

A Study of Academic Achievement Relation to Home Environment of Secondary School Students

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ABSTRACT

The present study was conducted on hundred students to find out the relationship between academic achievement and home environment of students studying in private and Govt School going badnapur. Data were collected Home environment scale developed by Dr. Karuna Shankar Mishra. The results of the study revealed that a significantly positive relationship of home environment components of control, protectiveness, conformity, rewards, nurturance, permissiveness with academic achievement, there by meaning that it can be affected the academic achievement of students and But Social isolation dimension of home environment is negatively associated to academic achievement. However, the correlation of other components of home environment is not significantly relevant to academic achievement. The results show that the t-Ratio of Academic Achievement of boys and girls student and also private and govt school going students. The study has implications for educationists and parents as well.

Keywords: *Home Environment, Academic Achievement and Private & Govt. Schools.*

In modern age of competition and perfection every human being strives for success. For student, success implies academic success which should be well matched with pillars on which the future successes of their lives stand. Academic achievement plays an important role in the attainment of ideal and harmonious development of the child. It is also the status of individual's learning and his ability to apply what he has learnt. Academic achievement is not a uni-dimensional but a multi-dimensional phenomenon. Modern society is achievement oriented. Academic achievement is given a lot weight age in admitting the students for vocational oriented aspects. Academic achievement depends upon a number of factors which in turn determines the failure and the success of the students. There is the need to study and understand the variables that are directly or indirectly related to the academic achievement of adolescents like, school environment, home environment, parent education etc. Realizing the importance of influence of home environment on Academic achievement the investigator decided to undertake this research. Moreover lack of studies in this area also encouraged the investigator to probe into it. This

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probes the investigator to check whether home environment is related to academic achievement or not.

Adolescence is a phase separate from both early childhood and adulthood. It is a transitional period that requires special attention and protection. Physically, children go through a number of transitions while they mature. We now know that the brain undergoes quite substantial developments in early adolescence, which affect emotional skills as well as physical and mental abilities. As adolescent girls and boys grow, they take on additional responsibilities, experiment with new ways of doing things and push for independence. It is a time in which values and skills are developed that have great impact on well-being. Evidence shows that when adolescent girls and boys are supported and encouraged by caring adults, along with policies and services attentive to their needs and capabilities, they have the potential to break long-standing cycles of poverty, discrimination and violence. Children grow up in a dynamic social context in which local communities drive global development. Adolescents, social actors in their own right, are part of this movement. During adolescence, children develop the ability to:

- A) Understand abstract ideas, such as higher math concepts, and develop moral philosophies, including rights and privileges.
- B) Establish and maintain satisfying relationships by learning to share intimacy without feeling worried or inhibited.
- C) Move toward a more mature sense of themselves and their purpose.
- D) Question old values without losing their identity.

Home is the person's primary environment from the time he is born until the day he dies; hence its effect on the individual is also most significant and enduring. Home environment is the most important institution for the existence and continuance of human life and the development of various personality traits. Every parent is highly concerned with providing material facilities to their children and ignoring the other facilities. It is a false notion among most parents that by providing a child with a fully furnished separate room and arranging some tuition for it, their duty to help children in their studies over.

Meaning of achievement

Achievement is defined as measurable behaviour in a standardised series of tests (Simpson and Weiner. 1989). Achievement test is usually constructed and standardised to measure proficiency in school subjects. In most cases, according to them, "accomplishment" is sometimes used in place of "achievement". According to Bruce and Neville (1979) educational achievement is measured by standardised achievement test developed for school subjects. What this means is that academic achievement is measured in relation to what is attained at the end of a course, since it is the accomplishment of medium or long term objective of education. What is important is that the test should be a standardised test to meet national norm. For a test to be standardised,

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it must be valid for over a period of time Achievement is regarded as action of completing or attaining by exertion. It subsumes anything won by exertion, a feat, a distinguished and successful action. Simpson and Weiner (1989) contended that achievement test intends to measure systematic education and training in school occupation towards a conventionally accepted pattern of skills or knowledge. Several subjects may be combined into an achievement battery for measuring general school proficiency either in point score or achievement age and perhaps achievement quotient.

Academic achievement or **(academic) performance** is the outcome of education, the extent to which a student, teacher or institution has achieved their educational goals. Academic achievement is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important- procedural knowledge such as skills or declarative knowledge such as facts.

Academic achievement may be defined as excellence in all academic disciplines, in class as well as cocurricular activities. It includes excellence in sporting behaviour, confidence, communication skills, punctuality, arts, culture and the like which can be achieved only when an individual is well adjusted. Trow (1956) defined academic achievement as “knowledge attaining ability or degree of competence in school tasks usually measured by standardized tests and expressed in a grade or units based on pupils’ performance”. Good (1959) refers to academic achievement as, “The knowledge obtained or skills developed in the school subjects usually designed by test scores or marks assigned by the teacher”. Mehta K.K. (1969) defined academic achievement as “academic performance includes both curricular and co-curricular performance of the students. It indicates the learning outcome of the students. In class rooms students performs their potentials efficiently, as a result of it, learning takes place”. The learning outcome changes the behaviour pattern of the student through different subjects.

Academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university. School systems mostly define cognitive goals that either apply across multiple subject areas (e.g., critical thinking) or include the acquisition of knowledge and understanding in a specific intellectual domain (e.g., numeracy, literacy, science, history). Therefore, academic achievement should be considered to be a multifaceted construct that comprises different domains of learning. Because the field of academic achievement is very wide-ranging and covers a broad variety of educational outcomes, the definition of academic achievement depends on the indicators used to measure it. Among the many criteria that indicate academic achievement, there are very general indicators such as procedural and declarative knowledge acquired in an educational system, more curricular-based criteria such as grades or performance on an educational achievement test, and cumulative indicators of academic achievement such as educational degrees and certificates. All criteria

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have in common that they represent intellectual endeavors and thus, more or less, mirror the intellectual capacity of a person. In developed societies, academic achievement plays an important role in every person's life. Academic achievement as measured by the GPA (grade point average) or by standardized assessments designed for selection purpose such as the SAT (Scholastic Assessment Test) determines whether a student will have the opportunity to continue his or her education (e.g., to attend a university). Therefore, academic achievement defines whether one can take part in higher education, and based on the educational degrees one attains, influences one's vocational career after education. Besides the relevance for an individual, academic achievement is of utmost importance for the wealth of a nation and its prosperity. The strong association between a society's level of academic achievement and positive socioeconomic development is one reason for conducting international studies on academic achievement, such as PISA (Programme for International Student Assessment), administered by the OECD (Organisation for Economic Co-operation and Development). The results of these studies provide information about different indicators of a nation's academic achievement; such information is used to analyze the strengths and weaknesses of a nation's educational system and to guide educational policy decisions. Given the individual and societal importance of academic achievement, it is not surprising that academic achievement is the research focus of many scientists; for example, in psychology or educational disciplines. This article focuses on the explanation, determination, enhancement, and assessment of academic achievement as investigated by educational psychologists.

Home environment:

the home environment as the immediate social environment of the child and thus refers to it as the ecology of child development. Bronfenbrenner (1979) defines ecology of human development as "the scientific study of the progressive mutual interaction between an active growing human being and the changing properties of the immediate settings in which the developing person lives". The process of development is affected by relations between the settings and the larger contexts in which the settings are embedded. In this regard, Bronfenbrenner emphasizes that the developing person is not passive to the environment; rather dynamic and progressively helping to restructure the environment in which she/he lives. The environment, on the other hand, exerts its influence on the developing and growing person through shared interactions between the person and other people, objects, and symbols found in the environment (Sontag, 1996). Referring to the home environment as a social setting puts the thesis also in the perspective of sociocultural theory. Sociocultural theory emphasizes that human development results from dynamic interaction between a person and the surrounding social and cultural forces. According to Vygotsky (1986), the child's learning is enclosed with social events occurring as the child interacts with people in the environment. The child participates in various social tasks through language (Vygotsky, 1978). Three main features of the two theories, the ecological theory of human development and sociocultural theory, are important to consider in relation to the development of the child. First, the theories set the child in her/his social setting

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and emphasize the role of the environment in the child's development. Second, the child's environment is considered relevant to the developmental processes. Third, the theories view the child as an active person who not only influences the environment but is also influenced by the environment. The relationships between the child and the environment are reciprocal. Based on the main features emanating from the two theories, the thesis regards the home environment as a microsystem (Bronfenbrenner, 1979). According to Bronfenbrenner, a microsystem is a pattern of activities, roles, and interpersonal relations experienced by the developing person in a given setting with particular physical and material characteristics. The microsystem of an individual therefore includes the culture in which that individual is educated and lives in, and the other people with whom the individual interacts (Zastrov & KirstAshman, 2009). Although it is not possible to ground this thesis on the ecological model, due to the correlational design in most of the included studies, the thesis is to some extent based on and identifies elements from the model. The home living and home literacy environments are identified and related to the development of phonological awareness, and reading and writing ability. In order to fully base the study on the ecological model, and use it in the process of assessing the influence of home environment on the development of phonological awareness and reading and writing ability, the elements process and time would have had to be included. The criteria for the ecological model, the four proposed elements – process, person, context and time (Bronfenbrenner & Morris, 1998; Tudge, Mokrova, Hatfield & Karnik, 2009) are not fulfilled in the study. Nevertheless, the thesis takes advantage of the ecological and developmental model in order to be sensitive to the relevance of different factors for micro- and other higher levels.

REVIEWS OF PAST STUDIES

The most comprehensive reviews of the research in the area of gender differences have shown very few true differences between math and verbal abilities between men and women (Halpern, 2000). In fact, the research has shown only two gender differences in specific sub-areas of spatial and verbal abilities, three-dimensional mental rotation (favoring men), and speech production (favoring women). Other research has also shown a decline in the differences between the genders in the past few decades on standardized test, suggesting that the more exposure that women are getting to math and science classes, the better their scores. Even though this research puts into questions whether gender differences still exist in academic achievement, many researchers are still finding differences in performance as well as general interest in areas related to math and science. Thus, achievement alone cannot be the sole reason for women as they make their career choices. Work by Eccles, Lord, Roeser, Barber, and Jozefowicz (1997) found that gender differences in enrollment in advanced mathematics courses in high school are mediated by gender differences in expectations for success in math and physics and perceived value of competence in math. Jacobs, Lanaz, Osgood, Eccles, and Wigfield (2002) found that self-concept of ability and task value in math decline for both genders between first and twelfth grades with no real difference between girls and boys trajectories over time. In fact, by the twelfth grade, girls valued math more than boys when

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controlling for self-concept of ability in math. This research might suggest that women should be just as represented in the technology or mathematical work force as men. This, however, is not the case. Even though women have made great strides in the law, medical, and social science professions, very few can be found in graduate programs or professions in mathematics, computer science, physics, engineering, or information technology jobs (Eccles, 2001). Many ideas have been put forth on why high achieving women may not be entering these professions including discrimination, gender-typed socialization, self-concept of ability in these areas, and the value and interest that women have in these professions (Eccles, 2001). The focus of this paper will be to examine how the value and interest in math relates to academic achievement over time. We predict that subjective task value, in particular, interest in math, will be associated with math school grades over time, even after controlling for maternal education and achievement-related variables. Theodore (1995) conducted in such diverse states as Maine, Florida and Washington have directly or indirectly compared academic performance of home schooled students to national norms. It was discovered that home schooled students who perform well also do well in the standardised achievement test. What this indicates is that academic performance culminates and influences academic achievement.

SIGNIFICANCE OF THE STUDY

Home environment helps to develop better academic achievement. without warmfull and peacefully home atmosphere student cannot succeed. The ability of parents to plan, organize and manage time will benefit your child in every area of life. Create a good home environment where for successful academic life. The nature of the family has significant influence on the academic success of students with respect to preparation for examination and school environment. From the perusal of related literature it is evident that numbers of studies were conducted by taking the variables of the present study.

Objectives of the study

1. To find out the relationship between academic achievement and Home Environment.
2. To search difference in Academic Achievement of Boys and Girls students.
3. To find out impact of type of school on academic achievement.

Hypothesis

1. There would be significant relationship between Home Environment and academic achievement.
2. The level of academic achievement is higher in girls students than boys students.
3. There would be significant difference in Academic Achievement of students of private and govt. school.

METHODOLOGY

The present study falls in the category of survey method, which explains the present status of the situation.

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Sample

In the present study, keeping in view the limited source of time and money only 100 students from higher secondary schools of Badnapur tahshil were randomly selected. These 100 students were further divided by boys students and girls students and by the types of school of student divided in private and govt. school. Short summary of sample is given in below:-

Gender	Type of school		Total
	Private school	Govt school	
Boys students	25	25	50
Girls students	25	25	50
Total	50	50	100

Tools Used In Present Study

1. Total scores of students in previous class were taken as measure of academic achievement.
2. Home environment scale developed by Dr. Karuna Shankar Mishra(1985)

Method of Data Collection

The researcher individually visited the schools of badnapur tahshil. The researcher requested the H.M of the respective schools to collect data from 09th and 10th class students. The students were explained the purpose of collecting the data and were assured that information collected will be kept confidential and will only be used for the purpose of research. They were made to sit comfortably and were requested to fill in the personal information and the test. Academic records were taken from school records. The data consisted of scores of academic achievement and Home environment of adolescents.

Statistical tools for Data Analysis

For present research, objectives of the study, Mean S.D. t-test & correlation approach was followed to study the relationship of academic achievement and home environment as well as difference of home environment between boys and girls with respect to their type of school.

RESULTS AND INTERPRETATION

Table no.I:-Relationship between Home Environment and academic achievement.

Sr	Dimensions of home environment	Correlation	Level of Significance (0.05)
A	Control	0.41	significant
B	Protectiveness	0.39	significant
C	Punishment	-0.23	Not significant
D	Conformity	0.38	significant
E	Social isolation	-0.37	significant
F	Reward	0.57	significant

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Sr	Dimensions of home environment	Correlation	Level of Significance (0.05)
G	Deprivation of Privileges	0.13	Not significant
H	Nurturance	0.38	significant
I	Rejection	-0.17	Not significant
J	Permissiveness	0.41	significant

In above table no.1 shows that the coefficient of correlation of home environment components and academic achievement. Table shows that the positive coefficient of correlation of academic achievement with home environment dimensions. r values of control, protectiveness, conformity, rewards, nurturance, permissiveness are significant on .05 levels. It is showing significantly positive relationship of these dimensions of home environment with academic achievement. Also it indicated that the impact of warmful home environment on academic success as well as student performance. The r values observed that coefficient of correlation of academic achievement with punishment deprivation of Privileges and rejection components of home environment are -0.23, -0.13 and -0.17 respectively. These r-values are not significant even at .05 level of significant indicating that there exists no significant relationship between study habits and punishment, deprivation of Privileges and rejection components of home environment of students. It means that these dimensions of home environment are not related with the academic achievement. But Social isolation dimension of home environment is negatively associated to academic achievement. it means, the social isolation is more then student academic performance is decreasing. Hence Hypothesis no. one is satisfactory accepted.

Ho.no.2: The level of academic achievement is higher in girls students than boys students.

Table no.02: Academic achievement of Girl and boy students

academic achievement	Group	N	Mean	t	significance
	Boys	50	55.39	3.4	significant
	Girls	50	73.87		

Table 4.2 shows the mean value of Academic Achievement of Girls and boys students. The mean score of boys student is 55.39 and girls student is 73.87, To verify the above hypothesis t-Ratio between mean score of Academic achievement of boys and girls students was computed. The results show that the t-Ratio of Academic Achievement of boys and girls students has found to be 3.4. our calculated value is greater than table value at 0.05 and 0.01 level, which shows that it is significant at both levels, Hence hypothesis no. two is accepted and concluded that the academic achievement level is more in girls students. The obtained results are in conformity with the previous findings of Spinrad, et. Al. (1999), Codjoe (2007). However, these results are contrary to the previous findings of pandey and Ahmed (2008), Kaur (2009).

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Ho.03 There would be significant difference in Academic Achievement of students of private and govt. school, table no.03: Academic Achievement of students of private and govt. school.

	Group	N	Mean	t	significance
Academic achievement	Private school students	50	59.83	6.89	significant
	Govt school students	50	44.52		

Table 4.4 shows Mean score of Academic Achievement of govt and private schools in badnapur. the score of private school students is 59.83 and govt school students is 44.52. The results shows that the t-Ratio of Academic Achievement of type of schools student are found to be 6.89. Which is significant on 0.01 levels. Hence, it concluded that the level of academic achievement is higher in private school students than govt school students. So, Hypothesis no. three is Accepted.

The home environment is one of the determinants of study habits. Many parents may not be aware of the influence of various home environmental factors on the academic achievement of their children. It is recommended that teachers, educationists and leaders should try to create awareness in parents on the importance of the home environment on study habits which can improve the children's performance. Parents need to be informed that they can contribute to the education of their children through encouragement, provision of learning facilities, and active assistance among other strategies.

CONCLUSIONS

1. There is positive relationship of control, protectiveness, conformity, rewards; nurturance, permissiveness dimensions of home environment with academic achievement and other dimensions are negatively associated with academic achievement.
2. The level of academic achievement is higher in girl students than boys students.
3. The level of academic achievement is more in private schools student than govt school students.

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Conflict of Interests

The author declared no conflict of interests.

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