

**IMPACT OF HOME ENVIRONMENT ON THE ACADEMIC PERFORMANCE
AMONG STUDENTS WITH SPECIAL NEEDS****Dr. R.K.Parua**

Associate Professor

North Orissa University, Baripada

Abstract

While an extensive body of research has examined the outcomes of home environment for pupils with special needs, in particular visual impairment, its effects on the development of students with special needs have been less explored. The sample consisted of 100 students with special needs studying in elementary classes of different special schools of Orissa. Result provided evidence that home environment had significant impact on the academic performance of students with special needs. It was also found that the students those were better academically performed had better home environment than their less achievers students. It was also suggested by findings that conducive home environment has significant effect in developing scholastic achievement of visually impaired students.

Key words: home environment, scholastic achievement and 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. Family is the original social institutions from which all other institutions developed. 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 (Sharma, 2011). Family cooperation is helpful for the better education among children in general and children with disabilities in particular (Parua, 2010).

One of the oldest categories of student with special needs is visual impairment. 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. There must be a harmonious relation between scholastic achievement & home environment of visually impaired children. Parents who are caring for visually impaired children may need support, information or advice specifically to the scholastic achievements of the children.

The need to study the effect of home environment on the scholastic achievements of the visually impaired children is more important. Defoges (2003) revealed that family social class, parent's level of education and the family's level of material deprivation has a great impact on pupil's academic achievement. The results of Jeynes and William (2005) highlighted that parental involvement through particular educational program support the educational progress of their children. 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 impact of home environment on the scholastic achievement of visually impaired children.

The purpose of the study is to determine the relationship between home environment and scholastic achievement of visually impaired students.

Methodology

The present study was a descriptive survey type of research. A sample of 100 (35 Visually impaired, 24 hearing impaired and 41 orthopedically impaired) students with special needs studying different schools class from V to VIII of Odisha constituted of the sample. Purposive sampling technique was used to draw the sample from the schools. Statistical techniques like Mean, S.D, t-ratio and Product moment of coefficient of correlation were used for analyzing the data. Home Environment Inventory (HEI) prepared by Mishra (1989) was used. The marks of the annual examination are used as their academic performance.

Analysis Procedure

Table - 1

Coefficient of correlation between home environment and scholastic achievement of students with special needs

Variables	N	Df	Coefficient of correlation	Level of significance
Home Environment	100	98	.49	.01
Academic Performance				

Table Value of 98 df at .05 level = .195 and .01 level=.254

It is revealed from the table-1 that the coefficient of correlation between home environment and scholastic achievement of visually impaired students is .49 which is significant at .01 level of significance. That means there is significant positive relationship between home environment and scholastic achievements of visually impaired students. It implies that home environment depends on scholastic achievements of the students.

Table-2

Coefficient of variables correlation between home environment (dimension wise) and academic performance students with special needs

Sr. No	Dimension	Co-efficient of correlation	Level of significant
1	Control	.43	.01
2	Protectiveness	.47	.01
3	Punishment	.48	.01
4	Conformity	.49	.01
5	Social isolation	.42	.01
6	Reward	.41	.01
7	Deprivation of privileges	.43	.01
8	Nurturance	.39	.01
9	Rejection	.42	.01
10	Permissiveness	.47	.01

T.V of 98 df at .05 level = .195 and at .01 level = .254

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, .43, .51, .42, .47 respectively. Above mentioned all the dimensions are significant at .01 level of significance. That means there is significant positive relationship between all the dimensions of Home Environment and scholastic achievement of visually impaired students.

Table-3

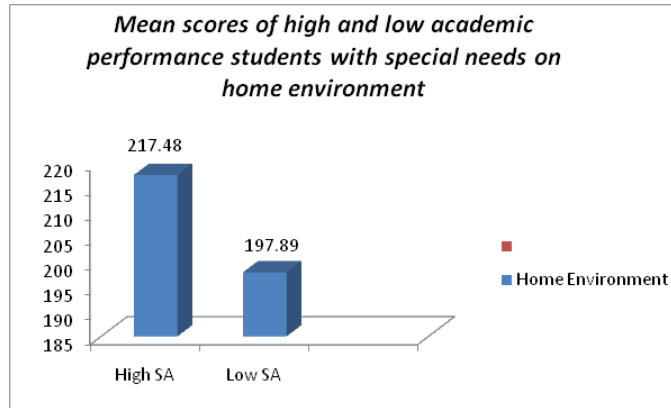
Significance of difference between high and low academic performer students on Home Environment.

Variables	Groups	N	Mean	S.D	SED	t-ratio	Level of significance
Home Environment	High AP	43	217.48	15.63	3.51	5.54	.01
	Low AP	31	197.89	14.42			

Table Value of 72 df at .05 level = 1.96 and .01 level = 2.58

It is revealed from the Table-3 that the mean score of high and low academic performer of students with special needs on home environment are 217.48, 197.89 with S.D 54.64, 48.46 respectively. The t-ratio came out to be 5.54 which is significant at .01 level of significance. That means there is significant difference between high and low academic performer students with special needs on home environment. However, the mean score of high performer students are higher than the low scholastic achievers. It implies that the students those are belonging better home environment has better academic performance.

The mean scores of high and low academic performance students with visual impairment on home environment as mentioned in Table-3 is depicted in Fig-1.



Discussion of the result

There is a significant difference between high and low scholastically achiever students on Home Environment. However the students those were belonging to better home environment had more scholastic achievement. The findings of the present study is supported by the findings of Martinez and Paul (1981) as its indicated that five home environment variable i.e Verbal interaction, total size of family, house hold money, parental aspiration and number of hours spent on reading with the child are best predict to academic achievement if they operated jointly. Where the present finding is contradicted by the findings of Mandalakayise and Gillford (1997) and Kamalauva and Bailur (2006) as their findings indicated that academic performance of pupils from intact families is superior in the other hand single parenthood has a negative effect on the academic performance. The results of Kamalauva and Bailur (2006) also stated that pressure by family and peers has a negative influence on the academic achievement of the students.

Educational implications :

Findings of the present study reveal that there is significant positive relationship between scholastic achievement and Home Environment of visually impaired students. It is suggested that parents should get appropriate guidance and counseling about dealing with the visually impaired students to develop scholastic achievement. Special need children should be identified as early as possible by parents in the home and later by teacher in the schools for better education of the disabled students. The visually impaired students need conducive home environment for their proper development especially scholastic development.

References :

- Aggarwal, J.C. (1992). *Special Education in India*, New Delhi: Concept Publishing Company, 232-274
- Cramer, H.& Carln, J.(2007). Family Based Short Breaks for Disabled Children, *British Journal of Social World*, 38(6), 1060-1075
- Deforges, C. (2003). The impact of parental involvement, parental support and family education on pupil achievement and adjustment, *Research Report*
- Dyson, L.L. (2003). Children with Learning Disabilities within the family context, *Learnig Disabilities: Research & Practice*. 18 (2), 1-9
- Jeynes. & William, H.(2005). Parental involvement and student achievement. *A Meta-Analysis Science*, 331, 6023.
- Kamalauva, B.,Bailur.(2006). *Influence of relations of family, peers and pressures of PUC IInd year students on their adjustment and academic performance*, A thesis, Dharwad Uni. Dharwad.
- Mandlakayise, G.& Manda. (1997). *Home Environment and pupils academic achievement*. Master Dissertation, University of Zuluand.
- Martinez, & Paul, E.(1981). The home environment and academic achievement: There is a correlation. *Journal of Educational Psychology*, 96 (2), 17-21.
- Parua R.K , Sohta, R. (2010) Socio Economic Status as a Correlate of Vocational Interests of Visually Impaired Secondary School Students. *Maa Omwati Journal of Education*, 2 (1), 24-33
- Sharma , S. (2006) *Feeling of insecurity among parents of disable children* , M.Ed Dissertation , Chandigarh : Punjab University.
- Mishra, K. S. (2003). *Home Environment Inventory*. Ankur Psychology Agency. Lucknow.

...