

A Review of the Relationship between Home Environment and Academic Performance among College Students

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ABSTRACT

This review paper explores the complex relationship between home environment factors and academic performance among college students, by thoroughly analyzing a wide range of literature, this study brings together findings from different research paradigms to shed light on the complex relationship between factors like family dynamics, socioeconomic status, parental involvement, and living arrangements, and their impact on academic outcomes. In addition, the review delves into the varying effects of home environments on academic performance among different demographic groups. It brings attention to possible disparities and provides valuable insights into interventions that can be effective. This comprehensive analysis examines the intricate connection between home environments and academic achievement among college students. By combining empirical evidence, theoretical frameworks, and methodological approaches, the review offers valuable insights. It not only enhances our understanding of this complex relationship but also highlights areas for further research. Additionally, the review provides practical implications for educators, policymakers, and families to consider.

Keywords: *Home Environment, Academic Performance, College/University Students*

Home Environment

Home is a location where an individual resides with their family. Start from birth till death an individual finds their comfort, own space and an environment for their growth and development at home. A house is made up of bricks, stones, cement etc. but a home is made up of a whole family or members living together. These are the individuals who share common thoughts, habits and living space. It is the family members who provide safe and secured space for their children for living and growing.

Environment is an important term which plays a crucial role in an individual's life. According to the Oxford Advanced dictionary, environment is the natural conditions like land, air, and water, in which people, animals, and plants live and also circumstances affecting their life. The environment can be physical or psychological (Rahmat, 2021)

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Everybody talks about environmental degradation and conservation. Hence, the physical environment is given more weightage than other types of environments. Psychology deals with the various types of environment like school environment, home environment, family environment, etc. which include significant people like parents, siblings, peers, teachers etc.

The home environment refers to the environment of home which includes physical and social within which an individual develops. Poor physical home environment contributes to poor psychological home environment leading to a potential source of stress among children which hampers day-to-day activities.

A good and healthy home environment leads to positive well-being and a healthy development of the children of the family.

Factors Affecting Home Environment

A. Physical Factors:

- **Climate:** Geographic parameters like temperature and natural disasters affect the home environment. Higher temperatures are linked to increased aggression and violent suicide.
- **Crime Levels:** High local crime rates can create poor home conditions. Children in homes where elders have committed crimes may face developmental challenges. Crime impacts females more strongly, raising risks of anxiety and depression.
- **Environmental Racism:** Racial discrimination in environmental policies can limit access to beneficial facilities, fostering feelings of inferiority in affected families.
- **Pollution:** Polluted areas have higher depression rates. Prolonged exposure to air pollution increases anxiety risk and can lead to suicide.
- **Poverty:** Poverty causes social stress, trauma, and stigma, negatively impacting home environments and leading to fragmented relationships and employment issues.

B. Psychological Factors:

- **Nature of Family:** Families with a positive outlook foster resilience in children, while negative attitudes can have the opposite effect.
- **Authority (Head of Family):** A dominant head of the family restricting members' decisions creates tension and conflict, negatively impacting the home environment.
- **Educational Status of Parents:** Educated parents understand their children's needs better, providing improved education and upbringing.
- **Attitude of Parents Towards Children:** Parental involvement and guidance build trust and enhance parent-child bonds.
- **Financial Position of Family:** Wealthier families can offer better education and facilities, contributing to a positive home environment, whereas poorer families may struggle to provide these, limiting their children's growth.

Academic Performance

Academic performance or academic achievement is the degree to which an individual attains his/her short term as well as long term educational goal. Academic performance or achievement is assessed through continuous examination or assessments but there is no general criteria for best evaluation.

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Factors Affecting Academic Performance

- Intelligence: The ability to think rationally, understand the world, and use resources effectively during challenges.
- Motivation: A person's purpose for actions, driven by instincts, needs, goals, drive, and incentives, all contributing to goal attainment.
- Self-Efficacy: The belief in one's ability to complete tasks or achieve goals in various domains like school, sports, and work.
- Self-Control: The ability to control behavior, resist temptation, delay gratification, and avoid unwanted behaviors to achieve goals.

Home environment and academic performance

The home environment in which the child lives is inseparable from the academic performance of any student. A healthy and positive home environment provides a child with emotional security. The core duty of education is to make an individual worthy and useful for society. The foundation of this training begins informally at home, where a child's journey into the world begins under the care of their parents.

Children are motivated to participate in activities and adapt and grasp new information when their environment is positive and the interesting activities which encourage their curiosity and make them face moderate challenges.

Similarly, the home environment plays a crucial role in shaping a child's development. However, there is considerable variability in motivational influences among homes. Some households offer numerous stimulating activities, including access to computers, books, puzzles, and parents who are deeply invested in their children's cognitive growth, actively spending time with them to facilitate learning. Much of the variability in the relation between family income and children's intellectual development comes from the family provision of a stimulating home environment (Young, Linver & Brooks, 2002).

Child's intellectual development is greatly determined by the home environment during the infancy and childhood stage during which they are in the direct influence of the parents. As children grow older, schools and peers also become influential factors in their intellectual and social development.

There is much evidence supporting the hypothesis that the quality of a child's early learning in the home environment relate positively to the development of intelligent and reading skills, (Meece, 2002, Sene Chai & Lefevre 2002), and parental involvement in schooling also predict achievement (Luckner, Whaley & Egeland, 2004).

Various factors related to home had shown to be an important element for both parents and the child such as parents involvement, responsiveness, discipline style and opportunities and decision making as well as problem solving skills. Parents, who provide a warm, responsive and supporting environment, encourage exploration, stimulate curiosity and provide play and learning materials accelerate their children's intellectual development (Meece, 2006).

In the home environment, it's essential to examine the roles of both mothers and fathers, as distinct parental behaviors have been identified as significant variables impacting children's development.

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Several parental behaviors can significantly influence children's motivational beliefs. This may include:

1. Assignment for the child's school performance.
2. Understanding the perception of the difficulty of school tasks.
3. Value placed on school work.
4. Expectations and confidence in children's abilities.

Home environment provides a safe space for children to learn and it's an element for a student's life to achieve a good grade and attain the goal. According to experts, the mother's level of education has been identified as the single most significant factor impacting a young child's academic performance.

The school alone cannot fully replicate the home environment, but it plays a significant role in establishing the foundation for a child's literacy skills development. However, this influence is influenced by various factors, such as parental education levels and cultural considerations. Over time, society has observed a persistent increase in poor academic performance in various examinations, such as the Senior School Certificate Examination (S.S.C.E). Educators have often attributed this decline to student and parental negligence and a lackadaisical attitude toward academic endeavors.

In response to this trend, researchers have undertaken investigations into the factors influencing children's academic performance. Numerous factors, as mentioned above, contribute to a child's academic performance, indicating a direct relationship between academic achievement and environmental factors, learning resources, and socio-cultural influences. While every child possesses inherent intellectual capabilities, a conducive environment equipped with adequate learning resources can significantly enhance their academic and intellectual potential.

Parents from educated backgrounds typically prioritize education and provide resources such as educational television programs, instructional videos, books, and educational toys, which facilitate the learning process. Educated parents are more likely to engage in assisting their children with homework and revising schoolwork. Conversely, children from disadvantaged home environments often face limited opportunities and struggle with the teaching and learning process.

DISCUSSION

A study on “**The Impact of Home Environment on Academic Achievement of Secondary School Students**” by *Komal Jain, and Dr. Sarika Mohta (2019)* has a sample size of 120 students divided into 60 girls and 60 boys. The study reveals that the overall home environment data of 120 students is in the average/moderately favorable category of home environment. According to the study there is no significant difference in academic achievement of boys and girls secondary students. (Jain & Mohta, 2019)

A study on “**Impact of Home Environment on Academic Achievement of IX Standard Students of Various Castes in Coimbatore City**” by *R.Chitra and R.Vijaya (2013)* conducted study on 300 students in 5 eminent schools. The findings indicate a noteworthy contrast between boys and girls concerning the Home environment variable across all four castes examined in the study. Even within the most backward castes, a notable distinction between boys and girls is observed in both the Home environment variable and the overall

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Home environment's impact. Conversely, among all other castes, no substantial difference is detected between boys and girls regarding the influence of the Home environment on their academic performance.

Study on **“Influence of Home Environment on Academic Performance of Students in Public Secondary Schools in Kitui West Sub County, Kitui County, Kenya”** by *Jerome Musili Kamuti (2015)* concluded from the study that parenting style significantly impacts students' academic performance in public secondary schools. Specifically, authoritative parenting demonstrates a positive correlation with academic achievement, while authoritarian and permissive parenting styles exhibit a negative association with academic success.

A study conducted on **“A study of the relationship between academic achievement motivation and home environment among standard eight pupils”** by *J. M. Muola (2010)*. Research was conducted on 235 subjects which include 118 boys and 117 girls. The findings of the study concluded that there is a positive relationship between academic achievement motivation and home environment. The home environment is one of the elements of academic achievement motivation. A nurturing academic environment at home is likely to bolster a child's motivation to strive for academic success, consequently fostering positive performance outcomes in school.

“Relation of Eighth Graders' Family Structure, Gender, and Family Environment with Academic Performance and School Behavior” studied by *Lawrence A. Kurdek and Ronald J. (1988)* conducted study on 219 subjects (96 boys and 123 girls). The aim of this study was to examine and compare the academic performance and school behavior of eighth graders across three family structures: two-parent nuclear families, mother-custody families, and stepfather families. Additionally, the study sought to determine the extent to which family structure influences variability in academic performance and school behavior. Moreover, it aimed to assess the additional variability explained by factors such as gender, family conflict, and family encouragement of intellectual pursuits.

“Influence of Home Environment on Academic Performance of Secondary School Students in Agricultural Science in Adamawa State Nigeria” by *Egunsola, A. O. E. (2014)*. The study's findings suggest that parental factors such as educational attainment, economic status, occupation, and home location are closely linked to and exert significant influence on students' academic performance in Agricultural Science within secondary schools in Adamawa State. These results hold critical importance for all stakeholders involved in educational administration, practice, and evaluation. Particularly, parents play a pivotal role in supporting their children's educational achievement by creating an optimal home environment conducive to improved school performance.

A study on **“The Impact of Home Environment Factors on Academic Performance of Senior Secondary School Students in Garki Area District, Abuja –Nigeria”** by *Linus Terry DZEVER (2015)* The study was limited to only 300 secondary school students in Garki area district. In order to represent an adequate sample, 50 students were selected using a simple random sampling technique. The study suggests that students' academic performance is shaped by both parenting styles and the socioeconomic backgrounds of their parents. Higher-income parents tend to have more resources to fully support their children's education compared to those with lower incomes. The level of financial and moral support a child

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receives from their parents significantly impacts their psychological well-being, which in turn reflects in their performance at school.

“Influence of Home Environment on The Academic Performance of Pupils” by *Olawale Abayomi Onikoyi (2023)*, a random sampling was used to select 150 pupils from the primary schools in Isolo Local Government Area. The primary research instrument utilized in the study was a questionnaire. Data analysis involved employing simple percentages to describe the findings and test the hypotheses. Among the respondents, 100 (66.7%) were male, whereas 50 (33.3%) were female, indicating a significant reliance on male perspectives. This gender distribution was not predetermined, and the researcher did not anticipate substantial variations in the viewpoints of males and females.

“Home and School Environment: Implications for Academic Performance of Secondary School Students in Ilorin” by *Dauda, Rafat Bukola (2021)*. From the findings of this research work, it clearly shows that the success of an academic performance is largely determined by the relationship between the inputs and the corresponding output (home, school, and environmental functions and facilities). Home constitutes important indices which determine the relative performance of students' in schools.

“The Relationship between Home Environment and Self-Management towards Academic Performance of Private Institution Students in Kuala Lumpur” by *Komlavathi S. and Maizura Yasin (2022)*. The data suggests that self-management plays a crucial role in determining students' academic performance. A conducive home environment provides an advantageous setting that facilitates students' concentration on their studies. Findings from the research underscore the significance of parents' economic status, family engagement, household infrastructure, and parenting approach in shaping students' academic outcomes.

A study on **“Academic Achievement of Primary School Pupils: Investigating Home Environment Factors Contributing to Low Academic Performance”** conducted on 120 weak students along with their parents. A closed ended questionnaire was used for students while the interview method was used for parents. These findings revealed that of the home environment factors, the socioeconomic status of parents has the most impact on academic performance of pupils.

“The Role of Parental Support in the Home Environment and Student Academic Achievement” studied by *Tina M. Dietzman* studied that Family cultural change is an inevitable phenomenon that influences children's development. Understanding the impact of factors such as poverty, single-parent households, working mothers, and home environmental conditions is crucial in comprehending children's academic achievement. Schools may explore implementing programs and activities aimed at mitigating the adverse effects of these home environment factors on students' educational outcomes.

A study on **“The Influence of School and Home Environment on the Academic Performance of Biology Students in Secondary Schools in Ikere Local Government Area of Ekiti State, Nigeria”** by *Falemu, Funke A. & Akinwumi, I.O. (2020)*. The research was conducted on 125 students of secondary schools using descriptive research design. A self-structured questionnaire was used to collect data. The results of this study suggest that Parent/Family Involvement plays a significant role in shaping students' academic

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performance at secondary schools. This involvement encompasses attending school education events, monitoring the student's progress, and offering motivation. Such actions are poised to greatly enhance the student's performance. Similarly, the economic status of parents affects students' academic achievements. Financial stability enables parents to promptly pay school fees and provide necessary learning resources, which in turn aids the student in excelling academically.

“Determining the Relationship between Home Environment and Academic Performance. A case of Clinical Medical Rehabilitation Students of Obafemi Awolowo University” article by *Ilesanmi Oluwafemi Temitayo (2016)*. The study population consisted of clinical students from the Department of Medical Rehabilitation, which includes both Physiotherapy and Occupational Therapy disciplines. The research design employed for the study is ex-post facto using a survey design and a multiple regression design. The findings of this study indicate that several home environment variables, including the father's income level, the average number of meals consumed daily, and the number of hours dedicated to studying at home serves as a predictive factor for the academic performance of clinical medical rehabilitation students at Obafemi Awolowo University, Ile-Ife.

A study on **“Relationship Between Parental Occupation, Home Environment and Academic Performance of Public Senior Secondary School Students in Sokoto State, Nigeria”** by *Umar, Maimuna Rabo (2017)*. For this study, a correlational research design was employed within the descriptive survey method. The target population encompassed all public senior secondary school students in Sokoto State. Notably, the occupational level of parents emerged as a significant factor influencing students' academic performance. Parents engaged in civil service occupations tend to be more supportive of their children's education, often aiming to facilitate their advancement to prominent positions within the civil service. Conversely, parents employed as artisans or in blue-collar occupations may prioritize practical skills over academic qualifications, potentially leading to less emphasis on educational attainment for their children.

Furthermore, the quality of the home environment plays an important role in shaping a child's personality and academic performance. This environment encompasses factors such as access to adequate study facilities within the home and the influence of the child's peer groups. These aspects exert a profound influence on the child's academic achievements.

A research conducted by *Farooq Nawaz Khan, Mehnaz Begum, and Maryum Imad (2019)* on the topic **“Relationship between Students' Home Environment and their Academic Achievement at Secondary School Level”** on 510 male and female students of secondary school of Pakistan. Most students found their home environment satisfactory, though their academic performance wasn't exceptional. A significant number of them lacked a designated study space and were unable to engage in household matters. Despite this, they expressed contentment with the physical amenities, their self-esteem, and interactions within their families.

“Home Environment and Academic Achievement as Correlates of Self-concept among Adolescents” study by *Jagpreet Kaur, J. S. Rana and Rupinder Kaur (2009)* was conducted on 300 adolescents of ninth standard of different private and government school of Patiala district of Punjab. The results of this study underscore the significance of fostering a positive self-concept across different psychosocial settings. In summary, nurturing adolescents'

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potential requires intervention efforts aimed not only at improving their self-concept but also at creating supportive home environments. Moreover, it is incumbent upon teachers to support children from disadvantaged homes by implementing diverse intervention strategies to cultivate a positive self-image.

A research on the topic **“A Study of Academic Achievement Relation to Home Environment of Secondary School Students”** *Dr. Bharat H. Mimrot (2016)* conducted on 100 participants which includes 50 students from government school and 50 students from private school which includes 25 boys and 25 girls respectively. The study concluded that the academic level was higher in girls than boys as well as more in private school. The study reveals a positive correlation between dimensions such as control, protectiveness, conformity, and rewards within the home environment, and academic achievement. Conversely, dimensions such as nurturance and permissiveness show a negative association with academic achievement.

A study on the topic **“Study of Self-Esteem and Academic Achievement in Relation to Home Environment Among Adolescents”** by *Dr. Guneet Kaur Cheema, Ms. Mangla Bhardwaj*. The study employed a descriptive survey method to find the relationship. The research was conducted on 200 adolescents using a random sampling method. The study's conclusion suggests that higher scores indicating a positive home environment correlate with higher levels of academic achievement. Additionally, elevated scores in the home environment are linked to increased self-esteem, which in turn enhances academic performance.

“The Role of Home Environment and Mathematics Achievement for Students of Secondary Schools in Nagaon District” research by *Dibyajyoti Mahanta (2014)*. Descriptive method was used. Random sampling method was used to enroll 500 students from 20 schools for the research. The study collected pertinent data and analyzed it to establish evidence concerning the influence of the home environment on mathematics achievement. The findings revealed a positive correlation between the quality of the home environment and academic performance in mathematics.

A research on **“Impact of Family Environment on Academic Achievement of Secondary School Students in Science Subject”** by *Sandhya Mishra and Dr. Veena Bamba (2012)* concluded that The academic performance of secondary school children demonstrates a significant and positive correlation with their parents' perception of the overall family environment, comprising four dimensions: Achievement Orientation, Cognitive Stimulation, Recreational Orientation, and Home Structure. Notably, the Achievement Orientation and Cognitive Stimulation dimensions display a relatively stronger association with school performance compared to the other dimensions.

A study on **“Effects of Parenting and Home Environment on Student Achievement in Grades 3 to 5”** by *Olson, Craig C.* revealed that an analysis of six home environment characteristics typically linked with lower academic achievement indicated that children with employed mothers were found to spend significantly more time watching television. Additionally, they allocated less time to independent reading and participation in organized activities, such as Sunday school/church, scouts, and youth groups. Moreover, these children were more prone to encountering school-related challenges, particularly regarding academic progress, and were less likely to express satisfaction with their classes.

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A research on **“Family Environment, Educational Aspirations, and Academic Achievement in Two Cultural Settings”** by *Rachel Seginer and AD Vermulst (2002)*. The study involved a total of 329 Arab adolescents, comprising 161 girls and 168 boys, as well as 357 Jewish adolescents, including 192 girls and 165 boys. All participants were eighth-grade students attending urban all-Arab and all-Jewish junior high schools, respectively. Additionally, all participants hailed from two-parent families. The study highlights the importance of assessing the cross-cultural applicability of the model. Specifically, the theoretical framework underscores the significance of integrating both cultural universality and community-specific factors in understanding the relationship between parental involvement and academic achievement.

“The Role of Parental Support in the Home Environment and Student Academic Achievement” study by *Tina M. Dietzman (2002)* conducted on 57 students. The findings suggest that various factors within the home environment, as highlighted in previous literature, can have both positive and negative impacts on children's academic performance. Notably, students classified as moderate and high achievers exhibited higher mean scores, indicating a potential correlation between certain aspects of the home environment and academic success.

A study on **“The Importance of Home Environment and Parental Encouragement in the Academic Achievement of African- Canadian Youth”** by *Henry M. Codjoe*. The study's findings challenge prevailing beliefs and research suggesting that all Black students invariably make poor educational choices. Instead, it reveals that Black students also possess the capacity to develop successful academic skills. While the students discussed various factors contributing to their academic achievements, this article focuses on the role of parental support and encouragement within the home environment. The research uncovers several factors that contribute to the academic success of Black students.

Empirical evidence confirms that students experience advantages in their academic pursuits when their parents actively encourage and support their educational endeavors. Furthermore, parents play a pivotal role in fostering their children's success in school by nurturing their self-confidence, self-concept, and self-reliance.

“Effect of home environment on academic achievement in child protective service-involved children” a study by Jennifer Johnson, Judith L. Perrigo, Alexis Deavenport-Saman, Choo Phei Wee, Karen Kay Imagawa, David J. Schonfeld, and Douglas Vanderbilt concluded that Child- and caregiver-level factors, alongside the financial resources accessible within the environment, could contribute to the association between the home environment and academic achievement.

CONCLUSION

This review concludes by highlighting the significant influence that college students' home environments have on their academic achievement. Through an analysis of different factors including family support, socioeconomic status, and living conditions, the review highlights the intricate connection between home life and educational outcomes. Grasping these dynamics is essential for crafting focused interventions that can support students in excelling academically. Understanding the varying requirements of students depending on their home environments leads to the development of more inclusive and supportive educational approaches. This analysis highlights the significance of resilience and psychological

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equilibrium, reflecting the wider societal need to comprehend and assist individuals in various situations. Thus, it is crucial to create a nurturing home environment that not only enhances academic achievement but also enhances the overall welfare of students. This involves advocating for policies and practices that can address disparities and foster fairness in education.

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Conflict of Interest

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