



A STUDY ON THE IMPACT OF HOME ENVIRONMENT ON THE ACADEMIC PERFORMANCE OF THE COLLEGE STUDENTS

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ABSTRACT

The current body of research looks into how college students' home environments influence their overall academic performance, categorising the students according to where they are located. The present research work used a sample size of one hundred students, and the city of Sonapat in the state of Haryana was chosen as the location for the research. The most recent findings of this line of research indicate that there is no discernible connection between the students' home environments and their academic performance in college.

KEYWORDS: Home environment, academic performance, college students.

INTRODUCTION

The education of the kid starts in the parents' own home. It has been determined that a child's home environment is a factor that contributes to the child's educational and cognitive development. [Citation needed] [Citation needed] A network of physical, social, and intellectual forces and influences that impact the student's learning is provided by the student's home environment and the activities that occur within the family. Home environment refers to the feelings and relationships that exist inside a child's immediate family. According to Pestolozzi, the ideal venue for education is the family setting, and the first school that a kid attends is the home. The family's interactions with one another, both socially and physically, as well as emotionally, come together to form the family environment. The environment that a kid is exposed to in their home is one of the most influential factors in their overall development. Interaction between parents and children, as well as the manner in which parents respond to their kid, both contribute to the formation of a particular perspective on the home environment held by the child.

There are some aspects of the home environment that, when combined, have a clear and discernible impact upon the path that the child's future social development will take. Maybe the most important factor in explaining the disparities between children is the different environments they are raised in. According to research done by Srivastav and Chandiramani (1995), students who came from families that were both organised and autonomous had higher levels of academic success than other children.

There are a variety of ways in which the home and family environment might influence the conduct of teenagers. According to Martin (1975), the environment of the family not only makes the first physical and mental contribution to the life of the child, but also becomes a major source of education and behaviour determination as a result of its continuous, intimate, numerous, and varied associations with the child over the course of their development. It has been discovered, it is said, that the need for accomplishment is reliant on how the kid has been



brought up in his home setting. This argument is based on the finding that the desire for achievement has been identified.

When it comes to regulating and integrating man's behaviour as he attempts to meet his fundamental wants, the family unit is both the most essential and the oldest institution that man has developed. From the beginning of civilization, it has been the centre for the spiritual as well as the material advancement of individuals. In its most basic form, the family may be seen as an institution in which parents and children share living quarters. Not only does the family play an important part in contributing to the social and physical well-being of its members, but it also plays an important role in the members' mental well-being. According to Sumner and Keller (1927), the family is "a tiny social structure involving at least two individuals and typically founded upon the blood connection." This is the definition that has been used to describe the family.

The individual's development and conduct are influenced in a variety of ways, including physically, socially, and psychologically, by a variety of circumstances, including the home environment, which is particularly important. Children tend to do better academically when their parents are actively engaged in their education at home. Beginning in pre-school and continuing through high school, the family provides support and encouragement that is essential to the student's academic success. It is more vital for a student to have a learning-friendly atmosphere at home than their family's money, educational level, or cultural background in order for them to succeed academically. On the other hand, children have higher academic success and remain enrolled in school for a longer period of time when their parents are active in their education both at home and at school.

There are many different ways that families may be engaged in the educational experiences of their children. Involving engagement in the home (for example, helping with homework) and in the school (for example, visiting open houses), in addition to involvement via communication between the parent and the instructor and communication between the parents themselves. When it comes to involvement practises in the context of schools, meta-analytic reviews have repeatedly shown that children whose families are more involved in school (for example, by attending parent-teacher conferences and parent meetings, visiting and volunteering in the classroom, and participating in social events in the school) have higher levels of achievement than children whose families are less involved in school. This is the case even when comparing children whose families are involved in school to children whose families are not involved in school at all .

The majority of a student's education takes place outside of the classroom. A teacher shouldn't forget that children have already completed a significant amount of non-academic learning before they reach school, nor should they forget that children contribute to their own education by learning from sources other than academic ones. There are some elements that may be included in the home environment that have an influence on a student's accomplishment for a long time and have been deemed to be significant influencing factors. These elements can be included in the home environment.

Economic Resources at Home:



When assessing a student's success, it is imperative that they take into account the impact that their family's financial resources play, particularly in a nation that has such large economic gaps.

Cultural Resources:

Families that place a high priority on their children's education spend a proportionately higher amount of money on cultural objectives and other schooling resource, which, in the end, influences how successful their children are in their education.

Parents' Participation:

Indicators of parental involvement include the frequency with which parents engage in activities such as reading to, watching with, or discussing media with their children; cooking, eating, and playing music together as a family; and discussing, addressing, and rewarding academic success in their children.

Family Structure:

There are other aspects of the home environment that might have an impact on a child's academic performance outside the family's history and cultural resources. Some of the things to think about are the family's daily routine, the family's general psychological climate, and the presence of stress.

Home Processes:

Home process research is often behavioural in nature, focusing on parental actions as opposed to the parents' resources, values, or identities. The "curriculum of the home" refers to the activities and routines at home that are most likely to result in academic achievement for children. Variables related to kids' experiences at home strongly affect their performance in the classroom.

Socio Economic Status:

The apparent influence of socioeconomic situation on learning turned out to be less dramatic once socioeconomic variables were isolated from other family variables, such as family structure and family behavioural patterns.

OBJECTIVES OF THE STUDY

1. To find out the strength of home environment with respect to its various dimensions as perceived by 1st year graduate students.
2. To find out the level of academic achievement of 1st year graduate students.

HYPOTHESES OF THE STUDY:

1. There is significant relationship between home environment and academic achievement of 1st year graduate students.
2. Locality does not have a significant effect on the academic achievement and home environment of 1st year graduate students .

RESEARCH METHODOLOGY

Study Deign

The current research largely consists of descriptive and analytical components.

Study Area

In the presented research work, we study on mainly Sonipat, Haryana State.



Sample Size

100 with be the sample size of present research work.

Sampling Technique

In the present research work, for sample selection Experience Sampling Methods are used which includes face to face interaction.

Data Collection Procedure:

Present study is based mainly on Primary data. Personal interactions, interviews and questionnaire have been used to collect the analytical data.

Data Analysis Procedure:

- SPSS
- Mean, SD
- One sample t test
- Correlation Analysis

DATA ANALYSIS

Table 1: Relationship academic achievements with home environment of college Students

Types of Variables		N	'r'	Result
Dependent	Home environment	100	.382	Positive correlation
Independent	Academic achievements	100		

There is positive correlation among academic achievements with home environment of college students.

Table 2: Difference in home environment and academic achievements among Urban and rural locality of college students

Group Statistics					
Locality		N	Mean	Std. Deviation	Std. Error Mean
home environment	URBAN	28	1.25	.441	.083
	RURAL	72	3.51	1.151	.136
academic achievements	URBAN	28	2.21	1.475	.279
	RURAL	72	3.25	1.172	.138

There is no significant Difference in home environment and academic achievements among Urban and rural college students

CONCLUSION

The current body of study looks on how college students' home environments influence their overall academic achievement, categorising the students according to where they are located. The findings of the research indicate that there is no discernible difference between the home environments of college students and their academic achievement in whatever subject they study. Coupled with this, there is a beneficial correlation between the kids' environments at



home and their overall academic achievement in college.

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