



The Relationship between Home Environment and Academic Achievement of Class VIII Students of Kolkata

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Abstract:

In the present study 30 boys and 30 girls have participated as sample. Survey method has been followed to collect information from them to investigate the relationship between home environment and Academic achievement of two high school students (both Boys and Girls together and separately). It has been found that girls have consistently performed better in academic achievement than their counterpart boys under study. The difference is found statistically significant at 0.01 level of significance as tested by using 't' test. Girls have perceived favorably their home environment than the boys. The study also showed that good quality of family environment had more significant positive effect on high 'level' of scholastic achievement among children.

Keywords: Home Environment and Academic Achievement,

Introduction:- The children are the human resource of a nation. They are turned into an asset of the country with proper education, training and guidance from the very beginning. The academic achievement of a child is influenced by various factors apart from the child's own intelligence and level of understanding. Such other factors include-home environment, school environment, peer group, teachers' support and so on. The intention of the study is to re-examine the existence of relationship between the two fields-Home Environment and child's Academic Achievement in school in relation to his home environment. This study will also focus upon age spacing of siblings, size of the family, birth order, sibling's situation, parental Treatment and social acceptability. During their elementary school years, children undergo important developmental changes. Their reasoning becomes more logical, their attention gets more adoptable, their prospective talking goes more sophisticated and their reading and motor skills blossoms.

Importance of Home Environment: Social environment of home greatly influences the personality development. Psychologists agree that the personality of an individual develops with constant interaction between biological inheritance and environment forces. The home plays the most important role in shaping the personality pattern of an individual in early infancy. The first environment the child moves is his home. Here the child comes in contact with his parents and members of the family. His likes, dislikes, stereotypes about people, expectancies of security and conditioned emotional responses all are shaped in early childhood. The types of training in early childhood experiences play an important role in the development of personality. Environment in the home also profoundly affects the development of good study habits which in

turn effect academic achievement. It has been established by all studies on child development that a low moral home does not present a good model for the child for imitation. Economic factor also influences academic achievement. Family being the first and major agency of socialization, plays a vital role in styling a child's life. Home environment impacts the academic achievement of a child. In case of vigorous home environment where relationship among parents and child is strong, there is a positive impact on academic achievement whereas in case of weak home environment where relationship among parents and child is not so strong, there is a negative impact on academic achievement of the child. Child's development is a complex blend of heredity and environmental influence. Some environments offer little incentives to learn, others encourage are most effective learning which the child is capable of.

Academic Achievement: Academic achievement is the major concern of educational policy makers of every country. It has been accepted that environment both inside and outside the school in which the child grows has a great influence on the academic achievement of the students. Among them, socio economic status, social phobia, anxiety, learning disabilities, parenting styles, learning styles, classroom climate etc. are some such variables. So, care should be taken to increase the rate of achievement and find out the hindrances that decrease the achievement rate. Academic achievement is defined by **Crow and Crow (1969)** as the extent to which a learner is profiting from instruction in a given area of learning or in other words, achievement is reflected by the extent to which skill and knowledge has been imparted to him. **Sharma et al. (2011)** defined academic achievement as the outcome of the training imparted to students by the teacher in school situation. academic achievement is accomplished by actual execution of class work in the school setting. It is typically assessed by using teacher's ratings, class tests and examinations hold by the academic institutions or by the educational boards. Academic achievement is positively related with motivation and family environment. Academic achievement is the maximum performance in all activities at school after a period of training. Achievement encompasses 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 a single instance, but occurs across time and levels, through a student 's life in public school.

Factors Responsible for Academic Achievement:

(i) Individual Factors: These factors are related to the individual himself. The main points among these factors are:

a) Cognitive factors like intelligence, learning ability, cognitive styles, creativity etc.

b) Non-Cognitive factors like attitude towards self and others, perceptions of school, interests, motivation, level of aspiration, study habits, personality, self-esteem, attitude towards education etc.

(ii) Environmental Factors: These are related to the environment of the individual. These include socio-economic status; family traits and company i.e. value system, educational system, system of evaluation, teachers' efficiency, training and methods of teaching, school environment and home environment, peer groups etc.

iii) Developmental Age: According to **Jean Piaget**, "The children who participated in the present study fall on the age group between 12 years to 14 years. Chronologically adolescence comes roughly in between the years from 12 to the early 20s. The onset of adolescence varies from culture to culture depending on the socio-economic conditions of the country. In this period great changes occur in all developmental dimensions of individual. when the child becomes an adolescent, society and parents expect him/ her to think and act like an adult for which he is not physically and intellectually matured. The adolescent fails to decide his status in the society and fails to adjust in new environment.

Need and Importance of the Study:

It is an attempt to find out the real cause-effect relationship between the home environment and academic achievement of class VIII students of high schools of 1.Saroj Basu Smirity Balika Vidyalaya, Mall Road, Kolkata 80 and 2. Ratnagarh High School, KB Sarani Kolkata 80 .This study will also help the parents to understand the effect of the home environment on academic performance of student's hence improving their home environment so as to improve student's academic performance

Objective of the Study: The objectives of the study include:

- (a) To investigate the relationship between home environment and academic achievement of high school students of class VIII of Kolkata.
- (b) To investigate the relationship between home environment and academic achievement of class-VIII boys in Kolkata.
- (c) To investigate the relationship between home environment and academic achievement of class-VIII girls in Kolkata.

Hypothesis:

- (a) There is no significant relationship between home environment and academic achievement of high school students of class viii of Kolkata.
- (b) There is no significant relationship between home environment and academic achievement of high school students of class viii boys of Kolkata.
- (c) There is no significant relationship between home environment and academic achievement of high school students of class viii girls of Kolkata.

Design of the Study: The researcher adopted descriptive research method, which is a descriptive, intensive and in-depth investigation. It is also systematic and objective. descriptive research method was used to illustrate general condition or situation of their home, background conditions as it can also be used as a way of setting up hypothesis for further research work with a view to consider the academic achievement of the target group, progress report of the term end exam has been collected. Home Environment Inventory (HEI) by **Dr. Karuna Shankar Mishra (1989)** was administered among students with proper instructions. Scores were given following the scoring key.

Research Method: To fulfill the objectives of the study, the descriptive survey method was employed for the present research topic.

Sample: Sample consists of 60 students (30 male and 30 female) from class VIII of two different high schools 1. Saroj Basu Smirity Balika Vidyalaya Maii Road Kolkata 80 and 2. Ratnagarh High School, KB Sarani Kolkata 80. They belong to either of the following set up a) joint family, b) Semi joint family and c) Nuclear family. Their socio-economic background too falls either on (a) upper, (b) middle or (c) lower financial level.

Tools Used: The researcher has constructed a questionnaire for collecting demographic data of the students for the present research and the "Home Environment Inventory" (HEI) by **Dr. Karuna Shankar Mishra (1989)** has been used.

Description of the Tool:

Home Environment Inventory (HEI)

Home Environment Inventory (HEI) by Dr. Karuna Shankar Mishra (1989) is an instrument designed to measure the psycho-social climate of home as perceived by children. It provides a measure of the quality and quantity of the cognitive, emotional and social support that has been available to the child within the home. There are 100 items belonging to the 10 dimension of home Environment. Those are i) Control ii) Protectiveness, iii) Punishment, iv) Conformity v) Social Isolation, vi) Reward, vii) Deprivation of privileges, viii) Nurturance, ix) Rejection, x) Permissiveness. Each dimension has ten items belonging to it.

The Instrument requires pupils to tell the frequency with which a particular parent-child relation has been observed by them in their home. I.e. he /she is requested to tell whether a particular parental behaviour occurs-“mostly”, “often”, “sometimes”, “least”, and “Never” . There is no time limit for the tool.

Each statement has five probable answers, out of which the most suitable must be selected by giving a tick mark. Occurs-mostly, often, sometimes, least, and never. Assign 5 marks to ‘mostly’, 4 marks to ‘often’, 3 marks to ‘sometimes’, 2 marks to ‘least’, and 1 mark to ‘never’ responses.

The split half reliability of the 10 dimensions of the HEI as follows:

Inventory Dimension		Reliability Coefficient
i)	Control	.879
ii)	Protectiveness	.748
iii)	Punishment	.947
iv)	Conformity	.866
v)	Social Isolation	.870
vi)	Reward	.875
vii)	Deprivation of privileges	.855
viii)	Nurturance	.901
ix)	Rejection	.841
x)	Permissiveness	.726

Content Validity: Home Environment Inventory (HEI) has been found to possess content validity as measured with the help of views expressed by judge’s criterion related validity could not be established because of the lack of appropriate external criteria.

Scores of the Academic Achievement: The scores obtained by the students in their last annual examination were taken as academic achievement of the students. The marks of the students were collected from the reliable source i.e. The register maintained by the school.

Collection of Data: This study has used data from readily available school records to mass information about home-environment and pupils’ academic achievement. This section describes the empirical investigation. Following the supervisor’s comments and approval of aims of this study a covering letter was prepared in which a concise description of there search was given to the principals of schools saying “The researcher intends to conduct fieldwork personally. This will help in highlighting problem areas

in the research project as a whole.” Each principal was requested to offer assistance in the collection of data by providing readily available school records. The principal or his administrative body helped in the completion of research data collecting Information on family structure, parent-occupational status, parental involvement has been obtained from students’ feedback and admission registers and attendance registers. Records on pupils’ academic achievement has been obtained from school record at the end of the year standard VIII exam of students. Schedules, compiled by the school. Parent-occupational status has been measured in terms of the type of work the parent is doing; that is, professional; technologist; laborer; clerical administrator and so on. The information has been obtained from the students asking questions in the demographic data sheet.

Statistical Techniques Used: For the purpose of data analysis central tendency of the obtained scores was measured. With help of

1. Descriptive statistics Such as mean, S.D, S.Ed were used
2. Along with it “t” test was attempted to find out the difference among male and female students.
3. Co-relation was applied to see the relationship between the variables under the study
4. Graphical Representation have been done where necessary.
5. Standard Error Deviation was also applied to assess the nature of deviation.

(i) $\text{Mean} = \sum x / n$ Where $\sum x =$ Sum of scores

Analysis and Interpretation of Data: The results of statistical analysis of research data are presented in this Chapter. The data was analyzed and interpreted using statistical techniques such as: Mean, Standard Deviation, t-test, and the detail of the analysis, interpretation of data and discussion of results are presented as below:

Table No.4.1: Shows Mean and Standard Deviation score of academic achievement of both 60boys and girls (30 boys & 30 Girls) of class VIII students of 1.Saroj Basu Smirity Balika Vidyalaya Mall Road, Kolkata 80 and 2. Ratnagarh High School, KB Sarani Kolkata 80 .

Item	Girls	Boys
Mean Score	292.466	195.766
SD Value	15.164	14.706

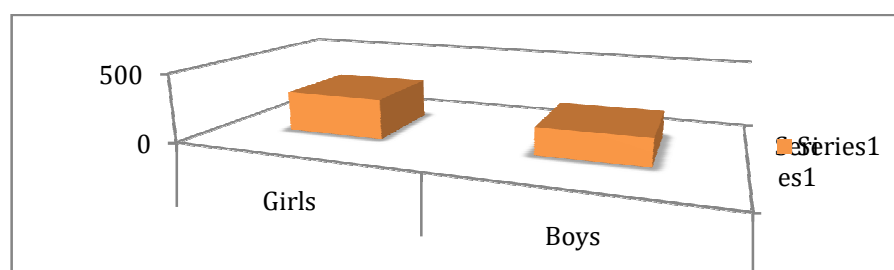


Figure 4.1 Graphical representation of mean scores of Academic Achievement of boys and girls

It has been found from the above table (Table 4.1) that the mean score of academic achievement of girls is 292.466 and the mean score of academic achievement of boys is 195.766. On the other hand the SD value of academic achievement of girls is 15.164 and the SD value of academic achievement of boys is 14.706. The data have been presented graphically to visualize their academic performance.

Table No.4.2: Shows Mean and Standard score of Home Environment Inventory of both 60boys and girls (30 boys & 30 Girls) of class VIII students of 1.Saroj Basu Smirity Balika Vidyalaya Mall Road, Kolkata 80 and 2. Ratnagarh High School, KB Sarani Kolkata 80. of Kolkata.

Item	Girls	Boys
Mean Score	338.033	324.835
SD Value	22.106	36.111

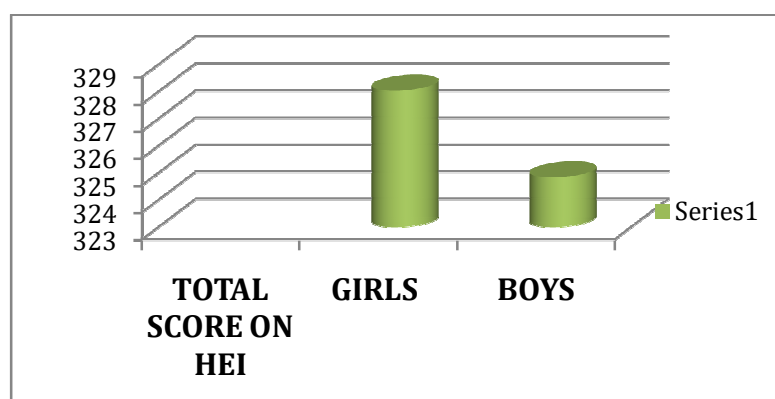


Figure 4.2 Graphical representation of mean scores of (total ten areas single view) Home Environment Inventory of girls and boys .

It has been found from the above table (Table 4.2) that the mean score of girls is **Home Environment Inventory** is 338.033 and the mean score of boys in **Home Environment Inventory** is 324.835.

Table No. 4.3: Shows Means, Standard deviation and t-values among 60 girls and boys (30 boys & 30 Girls) of class VIII students of 1.Saroj Basu Smirity Balika Vidyalaya Mall Road Kolkata 80 and 2. Ratnagarh High School, KB Sarani Kolkata 80 . of Kolkata.

Dimensions	Gender	Mean	Standard Deviation	t-value
Academic Achievement	Girls	292.466	15.164	35.48**
	Boys	195.766	14.706	
Home Environment	Girls	338.033	22.106	16.92**
	Boys	324.835	36.111	

It has been indicated from the above table that the difference among boys and girls both in case of academic achievement and home environment are significant at 0.01 level of significance as assessed by ‘t’

test. These results are contrary to the statement supporting the statement as —The world has changed around boys, and they have not adapted as well as girls, said Claudia Buchmann, professor of sociology at Ohio State University and co-author of the book, ‘The Rise of Women’(2013).

The present study reveals that recent girls’ grades have been consistently higher than boys’ across several decades with no significant changes in recent years. As for why girls perform better in academics than boys, the researcher speculated that social and cultural factors could be among several possible explanations. Parents may assume boys are better at math and science so they might encourage girls to put more effort into their studies, which could lead to the slight advantage girls have in all courses. Gender differences in learning styles are another possibility. Previous researches have shown girls tend to study in order to understand the materials, whereas boys emphasize performance, which indicates a focus on the final grades. Mastery of the subject matter generally produces better marks than performance emphasis, so this could account in part for males’ lower marks than females.

Table 4.4 Showing the Coefficient of correlation between Academic Achievement and Home environment of 30 girls of standard VIII, Saroj Basu Smirity Balika Vidyalaya Mall Road Kolkata 80

Sample	Correlation
N	r
30	0.275

The r value as quoted in the table 4.4 is 0.275 which depicts that there is no significant relationship between academic performance and Home Environment Inventory of girls in the present study. Hence the Null Hypothesis (Ho) is retained for the present study.

Table 4.5 Showing the Coefficient of correlation between Academic Achievement and Home environment of 30 boys of Ratnagarh High School, KB Sarani Kolkata 80

Sample	Correlation
N	r
30	0.570

Again the relationship between academic performance and Home Environment Inventory is not significantly correlated as shown in the table 4.5. The r value is 0, 57 which is neither significant at 0.05 level nor significant at 0.01 level of significance. Thus here too, the null hypothesis is retained that there is no significant relationship between boys’ academic achievement and home environment.

Table 4.6 showing mean scores obtained by girls and boys at the dimensions of Home Environment Inventory.

Dimensions	Girls’ score	Boys; score
Control	34.46	31.06
Protectiveness	41.6	37.0
Punishment	38.73	34.33
Conformity	42.56	39.16

Social Isolation	20.9	24.26
Reward	43.83	40.33
Deprivation of privileges	23.26	23.8
Nurturance	37.7	36.29
Rejection	25.1	27.43
Permissiveness	30.66	31.5

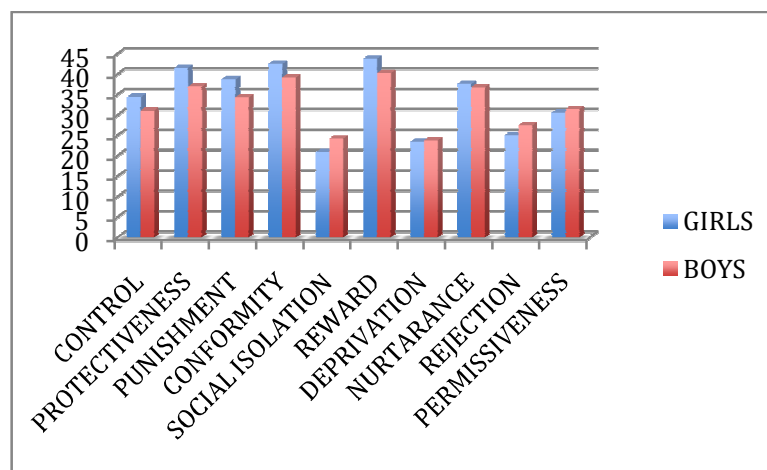


Figure 4.3 Graphical representation of mean scores of (total ten areas) Home Environment Inventory of boys and girls

The table 4.6 is presented for showing difference in mean scores of girls and boys as obtained by them in Home Environment Inventory. It is graphically presented in figure 4.3 at previous page.

Table 4.7 showing the mean scores obtained by the girls and boys at ‘Social Isolation’ dimension of Home Environment Inventory.

Dimension	Girls	Boys
Social Isolation	20.9	24.26

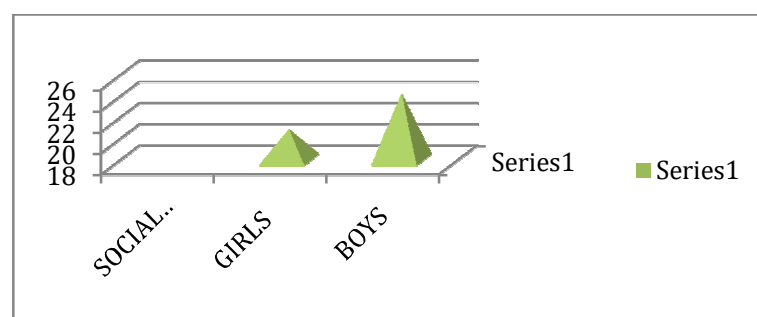


Figure 4.4 Graphical representation of mean scores of social isolation dimension in Home Environment Inventory of boys and girls .

The table 4.7 is presented for showing difference in mean scores of girls and boys as obtained by them in Social Isolation dimension of Home Environment Inventory dimensions and the graphical representation (figure 4.4) is given accordingly.

Table 4.8 is showing the mean scores obtained by the girls and boys at 'Rejection' dimension of Home Environment Inventory.

Dimension	Girls	Boys
Rejection	25.1	27.43

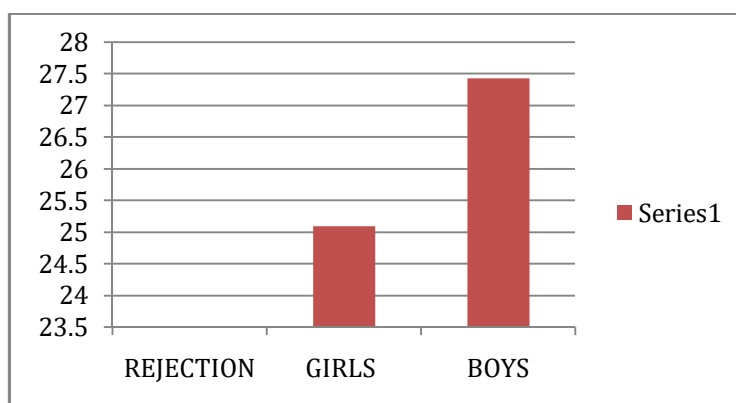


Figure 4.5 Graphical representation of mean scores of rejection domain, Home Environment Inventory of boys and girls .

The table 4.8 is presented for showing difference in mean scores of girls and boys as obtained by them in 'Rejection' domain of Home Environment Inventory (corresponding figure 4.5).

Table 4.9 is showing the mean scores obtained by the girls and boys at 'Protectiveness' dimension of Home Environment Inventory.

Dimension	Girls	Boys
Protectiveness	41.6	37.0

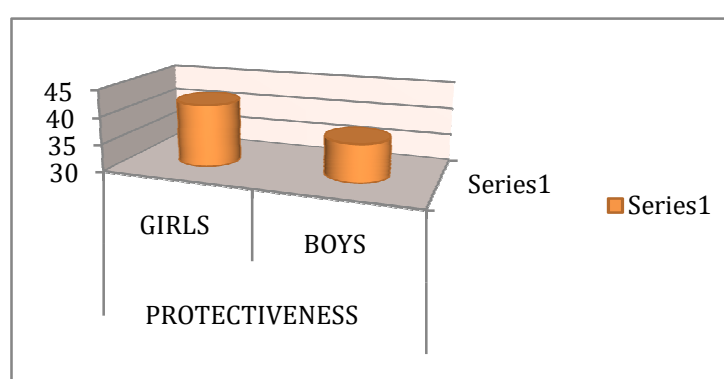


Figure 4.6 Graphical representation of mean scores of protectiveness domain, Home Environment Inventory of boys and girls .

The table 4.9 is presented for showing difference in mean scores of girls and boys as obtained by them in ‘Protectiveness’ domain of Home Environment Inventory. (corresponding figure 4.6).

Table 4.10 is showing the mean scores obtained by the girls and boys at ‘Punishment’ dimension of Home Environment Inventory.

Dimension	Girls	Boys
Punishment	38.73	34.33

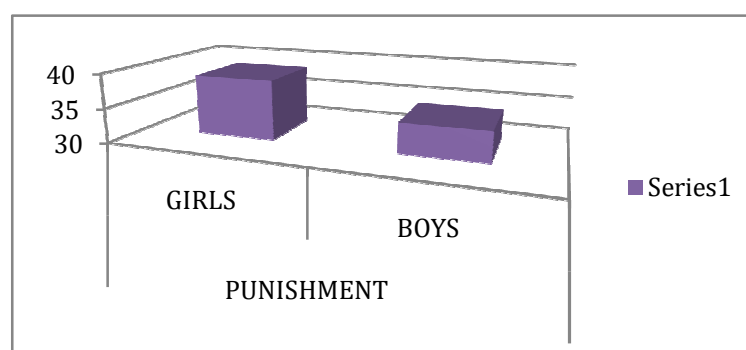


Figure 4.7 Graphical representation of mean scores of ‘punishment’ domain, Home Environment Inventory of boys and girls.

The table 4.10 is presented for showing difference in mean scores of girls and boys as obtained by them in ‘Punishment’ domain of Home Environment Inventory dimensions. (corresponding figure 4.7).

DISCUSSION:

It has been found from the obtained data that there is significant difference among boys and girls both in their academic achievement and in their Home Environment Inventory scores. Home Environment Inventory is a possible factor influencing the academic achievement of boys and girls. The dimensions are discussed below;

1) Control: “It Indicates Autocratic atmosphere in which many restrictions are imposed on children by the parents in order to discipline them”. It is a part of discipline. It indicates some such atmosphere where children are restricted by their parents to behave in a particular way. Present study reveals that it is significant to some extent as per the responses made by the students on HEI. There is control in movement, Study, play habits to the pupil from the parents and students are not free from control to some extent. For example for taking food, going for a movie, gossiping with fellow friends are all non voluntary. There is gender biasness from the parents. It is showed that girls are more controlled than the boys.

2) Protectiveness: It implies “prevention of independent behavior and prolongation of infantile care”. Which means care and protection are part of parents behavior for their children. It has been found from the obtained data that boys are less protected than the girls as per HEI data. Girls are generally more protected in our society. The perception of “Protectiveness” is different among boys and girls and this difference has come out from their responses. It has been found in some particular situations, like in case of sadness, illness etc, parents do offer more care and protection to their daughter than their sons.

3) Punishment: It includes physical as well as affective punishment to avoid the occurrence of considerable behavior”. It is also a part of discipline which is applied to rectify incorrect behavior. Sometimes parents feel that to reduce the number of unexpected or socially undesirable behavior, Physical

punishment may take a vital role. . It has been found from the obtained data that boys are less punished than the girls as per Home Environment Inventory data. Girls are generally more punished in our society. The perception of “Punishment” is different among boys and girls and this difference has come out from their responses. Girls are generally more protected, controlled and punished which is parallel to our present scenario.

4) Conformity: It includes, “parents directions, commands or orders with which child is expected to comply by action” It refers to demands to work accordingly to parents desire and expectations. Our present study shows that conformity includes in the case of obeying particular person as desired by parents, working comparatively better than other children, making special effort to presently consigned work, follow their parents directions which are told, to be praise worthy by the teachers, In doing household activities, consistency in good achievement not opposing parents decisions and so on. There is markedly difference in their given opinion. . It has been found from the obtained data that boys have less conformity than the girls as per Home Environment Inventory data. Girls have generally more conformity in our society.

5) Social Isolation: It indicates isolation from beloved persons except family members for negative sanctions. It involves use of isolation from loving persons as a form of negative attitude for the parents to strengthen the correct behaviors among the children. Our study shows that girls have scored less than the boys which reveals that girls are less socially isolated than the boys. It has been found from the obtained result as per their score on HEI boys are more socially isolated and the result is parallel to our present society.

6) Reward: It includes “ material as well as symbolic rewards to strengthen or increase the probability of occurring desired behaviors “. It indicates materials, symbols, token rewards to increase the probability of correct response. In the present study It has been seen that girls have scored more than boys in the response made as per HEI. Like for the purpose of solving problem independently or showing special talent, obtaining highest marks. Children are rewarded by their parents which play a significant role for academic achievement. It reveals that girls are more rewarded than the boys which are shown from the responses made by them.

7) Deprivation of privileges: It implies “controlling children’s behaviors by depriving them of their rights to seek love, respect and child care from parents.”. In the study it has been revealed that both the boys and girls have given quite similar response In HEI. It proves that parents do not deprive their wards from the privilege they ought to receive.

8) Nurturance: It indicates existence of excessive unconditional physical and emotional attachment of parents with the child, while looking after the children in their developmental period. It is measured through the vision of future goals, worrying about the physical illness at the time of fever, expressing good ideas before the guests. Even the parents do not like to let their children go in the place full of danger. All these do not play significant role. In the perception of “nurturance” both boys and girls have shown similarity in their responses. In our present scenario it is same as parents do not show any different attitude to their wards

9) Rejection: It implies “conditional love recognizing that the child has no right as a person, no right to express his feelings, no right to uniqueness and no right to become an autonomous individual”. In short it can be said that the child has no right as a person to do undesirable behavior. The responses made by them as per HEI shows that there is a difference of opinion among boys and girls and the score of girls are less than the boys that means boys are more rejected than the girls. It is seen that in the case of letting the girls go alone, criticizing the children for their activities, punishing the children at a minimum cause, never giving any chance to the children to explore new things, cutting jokes at new ideas of the children, boys are always highly rejected and it is same at the present scenario.

10) Permissiveness: It includes “provision of opportunities to child to express his views freely, act according to his/ her desire will have no interference from parents”. Here children In the study it has been revealed that both the boys and girls have given quite similar response In HEI in Permissiveness in their response. In our present scenario it is same as parents do not show any different attitude to their wards.

Result and Discussions: It has been found that girls have consistently performed better in academic achievement than their counterpart boys under study. This difference is found significant at 0.01 level of significance as tested by using t test. Here the null hypothesis (HO) is retained and HA is rejected automatically.

Further, in case of Home Environment Inventory the similar result has been found for boys and girls. Girls have perceived favorably their home environment than the boys. Their mean difference is also significant at 0.01 level of significance as suggested by obtained t ratio. In case of few dimensions of Home Environment Inventory like Protectiveness, Punishment, social isolation, Rejection there is significant gender difference.

Finally, it may be mentioned that the relationship between academic achievement and home environment is not found significant. But the trend shows that there is positive correlation between academic performance and home environment.

Educational Implication:

In spite of the foregoing limitations, this study has achieved its objective of understanding the influence of home environment on pupils’ academic achievement. There is a significant relationship between parental education and pupils’ academic achievement. This study also shows a significant relationship between parental occupational status and pupils’ academic achievement. There is a significant relationship between parental-involvement and pupils’ academic achievement. This study depicts that there is a significant relationship between parental income level and pupils’ academic achievement.

The results of the present study are an eye opener and alarming for educational planners and administrators, teachers and parents from moralistic point of view. The parents should try to provide better home environment to their children which would help them in their achievement. There is also a clear indication of possible correlation co-relation between home environment and academic achievement both male and female in students of two schools which include that they need immediate attention of the parents and school authorities, The students should be provided with healthy home environment so that they can maintain their higher academic achievement. Home Environment greatly affects the academic achievement of the students. Therefore, due attention is to be given towards providing better home environment to the students

Parents could influence by providing healthy home environment on students better academic achievement. They might create consistency and stability in the home by enforcing limits. Parents and children could communicate and let each other know where they will be and when they will be in home again. Affective listening and conversations about various aspects of life might allow families to become closer where everyone feels a sense of worth and importance through mutual respect.

Conclusion: The family environment has been observed to have positive impact on academic achievement of students. Results also showed that, good quality of family environment had more significant positive correlation with ‘high’ level of academic performance of students. The quality of home environment we provide to our children has a definite impact on his future achievements too. Results of the present study showed that, good quality of family environment had more significant positive effect on ‘high’ level of scholastic achievement in children. In spite of the foregoing limitations, this study has achieved its objective of understanding the influence of home environment on pupils’ academic achievement. There is a significant relationship parental home environment and pupils’ academic achievement. This study also shows a

significant relationship between parent occupational status and pupils' academic achievement. There is a significant relationship between parental-involvement and pupils' academic achievement.

It has been found that girls have consistently performed better in academic achievement than their counterpart boys under study. This difference is found significant at 0.01 level of significance as tested by using t test . Here the H_0 is accepted and H_A is rejected automatically.

Further, In case of Home Environment Inventory the similar result has been found for boys and girls. Girls have perceived favorably their home environment than the boys. Their mean difference is also significant at 0.01 level of significance as suggested by obtained t ratio. In case of few dimensions of Home Environment Inventory like Protectiveness, Punishment, social isolation, Rejection there is significant gender difference.

Finally, it may be mentioned that the relationship between academic achievement and home environment is not found significant. But the trend shows that there is positive correlation between academic performance and home environment.

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