



Scholastic Achievement Among Secondary School Students in Relation to Their Home Environment

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ARTICLE INFO ABSTRACT

Intension of this research paper highlights the Scholastic Achievement and Home Environment relationship among two hundred male and female secondary schools 10th class students from government and private schools of Jind district of Haryana state affiliated to CBSE, New Delhi and HBSE, Bhiwani. The data were collected with the help of "Home Environment Inventory (HEI)" by Dr. Karuna Shankar Mishra and the obtained scores by students in their 9th class annual examinations were considered as Scholastic Achievement. With statistical instruments like Mean, Standard Deviation, Standard Error, 't' Test, and Correlation, research revealed (a) the mean score of both masculine and feminine genders are 145.91 and 146.91 respectively with 't'-value 0.544 which is insignificant at 0.05 level with df = 198. It depicted insignificant difference in Mean Scores of Scholastic Achievement of both gender students and stated the Scholastic Achievement of those students in Jind district is same. (b) The Mean Score of above mentioned students are 154.89 and 150.10 respectively with t-value 1.955 which is not significant at 0.05 level with df = 198. It also depicted insignificant difference in mean scores of Home Environment of boys and girls of secondary school students and stated the Home Environment of those students in Jind district is same. And, (c) With $r = 0.76$ Scholastic Achievement and Home Environment of secondary school students are Positively Correlated. Thus we can conclude that now a day society has growing fast and in the field of education scholastic achievement has its very eminent place having impact of home environment of child upon it. Without good academic or scholastic scores in examinations a child is not considered a good student. With the help of this research also it can be justified that home environment of a child has its dominating impact to score high in his examinations.

KEY WORDS: Scholastic Achievement, Home Environment, Secondary School Students.

INTRODUCTION

In modern age of competition and perfection, scholastic achievement is considered as a strong parameter and laid path for child's future life's success and marks obtained in their respective exams helps children to accomplish specific goals. The ever rising cut-throat rivalry to attain more and more quantified Scholastic Achievement has deep impact on parents developing desire to see their children to hit the zenith of success by ignoring their innate capabilities (Mimrot, 2016; and Ghosh, 2020).

Academic Achievement as outcome of education (Mimrot, 2016) also called the Scholastic Achievement or academic performance of the students studying in various classes, act as an important concern regarding parents, educators, and decision-makers. It is essentially honest to investigate and understand personal, social, economic, and environmental factors as the task of cognitive and non-cognitive personality features which affects student's academic performance (Kaba, Elleter, Elrefae, Alshehadeh, & Al-khawaja 2024; and Feye, Felekech, & Abdi, 2019). Muola (2010) proved significantly positive relationship among home

environment factors i.e. parents' profession, their educational qualification, family size, learning amenities at home, and academic achievement motivation and advocated the parent's awareness about the importance of children's academic achievement motivation and home facilities contributed in reforming home environment. Rani & Siddiqui (2015) on teacher educators, found a significant difference among all three streams between academic achievement, home environment and aptitude of teacher educators. A learner with lacking aptitude lacks the interest in teaching and learning and hence downfall can be seen in his academic performance. Families with low socio-economic status have their children's low academic achievement and vice-versa (Gu, Hassan, & Sulaiman, 2024). Parental involvement has a significant effect to perform better in academics (Rafiq, Fatima, Sohail, Saleem, & Khan 2013). Narasgouda, & Ganihar, (2014) concluded that female students from college of education have higher significant connectivity on academic achievement in comparison to male student teachers and both gender student's academic achievement and emotional intelligence are inter-dependent. Festus (2012), concluded significant low positive relationship between emotional intelligence and academic achievement in mathematics concerning to the gender and locale of the students, and Ogundokun & Adeyemo (2010) also found significant emotional intelligence as a strong forecaster of academic achievement and suggested counseling intervention programmes, enabling environment, and strengthening achievement motivation for improvement in teaching learning and academic performance. Bhadouria (2013) positively correlated emotional intelligence and academic achievement advocated to replace the negative and foster the positive feelings. Students growing up in different environments of home, school, and society receive social and intellectual experiences which help them in developing various skills, attitudes, and knowledge featured them as individual with their defining roles in their future life (Rana, & Padhiar, 2021).

"Home Environment" is neither a nebulous term (Bist, & Goswami, 2021), nor an abstract concept but a physical, social (Patel, Singh, & Vaishnav, 2024) and psychological environment of home, as a psycho-social constraint including all the family members and nearby with to which a child communicate, learn, grow, and develop and parents as the essential part of their child's environment. Poor physical home environment is responsible for worse physiological home environment with stress among child and other family members and vice-versa (Patel, Singh, & Vaishnav, 2024). Mahanta (2014) Home Environment and student's attitude towards Mathematics found positively correlated and recommended congenial home environment for better performance in Mathematics. Home Environment has an important role in improving student's scholastic achievement (Joshi, 2022). Kolappan, & Bari (2011) found significant difference between Home Environment and Academic Achievement concerning gender and locale of students and Mishra, & Bamba (2012) family environment and school performance have relatively higher relationship, Veldhuis, Grieken, Renders, HiraSing, & Raat (2014) researched Parenting Style, The Milieu (Social and Physical Home Environment) association on watching TV, using Computers among five years aged children for 'Be active, eat right' study and resulted that Parenting Style and Screen Time Association concerning children, the magnitude was relatively modest. Independent and positive relations between The Milieu and subject's screen time concerning Parenting Style & Social Self-concept and Academic Achievement were found respectively (Tahir, Batool, Gul, & Ishfaq, 2023). Chebrolu & Kezia (2024) found Achievement Motivation and Academic Performance positively related after COVID-19 based on the locale of the adolescent students. Achievement motivation and academic achievement, among rural and urban students found no significant relationship, and weak correlation was found of the same variables between locale and gender of students respectively. Revealed mixed support for reciprocal relations among primary and secondary education student's academic achievement and motivation. Research suggested more focus emphasized on academic skills in spite of solely bolstering self beliefs for the improvement of learner's academic achievement. Unidirectional effect of academic achievement on subsequent motivation was found (Vu, Scharmer, Triest, Atteveldt, & Meeter, 2024). Kaba, Elleter, Elrefae, Alshehadeh, & Al-khawaja (2024) concluded better 'Student's Academic Performance' (SAP) in Face to Face learning in comparison to Online Learning but paradoxically 'Grade Point Average' shows better SAP in 'Online Learning' than 'Face to Face Learning', which reversed previous result. Gender's positive impact on SAP in Face to Face Learning & Online learning also found at pre and post COVID-19 pandemic. Valuable insights were also offered for practical strategies for the improvement of SAP in Face to Face Learning & Online Learning.

Parental income level has no effect on the parent's higher involvement in their children's education leads to better academic achievement scores in their tests and vice-versa (Naite, 2021). Rana, & Padhiar (2021) found no significant gender difference in the perceived Home Environment of adolescents of eighth class pupils related to their residential background & school's type and found significant combined effects of gender, locale and type of schools with the home environment of students. Borah, Begum, Begum, Deka, & Thiek, (2023) revealed positive correlation between family environment and educational aspiration of adolescents from government and private higher secondary schools. (Yadav & Srivastava 2021) found insignificant difference between Self-Esteem and Family Environment separately among masculine and feminine gender college students but reversed relationship between these variables.

Found significant relationship among Academic Achievement and high & low home environment and between parental educational status, two aspects of home environment, total home environment with academic achievement of the respondents (Feye, Felekech, & Abdi, 2019). Parents loving, caring, and understandable nature for their children helps in the establishment of harmonious environment at home.

Children who brought up in such a secure, consistent, and stable home environment grow such characteristics in themselves and motivate them for good achievement with perfectly developed personality (Younas, Javaid, Liu, Khalid, & Bakar, 2020). Favorable home environment for adolescents develops better self-esteem and problem solving ability to face life's difficulties and challenges comfortably (Cheema, & Bharadwaj, 2021). Secondary students living with single parent families performed better than students with both mother and father but found insignificant relationship between their academic achievement, gender, and age (Dorji, Dhendup, & Jatsho, 2021). Pupil's Home Environment with Self-management & Academic Performance found positively correlated and also revealed that emphases should be given to student's self management to improve their academic performance (Komlavathi, & Yasin, 2022). Home Environment's dimensions strongly influence the Academic Achievement of the children (Joshi, 2022), but convoluted relationship found between Home Environment factors and Academic Performance amid higher education students and exist the significance of resilience and psychological equilibrium, comprehensive societal needs to understand and help persons in different situations. Nurturing home environment is helpful in enhancing academic achievement and overall welfare of students (Patel, Singh, & Vaishnav, 2024). Family environment has significantly distinct role. SES and family environment both affects academic achievement of rural students with the help of parental involvement (Gu, Hassan, & Sulaiman, 2024).

SIGNIFICANCE OF THE STUDY

A lot of researches have been conducted on academic achievement with different variables but a few studies are found in current scenario conducted to see the direct relationship with home environment. It is observed with the help of many studies that different variables have a very significant and important role in academic achievement or academic performance or scholastic achievement of learners but as far as, a few researches related to home environment are concerned also concluded a good impact on scholastic achievement. On the basis of these researches, a dire need was felt by the researcher to conduct a research to study the direct relationship between Home Environment and Scholastic Achievement which inspired the researcher (Chamundeswari, 2013). Besides, a few studies have focused on the importance, relevance and authentication about the relationship between Scholastic Achievement and Home Environment (Chandra, & Azimmudin, 2013).

Therefore, to prove, to know more about it, and to act significantly this research among Home Environment and Scholastic Achievement was considered as most suitable.

METHODOLOGY AND SAMPLING

In this Descriptive Survey Method research, Scholastic Achievement (Dependent Variable) and Home Environment (Independent Variable) were considered. The marks obtained by 10th class students in their ninth class annual examinations were considered their scholastic achievement. For data collection "Home Environment Inventory (HEI)" developed by Dr. Karuna Shankar Mishra was used on the randomly selected sample of 200 male and female secondary level students of government and private schools of Jind (Haryana).

ANALYSIS AND INTERPRETATION OF DATA

Analysis and interpretation of data is presented as follows:

Objective 1: To compare the Scholastic Achievement of boys and girls of secondary school students.

Hypothesis 1: There exist no significant difference between the Scholastic Achievement of Boys and Girls of secondary school students.

Table 1: Mean Scores of Scholastic Achievement of both gender students

Gender	N	Mean	SD	't'- Value
Boys	100	145.91	14.23120	0.544
Girls	100	146.91	11.60120	

*df-198

In Table 1, computed Mean Scores and 't' value on gender basis found no significant difference of Scholastic Achievement among boys & girls of secondary school students. Thus accepted the above null hypothesis which means, scholastic achievement of those students in jind district are same.

Objective-2. To compare the Home Environment of both gender students of secondary school level

Hypothesis-2. There exist no significant difference between the Home Environment of Boys and Girls of secondary school students.

Table 2: Mean Scores of Home Environment of both gender students

Gender	N	Mean	SD	t'- Value
Boys	100	154.89	16.93	1.955
Girls	100	150.10	17.71	*N.S.

* df-198

In Table 2, statistical results of mean scores and t-value on gender basis found no significant difference in mean scores of Home Environment of boys and girls of secondary school students. Thus, accepted the above null hypothesis which means Home Environment of those students in Jind district did not differ significantly and are same.

Objective-3. To study the relationship between Scholastic Achievement and Home Environment among boys and girls of secondary school students.

Hypothesis-3. There exist no significant relationships between Scholastic Achievement and Home Environment among secondary school students.

Table- 3: Correlation Status between Scholastic Achievement & Home Environment

Sr. No.	Variable	Correlation (r)
1.	Scholastic Achievement	0.76
2.	Home Environment.	

In Table-3, Scholastic Achievement and Home Environment among secondary school students were found positively correlated and rejected the above stated null hypothesis.

CONCLUSION

Concluded with the above research findings, Mean Scores of both gender secondary school students related to their Scholastic Achievement and Home-Environment separately is not significant and accepted both first and second null hypotheses. Hence, concluded that Scholastic Achievement and Home Environment in concern with gender in jind district are same and did not differ significantly. Whereas, Scholastic Achievement and Home Environment of secondary school students are found positively correlated and rejected the null hypothesis.

Research studies conducted earlier by Joshi (2022); Mishra & Bamba (2012); Rana & Padhiar (2021); Feye, Felekech, & Abdi (2019); Komlavathi & Yasin (2022); and Gu, Hassan, & Sulaiman (2024) have the similar results and thus support the current research findings.

EDUCATIONAL IMPLICATIONS

1. Parents, educators, trainers, and leaders of educational field should understand the importance of Home Environment to improve the academic performance of the students at their every academic level (Feye, & Abdi, 2019).
2. Parents should be made understood about cordial relationship with their children with love, care, and attachment by applying mature nurturing skills.
3. Teachers, policy makers and educational administrators should change their approach, behavior and attitude toward parents in handling their children to act helpfully and students to deal regarding their Academic Achievement and Personality development (Naite, 2021).
4. This study may also be very helpful for all stake holders of education in helping child's success.
5. Research results indicates that improved Home Environment is responsible for the development of mental health of students, good parent-child relationships, educative environment at home, improvement in strong parenting skills, effective communication skills, positive behavior, improvement in children's confidence level, and enhances children's power of expression (Tharangai, & Stephen, 2021).

SUGGESTIONS FOR FURTHER RESEARCH

1. More researches can be conducted with large samples and increased number of institutions.
2. Not only demographic but non-demographic variables can also be included in future research studies.
3. Counseling and intervention programs should be launched for parents and guardians to improve the Home Environment.

RESEARCH DELIMITATIONS

To delimit the study, 200 male and female tenth class students from government and Private Secondary Schools of Jind District affiliated to HBSE, Bhiwani and CBSE, New Delhi were considered as sample. The study was confined to Scholastic Achievement and Home Environment only.

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