

Home Environment: An Effective Agent of Academic Achievement of School Going Children

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ABSTRACT

The study identifies the Impact of Home Environment on Academic Performance of School Going Children in relation to gender and religion. Objectives of the study was to study the relationship of academic performance with home environment, to examine the main and interaction effect of gender and religion on home environment and to find out difference between favorable and unfavorable home environment on academic performance. Home Environment Inventory was used for collecting data from a random sample of 100 school going children. Statistical techniques such as correlation, anova, mean, standard deviations and t test were applied for analysis of data. The results revealed that no relationship was found between Academic Performance and Home Environment, Religion has impact on Home Environment but not gender and favorable home environment group have obtained better academic performance than their counterpart unfavorable home environment group.

Keywords: Home Environment, Gender and Religion.

INTRODUCTION

Home is the most important institution for the existence and continuance of human life and the development of various personality traits.

The term “home environment” refers to all the objects, forces and conditions in the home which influence child physically, intellectually and emotionally. Different home environments vary in many aspects such as the parents’ level of education, economic status, occupational status, religious background, attitudes, values, interests, parents’ expectation for their children, family

size and others. Family being the first and major agency of socialization plays a pivotal role in styling child's life.

An ideal home environment is one where there is proper reward to strengthen the desired behavior, a keen interest and love for the child, provision of opportunities to express its views freely, where parents put less restrictions to discipline the child, not preventing the child from acting independently and not continuing infantile care, optimum use of physical and affective punishment, where the children are not compelled to act according to parental desires and expectations

It has been shown that most of children who are successful come from families where cordial relationship exists between children and their parents. Parental involvement is much more likely to promote school success in the context of a home environment (Steinberg et al. 1992).

Home environment refers to aspects of people's domestic lives that contribute to their living conditions. These factors may be physical (poverty, psychological conditions due to parenting; social circumstances (Empty nest, living alone etc. or wider cultural patterns of life related to the location (Suburban environments, Urban environments.

A home is a place of residence or refuge and comfort. It is usually a place in which an individual or a family can rest and be able to store personal property. Most modern-day households contain sanitary facilities and a means of preparing food. Animals have their own homes as well, either living in the wild or in a domesticated environment. As an alternative to the definition of "home" as a physical locale, home may be perceived to have no physical definition instead, home may relate instead to a mental or emotional state of refuge or comfort.

There are certain cultures in which members lack permanent homes, such as with nomadic people. The word "home" can be used for various types of residential community institutions in which people can live, such as nursing homes, group homes (orphanages for children, retirement homes for seniors, prisons for criminals, treatment facilities, etc.), and foster homes.

It is the mother who interacts mostly and all the time with the child. The Chaldeans his or her first language from the mother. Jubber (1990:5) assumed that this fact is popularly recognized by calling this language, mother-tongue. Her attitudes, abilities and her own knowledge play a major

role in the home. Shaw(1964:371) maintains that children born to mothers who have received high education and having positive attitudes enjoy a distinct advantage over children not so fortunate. One measure of the quality of a mother is the level and amount of formal education which she gives to her child. The knowledge and experience she possesses of formal learning and schooling is of value to the child. Kellaghan(1977:754) asserts that, if the mother was herself successful at school and achieved a high level of formal education, the transmission of knowledge can be possible.

There is also potential for difficulties to arise, both between groups of parents and between parents and staff, over the range of issues which parents wish to influence. Parents wish to participate in the running of the school in many different ways. This leads to the development of the idea of levels of involvement.

In their finding, reading and supervision correlated positively with academic achievement. Various researchers (Kahl, 1983; Grolnick & Ryan, 1989) maintain that the structuring of modern societies is the grading of children in terms of intellectual abilities and potential. Those judged on the basis of examination results, to have superior intellectual abilities and potential come gradually to be educated differently to their less intelligent peers. An inescapable result of this system is that pupils, parents and teachers are aware of the fact that marks count. They know that those who do better in tests and examinations have greater freedom as regards future educational and career choices. That they have a better chance of getting a secure and well paid job. Lau and Leung (1992:193) stress that it is not surprising that the questions, "What mark did you get? and "Where did you come?" are so often asked by pupils and by parents.

In both home and school settings, behaviour, social, emotional and academic under achievement have been found to be more characteristic of children from divorced and remarried families than of children from non-divorced families (O)son, Russel & Sprenkle, 1983; Smith & Shepard, 1987). However, such differences do not always emerge (Barber & McClellan, 1987:256; Beck & Mina, 1990:65).

The aspects of home environment are those which encourage or inhibit verbal development. In so far as academic achievement is heavily dependent on intelligence, it is also affected by aspects of the home environment.

According to (Chapin, 1988:99) there are factors in the home environment which may operate in other ways. Four aspects may be distinguishable, which are, however, likely to overlap to a greater or less degree. These variables of home environment are cultural, material, motivational and emotional (Chapin, 1988:99). The first two of these are likely to be closely related. In general, poverty in the is by no means perfect, however. For example. a minister of religion is likely to have an income far lower than that of a labourer, but the cultural environment of the manse and the opportunities for verbal and intellectual development which it provides are likely to be far superior to those obtaining in the labourer's home. Watts (1989:55) maintains that these factors. namely, the cultural background and the material by association with it, should correlate both with intelligence test score and with academic achievement. In so far as that part of academic achievement which is not dependent on intelligence is affected by home environmental factors. The third factor, the motivational aspect of the home environment. is also likely to overlap considerably with the first two. Parents who are themselves intelligent and well educated and who provide the child with a favourable home environment, are likely to encourage the child to develop interests similar to their own and to motivate him to do well at school. They are likely to take an interest in his schoolwork, and to help him with it, and success on his part is likely to be rewarded by approval whether expressed verbally or otherwise. A somewhat different set of values is likely to hold in the poorer, less cultured homes, a lower premium is likely to be set on academic pursuits and achievement. Children are to be less highly motivated to do well at school. Since the correlation between parents' and children's intelligence is not perfect, and since the motivation is a function of the parental cultural and intellectual level, rather than of the child's. One would again expect that motivational aspects of the home material sense tends to be accompanied by cultural poverty. Parents, whose incomes are at the lower end of the scale, tend to be less well educated and to have fewer intellectual interests than parents with large incomes. The association background should correlate more highly with the child's academic achievement than with intelligence. The bright child from the poor home will tend to receive less encouragement and stimulus and to be less highly motivated than the less encouragement bright child from the cultured home (Chapman, 1989:380). The fourth factor, the emotional aspect of home environment, is likely to be relatively independent of the others. Situations which produce emotional tension

in the child, such as misguided discipline, discrimination between siblings and particularly parental discord arise in homes of all socio-economic and cultural levels. Although a high standard of living may make discord easier for the parents to bear, there is little evidence that it reduces the strain on the child. According to Leahy (1989:47) emotional stress insecurity and anxiety are factors which certainly affect the child's school work; they are a drain on his energy, they reduce concentration and prevent him from applying to the full his intellectual powers. Thus a child from a well to-do home with a good cultural background may have high ability and a high intelligence test score, but because of an unsettling home environment may do relatively poorly at school.

A Zulu child with a given potential will learn to be intelligent up to the limit of that potential. If he has from an early age, home environment which gives him opportunity for learning. A child's academic achievement will be up to the level of his intelligence provided that no serious inhibiting factors are present.

OBJECTIVES

The Present study has the following aims:

- To find out the relationship of academic performance with home environment.
- To examine the main and interaction effect of gender and religion on home environment.
- To find out difference between favorable and unfavorable home environment on academic performance.

HYPOTHESES

In presence of above aims certain specific hypotheses have been formulated. These are:

- Home Environment will be positively correlated with Academic performance scores of School Students.
- There will be significant main and interactional effect of gender and religion on Home Environment of School children.

- Academic performance of students from favorable Home Environment will be better than Students with poor Home Environment.

SAMPLE

The study was conducted on high school students of Ranchi town. Total sample size was 100 out of which 50 were boys and 50 were girls .In selecting the sample, such factors were taken into considerations that are presumed to influence academic performance. The factors were of gender and religion. The sample design is given in table-1. The stratified random sampling technique was used for sample selection. Thus sample was $2 \times 2 = 4$ strata factorial design (Table -1) all together there will be 4 strata from each stratum 25 cases were selected randomly, making a total of 100 cases. Academic performance in the present. The sample design is given below:

Table: SAMPLE DESIGN

Gender	Religion		Total
	Hindu	Muslim	
Male	25	25	50
Female	25	25	50
Total	50	50	100

TOOLS

The tools used in the present study are listed below:

Personal Data Questionnaire (PDQ)

This consisted of questions seeking information about the students himself and his parents relevant for sampling. It consisted questions about the name, age, gender, grade, religion etc.

Home Environment Inventory

Home environment was measured with the help of home environment (Mishra, 2012). This inventory was developed to measure the psycho-social climate home as children perception of parental child rearing behaviour i.e. home environment. 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.

Home Environment Inventory had ten sub-scale having 10 items in each with a total of 100 items. This inventory, therefore measures ten dimension of home environment they were.

- (1) Control
- (2) Protectiveness
- (3) Punishment
- (4) Conformity
- (5) Social Isolation
- (6) Reward
- (7) Deprivation of privileges
- (8) Nurturance
- (9) Rejection
- (10) Pre-Massiveness

A brief description of each dimension would be present below 1-10 dimensions. In this scale like responses categories mostly, often, sometimes, least and never each categories indicates the frequency of accordance of a particular item belongs has been indicated by alphabets near the serial number of the items.

- Responses 'Mostly' was given a score of 4 (four)
- Responses 'Often' was given a score of 3 (three)
- Responses 'Sometimes' was given a score of 2 (two)
- Responses 'Least' was given a score of 1 (one) and
- Responses 'Never' was given a score of 0 (zero).

Thus, a maximum possible score on each sub-scale was 10 and minimum zero of the Home Environment Inventory. There is no time limit of these tools. Higher scores are indicator of better home environment.

The present research aims at studying the impact of home environment on academic performance of the school students. It also attempts to examine the role of religion and gender on academic performance of school students. Data were collected from 100 schools students selected on a stratified random basis the stratification was based on gender and religion. Thus a 2×2 factorial design was adopted for the study two measure home environmental inventory by Mishra 2012 test was used percentage of marks obtain in last final examination was taken as academic performance of the students. Different statistical techniques like- Anova, Mean, S.D., T-ratio and correlation were applied for the analysis of data.

Analysis of data was presented in three sections:

1. Relationship of Academic Performance with Home Environment.
2. Main and interactional effect of gender and religion on Home Environment.
3. Difference between Favorable and Unfavorable Home Environment on Academic Performance

Section-1

In the present section, data on the relationship of Academic performance with home environment was presented. The main findings of the research are reported as follows.

Tables-1: Inter correlation among academic performance and home environment for total sample groups

Total (N=100)

	Academic Performance	Home Environment
Academic Performance	-	0.0886 (NS)

- No relationship was found between Academic Performance and Home Environment (r=0.09).

Section-2

One of the most important objective of the present study was to examine the main and interactional effect of gender and religion on Home Environment of school students.

For this purpose ANOVA SUMMARY, Mean, SD and t was calculated and presented in the table.

- Out of two factors namely gender and religion, gender does not produce any significant influence on home environment. The obtained F value was 0.00
- Religions have a significant impact of home environment. The obtained F value was 5.19 which were statistically significant at 0.05 level.

Table-2: Main and interaction effect of gender and religion on Home Environment

Sources of Variance	Sum of Squares	Degree of Freedom	Mean Square	F ratio
Main effects				
A. Religion	9643.24	1	9643.24	5.19*
B. Gender	1.44	1	1.44	0.0007 (NS)

2 way interaction AXB	9644.68	1	9644.68	5.2*
Within treatment	178163.24	96	1855.86	

*Significant at 0.05, NS:-Not Significant

- Two way interaction effects of gender and religion (A×B) were statistically significant (F=5.2, p<0.05) which indicated that effect of gender were not same for the two categories of religion group.

Table- 3: Mean, SD and t value obtained by male and female adolescence on Home Environment scale

Group	N	Mean	SD	t Value	P Value
Male	50	211.1	32.40	0.03	Not Significant
Female	50	210.86	29.43		

- Reveal that mean scores on home environment is almost same in male (211.1) as well as in female (210.86) adolescents which shows that there is not any difference in the home environment of male and female adolescents.

Table- 4: Mean, SD and t value obtained by male and female adolescence on Home Environment scale

Religion	N	Mean	SD	t Value	P Value
Hindu	50	220.8	32.40	3.34	0.01
Muslim	50	201.16	29.43		

- Home environment of Hindu adolescents showing mean scores (220.8) is greater than the mean scores of Muslim students (201.16). The t values of Hindu and Muslim adolescents ($t=3.34$, $p<0.01$) is found to be significant stating there is a significant difference in the home environment of Hindu and Muslim adolescents.

Section-3

In the present section data on the difference between Favorable and Unfavorable Home Environment on Academic Performance. For this purpose Mean, SD and t –value was calculated and presented in the table.

Table-5 : Comparison of Academic Performance scores between Favorable Home Environment and Unfavorable Home Environment students

Group	N	Mean	SD	t value	P value
Favorable Home Environment	16	258.43	15.74	15.37	0.01
Unfavorable Home Environment	11	155.81	18.82		

- The comparison was made on the measure of academic performance between favorable home environment and unfavorable home environment and their mean scores were 258.43 and 155.81 and standard deviations were 15.74 and 18.82 respectively, t value was found to 15.37, which is significant at the level of .01 which indicate that favorable home environment group is obtained better academic performance than their counterpart unfavorable home environment group.

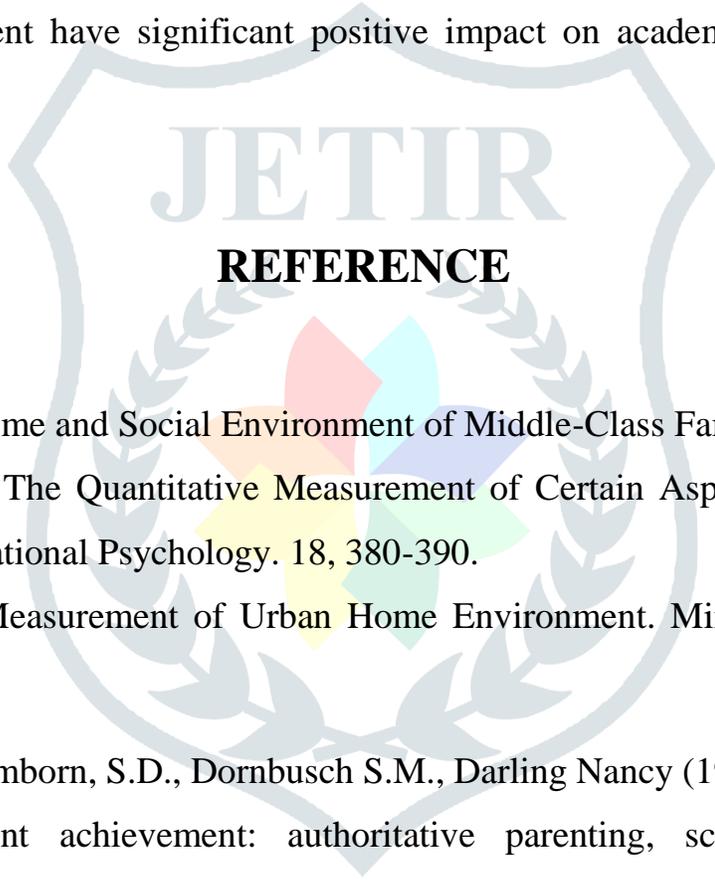
Thus is conclusion we can say that home environment have significant positive impact on academic performance of the students.

Main Findings

☞ No relationship was found between Academic Performance and Home Environment for total sample groups.

☞ In gender does not produce any significant influence on home environment.

- ☞ In religion have a significant impact of home environment.
- ☞ In gender and religion (A×B) were statistically significant.
- ☞ In male and female adolescents is not any difference in the home environment.
- ☞ In Hindu and Muslim adolescents is a significant difference in the home environment.
- ☞ Favorable home environment group is better academic performance than unfavorable home environment group.
- ☞ Home environment have significant positive impact on academic performance of the students.

The logo is a shield-shaped emblem with a laurel wreath border. Inside the shield, the word 'JETIR' is written in a large, serif font at the top. Below it, the word 'REFERENCE' is written in a smaller, bold, sans-serif font. In the center of the shield, there is a colorful, multi-petaled flower-like graphic with petals in shades of red, orange, yellow, green, and blue.

JETIR REFERENCE

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