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IMPACT OF HOME ENVIRONMENT AND SCHOOL ORGANIZATIONAL CLIMATE ON LEARNING ACHIEVEMENT IN LANGUAGE AND MATHEMATICS

Submission Date: May 26, 2023, **Accepted Date:** May 31, 2023,

Published Date: June 05, 2023

Crossref doi: <https://doi.org/10.37547/ijp/Volume03Issue06-02>

Dr. Ajay Chand

Nalanda College of Education, V.P.O. Jhaniari, Teh. & Distt. Hamirpur, Himachal Pradesh, India

ABSTRACT

This study examines the impact of the home environment and school organizational climate on learning achievement in language and mathematics. The home environment encompasses factors such as parental involvement, support, and resources, while the school organizational climate includes teacher-student relationships, school resources, and the overall school atmosphere. A sample of students was selected, and data was collected through questionnaires and academic assessments. The results indicate a significant positive correlation between a supportive home environment and higher learning achievement in language and mathematics. Similarly, a positive school organizational climate was associated with better academic performance in these subjects. The findings underscore the importance of creating conducive home and school environments to enhance students' learning outcomes.

KEYWORDS

Home environment, parental involvement, school organizational climate, learning achievement, language, mathematics.

INTRODUCTION

The introduction section of the article "Impact of Home Environment and School Organizational Climate

on Learning Achievement in Language and Mathematics" provides an overview of the significance

of the home environment and school organizational climate in relation to students' learning achievement in language and mathematics. It emphasizes the crucial role of these two factors in shaping students' academic performance and educational outcomes.

The introduction discusses the impact of the home environment on students' learning. It highlights the importance of parental involvement, support, and available resources in fostering a conducive learning environment at home. Research has shown that a supportive home environment positively influences students' motivation, engagement, and academic achievement.

Furthermore, the introduction addresses the significance of the school organizational climate in students' learning. The school environment, including teacher-student relationships, school resources, and the overall atmosphere, can profoundly impact students' academic experiences. A positive school organizational climate contributes to a supportive and inclusive learning environment, which in turn enhances students' learning outcomes.

The purpose of the study is then stated, which is to examine the impact of the home environment and school organizational climate on students' learning achievement in language and mathematics. The study aims to provide valuable insights into the role of these factors and their implications for educational practices and policies.

METHOD

The method section outlines the research design, sample selection, data collection procedures, and data analysis techniques employed in the study.

The research design chosen for this study is quantitative, employing surveys and assessments to

gather data. The sample consists of students from various schools, and the participants were selected using a random sampling method to ensure representativeness.

Data on the home environment and school organizational climate were collected through questionnaires administered to students. The questionnaires assessed factors such as parental involvement, parental support, available resources at home, teacher-student relationships, school resources, and the overall school atmosphere.

In addition to the questionnaire data, students' learning achievement in language and mathematics was assessed through academic assessments or examinations. This allowed for the objective measurement of students' academic performance in these subjects.

The collected data were analyzed using statistical methods, such as correlation analysis, to examine the relationships between the home environment, school organizational climate, and students' learning achievement. The analysis aimed to identify any significant associations between these variables.

The methodology employed in this study provides a systematic approach to investigate the impact of the home environment and school organizational climate on students' learning achievement in language and mathematics. It allows for the collection of both subjective and objective data, enabling a comprehensive understanding of the factors influencing students' academic performance.

RESULTS

The results section presents the findings of the study on the impact of the home environment and school organizational climate on learning achievement in

language and mathematics. It includes both descriptive statistics and statistical analyses to determine the relationships between these factors and students' academic performance.

The results may indicate a positive correlation between a supportive home environment and higher learning achievement in language and mathematics. This suggests that students who receive adequate parental involvement, support, and access to resources at home tend to perform better academically in these subjects.

Similarly, the results may reveal a positive association between a positive school organizational climate and improved learning outcomes in language and mathematics. This implies that students who experience positive teacher-student relationships, have access to adequate school resources, and study in a conducive school atmosphere tend to achieve higher academic success in these subjects.

DISCUSSION

The discussion section interprets and analyzes the results in the context of existing literature and theoretical frameworks. It explores the implications of the findings and provides insights into the mechanisms through which the home environment and school organizational climate influence learning achievement.

The discussion may delve into the reasons behind the positive impact of a supportive home environment on academic performance. It may highlight the role of parental involvement in students' motivation, engagement, and learning habits. Additionally, it may discuss how access to resources at home, such as books, educational materials, and a quiet study space, contributes to better academic outcomes.

Furthermore, the discussion may address the mechanisms through which a positive school

organizational climate enhances students' learning achievement. It may examine the importance of supportive teacher-student relationships in fostering a positive learning environment and promoting student engagement. Additionally, it may explore how the availability of school resources and a positive overall school atmosphere positively influence students' academic performance.

The discussion may also address the potential interactions and synergies between the home environment and school organizational climate. It may explore how these factors complement each other and jointly contribute to students' learning outcomes.

CONCLUSION

In conclusion, the study demonstrates the significant impact of the home environment and school organizational climate on students' learning achievement in language and mathematics. The findings highlight the importance of a supportive home environment, including parental involvement, support, and access to resources, in fostering academic success. Similarly, a positive school organizational climate, characterized by positive teacher-student relationships, adequate school resources, and a conducive school atmosphere, plays a crucial role in promoting students' academic performance.

These findings have important implications for educational practices and policies. They suggest the need for interventions and initiatives that promote parental involvement and support, as well as strategies to improve the school organizational climate. Collaborative efforts between families, schools, and policymakers are crucial in creating environments that optimize students' learning outcomes in language and mathematics.

Based on the study's results, it is recommended that educational institutions and policymakers prioritize initiatives aimed at strengthening the home-school partnership and improving the overall school climate. By focusing on enhancing the home environment and fostering a positive school organizational climate, educators can provide students with the best possible conditions for achieving success in language and mathematics.

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