondary level student in Udalguri district with the help of Pie chart.

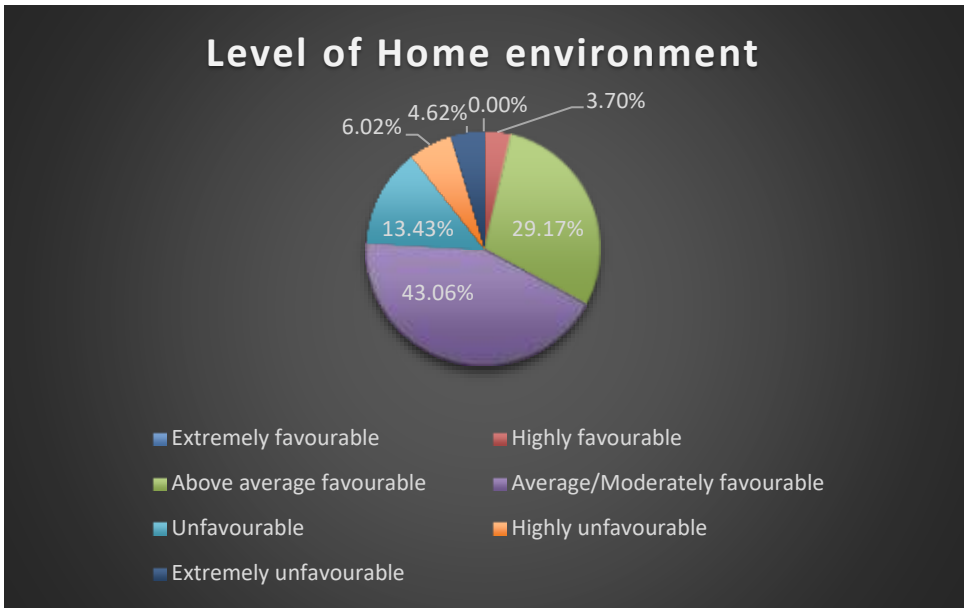


Figure. Pie chart indicating the level of the home environment of secondary level students.

OBJECTIVE 2: To differentiate the home environment of secondary level students about-

a. THEIR GENDER

H0 1: No remarkable dissimilarity exists in the home environment concerning Gender.

To compare the home environment between males and females among the secondary level students, the Mean and Standard deviation are calculated separately for both males and females from the raw score of the Home environment, and then the 't' value is calculated, as shown in **Table 4.03.**

Differentiation of home environment between male and female secondary level students.

	Sex	N	M	SD	SED	Df	't'	
Home environment	**Male**	105	132.35	12.20	0.13	214	1.32	Not significant @0.05 level
	Female	111	134.71	13.86				

The Table above displays computed values for **M & S.D**. The M is 132.35 for males, with **SD=**12.20, based on a sample size of 105. For females, the mean is 134.71, with a standard deviation of 13.86, based on a sample size of 111—the **df=**214, and 't' 1.32. After differentiating both males and females in the context of the home environment of secondary-level students, it was discovered that the calculated value of 't' is 1.32. The value is not statistically significant at a 0.05 significance level for a two-tailed test, given that df is 214 because the calculated value of 't' (1.32) is lower than the table value of 1.96 at a significance level of 0.05. Based on the facts presented, it can be inferred that there is no substantial disparity in the home environment between male and female secondary-level students. Hence, the null hypothesis 'No remarkable dissimilarity exists in the home environment concerning Gender' is accepted.

b. TYPE OF FAMILY

H0 2: No remarkable dissimilarity exists in the home environment concerning the type of family

To compare the Home environment concerning the type of family (Nuclear and joint), Mean and Standard deviation are calculated separately for the secondary level student having a Nuclear and Joint family separately from the raw score of the home environment, then 't' value is calculated as shown in **below**

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TABLE: Comparison of the Home environment of a secondary-level student concerning the type of family.

	Type of family	N	(M)	SD	SED	't'	
Home environment	Nuclear	164	133.51	13.51	0.58	0.10	Not significant @0.05 level
	Joint	52	133.73	11.84			

The Table above displays the computed values for the **M & S.D**. The Nuclear family's **M=**133.51, with a standard deviation of 13.51, based on a sample size of 164. For the Joint family, **M=**133.73 with **SD=**11.84 of sample 52. The **df=** 214, and the 't' value is 0.10. After comparing the home environment of secondary-level students from nuclear and joint families, it was determined that the calculated value of 't' was 0.10. This value is not statistically significant at the 0.05 significance level for a two-tailed test with 214 degrees of freedom because the calculated value of 't' (0.10) is lower than the table value of 1.97 at the 0.05 significance level. Based on the facts presented, it can be stated that there is no significant disparity in the home environment between Nuclear and Joint families among Secondary level students. Hence, the null hypothesis 'No remarkable dissimilarity exists in the home environment concerning the type of family' is accepted.

c. TYPE OF AREA OF RESIDENCE

H0 3: No remarkable dissimilarity exists in the home environment concerning the type of residence.

To compare the Home environment concerning the type of residence (Rural and Urban), the Mean and Standard deviation are calculated separately for the secondary-level students of Rural and Urban areas from the raw score of the home environment, then the 't' value is calculated as shown in **Table.**

TABLE: Comparison of Home environment between Rural and Urban Areas of residence among secondary-level students.

	Area	N	M	SD	SED	df	't' value	
Home environment	Rural	91	133.40	12.61	0.11	214	0.16	Not significant @0.05 level
	Urban	125	133.69	13.50				

The above Table displays the computed values for the mean and standard deviation. In the rural area, the mean is 133.40, with a standard deviation of 12.61, based on a sample size 91. In the urban area, the mean is 133.69, with an SD of 13.50, based on a sample size of 125. The **df** is 214, and the 't' value is 0.16. After comparing the home environments of secondary-level students in rural and urban areas, it was discovered that the calculated 't' value is 0.16. This value is insignificant at the 0.05 significance level for a two-tailed test with a degree of freedom (df) of 214. This is because the calculated 't' value of 0.16 is lower than the table value of 1.97 at the 0.05 significance level. Based on the facts presented, it can be inferred that there is no notable disparity in the home environment between rural and urban secondary-level students. Hence, the null hypothesis '**No remarkable dissimilarity exists in the home environment concerning the type of residence**' is accepted.

d. TYPE OF INSTITUTION

H0 4: No remarkable dissimilarity exists in the home environment concerning the type of Institution.

To compare the Home environment concerning the type of Institution (Government and Private), Mean and Standard deviation are calculated separately for the secondary level students studying in Government and Private Institutions separately from the raw score of home environment, then the 't' value is calculated as shown in **Table.**

TABLE: Comparison of Home environment between government and private Institutions among secondary level students.

	Type of Institution	N	M	SD	SED	df	't'	
Home environment	Government	169	134.30	13.32	0.74	214	1.57	Not significant @0.05 level
	Private	47	130.91	12.06				

The Table above shows the computed values for the mean and standard deviation. The mean for the government institution is 134.30, with a standard deviation of 13.32, based on a sample size of 169. The private Institution's mean is 130.91 with a standard

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deviation of 12.06, based on a sample size of 47. The **df**=214, and the 't' value is 1.57. After comparing the home environment of secondary-level students studying in government and private institutions, it was discovered that the calculated value of the 't' test was 1.57. This value indicates no significant difference in the home environment between government and private institutions for secondary-level students. The significance level for this test was 0.05, and the degree of freedom was 214. The calculated value of 't' (1.57) is lower than the table value (1.97) at the 0.05 significance level. Based on the facts presented, it can be inferred that there is no substantial distinction between the home environment of secondary-level students in government and private institutions. Hence, the null hypothesis '**No remarkable dissimilarity exists in the home environment concerning the type of Institution**' is accepted.

e. TO THE MEDIUM OF INSTITUTION

H0 5: No remarkable dissimilarity exists in the home environment concerning the medium of the Institution.

Mean and standard deviations are calculated separately to compare the home environment concerning the medium of the Institution for the secondary level student studying in English and the vernacular medium of the Institution, separately from the raw score of the home environment. Then 't' value is calculated as shown in **Table.**

TABLE: Comparison of Home environment between English and Vernacular (Bodo & Assamese) medium of Institution among secondary level students.

	Medium of Institution	N	M	SD	SED	Df	't' value	
Home environment	English	90	132.01	14.34	0.43	214	1.48	Not significant @0.05 level
	Vernacular	126	134.67	12.09				

The Table above shows the estimated values for the mean and standard deviation. For students learning in English medium, the mean is 132.01, and the standard deviation is 14.34, with a sample size of 90. For students studying in vernacular medium, the mean is 134.67, and the standard deviation is 12.09, with a sample size of 126. The degree of freedom is 214, and the 't' value is 1.48. After comparing the home environment of secondary-level students studying in English and the medium of Institution, it was discovered that the calculated value of the 't' test is 1.48 between government and private institutions regarding home environment among secondary-level students. This value is insignificant at a 0.05 significance level for a two-tailed test with a degree of freedom (df) of 214. This is because the calculated value of 't' (1.48) is lower than the table value of 1.97 at a 0.05 significance level. Based on the facts presented, it can be inferred that there is no notable distinction among secondary-level students in terms of the medium of Institution in their home environment. Hence, the null hypothesis '**No remarkable dissimilarity exists in the home environment concerning the medium of the Institution**' is accepted.

OBJECTIVE 3: To investigate the association between home environment and academic achievement of secondary-level students in the Udalguri district.

H0 6: No remarkable association exists between home environment and academic achievement of Secondary level students.

Mean (M), Standard Deviation (S.D.), & Coefficient of correlation 'r' value were calculated to test the significance of the coefficient of correlation 'r' between home environment and secondary level student academic achievement, as shown in **Table.**

TABLE: Coefficient correlation between Home environment and academic achievement among secondary level students.

Variable	N	M	S.D.	'r'	df (N-2)	
Home Environment	216	133.56	13.12	0.15	214	Not significant at 0.05 level with df 214
Academic Achievement	216	54.22	16.81			

The above **Table** indicates the calculated value of Mean (M) = 133.56, SD = 13.12 for Home environment and Mean (M) = 54.22, SD = 16.81 for Academic achievement. The Table implies the coefficient of correlation 'r' between home environment and academic achievement of the secondary level student is 0.15, which is not significant at 0.05 level significance for two-tailed test for df = 219 because the calculated value of 'r' = 0.15 is less than the tabulated value of the coefficient of correlation 'r' i.e., 0.358 at 0.05 level of significance. (Garrett, H.E. 2006. pp.171). Therefore, the hypothesis "**No remarkable association exists between home environment and academic achievement of Secondary level students**" is not accepted.

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Though the present finding of the study shows no correlation between home environment and academic achievement among secondary-level students and contradicts the previous finding, it may be because the present study was conducted between 2020 and 2022, during the COVID-19 period. It has had an enormous impact on the field of Education, especially with the students where all the educational institutions were closed, and many of the students also lost connection with their studies because it can be said it was a life-threatening period. The finding of the present study contradicts the findings of Adeppanavar, S.S. (2020), Bala, R. (2018), Ceema, N.J. (2017), Sahayaponmalar, S. (2016), Saikia, P. (2016), Latwal, A. (2015) who found out that there is a significant relationship between Home environment and academic achievement among secondary level students. The present study's findings match those of Mohd Rizwan (2020). The analysis and interpretation of the data are of its originality.

MAJOR FINDINGS OF THE STUDY

The significant findings of the study:

i. **FINDINGS OF OBJECTIVE 1:** It was found that most secondary-level students possess an average favorable home environment in the Udalguri district. It may be due to literacy among parents.

ii. **FINDINGS OF OBJECTIVE 2:**

a. Secondary children in Udalguri district have similar family environments regardless of Gender.

b. Secondary pupils' home environments do not differ significantly based on family type.

c. Secondary-level students don't differ in their home environment in terms of area of locality.

d. Students studying in government and private institutions have similar home environments.

e. Students studying in English medium and vernacular medium of Institution have no significant difference in their Home environment.

iii. **FINDINGS OF OBJECTIVE 3:**

There is no remarkable association between the home environment and the academic achievement of secondary school students in the Udalguri district.

EDUCATIONAL IMPLICATIONS OF THE STUDY

Based on the findings and results, the mentioned educational implications will be helpful to those who are engaged in the field of Education:

- The study could inform policymakers, educational administrators & practitioners to deal effectively with the learner and their parents at home.
- The study could inform the head of the school teachers to take the initiative to organize educational programs for the parents about the various psychological and behavioral needs of the learner and to provide and practice the upgradation of a better home environment.
- Healthy relations between teachers, parents and the community will be maintained for growth and development.
- Teacher-parent meetings are to be conducted occasionally to inform and update themselves about their children's academic achievement.
- The teacher should teach to boost students' potential, keep them motivated, and assist students.
- Teachers and parents should help students not to stress out at work but to seek possible guidance whenever necessary.
- Teachers and parents should feel approachable whenever they are in need.
- Parents should assist their children in studying and provide a home environment for their children to stimulate better learning.

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