Impact of Educational Environment at Home on the Academic Achievement of Secondary School Students in Northwaziristanagency, Fedarlly Administerd Tribal Area, Pakistan

Zahid Ullah[1]   Dr. Muhammad Ayaz[2]   Mati Ullah[4]   ZakiaTanzeela Fatima[3]
Wali Ullah[1]   Abdul Shahab Khan[1]
1.Institute of Education and research, University of Science &Technology, Bannu
2.Chairman, Department of Education& Research, Lakki Campus,UST Bannu
3.Lecturer, Institute of Education and research, University of Science &Technology, Bannu
4.Lecturer, Department of Education & Research,Lakki Campus, UST Bannu

Abstract
Parents and families have very important andeffective role in their wards' lives.This study was survey type in nature. The key target of the study was to find out the impact of Educational Environment at Home on the academic achievement ofSecondary Schools Students in North Waziristan Agency, Federally Administered Tribal Area,(FATA), Pakistan. All the students of 10th class as well as parents of the same students of both Public and Private Schools in North Waziristan were the population of the study. The total respondents of sample were 440 (220 parents while 220 10th class students).Two separate questionnaires were used to collect data from both students and parents by using five point Likert scale.Data was entered into SPSS (Version 16.0); Descriptive statistics, frequency and percentage and Linear Regression was used to analyze the impact of educational environment at home on the academic achievement of Secondary school students in North Waziristan. According to the concludedresults the impact of Educational Environment at home was identified and was linked withthe academic achievement of Secondary students. Some recommendations were also given at the end of the study.
Keywords: Educational Environment, Academic Achievement,Public Schools, Private School, North Waziristan.

INTRODUCTION
The researcher opines that one of the main reasons of low educational ratio and worsesituation of education in North Waziristan Agency is the drowsiness of community towards education of the students. They parents do not accomplish or not acquainted of their role which they have to play to improve the student's academic achievements. Most of them on bother send the students to schools and become satisfied that they have done their job.According to (Collins, 2007), homes are the places where students live with their family e.g father, mother, brothers sisters and in joint families with other family members and homes are the places where students groom. Homes are the places where the childrenstart to know about the norm and values of the society they are in. The familiesare social units in all societies and thus homes are the first sources of early stimulations and experiences for students. (Vellymalay, 2012a) reveals that children's abilities of their success in schoolsdepend on how in a better way their families have managed their students in their homes. Homes'have environments where the children learn about the skills, and behaviors which maychange the students into better and successful children.

RELATED LITERATURE
EDUCATIONAL ENVIRONMENT AT HOME
Well Education Environment at Home has been shown to have a major impact on the learning process of the students. The home which encourages good reading and study habits or that number of siblings affects the amount of individuals' attention. Parents who provide an education environment at home and value the success and academic attainment of the students will offer their children strong reinforcements for better academic performance. (Ogbemudia and Aiasa. 2013) denoted that environment is the surroundings in which a child finds himself or in other words he lives in it. The environment also refers to the physical and psychological factors that directly or indirectly influencethe child living in that environment. He further continues that physical and psychological factors of the home environment also influence the students' academic performance.

(Ekanem, 2004) claims that the home environment effect the children at the most earlier possible time of their lives at that time when their minds are most receiping in the position. The home environment gives the first impression which may affect the students throughout their whole lives of the children. The children often look at their parents, brothers, sisters and the things present in the home environment to be the most important in their lives and the children are able to promote or diminish them in self-worth and academic success.According to (Ogbemudia and Aiasa, 2013) provision of the healthy and educational environment is the essential

responsibility of parents or guardian of the children. Healthy and educational environment assist and affect the education for the students. In child's home environment, there are some elements that can directly or indirectly affect the academic attainment. Those elements include: parents' education, profession, socio-economic status, and where the home is located and the size of the family.

According to (Egunsola, A. O. E. 2014), the children's home environment refersto the family background; in which all the human and material resources of that home whichinfluence the wards' educational performance and life, such for example the parent's educational level, their profession, economic condition and other facilities that can make the children socialize available at home level. So we can say that the homesare the base like institutewhich providesto the child the initial assistance to be socialized. Furthermore home educational environment canprovide the base for education to the childrenon which the rest of the elements of socialization institutions are built. The education provided by the families and other members of the family at home level is likely highlyaffects the behaviors of the children in the future life. Both of the factors; what the students learn in the home environment and how his or her parents motivate him or her towards his education play an important role in the success or failure of the child at school. Even we can say that educational environment at home also plays a very vital role in the lives and educational performance of all the students.

According to (Bradley, 1994) the educational environment at home perhapsthe most effecting learning environment where the young studentsspecially learnlanguages, knowledge, different kinds of skills, and behavior. Educational environment at home has the power to shape the readiness of the students for schools, their attitudes toward education, and their later academic success. The educational environment at homehas been studied by the researcherswidely, especially in the field of developmental psychology. In the field of developmental psychology, educational environment at home has been connected with the students' cognitive and social development. (Rodriguez and Tamis-LeMonda, 2011; Son and Morrison, 2010) denoted that morepreference has been given to the interrelationship between the educational environment at home and the development of the students inlanguage and vocabulary or (Anders et al., 2012; Hartas, 2011) early cognitive learning like early literacy and numeracy before schooling.

(Forget‑Dubois et al., 2009) opines that the significant role of educational environment at homeis also connected with the readiness of the students later in schools. (Hartas, 2012; Niklas and Schneider, 2013), also elaborate thateducational environment also assist in pre-reading and learning spelling, and success in math in primary school age. In a longitudinal study of pre-school in England, (Melhuish et al. 2008) indicates that early years of education hasa strong effect on the educational attainment of the students. Many researchers emphasize on the significance of studying in an educational environment at home as a strong predictor of academic achievement while talking about the effect of other children, family and school characteristics.

(Adesehinwa, 2013) tells that many years, it has been seen that teachers gave the same lesson to the same students at a time, but the students performed in a different way when the teacher evaluated them. Some of them performed well while others didn't.(Adesehinwa and Aremu, 2010) further elaborate thatthis indicates that out of the school environment, there are some other elements which effect children's academic achievements. There are some other differences in the academic attainments between of gifted or extra ordinary and non-gifted or commonstudents which cannot be find outthrough the school environment. Hence, there may be many other uncontrolled variables which can also be responsible for academic attainments of student, commonly highschools student inclusive. (Adell, 2002) opines that family background and family status are the most significant and most valuableelement to determine the academic outcomes achieved by the students.

According to (Akinsanya et al., 2011) students from highly educated families who have better socio-economic status are seen that those students do well than those from uneducated families. If the families are having educated people as well they are economically strong then students belong to those families will perform well as compare to those who are from educationally and economically weak families This happens because the students from families having educational have to be supported such as a well decent and better environment at home for academic practices, family support and guidance and counseling, efficient text books and other education related material and better and healthy food. He or she might be sent to better educational institution where well trained and experience teaching staff will deal with them and teach them. (Graetz, (2009) further explains that parents educational level and their professional position are strongly interrelated with students' education related options and achievement. Graetz further claims that students from those families who have weak professional position are facing a lot of obstacles when they transit from one standard to the another standard.

STATEMENT OF THE PROBLEM

It is well known that families and parents have a vital role in the educational attainment of the students. It cannot be denied that if parents and families don not pay attention, look after them and take proper care, it may not be possible for the students to achievehigher than they can achieve with their families assistance. So the researcher is going to conduct a research on a topic "*Impact of Educational Environment at Home on the academic*

achievement of Secondary School Students in North Waziristan Agency".

OBJECTIVES OF THE STUDY

Objectives of the study are as under:

1. To identify the impact of educational environment at home on the academic achievement of Secondary School students' in North Waziristan Agency.
2. To find out the relationship between educational environment at home and Secondary School students academic achievement in North Waziristan.
3. To give recommendations regarding the impact of educational environment at home on the academic achievement of Secondary Schools students.

RESEARCH HYPOTHESES

Two Null Hypotheses were used.

1. Ho1. There is no significant impact of Educational Environment at Home on the Academic Achievement of Secondary School Students in North Waziristan Agency, Federally Administered Tribal Area, Pakistan.
2. Ho2. There is no significant relationship between Educational Environment at Home and Academic Achievement of Secondary School Students in North Waziristan Agency, Federally Administered Tribal Area, Pakistan.

SIGNIFICANCE OF THE STUDY

In this modern educational competitive era every person tries to achieve better. The educational condition can be measured by academic performance of the student. A rich educational environment at home can help the students to perform well. Students having educational facilities at get higher grades and get better academic achievement. Thus it provides a vast ground for a researcher to conduct researches on educational environment at home. Therefore the significance of the study is presented in the enlisted points.

1. This work may educate parents to provide educational facilities at home.
2. This effort may bring awareness in the community at north Waziristan level regarding their children educational needs.
3. This research may induce parents for provision of all kinds of educational facilities at home for better achievements.
4. The results of this work may facilitate parents to use their children's out of school time.
5. This study research may help in provision of an overall idea of the current position of parents and community towards their children.
6. This study may motivate other researchers to work in this area in future at Federally Administered Tribal Area level.

RESEARCH METHODOLOGY

Design of the Study

This research study was survey and descriptive type in nature.It was descriptive because of the descriptive data collected throughtwo separate and detailed questionnaires as claimed by (Ader, Van Marwik, et al. 2008), that in descriptive survey type of research data is collectedfor testing hypothesis or for answering the research question concerned with the present position of the subject of research study.

Population of the Study

The population of this research studywere all the 10th class students their parents both from Public and Private Secondary Schools in North Waziristan Agency.

Sampling Technique

Because the parents and students were the sample for this study, so Stratified Random Sampling technique was used for data collection.

Sample of the Study

As Chambers and Skinner (2003) claimed that it is an issue for choosing sample to represent the population from which it is choosen. The respondents in the selected sample were 440 in which 220 respondents were students (110 respondents from Public Secondary Schools while 110 respondents Private Secondary Schools and 220 respondents were parents of the same students taken as sample in which 110 respondents were the parents Public Secondary Schools students and 110 parents respondents were of Private Schools' students. John Curry (1984) formula was used for sample size.

Table 1: Demographic information of respondents (N = 440)

Parents of Students				Students				Parents' Education	
220 (50%)				220 (50%)				Illiterate	47
Public Schools		Private Schools		Public Schools		Private Schools		Primary	18
110 (25%)		110 (25%)		110 (25%)		110 (25%)		Middle	13
Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Matric	39
80	30	80	30	80	30	80	30	Intermediate	41
72.72%	27.27%	72.72%	27.27%	72.72%	27.27%	72.72%	27.27%	Degree	33
								Master	27
								M.Phil.	2
								Ph.D.	0

Table2. Graphical representation of demographic information of respondents (n = 440)
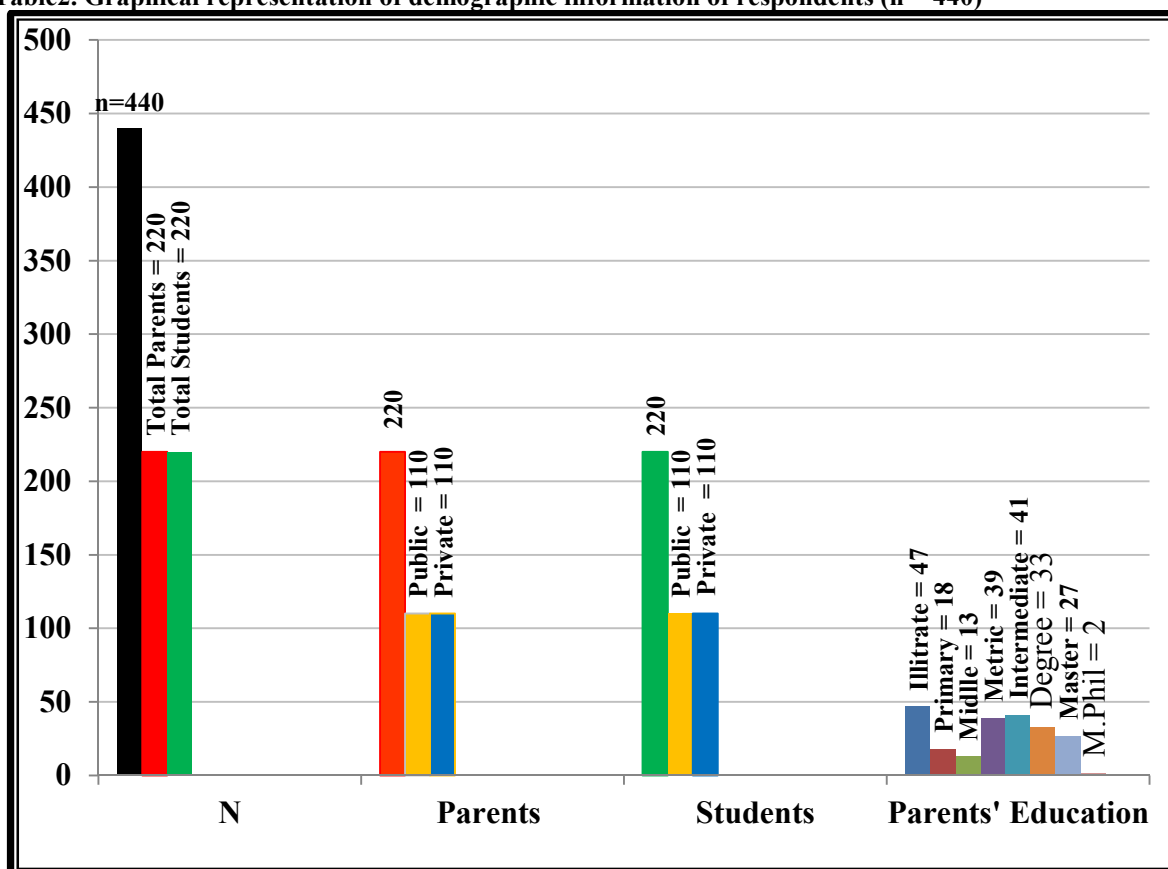
Sample Size Rule of Thumb

if the respondents are;

10	-	100	then	100%
101	-	1000	then	10%
1001	-	5000	then	5%
5001	-	10000	then	3%
10000 orabove		then	1%	

Source: Curry, J. (1984). Professor of Educational Research, North Texas State University; Sample Size Rule of Thumb; Populations and Sampling, 7-4.

RESULTS AND DISCUSSION

This researchstudy focused on relationship between Educational Environment at Home and secondaryschoolsstudents' academic achievement in North Waziristan Agency. For this purpose descriptive statistics i.e Frequency and percentage were used to identify the impact of Educational Environment at Home on secondary schools students' academic achievement and Linear Regression was used to see the link between

Educational Environment at Home and students' academic Achievements. The views of the students and their parents were taken through two separate and detailed questionnaires, Students Questionnaire (SQs) and Parents Questionnaire (PQs). Results and discussion certified strong interrelationship between the Educational Environment at Home and academic achievement of 10th students is shown in the table below:

Table3. For Ho1 identification of Impact of Educational Environment at Home on the Academic Achievements of Secondary Schools Students.

Educational Environment at Home			
Statements	**Views**	**Frequency**	**Percentage**
Keeping child Studying at Home	Strongly Disagree	00	00
	Disagree	72	32.7 %
	Undecided	19	8.6 %
	Agree	115	52.3 %
	Strongly Agree	14	6.4 %
Time Table for Educational Activities at home	Strongly Disagree	00	00
	Disagree	77	35.0 %
	Undecided	23	10.5 %
	Agree	119	54.1 %
	Strongly Agree	1	.5 %
Study Room for Children	Strongly Disagree	00	00
	Disagree	92	41.8 %
	Undecided	22	10.0 %
	Agree	79	35.9 %
	Strongly Agree	27	12.3 %
Not assigning other activities during his study time	Strongly Disagree	00	00
	Disagree	85	38.5 %
	Undecided	41	18.6 %
	Agree	89	40.3 %
	Strongly Agree	5	2.3 %

Inthe above Table 2, "Educational Environment at Home" is the facet from parents' questionnaire which is computed from; Keeping child Studying at Home, Time Table for Educational Activities at Home, Study Room for Children and Not Assigning other Activities during his Study Timerespectively (shown in the above table). Total parents respondents were = 220 (n = 220). In this facet, statement1: 115 = (53.3%) respondents were agreed and 14 = (6.4%) were Strongly Agreed while 72 = (32.7%) disagreed 0 = (0%) were Strongly Disagreed with the statement, "Keeping child Studying at Home", statement2: 119 = (54.1%) of the respondents were agreed and 1 = (.5%) were Strongly Agreed while 77 = (35.0%) disagreed and 0 = (0%) were Strongly Disagreed with the statement,"Time Table for Educational Activities at Home", statement3: 79 = (35.9%) agreed and 27 = (12.3%) were Strongly Agreed while 92 = (41.8%) were disagreed and 0 = (0%) were Strongly Disagreed with statement "Study Room for Children" and statement4: 89 = (40.3%) of the respondents were agreed and 5 = (2.3%) were Strongly Agreed while 85 = (38.5%) disagreed and 0 = (0%) were Strongly Disagreed with the statement,"Not Assigning other Activities during his Study Time". But 19 = (8.6%)remained Undecided with the statement, "Keeping child Studying at Home", 23 = (10.5%) with the statement,"Time Table for Educational Activities at Home", 22 = (10%) with the statement, "Study Room for Children" and 41 = (18.6) with the statement, "Not Assigning other Activities during his Study Time".The majority of the respondents were agreed with the facet which rejected Ho1 and confirmed the impact of Educational Environment at Home on the academic achievement of secondary school students in North Waziristan Agency.

Table4. Keeping child studying at home

Dependent Variable	Predictor	R	R Square	Df	F-value	P-value	Beta Score	Sig.
Students' academic achievement	*Keeping child studying at home*	.347a	.120	1 218 219	29.802	.000a	.347	.000

According to table 4 :Predictor was Keeping child studying at home, the value of R=.347a, R Square=.120, F-value=29.802, P-value=.000a, Beta Score=.347   and Sig.=.000. For findings linear regression is used for seeing the interrelationship between Predictor and dependent variable. The value of R square is .120 and it is the square of multiple R $(.347a)^2$. It affirms the interrelation of keeping students studying with Students academic achievements. F-value is 29.802 has been found significant at .000 of significance. Similarly Beta score .347 has

also been found significant at .000a level of strongly significance. The above statistical presentation rejects the Ho2 which certifies strong interrelationship between keeping students studying at home and Students academic achievement.

Table5. Educational Activities at Home

Dependent Variable	Predictor	R	R Square	Df	F-value	P-value	Beta Score	Sig.
Students' academic achievement	*Educational Activities at Home*	.193a	.037	1 218 219	8.447	.004a	.193	.000

In table 5 :Predictor was Educational Activities at Home, the value of R=.193a, R Square=.037, F-value=8.447, P-value=.004a, Beta Score=.193 and Sig.=.000. For findings linear regression was used for seeing the interrelationship between Predictor and dependent variable. The value of R square is .037 and it is the square of multiple R (.193a)². It affirms a relation of Educational Activities at Home with Students academic achievements. F-value is 8.447 has been found significant at .000 of significance. Similarly Beta score .193 has also been found significant at .004a level of strongly significance. The above statistical presentation rejects the Ho2 which certifies strong interrelationship between Educational Activities at Home and Students academic achievements.

Table6. Study Room for Children

Dependent Variable	Predictor	R	R Square	Df	F-value	P-value	Beta Score	Sig.
Students' academic achievement	*Study Room for Children*	.184a	.034	1 218 219	7.656	.006a	.184	.000

In table 6 :Predictor was Study Room for Children, the value of R=.184a, R Square=.034, F-value=7.656, P-value=.006a, Beta Score=.184 and Sig.=.000. For findings linear regression was used for seeing the interrelationship between Predictor and dependent variable. The value of R square is .034 and it is the square of multiple R (.184a)². It affirms a relation of Study Room for Childrenwith Students academic achievements. F-value is 7.656 has been found significant at .000 of significance. Similarly Beta score .184 has also been found significant at .006a level of strongly significance. The above statistical presentation rejects the Ho2 which certifies strong interrelationship between Study Room for Children and Students academic achievement.

Table7. Not Assigning other Activities during his Study time

Dependent Variable	Predictor	R	R Square	Df	F-value	P-value	Beta Score	Sig.
Students' academic achievement	*Other Activities During his Study Time at Home*	.062a	.004	1 218 219	.841	.360a	.062	.000

In table 6 :Predictor was Not Assigning other Activities during his Study time, the value of R=.062a, R Square=.004, F-value=.841, P-value=.360a, Beta Score=.062 and Sig.=.000. For findings linear regression was used for seeing the interrelationship between Predictor and dependent variable. The value of R square is .004 and it is the square of multiple R (.062a)². It affirms a relation of Not Assigning other Activities during his Study time with Students academic achievements. F-value is .841 has been found significant at .000 of significance. Similarly Beta score .062 has also been found significant at .360a level of strongly significance. The above statistical presentation rejects the Ho2 which certifies strong interrelationship between Not Assigning other Activities during his Study time and Students academic achievement.

Table8. Educational Environment at Home.

Dependent Variable	Predictor	R	R Square	Df	F-value	P-value	Beta Score	Sig
Students' academic achievement	*Educational Environment at Home*	.350a	.123	1 218 219	30.525	.000a	.350	.000

In table 8: Predictor was Educational Environment at Home, the value of R=.350a, R Square=.123, F-value=30.525, P-value=.000a, Beta Score=.350 and Sig.=.000. For findings linear regression was used for seeing the interrelationship between Predictor and dependent variable. The value of R square is .123 and it is the square of multiple R (.350a)². It certifies a relation of Not Assigning other Activities during his Study time with Students academic achievements. F-value is 30.525 has been found significant at .000 of significance. Similarly Beta score .350has also been found significant at .000a level of strongly significance. The above statistical presentation rejects the Ho2 which certifies strong interrelationship between Educational Environment at Home

and Students academic achievement.

DISCUSSION
For identification of Ho1 "There is no significant impact of Educational Environment at Home on the Academic Achievement of Secondary School Students in North Waziristan Agency, Federally Administered Tribal Area, Pakistan" descriptive statistics, Frequency and Percentage were used. Through Frequency and Percentage, the facet; "Educational Environment at Home" from parents' questionnaire which is computed from; Studying at Home, Time Table for Educational Activities, Study Room for Children and Not Assigning other Activities during his Study Time respectively analyzed. (shown in the above table). Total parents respondents were = 220 (n = 220). In this facet, statement1: 115 = (53.3%) respondents were agreed and 14 = (6.4%) were Strongly Agreed while 72 = (32.7%) disagreed 0 = (0%) were Strongly Disagreed with the statement, "Studying at Home", statement2: 119 = (54.1%) of the respondents were agreed and 1 = (.5%) were Strongly Agreed while 77 = (35.0%) disagreed and 0 = (0%) were Strongly Disagreed with the statement,"Time Table for Educational Activities", statement3: 79 = (35.9%) agreed and 27 = (12.3%) were Strongly Agreed while 92 = (41.8%) were disagreed and 0 = (0%) were Strongly Disagreed with statement "Study Room for Children" and statement4: 89 = (40.3%) of the respondents were agreed and 5 = (2.3%) were Strongly Agreed while 85 = (38.5%) disagreed and 0 = (0%) were Strongly Disagreed with the statement,"Not Assigning other Activities during his Study Time". But 19 = (8.6%) remained Undecided with the statement, "Studying at Home", 23 = (10.5%) with the statement, "Time Table for Educational Activities", 22 = (10%) with the statement, "Study Room for Children" and 41 = (18.6) with the statement, "Not Assigning other Activities during his Study Time". The majority of the respondents were agreed with the facet which confirmed the impact of Educational Environment at Home on the academic achievement of secondary school students in North Waziristan Agency.

For Ho2,"There is no significant relationship between Educational Environment at Home and Academic Achievement of Secondary School Students in North Waziristan Agency, Federally Administered Tribal Area, Pakistan", Linear Regression model was used. According to table 4: Predictor was Keeping child studying at home, the value of R=.347a, R Square=.120, F-value=29.802, P-value=.000a, Beta Score=.347 and Sig.=.000 which indicates extremely strong relationship between Predictor and the dependent variable. In table 5: Predictor was Educational Activities at Home, the value of R=.193a, R Square=.037, F-value=8.447, P-value=.004a, Beta Score=.193 and Sig.=.000 which indicates strong relationship between Predictor and the dependent variable. In table 6 :Predictor was Study Room for Children, the value of R=.184a, R Square=.034, F-value=7.656, P-value=.006a, Beta Score=.184 and Sig.=.000 which indicates strong relationship between Predictor and the dependent variable. While in table 7:Predictor was Other Activities During his Study Time at Home, the value of R=.062a, R Square=.004, F-value=.841, P-value=.360a, Beta Score=.062 and Sig.=.000which indicates that there is no relationship between Predictor and the dependent variable. According to the facet table 8 :Predictor was Educational Environment at Home, the value of R=.350a, R Square=.123, F-value=30.525, P-value=.000a, Beta Score=.350 and Sig.=.000 which indicates that there is no relationship between Predictor and the dependent variable. Thus according to facet table 8 the values indicate extremely significance which confirmed the rejection of Ho2 and shows the impact of Educational Environment at Home on the academic achievement of secondary school students in North Waziristan Agency.

CONCLUSIONS
To test the Ho1 which about the For identification of "There is no significant impact of Educational Environment at Home on the Academic Achievement of Secondary School Students in North Waziristan Agency, Federally Administered Tribal Area, Pakistan", descriptive statistics, Frequency and Percentage were used. Through Frequency and Percentage, the statements were analyzed. The results indicated that the majority of the respondents were agreed with the facet which rejected Ho1 and confirmed the impact of Educational Environment at Home on the academic achievement of secondary school students in North Waziristan Agency.

To test the Ho2, There is no significant relationship between Educational Environment at Home and Academic Achievement of Secondary School Students in North Waziristan Agency, Federally Administered Tribal Area, Pakistan", Linear Regression model was used. According to the results of statements tables 4, 5, and 6 confirmed strong relationship between the independent variable while table7 shown no relationship between the Predictor and dependent variable. But the computed facet table 8 certified extremely strong relationship between the predictor and dependent variable. Thus according to computed facet table 8 the values indicate extremely significance which confirmed the rejection of Ho2. Keeping in view the above findings it is confirmed that Educational Environment at Home has significant relationship with students' academic achievement. Therefore parents should try to keep the students studying at home also. They should keep eyes on needs and problems faced by their children. The parents should manage a schedule for their children's out of school time.

RECOMMENDATIONS

1. Parent should facilitate the secondary students at home by providing an educational environment at home in North Waziristan Agency.
2. Parents should provide every type of education related material at home to the students in North Waziristan.
3. Families should try to provide their children a separate place for studying at home if possible.
4. Parents should make a time table for educational activities at home and try to avoid assigning other non-educational activities during their studying time.

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