

IMPACT OF HOME/ FAMILY ENVIRONMENT ON THE ACADEMIC SUCCESS AND CAREER DEVELOPMENT OF THE STUDENTS

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ABSTRACT

"Home environment" is not a nebulous term. It is the result of a mix of physical and psychological factors. The psychological environment of home comprises mutual interactions between family members, respect; say in family problems, and other similar things, whereas the physical environment of home includes rooms, basic facilities such as water, shelter, clothes, food, and other physical necessities of humans. Both aspects have a direct and considerable impact on kids' overall development. Certain influencing elements have an impact on the home environment. The nature of the family, the authority (head of the family), the educational status of the parents, the attitude of the parents toward their children, and the family's financial situation are all important aspects in the home environment. Academic achievement is aided by a positive home environment. Students cannot succeed in a warm and quiet family environment. Your child will benefit from your abilities to plan, organize, and manage time in many aspects of life. Create a conducive home atmosphere for academic success. The character of the family has a considerable impact on students' academic success in terms of exam preparation and school environment. The main aim of this study is to discuss the Impact of Home/ Family Environment on the Academic Success and Career Development of the Students.

Keywords – Home/ family environment, Academic Success, Career Development, students, Family Background, study habits etc.

1. INTRODUCTION

In today's world of competition and perfection, everyone aspires to be successful. For students, success entails academic accomplishment, which should be well aligned with the pillars that will support their life's future successes. Academic accomplishment is critical to a child's ideal and harmonious development. It also refers to an

individual's ability to learn and apply what he has learned. Scholarly accomplishment is a multi-dimensional phenomenon rather than a one-dimensional thing. Achievement is the focus of modern society. Scholarly accomplishment is given a lot of weight when it comes to accepting students to vocational programmes. Scholarly accomplishment is determined by a variety of factors, which in turn impact students' success or

failure. The variables that are directly or indirectly associated to adolescent academic accomplishment, such as school environment, home environment, parent education, and so on, must be studied and understood. The investigator decided to conduct this study after realizing the importance of the home environment's influence on academic accomplishment. Furthermore, the paucity of research in this field prompted the investigator to look into it. This tests the investigator's ability to determine whether or not the family environment is linked to academic accomplishment. Adolescence is a stage of life that exists between childhood and maturity. It is a phase of change that necessitates extra care and protection. Children go through a multitude of physical changes as they get older. We now know that during early adolescence, the brain experiences significant changes that affect emotional capabilities as well as physical and mental ability.

The academic goals of young students demand extensive and extraordinary tutoring, which parents, teachers, and other stakeholders expect. Learners might benefit from a variety of elements when it comes to educational goals. One of the most important elements influencing students' performance and academic progress is their home environment. The design and content of the training course are discussed in this study. We look into the changes that course participants make when creating their subject courses. The goal of the study is to develop an agenda in the form of a general option backdrop for incorporating sustainability into higher education (SHE) so that professors and administrators in academia may make better strategic decisions about SHE. It explains how universities may play a critical role in determining the world's bright future in terms of sustainable development (SD) by developing new knowledge, contributing to

the development of appropriate competencies, and boosting SD awareness. It is demonstrated how Swedish teachers can cope with the uncertainty and complexity of sustainable development (SD) in knowledge domains connected to school curriculum needs. It examines the teaching strategy of altering the environment to focus on the development of reading skills. Education for Sustainable Development (ESD) emphasizes the emergence of democracy and political relevance. Research recounts the history and gradual progress of environmental education. In the jargon of ecological politics, "environmental modernization" is a separate idea.

The environment is defined as a collection of internal and external circumstances that have an impact on a person's survival, development, and well-being. It is the effect on an individual that occurs as a result of contact with inheritance. Teenagers' households can also help or impede scholarly accomplishment, according to the researcher. Genuinely, the home environment has a positive impact on children through a variety of factors, including the first-hand experience of watching parents, elder siblings, and so on. In this way, parents can have a significant role in raising their children in the most meaningful and constructive way possible.

2. HOME ENVIRONMENT

Home Environment is defined by Unniyl and Beena as an interpersonal relationship between parents and children. The parents' attitude toward the child in terms of freedom vs. limitation, dominance vs. submission, acceptance vs. rejection, trust vs. distrust, warmth vs. coldness, expectations vs. hopelessness, and open communication vs. cold communication is part of the home environment. It's also proposed that the

issue of the set of envy factors is linked to the development of and profile features. The parts of people's domestic lives that contribute to their living conditions are referred to as their home environment. Physical (poverty), psychological (parenting and social circumstances), or wider cultural patterns of life (suburban environments or urban environments) are some of these factors. The home environment is the most important institution for the existence and continuation of human life as well as the development of various personality traits. For young children, the home or family environment has a significant impact on their emotional, cognitive, and behavioural development, and this influence continues until adolescence. According to the definition, the term "home environment" refers to all of the moral and ethical ideals, as well as the emotional, social, and intellectual climate created by family members in order to contribute to their healthy growth.

An ideal home environment is one in which there is appropriate reward to reinforce desired behaviour, a keen interest in and love for the child, provision of opportunities for the child to freely express his or her views, where parents place fewer restrictions on disciplining the child, not preventing the child from acting independently and not continuing infantile care, optimum use of physical and affective punishment, where children are not compelled to act according to parental desires, and where children are not compelled to act according to parental desires. The following are the features of a stimulating home environment, as stated:

- Establishing a daily family routine that includes regular bedtimes and regular study times;
- Monitoring non-school activities, such as television viewing;

- Modeled values of learning, self-discipline, and work ethics, particularly through the use of home learning tools;
- Expression of high but realistic achievement expectations;
- Encouragement of children's development and progress in school;
- Stimulation of reading and writing, including family scribbling;

2.1 Effects of Home Environment on Learning

Learning is the process of taking in new information and putting it to use in a meaningful way. School is where children and young adults receive a substantial percentage of their information. At school, previously unknown material is purposefully offered to students in order for them to use it to pass tests and progress to other subjects. This information is also useful in a variety of real-life situations. The family environment has a tremendous impact on a child's learning and academic success.

- Learning Building Blocks
- Getting Prepared to Study
- Inspirational Power

3. FAMILY INFLUENCES ON CAREER DEVELOPMENT

There is a lot of evidence that parents have an impact on their children's professional development and that the family provides important resources for teenagers' future plans. Families offer financial and emotional support to their children, as well as transmitting beliefs, aspirations, and expectations, which might influence the career development process. According to some theories, parents can help shape their children's self-concept by acting as role models.

Despite these notions about how families might influence their children's job development, many theoretical approaches to career development fall short of discussing what parts of the family are significant. Some career development theories have addressed the impact of family on job growth. Many ideas about career choice suggest that the family influences the values and requirements of its members. According to Super's thesis, the family can impact a child's self-concept development, which moulds their abilities, interests, values, and job choices.

Similarly, Crites suggested that the level of parental identification will be reflected in their children's interests and, as a result, their professional choices. Because its premise is that an individual's personality and skills are a result of their instrumental and associative learning experiences, social learning theory also points out probable implications the family can have on an adolescent's professional development. Parents can impact their child's professional development by rewarding or punishing actions that favour or discourage certain interests or abilities.

Roe's job choice theory is concerned with the interaction between hereditary variables and various child rearing approaches, as well as their impact on young people's personalities and styles, which in turn shape a variety of vocational behaviours. Researchers have combined principles from theories that deal with family or youth development in general with job development. Attachment theory, in particular, has been utilized to investigate the effects of parent-child relationships on professional development. The importance of attachment bonds in many aspects of human development, as well as its involvement in career development facilitation, has received a lot of attention.

Attachment refers to a person's intimate relationships to their caregiver, which provide a sense of security within the individual and enable them to move away from their protected base (i.e. the caregiver) with confidence to engage in other activities and explore the outside world. Internal working models are mental representations of the caregiver that help to maintain a sense of security when the caregiver is not present. Although the idea focuses primarily on the mother-infant bond, it has been claimed that the internal working models of attachment relationships might be reflected as an individual evolves over time (Ainsworth). When applied to elderly people, the theory indicates that if they have a stable relationship, their internal working model allows them to feel secure and explore their surroundings. Some career development research has been predicated on the assumption that, depending on the type of relational tie that parents have with their children, they can either support or obstruct their children's professional growth.

According to Blustein, because the transition from adolescent to adulthood is often fraught with emotionally arduous exploration into numerous new roles and settings, it re-enacts many of the early childhood events. Close interactions with parents are emphasized in the attachment literature as a means of advancing the exploration of new life roles and settings. Because the job world is a novel environment that requires individuals to make decisions, take chances, and form new relationships, Blustein claimed that the experience of felt security aids in the exploration of the career world, hence boosting career development. A distinct viewpoint on teenage development highlights the significance of psychological detachment from parents. The premise is that there is a need for connection with a caregiver to help with separation and exploration of the outer world

during development. Separation is possible after the kid develops an internalized representation of the caregiver, which reduces the anxiety associated with separation.

Blos proposed that adolescence is the second phase of the individuation process, characterized by a decrease in dependency demands and a rise in autonomy needs. This concept has inspired research on adolescent career development, with the premise that appropriate separation or autonomy from parents is required for a person to proceed positively. Before achieving healthy autonomy, the relational tie must be created. Theories have also emphasized on the family's overall health or family contact as impacts on their children's professional growth, implying a necessity for separation from the family unit. The role of family interactions on adolescents' career development is emphasized in family systems theory. They propose that employment choice is associated with other developmental tasks such as adult identity construction and psychological separation from the family during adolescence. Over involvement or unhealthy connections between parents and their children can stifle the individuation process and contribute to young people's indecisiveness when their own needs and wants clash with those of their family.

Grotevant and Cooper present an interactional perspective on the importance of the family in the career development process, focusing on family ties as contexts for career growth. They suggest that certain societal and familial situations encourage career exploration, and that families assist exploration by providing a balance of closeness and independence. Because they all promote the value of positive, intimate familial relationships and teenage autonomy or independence, this approach is similar to attachment theory and the separation

individuation models. These theories appear to identify similar constructs important in understanding adolescent career development, despite coming from different perspectives.

3.1 Life Stages and Career Maturity

Career maturity rises in general, but it is only tangentially related to chronological age and school grade. Transitioning from one stage to the next is determined by an individual's personality and aptitude, as well as his or her situation (Super, 1990). Because Super's ideas were often changing, the following explanation of Super's view of occupational life stages is a compilation of information from many sources.

- Expansion (Ages 4 - 13)
- Research and development (Ages 14 - 24)
- Establishment (25–44 years old)
- Upkeep is essential (Ages 45 - 65)
- Disconnection (Over age 65)

4. LINK BETWEEN FAMILY BACKGROUND AND ACADEMIC SUCCESS

Background, parental influence, financial status of the family, school preparation, and physical and mental health

Children spend only a small portion of their life at school, from birth to the age of eighteen. As a result, it's not unexpected that numerous circumstances outside of the classroom can have a substantial impact on students' academic progress. These influences are at work both before and after children begin formal schooling, as well as when they are enrolled in elementary and secondary school.

A variety of factors, including (but not limited to) parents' beliefs and expectations about education; child care availability and quality; family economic status; the presence or absence of violence in a child's life; access to social services; physical and mental health issues; opportunities for constructive, healthy activities outside of school; and the nature and strength of school-community connections, can all impact a child's opportunities.

All (or almost all) students have the ability to learn. However, a child's life circumstances, the social indicators that form a cumulative picture of a child's whole surroundings, are key signposts highlighting conditions that either make learning possible or provide barriers that must be overcome in order to prepare the way for learning.

- **Influence of Parents**

The adage "parents are their children's first teachers" is a frequent one, but it has the ring of truth about it. A child's first impressions of learning are shaped by his or her family environment. Students' ideas of the role of education in their lives are shaped by their parents' beliefs, expectations, and attitudes about education and their children's accomplishment. What parents believe about the importance (or lack thereof) of doing well in school is frequently reflected in student performance. According to a study conducted by the Metropolitan Life Insurance Company, nearly all kids (97%) who received largely A's and B's on their report cards said their parents pushed them to do well in school. Nearly half (49%) of kids who obtained largely Cs indicated they received minimal parental encouragement.

- **Economic Situation of the Family**

Many youngsters are raised in homes with ample financial and material resources. However, not all of them do. In 1998, 13 million children (19 percent of children aged eighteen or younger) in the United States lived below the legally designated poverty threshold. Children aged eighteen and under make up only 26% of the total population of the United States, yet they account for 40% of those living in poverty. To put it another way, the United States, the world's richest country, has the greatest rate of childhood poverty of all the industrialized nations.

Poverty has a negative impact on students' scholarly accomplishment. Poor children are twice as likely to repeat a grade, be punished, expelled, or drop out of high school, and be put in special education classes as their more affluent peers.

- **School Preparation**

From the moment they are born, children begin to learn. Where youngsters spend their time before entering kindergarten has an impact on both their school preparedness and their long-term performance prospects.

Six out of ten children in the United States, or about 12 million children under the age of five, are cared for by someone other than their parents for part of their waking hours. There are many different types of care situations. A relative, such as a grandmother or aunt, may occasionally watch after young children. Some young children spend part of their day in the care of a licensed caregiver who may be responsible for multiple children at once. Some preschoolers attend pre-school or early childhood education programmes that are organized.

- **Health, both physical and mental**

During the later decades of the twentieth century, children's health improved dramatically. Infant mortality rates have decreased, and many infant disorders that were once thought to be incurable have achieved high cure rates or have become entirely preventable.

Students' chances of succeeding in school are clearly linked to their health—both physical and emotional well-being. Children who are physically ill do not attend school on a regular basis, and when they do, they are frequently unable to concentrate on their studies. Untreated mental health problems in children can lead to a variety of school-related issues, ranging from disruptive behaviour in the classroom to an inability to establish friends and form collegial attachments.

- **The Negative Effects of Violence**

Violence in the lives of children can take various forms. Children are sometimes exposed to violence, such as violence between their parents or caregivers, or violence in their communities. Children can be victims of violence themselves, whether it is abuse by a parent or relative, or physical (or verbal) attacks in their communities. These types of violence have long-term consequences for children, impacting their life expectations and worldviews.

Students' attitudes about school can be shaped by violence outside of school. If a youngster is raised in a hostile environment and does not expect to live to adulthood, getting an education may seem pointless. When there is violence in the home, a student is more likely to spend at least part of his or her childhood and/or adolescence in the child protective services system, possibly in foster care. For children who are exposed to violence, it is frequently simply one of a number of difficult

conditions. Poverty and an insecure home environment are frequently linked to violence.

- **Structure of the Family**

In recent years, the percentage of births to unmarried women has risen dramatically in the United States, suggesting substantial changes in family structure. While unmarried women are not always single, the instability of cohabiting relationships is substantially higher than that of married couples, which can have a negative impact on the scholastic performance of their children. According to a recent IFS study, the percentage of married-parent families in Florida affects high school graduation and suspension rates. Furthermore, quasi-experimental estimates of the impact of a father's absence imply that, in addition to scholarly accomplishment, there are detrimental consequences on children's social and emotional well-being.

- **Parental training**

Parental education is frequently cited as the single most important factor influencing a child's academic success. It can be difficult for researchers to determine if this is a direct or indirect influence; however, there is a substantial link between parental education and scholarly accomplishment, the number of years spent in formal schooling and even later life outcomes.

- **Neighborhood and Family Income**

Family income has been shown to influence children's academic performance. The accomplishment levels of children raised in low-income families have been demonstrated to improve when their family income is increased through one of the main government anti-poverty programmes. The most significant effects are

shown in children from low-income families, younger children, and boys.

5. RELATIONSHIP BETWEEN SENIOR SECONDARY SCHOOL STUDENTS' HOME ENVIRONMENT AND STUDY HABITS

Study habits are defined as the procedures that learners use to aid themselves in the efficient learning of the content at hand, such as summarizing, taking notes, outlining, or locating material. The word "study habit" refers to a method of studying that is more or less permanent. "Study habit is the predisposition of a child to study when the opportunity arises, the pupil's method of studying, whether systematic or unsystematic, efficient or inefficient," according to Good's dictionary of education. A dynamic personality is defined by its study habits. A good study habit allows a person to reap a good harvest in the future. The current civilization is a competitive society, with the principle of survival of the fittest guiding the way. The pen has become more powerful than the sword. A study habit is a method by which an individual obtains sufficient information to satisfy his need for knowledge. Thus, study habits are extremely beneficial in realizing an individual's potential. As a result, students' study habits play a vital role in learning and are critical to school achievement. Home is the first and most significant place for an individual's growth among the numerous social groups. Because home is a person's primary environment from the moment he is born until the day he dies, its impact on him is profound and long-lasting. The most significant institution for the existence and continuation of human life, as well as the development of numerous personality traits, is the home environment. Every parent is preoccupied with supplying material needs for their children while ignoring other needs. Most

parents believe that by providing a child with a fully equipped separate room and organizing some tuition for it, their responsibility to assist youngsters in their studies is fulfilled. According to studies, children with effective parents have parents who establish and maintain family routines. Acceptance and encouragement from parents are linked to academic performance and competency. Providing a cheerful home atmosphere, encouraging the child to stick to a set study schedule, planning family activities, and assigning family chores are all important components of creating a conducive home environment.

5.1 Set up a Positive Learning Environment at Home

- Create productive learning settings at home. Consider your child's learning interests as well as your specific home setting while coming up with ideas. A learning space can be anything from a desk to a spot at the table or counter to a huge box with pillows for a study or reading corner. Ascertain that your child has all of the necessary resources for the learning activity (e.g., paper, pen or pencils, digital devices). As much as possible, try to avoid distractions. More ideas for building a study place at home can be found here.
- Maintain a consistent daily schedule to keep your child focused. We understand that the transition to digital/hybrid learning is difficult for working parents, but adhering to the school's schedule and maintaining a routine is critical for your child's development. This short article explains how to assist your youngster

stay focused, and here are some more routine-related tips.

- Time management and goal-setting assistance: At least once a week, set aside time for a family huddle. Discuss who will assist your child in attending virtual classes on time and completing assignments. Encourage your child to make a list or draw drawings of their goals to help them learn self-control. Recognize your child's accomplishments as they are met, and encourage them to keep working. Make a list of persons who can help your child learn and make arrangements for your child to get assistance as needed. It may take some time for your child to build confidence and track their own progress toward achievement.
- Add in some brain breaks and physical activity to mix things up: Alternate homework with breaks for physical activity (brief walks, exercise), hands-on learning (reading, art, play, home scientific experiments), instructional screen time (virtual museum tours, internet activities), and social interactions (such as playing games like Roblox or Minecraft). Make sure that any communication functions, such as chat with strangers, are disabled.
- Plan ahead (to the extent possible): Plan ahead and be imaginative about helping your child's learning while helping your child's learning while combining job and digital learning. Make the most of every moment of the day and make time in your schedule to read with your child and discuss what

he or she is learning. Children that are younger will want assistance in organising their learning activities. While older children may be able to complete schoolwork independently, they still benefit from discussing what they are learning. Encourage your child to make phone, video, or email connections with classmates to socialise and collaborate on assignments.

- Boost your motivation. Pay attention to how hard your child is working and how far he or she has come. "You put a lot of effort into that," or "Writing is difficult, but I can see how much you're growing with practise!" Praise for effort will encourage your child to complete new and difficult chores. Use these extra ideas to keep youngsters interested, especially when they're learning online.
- Share your own tactics for self-control and organisation (executive function). "I'm having problems focusing on my work today," for example. I'm going to take some time off. Do you want to go for a walk with me? I'm going to prepare a checklist of everything I need to do when I get back." Check out this video series to assist your kids learn problem-solving, dialogue, and self-control skills.
- Engage your child in fresh and unusual ways to help them learn. "Active learning" entails immediately applying newly acquired knowledge in order to "learn by doing." When you observe or listen to learn new knowledge, this is

referred to as "passive learning." Consider the following suggestions for your child's online and offline learning:

- Students gain from being able to learn knowledge in a variety of methods. They learn more from flashcards (print or digital) that include both text and images—charts, graphs, and so on—than they do from cards that only show words.
- Students' interest is maintained by exposing them to new and various ways of learning rather than relying solely on textbooks. Clapping a math lesson—or sketching in science class, or acting during story time—can help every student learn better as long as the new activity truly informs your child about the academic subject.
- Determine what is age-appropriate for your child. Check out this excellent resource for advice on setting screen-time restrictions and assisting your child in developing beneficial technological habits.

6. CONCLUSION

Academic success is quite crucial in the educational process. Scholarly Accomplishment or performance is defined as the demonstration of knowledge or skills gained in a school subject. It refers to an individual's level of achievement in scholastic disciplines. Teachers' grades or test scores are measures of this achievement. It is the school's assessment of a student's

class work on the basis of marks or grades. These school-assigned grades could be high or low, indicating that Scholarly Accomplishment could be good or bad. Students' Scholarly Accomplishment is influenced by a variety of circumstances. The impact of a student's domestic environment and insights on their academic progress is enormous. And the home environment has been found to be regularly linked to a child's academic success. The home environment has been found to be regularly linked to a child's academic success. Children whose parents are more interested in their education at home perform better academically than children whose parents are less involved. In addition to the importance of early academic performance, a child's academic success after early elementary school has been found to be generally steady. It's crucial to look at the aspects that contribute to early academic achievement and can be changed. In this aspect, the home environment is essentially the most crucial factor.

7. SUGGESTIONS

- ✓ Parents should make an effort to comprehend their children's interests
- ✓ For a progressive society, small family standards should be strictly enforced
- ✓ Vocational education should be made available in schools
- ✓ Government and non-government initiatives are needed to build resource centers that support school

and parental efforts to provide a better domestic environment for children

- ✓ Parents must be informed that they can help their children learn by encouraging them, creating a learning environment, and actively assisting them, among other things
- ✓ Parents should invest more time to their children's upkeep by providing academic necessities such as text books, healthy diet, and writing materials, among other things

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