Relationship of Cohesion and Expressiveness Dimensions of Home Environment on Academic Achievement of Class X Students

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Abstract: In the present study an attempt was made to investigate the relation between cohesion and expressive dimensions of home environment and the academic achievement of class X students in the Ri Bhoi District of Meghalaya. The study was carried with the 472 samples selected randomly from the schools by using the standardized tools Family Environment Scale (FES) by Dr. Harpreet Bathia and Dr. N. K Chadha. (1993) to collect the data. To measure the relation between cohesion and expressive dimension of home environment Pearson’s co-efficient of correlation test was used. Findings of the present study shows that there exists a significant relationship between the two dimensions of home environment at .01 levels. It is therefore recommended that at home, children should get full support, help and commitment from the family members and children at home should be provided opportunities to express freely.

1.0 Introduction

A home environment that encourages learning is more important to student’s achievement than income, educational level and cultural background of the family. Similarly, school which provide effective teaching learning environment in school contributes more to the pupils’ achievement than any other factor. Family involvement has been a key theme in early childhood education for more than three decades (Fantuzzo, Tighe and Child. 2000), for thousands of years Indian culture has emphasized the influence of family in which the child is born and brought up. The parents are the primary agents in child’s academic achievements. The pattern of family life differs from one social group to another. The kind of husband wife relationship and parent-child relationship varies. Similarly the family values, the use of money and the types of home management also vary. Cohesion refers to the degree of commitment, help, and support family members provide for one another. Expressiveness on the other hand refers to the extent to which family members are encouraged to act openly and express their feelings and thoughts directly in the family, among the family members.

It is in this background that the present study has been undertaken to determine whether the dimensions of home environment such as cohesion and expressive has a relationship with the academic achievement of school children or not. If the home factors which facilitate academic achievement of students are identified then it may be possible to provide a healthy educational environment at home which may pave the way for student's academic success. A study of this nature would definitely help parents, teachers and educationists in further understanding the mental make-up of the students regarding their academic achievement.

1.1 Objectives of the study

a) To Study the Relationship between Cohesion Dimensions of Home Environment and the Academic Achievement of Class X Students.

b) To Study the relationship between the expressive dimensions of home environment and the academic achievement of class X students.

c) To suggests measures to improve the quality of home environment.

1.2 Hypotheses

A. Research Hypotheses:

i) There is a significant relationship between cohesion dimensions of home environment and academic achievement of class X students.

ii) There is a significant relationship between expressive dimensions of home environment and academic achievement of class X students

B. Null Hypotheses:

i) There is no significant relationship between cohesion dimensions of home environment and academic achievement of class X students.
There is no significant relationship between expressive dimensions of home environment and academic achievement of class X students.

1.3 Methods and procedures

a) Population

All the students studying in class X in the secondary schools situated in Ri-Bhoi District will constitute the population of the study.

b) Sample

The sample for the present study consist of 472 students studying in class X.

c) Tool Used

The following tools have been adapted to collect the data: (i) Family Environment Scale (FES) by Dr. Harpreet Bahtia and Dr. N. K Chadha. (1993).

d) Data Collection.

The investigator visited the schools under study and sought the permission from the heads of the institutions under study and tests were administered to the class X students. While administering the tests, instructions were read out by investigator and illustrative examples were explained to the students. When required. It was made sure that all the students had understood the instruction fully regarding the answering of the tests and then they were asked to respond the tests. Both the tests were administered concurrently after short break in between.

1.4 Major Findings

(A) Relationship between Cohesion and Academic Achievement,
Hypotheses No 1 A:

“There is no significant relationship between cohesion dimension environment and academic achievement”.

Table (A) Showing the Pearson's Co efficient of Correlation (r) between Cohesion and Academic Achievement (N=472).

<table>
<thead>
<tr>
<th>Variables</th>
<th>(r)</th>
<th>df</th>
<th>Table Value</th>
<th>Significance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohesion X Achievemen</td>
<td>0.28</td>
<td>470</td>
<td>0.118</td>
<td>.01</td>
</tr>
</tbody>
</table>

There exists a significant relationship between the cohesive dimensions of home environment and academic achievement. It shows that more the home environment is cohesive; the higher will be the academic achievement.

The result is not unique in case of the present study, rather these have been explored by several studies conducted earlier by Harris (1961) who found that children did not learn when they were emotionally disturbed due to unfavorable home conditions. Levin et al. also (1972) concluded that more supportive home environment of children may have been found responsible for higher academic achievement.

(B) Relationship between Expressiveness and Academic Achievement.

Hypotheses No 1 B:

“There is no significant relationship between expressiveness dimension of home environment and academic achievement”

Table (B) Showing the Pearson's coefficient of correlation (r) between Expressiveness and Academic Achievement (N= 472).

<table>
<thead>
<tr>
<th>Variables</th>
<th>(r)</th>
<th>df</th>
<th>Table Value</th>
<th>Significance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expressiveness</td>
<td>0.17</td>
<td>470</td>
<td>0.118</td>
<td>.01</td>
</tr>
</tbody>
</table>

There exists a significant relationship between the expressiveness dimensions of home environment and academic achievement. It shows that more the home environment is expressive, higher will be the academic achievement.

Research in this connection has been supported by many studies, Patel (1966), Kuppuswami (1980); found that there is a significant positive relationship between expressiveness and academic achievement.

Since, there exists a significant relationship between the Cohesion and Expressiveness Dimensions of Home Environment on Academic Achievement of Class X Students, Therefore the Research Hypotheses is accepted and a Null hypothesis is rejected. It shows that more the cohesiveness at home more better the achievement. On the other hand, it reveals that, if children are allowed to be expressive, their performance enhanced.
1.5 Educational implications

To strengthen the quality of home environment the family should provide full support to the children at home by providing an atmosphere of love and happiness, developing a sense of recognition and security, and helping in his or her home work given in the school. It is therefore recommended that at home, children should get full support, help and commitment from the family members. Children at home should be provided opportunities to express freely. If the family members encourage their children to act openly and express their feelings and thought directly the academic achievement of children is likely to enhance and allowed to express their feelings and thought directly.

1.6 Conclusion

The present study shows that, if cohesive environment at home is provided to the children it will facilitate their learning. And, it will certainly pave the way for student's academic success. It shows that more the home environment is cohesive; the higher will be the academic achievement. Expressiveness on the other hand will encourage students to act openly and express their feelings and thoughts directly. It shows that more the home environment is expressive; higher will be the academic achievement. In the present study dimensions of home environment, like cohesion, expressiveness, were found to be correlated with academic achievement. This shows that the home dimensions constitute important determinant of academic achievement. The knowledge of various home dimensions contributing to academic achievement may be useful to the teachers and educators to understand those who are academically low in their performance.

1.7. References


Journal of Educational Psychology; "Family Involvement in School and Low Income Children's Literacy: Longitudinal Associations Between and Within Families", (2006), vol.98 .no.4. 653 -664.


Family Environment Scale (FES) by Dr. Harpreet Bahlita and Dr. N. K Chadha.(1993).