



Effect Of Home Environment On Students' Academic Achievements At Higher Level

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ABSTRACT

This study aims to examine the effect of the home environment on students' academic achievement. The study's main objective is to explore the rapport between the home environment and student's academic achievement in Pakistan. Descriptive Survey Research design was used in which data from 300 respondents was collected using a self-administered questionnaire from four provinces of Pakistan. A stratified random sampling technique was used to sample the respondents. The data was analysed using regression analysis. The result is elucidated in three forms; demographic information, descriptive analysis, and inferential analysis. The study results indicated a weak positive correlation between home environment and student's academic achievement. It is also revealed that there are no differences of opinions existed between the opinions of male and female status perception about home environment and academic achievement in gender. Finally, recommendations were given to parents, policymakers, and educational administrators.

KeyWords: Home environment, effect, academic achievement, higher education

INTRODUCTION

The academic goal of young learners necessitates profound and extra-ordinary tutoring expected by parents, teachers, and stakeholders. Collins (2007) offers numerous factors in educational purposes to learners. The home environment is considered one of the significant factors affecting learners' performance and academic achievement. Expósito, L. M. C., & Granados-Sánchez, J. (2020) discusses the training course's design and content. We investigate the changes implemented by course participants when designing their subject courses. According to Rusinko, C. A. (2010), this study aims to cultivate an agenda in form of general option background to incorporate sustainability into higher education (SHE) so that academia faculty and administrators can make more suitable strategic selections regarding SHE. Rieckmann, M. (2012) elaborate universities can play an indispensable role in shaping the bright future of the world society in terms of sustainable development (SD) by generating novel understanding and contributing towards growth of suitable capabilities, and raising mindfulness of SD. Gyberg, P. et al. (2020) shows how Swedish teachers can manage the uncertainty and complexity related to sustainable development (SD) in the knowledge areas related to school curriculum requirements. Misiaszek, G. W. (2019) critically analyzes the teaching method of reshaping the environment to focus on reading development. Breiting, S., & Wickenberg, P. (2010) tell the history and gradual progress of environmental schooling and Education for Sustainable Development (ESD) in Sweden and Denmark. Hajer, M. A. (1995) points out the rise of democracy and political significance. "Environmental modernization" is a different concept in the language of ecological politics. Younas, M., & Noor, U. (2020) the environment is well-defined as an aggregate for internal and external situations affecting on person's existence, development, and welfare. It is the effect on individual comes in interaction with after inheritance Maigida, J. F., & Ogwo, B. A. (2013) elaborates teens' homes can also speed up or hinder academic attainment. Genuinely, the home environment impacts children viably by several means, such as the first-hand experience of seeing parents, older siblings, etc. In this way, parents can play a substantial role in bringing up their children most profoundly and positively.

Larson, R. W. (2000) analyzes the development of positivity as one of many examples of learning experiences that should be studied as part of active youth development. The initiative is essential for adults in our society and will become more critical in the 21st century, but young people rarely have the opportunity to learn it. Appleton, J. J., et al. (2008) supports the link between participation, achievement, and school behavior between the level of economic and social strengths and weaknesses. Yale, A. T. (2019) says private tutoring plays a vital role in the university's student experience. Younas et al. (2020) private tutoring embodies the relationship between students and the university, which shows that it can provide insights beyond the specific relationship between institutions and higher education backgrounds. Realyvásquez-Vargas, A. et al. (2020) study targets to determine the influence of lights, noise, and heat levels on college students' educational performance during the COVID-19 pandemic. Aristovnik, A., et al. (2020) shown that students are most satisfied with the faculty's support and their university's public relations during the global blockade and the transition to online learning. Bhang, S. Y., et al. (2018) impact of acute noise on cognitive function has long been

the subject of research, but these effects are still a severe problem of school-age children's academic performance.

Okreǳlicka, M. (2018) explains that higher education has shaped many future administrators, policymakers, organizers, and educators. It is possible to get ready students and increase evidence and knowledge to move for sustainable future. Parents are the most liable and accountable personalities for training the learners on numerous moral, ethical, behavioral, and adaptability levels. They are providing necessities and luxuries of life to develop cognitive abilities for educational velocity. Numerous studies have investigated the parental economic background as a factor, e.g., Mully (2001), Jeyne (2005). Such studies have observed different variables such as parents' education profession and personal income and discovered the children whose parents have good financial background can perform well in school. Therefore, a student's academic performance cannot be separated from home atmosphere in which children live in well home environment. Vamadevappa, H. V. (2005) said it is a positive and substantial relationship among parents' involvement and educational achievements. Education has one of the vital tasks to guide young people to become valuable members in society and the training informally starts at home. The home is the first school for children they enter to learn after they are born, contributing the most crucial part in developing a child's personality.

Faaz, M. (2017) exemplifies the present scenario of Socio-Economic Position has a powerful impact on students' educational achievements. A clear difference can be realized between the students who belong to a good financial position and the level of parents' education. The home environment means the child's family background, including all human and substantial resources present in the home which affect the living status of children such as parent's education, profession, financial status, and the socializing about the facilities presented in the house. Capraro, M. M., et al. (2000) highlighted demographic factors and the effects of financial status are still dominant at the individual level. So, home is the base to improve the child's primary characteristics. Eamon, M. K. (2005) deliberated in several different methods; it is often intended by observing parental education, employment, income, and abilities used by people individually or collectively. Duke, N. K. (2000) explain students' achievement is undesirably correlated with parents' low financial level because it is a hindrance to individuals to gain access and resources of learning. It is helpful if the government provides national education policy for homes and schools about this excellent task which covers the national goals. Fan, X. & Chen, M. (2001) suggest that parental involvement positively influences students' academic attainment, which is naturally appealing to society. In particular, for learning a sustainable education, the parent's role is very important to solve many education problems.

Gottfried, A. E., et al. (1994) discuss the parental motivational role in children's academic inherent motivation and success in a longitudinal study of children. There is a helpful and significant association between parental participation and academic achievement. The intact environment includes home and care facilities, neighborhood, school, fellow students, and everyday life encounters with people. Garzon, G. (2006) pointed out that students with high SES level can perform better than middle-class students, and the

middle-class students can perform better than low level SES students. It has a marvelous effect on student achievement, whether we are speaking about the living situation or learning environment. Henderson, A. T. (1986) said parent involvement and student achievement are found in their children's teaching at home, and they perform better in school. When parents are involved inschool work, their kids can go faster in school. Noor et al (2020) discusses the environment has an incredible effect on nurturing human nature, loving and caring behavior, and sharing habits that affect most rather than the tangible environment. Its behavioral dealings, not the architecture that influences students to the maximum degree. Ferguson, T. J., et al. (1991) said economic condition and family size are directly related to achievement. Yamamoto, Y., & Holloway, S. D. (2010) discusses about academic achievement, home setting, and learning activities explains the major variance. Machebe, C. H., et al. (2017) study assessed the socio-economic status, especially the impact of parents' income and the relationship between parents and children on students' academic performance in Japanese high school. In assumption, denying that the role of student's home situations will not help to provide teachers and schools with the capability to reduce attainment gaps.

Many studies have highlighted the positive connection between the home environment and the secondary school students' academic performance, e.g. (NIMMI MARIA 2015 Dr.Y.S.Deswal, Rekha Rani (2014) Jayanthi J. and Srinivasan K (2015). The studies' key focus relied on parents' unique role in the academic life of young learners. Shinivasan (2015) highlighted that parents' encouragement and motivation significantly affected academic performance and proved to be a positive reinforcement for young learners. Mayer, S. E. (2010) observed the children of wealthy parents are likely more succeed in life than poor ones. Because wealthy parents can spend more than poor parents on child education, because this investment is for better outcomes. The whole environment influences the interaction of children with the family. Rouse, C. E., & Barrow, L. (2006) perceived that financially disadvantaged parents are not able to afford educational expenses of their children at higher levels. Children need a pleasing and exciting environment, characterized by social care, particularly by the mother, and provides various experiences and stimulations. Sander, W. (2001) expresses that SES low level strongly disturbs the students' achievement and dragging them down towards lower level. Therefore, parents are the most potent force to attain the academic achievements of their children. Home environments vary in many aspects, such as parents' "Friendly Home Environment, Home Facilities, Parents Attention or Care, Motivational Behavior of Parents, Parents Financial Status." Children coming from different environments have their academic achievements affected differently.

Crawford, P. A., & Zygouris-Coe, V. (2006) argue that the home environment is very important element for student success than anything else. The encouragement to students from environment can promotes learning and boosts his/her capabilities, while discouragement from environment only depress the abilities of students. Pajares, F., & Schunk, D. H. (2003) Academic achievement is the attainment of ability in academic works as evaluated by teachers by tests. Educational achievement is gifted by actual performance

of classwork in school setting. The home environment had a significant effect on the level of students learning. The home atmosphere applies a direct and indirect influence on the child's academic capability and achievement. Additionally, the home setting and family-style life providing a system of physical, social, and intellectual aspects directly affecting student learning. Younas, M., & Noor, U. (2020) said that encouraging level of families, expectations, and educational activities at home are connected to socio-economic status. Families with different socio-economic status create a different learning situation that affects the child's achievement.

Several studies show the family's role and specific connections between child and parents have detailed interactions in routine family discussions and intellectual stimulation. De Haan, G. (2010) provides a capacity model for ESD in the formal education sector. The study positions that cultural deeds and parental participation show a significant connection to academic achievement. Also, Schunk, D. H., & Pajares, F. (2002) state that academic achievement refers to a broad variety of educational outcomes. Different variables, which includes scores on consistent achievement tests of several subject areas classroom grades and specific measure of academic achievement is proposed. Sund, P., & Gericke, N. (2020) & Hind Al Fadda, Muhammad Afzaal, Phillip J. Haberman (2020) elucidated that teachers play a significant role to questions about their teaching that contributes to education for sustainable development in their respective subject areas.

As has been mentioned earlier, academic achievement is the attainment of proficiency in literary works as evaluated by teachers by standardized tests. In light of this, academic achievement is accomplished by the actual execution of classwork in the school setting. It is typically assessed by the use of teacher ratings, tests, and exams. Different researches show that student perceptions of academic competency decline as they advance in school. Students were motivated by teachers who cared about learning and showed enthusiasm. These teachers introduced topics in an exciting and challenging way. Cothran, D. J., & Ennis, C. D. (2000) used varied teaching strategies and promoted student involvement by allowing participation in selecting learning activities.

The environment has a marvelous effect on student academic achievement, although we are speaking about the existing environment (home) or the education environment (school). When we think about student's home environment, we often think about a house, a yard or neighborhood, etc. Accurate, these make up a portion of the home environment, but they are not complete. I had seen many attractive homes with managed lawns located in "The good part of town" that turned out to be disadvantaged learning settings. Often in these families, there is conflict between parents, and much of that is taken on by the stress related with the expenditure of charge up such a fine-looking "home" an unhappy home is not favorable to learning.

On the other hand, I have been in homes where the house was in poor condition (but was clean), and the lawn was less than perfect, and the neighborhood was less than desirable. Yet the home's atmosphere was filled with love and joy and respect and made for an excellent learning environment. Thus, family and its contribution to university students' academic achievement are worth being investigated.

Therefore, based on this background, the present study investigates the influence of academic achievement, parents' attention, and its effect on academic achievement, followed by factors such as parents' economic conditions, facilities provided in homes, motivation, and behavior of the parents towards children. This parental involvement as home environmental factors on students' academic achievement is very demanding. To recommend what should be done to increase the academic achievement of students in Pakistan. To address such questions, the study proposes the hypothesis in the following way.

The hypothesis of the study

H1. Factors such as friendly environment, home facilities, motivational behavior, parents economic position regarding the home environment play a significant role in academic achievement.

H2. Variable such as home environment and academic achievement have a strong rapport regarding students' academic achievement.

H3 There is a correlation between the home environment and academic achievement among higher-level students.

METHODOLOGY

The detailed information about the population, sample, and instrument used during data collection is described. The methodology is a set of practices. This term may refer to procedures widely used across an industry or scientific discipline, the techniques used in a particular research study, or the techniques used to accomplish a specific project. People may also use the term "methodology" to refer to the study of such methods, rather than the processes themselves. The study population is all public sector universities of Pakistan in four provinces except medical and engineering universities. Simple random sampling is used to select the respondents of the study. The data collected through questionnaires contained different parts related to the Students' Home environment and academic achievement. The sample of the study involved 300 male and female students of undergraduate to postgraduate level. Quantitative research is a structured way of collecting and analyzing data obtained from different sources

Variables:

Independent Variable: Home environment

Dependent Variable: Higher level students (University Students)

Sample

The quantitative method in this study considers that it appeals to this study in terms of problems and nature. It highlights how the home environment can make it more convenient for the sustainable development of students' study outcomes. The detailed information about the population and instruments used for data collection is described. Five famous cities and six renowned universities were the populations of this study,

including the federal administrative unit and 300 samples collected from postgraduate students of selected universities.

Sr.	Province/ Area	Regions	University Name	Samples Frequency	Study Level
1	Federal Area	Islamabad City	National University of Modern languages	50	Postgraduate
2	Punjab	Lahore	University of Education University of Punjab	50 50	Postgraduate
3	KPK	Peshawar	University of Peshawar	50	Postgraduate
4	Baluchistan	Quetta	University of Baluchistan	50	Postgraduate
5	Sindh	Karachi	University of Karachi	50	Postgraduate

This study is entirely different from previous research in methods, nature as an analysis procedure. It is the interpretations to determine the impact of the home environment on students' academic achievement of postgraduates' students of different regions in Pakistan. The data collected through questionnaires contained other parts related to the Students' Home environment and academic achievement.

Results and Discussions

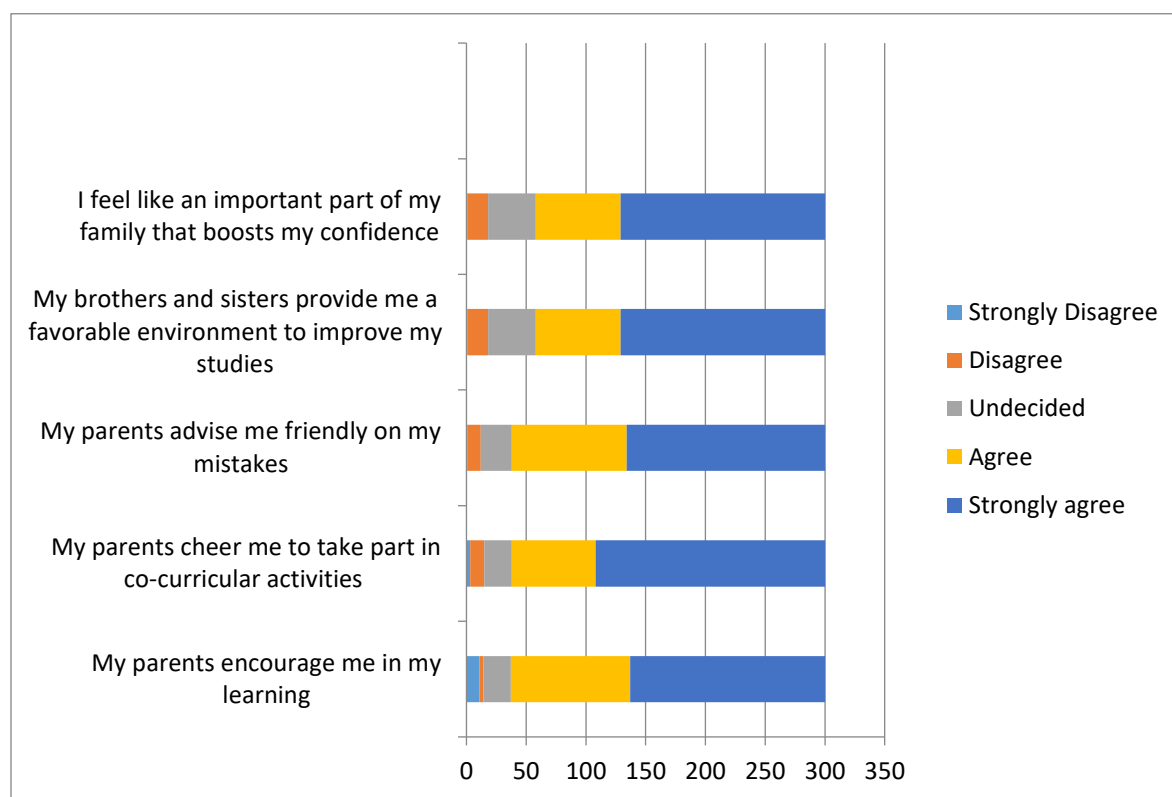
This section deals with data analysis and interpretations to determine the impact of the home environment on students' sustainable academic achievement. The reason to adopt quantitative research is that it presents in-depth data analysis and interpretation. Data is divided into five sub-sections. We have used a correlational analysis technique to relate to the home environment, facilities, attention, behaviors, and families' financial status to develop postgraduate students' outcomes. Data of each section is presented in tables and different types of stacked columns and bar graphs. The participants of this research were requested to give their views about this issue as it is very important to tackle it and define the main objectives for sustainable learning at home to get fruitful outcomes in the learning process.

Friendly Home Environment (Section 1)

Sr.	Statement	SA	A	Undecided	DA	SDA	M	Std. D
1	I feel like an essential part of my family that boosts	152	103	27	17	1	4.29	0.92

	my confidence.								
2	My brothers and sisters provide me a favorable environment to improve my studies.	171	71	40	17	1	4.31	0.92	
3	My parents advise me friendly on my mistakes.	166	96	26	11	1	4.38	0.81	
4	My parents cheer me to take part in co-curricular activities.	192	70	23	12	3	4.45	0.87	
5	My parents encourage me in my learning.	163	100	23	3	11	4.33	0.93	

(N=300)



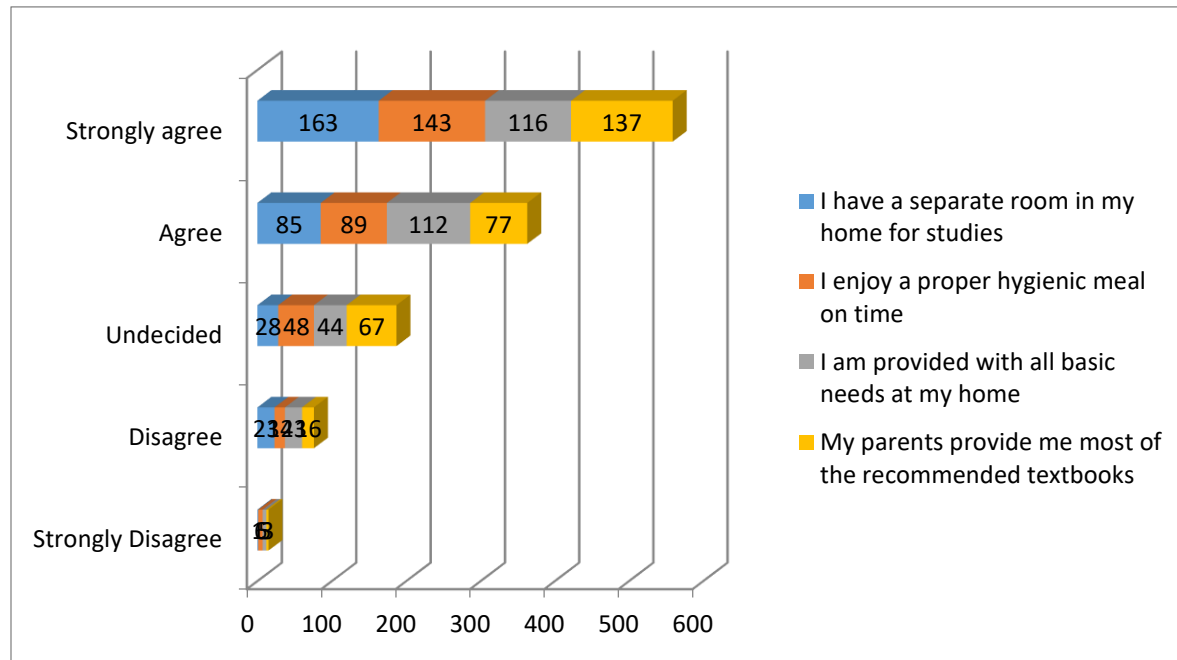
Analysis of Q1 shows that 50.7% of students firmly disagreed that they feel like an essential part of their family that boosts their confidence, whereas 0.3% of students firmly disagreed that they feel like a necessary part of their family boosts their confidence. Q2 analysis shows that 57.0% of students were strongly agreed that their brothers and sisters provide them a favorable environment to improve their studies, whereas 0.3% of students were firmly disagreed that their brothers and sisters offer them a calm environment to enhance their studies. Q3 analysis shows that 55.3% of students were strongly agreed that their

parents advise them friendly on their mistakes, whereas 0.3% of students were firmly disagreed that their parents recommend them to close on their mistakes. Q4 analysis shows that 64.0% of students strongly agreed that their parents cheer them to participate in co-curricular activities, whereas 1.0% strongly disagreed that their parents cheer them to participate in co-curricular activities. Q5 analysis shows that 54.3% of students were strongly agreed that their parents encourage me in their learning, whereas 3.7% of students were firmly disagreed that their parents encourage me in their knowledge.

Home facilities (Section 2)

Sr.	Statement	SA	A	Undecided	DA	SDA	M	Std. D
1	I have a separate room in my home for studies.	163	85	28	23	1	4.28	0.94
2	I enjoy a proper hygienic meal on time.	143	89	48	14	6	4.28	0.94
3	I am provided with all basic needs at my home.	116	112	44	23	5	4.03	0.99
4	My parents provide me most of the recommended textbooks.	137	77	67	16	3	4.09	0.98

(N=300)

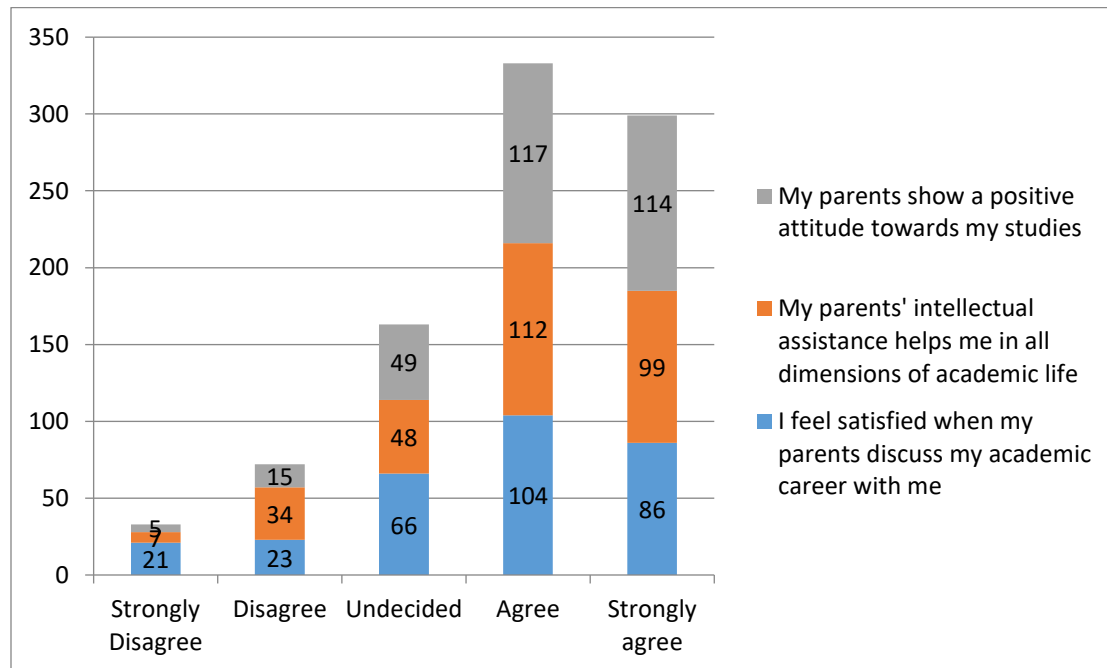


In the first question, response 152 students strongly agreed that they feel like an essential part of their family that is helpful in their studies. The second question data shows that 45.7% of students strongly agreed that they provide them most of the recommended textbooks, whereas 1.0% of students firmly disagreed that they offer them most of the recommended texts. In the third part, 116 students strongly agreed that they provided all the basic needs at home that are helpful in their studies. In the last question, 47.7% of students were strongly agreed that they enjoy a proper hygienic meal on time, whereas 2.0% of students were firmly disagreed that they want a decent clean meal on time.

Parents Attention or Care (Section 3)

Sr.	Statement	SA	A	Undecided	DA	SDA	M	Std. D
1	My parents show a positive attitude towards my studies.	114	117	49	15	5	4.06	0.94
2	My parents' academic assistance helps me in all dimensions of academic life.	99	112	48	34	7	3.87	1.16
3	I feel satisfied when my parents discuss my academic career with me.	86	104	66	23	21	3.70	1.16

(N=300)

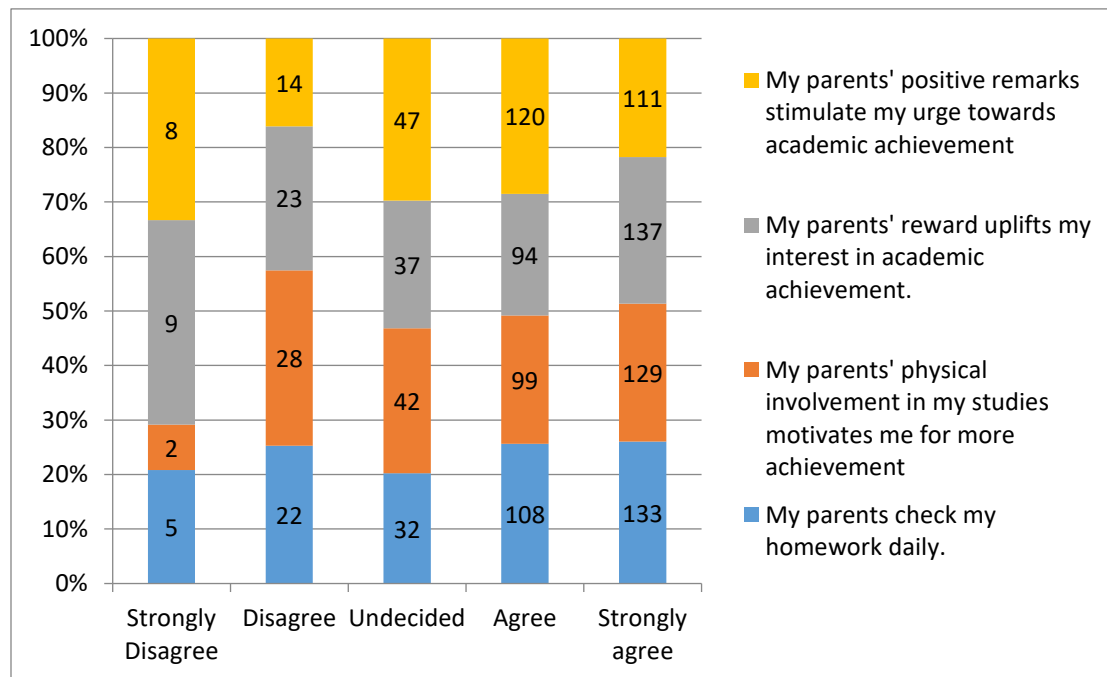


In the first part, data shows that 39.0% of students agreed that their parents show a positive attitude towards their studies, whereas 1.7% of students were firmly disagreed that their parents showed a positive attitude towards their studies. In the second part, 112 students agree that their parents' academic assistance helps them in all intellectual life dimensions helpful in their studies. In the last section, 34.7% of students agreed that they feel satisfied when their parents discuss their academic career with them, whereas 7.0% of students firmly disagreed that their parents examine their academic careers.

Motivational behavior of parents (Section 4)

Sr	Statement	SA	A	Undeci ded	D A	SD A	M	Std. D
1	My parents' positive remarks stimulate my urge for academic achievement.	11	12	47	14	8	4.0	0.97
2	My parents' reward uplifts my interest in academic achievement.	13	94	37	23	9	4.0	0.99
3	My parents' physical involvement in my studies motivates me for more achievement.	12	99	42	28	2	4.0	0.99
4	My parents check my homework daily.	13	10	32	22	5	4.1	0.98

(N=300)

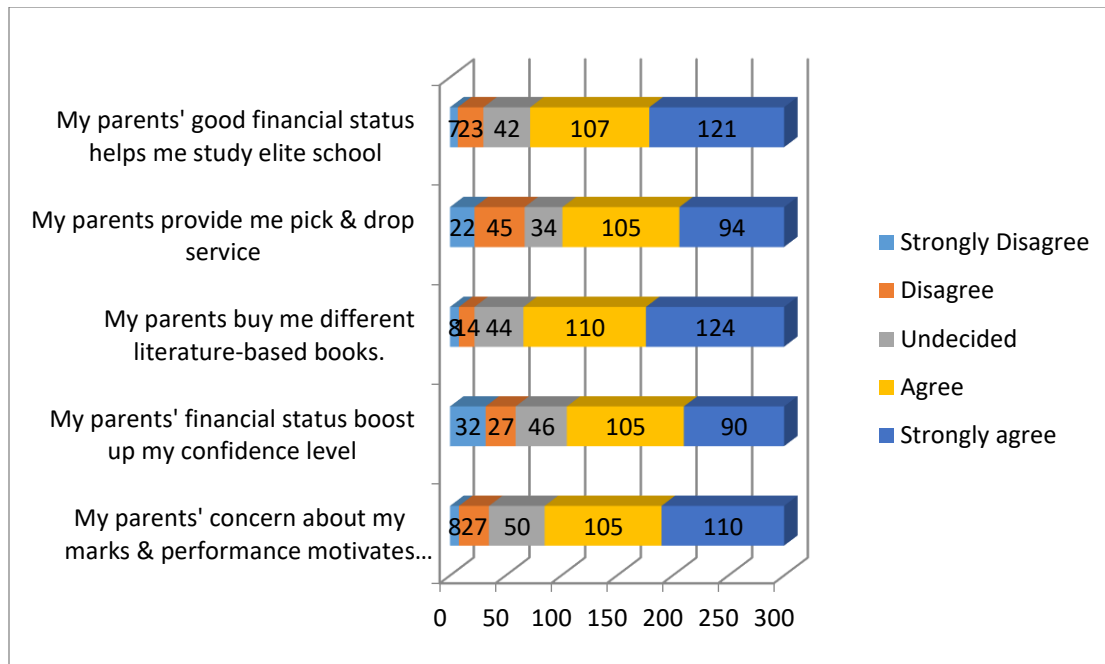


Data shows that 40.0% of students agreed that their parents' positive remarks stimulate them to urge academic achievement, whereas 2.7% of students strongly disagreed that their parents' positive statements encouraged their urge towards academic achievement. The second section data presents that 137 students strongly agreed that their parents' reward uplifts their interest in academic achievement that is helpful in their studies. The third section data shows that 43.0% of students were firmly disagreed that their parents' physical involvement in their studies motivates them for more achievement. In comparison, 0.7% of students were firmly opposed that their parents' physical participation in their studies motivates them for more achievement. In the last part, data concluded that 133 students strongly agreed that their parents check their homework daily to help their investigations.

Parents' financial status (Section 5)

Sr.	Statement	SA	A	Undecided	DA	SDA	M	Std. D
1	My parents' good financial status helps me study elite school.	121	107	42	23	7	4.04	1.03
2	My parents provide me pick & drop service.	94	105	34	45	22	3.68	1.26
3	My parents buy me different literature-based books.	124	110	44	14	8	4.09	0.99
4	My parents' financial status boost up my confidence level.	90	105	46	27	32	3.64	1.28
5	My parents' concern about my marks & performance motivates me for good academic achievement.	110	105	50	27	8	3.94	1.06

(N=300)



The first section data shows that 40.3% of students strongly agreed that their parents' good financial status helps them study elite school, whereas 2.3% strongly disagree that their parents' good financial situation allows them to explore the elite school. In the second section, 105 students agree that their parents provide them to pick and drop services helpful in their studies. In third, 124 students strongly agreed that their parents buy them different literature-based books beneficial in their studies. The 4th section data shows that 35.0% of students strongly agreed that their parents' financial status boosted their confidence level, whereas 9.0% disagreed that their parents' economic status encouraged their confidence level. The last section highlights that 110 students who are 36.7% strongly agreed that their parents' concern about their marks and performance motivates them for exemplary academic achievement that is helpful in their studies.

Correlation between the Home Environment and Students' Academic Achievement

Variables	1	2	3	4	5	6	7
Academic Achievement	1	0.020	-0.59	0.007	-0.052	-0.087	-0.047
Friendly Home Environment		1	0.517**	0.907	0.372	0.134	0.669
Home Facilities			1	0.349	0.456	0.240**	0.869
Parents Attention and Care				1	0.644	0.564**	0.485
Motivational					1	0.585**	0.489**

Behaviour of Parents Parents Financial Status Total		1	0.541**
			1

The above table indicated the correlation between the home environment and students' academic achievement. The table shows a significant relationship between the home environment and students' academic achievement at $p \leq 0.05$ level of significance. The correlation among variables is from 0.2020 to 0.86, which shows a strong correlation among home environment factors.

Conclusion:

This empirical study examined to investigate the influence of home environment on students' academic performance at higher level in Pakistan. The study's main objective was to explore the relationship between the home environment and student's academic achievement. Descriptive Survey Research design was used in which data from the three hundred respondents was collected using a self-administered questionnaire from four provinces of Pakistan. A stratified random sampling technique was used to sample the respondents. The data was analysed using regression analysis. The result is explained in three forms; Demographic information, descriptive analysis, and inferential analysis. The study results indicated a weak positive correlation between home environment and student's academic achievement. It is also shown that there are no differences of opinions existed between the opinions of male and female status perception about home environment and academic achievement in gender.

Henceforth, this present paper recommends that it is very significant for the parents at home to develop an environment of self-understanding of their feelings, emotions and sentiments in order to transmute that thoughtfulness and understanding in the children. It is fact that the more the parents and guardians are capable to comprehend their feelings and emotions, the better they would be capable to manage their kids' emotional and intellectual personality. Therefore, home environment plays significant role in emotional and thoughtful competence or incompetence of parents and guardians has confirmatory or hostile effects on teenagers. Findings of this research indicated that children raised in loving, caring, secure, consistent and stable home environment have a greater probability of developing well in socially, psychologically, physically, emotionally and morally.

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