

Effect of Control Dimensions of Home environment on Academic Achievement

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Abstract: *In the present study an attempt was made to investigate the effects of control dimensions of home environment on the academic achievement of class X students. The study was carried with the 472 samples selected randomly from the schools by using the standardized tools i.e. Family Environment Scale (FES) by Dr. Harpreet Bahtia and Dr. N. K Chadha (1993) to collect the data. To find out the effect of control dimensions, first of all, three groups viz: high, average and low were formed on the basis of the scores obtained on Family Environment Scale as given in the manual. Then, the Means and Standard Deviations of the achievement scores for each group level were calculated. Mean Differences in achievement scores between the two pairs of groups (high vs average, high vs low and average vs low) were then tested by applying t-test.*

Key words- *Academic Achievement, Home Environment, control*

1. Introduction

Academic achievement may be defined as the performance of the students in the subjects they study in the school. Students acquire knowledge and develop skills in the school environment, and become competent in subjects which they study during academic session. Stagner (1962) defined achievement as a degree of proficiency or progress made by pupils in the mastery of school subjects.

Many parents are worried about their child's academic future. A typical complaint of parents is 'though a lot of money is being spent, everything essential is made available to the child, the child is not achieving properly'. Spending money, provision of books, guides and of special coaching classes may be of little use if the child is not interested in studies. If the child lacks interest, parents readily blame the teachers. The role played by parental attitudes and behaviors, general atmosphere within the family and child's relation with family members may be more significant than the role played by the money spent on the child

education. Cohen (1976) found that any unfavorable parent-child relation as over-indulgence, rejection, over-protection, or domination is likely to cripple the child's chances to adjust successfully to the school situation. Tiwari (1979) found that drop-outs have parents who over-protect or show negative and restrictive behavior and give significantly greater weight to punishment, co-operation and autocracy.

The present study aims at finding out the most important factors that have a bearing on pupil's scholastic achievement and suggest ways and means to improve these factors bearing on pupil's scholastic achievement.

2. Operational Definitions of the Key terms

a) Home Environment- It refers to the psycho-social climate of home as perceived by children. It provides a measure of the quality and quantity of cognitive, emotional and social support that has been available to the children within home. Home environment consists of the following dimensions-

b) Control It refers to the degree of limit setting within a family.

3. Objective –To study the effect of control dimensions of home environment on the academic achievement of class X students.

4. Hypotheses of the Study There is significant difference in student's achievement among high, average and low groups formed in respect to the Control dimensions of home environment.

5. Sample

The sample for the present study consist of 472 students studying in class X which were selected randomly by giving fair representation to all types of schools.

6. Data Collection:

The investigator visited the schools under study and sought the permission from the heads of the institutions under study and tests were administered to the class X students. While administering the tests, instructions were read out by investigator and illustrative examples were explained to the students. When required. It was made sure that all the students had understood the instruction fully regarding the answering of the tests and then they were asked to respond the tests.

7. Scale used

The Family Environment Scale (FES) constructed by Dr. Harpreet Bhatia and Dr. N. K. Chadha have been used which measures the home environment with respect to control dimension of home Environment and Academic Achievement.

8. Findings

To find out the effect of control dimensions of home environment on the academic achievement of class X students, first of all, three groups viz: high, average and low were formed on the basis of the scores obtained on Family Environment Scale as given in the manual. Then, the Means and Standard Deviations of the achievement scores for each group level were calculated. Mean Differences in achievement scores between the two pairs of groups (high vs average, high vs low and average vs low) were then tested by applying t-test in the table below:

Showing the Mean Differences in Student's Achievement among High, Average and Low Groups of Control Dimension of Home Environment

Group Level	N	M	SD	Df	(D)	σD	t value	Sign Value
High CNT	22	51.86	11.46	28	4.96	1.7	2.9	.01
Avg CNT	7	46.9	12.02					
High CNT	62	51.86	11.46	24	8.06	1.63	4.9	.01
Low CNT	183	43.8	11.00					
Avg CNT	227	46.94	12.02	40	3.18	1.15	2.69	.01
Low CNT	183	43.8	11.00					

The Table above Shows that:

For the high and average organization groups, the null hypothesis is rejected and the research hypothesis is accepted. This indicates that there is no significant difference in students' achievement between high and average control group. As this difference is in favor of high control group, it reveals that the students belonging to high control group achieve more as compared to the students belonging to low control group. It shows that there is a favorable effect of group control on student's achievement in favor of high control group.

For the high and low control groups, the null hypothesis is rejected and research hypothesis is accepted. This indicates that there is no significant difference in students' achievement between high and low control group. As this difference is in favor of high control group, it reveals that the students belonging to high control group achieve more as compared to the students belonging to low control group. It shows that there is a favorable effect of group control on student's achievement in favor of high control group.

For the average and low control groups, the null hypothesis is rejected and research hypothesis is accepted. This indicates that there is no significant difference in students' achievement between average and low control group. As this difference is in favor of average control group, it reveals that the students belonging to average control group achieve more as compared to the students belonging low control group. It shows that there is a favorable effect of group control on student's achievement is favor of average control group.

9. Conclusion

The study has revealed that the students belonging to high and average control group achieve more as compared to the students belonging to low control group. It shows that there is a favorable effect of group control on student's achievement in favor of high and average control group. It means that the degree of limit setting within a family influence the academic achievement of school children. Better discipline at home leads to better academic achievement. The degree of limit setting at home within the family makes the students high achiever. High parental control is associated with high achievement. Disciplining home is essentially detrimental for cognitive development. Thus, higher is the discipline at home, greater will be the chance of high achievement.

It is therefore suggested that Parents at home should provide limit setting within a family, and should subscribe good quality home environment to induce the children to achieve more.

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