

RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT AND HOME ENVIRONMENT OF ADOLESCENTS

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ABSTRACT

This study was conducted to find the relationship between Academic Achievement and Home Environment of adolescents. Academic Achievement of adolescents was also studied in relation to dimensions of Home Environment (Protectiveness, parental involvement, academic stimulation, reward, parental warmth, punishment, participation in home affairs, control, permissiveness and parental expectations). The study was done through Descriptive method. The sample for the study was 800 students of +1 class taken randomly from schools of Jalandhar and Kapurthala affiliated to Punjab School Education Board, Mohali. Scores of students in annual exams of matric were taken as the mark of their Academic Achievement. Home Environment scale by Akhtar & Saxena (2014) was used to study the Home Environment of adolescents. The analysis of data was done by using Product moment correlation. The results of the study indicate that Academic Achievement has positive, very low but significant correlation with academic stimulation, parental warmth, control, permissiveness and parental expectation; while it has positive, low but highly significant correlation coefficient with dimension of participation in home affairs. The coefficient of correlation with other dimensions viz., protectiveness, parental involvement, reward and punishment are not significant at 0.05 level. It means that Academic Achievement has positive, low but significant relationship with major dimensions of Home Environment. Further, the analysis of the result show that there exists a positive, very low and significant relationship between Academic Achievement and Home Environment. The results indicate that home plays an important role in enhancing the Academic Achievement of adolescents. This implies that a loving and caring environment should be provided to adolescents in which parents have realistic expectations from their wards and give them academic stimulation, freedom to express ideas and opportunities to participate in home affairs. Such an encouraging environment will contribute to increase the level of Academic Achievement of adolescents.

Keywords: *Academic Achievement, Home Environment, Adolescents*

In today's highly competitive world, the Academic Achievement of the individual depicts his

educational status. Academic Achievement acts as a key element to judge student's potentials and abilities. The students with high academic success would have better opportunities to choose their future jobs than those with less education (Rentener and Kober, 2001). It has been a matter of interest for researchers to find the factors that have a deep impact on the Academic Achievement of adolescents. Through various research studies it has been found that there are innumerable psychological, physiological and social factors influencing the Academic Achievement of adolescents. One cannot neglect the important role of Home Environment in making an impact on the Academic Achievement.

Academic Achievement

Education is an important investment which produces greater returns on human resources. Major aim of education is to enable each child to make the most of his abilities. In today's competitive world, the educational status of an individual is highly depicted through the academic achievement. It acts as a key criterion to judge student's true potentials and capabilities (Daulta, 2008, Nuthana, 2007). The term Academics has been derived from the word 'academy' which means a school, hence academic achievement can be said to be the achievement of a student in a school or educational institutions. According to Crow and Crow (1969), achievement means the extent to which a learner is profiting from instructions in a given area of learning. Steinberger, (1993) defines achievement as the student's ability and performance; it is multidimensional; it is intricately related to human growth and cognitive, emotional, social and physical development; it reflects the whole child; it is not related to single instance but occurs across time and levels, through a student's life in school and on into post secondary years and working life.

Student's academic performance is decisively determined by his home factors. When a child starts schooling, his home learning environment transits into a more structured learning environment and it has been found in research studies that early academic achievement enhances later academic achievement. Kingdon (1999) concluded that home background and school influences are both important to student achievement. Students who have strong support from family and friends tend to have higher standardized test scores, which are generally accepted as measures of academic achievement in school. Adolescents' social interactions and relationships with parents have been related consistently to various aspects of school adjustment, including academic accomplishments (Feldman & Wentzel, 1990). Gallagher (1998) has stressed the environmental factors that contribute to student's academic

success. He concluded that there are variables within the family, within the culture, and within the physical environment, plus limitations within the genetic makeup of the individual, which will have a greater influence on student achievement than the improved educational program for that student.

Home Environment

Family is the strongest social-biological unit that leaves the greatest influence on the development and perpetuation of the individual's behaviour. Home, which constitutes the immediate environment of an adolescent, is a system whose texture and tone is saturated mainly with parental practices and parental beliefs. It is the environment where the children learn to use their faculties and gain understanding of how to cope with the physical world. Parent's encouragement and acceptance, in any form, results in measurable gain in student's achievement. Academic stimulation by parents can be in different forms such as attending school functions, responding to the school obligations, involvement in children school work, participating in other academic activities, arranging for appropriate study, time and space, moulding desired behaviour and guiding them as per the instructions of teachers. Several researches agree that parental interest, acceptance and family environment have a positive influence on the academic achievement of students (Bajwa, 2006; Chabra and Kumari, 2011).

It has been revealed through literature that parenting styles have affected academic achievement, academic self-concept and self concept of adolescents. Turner, Chandler and Heffer (2005) found that the students whose parents show high involvement, who are very encouraging and who give high autonomy produce high academic performance children.

Review of Related Literature

- Lakshmi and Arora (2006) conducted study on parental behavior in relation to students academic achievement and competence. A sample comprising of 500 high school students out of which 250 were male and 250 were female students was taken for the study. Data was collected through Adolescents Perception of Parental Behaviour Questionnaire developed by Arora and Lakshmi and Academic Competence Scale which was also developed by Arora and Lakshmi. Results revealed that parental acceptance and encouragement scores were positively related with academic success. But parental control showed negative relationship with academic success and competence.

- Daulta, (2008) investigated the effect of home environment on the academic achievement of children. The sample consisted of 120 students of 8th class drawn from senior secondary school of Panipat. To assess the quality of home environment Mishra's home environment inventory scale was used and the school report cards showed the academic achievement of students. The study revealed that boys of high home environment group achieved significantly greater mean score than the boys falling in the group of low home environment. The impact of home environment had also been observed in the mean values of scholastic achievement of girls belonging to high, medium and low home environment groups. The difference was not significant at 0.05 level.
- Ishak, Low and Lau, (2012) did a study with a purpose to reveal the role of parenting styles on the academic achievement of students. The sample comprised of 493 (218 male and 275 female) tenth grade 16-year-old students of public secondary schools in the Klang District in Selangor, Malaysia. Parenting styles were determined using the Parental Authority Questionnaire by Buri (1991). Academic achievement is recorded on the basis of students' performance in the lower secondary assessment. The results indicated that parenting styles moderated the effect of academic self-concept on academic achievement and the impact of academic self-concept on academic achievement was found to be greater for the authoritative than the authoritarian parenting style. This may be due to the fact that authoritative parents accept the child's uniqueness and provide him love and respect.

Significance of study

Academic achievement is the most important determinant of students' success in their lives. It enriches both the qualities of head and heart. Academic success is regarded as the ultimate product of all the educational endeavour. Individual differences are observed on the part of learners in their level of achievement. It has always been a troubling question for psychologists and educators that why students achieve or fail to achieve in school and which factors bring variation in their achievement (Naylor, 1972). Among the various social groups, family is found to be an important factor in determining academic performance of adolescents. Everyday family experiences and relationships with parents are fundamental to children's academic achievement. Parents can make a great difference and education in the home can become the platform on which the school can build higher achievement. Different aspects of students' home background do have different degrees of influence on his or her academic achievement. If a young person lives in a place where encouragement and support

are provided for the study, where active support is given to learning, where facilities are available, then that child is in a better position to raise his or her academic achievement. Children, whose parents show high level of involvement, perform better in their academic tasks than those children whose parents are not involved in school matters. Various studies have shown different results regarding the relationship between Academic Achievement and Home Environment of adolescents.

This study is significant as it aims at reaching at the depth of the role of Home Environment in Academic Achievement of adolescents.

Objectives of the study

1. To study the relationship between academic achievement and dimensions of home environment of adolescents (Protectiveness, parental involvement, academic stimulation, reward, parental warmth, punishment, participation in home affairs, control, permissiveness and parental expectations).
2. To study the relationship between academic achievement and home environment of adolescents.

Hypotheses of the study

1. There will be no significant relationship between academic achievement and dimensions of home environment of adolescents (Protectiveness, parental involvement, academic stimulation, reward, parental warmth, punishment, participation in home affairs, control, permissiveness and parental expectations).
2. There will be no significant relationship between academic achievement and home environment of adolescents.

Research method

Descriptive survey method was used in the present study

Sample

The sampling frame of the present study was the +1 class students of secondary schools of Jalandhar and Kapurthala districts affiliated to Punjab School Education Board. The complete sample comprised 800 students of +1 class of secondary students (boys and girls) taken from

urban and rural, government and private schools affiliated to Punjab School Education Board. Stratified Random Sampling technique was adopted to form the sample.

Tools

- Scores of students in annual exams of matric were taken as the mark of their academic achievement.
- Home Environment Scale by Akhtar and Saxena (2014) was used to assess the home environment of adolescents.

Analysis of data and interpretation

Product –moment correlation was used to analyse the data.

Table- 1.1

Correlation Coefficients between Academic Achievement and Dimensions of Home Environment(N=800)

Variable	Dimensions of Home Environment									
	I	II	III	IV	V	VI	VII	VIII	IX	X
Academic Achievement	0.01	0.01	0.17**	-0.02	0.07*	0.03	0.31**	0.19**	0.07*	0.09*

* Significant at 0.05 level of significance ** Significant at 0.01 level of significance

Table – 1.2

Correlation Coefficients between Academic Achievement and Home Environment (N=800)

Variable	r	Significance level
Academic Achievement Vs Home Environment	0.17**	p < 0.01

Interpretation

1. Table 1.1 shows that coefficients of correlation between academic achievement and 10 dimensions of home environment viz., protectiveness, parental involvement, academic stimulation, reward, parental warmth, punishment, participation in home affairs, control, permissiveness, parental expectation are 0.01, 0.01, 0.17, -0.02, 0.07, 0.03, 0.31, 0.19, 0.07 and 0.09 respectively. It indicates that academic achievement has positive, very low but significant correlation with academic stimulation, parental warmth, control, permissiveness and parental expectation; while it has positive, low but highly significant correlation coefficient with dimension participation in home affairs. The coefficient of correlation with other dimensions viz., protectiveness, parental involvement, reward and punishment are not significant at 0.05 level. It means that academic achievement has positive, low but significant relationship with major dimensions of home environment.

2. Table 1.2 shows that coefficient of correlation between academic achievement and home environment as a whole is 0.17, which is positive, very low but significant at 0.01 level. It indicates that there exists a positive, very low and significant relationship between academic achievement and home environment.

Thus, it can be concluded that home environment and its dimensions have positive, very low but significant relationship with academic achievement. Hence, the null hypothesis that there exists no significant relationship between academic achievement and home environment cannot be accepted.

Discussion of Results

From the findings of the present study, it can be concluded that there exists a positive and significant relationship between home environment and academic achievement. Favourable home environment has positive influence on adolescents' academic achievement. Children coming from favourable home environment have better academic achievement than those from unfavourable home environment. Healthy home environment which is comprised of parental warmth, permissiveness, academic stimulation, control, high expectations and participation in home affairs contribute immensely to the students' academic achievement. All these factors play a vital role in the childrens' academic achievement.

Similar observations are made by Mimrot (2016); Narad and Abdullah (2016) and Puju (2017). However, Lakshmi and Arora, (2006); have reported in their studies that parental control has negative relationship with academic success of children. The above findings have shown that home environment is a deciding factor in one's academic achievement. Encouraging and supportive environment at home promotes the level of achievement. It

motivates the children to attempt difficult and challenging academic problems with faith and confidence.

Educational Implications

- Home environment also influences the academic achievement of adolescents. Parents play a deciding role in nurturing the academic skills among adolescents. Salubrious environment which is study friendly should be provided at home so that the children are motivated to show good results.
- Parental warmth, protectiveness, and academic stimulation encourage the child to perform to his level best. Hence parents should extend an enclosed, supportive and caring attitude towards their children. Regular encouragement and effective feedback by parents help the children to approach even the tough tasks confidently.
- The more involved the parents are in the activities of their children, the high achievement level is shown by them. Parental involvement in the academic activities of their children has an influence upon their performance. Therefore parents should always take interest in the participation of their children in school activities

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