

EFFECT OF HOME ENVIRONMENT ON ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS

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ABSTRACT

The present study was undertaken to find out the effect of home environment on academic achievement of secondary school students. Various dimensions of home environment namely: Control, Protectiveness, Punishment, Conformity, Social Isolation, Reward, Deprivation of Privileges, Nurturance, Rejection, and Permissiveness were treated as independent variables whereas academic achievement was treated as dependent variable. Descriptive survey method was used for the present study. Random sampling technique was used to select the sample for the present study. The sample comprised of 200 students from private schools in Rohtak city affiliated to Central Board of School Education. Academic achievement of the students was determined on the basis of their previous examination marks. Home Environment Inventory (HEI) by Dr. K. S. Mishra was used to know the home environment of the students. Statistical techniques like Mean, S.D. and t-test were employed to find out the effect of various dimensions of home environment on academic achievement of secondary school students. The findings of the study revealed that three dimensions of home environment, namely control, reward and permissiveness have significant effect on academic achievement of secondary school students whereas other seven dimensions of home environment, namely protectiveness, punishment, conformity, social isolation, deprivation of privilege, nurturance, and rejection did not have any significant effect on academic achievement of secondary school students.

INTRODUCTION

In the modern society, education is considered as an essential need of human beings besides food, clothing and shelter. It is the aggregate of all the process by which a person lives in the society. It has been recognized as the most important factor for human development which contributes to national progress attired to the globalization process. UNESCO has declared Education as a human right, which means, education is the right of the people living in a particular country and it is the duty of the government to make provisions for imparting education to the people living in that country. In order to achieve this aim of education as a human right, the primary education has been made free, compulsory and universal as a first step in this direction. Progress in the field of education is measured mainly through academic performance. Quality of performance has become the key factor of personal progress. Parents desire that their children climb the ladder of performance to the highest level possible.

Their desire to achieve a high level of achievement from children put a lot of pressure on students, teachers and schools. A lot of time is devoted and efforts are made to enable students to achieve better scholastic endeavors.

Achievement in the educational situation has frequently been referred to as scholastic achievement or academic achievement. Dictionary of Psychology (Chaplin, 1956) defined educational or academic achievement as specified level of attainment proficiency in academic work as evaluated by the teacher, by standardized tests or by combination of both. Academic achievement means the attained level at which the student is functioning in school and is measured by the school marks or grades earned. In our society, academic achievement is considered as a key criteria to judge one's total potentialities and capabilities. Two environments namely, home environment and school environment, share an influential space in child's life. Home environment refers to all sorts of moral

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and ethical values and emotional, social and intellectual climate set up by the family members to contribute to the wholesome development of an individual. Education of the child is not the exclusive responsibility of the school. Home environment plays an important role in determining cognitive, emotional, social and personality development of children. Each child needs an experientially rich environment in home. A good home environment is the result of good co-operation among family members, economic conditions, educational status of family members, caring nature of parents and other family members and positive attitude of family towards pupil. Research studies have also proved that a supportive nurturing environment in home and school could enhance child's academic achievement. Parents can and should play an important role in shaping and building the career of their children. Parents with higher levels of education will have children who are better educated (Black, Devereux, and Salvanes, 2003). High parental involvement leads to high achievement and low parental involvement leads to low achievement (Ahuja and Goyal 2005). Studies have also reported that a positive affective relationship between parents and children increases the likelihood that the child will initiate and persist in challenging and intellectual tasks.

Previous research studies have showed significant relationship between home environment and academic achievement. Home environment has a significant effect on the school performance, academic achievement and intellectual development (Liq, P. 1993). Home environment emerged as a significant predictor of academic achievement as high achievers, boys and girls, enjoyed better home environment (Basantia and Mukhopadhyaya, 2001). Goel (2004) reported that girls had much higher educational aspiration than boys in relation to home environment. He further found that boys felt more rejected with the autocratic atmosphere at home in comparison to girls who experienced more nurturance than boys. Academic performance was found to be significantly related to independence and conflict domains of family environment. Boys and girls differed significantly in perception of the home environment

(Mohanraj and Latha, 2005). As quality of home environment gets deteriorated, the level of scholastic achievement also comparatively declines among boys (Siwach and Daulta, 2008). Better family intellectual climate has a significant positive impact on the students' beliefs about learning and academic achievement (Cano, 2008). Home environment plays significant role in the development of life skills (Bhat and Aminabhavi, 2011). Parental involvement has significance effect in better academic performance of their children (Hafiz, Rafiq, Tehsin, Malik, Muhammad and Khan, 2013). Lack of good home foundation for pupils as cause of poor performance by students (Ogbemudia and Aiasa, 2013). Congenial home environment is an essential factor in moulding the appetite of the students towards mathematics which influences their overall academic achievement in the long run (Mahanta, 2014). The lack of studies in the area related to academic achievement and various dimensions of home environment motivated the investigators to explore the sterile field.

VARIABLES USED

In the present study, various dimensions of home environment viz. a) control, b) protectiveness, c) punishment, d) conformity, e) social isolation, f) reward, g) deprivation of privileges, h) nurturance, i) rejection, j) permissiveness were treated as the independent variables, whereas academic achievement constituted the dependent variable for the study.

OBJECTIVE OF THE STUDY

To study the effect of various dimensions of home environment viz. a) control, b) protectiveness, c) punishment, d) conformity, e) social isolation, f) reward, g) deprivation of privileges, h) nurturance, i) rejection, j) permissiveness on academic achievement of the secondary school students.

OPERATIONAL DEFINITIONS OF KEY WORDS

Home Environment

It refers to the psycho-social climate of home as perceived by the students in Home. It includes

ten dimensions such as control, protectiveness, punishment, conformity, social isolation, reward, deprivation of privileges, nurturance, rejection and permissiveness.

Academic Achievement

Academic achievement is the indication of performance or achievement in a test performed to measure one's achievement. In the present study, academic achievement of the students was determined on the basis of their previous examination marks.

METHODOLOGY AND PROCEDURE

Method

In the present study, descriptive survey method was used to study the effect of various dimensions of home environment on academic achievement.

SAMPLE

In the present study, random sampling technique was used to select the sample of 200 students of 10th class studying in private schools affiliated to C.B.S.E. of Rohtak city. These were further classified on the basis of all the ten dimensions of home environment under study. For each dimension of home environment students were classified as high and low on the basis of $M \pm 1\sigma$.

TOOLS USED

Home Environment Inventory developed by Dr. K. S. Mishra (1989) was used to study the various dimensions of home environment of the students. It is an instrument designed to measure the psychosocial climate of home as perceived by children. It provides a measure of the quality and quantity of the cognitive, emotional and social support that has been available to the child within the home. The inventory has 100 items belonging to ten dimensions of home environment. These are: a) control, b) protectiveness, c) punishment, d) conformity, e) social isolation, f) reward, g) deprivation of privileges, h) nurturance, i) rejection, j) permissiveness. Each item is to be answered with the help of 5 point scale ranging from 4 to 0. Split half reliability coefficients for ten components of Home Environment Inventory

range from 0.73 to 0.95. Home environment Inventory has been found to possess content validity as measured with the help of views expressed by judges.

STATISTICAL TECHNIQUES USED

Means, S.Ds. and t-test were employed to find out the effect of various dimensions of home environment on academic achievement of secondary school students.

RESULTS AND DISCUSSION

The objective of the present study was to know the effect of various dimensions of home environment viz. a) control, b) protectiveness, c) punishment, d) conformity, e) social isolation, f) reward, g) deprivation of privileges, h) nurturance, i) rejection, j) permissiveness on academic achievement of the students. To achieve the objective of the study, the data were subjected to t-values for the mean scores of academic achievement with respect to various dimensions of home environment as shown in the following table. These mean scores have also been presented graphically in the figure given below.

TABLE
't' values for Academic Achievement with respect to Various dimensions of Home Environment

Sr. No.	Various Dimensions of Home Environment	Group	N	Means	S.D.	t-values
1.	Control	High Control	52	15.29	11.25	7.556*
		Low Control	51	11.38	12.31	
2.	Protectiveness	High Protectiveness	51	14.54	11.67	0.177 NS
		Low Protectiveness	52	14.22	14.44	
3.	Punishment	High Punishment	53	14.26	12.15	0.564 NS
		Low Punishment	50	12.74	12.35	
4.	Conformity	High Conformity	50	15.15	11.65	7.725*
		Low Conformity	52	15.14	11.10	
5.	Social Isolation	High Social Isolation	50	12.29	11.08	0.166 NS
		Low Social Isolation	52	11.55	12.05	
6.	Reward	High Reward	53	15.54	11.65	7.882*
		Low Reward	51	11.22	12.32	
7.	Deprivation of Privileges	High Deprivation of Privileges	51	12.12	12.12	0.676 NS
		Low Deprivation of Privileges	51	12.14	12.35	
8.	Nurturance	High Nurturance	51	15.26	12.17	0.005 NS
		Low Nurturance	51	14.48	12.15	
9.	Rejection	High Rejection	51	12.12	12.12	0.172 NS
		Low Rejection	50	14.17	12.81	
10.	Permissiveness	High Permissiveness	51	12.28	11.25	7.511*
		Low Permissiveness	52	11.57	12.29	

**** Significant at 0.01 level.**

*** Significant at 0.05 level. NS=Non Significant**

Table reveals that the t-value (2.06) for the mean scores of academic achievement between high and low level of control as dimension of home environment is significant at 0.05 level. In the context of means scores, it was found that the mean score of academic achievement of the students with high level of control (75.29) is greater than that of low level of control (71.18). It indicates that students with high level of control by home have more academic achievement than their counterparts. Hence it can be inferred that if proper system of control is followed, children shall certainly perform well in school. It was further found from the table that significant difference exists in the academic achievements of the students on the basis of reward and permissiveness as dimensions of home environment. It was found that mean academic achievement scores of students with high level of reward (76.25) and high level of permissiveness (77.58) are greater than the mean academic achievement scores of students with low level of reward (71.11) and low level of permissiveness (71.37) respectively. It indicates that students with high level of reward and high level of permissiveness have more academic achievement than their counterparts.

It can further be inferred from the table that t-values (0.107 & 0.634) for the mean academic achievement scores of students with high and low level of protectiveness and punishment as dimensions of home environment are not found significant. However, the mean scores of high level of protectiveness (74.54) and high level of punishment (74.26) are slightly greater than the academic achievement scores of low level of protectiveness (74.32) and low level of punishment (73.01) respectively. The difference may be due to the nature of punishment that parents used to give their wards for their undesirable behaviour.

No significant difference was found in the academic achievement of students on the basis of conformity and social isolation as dimensions of home environment. However, mean academic achievement scores of students with high level of conformity & social isolation (72.42 & 72.39) are

found lesser than the mean academic achievement scores of students with low level of conformity (76.14 & 73.75). It may be due to the fact that more expectations of parents from their children put unnecessary stress on them which results negative effect on their academic achievement. Table further revealed that no significant differences were found in the academic achievement scores of students on the basis of deprivation of privilege, nurturance and rejection as dimensions of home environment. It means that deprivation of privilege, nurturance and rejection as dimensions of home environment have no significant effect on academic achievement of the students. It can be concluded that increase or decrease in mean academic achievement scores are not related with increase or decrease in level of deprivation of privilege, nurturance and rejection as dimensions of home environment.

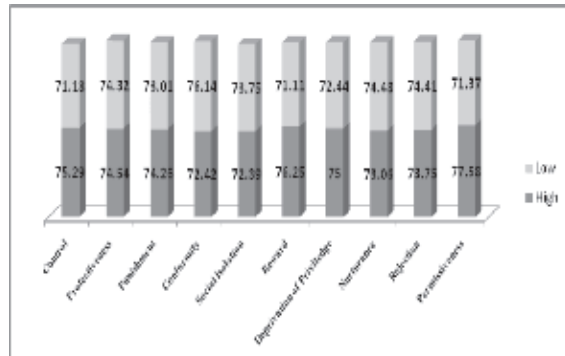


Fig.: Mean Scores of Academic Achievement with respect to various dimensions of Home Environment

As per table given above, it can be concluded that out of the total ten dimensions of home environment, three dimensions, namely control, reward and permissiveness have significant effect on academic achievement whereas another seven dimensions namely protectiveness, punishment, conformity, social isolation, deprivation of privilege, nurturance, rejection have no significant effect on academic achievement of the students. These findings are to some extent in agreement with the finding of Shrivastava (1991) who reported that families of high achievers were more structured and exercised more control than those of low

achievers No doubt control was necessary in an early period of life, but in adolescent period too much control can be resulted in lower academic achievement. Basantia and Mukhopadhaya (2001) also revealed that home environment emerged as a significant predictor of academic achievement as high achievers boys and girls enjoyed better home environment. Bhat and Aminabhavi, (2011) concluded that home environment play significant role in the development of life skills. Other seven dimensions of home environment, namely protectiveness, punishment, conformity, social isolation, deprivation of privilege, nurturance, rejection have no significant effect on academic achievement of secondary school students.

FINDINGS OF THE STUDY

1. It was found that out of all the ten dimensions of home environment, significant difference was found in the academic achievement with respect to level of control, reward and permissiveness as dimensions of home environment.
2. No significant difference was found in the academic achievement of the students with respect to another seven dimensions of home environment namely protectiveness, punishment, conformity, social isolation, deprivation of privilege, nurturance, and rejection.

EDUCATIONAL IMPLICATIONS

Findings of the study showed the importance of home environment in the development of life skills or psychosocial competence. This study has shed light on the fact that the home environment can be a strong source of support for developing adolescents, providing close relationships, strong parenting skills, good communication, and modeling positive behaviour. For the sustainable development of a child, role of home environment is not only important but also urgent. Modifications in the home environment can be made to make it more favourable for the enhancement of psychosocial competence of the children. Parents should support their children in their endeavors. Positive home environment with positive attitudes of

parents and students are key factors for successful learning. The findings of this study have also implications for counselors, educationists as well as parents that there is a need to facilitate good quality of home with proper communicative and supportive environment to their children.

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