
A Study of Academic Achievement and Home Environment of Graduation Students in Relation to their Streams

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Abstract

The present investigation proposes to find out the relationship between academic achievement and home environment of graduation students. The results reveal that there is no significant relationship between academic achievement and home environment of graduation students but in relation to their streams home environment influences the academic achievement. In the present study basically two types of streams were considered for research i.e. Arts and Science. Further investigator checked the gender's impact on academic achievement and home environment. But researcher found that there is no impact of gender on graduation students' academic achievement and home environment. It is suggested that equal importance needs to be given to each stream of education then the academic achievement and home environment of graduation students won't be affected. So, they can get the equal opportunity for the success and self-development. In this study total samples consisted of 160 graduation students selected by random sampling techniques from 4-degree colleges of Yamuna Nagar (Haryana). In the present study the research tool 'home environment scale developed and standardized by K.S. Mishra' was used. The percentage obtained in the 10+2 is considered as academic achievement. The product moment method of correlation was used for determining the relationship between academic achievement and home environment of graduation students. T-test is also used to know the significant differences of academic achievement and home environment among the graduation students in relation to their gender and type of stream.

Key Words: Academic Achievement, Home Environment, Stream.

Introduction

Education is a process which involves two activities, teaching and learning. Both are related with each other as two sides of same coin. The teacher holds the key position in the educational program. A basic education is essential for everyone to understand and appreciate, during adolescence; individuals begin to plan for their future and academic progress. By the good



academic performance, the individuals will enjoy their hard work for the academic achievement and through the efforts of the dedicated working, counselors, parents and educators may be better able to assist adolescents in their home environment or exploration of academic achievement options, help them seek career related information and obtain support for their academic performance plans by developing a greater understanding of academic values. There are numerous factors affecting students' academic achievement. These factors may be home, school and peer oriented. Parveen (2007), Codjoe (2007) and Muola unanimously reached at the conclusion that home environment is the most influential factor among all the mentioned factors. It is the first institution where child starts to learn and mother is the first teacher for the baby, while the role of peers is performed by the other members of the family. It is a plausible assumption that family prepares and reinforces the symbolic attribution required by the schooling and that schooling builds upon and elaborates the symbolic resources derived from family membership. Home environment makes critical contribution to a child's achievement from early childhood through high school. Talking and playing with infants, reading, bedtime stories with toddlers, playing math and reading games with elementary school students, helping children in their homework and establishing appropriate boundaries for children are the source of success in life.

Academic Achievement

The word achievement means the end gained or levels of success attained by an individual or group on the completion of a task whether it is academic achievement. Academic achievement is the performance of the study in the subjects they study in the school. It is directly related to students' growth and development of knowledge in educational situation where teaching learning take place. Academic achievement is one of the most important goals of education. In this rapidly changing world and with the advancement in science and technology, the people have become educational minded, every parent sets high goals for his children. Good academic record predicts the future of the child. Ours is an age of competition; therefore, at every step-in life, the academic records speak for the individuals, at the time of admission, for the entrance of the job, for scholarship, for further studies etc. Good academic results are only recommendation. In other words, academic achievement refers to the quantity and quality of learning in a subject or a group of subjects is assessed by examination marks.



Academic achievement refers to the pupil's knowledge, attainment and skill developed in the school subjects which are assessed by the authorities with the help of achievement tests, in the form of examination. As academic achievement is related with school, so it has been rightly said by Indian Education Commission (1964-66) that the destiny of India is shaped in the classroom. Academic achievement of some individual differs from time to time, from one class to another due to traits of interest and individual differences. Academic achievement has great importance in a person's life. Every parent sets high goals to educate a child. Good academic achievement provides self-esteem, self-respect and courage to face the harsh realities of the world. It is the academic status of the individual as a whole. Academic achievement plays significant role in almost all aspects of human life, as in science, technology and agriculture. It has assumed enormous importance in view of its practical value. It helps in shaping the career of the individual and planning for future education. It forms the main phases of admission and promotion in class.

Generally, the students are being selected or differentiated in the school based on their academic achievement. In the present educational set up, the examinations daily, weekly, monthly, quarterly, half-yearly and annually etc. past achievement is one of the best indicators of future accomplishment academic achievement is useful in evaluating the result of instructions and serves as a measure of educational progress in predicting educational success.

Home Environment

Home is one of the primaries of society concerned with face-to-face relationship. The term 'home' is usually applied in both narrow and broad sense. In narrow sense it refers to the meaning parents and their children. In the broad sense it refers to the extended home, meaning not only the parents and children but also such other relatives as grandparents, aunts, uncle, cousins, niece and nephew. The child in the family is the recipient of whatever contractive influences may result from the interrelation of his home with social order.

Thus, home very greatly in structure and functions variation exist also in the school and in students themselves, given this diversity in home there is a need to understand how students experience within the home contribute to their educational outcomes. The family context often has been conceptualized as status variable such as social-economic status. Research evidence indicates that social-economic status is positively correlated with achievement but it is not very significant. Society changes brought about as a result of technological advancement have had a dramatic



impact on home environment in both developing and developed countries. This in turn has brought about a radical change in role of different home members and parents-child interaction. A consensus is building, however that status variables are not as important as are home process variables in predicting academic success. Since few researchers in India have attempted to focus on the influence of changing home environment, there is need to study how different family professional variables like cognitive stimulation, achievement orientation, recreational orientation, home structure and language stimulation impact on academic achievement.

The home carries responsibilities for the welfare of the child from cradle to grave. The type of achievement found at home plays an important role in development and personality make up of an individual. He learns his attitude, psychological learning from the family itself. The activities of the children are limited to his home in the early years of childhood; hence the environment of the home and environment of the family has deep impact on his fresh and impressionable mind. The home environment provides opportunities to unfold that are enfoldment in the children. In this way home environment plays a very significant role in the children. Parents' way to deal with their children develops retain attitudes among the children toward the home environment. Their effort of the family can be fruitful through value inculcation which is a lifelong process to meet this goal. In modern era children life is in the grip of value crises. Therefore, the role of home environment on values of the children cannot be ignored because home is the oldest basic and fundamental unit of human society. The home occupies the first and significant influence on the development of child. It is the home, which helps the child not only in his early childhood but also in his adolescence and provides proper guidance for the overall development of child. The home nurtures the child and prepares him for the role and function in the society. Home environment can be defined as protected relationship between parents and children in an accepted social setting.

It has established facts that home plays a significant role in very essential and vocational attainment of the child, it furnishes the basic environment for building personality of the individual with its warm intimate contact contributing to their feeling of security and belongingness home affect the various aspects of one's life, self-confidence, life-style, emotions, habits etc. Behavior problem and maladjustment among children are largely consequence of unfavorable family environment. Genuine affection for a child means that he is whole heartedly accepted. The child thus accepted will have freedom to be himself to anything out, to make mistake, to learn etc. The more genuine



the parents love to impress all his emotions freely, home environment affects the various sphere of one's life i.e., Intelligence, personality learner style, emotions, habits, attitudes etc.

Nearly all families care about their student's academic achievement but their knowledge of the system and their ability to work it to the advantage of their students varies. Stevenson and Baker (1987) through their study on home-school relation and the child's academic achievement found that the extent to which parents were involved in school activities such as parent-teacher organization and parent-teacher conferences, was positively related to student's academic achievement. Further, involvement was greater among parents of younger students and among more highly educated mother.

Murdock (1949) suggests that the institution of family is universal and argues that four functions of family sexual economic, reproductive and educational are also universal family not only protects the child during its period of biological immunity, but is also an institution, which provides for the child's socialization and initial education. And one of the important aspects of learning process is the influence of family upon the child's ability to learn.

Justification of the Study

As the world is becoming more and more competitive, the quality of performance has become the pay factor for personal progress. Parents desire that child climb the ladder of performance to as high a level as possible. This desire for a high level of achievement puts a lot of pressure on student's family, teachers, schools and in general the education system itself. In fact, it appears as if the whole system of education and home revolves around the academic achievement of students.

The role of home has been praised in the personality development of adolescence with the advance mode recently in the field of information technology, the importance of home has increased exponentially. The expansion of computer technology helps students in developing their own images at home. Through the use of internet, email and laptop computers students adopt new approaches for solving academic problems. Psychologists, educators and sociologists all agree that whatever, the structure of school and facilities be rendered by the government the home continues to occupy the most crucial role in the development of the child. Keeping in view the importance of home environment and academic achievement researcher selected this topic for research.



Objectives of the Study

1. To study the academic achievement and home environment of graduation students.
2. To study the significant relationship between academic achievement and home environment among graduation students.
3. To study the significant difference of academic achievement among graduation students in relation to their gender.
4. To study the significant difference of home environment among graduation students in relation to their gender.
5. To study the significant difference of academic achievement among graduation students in relation to their stream.
6. To study the significant difference of home environment among graduation students in relation to their stream.

Hypotheses of the Study

1. There exists no significant relationship between academic achievement and home environment among graduation students.
2. There exists no significant difference of academic achievement among graduation students in relation to their gender.
3. There exists no significant difference of home environment among graduation students in relation to their gender.
4. There exists no significant difference of academic achievement among graduation students in relation to their type of stream.
5. There exists no significant difference of home environment among graduation students in relation to their type of stream.

Method Used

Descriptive survey method was used in the present study.

Population and Sample

In the present study all students studying in degree colleges of Yamuna Nagar (Haryana) were considered as population. From this population 160 students (80 Science stream, 80 Arts stream) were selected by random sampling techniques from 4-degree colleges of Yamuna Nagar (Haryana).

Tools Used

In the present study the following tools were used.

1. Home Environment scale developed and standardized by K.S. Mishra.
2. The percentage obtained in the 10+2 was considered as academic achievement.

Procedure of Data Collection

After finalizing the sample, tools and techniques for data collection the investigator contacted the heads of colleges. He discussed in detail the purpose of investigation with the heads of respective colleges and sought permission to collect data from the students. Authorities were kind and cooperative enough to provide suitable space where in the tools could be administered to the subjects.

Statistical Techniques Used

For analysis of the data the researcher used following methods and techniques.

1. Descriptive statistics.
2. Pearson Product Moment correlation method.
3. t-test.

Results and Discussion

The main objective of the present study was to investigate the academic achievement and home environment of graduation students in relation to their gender and type of stream. In order to find out the relationship between academic achievement and home environment of the graduation students, the product moment co-efficient of correlation (r) was applied. The detail analysis and interpretation have been given in the following table.

Table:1

Variable	Coefficient of correlation (r)
Home Environment and Academic Achievement	0.145

Not Significant at 0.05 level of significance with df/158

Table Value= .159 at 0.05 Level

Table Value= .208 at 0.01 Level

Above table indicates that the obtained value (0.145) of ' r ' of academic achievement is not related with home environment of graduation students. So that there is no significant relationship between academic achievement and home environment of graduation students.

Hence, the hypothesis 1 which is stated earlier that *there is no significant relationship between the academic achievement and home environment of graduation students* is accepted.

In order to determine the significance difference between the mean scores of academic achievement and home environment of graduation students in relation to their gender, locality and type of stream, t-test was applied. The detail analysis and interpretation have been given below:

Table:2

Gender	N	Mean	SD	t-ratio	Significant Level
Male	120	57.35	7.80	0.351	P<0.05
Female	40	58.67	7.68		

Not Significant at 0.05 level of significance with df/ 158

The above table reveals that the mean scores of academic achievements of male and female graduation students are 57.35 & 58.67 and SD scores are 7.80 & 7.68 respectively. The calculated t-ratio of male & female graduation students is 0.351. The table value at 0.05 level is 1.98 with df/158. It shows that the calculated value of t-test is less than the table value and there is no significant difference between the mean scores of academic achievements of male and female graduation students.

So, the hypothesis 2 which is stated earlier that *there is no significant difference in the academic achievement of graduation students in relation to their gender* is accepted.

Table:3

Dimensions of Home Environment	Gender	N	Mean	SD	t-ratio
Home Environment	M	120	115.37	15.42	0.865
	F	40	108.52	12.31	

Not Significant at 0.05 level of significance with df/158

Table Value= .198 at 0.05 Level

Table Value= .261 at 0.01 Level

Above table indicates that obtained ‘t’ values (0.865) of the home environment is less than the table value (1.98) at 0.05 level significance with df/158. So, there is no significant difference in the mean scores of home environment of graduation students in relation to their gender.

So, the hypothesis 3 which is stated earlier that *there exists no significant difference of home environment among graduation students in relation to their gender* is accepted.

Table:4

Type of Stream	N	Mean	S.D.	t-ratio	Significant Level
Arts	80	52.70	4.69	4.75	P>0.01
Science	80	62.66	7.01		

Significant at 0.01 level of significance with df/ 158

The above table reveals that the mean scores of academic achievement of graduation students from arts and science streams are 52.70 & 62.66 and SD scores are 4.69 & 7.01 respectively. The calculated t-ratio of arts and science streams graduation students is 4.75. The table value at 0.01 level is 2.61 with df/158. It shows that the calculated value of t-test is greater than the table value and there is significant difference between the mean scores of academic achievement of graduation students from arts and science streams.

So, the hypothesis 4 which is stated earlier that *there is no significant difference in the academic achievement of graduation students in relation to their type of stream* is rejected.

Table:5

Dimensions of Home Environment	Type of Stream	N	Mean	SD	t-ratio
Home Environment	Arts	80	111.63	12.15	0.087
	Science	80	115.68	17.17	

Not Significant at 0.05 level of significance with df/158

Table Value= .198 at 0.05 Level

Table Value= .261 at 0.01 Level

Above table indicates that obtained 't' values (0.087) of the home environment 't' is less than the table value (1.98) at 0.05 level significance with df/158. So, there is no significant difference in the mean scores of home environment of graduation students in relation to their type of stream.

So, the hypothesis 5 which is stated earlier that *there is no significant difference in the home environment of graduation students in relation to their type of stream* is accepted.

Main Findings

The present study is aimed to study the academic achievement and home environments of graduation students in relation to their gender and type of stream. The data collected for this purpose were subjected to analysis to reach at main findings. For clear comprehensive, presentation of findings is made as follows:

1. There is no significant relationship between the academic achievement and home environment of the graduation students. Hence the home environment of the graduation students doesn't affect their academic achievement.
2. There is no significant difference in the academic achievement of graduation students in relation to their gender. Hence the gender doesn't influence the academic achievement of graduation students.
3. There is no significant difference in the home environment of graduation students in relation to their gender. Hence the gender doesn't influence the home environment of graduation students.
4. There is significant difference in the academic achievement of graduation students in relation to their type of stream. Hence the type of stream influences the academic achievement of graduation students.
5. There is no significant difference in the home environment of graduation students in relation to type of stream. Hence the type of stream doesn't influence the home environment of graduation students.

Educational Implications

The most outstanding characteristic of any research is that it must contribute something new in to the development of an area concerned. So, the investigator has to reveal the educational implications of the study undertaken. Findings of present study have an ample of educational implications for teachers, parents, students and administrations. The study indicates that there is negative and as well as positive correlation between the academic achievement and home environment of graduation students.

On the basis of findings of the present study, it will help the educational planners, administrators, lecturers and professors in the following ways:

1. The teacher should use the interesting and effective teaching methods and strategies to make teaching-learning process effective.
2. The teacher should provide eco-friendly environment in the classroom.
3. The present study is helpful to know about the academic achievement and home environment of the graduation students, teachers can treat the students in a better way.
4. It is useful also for the counsellor for betterment of the counselling.
5. The difference of gender among the students must be ignored while teaching them.
6. The most of the students get emotional by the behaviour of their administrator, colleagues and teachers. So, the investigator suggests the administrators to encourage confidence in the students and respect their ideas and show friendly nature.
7. Seminars, workshops and conferences should be organized in the institution for the development of self-confidence among the pupils, teachers, organizers, planners etc.
8. The teacher should give proper knowledge about the different types of environments or climate of the family.

Suggestions for Further Researches

Following are some suggestions:

1. The study may be extended to a large sample to get better result.
2. It can be done with other variables.
3. This study can be further done with the primary and secondary level of education.
4. More variables can also be used for this study to bring improvement and betterment.
5. The study may be undertaken further in different districts or in different states.
6. Similar studies may be conducted on the teachers and administrators of different colleges and institutions.

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