Academic Achievement and Strength of Home Environment

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Abstract: In the present study an attempt was made to investigate the strength of dimensions of home environment at the academic achievement of class X students. Two dimensions of the home environment were taken into consideration for the study. 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 Balhia and Dr. N. K Chadha (1993) to collect the data. To find out the strength of active recreational orientation and Independence dimensions of home environment Mean, SD and Percentage (Under Various Qualitative Norm Groups as per the Test Manual were calculated. The present study shows that more the active recreational orientation and independence if provided the achievement of the students will enhanced.

Key words- Academic Achievement, Home Environment, Active Recreational Orientation, Independence

INTRODUCTION

In this modern age, academic achievement is considered as a key factor for personal progress. Moreover, the whole system of education revolves around academic achievement. Education helps in development of overall personality of the individual in all fields and aspects. Education aims at bringing about in the human beings changes which are conductive to the proper growth of the child into full-fledged responsible citizens. This very purpose lies at very root of every plan and programme of education. With the help of tests, verbal or written, of different kinds, we can measure how far we are successful in bringing about desired changes in students.

Education helps in the development of overall personality of the individual in all fields and aspects. Thus, making him intelligent, learned, bold, courageous and strong with good character, on the other hand it contributes, to the growth and development of the society in particular and the nation at large. It is only through education that moral ideas and spiritual values, the aspirations of the nation and its culture heritage are transferred from one generation to the other.

Many parents are worried about their child’s academic future. A typical complains of parents is: ‘though a lot of money is being spent, everything essential is made available to the child, the child is not achieving properly’. Spending money, provision of books, guides and of special coaching classes may be of little use if the child is not interested in studies. If the child lacks interest, parents readily blame the teachers. The role played by parental attitudes and behaviors, general atmosphere within the family and child’s relation with family members may be more significant then the role played by the money spend on the child education.

The present study aims at findings out the most important factors that have a bearing on pupil’s scholastic achievement and suggest ways and means to improve these factors. The total spectrum of environmental factors being very vest, only a limited part thereof is chosen for the present study. The factors involved here in this study belong to Home Environment of children.

The family is the most important and the oldest institution that man devised to regulate and integrate his behavior as he strives to satisfy his basic needs. It has been the place for individual’s morel and material progress ever since the civilization began. The family is basically an institution where parents children live together. The family plays a vital role in contributing not only to the social and physical well being of the members but also psychological well being. The family has been defined by Sumner and Kellar (1927) as “a miniature social organization including the least two generalizations and characteristically formed upon the blood bond”.

It is in this background that the present study has been undertaken to determine whether home or school environment has an effect on the academic
achievement of school children or not. If those home and school factor which facilitate academic achievement of students are indentified then it may be possible to provide a healthy educational environment at home and school, which may pave the way for student’s academic success. It is therefore necessary to investigate the various homes and school factors which influence academic achievement. A study of this nature would defiantly help parents, teachers and educationists in further understanding the mental make-up of the students in connection with their academic achievement.

Operational Definitions of the Key Terms Used:

Home Environment-

It refers to the psycho-social climate of home as perceived by children. It provides a measure of the quality and quantity of cognitive, emotional and social support that has been available to the children within home. Home environment consists of the following dimensions-

Personal Growth Dimensions:

(i) Independence- It refers to the extent to which ht members are assertive and independently make their own decisions.

(ii) Active Recreational Orientation- It refers to the extent of participation in social recreational activities.

Objectives

1. To find out the strength of home environment with respect to its Independence dimensions as perceived by class X students.

2. To find out the strength of home environment with respect to its Active Recreational Orientation dimensions as perceived by class X students.

Hypotheses of the Study

There is significant relationship between both the dimensions of home environment and academic achievement of class X students.

Sample

The sample for the present study consist of 472 students studying in class X which were selected randomly by giving fair representation to all types of schools.

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.

Scale used

The Family Environment Scale (FES) constructed by Dr. Harpreet Bhatia and Dr. N. K. Chadha have been used which measures the home environment with respect to different dimensions. Viz: Active Recreational Orientation and Independence dimensions of Home Environment.

Active Recreational Orientation

To find out the strength of active recreational orientation, Mean, SD and Percentage (Under Various Qualitative Norm Groups as per the Test Manual) were calculated. The same is given below in table 1

<table>
<thead>
<tr>
<th>Raw Score</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>Percentage</th>
<th>Qualitative Norm AS Per Manual</th>
</tr>
</thead>
<tbody>
<tr>
<td>34 above</td>
<td>34</td>
<td>35.64</td>
<td>3.02</td>
<td>7.2%</td>
<td>High</td>
</tr>
<tr>
<td>26 to 33</td>
<td>313</td>
<td>28.95</td>
<td>2.19</td>
<td>66.32%</td>
<td>Average</td>
</tr>
<tr>
<td>25 below</td>
<td>125</td>
<td>22.15</td>
<td>2.8</td>
<td>26.48%</td>
<td>Low</td>
</tr>
</tbody>
</table>
The above table shows that the majority of students i.e. 66.32% perceive that recreational orientation of their home is average with Mean=28.95 and SD=2.19 followed by 26.48% of students who perceive that recreational orientation of their home environment is low with Mean=22.15 and SD=2.8. The group with 7.2% students perceive that the recreational orientation at their home environment is high with Mean=35.64 and SD=3.02.

<table>
<thead>
<tr>
<th>Raw Score</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>Percentage</th>
<th>Qualitative Norm AS Per Manual</th>
</tr>
</thead>
<tbody>
<tr>
<td>41 above</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
<td>High</td>
</tr>
<tr>
<td>31 to 40</td>
<td>85</td>
<td>32.88</td>
<td>1.63</td>
<td>18.01%</td>
<td>Average</td>
</tr>
<tr>
<td>30 below</td>
<td>387</td>
<td>25.77</td>
<td>3.47</td>
<td>81.99%</td>
<td>Low</td>
</tr>
</tbody>
</table>

The table above shows that the majority of the students i.e. 81.99% perceive that independence in their home environment is low with M= 25.77 and SD=3.47 followed by 18.01% students who perceive that independence at their home environment is average with M=32.88 and SD=1.63. No students: however was found to perceive their home environment as high with regards to independence.

FINDINGS

The research findings with regards to strength of home environment and its dimensions as perceived by class X students are as follows:

Active Recreational Orientation: The majority of the students (66.32%) perceive the recreational orientations of their home environment as average followed by some students (26.48%) who perceive the same as low and few students (7.2%) as high. This shows that the recreational orientation of the home environment as perceived by the students, by and large, is average.

The study has revealed that the students belonging to high and average recreational group achieve more as compared to the students belonging to low recreational group. It shows that there is a favorable effect of recreational orientation on student's achievement in favor of high and average recreational group. It means that the extent of participation in social and recreational activities influence the academic achievement of school children. Singhal (1991) have same view in connections with the above study who found that there is a coverable effect of recreational on students' achievement.

Independence:

To find out the strength of independence, Mean SD and Percentage (Under Various Qualitative Norm Groups as per the Test Manual) were calculated the same is given below in table 2.

The study has revealed that there is no effect of group independence on student's achievement between high, average and low independence group. It means that extent to which family members are assertive and independently make their own decisions doesn't influence the academic achievement. Kumar (1963) reported that dependency on parents, not loved feeling and feeling that parents were disappointed with them was observed more in underachievers.

CONCLUSIONS

The research shows that if a child gets a sense of security from his home, such a feeling will enable him to cope more adequately with the task of classroom learning and other problem he encounters at school, but the more the home climate is characterized by such qualities as punitiveness, disorganization or extreme rigidity, the more likely it is to produce problem behavior in children. Independence For better academic achievement, independence at home is important. More the independence at home higher will be the academic achievement. Thus, children at home should get more independence to enhance their academic achievement.
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