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Home environment in relation to educational achievement among school students

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Abstract

In building a community, schooling plays a critical role. Without completely harnessing the talents of its people, a prosperous nation cannot accomplish the goals of economic prosperity, technological progress and cultural progression. The goal of this paper is to research the influence of the home environment and socio-economic status on students' educational achievement. For a group of 100 students from various schools in the town of Ranchi, this analysis was carried out. For data collection, Home Environment Inventory (2012) was administered and the percentage of marks earned in the last exam was taken as an educational achievement ranking. The research results showed that: (i) higher academic performance was observed in high socio-economic status groups relative to low socio-economic status groups. (ii) The home setting was shown to be correlated strongly with educational achievement. (iii) There is a strong connection between educational achievement and home climate. The action of parents is a significant influence in establishing either beneficial or negative home conditions. It may be seen that students with improved home experiences have a high degree of educational achievement. We have also observed that the socio-economic position of families explicitly impacts academic performance.

Keywords: Environment, achievement, competition and emotional

Introduction

The topic of academic performance assessment has long been the main concern of both psychologists and educators. Intellectual factors were considered of great value during the early years, but the non-intellectual factors influencing academic achievement have recently been much more emphasised. In the current socio-economic and cultural context, academic excellence is of utmost importance. Because of the ever rising cut-throat rivalry, the quantity and standard of academic achievement has gained popularity. Parents want their offspring, ignoring their innate capacities, to hit the zenith of success. The home setting is another significant element found in relation to academic achievement. It is widely agreed that the consistency of family relationships has substantial connections with the academic performance of teenagers and their subsequent educational achievements.

Home environment

Home is the most significant institution for the nature and continuity of human life and the growth of different characteristics of personality. In assessing the child's ultimate personality and success, the consistency of the home atmosphere goes a long way. The variables that control learning have been categorised by psychologists into two wide groups, namely nature and nurture. The two groups have been shown to play complimentary positions. Since evolution dictates the child's level of intellect and hereditary skills, nurturing helps maximise these inherent skills. The home has a major impact on the academic performance of the child. What the child knows at home and how he is influenced by his family for schooling correlates to the success of the child in school. A safe home is housing that is planned, constructed, preserved, and rehabilitated in a manner that is conducive to good occupant health, according to the National Center for Safe Housing. The home atmosphere is the nature and quantity of the child's cognitive, emotional and social care inside the home and represents the children's psychological atmosphere. The word "home setting" refers to all the artefacts, pressures and circumstances in the home (both positive and negative) that physically, mentally and emotionally affect the child. It is an atmosphere in which the infant

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develops the knowledge, behaviours and actions that will turn them into a good and effective student. The home setting is part of the wider community as a whole and an important research subject to explain all of the origins of dysfunctional and distressed teenagers. And the cardinal direction that connects parental practises and teenage behavioural consequences in a household is the understanding of teenagers of such parental activities. Adolescents' interpretation and approach to their parents and the environment are the foundation of their behavioural and emotional reactions. Only through truly understanding how teens view their surroundings will the ever widening disparity between parental perceptions and teenage behavioural consequences be alleviated.

Education achievement

Education is the most important thing in human life. Nothing in the modern world can happen without education. For the advancement of society, schooling is necessary. The more educated a society's persons are, the more humane and well-disciplined a society will be. It is mainly the obligation of the family to socialise children to make them active members of society. The more parents are interested in the process of supplying their children with education, the more children will succeed in their academic career and become members of society who are active and responsible. Academic success guarantees not just the individual's social growth, but also the society with which he / she is closely connected. On the other hand, the under-achievement issue affects any person dealing with it. Disappointed parents, perplexed teachers, peers who are adversely affected, all in one way or another, are victims of the under-achievement epidemic. Therefore, multicultural society places an emphasis on academic excellence and values those who succeed in their fields of specialisation. For different causes, the value of forecasting academic success has risen in recent years. One of the factors is the rise of mushrooms in the student body, which has produced several difficulties with folding. The second is that schooling for children has not been shown to be commensurate with the commitments and tremendous investment on this sector. The third is concerned with the wasting of tremendous human resources, as children are frequently seen to work well beyond their capacities.

Review of literature

It has repeatedly been shown that the home atmosphere is favourably correlated with the academic success of a child (Hill and Craft, 2003). In the literature, the association between the socio-economic status of the family and academic achievement is referred to as a socio-economic gradient because it is incremental and rises across the socio-economic status spectrum (Willms, 2003). In fact, children whose parents at home are more interested in their schooling have higher academic achievement levels than children whose parents are less interested. Not only among academics, but also among decision makers who have incorporated attempts to expand parent engagement in larger school policy programmes, the effect of parent interaction

Results

Table 1: Mean Scores, SD and t of Educational Achievement scores of high and low socio-economic status students.

Groups	N	Mean	SD	t Value	P Value
High socio-economic status students	50	66.96	15.59	3.34	0.01
Low socio-economic status students	50	57.59	12.24		

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on student performance has been recognised. The survey findings of 58 countries were analysed by Xia (2010) [4]. The study found that the home socio-economic climate of students has an impact on both academic and non-academic achievement. Some studies have shown that, in addition to the direct effect of the home setting of students, the indirect impact on learning achievement, e.g. parents belonging to the higher social class have higher academic standards with respect to their children and this has a positive influence on their children's learning achievements (Stull, 2013) [3] or parents belonging to higher social class are more keen on reading books thus influencing the attitude of their children towards reading which have influence on their reading achievement (Alivernini, *et. al.*, 2010a) [2].

Objectives

- To find out differences in educational achievement between students having favourable and unfavourable home environment.
- To explore the relationship between education achievement and home environment.

Hypotheses

- Educational achievement of students from favourable home environment will be better than students of unfavourable home environment.
- Educational achievement will be significantly correlated to home environment.

Sample

The study was conducted on 100 school students studying in class Xth of different schools in Ranchi town. Out of 100 students 50 students from high socio-economic status and 50 from low high socio-economic status. The high socio-economic group was taken from families with high income (Taxable Income). Low socio-economic group was from families with low income (Rs. 10,000 or below per month).

Tools

- **Home Environment Inventory:** For measuring the home environment, the researcher used the tool standardised by Misra (2012). Home Environment Inventory (HEI) contains 100 items related to dimension of the 10 home environments. The ten dimensions are (a) Control (b) Protectiveness (c) Punishment (d) Conformity (e) Social isolation (f) Reward (g) Deprivation of privileges (h) Nurturance (I) Rejection and (j) Permissiveness. Each dimension has ten items belonging to it. Higher scores are indicator of better home environment.
- **Educational Achievement:** In this research percentage of marks obtained in the last examination was taken as a criterion for student's educational achievement.

Statistical Analysis

Mean, SD, t-ratio and Correlation were applied for the interpretation of results.

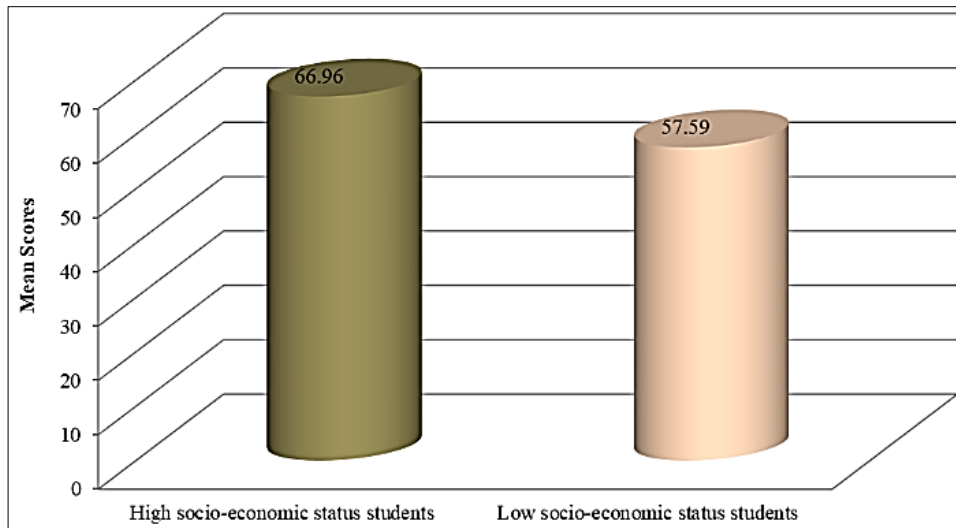


Fig 1: Mean Scores of Academic Achievement scores of high and low socio-economic status students.

Table -1 indicated the overall differences between high and low socio-economic class classes in academic performance assessments. The mean scores showed that, relative to their low socio-economic status peers, high socio-economic status classes were substantially superior in educational achievement. Thus, the hypothesis “There will be significant difference between high and low socio-economic status

students in their educational achievement” was proved. Several studies have found that children from low socio-economic status households typically face more economic deprivation, a shortage of alternative opportunities, and greater social identification risks, such as negative assumptions about their academic capacity. In Stull (2013) [3], this outcome seeks support.

Table 2: Mean Scores, SD and t of Educational Achievement scores of favourable and unfavourable Home Environment.

Groups	N	Mean	SD	t Value	P Value
Favourable Home Environment	50	220.86	30.51	3.47	0.01
Unfavourable Home Environment	50	201.16	26.07		

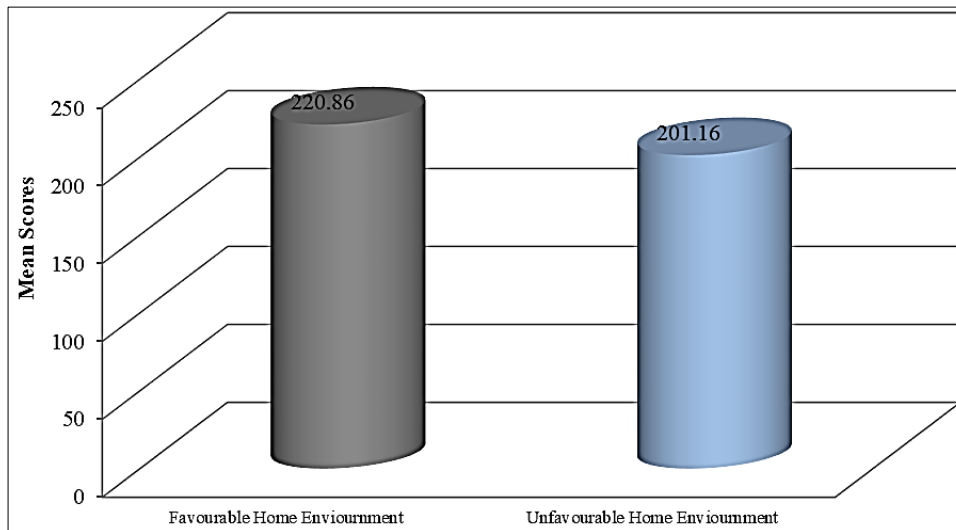


Fig 2: Mean scores of Educational Achievement scores of favourable and unfavourable Home Environment.

The mean scores of students from favourable home environment is higher 220.86 as compared to students from unfavourable home environment 201.16, according to table-2. The t-value obtained was observed to be 3.47, which was statistically relevant at 0.01. Hence, it confirmed the

hypothesis which states that “Educational achievement of students from favourable home environment will be better than students of unfavourable home environment”. Related outcomes were found by Adsul and Kamble (2012) [1].

Table 3: Correlation coefficient between Educational Achievement and Home Environment

Groups	N	r	P Value
Educational Achievement	100	0.3176	0.01
Home Environment	100		

It was clear from table -3 that there is a strong association between academic performance and home climate that was important at level 0.01. This revealed that a person with high academic achievement tends to rank high and that a person with poor academic achievement tends to rank poor in the home setting.

Conclusion

From this analysis, the role of family socio-economic status in academic achievement among students can be inferred. These results showed that disadvantageous family experiences might have a detrimental effect on how students perceive themselves in the situation of school or college and eventually affect their academic success. In deciding educational achievement among students, a favourable home atmosphere may be a possible consideration. Unfavorable home conditions will impede students' educational achievement outcomes. The study also found a strong correlation between academic success and the home climate. The outcomes of this research have substantial repercussions for potential strategies to promote educational achievement. Study has also further demonstrated that rewarding and nurturing environment at home may be an important factor in determining the academic success of students whereas punishment, social isolation, deprivation and rejection at home may be detrimental effect on the educational achievement of students. While it is a relatively stable state for socio-economic status. Our findings indicate that helping adolescents build and retain a positive self-concept can boost their academic performance and reduce social inequality in the growth of adolescents. The intervention goal of encouraging students of low socio-economic status to preserve self-integrity can be a successful way to reduce the students' social standing achievement gap.

Limitation

- Sample size was very small.
- The present study included sample from the class Xth only.
- This study included subjects only from Ranchi town.

Suggestions

- A big sample from population is needed.
- A sample from college population is needed.
- Future researches are required to other town of Jharkhand.

The findings of this research highlight the importance of conducive home environment for fostering educational achievement among students. A need is therefore felt to involve parents and make them aware of the negative impact of unhealthy parent-child relationship on the educational output of adolescents. Hence, parents need to be counseled to treat their children well to enhance their educational achievement and overall wellbeing.

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