



Effect of home environment on academic achievement

Anil Kosamkar

Associate Professor, Department of Sociology, Dr. L. D. Balkhande College of Arts and Commerce, Pauni, Bhandara, Maharashtra, India

Abstract

Present study aimed to search the association between home environment and academic achievement. The sample of the study consisted of 60 boys and 60 girls randomly from various schools of Nagpur City. To measure the factor of home environment scale constructed by Mishra and Shah was administered on selected sample. Statistical inferences showed that a significant positive relationship exists between favourable home environment and academic achievement. A significantly negative relationship found unfavourable home environment and academic achievement. Punishment and academic achievement found negatively significant. Reward and academic achievement found positively significant.

Keywords: Home environment, academic achievement

Introduction

Today's modern society expects everyone to be a high achiever. The key criteria to judge one's true potentialities and capabilities is perhaps scholastic /academic achievement. Academic achievement has become an index of a child's future. Therefore, it is putting a great pressure on the minds of children and their parents. This scholastic achievement is a function of cognitive and non-cognitive aspects of personality, and is the resultant of various factors like personal, social, economic and other environmental factors. Research studies have proved that a good, supportive environment in home, school and neighbourhood could enhance a child's scholastic achievement. Family being the first and major agency of socialization has great influence and bearing on the development of the child. It has been shown by various studies that most of the children who are successful /great achievers and well adjusted come from the families where sustaining wholesome relationships exist. So, it is the home which sets the pattern for the Child's attitude towards people and society, aids intellectual growth in the child and supports his aspirations and achievements. A highly significant positive relationship between the variables of academic achievement and family scores has been assessed (Shah and Sharma, 1984) ^[1]. Studies have revealed that high home environment groups achieved greater success than middle and low home environment groups (Jagannathan, 1986) ^[2]. It has also been reported that punishment aspect of home environment has negative impact on achievement among girls. Other aspects of home - environment viz. Permissiveness, control, protectiveness, conformity, deprivation of privileges, nurturance and reward were not significantly related. She concluded that if proper system of reward and punishment is followed, children shall certainly perform well in school (Pandey, 1985) ^[3]. It has also been reported that a positive affective relationship between parents and children increases the likelihood that the child will initiate and persist in challenging and intellectual tasks. Positive and affective relationship is likely to get hampered when control and punishment exist beyond

optimum limits. Thus, the present study is envisaged to assess the impact of total home environment on the scholastic achievement of the children with the following objectives.

Human beings are always immersed in a social environment which not only changes the very structure of the individual or just compels him to recognize facts but also provides him with a ready-made system of signs. It imposes on him a series of obligations. Two environments namely, home and school environments, share an influential space in child's life. Family is the social-biological unit that exerts the greatest influence on the development and perpetuation of the individual's behaviour. The psychological atmosphere of home may fall into any of four quadrants, each of which represents one of the four general combinations: acceptance-autonomy, acceptance-control, rejection-autonomy, rejection-control (Johnson & Medinnus, 1969), Grebow (1973) reported that 'nurturance-affectiveness' and 'achievement expectations, demands and standards' constitutes the two dimensions of parental behaviour that have been regarded as important by previous researchers. Various researchers have identified the following characteristics of home environment or parent child rearing practices-permissiveness, willingness to devote time to the child, parental guidance, parental aspiration for achievement, provisions for the child's intellectual needs, affective reward, instrumental companionship, prescription, physical punishment, neglect, deprivation of privileges, protectiveness, power, achievement demands, indulgence, conformity, independence, dependence, emotional and verbal responsiveness, involvement with the child, physical and temporal environment, avoidance of restrictions and punishment, provision of appropriate play materials, etc. There exists a great overlapping in the kinds of behaviours which are in association with different characteristics. David W. Grissmer, Sheila Nataraj Kirby, Mark Berends and Stephanie Williamson write (1990) studied student achievement and changing American family. Findings of the

study revealed more positive picture and strong association between family environment and academic achievement.

Levine *et al.* (1972)^[6] concluded that more supportive home environment of parochial school students may have been primarily responsible for their relatively higher academic achievement.

Paulson (1996)^[7] also indicated that parental involvement had a positive effect on adolescent's level of achievement.

Whereas, Estrada *et al.* (1987)^[8] critically reviewed the dimensions of home environment and reported that controlling and punitive home environment is essentially detrimental for cognitive development and thus academic achievement. The results also subscribe to the view that where the parents of 'high achievers' provide good quality home environment, children get induced to higher scholastic achievement.

The purpose of present study is to search the association between home environment and academic performance.

Objectives of the Study

1. To search the strength of association between parental control and academic achievement.
2. To find out the relationship between punishment and academic achievement.
3. To know the relationship between reward and academic achievement.

Hypothesis

1. There exist a strong association between parental control and academic achievement.
2. A strong negative relationship exists between punishment and academic performance.
3. There exist a strong positive correlation between reward and academic performance.

Methodology

Sample

Sample of the study consisted of fifty adolescent respondents selected randomly from different schools of Nagpur city. Their age ranges from 13-15 years.

Tools: Mishra's Home Environment Inventory (1989): This scale is used to assess the quality of home environment. It contains 100 items related to ten parameters of home-environment: Control, Protectiveness, Punishment, Conformity, and Social isolation, Reward, Deprivation of privileges, Nurturance, Rejection, and Permissiveness. The scale provides a total score indicating the global home-environment.

In the present study only three dimensions of home environment have been selected. - Parental Control, Punishment and Reward.

Procedure for data collection

The selected subjects were called and seated comfortably in a small group of 10-15 students. Information regarding the purpose of study given to them before administering a scale, then home environment inventory distributed among the students and asks them to solve.

Research Design: A correlation design was used.

Statistical Treatment: Pearson's product moment correlation was applied to search the strength of association between two variables.

Result and Discussion

Home environment is the basic and essential nurturing support system for all of us. No other care system can be a substitute for the multiple bonding provided by the family system. This study was designed to investigate the relationship between family climate and academic achievement. In order to study the relationship between parental control, punishment and reward with academic performance the data was treated by product moment correlation. The results obtained in this regard revealed a significant relationship between parental control and academic performance. Participant belongs to favourable home environment showed positive relationship with academic achievement ($r = .69$, $df = 48$, $p < .01$). However, participant belongs to unfavourable home environment revealed negative relationship with academic performance ($r = -.48$, $df = 48$, $p < .05$).

Correlation coefficient between punishment and academic achievement found negatively significant ($r = -.67$, $df = 48$, $p < .01$) this negative relationship suggests that, with increasing punishment academic performance decreases.

The relationship between reward and academic achievement found significant and positive as expected ($r = .70$, $df = 48$, $p < .01$). Positive relationship denotes that with increasing rewards academic performance also increases in linear fashion. Thus, as per hypothesised all the hypothesis have been accepted.

Conclusions

- A significant positive relationship exists between favourable family climate and academic achievement.
- A significantly negative relationship found unfavourable family climate and academic achievement.
- Punishment and academic achievement found negatively significant.
- Reward and academic achievement found positively significant.

References

1. Shaha R, Sharma A. A study of the effect of family climate on students' academic achievements. *Inst, Edu. Res.* 1984; 8(3):11-15.
2. Jagannathan K. Home environment and academic achievement. *J Edu. Res. & Ext.* 1986; 23(1):18-25.
3. Pandey K. Relationship between home environment and achievement among deprived and non-deprived preadolescents. *J Int. Edu. Res.* 1985; 4(2):10-13.
4. Mishra KS. A Home Environment Inventory. Ankur Psychology Agency, Lucknow, 1989, 7.
5. David Grissmer W, Sheila Nataraj Kirby Mark Berends, Stephanie Williamson. *Student Achievement and the Changing American Family*, 1994, 131pp.
6. Levine Daniel U, Lachowicks H, Oxman K, Tangeman A. The home environment of students in a high achieving inner city parochial school and a nearby

- public school. Soc. Edu. 1972; 45:4-10.
7. Paulson SE. Maternal employment and adolescent achievement revisited: An ecological perspective. Fam. Rel. 1996; 45:201-08.
 8. Estrada P, Arsenio WE, Hess RD, Holloway S. Affective quality of the mother-child relationship, longitudinal consequences for children's school relevant cognitive functioning. Develop. Psycho. 1987; 23:210-215.
 9. Meena Siwach nee Daulta. Impact of Home Environment on the Scholastic Achievement of Children J Hum. Ecol. 2008; 23(1): 75-77.