

Impact of Home Environment on Academic Achievement of Class 9th Students

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Abstract

The home environment plays a crucial role in a child's development, acting as a foundational social unit that provides emotional and social support. Research indicates that home factors, including parental education, socioeconomic status (SES), and language development opportunities, significantly influence children's academic achievement. A 1978 study by the National Council of Educational Research and Training (NCERT) highlighted that home variables, alongside children's intelligence, contribute to academic differences. Further studies reveal the importance of parental involvement and nurturing behaviors, like providing learning materials and a supportive atmosphere. This positive home environment fosters intellectual, social, and emotional development, influencing children's psychological competence, problem-solving abilities, and overall academic performance.

Keywords: Home Environment, Academic Achievement, Students

Introduction

A child's home environment is integral to their overall development, including their academic achievements. According to Rousseau, parents play vital roles in nurturing (mothers) and teaching (fathers). Studies from NCERT (1978) reveal that home variables, especially language development facilitation, significantly impact school success. Historically, research on "deprived" home environments focused on parental SES and education; however, more recent approaches emphasize examining parental interactions and behaviors directly. This shift implies that while status characteristics might not change quickly, improving parents' awareness, attitudes, and skills can positively impact children's learning environment at home. Influential factors within the home include economic, educational, cultural aspects, and intra-family relations.

Brief Study

Home act as a basic social unit where child gets proper social and emotional environment for the proper adjustment of the individual and also prepares him for a role and function in the society to which he belongs. According to Rousseau, "Mother is the true nurse and father is the true teacher". It is essential that the children receive as much help as can be given, from any quarter. What gives concerned persons hope, and cause for some measures of optimism, is that factors in the home have a major role to play. A study conducted by the National Council of Educational Research and Training (NCERT), in 1978, revealed that home variables and children intelligence account for differences in academic achievement; moreover, keeping IQ and socio-economic status (SES) constant, the single most important variable which tilted the balance in favour of school achievement was facilitation of language development in the home. For many years the concept of a "deprived" home environment has been discussed and analyzed, especially in terms of parent characteristics like occupation, level of education and SES. Recent trends in the West advocate a move away from the rigidity of such status variables towards assessing what it is that parents actually do with their children (Marjoribanks, 1979), and status variables are seen to be mediated by process variables. This has positive implications since, while neither the quality of schooling nor status characteristics can be changed quickly, parental awareness can be created or heightened and attitudes and skills changed or built-up towards the aim of enhancing a child's learning environment in the home. of factors are: Economic status, Educational influence, Cultural influence, Intra family relations.

Parents who provide a warm, responsive and supportive home environment, encourage exploration, stimulate curiosity and provide play and learning materials accelerate their children's intellectual development (Meece, 2002). Within the home environment, we must examine both the roles of mothers and fathers because differential parent behavior has often been implicated as a variable affecting children's development **Volling,w,**

B. L., & Gonzalez, R. (2015) .According to Clare's view, "By family a system of relationship existing between parents and children". A good home environment helps the child in the development of all aspects of personality i.e. physical, intellectual, aesthetic, social, cultural, moral, spiritual, religious and vocational etc. If home environment is not healthy then wrong attitudes are nurtured and inculcates in them anti- social feelings. Therefore, family is a nursery in which personality is developed. Home environment have significant impact on psychology competence of adolescents particularly high reward, permissiveness at home have found to problem solving behavior, decision making, coping with emotions and stress. Family Environment not only influences the mental conditions of a child but also influences the academic achievement. The home- environment is a most powerful informal learning situation in which the family more especially parents, acts as educators. Taylor (1984) states that the family is a place in which the whole range of human experiences takes place. Bloom (1984) demonstrates that it is what parents do in the home that counts for learning development of children, it goes without saying that lack of encouragement, low quality of parent's language and lack of stimulating activity in the home will reduce the home's effectiveness as a learning environment. Parents desire that their children climb the ladder of performance to as high a level as possible. This desire ultimately gets transmitted to children also and as a result they want to have an edge on ever other child and excel everyone in academic performance. Thus home environment plays an important role in academic achievement of child.

Academic achievement is important as it helps the students to understand the hierarchy based on academic achievement i.e. higher the achievement, more are the opportunities for the students and they can go for better lines and better jobs in all fields like science and technology, medicine, management, literature, education etc. Higher scholastic achievement is of paramount importance for progress and promotion in any field. As the students with higher level of achievement can have a better chance to get higher level of jobs and the type of work that is given to them provides still better chance of their growth in the professional field. Another important role that academic achievement plays is the elevation of the socioeconomic status of the individual as well the family because of the better occupational opportunities. Academic achievement is also an indicator of the level of intelligence and the effectiveness of the teachers and overall effectiveness of any institution.

Chen (2001) founded that average correlation exists between home environment and student's academic achievement. **Chahal and Tung (2004)** Studied family environment and social support as predictors of well-being in Indian adolescents. The results reveal the family environment variables such as conflict, expressiveness and achievement orientation are important predictors of low well- being whereas organization, active recreational orientation, intellectual. **Laible and Carlo (2008)** conducted a study to examine how the parental relationship dimensions of both mothers and fathers independently and together predict adolescent's outcomes. Findings revealed that perceived maternal support and rigid control were the most consistent predictors of adolescent adjustment. In contrast support and control from fathers was generally unrelated to adolescent adjustment. High levels of perceived maternal support and low levels of maternal rigid control were related to adolescent's reports of sympathy, social competence and self-worth. **Gaur (2005)** in her study found the impact of home environment on the academic achievement of senior secondary school students and found that environment affects the academic achievement of students in a significant way. **Kaur (2005)** studied the relationship between home environment and academic achievement and found that there is positive significant relationship between home environment and academic achievement. Saini (2005) conducted a study on family environment and academic achievement of adolescent children of working and non- working mothers. The higher Mean scores of adolescent children of working mothers indicates that these children are academically better than those of the children of non-working mothers. **Lyons (2006)** reviewed the evidence for the effect on injuries by modification of the home environment with a primary focus to reduce physical hazards. They founded that there is insufficient evidence to determine the effects of interventions to modify environmental home hazards. **Kaur and Rana (2009)** found that self-concept to be positively correlated with academic achievement, though not significantly. So, a significant positive relationship of home environment components of protectiveness, conform it and reward with self-concept is revealed. **Muola (2010)** found a significant positive relationship between six of home environment factors that is, father's occupation, mother's occupation, father's education, mother's education, family size and learning facilities at home at academic achievement motivation. **Singh (2011)** found that adolescents who are most popular and active in the social affairs of their schools and colleges have a warm and friendly feelings towards their families and on the other hand there are adolescents in the society who have depressive home environment in their childhood, are not confident of themselves and do not aspire to achieve anything worthy in life. **Kohl et al. (2000)** conducted a study on family factors which potentially put parental involvement at risk. Findings also indicated positive relationship between academic achievement and parental education. **Devi and Kiran (2002)** studied

factors associated with scholastic backwardness of secondary school children. The results reported that low educational status of parents found to be detrimental to academic achievement of their children. **Kalra (2002)** studied influence of home environment, vocational interest and academic achievement on the choice of academic stream. She found that home environment exerts a positive influence on the vocational interest and academic achievement on the choice of academic stream. **Pandey and Maikhuri (2003)** studied the relationship between SES and academic achievement of adolescents. The results of study revealed significant relationship between academic achievement of adolescents belonging to low and high SES. **Gakhar (2006)** revealed that academic achievement of students did not differ significantly due to their preference of learning styles and study habits. **Sharma and Tahira (2011)** investigated the influence of parental education, parental occupation and family size on science achievement of the secondary school students in western Uttar Pradesh in India. The results indicated that family variables including parental education had significant relationship with the achievement of their children. **Barnard, Bee and Hammond (1984); and Siegel (1984)** reported a positive relationship between SES and home environment. They found that the children belonging to families of higher socioeconomic class receive an intellectually more beneficial home environment on the achievement of students of senior secondary school on students. **Shah.b(2015)** worked on the relationship between family environment and academic achievement. A highly significant positive relationship between the variables of academic achievement and family scores has been assessed by them. **Forsstrom-Cohen & Rosenbaum (1985)** describe that one of the most important influences upon the adolescent is the emotional climate of the family. Some families evidence a prevailing mood of gaiety, joy, optimism and happiness. Other families reflect a climate offer, depression, cynicism, and hostility, which has a negative effect on children home environment on the achievement of students of senior secondary school on students. **Pandey, (1985)** reported that punishment aspect of home environment has negative impact on achievement among girls. It was also found that positive affective relationship between parents and children increases the likelihood that the child will initiate and persists in challenging and intellectual tasks. **Jagannathan, (1986)** also reported that studies have revealed that high home environment group achieved greater success than middle and low home environment groups. **Vandna Saxena, (1988)** worked on the impact of family environment relationship, adjustment ,anxiety, achievement, motivation, self-concept and academic achievement and concluded that family relationship played a determining role in promoting the adjustment of the students. **Srivastava (1981)** also revealed that parent child relationship affects their academic achievement. **Ajila and A. Otutola (2000)** found that importance of education is realized by parents of all classes. The environment which influences the educational growth and motivation of the students is created by different families in different ways. Students' aspirations are influenced by the home environment. A strong influence over the child's live and academic performance continues to exercise by the home. **Bhatt and Rajput (2003)** found that educational aspiration and academic achievement of students were, in general found to be positively influenced by certain family factors as family environment and socioeconomic status. **C. Chukwudi (2013)** found that there are many factors which can either influence or hinder students school performance, in which emanating from school and teachers, peer groups, siblings, location of the home, parent's education, modern gadgets at home and parent-child relationship and so on **C. Anene (2005)** stated that the most significant environmental factor which enabled all the attitude, skills and trust that will help a child to learn positively is his home. Good home learning environment, the quality of parent- child relationship is the key factor which help in children development, and give him opportunities to flourish. **D. Lily (2018)** observed a significant relationship between home environment and academic achievement. He also found, that academic scores of students of moderate favorable home environment are better than those with favorable home environment

Thus based on review of literature it is summarized that home is the first institution of a child that have significant relationships with students' overall life and affecting student's academic achievement. There are various factors in home environment which are lacking in our homes for our children, which has a negative impact and a low correlation with students' academic achievement. Home environment helps to develop better academic achievement. Without warm full and peacefully home atmosphere student cannot succeed. The ability of parents to plan, organize and manage time will benefit their child in every area of life. Creating a good home environment for successful academic life is impotent. The nature of the family has significant influence on the academic success of students with respect to preparation for examination and school environment. From the perusal of related literature, it is evident that various of studies were conducted to study the impact of home environment on academic achievement. Current study is taken to investigate the relationship of home environment and academic achievement of students. The focus of the study is to find out the relationship of home environment and academic achievement. After reviewing of literature it was found that there is a positive relationship between academic achievement and hone environment. The academic performance of any student cannot be separated from the home



environment in which the child lives, healthy home environment offers emotional security to a child. Education has one of its basis task as to train young people to become useful members of the society. This training begins at home in the informal way. The home of the child is the first place he enters as he is born into the world by his or her parents. There is evidence that supportive home environment enhance child's confidence in his/herself, enable them to be sociable. This confidence helps students in developing their adjustment capabilities in different environments which positively influences students' educational performances.

Objectives of the Study

The main objectives of this study are to:

- Examine and compare the home environments of boys and girls in 9th grade from government and non-government schools.
- Examine and compare the academic achievements of boys and girls in 9th grade from government and non-government schools.
- Investigate the relationship between home environment and academic achievement among 9th-grade students in government and non-government schools.

Hypothesis of this Study

- There is no significant difference in the home environments of boys and girls in 9th grade from government and non-government schools.
- There is no significant difference in the academic achievements of boys and girls in 9th grade from government and non-government schools.
- There is no significant relationship between home environment and academic achievement for boys and girls in 9th grade from government and non-government schools.

For this study, the Mohite Home Environment Inventory (Mohite, Preerna, 1989) was used to assess home environment, and final exam scores were used to assess academic achievement. The study was limited to a sample of 200 boys and 200 girls from 9th grade in government and non-government schools in Amritsar city.

Hypothesis-1

There is no significant difference in the home environments of boys and girls in 9th grade from government and non-government schools.

Table-1: Comparison of Home Environment between Boys and Girls in 9th Grade from Government and Non-Government Schools

Variables	Gender	Number of Students	Mean (X)	Standard Deviation (SD)	t-value
Home Environment	Boys	200	31.15	8.089253	1.53
	Girls	200	29.94	8.156206	

***Significant at the 0.05 level.**

***Significant at the 0.01 level.**

Interpretation: Table-1 shows that the t-value for the home environment of boys and girls is 1.53, which is significant at the 0.01 level. This indicates a significant impact of home environment on both boys and girls from



government and non-government schools. Therefore, the hypothesis that there is no significant difference in the home environment of boys and girls in 9th grade from government and non-government schools is rejected.

Hypothesis-2

There is no significant difference Academic Achievement of boys and girls of 9th class students of government and non-government schools.

Table-2: Comparison of Academic Achievement between Boys and Girls In 9th Grade from Government and Non-Government Schools

Variables	Gender	Number of Students	Mean (X)	Standard Deviation (SD)	t-value
Academic Achievement	Boys	200	31.15	8.089253	1.37
	Girls	200	29.94	8.156206	

*Significant at the 0.05 level.

*Significant at the 0.01 level.

Interpretation: Table-2 shows a t-value of 1.37 for academic achievement between boys and girls, which is significant at the 0.01 level. This indicates a significant impact of academic achievement across boys and girls from both government and non-government schools. Hence, the hypothesis that there is no significant difference in academic achievement between boys and girls in 9th grade from government and non-government schools is rejected.

Hypothesis-3

There is no significant difference relationship between Home Environment and academic of boys and girls of 9th class students of government and non-government schools.

Table-3: Showing Variables, Gender, Number of Students (N), Degree of Freedom (Df), And Correlation Coefficient (R) between Academic Achievement and Home Environment of Boys Of Non-Govt. And Government Schools (N=200)

Variables	Gender	Number of Students	Degree of Freedom (df)	relation(r)
Home Environment	Boys	200	398	0.642
Academic Achievement	Girls	200		

*Significant at the 0.05 level.

*Significant at the 0.01 level.

Interpretation: Table-3 shows a correlation coefficient of 0.642 between home environment and academic achievement, which is significant at the 0.01 level. This indicates a positive and significant relationship between home environment and academic achievement for boys and girls from government and non-government schools.

Consequently, the hypothesis that there is no significant relationship between home environment and academic achievement for boys and girls in 9th grade from government and non-government schools is rejected.

Conclusion

Based on the findings of this study:

- A positive and significant impact of home environment was observed on boys and girls in 9th grade from government and non-government schools ($t=1.53$).
- A positive and significant impact of academic achievement was observed for boys and girls in 9th grade from government and non-government schools ($t=1.37$).
- A positive and significant relationship exists between home environment and academic achievement among boys and girls in 9th grade from government and non-government schools ($r=0.642$).

These results underscore the importance of a supportive home environment in enhancing a student's academic performance. A healthy home environment not only provides emotional security but also builds confidence, helping students to develop the adaptability necessary for educational success. Parents are encouraged to foster a nurturing and supportive home setting, as it can play a critical role in boosting their child's academic achievements.

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