

Relationship between Students' Home Environment and their Academic Achievement at Secondary School Level

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Abstract

Home is the first institution of a child that have significant relationships with students' overall life. Current study have investigated the relationship of home enviornemnt with secondary school students performances. The focus of the study was to findout the relationship of home interactions, physcial facilities and students academic performances. Secondary school students were the population of the study. Data were colleted through a questionnaire and was analyzed with the help of SPSS. Percentage, mean scores, standard devaition and pearson correlation were applied to the collected data. Reuslts obtained from analysis illustrated that a substantail majority of respondents are lacking separate study rooms at their homes, have a very low interactional oppportnuties at home in home related matters, but still majority of them were satisfied with their home envionment. Based on the results it was recommended students need to be involved in domestic issues, they might be provided separate rooms for study and all the other facilities needed for educational progress of students.

Keywords: Domestic Environment; Family Members communication; Educational Performances

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Introduction

There are numerous factors affecting students' academic achievement. These factors may be home, school and peers oriented. Mangle (2007) studied learning from multi-dimensioned perspective and found students' aptitude, interest, home environment, peer's interactions and nature of learning materials has significant influences on students learning. Parveen (2007), Codjoe (2007) and Muola (2010) unanimously reached to the conclusion that home environment is the most influential factor among all the mentioned factors. It is the first institution where a 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.

"Home environment" is not an abstract concept. It is the combination of physical and psychological environment. First one includes rooms, basic facilities such as water, shelter, clothes, food and other physical needs of the individuals, while the psychological environment of home includes the mutual interactions of family members, respect, say in family matters and such other things. Both the aspect has a direct and significant influence on the overall development of students (Mukama, 2010, Muola, 2010). There are certain influential factors which influence home environment. It includes nature of family, authority (head of family), educational status of parents, attitude of parents towards children and financial position of the family; all these factors are significant for home environment (Codjoe, 2007; Mukama, 2010; Muola, 2010).

Literature Review

In her doctoral dissertation Parveen (2007) studied students' home environment and was of the view that it significantly influences student's childhood which has further influences on adult life of the child. Parveen (2007) along with Muola (2010) believe that home environment hinders or support children overall development. Parents' attitudes play a dominant role and where it is supportive enhances children performances and has positive impacts on child's development. Interactions of family members are contributive for students' as it enables them to improve their linguistic, social and intellectual skills. There is evidence that supportive home environment enhance child's confidence in his/herself, enable them to be sociable. This confidence helps students in developing their adjustment capabilities in different environments which positively influences students' educational performances. Students living in non-

supportive home environment struggle in every walk of life including educational life (Parveen, 2007; Bandhana & Sharma, 2012).

Home interactions of family members at home are frequent. Head of the family communicates messages to family members to perform home related activities at home and outside of it. The tone, words and approach in communication reflects the attitude of the head of the family and the reply of family members to the head of the family has the same ingredients which also constitutes their attitude towards the head of the family and his/her communication. Besides, family decisions are major factor that involve in-depth interactions of the family members. It is the stage from where the importance of family member say/opinion can be judged. Families that involves children in their decision making process enable their children to have self-confidence develop their self-esteem and thus contribute towards social development of students (Codjoe, 2007, Hussain & Naz, 2013; Ewumi, 2006).

Children educational activities at home are based on the physical environment of their home. Home facilities of children enable and restrain them in practicing educational activities at home. Class preparation and practice at home are fundamental for child, as a child spends only five and six hours at school and the remaining time is spent at home which needs to be utilized properly (Roemmich, Epstein, Raja, Yin, Robinson, & Winiewicz, 2006). The proper utilization of home time of child means provision of educational environment at home, which plays a dominant role in improving the educational performances of children. The establishment of Parents' Teacher Councils/ Associations at school is an important step toward increased parent's involvement in the educational activities of children (Hussain & Naz, 2013; Cooper, Robinson, & Patall, 2006; Davis-Kean, 2005). Machet (2002) further presented more detailed description of home environment and its influences on the educational performances of students. The power of imitation enables the children to learn from their parents and elders. Parents watching TV, having lunch, dinner and breakfast and other activities at home provide numerous learning opportunities for children from parents and other family members.

Study conducted by Clark, Goyder and Bissel (2007) also agreed that positive domestic environment is the prominent indicator of students' success in their academics. They further added that teaching learning process carried out at school is incomplete without the support of home environment. In this regard the study of Shah, Atta, Qureshi, and Shah, (2012) emphasized that the awareness of parents' role in the education of their children is fundamental. It makes the relationship between students'

home environment and their academic achievement at secondary school level.

Parents who take responsibility for children learning result in increasing their kids interest in the studies. Therefore, this study was aimed to investigate the relationship of home environment and the educational performances of secondary school students. Although its role has been accepted and proved by different researchers (Parveen, 2007; Moula, 2010; Bandhana & Sharma, 2012) the present study intent to explore home environment and its relationship with students educational performances in Pakistani context.

Statement of the problem

This research explored the relationship of home environment and student's education related performance of secondary school students. It concentrated to measure the relationship of family members' interactions and physical facilities at home and students' academic achievements.

Objectives of study

To investigate the research problem following were objectives were formulated;

- i. To explore the relationship of home environment and education related performances of students.
- ii. To measure the relationship amid domestic members' interactions and education related achievements of students.
- iii. To investigate the relationship among available physical facilities and education related performances of students

Hypotheses

To explore the objectives of this study following null hypotheses were framed;

- i. No significant relationship is present between home environment and the education related performances of students.
- ii. No significant relationship is present between family members' interactions and education related performances of students.
- iii. No significant relationship is present between domestic physical facilities and education related performances of students.

Methodology and Procedures

It is a quantitative descriptive study and a questionnaire was administered to investigate the relationship between home environment and students' educational performances at secondary school level. Data were collected from five hundred and ten male and female students of secondary schools of district Mardan. One hundred and eleven schools were given representation in data collection process.

Data were collected through a questionnaire having demographic information and items structured on likert scale. The questionnaire was pilot tested on twenty students of Government High School Labour Colony Mardan before the final administration in the field. The collected responses were analyzed with the help of SPSS and the reliability coefficient value was .73.

After pilot testing of questionnaire, the data were collected from the other respondents. The questionnaire was designed to investigate the home environment of students while the educational performances of students were restricted to students' 9th grade score in students' Annual Examination (2012) administered by Board of Intermediate and Secondary Education (BISE) Mardan.

Data from boys' schools were collected by the researcher himself while from girls' schools it was collected with the help of female teacher due to cultural constraints in Pakthun society. All the collected data were analyzed with the help of SPSS version 20, percentage, mean scores; standard deviation and Pearson correlation were applied to the collected data. The results of the study were tabulated as followed.

Data Analysis and Interpretation

Mean scores interpretation was done according to the range defined as followed;

Mean Score from 1.00 to 1.50 will be equal to **Strongly Disagree**

Mean Score from 1.51 to 2.50 will be equal to **Disagree**

Mean Score from 2.51 to 3.50 will be equal to **Undecided**

Mean Score from 3.51 to 4.50 will be equal to **Agree**

Mean Score from 4.51 to 5.00 will be equal to **Strongly Agree**

Table 1
Family Interactions at Home

Statements	Mean Score	Std Deviation
Care and respect of family members	4.26	.982
Following the rules home	4.09	1.31
Understanding of family members views	3.99	1.26
Home atmosphere	4.32	0.96
Cumulative mean scores	4.09	1.66

Results from analysis shows that mutual care and respect of family members have the highest mean score 4.26. majority of the respondents agreed that they follow rules and regulation prescribed at home and family members and mutual understanding have mean scores 4.09, 3.99 and 4.32 while the aggregate mean score about the overall family interactions was 4.09. These descriptions illustrated that mutual understanding of family members is not reflective they have divided views as shown by the std deviation 1.26. In nutshell majority of the respondents agreed that they have low understanding of each other but still all family members are satisfied from one another. They further noted that there were positive and congenial interactions among family members and that younger (students) are provided opportunities to have say in family matters.

Table 2
Physical Facilities at Home for Students

Statements	Mean Score	Std Deviation
Balance diet and nourishment	3.72	3.34
Study Room/separate place for study	1.24	1.67
Stationary and Allied Books/ study aids	3.89	1.47
Tuition and guidance facilities	3.75	2.36
Cumulative mean scores	3.65	1.31

The status of physical facilities available for students at home is illustrated in the above mentioned table, where study room/separate space for study is 1.24 mean scores which illustrates that majority. Majority of the students have all other facilities included, balance diet, stationary and allied books/study aids for study, and tuition and guidance facilities students have at their home. The cumulative mean scores (3.65) shows that majority of the respondents were agreed and were found satisfied from the physical facilities at their home.

Table 3

Students' Self-Esteem from the perspectives of their family

Statements	Mean Score	Std Deviation
Proud on your family	3.977	1.287
Participate in Family Discussions	2.741	1.375
Full Financial Support for Study	4.043	1.209
Cumulative mean scores	3.587	1.247

Students' self-esteem includes participation and say in family matters, financial and logistic support and pride to be the part of his/her family. The above analysis illustrates that students are not allowed to participate in family discussions and they are supported financially, majority of the students were found satisfied from their home environment

Table 4

Gender Wise Results of Students

Gender	Male	Female	Total
Pass	206 (68.4%)	164(78.4%)	370
Fail	95(31.6%)	45(21.6%)	140
Total	301(100%)	209(100%)	510

The above table illustrates the results of the respondents of the study. All (209) female students demonstrated better result than the (206) male students in the annual (9th) S.S.C examination 2012 B.I.S.E Mardan. Sixty-eight point four percent (68.4%) male students have passed the examination while 31.6% failed. On the other hand, 78.4% female students were passed and only 21.6% female students failed the examination. In nutshell the performance in the annual examination 2012 female students performed better than as compared to male students.

Table 5

Home Environment and Students' Academic Achievement

Statements	Pearson Co-relation	Sign (1-tailed)
Home Environment	.377	.037
Family interactions	.322	.000
Physical Facilities	.138	.001

**. Correlation is significant at the 0.05 level (1-tailed).

The table above shows results of Pearson correlation among the variables of the study. The r value for home environment and students'

academic achievement is .377 which is significant at .037, the r value .322 which significant for .000 illustrating the academic achievement and family interactions, while the relationship between physical facilities at home and students' academic achievement correlation value was .138 which was also significant at .001. To conclude, all the variables have correlation with students' academic achievement.

Table 6
Students' Results as academic achievement

S.NO	OF RESPONDENTS	Score OBTAINED OUT OF 525	OF PERCENTAGE STUDENTS	REPRESENTING	GRADE
1		420 and above	1.96%	Outstanding	A-1
2		368 to 419	9.01%	Excellent	A
3		315 to 367	16.47%	Very Good	B
4		263 to 314	32.74%	Good	C
5		210 to 262	11.37%	Fair	D
6		210 and below	28.43%	Satisfactory	E

The above table illustrates the grade-wise percentage of students; the highest percentage of students is 32.74 who performed good in the examination while the lowest percentage in this regard is 1.96 of those students who have performed outstanding. In remaining students 16.47 performed very good and 28.43 percent students' performance were found satisfactory.

Conclusion

Based on the analysis and interpretation following conclusions were drawn; Family interactions are important at home and take place frequently, which were found significantly related to students' academic achievement. The significant correlation scores dismissed the H_{02} showing no significant correlation between family interactions and

students' academic achievement, and an alternate H_1 that there is significant correlation between the two variables.

Physical facilities at home were also found a significant variable in students' academic achievement. The results proved the correlation between the variables. Therefore, the H_{03} was rejected with an alternate H_2 was formulated. Female students' showed higher percentage than the male students'. The outstanding performance percentage of students was very low and the percentage of satisfactory performances was significant.

Overall the home environment of students was satisfactory but the academic achievement was not outstanding. Majority of the students were lacking study room facility, they were not allowed to take participation in domestic issues but they showed satisfaction from the physical facilities, self-esteem and family interactions.

Recommendations

Keeping in view the above mentioned findings, the recommendations are given as below;

- i. Home environment is the most significant factor affecting student's academic achievement. There are various factors in home environment which are lacking in our homes for our children, which has a negative impact and a low correlation with students' academic achievement. Therefore, it is recommended that students should be provide a serene home environment for studies which could help to promote student's overall development. The most suitable mean is to give proper time to children, and an educative environment at home.
- ii. Family member's interactions at home are great source of development for children. It provides a source for the social and intellectual development of children. It also enhances children confidence level. It is therefore recommended that students should be exposed to inner interactions of family; they should be allowed to express their view point on different family matters and might be treated as a functional member of the family.
- iii. All educational related activities could hardly be practically applied without relevant study material stationary, and other physical facilities. All these facilities and equipment's are the basic needs of education. It is to recommend, therefore, that the educators should encourage parents to provide the necessary means of academic success such as stationary, books, separate study room and homework facilities at their respective homes which will result in improvement of education related performances.

- iv. Self-esteem is a significantly valuable factor in the life need of every individual. Self-esteem is important in terms of inner self satisfaction. Child's self-respect should be taken care of, therefore it is recommended that child may be provided sufficient space and opportunity to express his/her say in family issues.

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