



Available Online

Journal of Education and Social Studies

<http://www.scienceimpactpub.com/jess>

IMPACT OF HOME ENVIRONMENT ON THE ACADEMIC ACHIEVEMENT OF STUDENTS: A CASE STUDY OF DISTRICT TOBA TEK SINGH

Fazia Qayyum^{1,*}, Sana Afzal¹ and Mudassar Yasin²

¹Institute of Agricultural Extension, Education and Rural Development, UAF Sub-campus Toba Tek Singh, Pakistan

²Department of Agricultural Extension, MNS-University of Agriculture, Multan, Pakistan

ABSTRACT

Home and school are the main institutes for providing the child's primary socialization and laying the educational foundation for them. The child's overall life has a significant relationship with the home environment. Therefore, the present study was carried out in District Toba Tek Singh to investigate the effect of the home environment on the academic achievement of secondary school students. The study was descriptive in nature and a sample of 330 respondents was chosen through a proportionate sampling technique. The data were collected through a self-administered questionnaire after checking the reliability and validity of the instrument. The collected data were analyzed using computer-generated software SPSS (Statistical packages for Social Sciences) in the form of mean, standard deviation, and percentage. Most of the respondents who participated in the study belong to a rural area, having graduation level of education, occupation is business and employment. The study finds that children from higher income-status and upper-working class homes perform better academically than those from lower income-status and lower-working class homes.

Keywords: Impact; Home environment; Academic achievements; Students.

This is an open access article under the CC BY license (<http://creativecommons.org/licenses/by/4.0/>).

**Email: saramaliksara76@gmail.com*

© The Author(s) 2020.

INTRODUCTION

Home and school are the main institutes for providing the child's primary socialization and laying the educational foundation for them. A strong and effective education system is vital for every country in the world to boost the development of any country. Academic performance is mostly related to the following four things; teacher, student, school, and home. In the competition age, every human strives for success. For academic achievement success, students need real teaching, better education, and a learning environment, which should be well-matched with pillars on which the future achievements of their lives stand (Mimrot, 2016). Like the other factors, the student's family background has a significant relationship with their academic outcomes, as the review literature stated.

The home environment means all the humans living in the home and material resources present in it. The facilities available to children at home are parents' education, socioeconomic status, socialization, and occupation, which play an important role in the achievement of the ideal and harmonious development of a child (Khan et al., 2019). Many researchers such as Padilla & Gonzalez (2001) and Aremu & Sokan (2003) reported the huge factors that affect the academic failure of students, out of these home and school environment factors, lack of learning resources, and genetic factors reported by Adeagbe (2004) and Aremu & Oluwole (2001). Therefore, the researcher carried out the case study to find the home environment factors that affect the academic achievement of secondary school students in District Toba Tek Singh, Punjab, Pakistan.

METHODOLOGY

The study was carried out in district Toba Tek Singh, Punjab, and applied a descriptive survey research design. A total of 253 secondary schools (146 Female and 107 male) are located in district Toba Tek Singh. The 33 secondary schools were selected for the sample of study through the propionate sampling technique. From each school, ten respondents were chosen randomly and making a sample size of 330 respondents. The data were collected using a self-administered questionnaire and were analyzed by the computer-generated software 'SPSS' (Statistical packages for Social Sciences). The analyzed data were presented in the form of mean, standard deviation, and percentage.

RESULTS AND DISCUSSION

Table 1. Background of family.

Variables	Categories	Frequency	Percentage
Gender	Male	250	75.8
	Female	80	24.2
	Total	330	100.0
Occupation	Employee	127	38.5
	Business	108	32.7
	Labor	41	12.4
	House wife	54	16.4
	Total	330	100.0
Qualification	Middle	6	1.8
	Matric	116	35.2
	Intermediate	48	14.5
	Graduation	107	32.4
	Master	53	16.1
	Total	330	100.0
Income	10000 - 20000 PKR	142	43.0
	20001 - 30000 PKR	33	10.0
	30001 - 40000 PKR	20	6.1
	40001 - 50000 PKR	108	32.7
	Above 60000 PKR	27	8.2
	Total	330	100.0
Family members	2-5	166	50.3
	6-10	164	49.7
	Total	330	100.0
Location	Urban	121	36.7
	Rural	209	63.3
	Total	330	100.0

Table 1 shows the demographic characteristics, i.e., gender, occupation, qualification, income, family members, and location of respondents (parents). The demographic features of parents are divided into categories, frequency, and percentage. The tabulated results indicate that 75.8% of the respondents were male, and 24.2% were female. As well as, the occupation of the respondents is concerned, 38.5% of the respondents were employees, 32.7% have their own business, 16.4% females were housewives, and 12.4% of the respondents were labor. Similarly, regarding the qualification of the respondents, the results indicate that 35.2% hold matric degree, 32.4% hold graduation, 16.1% hold a master degree, 14.5% have intermediate, and 1.8% holds the middle certificate.

Regarding the income of the respondents, 43.0% of the respondents have a monthly income of 10000 to 20000 rupees, 32.7% have a monthly income of 40001 to 50000 rupees, 10.0% have a monthly income of 20001 to 30000 rupees, 8.2% have the monthly income more than 60000 rupees and 6.1% of the respondents have the monthly income of 30001 to 40000 rupees. The tabulated results exhibited that 50.3% of the respondents have 2 to 5 family members and 49.7% of the respondents have 6 to 10 family members. As well as the location of the respondents is concerned, it is clear from the results that 63.3% of the respondents belong to the rural background and 36.7% of the respondents have an urban family background, as shown in Table 1. Sattar et al. (2020) studied demographic predictors and concluded that demographic factors affecting students' academic outcomes are; gender, family size and type, parental education, socioeconomic status, and residency. Sirin (2005) studied the effect of family's socioeconomic status on students' academic achievement and stated that resources such as food, clothes, and school supplies provided to the child at home had an indirect impact on the child's academic achievements.

Table 2. Views of respondents regarding the statement "Do you want your children to adopt the same type of occupation as you are?".

Level of Assessment	Frequency	Percentage	Mean	S.D.
Strongly Disagree	87	26.4	3.86	1.049
Disagree	176	53.3		
Undecided	7	2.1		
Agree	53	16.1		
Strongly Agree	7	2.1		
Total	330	100.0		

The analyzed data are presented in the form of frequency, percentage, mean and standard deviation, as depicted in Table 2. The response of parents was assessed in the five different levels such as; strongly disagree, disagree, undecided, agree & strongly agree. It was observed from the achieved results that parents showed a variable response against the statement (i.e., Do you want your children to adopt the same type of occupation as you are?). The tabulated results clearly indicate that 53.3 percent of the parents disagreed with the statement, and only 2.1 percent showed undecided and strongly agreed with response against the statement. The highest percentage exhibited that majority of the parents were found to disagree with the statement. Davis-Kean (2005) concluded that parents with higher income and more years of schooling have higher expectations for their child in school.

Table 3. Respondents' views regarding the statement "Some occupations affect parents time that they could not attend their children's academic needs".

Level of Assessment	Frequency	Percentage	Mean	S.D.
Strongly Disagree	117	35.5	4.12	0.863
Disagree	157	47.6		
Undecided	42	12.7		
Agree	7	2.1		
Strongly Agree	7	2.1		
Total	330	100.0		

The analyzed results in Table 3 are presented in the form of frequency, percentage, mean and standard deviation. The opinion of respondents was assessed in five different levels, i.e., strongly disagree, disagree, undecided, agree and strongly agree. The analyzed results are significantly variable regarding the statement (i.e., Some occupations affect parent's time that they could not attend to their children's academic needs). It is clear from the results that 47.6 percent of the parents disagreed about the statement, and 2.1 percent of the parents agreed and strongly agreed about the statement. Gobena (2018) studied family socioeconomic status and found that family income did not bring anything new to students'

academic achievement. Family education level contributed 40.96% to the students' academic achievements, while sex and students' academic achievement showed negative relationship.

Table 4. Views of respondents regarding the statement "Parents who belong to poor occupations face difficulty to provide learning aids for their children".

Level of Assessment	Frequency	Percentage	Mean	S.D.
Strongly Disagree	88	26.7	3.75	1.125
Disagree	153	46.4		
Undecided	14	4.2		
Agree	68	20.6		
Strongly Agree	7	2.1		
Total	330	100.0		

The analyzed data are presented in the form of frequency, percentage, mean and standard deviation, as depicted in Table 4. The response of parents was assessed in the five different levels such as; strongly disagree, disagree, undecided, agree & strongly agree. It was observed from the achieved results that parents showed a variable response against the statement (i.e., Parents who belong to poor occupations face difficulty to provide learning aids for their children.). The tabulated results clearly indicate that 46.4 percent of the parents have disagreed with the statement, and only 2.1 percent were strongly agreed with the statement. The highest percentage exhibited that majority of the parents were found to disagree with the statement. Machebe et al. (2017) studied on impact of parents' income level and concluded that parents' involvement in school activities of children matters most rather than the parent's financial status to uplift the children's academic performance.

Table 5. Respondents' views regarding the statement "High-income status parents children achieve better academically than those from low-income status parents".

Level of Assessment	Frequency	Percentage	Mean	S.D.
Strongly Disagree	74	22.4	3.17	1.328
Disagree	69	20.9		
Undecided	56	17.0		
Agree	100	30.3		
Strongly Agree	31	9.4		
Total	330	100.0		

The analyzed results in Table 5 are presented in the form of frequency, percentage, mean and standard deviation. The respondents' opinion was assessed in five different levels, i.e., strongly disagree, disagree, undecided, agree, and strongly agree. The analyzed results are significantly variable regarding the statement (i.e., High-income status parents' children achieve better academically than those from low-income status parents). It is clear from the results that 30.3 percent of the parents were agreed with the statement, while 9.4 percent of the parents were strongly agreed with the statement. Jabbar et al. (2011) studied the effect of the demographic factors on the outcome of secondary school students and concluded that the financial pressure and family size affect learners' performance.

Table 6. Views of respondents regarding the statement "Academically upper-working class home children perform better than those from lower-working class home".

Level of Assessment	Frequency	Percentage	Mean	S.D.
Strongly Disagree	41	12.4	2.99	1.256
Disagree	90	27.3		
Undecided	69	20.9		
Agree	85	25.8		
Strongly Agree	45	13.6		
Total	330	100.0		

The analyzed results in Table 6 are presented in the form of frequency, percentage, mean and standard deviation. The opinion of respondents was assessed in five different levels, i.e., strongly disagree, disagree, undecided, agree, and strongly agree. The analyzed results are significantly variable regarding the statement (i.e., Academically upper-working class home children perform better than those from lower-working class homes). It is clear from the results that 27.3 percent of the parents have disagreed about the statement, and 12.4 percent of the parents were strongly disagreed about the statement. Gobena (2018) Studied family socioeconomic status and found that the family income did not bring anything new to students' academic achievement. Family education level contributed 40.96% to the students' academic achievements, while sex and students' academic achievement showed a negative relationship.

CONCLUSIONS

In conclusion, the home environment plays a significant role in the students' school life and academic performance. The current research findings showed that the children who belong to a better home environment achieved higher academic performance and succeeded in their lives than those with an uncomfortable or harmful home environment.

REFERENCES

Adeagbe, T. T. (2004). Effective communication language teaching method, parent supportiveness and gender in learning outcomes and attitude in Yoruba reading comprehension. An Unpublished Ph. D Thesis of University of Ibadan, Ibadan.

Aremu, A. O., & Oluwole, D. A. (2001). Gender and birth order as predictors of normal pupil's anxiety pattern in examination. *Ibadan Journal of Educational Studies*, 1(1), 1-7.

Aremu, O. A., & Soka, B. O. (2003). A multi-causal evaluation of academic performance of Nigerian learners: Issues and implications for National development of Guidance and Counselling. University of Ibadan, Nigeria.

Davis-Kean, P. E. (2005). The influence of parent education and family income on child achievement: the indirect role of parental expectations and the home environment. *Journal of Family Psychology*, 19(2), 294.

Gobena, G. A. (2018). Family socioeconomic status effect on students' academic achievement at college of education and behavioral sciences, Haramaya University, Eastern Ethiopia. *Journal of Teacher Education and Educators*, 7(3), 207-222.

Jabbar, M., Aziz, M. A., Zeb, S., Asfani, K., Suswanto, H., & Wibawa, A. P. (2011). A study on effect of demographic factors on the achievement of secondary school students in the Punjab, Pakistan. *International Journal of Academic Research in Business and Social Sciences*, 1(1), 63-76.

- Khan, F. N., Begum, M., & Imad, M. (2019). Relationship between students' home environment and their academic achievement at secondary school level. *Pakistan Journal of Distance and Online Learning*, 5(2), 223–234.
- Machebe, C. H., Ezegbe, B. N., & Onuoha, J. (2017). The impact of parental level of income on students' academic performance in high school in Japan. *Universal Journal of Educational Research*, 5(9), 1614–1620.
- Mimrot, B. H. (2016). A study of academic achievement relation to home environment of secondary school students. *The International Journal of Indian Psychology*, 4(1), 30–40.
- Padilla, A. M., & Gonzalez, R. (2001). Academic performance of immigrant and US-born Mexican heritage students: Effects of schooling in Mexico and bilingual/English language instruction. *American Educational Research Journal*, 38(3), 727–742.
- Sattar, T., Ullah, M. I., Rehman, A. U., & Ismail, H. (2020). Association of demographic predictors with multidimensional aspects of students' engagement and their academic performance in high schools of Southern Punjab, Pakistan. *Review of Education, Administration & LAW*, 3(1), 53–61.
- Sirin, S. R. (2005). Socioeconomic status and academic achievement: A meta-analytic review of research. *Review of Educational Research*, 75(3), 417–453.