



EFFECT OF HOME ENVIRONMENT ON ACADEMIC ACHIEVEMENT OF THE SECONDARY SCHOOL STUDENTS

Dr. Sudesh Malik

Principal, Panchsheel College of Education, Research and Technology, Sonipat

ABSTRACT

Researchers have looked into how other variables in homework may affect their utility in besides looking at the performance of assignments on various outcomes. Compared to other teaching methods, homework is affected by the most variables. Since homework provides students a lot of freedom in terms as to whether, when, as well as how to accomplish the task, student variations may be a significant factor. There are many methods that teachers might organise and oversee assignments. By fostering a conducive or unfavourable environment for learning, the home situation may have an impact on the process. Moreover, various leisure pursuits are available in the larger community, which fight for the pupils' attention.

KEYWORDS

Academic achievement, home environment, secondary school, students, socioeconomic status

INTRODUCTION

Humans are constantly surrounded by an external interaction that not just modifies their very nature or simply forces them to recognise their limitations but which also provides them with a fully prepared set of rules and commitments. A child's future is significantly influenced by two settings, notably home as well as the school community. Families are the cultural genetic entities that have the biggest effect on the development as well as continued existence of a person's biology. Learning is the sole thing that can shape a personality of the child, behavioral norms, and perspective towards everyone else and toward themselves. Children acquire their basic information, etiquette, and native language only at home from infancy until they start school, making the home setting the first and most specific environment for their advancement and development. The foundation of a healthy parent-child connection is a positive family environment. Additionally, a child's quality of thought and various types of growth are all impacted by their family's engagement and love. Educational attainment will be aided by a cognitively family

environment in which families are aware of and attentive to the demands of their children as they mature (Khan, S.A. and Unnisa, K.F., 2017).

A clear background factor that reflects a component of the societal framework of society is socioeconomic background. Homes with affluent parents in regards to education, society, and economic status tend to foster higher levels of accomplishment in their children. Through a rich environment that encourages and promotes the growth of abilities necessary for academic achievement, they also provide better levels of cognitive assistance for their kids. The socioeconomic standing of a kid is typically influenced by the academic achievement, employment, and earnings of the parents. It is well known that having a poor socioeconomic status has a sad and bad impact on pupils' academic progress since it prevents them from having access to essential facilities and increases stress and worry at homes. Scholars claim that socio - economic background is a term used to describe how people are different from one another in terms of their relative position in the community in terms of things like household income, political influence, academic achievement, and employment. According to academics, socio-political standing is a statistic that takes into account both a person's or family's financial and social position compared to others in terms of their level of schooling, profession, and wealth (Suleman, Q. et al., 2012). Figure 1 shows the impact of family environment on academic performance:

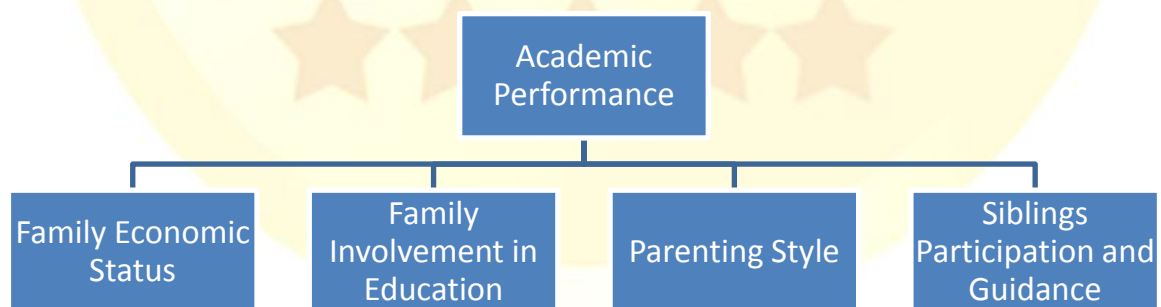


Figure 1 Impact of Home Environment on Academic Performance

Soni, A.R. (2013) observed that numerous home contextual elements may have an impact on how motivated their children are to succeed academically, but many families might not

be conscious of this. It is advised that educators work to educate parents on the value of a positive family environment for educational accomplishment and motivation, since this would help the kids function better. It is important to let parents understand how they can support their children's future in a variety of ways, including by actively helping, providing educational resources, and encouraging them. Whenever it relates to familial guidance, caution must be exercised because unreasonably high expectations and excessive pressure to achieve well placed on children among some family members may cause stress and a phobia of failing, a combination that may have a detrimental effect on the child's academic achievement. In order to avoid blaming instructors alone when their children score poorly at school, parents must be mindful of their part in their children's future. Parents should establish attainable goals that fit inside their limits if they want the multiple family factors to have substantial impact on child's drive for educational success.

LITERATURE REVIEW

Although the potential may not be as huge as previously believed, families nonetheless seem to have a significant chance to affect their children's academic achievements. Numerous PI factors have been linked to reasonable affiliations among students' academic performance and correlational research have discovered that guardians' conversations with their children regarding class, their aspirations for their children's academic performance, and their knowledgeable (as opposed to totalitarian) parental involvement are among the factors that have the strongest consistently linked to these connections. Scholars have concluded that the effect of PI factors on student ability to be fairly minimal, noting the results of identical and adoptive experiments in addition to the limitations of correlational studies to collect relevant information. Others here have concurred that parental impact is modest but continue by saying that peer pressure is also minimal. A student's intellectual success appears to be influenced by both parents and friends. Given that families have little control over their children's peer interactions, there is still room for direct parent involvement to use those elements for the advantage of the child, particularly their school performance. These results about the type and scope of parental effect on children's educational achievements should be taken into consideration when designing rules, practises, and treatments (Shute, V.J. et al., 2011).

Ilomo, O. and Chawanga, K.J. (2015) said that in the chosen secondary schools, this study looked at how students' home environments impacted their academic achievement. Concentration was placed on aspects relating to parents and children, societal demographics, and other associated factors. The data were gathered using a descriptive

research study approach, which used questionnaires to gather pertinent information for the study. A total of forty (40) students were chosen at random from each secondary school to make up the sample size of one hundred sixty (160) respondents (students). The results showed that there wasn't any connection between pupils' student achievement at school and their domestic situation. The proportions for the various factors were as follows: cost of attendance fee 71.9%, demographic variables 70.7%, and certain other variables such as instructional and learning supplies, infrastructural facilities, household frameworks, power generation, influence of peers, household mainstream media, and destination had an estimate of 64.7%. This made the cost of attendance fee the most significant aspect. The analyst consequently suggested that the Ministry of Educational and Vocational Training start educating family members, educators, and civilization in order to analyse the impact of home setting on educators' academic achievement and to discover the methods for overcoming those difficulties in order to enhance students' school achievement in high schools. According to the research, there exists a significant link between pupils' academic achievement at the chosen secondary schools and factors related to their home environments. In light of the obstacles that students' home environments present, the investigator offered a variety of strategies to assist learners in improving their academic achievement. The research produced solutions that were approved by the participants. The following are some choices: encouraging students, ensuring they are prepared, striving diligently, reorganising the house, and taking into account the geography of the residence. According to Muola, J.M. (2010) among the factors influencing desire for educational success is the family atmosphere. A child's desire to succeed in school is most likely to rise in a family setting that fosters learning, that will ultimately lead to improved student achievement. The purpose of this research was to look into how standard eight students' drive for school performance and their home environments related to one another. 235 Kenyan students in standard eight from six urban and rural primary education in the Machakos district were arbitrarily selected for the study. They ranged in age from 13 to 17 years old. The degrees of the children's educational ambition and family environment were assessed using questionnaire survey: a simple profile (SP) as well as the family environment survey. Six aspects of the home setting were discovered to be significantly ($p < 0.05$) positively correlated, including student performance desire, school experiences at residence ($r = 0.23$), fathers' profession ($r = 0.22$), mothers' profession ($r = 0.26$), fathers' knowledge ($r = 0.15$), mothers' knowledge ($r = 0.14$), household size ($r = 0.26$) as well as classroom experiences at residence ($r = 0.26$). The only variable that did not have a

substantial ($r = 0.03$) relationship with academic ability desire was familial reinforcement. Even though these relationships are small, they nonetheless demonstrated that the quality of a student's family environment influences their drive to perform well enough in academic study to a certain extent. It was advised that families should be conscious of the significance of their involvement in motivating their children to excel academically so they can set up the right conditions at homes.

Secondary school pupils' academic achievement was strongly connected with and strongly affected by their families' educational qualifications. A study that found a connection between parents' intellectual ability and students' educational success supports this conclusion. This largely demonstrated the impact of parental participation in and understanding of the student's participation in academic activities held at home. The way in which families and other educational members of the household encourage their children to learn at home, instruct and mentor them as they complete their homework, model proper word pronunciation, and practise constructing coherent sentences in English might also be demonstrated. Indicators of parent's education impact on their pupils' academic success in school include the number of children's books kept at home, the number of adult books kept at home, the parental education, and the regularity of having read to and conversing with the pupil. These factors all of which are attributed to the parents' academic background. According to research, having more educated parents correlates with better paying jobs and greater socioeconomic standing. It was also mentioned that parents' attitudes towards learning and the value they placed on learning serve as examples for their children to achieve well enough in class; all of which are effects of familial academic background. High academic qualifications also lead to higher income (Egunsola, A.O.E., 2014).

Kakkar, N. (2016) proposed that parents play a crucial role in a child's environment. As role models for their children, adults must have a good conception of who they are. Another crucial aspect of a child's growth is self-awareness. This is why it's so critical for parents to be able to give their children wings. Children must develop self-assurance in their skills and a sense of independence if they are to achieve. Parents have plenty of chances to strike a balance between roots and wings during the important period between birth and maturity. In order to give their children experiences that improve their perception of themselves, parents can set a good example. Parents can enhance the life quality of their children and increase family ties by developing self-esteem in themselves as well as their kids. A child's mental health is impacted by their home environment in addition to how well they perform

academically. On the one hand, a child who lives in a cordial home setting is encouraged to keep positive mental health, and on the other, a child who lives in an unwelcoming home setting is forced to develop a number of uncomfortable psychological illnesses, such as tension, anxiousness, strain, etc., which negatively affects her school achievement. Academic success and home life are frequently directly correlated.

Bandhana and Sharma, D.P. (2012) found that the major goals of this study were to determine how the family structure and academic performance affected the psychological health of secondary school students who were studying human resources. In order to fully realise the objectives of higher education, as well as to ensure the efficient advancement of sector reform renovation and the pragmatic advancement of society, keeping a healthy outlook includes more than just the overall fitness, psychosocial state, formation of ethical character, and propagation of the ideal personas of the majority of students. It also entails the complete performance of the abilities. This is crucial since prior research has demonstrated that poor mental health can have a negative impact on children's academic performance as well as encourage undesirable behaviours and a sense of hopelessness. According to longitudinal research, it is generally true that family rejection comes before the onset of a number of mental health issues, including substance misuse, conduct issues, and behavioural disorders like conduct problems and depression. Since all of these people are interested in child's educational and social evolution as well as the atmosphere of their educational environment, this data is essential for community psychologists, educators, educational psychologists, and parents. The degree toward which skills and information have been transferred to him in a particular study area—or, to put it another way—achievement is represented in that. Academic success also refers to the knowledge acquired and skills gained in the subject studied, which are typically determined by test results. How well a student performs on a given exam or standardised test determines their degree of achievement.

Ahmar, F. and Anwar, E. (2013) looked into the success of the pupils is among the most crucial results of any schooling institutions. People are categorised as high achievers, ordinary achievers, or low achievers based on their success level. Numerous studies show that factors such as the structure and administration of the school or institution, the socioeconomic position of the pupils, their aspirations for education, and their ability to behave in a mature manner, among others, have an impact on academic accomplishment. Other factors that affect it include character qualities, career goals, inventiveness, intellect, attitudes, morals, and others. But a significant factor is socioeconomic class. Our society's

most significant characteristic is the partition of the population into several classes, the affiliation of families with a particular class, and how this is related to the education that their children receive. As is generally acknowledged, a child's first education is their home. As a result, the dissemination of knowledge among a family's young folks is best encouraged in a good home setting. The socioeconomic level of the parents has a significant impact on how they feel about supporting or ignoring their children's future. Students with excellent socioeconomic standing can readily obtain all the stuff they need for their outstanding accomplishment.

CONCLUSION

Students' performance in the classroom is referred to as school performance. Learning takes place when a learner interacts with their atmosphere, and if the environment is conducive to learning, the learner finds it easy to pick up new information and can completely focus on their studies. From the moment a child is born, learning begins at home. In every aspect, a child picks up knowledge from the family. A lot of factors affect home learning. The child's upbringing greatly influences both their temperament and academic success. Academic success of the child is significantly influenced by the home. The knowledge a child acquires at home and the way his family encourages him to pursue education both affect how well he does in school. Numerous studies have shown that the living situation and educational success have a beneficial relationship. Higher secondary pupils' academic success is significantly correlated with their family environment. Researchers have found that a secondary school pupil's living environment, parental expectations, parental participation, educational engagement, and family togetherness severely affect their academic progress. The results of the aforementioned study indicate a considerable beneficial relationship between students' home environments and educational success.

REFERENCES

1. Cooper, H. et al. (2006). Does Homework Improve Academic Achievement? A Synthesis of Research, 1987–2003: Review of Educational Research, Vol. 76 (1), Pp 1-62
2. Ilomo, O. and Chawanga, K.J. (2015). Influence Of Home Environment On Students' Academic Performance In Selected Secondary Schools In Arusha Municipality: Journal of Novel Applied Sciences, Vol 4 (10), Pp 1049-1054

3. Muola, J.M. (2010). A study of the relationship between academic achievement motivation and home environment among standard eight pupils: *Educational Research and Reviews*, Vol. 5 (5), Pp. 213-217
4. Egunsola, A.O.E. (2014). Influence of Home Environment on Academic Performance of Secondary School Students in Agricultural Science in Adamawa State Nigeria: *IOSR Journal of Research & Method in Education*, Vol. 4 (4), Pp 46-53
5. Kakkar, N. (2016). A Study of Academic Achievement in Relation to Home Environment of Secondary School Students: *Scholarly Research Journal for Humanity Science & English Language*, Vol. 3 (13), Pp 3247-3253
6. Bandhana and Sharma, D.P. (2012). Home Environment, Mental Health and Academic Achievement among Hr. Secondary School Students: *International Journal of Scientific and Research Publications*, Vol. 2 (5), Pp 1-4
7. Soni, A.R. (2013). A Study of the Relationship between Academic Achievement Motivation and Home Environment among Standard 10th Pupils: *International Journal for Research in Education*, Vol. 2 (4), Pp 48-51
8. Ahmar, F. and Anwar, E. (2013). Socio Economic Status and its Relation to Academic Achievement of Higher Secondary School Students: *IOSR Journal of Humanities and Social Science*, Vol. 13 (6), Pp 13-20
9. Suleman, Q. et al. (2012). Effects of Parental Socioeconomic Status on the Academic Achievement of Secondary School Students in Karak District, Pakistan: *International Journal of Human Resource Studies*, Vol. 12 (4), Pp 14-31
10. Khan, S.A. and Unnisa, K.F. (2017). The Effect Of Learning Style, Home Environment And School Environment On Academic Achievement Of Ninth Standard Students Of English Medium Schools Of Raipur City - A Study: *European Journal of Education Studies*, Vol. 3 (2), Pp 372-384
11. Shute, V.J. et al. (2011). A Review of the Relationship between Parental Involvement and Secondary School Students' Academic Achievement: *Education Research International*, Pp 1-10