

HOME ENVIRONMENT AS A CORRELATE OF SCHOLASTIC ACHIEVEMENT OF VISUALLY IMPAIRED STUDENTS

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Abstract

The study was carried out to determine the co-relation of home environment with the scholastic achievements of visually impaired students. The sample comprised 300 visually impaired students studying different secondary school of Punjab and Haryana. The data were collected by Home Environment Inventory (HEI) prepared by Dr. Karuna Shankar Misra and academic results of the students was used for their scholastic achievement. Analysis done by Mean, S.D, t-ratio and product movement of coefficient of correlation. The results showed there is a positive significant relationship between Home Environment and scholastic achievements of visually impaired students. The students who has a good home environment have high scholastic achievements and the students who has no better home environment have low scholastic achievements.

Key Words: Home environment, Scholastic achievement, Visually impaired students

Introduction

Home is the oldest and most important active agency of education. It is the foundation of all social organizations. It has an everlasting influence on the behavior, character, conduct and personality of its members. According to Ballard: Family was the original social institutions from which all other institutions developed. It is infact, the foundation of all social organizations. Family is group of interacting personalities, each of which has a definite role and status. It is the place where we learn our first lesson of living together, working together, working in cooperation, helping each other learning lesson of mutual help and adjustment. Education of the child is not the exclusive responsibility of the school. Parents can and should play an important role in shaping and building the career of their children.

In Indian literature, mother is regarded as a first teacher of man the role of the family is very important in visually impaired children. both in maintaining health and their education. Family cooperation is helpful for the better education of visually impaired children. The Visually impaired children also need to increase motivation, learn skills and have healthy behavioral habits positively reinforced. Visually impaired children are influenced by the several factors of home environment. A visually impaired child is absolutely dependent upon for his food, clothing, medicine and others similar aspects on home environment. He has to adjust to other individuals of the family. There must be a harmonious adjustment between scholastic achievement & home environment of visually impaired children. In order to adjust him self, a Visually impaired child should know clearly the importance of education for his development and to fulfill his needs. To educate a Visually impaired children is a difficult task, though their school opportunities have been limited. On the other hand good and congenial home environment is essential for the better scholastic achievement of Visually impaired children. if family atmosphere is disruptive it will produce disrupted children. The number of members of the family, outlook of parents, culture and economic conditions of the family have an important bearing in the scholastic achievement of Visually impaired children.

Parents who are caring for a Visually impaired children may need support, information or advice specific to their scholastic achievements. Social service gives support and advice to children with disabilities and their families. They can provide information on a range of services including help for career and respite care social services, disabled parking bays and equipment and adaptations to help

around the home .Early special education efforts for the disabled children and emotionally disturbed and the learning disabled were founded in attempts to divide students into different categories based on the presence of common characteristics. The primary goal for categorical programme was identifications of the subset of students with specific learning and behaviour characteristics and the development of appropriate educational programme to serve their needs. The recent studies put light on home factors which impact on scholastic achievements of Visually impaired children .Students with visual impairment were among the first to receive special education services in the united states. The first instructional programs..

The need to study the effect of home environment on the scholastic achievements of the Visually impaired children is more important . the Visually impaired children need educational satisfaction with the help of their home because they face more difficulties and trouble in their life . They should be self dependent so that they can achieve what they desire in their life some special care should be provided by the home for the scholastic achievement of Visually impaired children so that they can achieve livelihood easily. The present research work is a right endeavor to find out the effect of home environment on the scholastic achievement of Visually impaired children.

Research Efforts in These Areas :

Martinez and Paul (1981) investigated five home environment variables were found to best predict for social behaviour and achievement when they operated jointly: verbal interaction; total size of family; which parent handles household money; number of hours spent reading and parental aspirations for the child. Mandalakayise and Gilford (1997) explored that single parents and other type of parental structure find it burden to pay for children's fee due to limited financial resources, to be fully involved in school matters, to promote two way communications with the school and to supervise children when doing homework at school hours. Defoges (2003) shown that parental involvement is played out in complex settings. It is only one of many factors which have impact on pupil achievement and social adjustment. It is influenced by many other factors including family social class, parent's level of education and the family's level of material deprivation. Jeynes and William (2005) in their study indicated that parental involvement programs supporting the social adjustment and educational progress of their children. Kamalauva and Bailur (2006) found parental relations and siblings relations influenced adjustment and academic achievements. Pressur has negative influence on academic performance.

Objectives of the study:

1. To study the relationship between home environment and scholastic achievement of visually impaired students.
2. To study the high and low scholastic achiever visually impaired students on home environment.

Hypothesis of the study:

1. There exists a significant positive relationship between home environment and scholastic achievement of visually impaired students.
2. There exists a significant difference between high and low scholastic achiever students on home environment.

Research design

The present study was a descriptive survey type of research,more particularly a correlational one.

Population and Sample

A sample of 300 visually impaired students studying different schools of Punjab and Haryana constituted of the sample. Purposive sampling technique was used to draw the sample from the schools.

Tools used:

1. Home Environment Inventory (HEI) prepared by Dr. Karuna Shankar Misra was used.
2. Academic results of the students were used for their scholastic achievements.

Statistical Techniques Used

Statistical Techniques like Mean, S.D, t-ratio and product moment coefficient of correlation was used for analyzing the data .

Analysis Procedure

Section-I

Correlation analysis

Co-relational analysis between home environment and scholastic achievement are presented in the following table :

Table - 1

Coefficient of variables correlation between home environment and scholastic achievement of visually impaired secondary students .

Variables	N	Df	Coefficient of correlation	Level of significance
home environment	300	298	.55	.01
Scholastic achievement				

T.V of 298 df at $\alpha = .05 = .008$

At .01 = 115

It is revealed from the table 1 that the coefficient of correlation between home environment and scholastic achievement of visually impaired students is .55 which is significant at .01 level of significance. That means there is significant positive relationship between home environment and scholastic achievements of visually impaired secondary school students . It implies that home environment depends on scholastic achievements of the students . Thus the hypothesis (hp 1) that "There exists a significant positive relationship between home environment and scholastic achievement of visually impaired students" is retained.

Table-2

Coefficient of variables correlation between home environment (dimension wise) and scholastic achievement of visually impaired secondary students .

Sr. No	Dimensions	Coefficient of correlation	Level of significance
1	Control	.43	.01
2	Protectiveness	.47	.01
3	Punishment	.48	.01
4	Conformity	.49	.01
5	Social Isolation	.42	.01
6	Reward	.42	.01
7	Deprivation of Privileges	.43	.01
8	Nurturance	.51	.01
9	Rejection	.42	.01

10	Permissiveness	.47	.01
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T.V of 298 df at .05 = .008

At .01 = 115

It is shown from the table -2 that the coefficient of correlation between the dimensions Control (C) , Protectiveness(P) , Punishment(PU), Conformity(CF), Social Isolation (SI), Reward (R), Deprivation of Privileges (DOP), Nurturance (N), Rejection (RE), Permissiveness (PMS) of Home Environment and scholastic achievement of visually impaired students is .43, .47, .48, .49, .42, .42, .43, .51, .42, .47 respectively.

Above mention all the dimensions are significant at .01 level of significance . Moreover from the same table it reveals that the coefficient of correlation between the dimensions Control (C) , Protectiveness(P) , Punishment(PU), Conformity(CF), Social Isolation (SI), Reward (R), Deprivation of Privileges (DOP), Nurturance (N), Rejection (RE), Permissiveness (PMS) of Home Environment and scholastic achievement of visually impaired students is .43, .47, .48, .49, .42, .42, .43, .51, .42, .47 respectively. Which are significant at .01 level of significance . From the above analysis it is observe that there is a significant relationship between all the dimension of Home Environment and scholastic achievement of secondary schools visually impaired students that means Home Environment of visually impaired students is related with scholastic achievement . Thus the Hypothesis -1 that "There exists a significant positive relationship between Home Environment and scholastic achievement of visually impaired students" with respect to Control (C) , Protectiveness(P) , Punishment(PU) Conformity(CF) Social Isolation (SI) Reward (R) Deprivation of Privileges (DOP) Nurturance (N) Rejection (RE) Permissiveness (PMS) is retained .

Section-II

Differential Analysis

TABLE 3

Significance of difference between high and low scholastic achiever students on Home Environment.

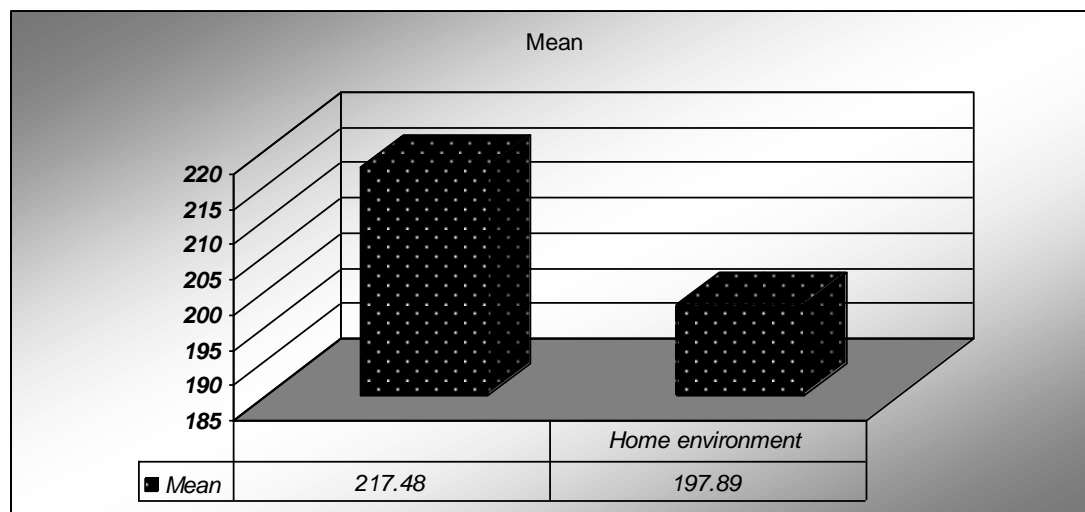
Variables	Groups	N	Mean	S.D	SED	t-ratio	Level of significance
Home Environment	High	92	217.48	54.64	9.56	2.04	.05
	low	156	197.89	48.46			

T.V of df at .05 = 1.96

= .01 = 2.58

It is revealed from the table -3 that the mean home environment scores of high and low scholastic achiever students with visual impairment are 217.48, 197.89 with S.D 54.64, 48.46 respectively. The t-ratio came out to be 2.04 which is significant at .05 level of significance. That means there is significant difference between high and low scholastic achiever students of visually impairment on Home Environment. However, the mean score of high scholastic achiever are higher than the low scholastic achievers. It implies that the students those are belonging to high scholastic achievement had more interest in Home Environment than lower . Thus the Hypothesis -2 that "There exists a significant difference between high and low scholastic achiever students on Home Environment" is retained . The Mean scores of high and low scholastic achievements of visually impaired students on Home Environment as mentioned in table -3 is depicted in Fig-1 .

Fig 1. Mean Scores of High And Low Scholastic Achiever Students With Visual Impairment Students on Home Environment



Main Findings :

Discussion and Conclusion

The present study reveals that the visually impaired students who have better home environment have better scholastic achievement than whose home environment is not cooperative to them. So it is suggested to the parents of visually impaired children that they should be helpful to their children for their better development of education. In family the parents should make an effort to develop a conducive social climate in the home so that every visually impaired student should feel that he belongs to a group of normal population. The study also presents that the students whose parents are more protective and reward giving to their children are a good mean of motivation for their scholastic achievement. So self study should be encouraged and emphasized. Parents should make the home study time table for the visually impaired students. The findings also show that rejection and social isolation also influence the scholastic achievement of visually impaired students. So, Parents should do casual conversation with their kids to develop the friendly environment in the home for enhancing scholastic achievement. Parents should devote time from their busy schedule so as to help the visually impaired students in their home work. Psychological assistance should be provided to create the interest about study to students with visual impairment.

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