



## IMPACT OF HOME ENVIRONMENT ON THE ACADEMIC PERFORMANCE OF SCHOOL GOING STUDENTS

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### ABSTRACT

The purpose of this study was to examine whether or not students' homes had an effect on their academic achievement. All aspects of the research, including the gender perspective, have been carefully considered. Fifty pupils from a high school in Sonipat, Haryana, were chosen at random to take part in this study. Boys and girls schoolchildren do not differ much in terms of their family life and academic success, according to the study's results. According to the results of the research, this is the case. There seems to be a strong positive correlation between students' family lives and their academic performance, according to the results.

**KEYWORDS:-** home environment, academic achievements, school students.

### INTRODUCTION

Education is the foundation upon which a nation's culture and way of life are built. The level of education available in a nation is a good indicator of its development. The importance of education cannot be overstated, especially in earlier eras. Unfortunately, throughout the British era, Indian education straddled the divide between eastern and western models. As we are now a democratic country, it is important that our educational system reflect the values of our society. Common wisdom holds that a nation's principles may be traced back to its educational system. Teachers should be cognizant of the fact that their students' perspectives, work habits, and beliefs are profoundly impacted by their experiences both within and outside the classroom. If we want to be a powerful and rich society, we must acknowledge the significance of a rigorous education founded on unwavering values.

The cultivation of a moral character is a primary goal of schooling. The family is the primary sociobiological unit in shaping and maintaining an individual's traits and habits. The educational environment is the second most influential factor in a child's maturation after their family. In both settings, children are exposed to stimuli that help shape who they become as individuals. A child's school becomes like a second home to them. The duty for improving pupils' mental health falls mostly on teachers and parents. For children who are being neglected at home, school might serve as a surrogate family and provide for their emotional needs. How students feel about their school's climate or atmosphere may have a major impact on their emotional well-being. Positivity about school, its teachers, its students, its curriculum, its methods of instruction, its facilities, and its teachers' interactions with kids all contribute to a positive school climate.

Genes passed down from parents to offspring, and maybe even farther back in the family tree, may account for some of the observed similarities between these groups. Several factors that contribute to success outside of the home, such as socioeconomic status, location, and culture, tend to be shared among members of the same family. The potential for reciprocal impact that arise from connection within families are many. The father's talents and the mother's competence at home may help induce a kid. Foster children, on the overall, have been shown



to improve in many ways, according to studies. Research on foster children shows that those who are placed in good households do better than those who are raised in bad ones. Children raised in facilities often do worse academically and emotionally than their peers brought up in homes. Language and social skills development suffer the most. The impact and kind of adult interactions available in a normal institutional and family setting account for a large portion of these variations.

The identification of the elements that impact students' personalities and academic achievements has been a topic of interest and relevance since the development of contemporary research procedures in the area of education. There has been a consistent but gradual shifting of focus from one area to another throughout history, and several contributing elements have been found in recent decades. According to a survey of the relevant literature, the study of the home setting is an integral part of the field of educational psychology. Throughout the last several decades, research has shown that a child's family life has a significant impact on how well they do in school. Students' learning is impacted by a web of social, physical, and cognitive influences that originates in their homes and family processes. An individual's later behaviour may have its roots in and, in many cases, be fully crystallised through the major influences of home and family, including providing a nurturing environment, supervising school work, providing supplemental reading materials, and, if possible, a tutor but instead technological facilities. Adolescents' interactions with others, including their classmates, instructors, and other adults, as well as their academic and professional outcomes, are profoundly influenced by their early life experiences at home. Adolescents' lives are profoundly impacted by the emotional climate of their homes, the methods by which their parents raise them, and the developmental chances and constraints that their everyday family lives provide. Education encompasses all of the community-level efforts made to shape and mould the minds of future generations. The goal is to influence the child's conduct and help form his character in a positive manner.

### **Academic Achievement**

In today's socioeconomic and cultural environment, academic success is more vital than ever. In the school, naturally, there is a strong focus on success from the very first day of class. The school has its own internal ranking system, with prominence given to performance and accomplishment above inherent worth. Because of the importance of the allocation process for the social system, schools have a tendency to place an emphasis on academic success with the aid of excellent resources. The role of the school is to sort students into groups according to their level of academic and other success and to provide opportunities for progression based largely on that level of performance.

Students learn to accept this meritocratic order as normal while they are enrolled in school. Because of this, he was able to break free from the responsibilities of being a member of the family. His social standing, especially in the professional academic world, is directly proportional to the level of responsibility he is given. Insofar as there is harmony between a family's values and those of society, acceptance of the system of hierarchy in terms of success helps to integrate the school system.

High school graduates are heavily represented in the higher education system. In order for these students to get the most out of their college experience, it is crucial that they develop the



necessary skills. Hence, schools have a basic responsibility to provide the groundwork for student success.

### **Predicting Academic Achievement: The Role of Home Environment**

The study of the elements that determine students' levels of academic success has relevance for both the present and the future of schooling. The extent to which a kid succeeds in school is a major factor in shaping his or her future and determining the quality of his or her life. A child's academic success determines whether or not they go on to the next grade level, whether or not they may pursue post-secondary education, and may even affect the job path they pick later in life. The academic growth of a kid may be affected by a variety of factors, but previous studies in the field of education have focused on two primary ones: the child's self-concept and the child's family environment. The question of which of these factors is more influential has not been resolved by previous studies. The purpose of this investigation is not to supply that solution, but rather to broaden the scope of existing studies and provide credence to their findings.

The connection between homes and schools is something that school boards, nonprofits in the neighbourhood, and concerned parents all want to improve. A consequence is a focus on the family unit as a whole. So, it is helpful to have studies that examine the aspects inside the family environment that affect academic success. The findings from the current research may help parents, educators, and community organisations in the common objective of assisting children in achieving academic success.

The link between self-concept and family life and school success has been the subject of few study. There is more evidence from this small body of research that a child's self-concept, rather than their family environment, is the most important factor in determining their academic success (Wiggins, 1987; Song & Hattie, 1984). (Fantuno, Davis, & Ginsburg, 1995). This study contributes to the literature by consolidating the investigation of self-concept and its link to academic success with that of other home environment factors. Self-concept was not the most important predictor of academic success in studies that looked at the two variables separately. Research has not provided convincing evidence for the idea that a healthy sense of self would lead to a more enriching school experience, which in turn would have a favourable effect on a student's grades (Fottebaum, Keith & Ehly, 1986; Helrnke & Vanaken, 1995). Researchers have been prompted to wonder whether there is a causal link between academic success and self-perception, or if there are other factors at play.

Previous studies have shown a strong correlation between a family's socioeconomic level and a child's academic success (Bahandin & Luster, 1998). Parental involvement and aspiration are both positively associated with a child's academic success, and there is some evidence that parents of better socioeconomic level may take a more active role in their children's education. Maybe this is a result of active parenting (Seginer, 1983). It is also possible that lower-SES parents may not have the financial resources to give a more stimulating environment (computers, books, vacations), which would be a more nuanced representation of SES. Previous studies have often used parental profession and/or degree of education to determine socioeconomic status. The socioeconomic status of participants in the current research will be determined by their parents' degree of education and their employment.

Today's culture is heavily influenced by television. Many studies have been conducted on the



impact of television on children in the family and the relationship between television and academic performance, and the findings have been mixed (Williams, Haertel, & Haertel, 1982). Research is needed to confirm existing conclusions on the effects of various factors on students' academic performance, which vary from very substantial to negligible. Several hours of daily television viewing are recorded by children. Asking participants to self-report their average daily TV watching time has been a common method of gauging TV use in previous studies. Some people have been asked to rank their favourite TV series, while others have been requested to check off the shows they've seen every day. The current research employs both approaches to help control for over or under reporting of scores since most primary school pupils are less likely to be obsessed with time.

The findings of previous studies on parental participation have likewise been mixed. Possible causes include how parental engagement is defined. Parental participation in schools is distinguished from parental involvement in the home. Because to the focus on the domestic setting, we will be evaluating parental engagement in the arena of arental development rather than academic involvement. According to studies, parental participation is the single most important factor in a child's success in school (Poirot& Robinson, 1994). On the other hand, research has also shown that parental participation is a weak predictor of student success in school (Keith, Reimers, Fehrman, Pottebaum, & Aubey, 1986).

Previous research has failed to provide convincing evidence for either self-concept or family environment as the key predictor of academic performance. There is a lack of studies that directly compare the impact of these factors. This investigation seeks to stake a position in the realm of the connections between the context of the family, school success, and individual identity. This study aspires to fill a gap in the literature by looking at three interrelated characteristics rather than just one, and by using elementary school pupils as its subjects.

When a kid is born, his or her first exposure to the outside world is the family. As a consequence, the child's parents and other prominent family members are the primary sources of the child's early education and socialisation. A child's psychological, moral, and spiritual foundations are all set at home, as Agulana (1999) emphasised. There are two possible structural states of the family/home: fractured and whole. In this sense, a broken home refers to a family unit that is dysfunctional due to factors such as divorce, separation, the loss of a parent, or illegitimacy. Frazer (2001) argues that illegitimacy of children, the label of adopted kid, shattered homes, divorce, and parental hardship are the primary causes of psychosocial home circumstances. A child's academic performance is certain to suffer if he or she is exposed to such aberrant living situations, he or she says.

Whether a parent is the only provider for their kid or the family has just split up, it may be difficult for everyone involved. Inadequate financial resources are a problem for such households (children defence fund, 1994). As compared to adolescents from stable households, those from unstable homes have higher social, intellectual, and emotional issues, as observed by Schultz (2006). According to Scales and Roehlkepartain (2003), the home environment has a significant impact on a child's success in school. In addition, Levin (2001) argues that parents have the most obvious, uncomplicated stake in their children's academic success. Marriage problems are a known contributor to emotional distress, including anxiety, depression, apathy, and anger. As one would expect, these symptoms have a poor impact on a child's schoolwork.



According to Johnson (2005), the emotional well-being of children from single-parent households and those whose parents never married is much lower. Yet, not every case of a broken household would fit this description. It's possible for some kids to succeed in life regardless of their family's income level or dynamics. In addition, according to Ayodele (2006), a child's learning capacity and, ultimately, his or her academic achievement in school are heavily influenced by the setting in which they find themselves.

### OBJECTIVE OF THE STUDY

The objectives of the study are stated as under:

1. To study the home environment of higher secondary school students.
2. To study the relationship between home environment and Academic Achievement of Higher Secondary School Students

### HYPOTHESIS

Difference verification of the following hypothesis was undertaken in the present investigation:

- There is no significant relationship between home environment of secondary school students with respect to their gender.
- Gender does not affect the academic achievement of the secondary school students with respect to their gender.
- There is no relationship between the home environment and academic achievement of school students .

### RESEARCH METHODOLOGY

#### Study Deign

The current research largely consists of descriptive and analytical components.

#### Study Area

In the presented research work, we study on mainly Sonipat, Haryana State.

#### Sample Size

50 with be the sample size of present research work.

#### Sampling Technique

In the present research work, for sample selection Experience Sampling Methods are used which includes face to face interaction.

#### Data Collection Procedure:

Present study is based mainly on Primary data. Personal interactions, interviews and questionnaire have been used to collect the analytical data.

#### Data Analysis

- Mean
- Standard deviation
- T-test
- Correlation analysis

### DATA ANALYSIS

**Table 1: Difference in home environment between male and femaleschool students**

Groups	N	Mean	SD	t-value	Result
Boys	25	1.60	.645	.129	Not Significant
Girls	25	4.20	.866		

There is no significant difference in home environment of students with respect to gender



**Table 2: Difference in academic achievement between male and female school students**

Groups	N	Mean	SD	t-value	Result
Boys	25	1.80	.577	.115	Not Significant
Girls	25	3.96	.790		

There is no significant difference in academic achievement of students with respect to gender

**Table 3: Relationship of home environment with academic achievement of School Students**

Types of Variables		N	'r'	Result
Dependent	Home environment	50	.862	Positive correlation
Independent	Academic achievement	50		

### CONCLUSION

The findings of the research indicate that there is not a substantial gap in the home environment and academic achievements possessed by male and female school pupils. This is the conclusion drawn from the findings of the study. The findings also suggest that there is a substantial positive association between academic achievements by school pupils and their home environment.

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