Impact of Home Environment on the Scholastic Achievement of Children

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KEYWORDS Home-Environment, Scholastic Achievement, Social Institution, Socialization.

ABSTRACT The present study is based on a sample of one hundred twenty students drawn from senior secondary schools of Panipat. It was planned to assess the effect of home environment on the scholastic achievement of children of class VI. Misra's Home Environment Inventory Scale was used to assess the quality of home environment and scholastic achievement was ascertained with the help of report cards of students and other school records. The data 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 has also been observed in the mean values of scholastic achievement of girls belonging to high, medium and low home environment groups. But the difference was not significant at 0.05 level of significance. Results also showed that good quality of home environment had significant positive correlation with 'high' level of scholastic achievement in boys than among girls. It was found that as the quality of home environment gets deteriorated, the level of scholastic achievement also comparatively declines in boys.

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 neighborhood 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 Childs' 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 (Shaha and Sharma, 1984). Studies have revealed that high home environment groups achieved greater success than middle and low home environment groups (Jagannathan, 1986). 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). 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 was envisaged to assess the impact of total home environment on the scholastic achievement of the children with the following objectives.

Objectives of the Study
1. To assess the scholastic achievement and home environment of boys and girl students.
2. To compare the differences in scholastic achievement of high, medium and low home environment groups of boys and girl students.
METHODOLOGY

A sample of one hundred twenty VIII grade students (Age 12-14 years) were randomly drawn from two institutions of Panipat city viz. S. D. Vidyamandir and D. A. V. Public School. Misra’s Home Environment Inventory Scale (1989) was used to assess the quality of home environment. The home-environment Inventory Scale contains 100 items related to following ten parameters of home-environment: a) control b) protectiveness c) punishment d) conformity e) social isolation f) reward g) deprivation of privileges h) nurturance i) rejection j) permissiveness. It provides a total score indicating the global home-environment.

Scholastic achievement was studied with the help of report cards of students and school records. Academic achievement was taken in terms of percentage of marks obtained by the students in their examinations.

RESULTS 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. The intellectual growth, scholastic scores, etc., are also aided by the sustaining family structure. Analysis of mean scores of scholastic achievement of high, medium and low home-environment groups of girls was calculated. When the mean values of girls were compared, it was found that mean scores of girls in High home environment (48.9±15.00) was highest followed by girls in medium home environment (46.8±12.10) and low home environment category (40.2±11.79). The results have been found in consonance with the Studies by Shrivastava (1991) who reported that families of high achievers were more structured and exercised more control than those of low achievers. Non-significant t-values for all the groups revealed that though the mean scores on scholastic achievement are different in boys in the high and medium home environment groups but were not significant at 0.05 level of confidence (Table 2). Similarly boys of low and medium home environment groups were not found to be significantly different from each other with regard to their scores on scholastic achievement. Whereas, in case of the mean scores of high (Good) home-environment and the mean values of low home-environment a statistically significant difference has been observed at 0.05 level of significance. The results were in concordance with Levine et al. (1972) who concluded that more supportive home environment of parochial school students may have been primarily responsible for their relatively higher academic achievement. Similarly, Paulson (1996) also indicated that parental involvement had a positive effect on adolescent’s level of achievement. Whereas, Estrada et al. (1987) 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 mean values of males and females were compared and it was found that boys of high home environment group yielded significantly higher

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<th>S. No.</th>
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<tr>
<td>1.</td>
<td>High</td>
<td>48.9 ± 15.00</td>
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<tr>
<td>2.</td>
<td>Medium</td>
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<td>3.</td>
<td>Low</td>
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*significant at 0.05 level

sincere towards education. Shrivastava and Chandiramani (1995) also revealed that students from structured and independent family showed better performance than other children. Another study reported that family may act as a substratum variable that influences the relations between children’s attitudinal and cognitive attributes and their academic performance (Majoribanks, 1987).

The mean scores of scholastic achievement of boys in High home environment (56.1±9.4) were highest followed by boys in medium home environment (53.4±11.6) and low home environment category (49.3±9.5). It has been found that though the mean scores on scholastic achievement are different in boys in the high and medium home environment groups but were not significant at 0.05 level of confidence (Table 2). Similarly boys of low and medium home environment groups were not found to be significantly different from each other with regard to their scores on scholastic achievement. Whereas, in case of the mean scores of high (Good) home-environment and the mean values of low home-environment a statistically significant difference has been observed at 0.05 level of significance. The results were in concordance with Levine et al. (1972) who concluded that more supportive home environment of parochial school students may have been primarily responsible for their relatively higher academic achievement. Similarly, Paulson (1996) also indicated that parental involvement had a positive effect on adolescent’s level of achievement. Whereas, Estrada et al. (1987) 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.

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mean scores on academic achievement as compared to females in High home environment and difference in mean scores was found to be (7.2). Similarly, boys also had higher mean scores on academic achievement (53.1±11.6) in medium home environment than females (46.8±12.00). In the low home environment category the mean scores on academic achievement for boys were (49.3±9.5) and (40.2±11.79) for girls, the difference calculated was 9.1. This shows that boys showed more variation in scores on account of good home environment facilities and low global home environment. Whereas, the girls showed more or less consistent scores. In addition to home-environment this may be attributed to many other factors which play a crucial role in one’s academic achievements such as socio-economic factors, education of parents, school environment, IQ, memory span, study habits etc. Not only this, the level of scholastic achievement also depends upon an individual's own standards of achievement, achievement motivation and his aspirations. Kang et al. (1995) found that boys and girls differed significantly in academic scores. Whereas, Kaur and Gill (1993) investigated that boys scored higher than girls in many subjects, but total overall scores were found to be independent of sex. Singhal (1991) indicated significant positive correlation between academic achievement and academic motivation, teachers support, task orientations, competitions and innovations etc.

CONCLUSION

The home environment has been observed to have positive impact on the mean values of scholastic achievement of both boys and girls. Results also showed that good quality of home environment had more significant positive effect on ‘high’ level of scholastic achievement in children. Results of another study showed that good quality of home environment had significant positive correlation with ‘high’ level (P<0.001) of achievement motivation among high achievers (Bansal et al., 2006). Thus, it can be concluded that family environment plays a pivotal role in a child’s academic achievement (Jong 1993).

REFERENCES


