



**ACADEMIC ACHIEVEMENT OF ADOLESCENTS IN RELATION TO THEIR
HOME ENVIRONMENT**

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Abstract

The present study attempts to examine the relationship between academic achievement and home environment of adolescents studying in ninth class . The study is quantitative in nature. Sample of the study consists of 200 adolescents of eighth class (100 males and 100 females) randomly selected from 5 government and 5 private schools of Sirmour District. Home Environment Inventory by Dr. Karuna Shankar Misra used to collect the data. Further, their 8th class marks were taken as their academic achievement. The data was analyzed by Product Moment Correlation. Result showed that there was low relationship between adolescents academic achievement and home environment of adolescents studying in eighth class.

Key Words: *academic achievement, home environment, adolescents*

Introduction

In the works of Hall, Erickson, Piaget and others, there is a clear message about the emergence of a potential for changing the course of social evolution in adolescence. At many levels, such as sexual activity, logical thinking, moral philosophy, and definition of personal identity, adolescents have the possibility of making new choices and new solutions that will change the course for themselves and for others. Adolescence is a period when rapid changes occur in the physical and psychological development of an individual. It is considered as a period of ‘_storm and stress’. The adolescents are in the process of deciding their goals, priorities and values. These decisions go a long way in influencing their cognitive styles, which include personal opinions, experiences, ideologies, beliefs etc to make the judgment about the situation.

The home and the school are the two important institutions that prepare children to become functional members of society. Society places great importance on educating its youth, recognizing that the acquisition of specialized skills and knowledge facilitates upward social mobility. Human child cannot grow up without some adult care and love. We would say that love includes delight in being with, desire to be with, desire for contact and response and

tendency to give to the other person. 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, parent 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.

Whatever is present around the living beings and above the land, on the surface of the earth and under the earth's environment is its broader sense. According to Douglass and Holland, "Environment is a word which describes, in the aggregate, all of the external forces, influences and conditions which affect the life, nature, behaviour and the growth, development and maturation of living organism". Broadly speaking these are the types of environment (i) natural environment related to nature (ii) social environment related to society. Education is the process of human enlightenment of a letter and higher quality of life. It is the process through which human personality develops. In society, an individual acquires education through formal, information and non-formal ways.

Bogenschneider (1999) viewed that parental involvement was a force on achievement. Parents who are more involved in their adolescent's schooling regardless of parent's gender or educational level have offspring who do better in school irrespective of the child's gender, ethnicity or family structure. Parental involvement works for everyone.

Kazmi et al. (2011) evaluated the impact of father's style of dealing with their children at home and their academic achievements at school. The results of this study revealed father's involvement had positive significant relationship with academic achievement of their wards. home environment including parental encouragement, involvement, parental interest, behaviour, parental aspirations, parenting skills and parenting styles have direct influence on the academic achievement of the students. Parenting styles are found to be more important that influence significantly the educational achievement of the students. Educated parents provide conducive home environment that entails parent encouragement that proves to be catalyst in boosting and maintaining achievement motivation among the students that in turn influence their academic achievement.

Statement of the problem

“Academic achievement of adolescents in relation to their home environment.”

Objective of the study:

1. To find the **relationship between** Academic achievement and home environment of adolescents.

Hypothesis:

1. There is no significant relationship between academic achievement and the home environment of adolescents.

Method

In the present study, the descriptive survey method is used as a method of research because it is in accordance with the requirements of the problem.

Sample

The sample of the study consisted of 200 student's -100 boys and 100 girls of ninth class classes randomly selected from 5 government and 5 private schools of Sirmour District.

Tools

Home Environment Inventory (HEI) by Dr. Karuna Shankar Mishra. The present home environment inventory (HEI) 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. HEI has 100 items belonging to ten dimensions of home environment.

Academic achievement: The percentage of marks of 8th class, serve as indicators of academic achievement. Academic achievement of the students was collected by giving them self constructed information sheets, in which they had to given the percentage marks of their 8th class.

Result:

Table 1: Home environment and Academic Achievement Scores of adolescent boy students

Variables	Number	Correlation	Remark
Home Environment	N= 200	r=0.025	Low Correlation
Academic Achievement			

From Table 1, it is evident that the ‘r’ value of home environment and academic achievement of adolescents is 0.025. Which indicate that the there is low correlation between home environment and academic achievement of adolescents . In this context, the null hypothesis

that “There is no significant relationship between academic achievement and the home environment of adolescents.” is rejected

CONCLUSION

As the adolescent stage is known as the stage of stress, storms of pressures. As at this stage, the children are neither considered smaller ones nor considered adults. Home is the place where a person needs not to be organized or very particular as he or she is at the maximum case and adolescent age sometimes they have to face pressures from family also. There is low correlation between home environment and academic achievement of adolescents . This may be due to the fact that parents are conscious for providing maximum facilities for children’s growth.

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