

Effect of Home Conditions on Students Achievement at Secondary Level in Bagh Azad Kashmir

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Abstract

The study was carried out in district Bagh with the purpose of finding out the effect of home conditions on students learning habits at Secondary Level in District Bagh Azad Jammu and Kashmir. The objectives includes to determine the elements of home conditions that effect on child education and their effect on students learning habits at secondary level. All the 500 secondary school teachers teaching at secondary level in government sector schools were the population of the study while 100 teachers were selected as sample using Non-Probability Sampling technique (Convenient Sampling). The researcher used a self-developed instruments to gather data and information relevant to this research. The questionnaire was consisted of 14 items which later on distributed by the researcher among the sampled teachers The researcher analyzed and interpreted data organizing it in tabular form. The data was fed in spss and used the Chi-square statistical technique to check the effect of home conditions on students learning habits. Findings of the study showed that there is a significant relationship between home condition and students learning habits at secondary level the students with strong socio-economic background were found good in their academics while students with weaker socio economic background were found poor in academics. The study concluded that home conditions may be improved to improve performance of the students. It is recommended that teachers should play their role for students to overcome their deficiencies who are lacking better home conditions.

Keywords: Home, conditions, learning, performance secondary level

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INTRODUCTION

A society like Azad Jammu and Kashmir where social pressures are enormous on students leaning, the home conditions which include so many factors also played very vital role in academics of the learner. Home conditions effect are visible as personally as teacher the researcher observed during teaching.

Joy & Frank (2013) stated that home conditions play very vital role in growing up of the child academic and social learning while instructors and clinician focused their attention toward learner accomplishment and his home environment.

Hamilton & Mathew (2011) declared that the parents behavior in security provision, physical treatment, giving money had strong relationship with child development that results in social mentalities in school activities. Amle (2000) said that the wards need to have good conditions for their kids which is provided by guardians and instructors by praising and appreciating. It will surely bring a good change in learner life.

Battle & Lewis (2002) agreed that for better living and individual flourishing of human capital it is imperative and fundamental to have positive and constructive human activity in this age of inventive change and globalization.

It ensures the acquiring of data and aptitudes that engage individuals to fabricate the benefit, improvement and fulfillment. The extension in proficiency leads towards new horizon and betterment financially and academically (Saxton, 2000).

There is no doubt that monetary position plays very important contribution for academic excellence and improvement. Academic show is actually represented by financial status of the parents, although some of the experts do not agree with it but generally it is accepted as the low financial status keeps many students aspirations and expectation unfulfilled so they do not perform better.

Spring (2002) finally discovered that learning needs encouragement by parents by providing rich conditions, physically mentally and socially that are linked with financial status of the family. Mora and Escardibul (2018) concluded that good home environment increases the girls than boys, although the results are mixed in nature which determine that home environment is not always the factor effecting their academic performance. Younas at el (2021) confirmed that a weak positive correlation exist in the home conditions and academic achievement although there is no difference in male and female respondents

All the study mentioned above were carried out in Pakistan and other parts of the world regarding this topic. Unfortunately no study was found in Azad Jammu and Kashmir, therefore the researcher found a gap to study this topic in district Bagh. The study hoped to be significant for head teachers to keep in touch with the student's family and thus they may be able to sort out the problems of the students. The study is also hoped to be significant for parents to make them aware of the weaknesses of their children regarding study at school. They may be able to play their active role in their children's education.

OBJECTIVES

The study intended to find various home conditions like family size, income and socio economic status effect on child education and learning habits. The researcher has found answer of the following questions

1. What elements of home condition effect on child education?

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- a. Does the home condition affects students’ learning habits?
- b. What are the effects of socio-economic status of parents on the learning habits of students?
- c. Does parents education has an effect on students learning habits?
- d. Does size of family effect on the learning habits of students at secondary level.

RESEARCH METHOD

The purpose of the study was to find out effects of home conditions on students learning. For this a survey method was used for the population of the study which consist of one hundred of secondary level teachers form government schools. The sample was selected by using non-probability sampling technique. The sample was selected 100 teachers proportionately male and female. A questionnaire was developed and validated by expert and pilot tested which later on used for the study. The instrument had fourteen statements on five point likert scale. The copies of the instrument were made as per sample of the study. The research herself distributed and collected back at the spot hence 100% return rate was achieved. The data was fed in spss and analyzed by using chi square tests.

RESULTS AND DISCUSSION

The data has been fed in the spss and following tables were drawn by using chi square tests.

Table 4.1 Children with parents perform well.

Gender	Scale					Total	χ^2	df	Sig.
	A	SA	N	DA	SDA				
Male	20	20	5	0	5	50			
Female	20	20	0	10	0	50	20.00 ^a	4	.000
Total	40	40	5	10	5	100			

Table No 4.1 stated 40 male and 40 female teachers agreed that children with available parents perform well in academics, while 5male teachers and 10 female disagreed. Thus it is concluded that the children with parents perform well. $\chi^2 (4) = 20.00^a, P < .05$, that shows that home conditions positively and significantly affects the study habits of the students.

Table 4.2: The performance of Broken home Children is poor.

Gender	Scale					Total	χ^2	df	Sig.
	A	SA	N	DA	SDA				
Male	30	10	5	5	0	50			
Female	15	20	5	5	5	50	13.33 ^a	4	.010
Total	45	30	10	10	5	100			

Table No 4.2 displayed that 45 male and 35 teachers agreed that children who come from

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broken families perform poorly, while 5 male and 5 female teachers disagreed and 5 male and 5 female teachers were neutral. Thus it was concluded that the children who came from broken families perform poorly. The $\chi^2 (4) = 13.33^a$, $P < .05$, that shows that home conditions positively and significantly affects the study habits of the students.

Table 4.3: Single parents' children perform low.

Gender	Scale					Total	χ^2	df	Sig.
	A	SA	N	DA	SDA				
Male	30	5	0	10	5	50			
Female	25	20	5	0	0	50	29.46 ^a	4	.000
Total	55	25	5	10	5	100			

Table No 4.3 stated that 45 from female and 35 male teachers agreed that the children from single parent families tend to be low in performance, while 15 male teachers disagreed and no one from female teachers disagreed. So, it is concluded that the children from single parent families tend to be low in performance. $\chi^2 (4) = 29.46^a$, $P < .05$, that shows that home Conditions positively and significantly affects the study habits of the students.

Table 4.4: Children living with relatives show low performance

Gender	Scale					Total	χ^2	df	Sig.
	A	SA	N	DA	SDA				
Male	25	20	0	0	5	50			
Female	40	5	0	5	0	50	22.46 ^a	3	.000
Total	65	25	0	5	5	100			

The table No 4.4 above stated that 45 male and same number of female teachers agreed that the children who live with relatives showed low performance, while 5 male and 5 female teachers disagreed. Thus it is concluded that the children who live with relatives tend to be low in performance as $\chi^2 (3) = 22.46^a$, $P < .05$, that shows that home Conditions positively and significantly affects the study habits of the students.

Table 4.5: Children who take care of themselves have low performance

Gender		Scale					Total	χ^2	df	Sig.
		A	SA	N	DA	SDA				
Gender	Male	30	10	0	5	5	50			
	Female	20	20	5	5	0	50	15.33 ^a	4	.004
Total		50	30	5	10	5	100			

The above table No 4.5 revealed that 40 male and same number of female teachers agreed that the children who take care of themselves have low performance, 10 male and 5 female teachers disagreed. Thus it is concluded by the researcher that the children who take care of themselves have low performance. The $\chi^2 (4) = 15.33^a$, $P < .05$, that shows that home

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Conditions positively and significantly affects the study habits of the students.

Table 4.6: Respect of children feelings influences academic performance positively

Gender	Scale					Total	χ^2	df	Sig.
	A	SA	N	DA	SDA				
Male	20	20	0	10	0	50	17.71 ^a	3	.001
Female	30	15	0	0	5	50			
Total	50	35	0	10	5	100			

The table no 4.6 above revealed that 45 female and 40 male teachers agreed that the respect of children feelings influences academic performance positively, while 10 male teachers and 5 female teachers disagreed. Thus the researcher concluded that the respect of children feelings influences academic performance positively. The $\chi^2 (3) = 17.71^a$, $P < .05$, that shows that home Conditions positively and significantly affects the study habits of the students.

Table 4.7: Increased understanding of children in the home improves performance.

Gender	Scale					Total	χ^2	df	Sig.
	A	SA	N	DA	SDA				
Male	20	25	0	5	0	50	13.33 ^a	4	.010
Female	10	25	5	5	5	50			
Total	30	50	5	10	5	100			

Table no 4.7 revealed that 45 male and 35 female teachers agreed that the increased understanding of children in the home improves performance, while 5 male and 5 female teachers disagreed. Thus it is concluded that the increased understanding of children in the home improves performance. The $\chi^2 (4) = 13.33^a$, $P < .05$.

Table 4.8: Caring family members enhance academic performance of children.

Gender	Scale					Total	χ^2	df	Sig.
	A	SA	N	DA	SDA				
Male	35	5	0	10	0	50	40.86 ^a	3	.000
Female	15	30	0	0	5	50			
Total	50	35	0	10	5	100			

In above table 4.8 stated that 45 female and 40 male teachers agreed that the caring family members enhance academic performance of children, while 10 male and 5 female teachers disagreed. So, it is concluded that the caring family members enhance academic performance of children. The $\chi^2 (4) = 40.86^a$, $P < .05$, that shows that home conditions positively and significantly affects the study habits of the students.

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Table 4.9: High level trust of family improves academic performance of children.

Gender	Scale					Total	χ^2	df	Sig.
	A	SA	N	DA	SDA				
Male	30	5	5	5	5	50	22.00 ^a	4	.000
Female	20	15	0	15	0	50			
Total	50	20	5	20	5	100			

Table 4.9 revealed that 40 male and 35 female teachers agreed that the high levels of trust in the family improve academic performance of children, while 10 male and 15 female teachers disagreed. So, it is concluded that the high levels of trust in the family improve academic performance of children. The $\chi^2 (4) = 22.00^a$, $P < .05$, that shows that home conditions positively and significantly affects the study habits of the students.

Table 4.10: Parents who abuse their children show low performance

Gender	scale					Total	χ^2	df	Sig.
	A	SA	N	DA	SDA				
Male	30	20	0	0	0	50	12.00 ^a	3	.007
Female	20	20	0	5	5	50			
Total	50	40	0	5	5	100			

The data in table 4.10 showed that 50 male and 40 female teachers agreed that the parents who abuse their children show low performance, while 10 female teachers disagreed. So it is concluded that the parents who abuse their children influence their performance negatively. The $\chi^2 (3) = 12.00^a$, $P < .05$, that shows that home conditions positively and significantly affects the study habits of the students.

Table 4.11: Parents providing basic needs for their children improve academic performance.

Gender	Scale					Total	χ^2	df	Sig.
	A	SA	N	DA	SDA				
Male	40	10	0	0	0	50	26.67 ^a	3	.000
Female	20	10	0	15	5	50			
Total	60	20	0	15	5	100			

Above table no 4.11 showed that 50 male and 30 female teachers agreed that the parents who provide basic needs which improves academic performance, while 20 female teachers disagreed. So, it is concluded that the parents who provide the necessary basic needs for their children enhance their academic performance. The $\chi^2 (3) = 26.67^a$, $P < .05$, that shows that

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home Conditions positively and significantly affects the study habits of the students.

Table 4.12: parents appreciating children improve their performance

Gender	Scale					Total	χ^2	df	Sig.
	A	SA	N	DA	SDA				
Male	35	5	0	5	5	50			
Female	20	15	0	15	0	50	19.11 ^a	3	.000
Total	55	20	0	20	5	100			

Above table no 4.12 revealed that 40 male and 35 female teachers agreed that the parents who appreciate their children improve their performance, while 10 male and 15 female teachers disagreed. Thus it is concluded that the parents who appreciate their children influence their performance positively. The $\chi^2 (3) = 19.11^a$, $P < .05$, that shows that home Conditions positively and significantly affects the study habits of the students.

Table 4.13: Sleeping in the same room with parents improve academic performance

Gender	Scale					Total	χ^2	df	Sig.
	A	SA	N	DA	SDA				
Male	30	10	0	5	5	50			
Female	35	5	0	10	0	50	8.72 ^a	3	.033
Total	65	15	0	15	5	100			

Above table 4.13 showed that 40 male and 40 female teachers agreed that the pupils who sleep in the same room with their parents are well protected for good academic performance, while 10 male and 10 female teachers disagreed. Thus it is concluded that the pupils who sleep in the same room with their parents are well protected for good academic performance. The $\chi^2 (3) = 8.72^a$, $P < .05$, that shows that home Conditions positively and significantly affects the study habits of the students.

DISCUSSION

The academic performance of any student cannot be separated from the home environment in which the child lives; healthy home environment offers emotional security to a child. Education has one of its basic tasks as to train young people to become useful members of the society. This training begins at home in the informal way. The home of the child is the first place he enters as he is born into the world by his or her parents.

Cheema and Bhardwaj (2021) concluded that home environment plays a significant role in self esteem and confidence of the children for future solution of the problem as education means preparing for life. Segers and Kleemans (2020) found that digital conditions could be different from analog conditions for their language and literacy abilities which was found no relationship between them

Peterson et al (2019) concluded that violence from partner effect badly on expressive

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language and early language skill is vital for later performance hence risks at home need to be decreased and minimized at home. Valadi and Gabbard (2020) found that home various dimensions effect significantly on moto skills of the child as space and toys has positive effect on motor skills apart from parent affordances like income and their education

Children are motivated to work on activities and learn new information and skills when their environments are rich in interesting activities that arouse their curiosity and offer moderate challenges. The same can be said about home environment , unfortunately there is much variability in motivational influences in homes, some homes have many activities that stimulate children thinking as well as computer, books, puzzles and parents who may be heavily interested in their children cognitive development and spent time with them on learning. Much of the variability in the relation between family income and children's intellectual development comes from the family provision of a stimulating home environment (Young 2002).

Children intellectual development is most strongly influenced by the home environment during infancy and early childhood. When they are under the direct influence of parents. As children mature, schools and peers also begin to play a role in their intellectual socialization. There is much evidence supporting the hypothesis that the quality of a child's early learning in the home environment relate positively to the development of intelligent and reading skills, (Meçe, D., & Sherifi, E. 2022).

FINDINGS OF THE TEACHERS' RESPONSES

The findings of the responses from teachers indicated that the children living with parents perform well in academics and the children from broken families do not perform well, secondly the children living with both parents also perform well but the children who live without both parents perform poorly. The single parent child as well as children living with relative again show low performance. The children who have to take care of themselves show poor performance. The study found that children who were show respect by parents and teachers show good results and performance. Further it is found that caring family members, trusting children, provision of basic needs, appreciations and sleeping with parents in the same room also had a good effect on academic performance of the children, but abusing children and discouraging affect them negatively and their performance decreases.

Recommendations

Based on above findings and conclusion the researchers came up with the following recommendations with regard to parental involvement, social economic status and academic achievement:

1. There is need to encourage parents to continue their parental involvement in monitoring their children's academic affairs as this is a way of improving academic achievement.
2. Parents should be encouraged to come up with strategies that will help to improve their income as this will enable sustainable provision of basic and school needs.
3. Parents need to treat their child politely and kindly to enhance their academic performance
4. The parents should provide good home conditions to their children to make them

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satisfied enough to continue their studies.

5. It is recommended for the future researchers to study this topic on broader level in AJK adding more district in population with an addition of other variables.

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