The Impact of Home Environment Factors on
Academic Achievement of Adolescents

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ABSTRACT

The aim of the study is to examine how home environment influence adolescents academic performance. The main objective of the study is to analyze how home environment, parental expectation, parental involvement, academic stimulation and parental encouragement significantly effect secondary school student's on their academic achievement. Descriptive survey method was used in which data from 210 respondents collecting using Home Environment scale, developed by A. Akhtar and S.B. Saxena (2011). Students from the higher secondary level are chosen from the Arts stream. Entire samples are divided on the basis of sex, location and management of the schools for further study. The total no obtained by students in the Higher Secondary Examination (HS) conducted by Assam Higher Secondary Educational Council (AHSEC) in the year 2013- 2014 were taken as the score of Academic achievement. The data collected is subjected to statistical analysis namely; mean, median, standard deviations, 't'- test and Karl Pearson's Correlation of Co-efficient 'r'. Results show a positive significant correlation between home environment and academic achievement of the students.

Keywords: Home, Environment, Academic, Achievement, Adolescents, Secondary Education.

INTRODUCTION:

The family is our first school for emotional learning. From there we learn how to feel about ourselves and how others react to our feelings, how to thinks about this feelings and what choices we have in reacting and how to read and express hopes and fears. This emotional coaching operates not just through the what parents say and do directly to their children, but also through the models they offers for handling their feelings and those that pass between husband and wife (Bhattacharya, 2016). Hence, it is very important for parents to develop self-understanding of their emotions and feelings in order to transform that understanding in their children. The more the parents are able to understand their emotions, the better they will be able to manage their child's emotional personality. Emotional competence or incompetence of parents has affirmative or adverse effects on adolescents. Findings of many research indicated that children raised in loving, caring, secure, consistent and stable home environment have a greater probability of developing well in socially, psychologically, physically, emotionally and morally (Harlock B. Elizabeth, 2014).

During the adolescence period individual begins to form a sense of self, seeks to develop more mature relationships with peers and family and attempt to increase independence (Bhatia & Bhatia, 1988). Supportive relationship with family members have been shown to influence a broad range of social behavioural ,emotional and academic outcomes, including depression, anxiety, self-esteem, delinquency, social competence, involvement with drugs and alcohols, achievement motivation and academic achievement of an adolescents (Mohanraj, 2005).

The home-environment is a most powerful informal learning situation in which the family, more specially parents, acts as an educator. (Sharma & Vaid, 2005) states that, the family is a place in which, the whole ranges

of human experiences take place. (Youniss & Smollar, 1985) also stated 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 parental involvement and lack of stimulating activity in the home will reduce the home's effectiveness as a learning environment. According to (Feldman & Wentzel, 1990), home –environment shows generally stronger relationship to cognitive development. Several researchers (McCullough, Ashbridge, & Pegg, 1994) have found relationships between home environment and academic achievement. Children, who have received good home environment and positive attitudes from parents, can academically perform well.

Parents are different from one another, both in their relationship with their own children and their feelings or reactions towards schooling of their children. They have their own backgrounds, their own difficulties with relationships and their own tensions. Some parents are better able to relate to their children than others. Some are warm and supporting, others may be rejecting or even negligent. Some parents are intelligent, competent people; others may be uneducated, illiterate and unable to grasp the meaning of situations involving their children. Some have a high regard for education, but others look upon education as something required by law and society. Values differ among parents, goals and standards for their individuals' families will differ from one another. It is widely recognized by educationists and researcher (Agarwal, 1995), that parents – child relations are closely associated with important aspects of children's emotional, social and cognitive development. Parents are viewed as primary facilitators of children's self concept, interpersonal skills, achievement and sex role behaviour. Children who evidence problematic relations with their parents are more likely to exhibit emotional behaviour and underachievement.

SIGNIFICANCE OF THE STUDY:

The present study seek to investigate if there exits any relationship between academic achievement and Home Environment of adolescents. Parental involvement can have a positive or negative effect on academic achievement. Parents who set good example are a source of inspiration to their children. On the other hand home environment that is marked by negligence and lawlessness may adversely affect the pupil's academic achievement. The influence, which the home makes on academic achievement, is important. Relationship between the home-environment and academic achievement are not only relevant to teachers, they are relevant to parents. The teachers may advice parents about the aspects of the home which influences positively or negatively the pupil's academic achievement. (Agarwal, 1976) stated that knowledge of the home's influences can help parents to assist their children by improving the home as an educational enhancing environment.

The motivational aspect of the home environment is highly correlated with the academic achievement of the child. Parents who are themselves intelligent and well educated and who provide the child with a favourable home environment are likely to encourage the child to develop interest similar to their own and to motivate him to do well at school. They are likely to take an interest in child's schoolwork and to help him with it and success on his part is likely to be rewarded by approval whether expressed verbally or otherwise. The bright child from the poor home environment will tend to receive less encouragement than the bright child from the rich cultural home environment .

Similarly, the emotional aspect of home environment is also play a great role on children's academic achievement. The emotional atmosphere in the home may exercise a great influence on the child. If, there is a cold care-less attitude, irregularly and evasion of discipline, the child may display such undesirable characteristics as dishonesty, aggression and lack of punctuality. The quarrels, dissatisfaction and instability of the home atmosphere may disturb child's emotional equilibrium and it may also have a deleterious influence on the child in that he also adopts these attitudes in imitations of his parents. Emotional stress, insecurity and anxiety are factors which certainly affect the child's schoolwork, they are a drain on his energy and they reduce concentration and prevent him from applying to the full his intellectual powers. Thus a child from a well to do home with a good cultural background may have high ability and a high intelligence test score, but because of an unsettling home environment may a child perform relatively poor on his academic achievement.

This study will produce some important result that has implication for education. This essence of the researcher findings, will facilities our understanding of the home environment factors, especially emotional and social , which are thought to be responsible for a mature and balanced personality of an adolescents that significantly contributes in one's success in life. It will fulfil the research gap in this area and create a comprehensive study circle for the students/research scholars keeping in pace with the growing importance of effect of home environment on academic achievement of the adolescents.

REVIEW OF RELATED LITERATURE:

Parish, Dostal & Parish (1981) stated that the environment of the home in which a child is reared can advance or hinder wholesome personality adjustment. Family relationships also determine in large measure the young person's developing attitudes toward home and family life. Forsstrom-Cohen & Rosenboum (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 of fear, depression, cynicism, and hostility, which has a negative effect on children. McMillan & Hilton smith (1982) think that the happier the parents and the more positive the home climate, the more beneficial is the effect on growing children. The best adjusted children are those who grow in happy homes where adolescents and parents spend pleasurable time together. Noller and Victor (1991) think that the environment of a family is affected by how happy the parents are with their relationship. A close, satisfying relationship between parents is generally reflected in a warm and supportive family climate. Conflict between the parents is likely to result in a generally unsatisfactory home environment. Fighting between parents is clearly unpleasant for children and in the long term, the consequences can be serious for them.

Emery & O' Leary (1984) describe that conflict between parents is related to behaviour problem in Children and adolescents. There is evidence of low self-esteem, poor school performance and emotional problems in children from families high in conflict. Schaefer (1959) states that the structure of the family unit in combination with personality characteristics of individual parents determine, in part, a family's approach to child rearing. In fact, several decades of research support the continuing existence of two major dimensions of parental behaviour. The first, acceptance- rejection focuses on the effects of parental behaviour that is either warm or hostile. A warm relationship helps children to be responsible and self-controlled, while hostility tends to promote aggression. The second dimension, control autonomy, focuses on how restrictive or permissive parents are in enforcing rules of behaviour. Parents who use strict control generally have children who are well-behaved but highly dependent; those who are permissive tend to have sociable and assertive children who are high on aggression.

Parents monitor and supervise their adolescents' schedules, peer associations, activities, and physical where about. Effective monitoring requires that parents be involved in the lives of adolescents and maintain clear expectations about appropriate activities, acceptable peers, and places where they can and cannot go (Barber, Olson & Shagle 1994). Adolescents whose parents fail to monitor their activities are likely to be involved in antisocial behaviour, delinquency, drug use and early sexuality (Ambert, 1997; Barber, Oslen, & Shagle 1994). Parental punitiveness refers to the use of force to influence children's behavior and qualities, either through spanking, slapping or other forms of physical force or through nagging, name-calling or yelling (Turner & Finkelhor 1996).

STATEMENT OF THE PROBLEM:

The problem under study is as 'The impact of Home Environment Factors on Academic Achievement of Adolescents'.

OBJECTIVES OF THE STUDY:

1. To study the mean scores of Academic Achievement of Adolescents in relation to sex, location of school and management type.
2. To study the Home Environment of Adolescents in relation to sex, location of the school and management type.
3. To compare the academic achievement of Adolescents Grouped on Home Environment level as: favourable, Highly favourable, Averagely Favourable, Unfavourable and Highly Unfavourable.
4. To examine, if there exists any relationship between academic achievement and home Environment of the Adolescents.

HYPOTHESES:

1. There is no significant difference in the academic achievement of the Adolescents in relation to sex, location of the school and type of management.
2. There is no significant difference in Home Environment of the Adolescents in relation to sex, location of the school and type of management.

3. There is no significant difference in the mean score of academic achievement of the adolescents grouped on Home Environment level as: favourable, averagely favourable, highly favourable, Unfavourable and Highly Unfavourable.
4. There exists no significant relationship between academic achievement and Home Environment of the Adolescents.

METHODOLOGY:

A random sample comprising of 210 adolescents – 105 female and 105 male students were selected from 6 secondary schools (3nos each from rural and urban areas). The samples were selected from the district of Dhemaji, Assam. Further the classifications of the students were made in view of sex, location of the schools and management type.

TOOLS USED:

For collecting reliable and valid data in the present study, following sources and tools are used:
1. A Home Environment Scale (HES-AASS) developed by A. Akhtar and S.B. Saxena(2011)
2. The total no obtained by students in the Higher Secondary examination (HS) in Arts stream conducted by Assam Higher Secondary Educational Council (AHSEC) in the year 2013-2014 were taken as the score of Academic achievement.

STATISTICAL ANALYSIS:

Results were summarized by reporting measures of central tendencies given as mean, median and percentage distribution. Students were classified on the basis of sex, location of the schools and management pattern of the schools. And the variable groups were compare to find out whether there exits any significant differences between them by employing t-test and Co-relations were also employed to find out the relations between all the variables and to find out differences among the variables. Significant difference was tested at $p< 0.05$ and $p<0.01$ significance level (Best, 1982). Data collected from students were analyzed by using SPSS 16.0 version for windows.

RESULTS AND DISCUSSION:

To analyse the academic achievement of the students, students were grouped under 1st division, 2nd division and 3rd division on the basis of the marks obtained by the students in higher secondary final examination in 2013-14 conducted by Assam Higher Secondary Education Council (AHEC). Those students who secured the percentage of 60 and above were categorized under first division, in between the percentage 45 to 59 are considered as second division; those students who secured the percentages between 30 to 44 are grouped under 3rd division, those students who secured less than 30 percentages are grouped under failed category. The pass percentages of students in division wise are shown in the Table- 1.

Table 1: Placement of the Students under different Divisions

Sl no	Students category	Total students	% of Students in I Division	% of Students in II Division	%of students in III Division	%of students in Failed	Total Pass %
1	Male	105	53.5%	22.5%	14%	10%	90%
2	Female	105	55.2%	28.2%	10.6%	6%	94%
3	Urban	115	51.5%	24.5%	14%	10%	90%
4	Rural	95	55%	21%	14.17%	10.57%	90.83%
5	Government	100	52.99%	24.22%	12.83%	9.9%	90.1%
6	Provincial	110	50.8%	21.45%	14.70%	13.1%	86.90%
9	**Total**	**210**	**53.2%**	**27.5%**	**11.3%**	**8%**	**88.15%**

Fig 1: Bar graphs showing the total pass percentage of the students on the basis of Divisions
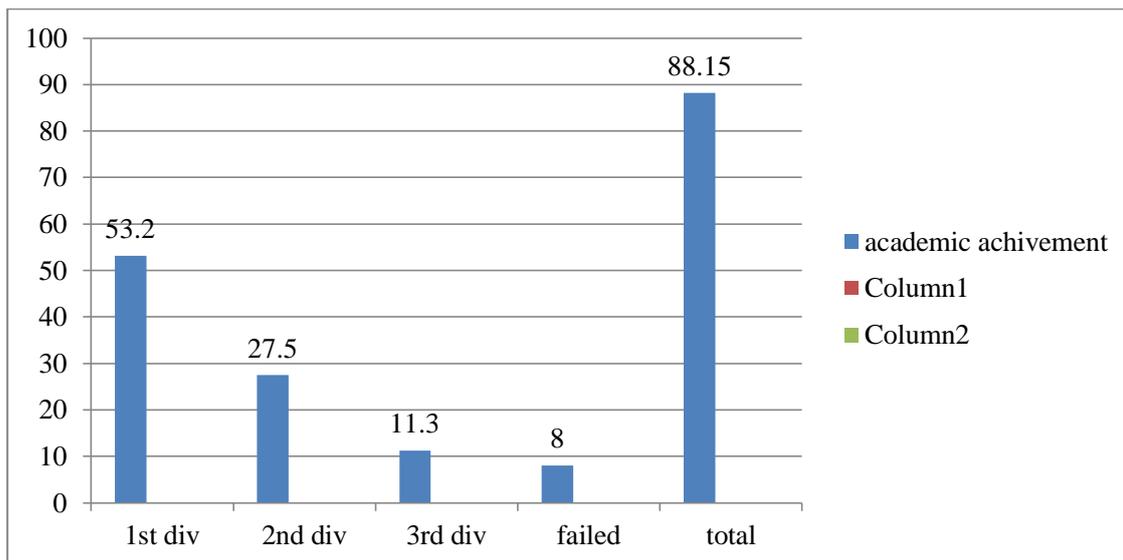
The overall pass percentage of female, rural and government school students are found to be higher than the male, urban and provincial schools students. The placement of students in different divisions also reveals that highest percentages of students are placed in 1st divisions. Comparison of students placed in first division based on sex, location and type of management revealed highest gap between rural and urban school students. The entire samples of students were also grouped in to different categories for further comparison.

The details of differences in the total academic achievement between male and female, rural and urban, Government and Provincial schools are as follows-

Comparison of Academic Achievement of Students in relation to sex, location and type of management of the schools:

The difference in the scores of academic achievement between male and female, rural and urban, students of government and provincial schools were tested by employing 't'- test. The result is reported in Table 2

Table 2: Comparisons of total Academic Achievement of the students grouped under different categories

Sl No	Students' category	N	M	SD	df	Categories Compared	't' value and Significant Level
1	Male	105	128.8	86.4		1 & 2	0.664 NS
2	Female	105	126.3	83.3			
3	Urban	115	130.8	82.7	207	3 & 4	3.14 **
4	Rural	95	144.3	77.8			
5	Government	100	123.4	57.1		5 & 6	4.33 **
6	Provincial	110	110.5	58.2			

Not Significant*; Significant at 0.05 level; ** significant at 0.01 level

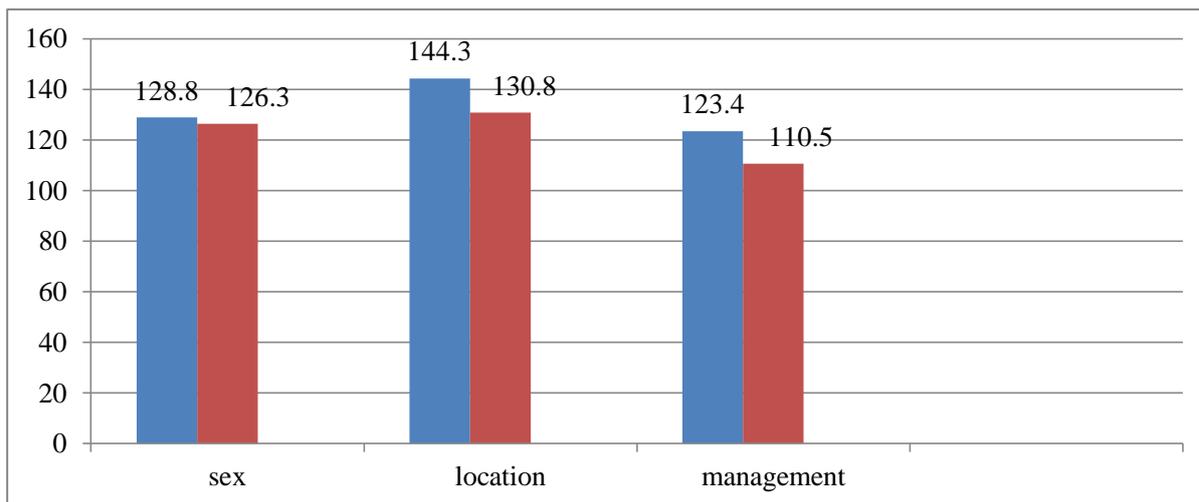**Fig 2: Bar Graph showing the total Academic Achievement of the Students grouped under different categories**

Table 2 reveals that the computed 't' value for mean differences between rural and urban (3.14) and government and provincial (4.33) school students is significant at 0.01 level of significance (Agarwal Y. , 1996). The urban students shows higher mean score (144.3) than rural students. Similarly, students of government schools (123.4) shows higher mean score than provincial schools (110.5).It can be concluded that, students of urban and government schools have better academic achievement than students of rural and provincial schools. From the above table, it was also found that, no significant difference exists between male and female students in their total scores of academic achievement.

HOME ENVIRONMENT SCORE OF THE STUDENTS:

To facilitate answer to the given objective and hypothesis, the entire sample of students were grouped into different level of home environment, which is as follows:

Based on the Z - score norms provided in the manual of Home Environment scale, the students were grouped into seven levels, viz. Extremely favourable, Highly Favourable, Above Average Favourable, Moderately Favourable, Unfavourable, Highly Unfavourable and Extremely unfavourable categories for further interpretation. The ranges of scores are same for male and female. Those students who scored 180-200 fall under the category of Extremely favourable, students who scored 162- 179 fall under the category of Highly favourable group, students scored 144-161 fall under the category of Above average favourable, students who scored 94-143, students who scored 93-83 fall under the category of unfavourable, students who scored 81-82 fall under the category of highly unfavourable and students who scored 80-76 fall under the category of extremely unfavourable Home Environment group. Details of the classifications are given below-

Table 3: Classification of students on the basis of Home Environment level

Level of Home Environment	Ranges of Z-scores	No of students	No of students in percentage
Extremely Favourable	+2.01 and above	Nil	Nil
Highly Favourable	+ 1.26 to 2.00	Nil	Nil
Above Average favourable	+0.51 to + 1.25	65	8.9%
Moderately favourable	-0.50 to + 0.50	665	91.1%
Unfavourable	-0.51 to -1.25	Nil	Nil
Highly Unfavourable	-1.26 to – 2.00	Nil	Nil
Extremely Unfavourable	-2.01 and below	Nil	Nil
N= 725			

The distributions of the students on the basis of Home Environment Scale are shown in Table 3 shows that, only 8.9% students' response indicates as Above Average Favourable Home Environment and 91% students fall under the moderately favourable category of Home Environment scale. No students fall under the categories of extremely favourable, highly favourable, Unfavourable, Highly Unfavourable and Extremely unfavourable Home Environment level.

Comparison of total mean scores of Home Environment with different dimensions:

To analyse the total mean score of Home Environment of the students along with different dimensions, Mean and S.D. were calculated and results are shown below-

Table 4: Total Mean score of Home Environment of the students with different dimensions

Sl. No	Dimensions of Home Environment	M	S.D	Maximum possible score
1	Protectiveness	16.44	2.59	20
2	Parental involvement	16.71	2.83	20
3	Academic stimulation	18.40	2.56	20
4	Reward	15.43	2.78	20
5	Parental warmth	16.90	2.81	20
6	Punishment	14.81	2.54	20
7	Participation in home affaire	15.07	2.81	20
8	Control	17.93	2.72	20
9	Permissiveness	14.90	2.88	20
10	Parental Expectation	21.23	2.59	20
11	Total	133.46	9.08	200

The above table 4 reveals that, total mean score of Home Environment of the sample students is 133.46, out of the maximum possible score of 200. This implies that, overall Home Environment of the students is above and average. The table also reveals that, students mean scores is higher in the dimensions like parental expectation (21.23) and academic stimulation (18.40) followed by control (17.93), protectiveness (16.44), parental involvement (16.71) and parental warmth (16.90). Students mean score is lowest in the dimensions like reward (15.43), punishment (14.81), participation in home affairs (15.07) and permissiveness (14.60). It can be understood from the above results that, parental expectation and demands is high about their children's behaviour. Result also indicates that, students were receiving good environment to enhance their academic achievement. Similarly, it can be also said that, parental involvement in the aspects of child's life and fondness to their children is also high, but there is a restrictions and prevention of independent in order to discipline the children among the parents. Above result also reveals that, in the home environment of the students, material as well as symbolic reward and physical as well as affective punishment, participations of children in various home affairs and provisions of opportunities to the children to express their views is very low.

Comparison of Home Environment scores of Male and Female students:

To compare the difference in the total mean score of Home Environment of male and female students, along with different dimensions of home environment, 't' test was employed. The result is reported in the table 5

Table 5: Comparison of Home Environment scores of male and female Students

Dimensions	Male		Female		't' value
	Mean	S.D.	Mean	S.D	
Protectiveness	15.43	2.67	25.44	2.53	6.30 **
Parental involvement	15.58	2.72	14.92	2.87	0.335 NS
Academic stimulation	15.28	2.76	15.49	2.57	1.20 NS
Reward	15.38	2.80	15.47	2.36	0.459 NS
Parental warmth	15.00	2.74	15.04	2.43	0.245 NS
Punishment	6.53	2.73	4.25	2.23	6.943 **

Dimensions	Male		Female		't' value
	Mean	S.D.	Mean	S.D	
Participation in home affaire	15.26	2.98	14.93	2.66	1.602 NS
Control	6.44	2.45	4.28	2.39	5.40 **
Permissiveness	15.32	2.68	15.28	2.75	0.206 NS
parental Expectations	15.10	2.82	14.74	2.92	1.696 NS
Total	**145.33**	**9.82**	**132.02**	**8.19**	**4.946 ****

NS-Not Significant*; Significant at 0.05 level; ** significant at 0.01 level

Fig 3: Bar Graph showing the Home Environment scores of male and female Students
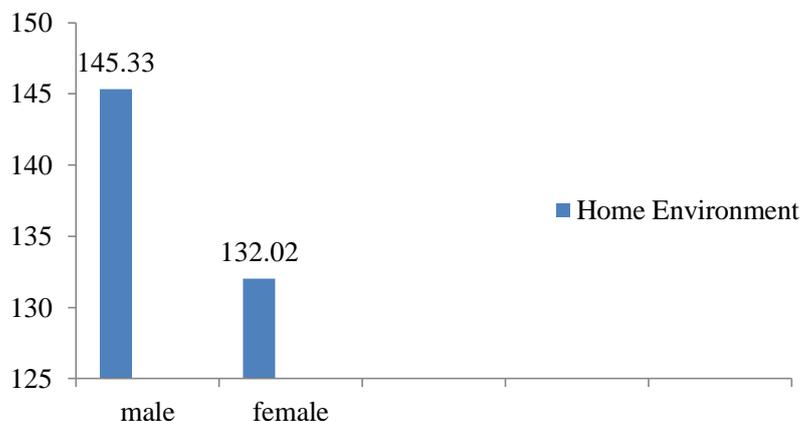

Table 5 reveals that the computed 't' value is 4.946, which is higher than the table value 2.58 with df (723) required for significance at 0.01 level (p<0.01) indicating that, there is a significant difference in the Home Environment of Male and Female students, where male students (145.33) showed higher mean score than female students (132.02). From the above result, it is also found that, male students showed higher mean scores in dimensions like punishment (6.53) and control (6.44) than their female counterpart. On the other hand, female students significantly scored higher mean score in the dimensions like protectiveness (25.44) than their male counterpart (15.43). It can be concluded from the above result that, imposed of punishment, physical as well as affective, to avoid the occurrence of undesirable behaviour and restrictions in order to discipline them is higher among the male students than female. On the contrary, female students feel higher prevention of independent and care towards them by their parents than male students.

Comparison of Home Environment scores of Rural and Urban the students:

To compare the difference in the total mean scores of Home Environment of rural and urban students along with different dimensions of home environment, 't' test was employed. The result is reported in the table 6

Table 6

Dimensions	Rural		Urban		't' value
	Mean	S.D.	Mean	S.D	
Protectiveness	15.46	2.66	25.42	2.52	3.27 **
Parental involvement	15.25	2.90	23.17	2.74	3.67 **
Academic stimulation	15.15	2.57	15.64	2.51	2.50 NS
Reward	14.84	2.49	25.21	2.62	3.09 **
Parental warmth	5.81	2.54	5.81	2.53	1.89 NS
Punishment	15.15	2.73	15.71	2.23	0.014 NS
Participation in home affaire	14.91	2.80	15.24	2.82	1.58 NS
Control	5.79	2.27	5.98	2.63	1.32 NS
Permissiveness	14.93	2.64	16.66	2.73	3.67 **
parental Expectations	14.75	2.90	15.05	2.85	1.43 NS
Total	**132.04**	**8.73**	**144.09**	**9.20**	**4.28 ****

NS- Not Significant*; Significant at 0.05 level; ** significant at 0.01 level

Comparison of Home Environment scores of Rural and Urban Students:

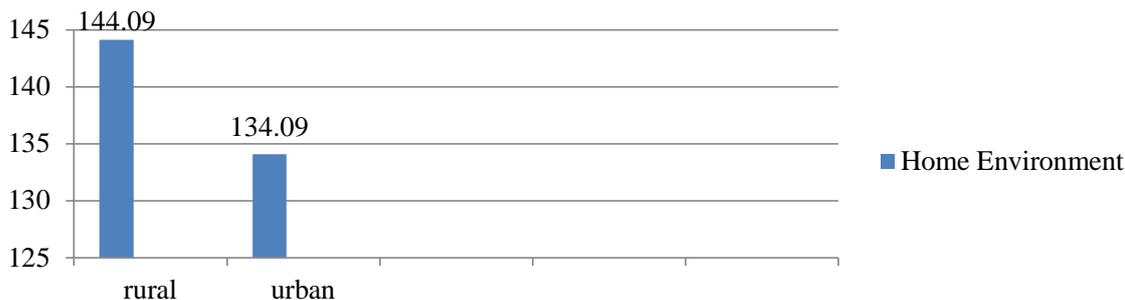**Fig 4: Bar Graph showing the Home Environment scores of male and female Students**

Table 6 reveals that the computed 't' value is 4.28, which is higher than table value 2.58 with df (723) required for significance at 0.01 level (p<0.01) indicating that, there is a significant difference in the Home Environment of rural and urban students, where urban students (144.09) showed higher mean score than rural students (132.04). From the above result, it is also found that, urban students significantly showed higher mean scores in the dimensions namely, protectiveness (25.42), parental involvement (23.17), reward (25.21) and Permissiveness (16.66) than their rural counterpart. It can be concluded from the results that, parental restrictions on child behaviour and parental involvement in their children academic achievement is higher among urban students than rural students. Similarly, parents reward such as physical as well as symbolic and freedom of expression is also higher in urban home environment than rural home environment.

Comparison of Home Environment of the Students of Government and Provincial Schools:

To compare the difference in the total mean score of Home Environment of Government and Provincial schools students along with different dimensions, 't'- test was employed. The result is reported in Table 7

Table 7: Comparison of the Home Environment of Students of Government and Provincial Schools

Dimensions	Government		Provincial		't' value
	Mean	S.D.	Mean	S.D	
Protectiveness	17.26	2.45	16.12	2.23	1.23 NS
Parental involvement	15.33	2.76	16.27	2.64	0.896 NS
Academic stimulation	25.45	2.77	16.74	2.31	6.78 **
Reward	15.56	2.39	15.12	2.23	0.689 NS
Parental warmth	8.96	2.53	5.31	2.48	0.786 NS
Punishment	15.25	2.78	15.37	2.76	0.987 NS
Participation in home affaire	14.97	2.85	13.29	2.83	1.56 NS
Control	5.79	2.27	5.98	2.63	1.32 NS
Permissiveness	15.98	2.74	21.16	2.86	3.89 **
parental Expectations	14.75	2.90	15.05	2.85	1.43 NS
Total	**127.08**	**78.06**	**123.09**	**81.07**	**1.68 NS**

Not significant,*Significant at 0.05 level, **Significant at 0.01 level

Table 7 reveals that the obtained 't' value is (1.68) which is lower than the table value 2.58 with df (723) required for significance at 0.01 level (p<0.01) indicating that there is no significant difference between the students of Government and Provincial schools in their Home Environment (Asthana, 2007). However, significant difference is found in the dimension like academic stimulation where students of government schools (25.45) showed higher mean score than students of provincial schools (16.24). Similarly significant difference is found in the dimensions like permissiveness where students of provincial schools (21.16) showed higher mean score than students of government schools (15.98). It can be concluded from the above result that, government schools students receiving higher support from parents in academic achievement and other aspect of life whereas freedom of expressions is higher in the home environment of provincial schools students than government schools.

Comparison of Academic Achievement among the students of different Home Environment Groups:

To realise the above mentioned objective and the hypothesis, the entire sample students were grouped into moderately favourable and favourable groups using the criteria described in chapter-III. The mean score of Academic Achievement between the students of moderately favourable and favourable group as stated in Hypothesis 05 (b) were compared and the difference was tested by employing ' t'- test. Details of the analysis are as follows:

Table 8: Comparison of Academic Achievement of Moderately favourable and Favourable level of students in Home Environment

Group	N	Mean	SD	Grouped Compared	't' value and significant level
Moderately favourable	18	379.6	34.8	1 & 2	38.4**
Favourable	705	265.4	20.3		

Table 8 reveals that, obtained 't' value is significant at 0.01 level ('t'=38.4 @0.01 level, p<0.01), indicates that students of Favourable and Moderately favourable Home environment groups differ significantly in their Academic Achievement. It can be concluded from the result that, those students who have a moderately favourable home environment also have a higher academic achievement as compared to the students who have favourable home environment. Thus, the influence of home environment level on academic achievement of the students is highly indicated.

Analysis of Relationship between Home Environment and Academic Achievement:

To examine the relationship between academic achievements and home environment of students, Pearson's co-efficient of correlation was employed. The results are shown below-

Table 9: Co-efficient of correlation between Academic Achievement and Home Environment

Variables involved	Sample Size	Computed correlation value	Table value of 'r'	Significance Level
Home Environment and Academic Achievement	725	0.114**	0.81	0.01

Table 9 shows that, computed 'r' value for home environment and Academic Achievement of the students is 0.114, which is greater than tabulated 'r' value 0.81 is significant at 0.01 level, which indicates that, there is a significant relationship between Home Environment and Academic Achievement of adolescents.

SUGGESTIONS:

On the basis of the findings the following suggestions are put forwards for consideration-
1. The present study gives overview of the importance of home environment on academic achievement of Adolescents. It is quite evident that students from good home environment i.e. where parental involvement is high, where students receive parental support are high academic achievers. So, parental involvement should be encouraged when it comes to the schooling, career and other aspects of the child's life.
2. The present study is the eye opener for the teachers, administrator and equally educational planners, that a healthy home environment is the prime factor for a good academic achievement. The research showed that, students from poor home environment have a lower academic achievement compared to students from good home environment. The school with poor environment are often under resource, negatively affecting students' academic achievement. Improving school systems as well home environment and early intervention programmes may help to improve school environment as well as students academic achievement. Thus, increased research on the correlation between home environment and academic achievement is essential.
3. The present study gives overview of parent's potential to effect students educational outcomes. Parents are a role model for an adolescent on how to regulate emotions appropriately at home. The impact of emotions between parents and adolescents might play a strong role in academic achievement of Adolescents.

4. Parents and all the significant others at home should make home environment to be learning stimulatory and study friendly for students.

5. The findings of the study affirm that home environment have desirable effect on students academic performance. Therefore, the study recommends creating positive home environment by educating the parents on the importance of productive home environment.

6. Parents should get awareness in such a way that to know the importance of the home environment on their children's academic achievement. Parents need to be informed that they can support the education of their children through encouragement, provisions of learning facilities and active assistance among other ways.

7. The study concludes that there is positive correlations of home environment with academic achievement of the adolescents and also that favourable home environment of students have significant influence on the emotional development of the adolescents.

CONCLUSION:

The brain of the child develops according to the quality and quantity of the stimuli the children receive from their parents. Home is the primary place of education. Many of the values transmitted by the school were first inculcated in the child at home. So the home environment definitely influences the academic achievement of the students.

This study shows that overview regarding the home environment and school environment of the adolescents along with their academic achievement and obstacles to face by the adolescents. Thus, a broad study is encompassing the social, culture and economic conditions of the adolescents along with their propinquity and revelation to the mainstreams. This, in turn, helps formulating appropriate policies in different in states and regions of India in order to facilitate higher education. There is a need to frame such an educational policy which is conducive to the emotional development of the adolescents. The findings of the study may be helpful for the students of secondary school for preparing for board examination. If they have good home and school environment, along with balance emotions than possibilities to achieve their academic endeavor appeared to be higher (Ganesha Bhatta, New Delhi).

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