

Compare and contrast



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The Impact of the Home Environment on Ability to Function Academically

April 11, Though there are exceptions to almost every rule evidence suggests that to a notable extent there is a relationship between the home environment and academic performance. Hammer states that the family environment is just as important to performance as what takes place in the classroom (qtd in Halawah par. 11). More often than not, students who consistently perform poorly tend to be from unstable homes while those who perform well tend to be from stable homes. Children in a stable home environment are more likely to perform well academically than students in an unstable home environment. Homes classified as stable generally have both parents living with the child. There is generally a support system in place and the child is reassured that he matters. Within the stable home, the family dines together maybe not for every meal but with some amount of consistency. Time is set aside for checking homework and parent-teacher meetings are attended regularly. This kind of environment cultivates confidence by reassuring the child that the parents do care and want what is best for him. This stability makes it easier for the child to face challenges when they arise and therefore makes him more focused on school. “ When adolescents perceive their families as self sufficient, having freedom to make their own decisions then academic performances increases.” (Mohanraj and Latha 22) This in turn ensures better grades. Unlike the child in the stable home, the child in an unstable home environment on the other hand is faced with an environment characterized by tension and discomfort. In some cases a parent may be absent and the child is often left on his own. Data suggests that children in single parent households (especially where this was not the case before) may have a hard time coping and functioning (Berk 346). This <https://assignbuster.com/compare-and-contrast-compare-and-contrast-essay-samples-19/>

excess freedom often results in unhealthy experimenting and exploring and not enough time spent focusing on academics. While the child in a stable home benefits from parental attention, the child in an unstable home does not enjoy this benefit as there is almost always some other factor competing for the parent's attention. In other cases there may be some violence or unhealthy conflict that the child is exposed to. Such scenarios place the child at a disadvantage. Without a stable environment with healthy conflict resolution his sense of self can be significantly marred. He may become distracted at school and unwilling to participate or even attend. Since there is no one at home offering encouragement and affirming words he is not aware of how to cope or function effectively in social situations. In concluding, the argument put forward does show clearly that a child's home environment may significantly influence his academic performance in the classroom. Whether or not the required support and structure are received will affect how the child functions at school. The child from a stable environment, because of the encouragement and support received will most likely perform outstandingly whereas the child from an unstable environment, as a result of all the challenges and negative influences will most likely perform poorly in academics. To this end we can say that for a significant percentage of students, those in a stable home environment are more likely to perform well academically than those in an unstable home environment. Works Cited Berk, Laura. E. *Development Through the Lifespan*. 4th ed. Boston: Allyn and Bacon, 2007. Halawah, Ibtesam. "The Effect of Motivation, Family Environment, and Student Characteristics on Academic Achievement." *Journal of Instructional Psychology* June 2006. FindArticles. com. 28 Feb. 2011 Mohanraj, Rani and Latha. "Perceived <https://assignbuster.com/compare-and-contrast-compare-and-contrast-essay-samples-19/>

Family Environment in Relation to Adjustment and Academic Achievement.”

Indian Journal of Applied Psychology 31. 1-2 (2005): 18-23.