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EFFECT OF HOME AND SCHOOL ENVIRONMENT ON ACADEMIC ACHIEVEMENT OF SCHOOL CHILDREN IN THE SLUM AREA OF RAICHUR DIST OF KARNATAKA

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Abstract:

The problem of academic achievement has gained new proportion in the present time because there are many factors which are responsible for poor academic achievement of the students. The problem of deteriorating standard has forced educationists to thoroughly probe the student's academic achievement in schools. By studying the factors of academic achievement, the causes of high and low achievement of the school going children may be traced. Family involvement has been a key theme in early childhood education for more than three decades. The sample for the present study was consist of 200 students of slum area studying in class VII which will be selected randomly by giving fair representation to all types of schools of Raichur District. Results reviews that there is effect of degree of Home environment on students' achievement when the students' achievement of high and average organization groups are compared. The students belonging to average Home environment g'oup achieve more as compared to the students belonging low Home

environment group and there is effect of degree of School environment on students' achievement when the students' achievement of average and low School environment groups were compared.

Key words: Effect, School environment, Home environment, slum area

1. Introduction:

Quality of performance has become the key factor for personal progress. Parents desire that their children climb the ladder of performance as high as possible. This desire for high level of achievement puts a lot of pressure on students. Thus, a lot of time and efforts of the schools are used for helping students to achieve better in their scholastic endeavors. In spite of all efforts there have been high incidences of failure in schools at different levels. What may be the causes of children's failure in schools? Do they fail due to less interest in studies? Do they fail due to poor school and home environment? Do they fail due to low general mental ability? These are some of the questions which need to be answered.

2. Need and justification of study:

The effectiveness of any educational system is gauged to the extent the pupils involved in the system achieve academically. But, it has generally been observed that the children greatly differ in their academic achievement. Low achievement and school failure has become a general problem of almost all countries of the world. Though there may be many factors which contribute to academic achievement, Home and School environment play an important role in contributing to the pupil's scholastic performance. Parents and teachers have a crucial role to play to make sure that every child becomes a high achiever. Parental influence has been identified as an important factor affecting student's achievement. Researchers indicate that parent's education and encouragement are strongly related to improved students achievement (Wang, Wildman and Calhoun, 1996). A home environment that encourages learning is more important to student's achievement than income, educational level and cultural background of the family. Similarly, school which provide effective teaching learning environment in school contributes more to the pupils' achievement than any other factor. It is in this background that the present study has been undertaken to determine whether home and school environment has an effect on the academic achievement of school children slum area or not. If those home and school factor which facilitate academic achievement of students are identified then it may be possible to provide a healthy educational environment at home and school which may pave the way for student's academic success. It is therefore necessary to investigate the various homes and school factors which influence academic achievement. A study of this nature would definitely help parents, teachers and educationists in further understanding the mental make-up of the students of slum area in connection with their academic achievement.

3. STATEMENT OF THE PROBLEM:

“Effect of Home and School Environment on Academic Achievement of School Going Children in the Raichur Dist of Karnataka”

4. OPERATIONAL DEFINITION OF THE KEY TERMS USED.

a) **Academic Achievement -;**

It refers to the scholastic achievement of the students at the end of an educational programme. It is reflected in terms of the percentage of marks obtained by class VII Students in the Academic achievement test conducted by Investigator.

b) **Home Environment:**

It refers to the psycho-social climate of home as perceived by children. It provides a measure of the quality and quantity of cognitive, emotional and social support that has been available to the children within home. Home Environment consists of the following dimensions: 1) Cohesion 2) Expressiveness 3) Conflict, 4) Acceptance and caring 5) Independence 6) Active Recreational Orientation, 7) Organization and 8) Control

c) **School Environment;**

It refers to the psycho-social climate of the schools as perceived by the pupils. It provides measures of the quality and quantity of the cognitive, emotional and social support that has been available to the students during their school life in terms of teachers- pupil interactions. School Environment consists of the following dimensions: (i) Creative Stimulation, (ii) Cognitive Encouragement (iii) Permissiveness –(iv) Acceptance- (v) Rejection (vi) Control

5. Objectives of the study :

1. To find out the relationship between various dimensions of home environment and academic achievement of class VII students.
2. To find out the relationship between various dimensions of school environment and academic achievement of class VII students.
3. To study the effect of various dimensions of home environment on the academic achievement of class VII students.
4. To study the effect of various dimensions of school environment on the academic achievement of class VII students.

7. Hypotheses:

1. H_0 1: There is no significant difference in students' achievement between high and average home environment group
2. H_0 2: There is no significant difference in students' achievement between high and low home environment groups.
3. H_0 3: There is a significant difference in students' achievement between average and low organization groups
4. H_0 4: There is no significant difference in students' achievement between high and average School environment group

5. H_0 5: There is no significant difference in students' achievement between high and low School environment groups.
6. H_0 6: There is a significant difference in students' achievement between average and low School environment groups
7. H_0 7: there is a significant relationship between cohesion dimension of home environment and academic achievement of class VII students.
8. H_0 8: there is a significant relationship between Expressiveness dimension of home environment and academic achievement of class VII students.
9. H_0 9: there is a significant relationship between Conflict dimension of home environment and academic achievement of class VII students.
10. H_0 10: there is a significant relationship between Acceptance dimension of home environment and academic achievement of class VII students.
11. H_0 11: there is a significant relationship between Independence dimension of home environment and academic achievement of class VII students.
12. H_0 12: there is a significant relationship between Active Recreational Orientation dimension of home environment and academic achievement of class VII students.
13. H_0 13: there is a significant relationship between Organization dimension of home environment and academic achievement of class VII students.
14. H_0 14: there is Positive significant relationship between creative stimulation and academic achievement of class VII students.
15. H_0 15: there is Positive significant relationship between cognitive encouragement and academic achievement of class VII students.
16. H_0 16: there is Positive significant relationship between permissiveness and academic achievement of class VII students.
17. H_0 17: there is Positive significant relationship between acceptance and caring and academic achievement of class VII students.
18. H_0 18: there is Positive significant relationship between rejection and academic achievement of class VII students.
19. H_0 19: there is no significant relationship between control dimension of school environment and academic achievement of class VII students.

8. Design of the study:

A brief presentation of the methodology used is given below:

8.1. Sample:

The sample for the present study was consist of 200 students of slum area studying in class VII which will be selected randomly by giving fair representation to all types of schools of Raichur District.

8.2. Tools Used:

The following tools were used for the present study:

Sl. No.	Title of tool	Prepared and Standardized by	Year
1.	Family Environment Scale (FES)	Dr. Harpreet Bahtia and Dr. N. K Chadha.	1993
2.	School Environment Inventory (SEI)	Dr. Karuna Shanka Mishra	1983
3.	Academic Achievement	Investigator	

8.3. Data Collection:

The investigator visited the schools under study and sought the permission from the heads of the institutions under study and tests were administered to the class VII students. While administering the tests, instructions were read out by investigator and illustrative examples were explained to the students. When required. It was made sure that all the students had understood the instruction fully regarding the answering of the tests and then they were asked to respond the tests. The Academic achievement test were organized by taking separate time for selected 200 students of Slum areas of Raichur Districts of Karnataka.

9. Statistical Technique Used:

Mean, Standard Deviation, T- test and Pearson's Coefficient of Correlation statistical techniques were used for data collected. The S.P.S.S.-16 Software were also used while in data analysis and interpretation.

9. Objective wise Analysis of the data:

- Objective-1: To study the effect of various dimensions of home environment on the academic achievement of class VII students.**

To study the relationship between various dimensions of home environment and academic achievement the three null hypotheses H_{01} , H_{02} and H_{03} were formulated.

Table-1

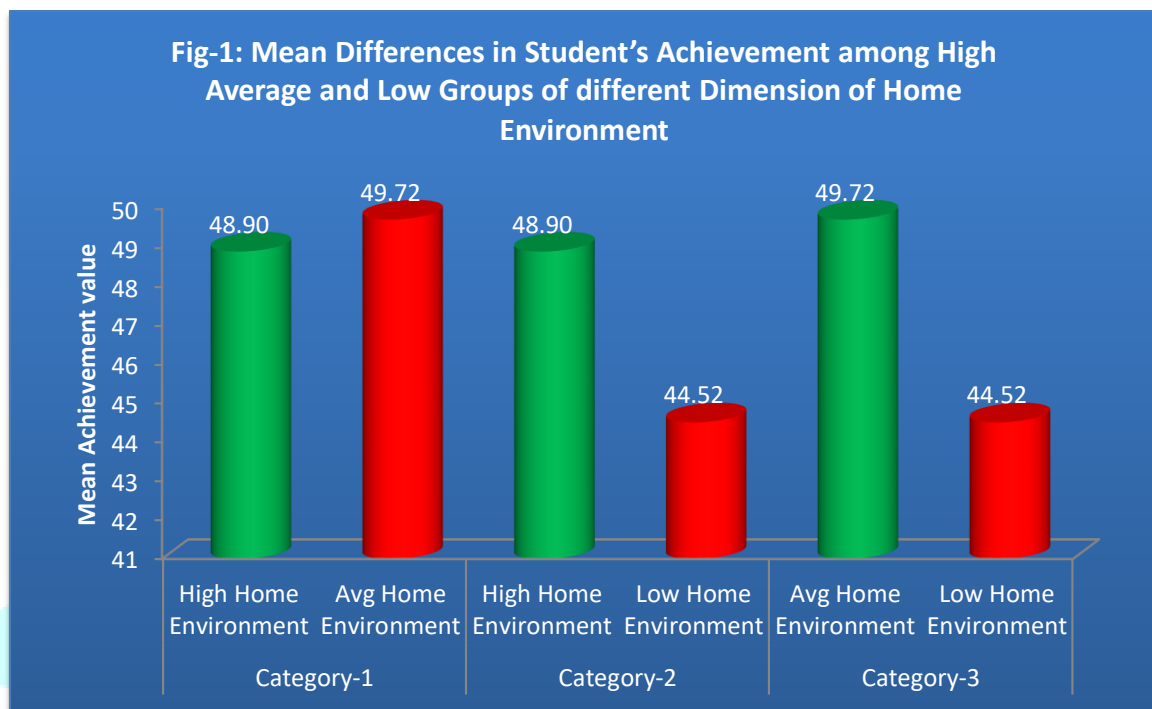
Showing the Mean Differences in Student's Achievement among High Average and Low Groups of different Dimension of Home Environment.

Group Level	N	M	SD	t-value	Significance Level
High Home Environment	70	48.9	16.24	6.72	0.01
Avg Home Environment	60	49.72	16.72		
High Home Environment	60	48.9	16.24	8.64	0.01
Low Home Environment	70	44.52	16.21		
Avg Home Environment	60	49.72	16.72	7.32	0.01
Low Home Environment	70	44.52	16.21		

The table above shows that:

1. For the high and average Home environment groups, the null hypothesis is rejected and the research hypothesis is accepted. This indicates that there is significant difference in students' achievement between high and average organization group. It shows that there is effect of degree of Home environment on students' achievement when the students' achievement of high and average organization groups are compared.
2. For the high and low Home environment groups, the null hypothesis is rejected and the research hypothesis is accepted. This indicates that there is significant difference in students' achievement between high and low organization groups. It shows that there is effect of degree of Home environment on students' achievement when the students' achievement of high and low organization group are compared.
3. For the average and low Home environment groups, the null hypothesis is rejected and the research hypothesis is accepted. This indicates that there is a significant difference in students' achievement between average and low Home environment groups. As this difference is in favor of average Home environment group, it reveals that the students belonging to average Home environment group achieve more as compared to the students belonging low Home environment group. It shows that there is a

favorable effect of group Home environment on student’s achievement in favor of average Home environment group.



2) Objective-2: To study the effect of various dimensions of school environment on the academic achievement of class VII students.

To study the relationship between various dimensions of home environment and academic achievement the following null hypotheses H₀₄, H₀₅ and H₀₆ were formulated.

Table-2

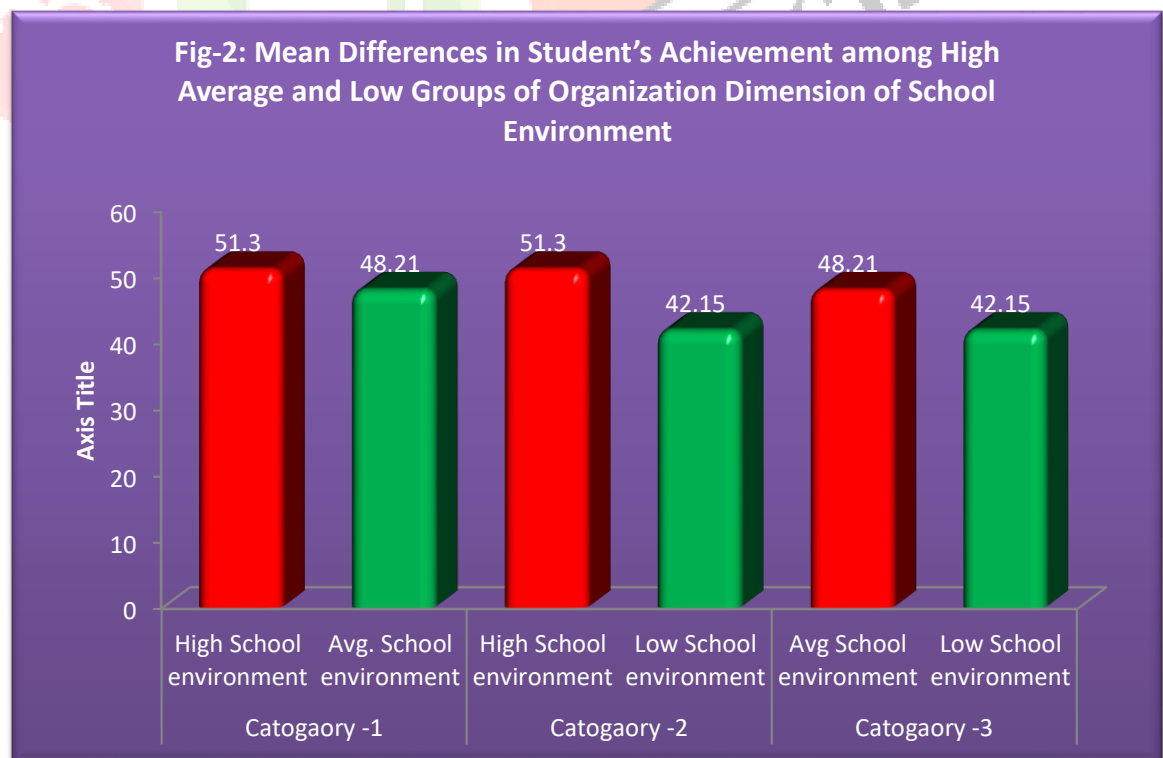
Showing the Mean Differences in Student’s Achievement among High Average and Low Groups of Organization Dimension of School Environment.

Group Level	N	M	SD	t-value	Significance Level
High School environment	50	51.3	12.12	3.85	1.01
Avg. School environment	80	48.21	12.43		
High School environment	50	51.3	12.12	4.22	0.01
Low School environment	70	42.15	11.22		
Avg School environment	80	48.21	12.43	4.23	0.01
Low School environment	70	42.15	10.4		

* Not Significant

The table above shows that:

1. For the high and average School environment groups, the null hypothesis is rejected and the research hypothesis is accepted. This indicates that there is a significant difference in students' achievement between high and average School environment group. As this difference is in favor of high School environment group, it reveals that the student's belonging to high School environment group achieve more as compared to the students belonging to average School environment group. It shows that there is a favorable effect of group School environment on student's achievement in favor of high School environment group.
2. For the high and low creative stimulation groups, the null hypothesis is rejected and research hypothesis is accepted. This indicates that there is a significant difference in students' achievement between high and low School environment groups. As this difference is in favor of high School environment group, it reveals that the student's belonging to high School environment group achieve more as compared to low creative stimulation group. It shows that there is a favorable effect of group School environment on students' achievement in favor of high creative stimulation group.
3. For the average and low School environment groups, the null hypothesis is rejected and the research hypothesis is accepted. This indicates that there is no significant difference in students' achievement between average and low School environment groups. It shows that there is effect of degree of School environment on students' achievement when the students' achievement of average and low School environment groups are compared.



3) Objective-3: To find out the relationship between various dimensions of home environment and academic achievement of class VII students.

To find out the relationship between home environment and academic achievement the Pearson's coefficient of correlation were calculated between various dimensions of home environment and academic achievement in the following order:

Dimension of Home Environment	(r)	df	Table Value	Significance Level
Cohesion X Achievement	0.456	200	0.114	0.01
Expressiveness x Achievement	0.412	200	0.114	0.01
Conflict x Achievement	0.522	200	0.114	0.01
Acceptance & Caring x Achievement	0.5.10	200	0.114	0.01
Independence x Achievement	0.511	200	0.114	0.01
Active Recreational Orientation x Achievement	0.341	200	0.114	0.01
Organization x Achievement	6.211	200	0.114	0.01

The above table reveals that the null hypothesis H₀₇, H₀₈, H₀₉, H₀₁₀, H₀₁₁ and H₁₂ are rejected and hence the research hypothesis are accepted. It indicates that,

1. There is a significant relationship between cohesion dimension of home environment and academic achievement of class VII students. It shows that more the home environment is cohesive the higher will be academic achievement.
2. There is a significant relationship between expressiveness dimensions of home environment and academic achievement of class X students. It shows that more the home environment is expressive; the higher will be the academic achievement.
3. There is a significant relationship between conflict dimensions of home environment and academic achievement of class VII students. It shows that higher the conflict, higher will be the academic achievement.
4. There is a significant relationship between acceptance and caring and academic achievement of class VII students. It shows that more the nature of acceptance and caring higher will be the academic achievement.
5. There is a significant positive relationship between independence and academic achievement of class VII students. It shows that more the independence in the home, the higher will be the academic achievement.
6. There is a significant positive relationship between recreational orientation and academic achievement of class VII students. It shows that higher the recreational orientation at the home environment, the higher will be the academic achievement.

4) Objective-4: To find out the relationship between various dimensions of school environment and academic achievement of class VII students.

To find out the relationship between school environment and academic achievement the Pearson's coefficient of correlation were computed between various dimensions of school environment and academic achievement in the following order.

Table-4

Showing the Pearson's Co efficient of Correlation between Creative Stimulation and Academic Achievement (N=472)

Dimension of School Environment	(r)	df	Table Value	Significance Level
Creative Stimulation x Achievement	0.451	200	0.114	0.01
Cognitive Encouragement x Achievement	0.641	200	0.114	0.01
Permissiveness x Achievement	0.512	200	0.114	0.01
Acceptance and Caring x Achievement	0.648	200	0.114	0.01
Rejection x Achievement	0.711	200	0.114	0.01
Control x Achievement	0.777	200	0.114	0.01

The above table reveals that the null hypothesis H_{014} , H_{015} , H_{016} , H_{017} , H_{018} and H_{19} are rejected and hence the research hypothesis are accepted. It indicates that:

1. There is Positive significant relationship between creative stimulation and academic achievement of class VII students. It shows that more the creative stimulation, in the school the higher will be the academic achievement.
2. There is Positive significant relationship between cognitive encouragement and academic achievement of class VII students. It shows that more the cognitive encouragement, in the school the higher will be the academic achievement.
3. There is Positive significant relationship between permissiveness and academic achievement of class VII students. It shows that better the permissiveness, in the school the higher will be the academic achievement.
4. There is Positive significant relationship between acceptance and caring and academic achievement of class VII students. It shows that more nature of the acceptance and caring, in the school the higher will be the academic achievement.
5. There is Positive significant relationship between rejection and academic achievement of class VII students. It shows that more the rejection in the school higher will be the academic achievement.
6. There is no significant relationship between control dimension of school environment and academic achievement of class VII students. It shows that school control does not influence academic achievement of school children.

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