CHAPTER V

FINDINGS AND CONCLUSIONS

5.0 Introduction:

The present study was designed to study the effect of home and school environment on academic achievement of school going children. For the conduct of the study some objectives were formulated and hypotheses were framed under chapter one. In order to achieve the objective of the present study, the data was collected by administering the Family Environment Scale and School Environment Inventory. The previous chapter, in this connection, discussed the analysis and interpretation of data. It now becomes necessary to summarize the findings and conclusions resulting from the present investigation. Thus the present chapter is devoted to this purpose under the following heads:

(i) Strength of Home Environment
(ii) Strength of School Environment
(iii) Level of Academic Achievement
(iv) Relationship between various dimensions of Home Environment and Academic Achievement.
(v) Relationship between Various dimensions of School Environment and Academic Achievement.
(vi) Effect of Various dimensions of Home Environment on the Academic Achievement of School Children.
(vii) Effect of Various dimensions of School Environment on the Academic Achievement of School Children.
(Viii) Implications and Recommendations for Improving the Quality of Home and School Environment.
5.1 Strength of home environment with respect to its various dimensions as perceived by class X students.

The research findings with regards to strength of home environment and its various dimensions as perceived by class X students are as follows:

(a) Cohesion:

The majority of students (69.28%) perceive the cohesiveness of their home environment as average followed by some students (27.75%) who perceive the same as low and few students (2.97%) as high. This shows that the cohesiveness of the home environment as perceived by the students, by and large, is average.

(b) Expressiveness:

The majority of the students (79.24%) perceive the freedom to express in their home environment as average followed by some students (20.34%) who perceive the same as low and few students (0.42%) high. This shows that the expressiveness of the home environment as perceived by the students, by and large, is average.

(c) Conflict:

The majority of the students (50.42%) perceive the conflict of their home environment as average followed by other students (49.58%) as high. This shows that the conflict of the home environment as perceived by the students, by and large, is average.

(d) Acceptance and Caring:

The majority of the students (51.48%) perceive the nature of acceptance and caring of their home environment as low followed by other students (48.52%) who perceive the same as average. This shows that the nature of acceptance and caring of the home environment as perceived by the students, by and large, is low.
(e) **Active Recreational Orientation:**

The majority of the students (66.32%) perceive the recreational orientations of their home environment as average followed by some students (26.48%) who perceive the same as low and few students (7.2%) as high. This shows that the recreational orientation of the home environment as perceived by the students, by and large, is average.

(f) **Independence:**

The majority of the students (81.99%) perceive the independence in their home environment as low followed by few students (18.01%) who perceive the same as average. This shows that the independence in the home environment as perceived by the students, by and large, is low.

(g) **Organization:**

The majority of the students (59.11%) perceived the organization of their home environment as average followed by some students (28.18%) who perceive the same as low and few students (12.71%) as high. This shows that the organization of the home environment as perceived by the students, by and large, is average.

(h) **Control:**

The majority of the students (48.09%) perceived the control in their home environment as average followed by some students (38.77%) who perceived the same as low and few students (13.14%) as high. This shows that the control of the home environment as perceived by the students, by and large, is average.

5.2 **Strength of School environment with respect to its various dimensions as perceived by class X students.**
The research findings with regards to the strength of school environment and its various dimensions as perceived by class X Students are as follows:

(a) **Creative Stimulation:**

The majority of the students (66.53%) perceive that the creative stimulation at school environment as average followed by some students (25.42%) who perceive the same as high and few students (8.05%) as low. This shows that the creative stimulation as perceived by the students, by and large, is average.

(b) **Cognitive Encouragement:**

The majority of the students (44.28%) perceive that the cognitive encouragement at school environment as average followed by some students (42.58%) who perceive the same as high and few students (13.14%) as low. This shows that the cognitive encouragement as perceived by the students, by and large, is average.

(c) **Acceptance and Caring:**

The majority of the students (50%) perceive that the nature of acceptance and caring at school as high followed by some students (40.25%) who perceive the same as average and few students (9.75%) as low. This shows that the cognitive encouragement of the home environment as perceived by the students, by and large, is high.

(d) **Permissiveness:**

The majority of the students (49.15%) perceive that the permissiveness at school as average followed by some students (42.8%) who perceive the same as high and few students (8.05%) as low. This shows that the permissiveness of the home environment as perceived by the students, by and large, is high.
(e) **Rejection:**

The majority of the students (54.23%) perceive that the rejection at school as average followed by some students (24.58%) who perceive the same as high and few students (21.19%) as low. This shows that the rejection of the home environment as perceived by the students, by and large, is average.

(f) **Control:**

The majority of the students (55.29%) perceive that the control at school as average followed by some students (25.43%) who perceive the same as high and few students (19.28%) as low. This shows that the control of the home environment as perceived by the students, by and large, is average.

5.3. Level of Academic Achievement:

The study reveals that:

The majority of the students (44.49%) fall in the category of low achiever with M=36.70 and SD=6.83 and a good number of student (i.e. 43.86%) fall in the category of average achiever with M=50.55 and SD=4.02 Very few students (i.e. 6.43%) fall in the category of high achiever with M=67.95 and SD=6.43.

**Fig: 5.3.A.**

*Showing Mean, SD of Academic Achievement at different level as Obtained by the Class X Students of Ri Bhoi District of Meghalaya.*
5.4 Relationship between the various dimensions of home environment and academic achievement:

The following are the findings and conclusions with regards to the relationship between various dimensions of home environment and academic achievement:

a) Cohesion and Academic Achievement:

There exists a significant relationship between the cohesive dimensions of home environment and academic achievement. It shows that more the home environment is cohesive; the higher will be the academic achievement.

The result is not unique in case of the present study, rather these have been explored by several studies conducted earlier by Harris (1961) who found that children did not learn when they were emotionally disturbed due to unfavorable home conditions. Levin et al. also (1972) concluded that more supportive home environment of children may have been found responsible for higher academic achievement.

b) Expressiveness and Academic Achievement:

There exists a significant relationship between the expressiveness dimensions of home environment and academic achievement. It shows that more the home environment is expressive; higher will be the academic achievement.

Research in this connection has been supported by many studies, Patel (1966), Kuppuswami (1980), found that there is a significant positive relationship between expressiveness and academic achievement.
c) **Conflict and Academic Achievement:**

There exists a significant relation between conflict dimensions of home environment and academic achievement. It shows that even if students have the conflict in family, their achievement will not be affected.

Stagner (1974), in contrary to the above study found that there is no significant relationship between conflict and academic achievement.

d) **Acceptance and Caring and Academic Achievement:**

There is a significant relation between acceptance & caring and achievement. It shows that more the nature of acceptance and caring, higher the academic achievement.


e) **Independence and Academic Achievement:**

This variable of home environment is also significantly related. The present findings show that the students who do not get more independence at home are also likely to achieve better than those who do get maximum independence.

These findings are also supported by the findings of Winterbottom (1958), Miller (1970), Hurlock (1974), Srivastav and Chanderamani (1995), Kumar (1963), who found that there is a significant positive relation between academic achievement and independence. However, there are some research studies which differ from the finding of the present study, for e.g. Jain Sikha (1991), who found that dependency was negatively and significantly related to academic achievement.
f) **Active Recreational Orientation and Academic Achievement:**

There exists a significant relationship between recreational orientation and academic achievement. It shows higher the recreational orientations at the home, higher will be the academic achievement.

The result in this regard are supported by, Jain (1987), Allen and Kickbusch (1992), Lazarowitz Horvitz (2002), Solunke (1979), who observed that educational facilities and emotional happiness in the home contribute positively to the pupil performance in studies.

g) **Organization and Academic Achievement:**

There exists a significant relationship between the organization dimensions of home environment and academic achievement. It shows that better the home organization, the higher will be the academic achievement.

Research in this connection revealed by Shah and Shah (1984), Shelet (1975), also found a significant positive relationship between organization and academic achievement.

h) **Control and Academic Achievement:**

There exists a significant positive relationship between control and academic achievement. It shows that more the control at home, the higher will be the academic achievement.

The finding is supported by Rollins and Thomas, (1979), Halawoh (2006), who found that high parental control, is associated with high achievement. whereas Estrada et al. (1987) critically reviewed the dimensions of home environment and reported that controlling and punitive home environment is essentially detrimental for cognitive development and thus academic achievement. The results also subscribe to the view that where the parents of high achievers provide good quality home environment, children get induced to higher scholastic achievement.
Srivastava (1991) reported that families of high achievers were more structured and exercised more control than those of low achievers.

Thus, we find that the different dimensions of the home environment (cohesion, expressiveness, acceptance and caring, conflict, independence, organization and control) act as a significant factor on enhancing academic achievement.

5.5 Relationship between the various dimensions of school environment and academic achievement:

The following are the findings and conclusions with regards to various dimensions of school environment and academic achievement:

a) Creative Stimulation and Academic Achievement:

The present study reveals that there exists a significant relationship between creative stimulation dimension of school environment and academic achievement. It shows that the student’s academic performance is likely to be better if they are provided favorable conditions & opportunities for creative stimulation. Thus, higher the creative stimulation in school higher will be the academic achievement.

This study is supported by Mishra, and Walberg (1982) who reveals that there is a significant relationship between creative stimulation and academic achievement.

b) Cognitive Encouragement and Academic Achievement:

The study reveals that there exists a significant relationship between cognitive encouragement dimensions of school environment and academic achievement. It shows that teachers who stimulate cognitive development of the student by encouraging their behaviors, achieve more than those students who were not encouraged for their behaviors.
Thus, more the cognitive encouragement in the school, higher will be the academic achievement.

This finding has been supported by Jain and Mishra (1994), Hawley et al (1984), Wang, Wildman, and Calhoun, (1996), Henry. M. Codjoe (2007). These studies have revealed that parental encouragement and a supportive home environment is a contributing factor to the educational achievement.

c) Permissiveness and Academic Achievement:

The study reveals that there exists a significant relationship between permissiveness dimension of school environment and academic achievement. It shows that if students were provided with opportunities to express their views freely and act according to their desires with no interruptions from teachers, they perform better academically in schools than those students who were not provided any opportunities to express their desires freely. Thus, higher the permissiveness in the school, the higher will be the academic achievement.

The research in this connection has been found to be similar with that of Cot and Cot (1966), Darn Bush et al (1987), Baumrind, (1991) whose studies revealed that permissiveness in school atmosphere is better for children of higher ability, and is significantly related with academic achievement.

d) Acceptance and Academic Achievement:

The study reveals that there exists a significant relationship between acceptance and caring dimension of school environment and academic achievement. This shows that the teacher who accept the feelings of students in a non threatening manner are likely to achieve more and perform better in school. Thus it shows that more the nature of acceptance and caring in school, the higher will be the academic achievement.
Importantly, this study has connection with the studies of Hudgins, Smith and Johnson (1962), Tiwari (1979), who found that there is positive relation between achievement and acceptance.

e) Rejection and Academic Achievement:

The study reveals that there exists a significant relationship between rejection and academic achievement. It shows that the rejection, to some extent enhance the achievement.

But the finding of this study is contrary to the studies of Rosen and ‘D’ Andrade (1959) who found that rejection leads to failures. According to Faiz Unnisa and Parameswaran (1967), rejection act as a cause of academic failure. Cottle (1968) points out that rejection is likely to cripple the school success. Mishra (1982) found that decreasing level of rejection is significantly related to student’s scores on overall scientific creativity in school.

f) Control and Academic Achievement:

The study reveals that there is no significant positive relationship between control and academic achievement. It shows that school control does not influence academic achievement. So, from the present study it can be said that even if the school will impose several restrictions on students to discipline them there will be no difference in their academic achievement.

The result in this regard is also supported by Mishra (1982), who found that control and academic achievement are not significantly related.

5.6. Effect of various dimensions of home environment on the academic achievement of Class X Students.
The findings and conclusions with regards to the effect of various dimensions of home environment on the academic achievement of class X students are discussed as below:

(a) Cohesion:

The study has revealed that the students belonging to high and average cohesive group achieve more as compared to low cohesive group. It shows that there is a favorable effect of group cohesiveness on student’s achievement in favor of high and average cohesive group.

It means that the degree of commitment, help and support from family members for one another influence the academic achievement of school children favorably.

This result have been supported by Kumar (1963), McGurick (1973), and Tiwari (1979) who found that love, cooperation, help and trust in the family have greater effect on academic achievement.

(b) Expressiveness:

The study has revealed that the students belonging to average expressive group achieve more as compared to low expressive group. It shows that there is a favorable effect of group expressiveness on student’s achievement in favor of average expressive group.

It means that the extents to which family members are encouraged to act openly and express their feelings and thoughts directly influence the academic achievement of school children favorably.

Though freedom in studying is not generally considered as a separate dimension, indirect effects of it are noted by some researchers. Patel and others (1966) pointed out that too many suggestions by the parent’s leads to antagonism towards study. Kuppuswami (1980) stated that when children are given reasonable freedom, they are bound to be resourceful, cooperative, self reliant and well adjusted.
(c) Conflict:

The study has revealed that the students belonging to average conflict group achieve more as compared to the students belonging to high conflict group. It shows that there is a favorable effect of group conflict on student’s achievement in favor of average conflict group.

It means that children are also likely to achieve in those environments when they get the opportunity to openly express their aggression and conflict among family members.

(d) Acceptance and Caring:

The study has revealed that the students belonging to average acceptance and caring group achieve more as compared to the students belonging to low acceptance and caring group. It shows that there is a favorable effect of group acceptance and caring on student’s achievement in favor of average acceptance and caring group.

It means that the extent to which the members are unconditionally accepted and the degree to which caring is expressed in the family influence the academic favorably.

Many researchers such as Pringal (1975), Crandall (1963), Stagner (1974), McKinley (1964), are in favor of this study that proved that children who are warmly accepted by their parents have stronger effect in their academic achievement.

(e) Active Recreational Orientation:

The study has revealed that the students belonging to high and average recreational group achieve more as compared to the students belonging to low recreational group. It shows that there is a favorable effect of recreational orientation on student’s achievement in favor of high and average recreational group.

It means that the extent of participation in social and recreational activities influence the academic achievement of school children. Singhal
(1991), have same view in connections with the above study who found that there is a coverable effect of recreational on students’ achievement.

(f) Independence:

The study has revealed that there is no effect of group independence on student’s achievement between high, average and low independence group. It means that extent to which family members are assertive and independently make their own decisions doesn’t influence the academic achievement.

Kumar (1963) reported that dependency on parents, not loved feeling and feeling that parents were disappointed with them was observed more in underachievers.

(g) Organization:

The study has revealed that the students belonging to average organization group achieve more as compared to the students belonging low organization group. It shows that there is a favorable effect of group organization on student’s achievement in favor of average organization group.

It means that the degree of importance of clear organization structure in planning family activities and responsibilities influence the academic achievement of children.

(h) Control:

The study has revealed that the students belonging to high and average control group achieve more as compared to the students belonging to low control group. It shows that there is a favorable effect of group control on student’s achievement in favor of high and average control group.

It means that the degree of limit setting within a family influence the academic achievement of school children.
5.7 Effect of various dimensions of school environment on the academic achievement of Class X Students.

The findings and conclusions with regards to the effect of various dimensions of school environment on the academic achievement of class X students are discussed as below:

(a) Creative Stimulation:

The study has revealed that the students belonging to high creative stimulation group achieve more as compared to the students belonging to low and average creative stimulation group. It shows that there is a favorable effect of group creativeness on student’s achievement in favor of high creative stimulation group.

It means that if teachers provide conditions and opportunities to the students to stimulate creative thinking it will influence the academic achievement of the children more than those who do not get such opportunities and conditions.

Singhal (1991), teachers support, task orientations, competitions and innovations etc have positive effects on the achievements of the children.

(b) Cognitive Encouragement:

The study has revealed that the students belonging to high and average cognitive encouragement group achieve more as compared to the students belonging to low cognitive encouragement group. It shows that there is a favorable effect of group cognitive encouragement on student’s achievement in favor of high cognitive encouragement group.

It means that if a teacher encourages student’s actions or behaviors to stimulate cognitive development it will influence the academic achievement of the children. Agarwal (1986), Marfatia (1960) reported the effect of parental encouragement upon the educational development of the students.
(C) **Acceptance:**

The study has revealed that the students belonging to high and average acceptance group achieve more as compared to the students belonging to low acceptance group. It shows that there is a favorable effect of group acceptance in student’s achievement in favor of high acceptance group.

It means that the extent to which students are accepted unconditionally by the teacher’s it will influence the academic achievement. Tiwari (1979) found that there is positive effect of acceptance in the student’s achievement.

(d) **Permissiveness:**

The study has revealed that the students belonging to high permissiveness group achieve more as compared to the students belonging to low and average permissiveness group. It shows that there is a favorable effect of group permissiveness on student’s achievement in favor of high permissive group.

It means that schools climate in which students are provided opportunities to express their views freely and act according to their desires with no interruption from teachers influence the academic achievement of the children.

The research in this connection has been supported by Hurlock (1973), Dan Bush et al (1987) and Baumrind (1991) who found that permissiveness in school atmosphere, effects the academic achievement of the children. Result is not unique in case of Pandey (1985) who stated that permissiveness does not affect the achievement of the children.

(e) **Rejection:**

The study has revealed that the students belonging to high and average rejection group achieve more as compared to the students belonging to low rejection group. It shows that there is a favorable effect of group
rejection on student’s achievement in favor of high and average rejection group.

It means that schools climate in which even if the teachers do not accord recognition to students’ rights to deviate and act freely still influence the academic achievement of the children. In contrary to the above study Mishra (1982) found that there is an effect of rejection on students’ achievement.

(f) Control:

The study has revealed that the there is no favorable effect of group control on students achievement in favor of high, average and low control group.

It means that autocratic atmosphere of the school in which several restrictions are imposed on students to discipline them does not influence the academic achievement of the children. The above result is found to be same with the result of Mishra (1982) who found that there is no effect of control on students’ achievement.

5.8 Implications & Recommendations for Improving the Quality of Home and School Environment.

After discussing the findings and conclusions of the present study in the last chapter, the investigator is now in a position to drive the educational implication of the present study. Some recommendations for improving the quality of home and school environment have been made.

The findings from the present study have confirmed the importance of various dimensions of home and school environment in influencing the academic achievement of school going children. The following educational implications can be derived on the basis of the present study. Some recommendations than can be made on the basis of these implications to improve the home and school environment in order to enhance the academic achievement of the children.
(i) **Home Environment and Academic Achievement**

The significant relationship and marked differences between various dimensions of home environment and academic achievement of the students indicates that home environment have an important role to play in the academic performance of the student.

In the present study various dimensions of home environment, like cohesion, expressiveness, acceptance and caring, conflict, active recreational orientations, organization, independence, control etc were found to be correlated with academic achievement. This shows that the various home dimensions constitute important determinant of academic achievement. The knowledge of various home dimensions contributing to academic achievement may be useful to the teachers and educators to understand those who are academically low in their performance.

The following measures may be recommended to strengthen the quality of home environment so that the same may help in enhancing the academic achievement of children.

a) **Family support:**

The family should provide full support to the children at home by providing an atmosphere of love and happiness, developing a sense of recognition and security, and helping in his or her home work given in the school. It is therefore recommended that at home, children should get full support, help and commitment from the family members.

b) **Freedom to express:**

Present study shows that in order to enhance academic achievement the children at home should be provided opportunities to express freely. If the family members encourage their children to act openly and express their feelings and thought directly the academic achievement of children is likely to enhance. It is therefore recommended that at home children should allow expressing their feelings and thought directly.
c) **Acceptance and caring:**

Family members at home should unconditionally accept their children and should express the feelings of caring for them. Thus, the higher is the acceptance and caring at home; higher will be the academic achievement. It is therefore recommended that family members at home should unconditionally accept their children and should express the feelings of caring for them.

d) **Independence:**

For better academic achievement, independence at home is important. More the independence at home higher will be the academic achievement. Thus, children at home should get more independence to enhance their academic achievement. It is therefore recommended that, children at home should get more independence to enhance their academic achievement.

e) **Social participation:**

Higher degree of social participation by the children enhances the achievement favorably. Students’ participation in social and recreational activities helps in higher achievement. Thus, higher is the social participation, higher will be the achievement. It is therefore recommended that children at home should be provided with the opportunities to actively involved in social activities.

f) **Planning:**

Better planning at home is very important for better academic achievement. Planning family activities and responsibilities at home leads to higher academic achievement. Home environment structured in a specific ways affects children achievement positively. Thus, better is the home planning, higher will be the academic achievement. It is therefore
recommended that there should be clear organization structure in planning family activities and responsibilities in the family.

g) Discipline:

Better discipline at home leads to better academic achievement. The degree of limit setting at home within the family makes the students high achiever. High parental control is associated with high achievement. Disciplining home is essentially detrimental for cognitive development. Thus, higher is the discipline at home, greater will be the chance of high achievement. It is therefore recommended that Parents at home should provide limit setting within a family, and should subscribe good quality home environment to induce the children to achieve more.

The present study suggests that the various dimensions of home environment influence the pupil’s academic achievement. Therefore, it becomes necessary that all the dimensions of home environment should be improved by the parents, teachers and educators to enhance the academic achievement of the school children.

(ii) School Environment and Academic Achievement:

The significant relationship and marked differences between various dimensions of school environment and academic achievement of students indicates that school environment have an important role to play in the academic achievement of the students.

In the present study various dimensions of school environment, like creative stimulation, cognitive encouragement, acceptance, rejection, control etc were found to be significantly related to the academic achievement of the children. This shows that the various school dimensions constitute important determinant of academic achievement. The knowledge of various school dimensions contributing to academic achievement may be useful to the teachers and educators to understand those who are academically low in their performance.
The following measures may be recommended to strengthen the quality of school environment so that the same may help in enhancing the academic achievement of children.

a) Creative Stimulation:

Student’s performance is better in school if the teachers provide them favorable conditions and opportunities for creative stimulation. Thus, higher is the creative stimulation in school, higher will be the academic achievement. It is therefore recommended that teacher in school should provide favorable conditions and opportunities to stimulate creative thinking in the school.

b) Cognitive Encouragement:

Teacher who stimulate cognitive development of the student by encouraging their behaviors, achieve more than those students who were not encouraged for their behaviors. Thus, more is the cognitive encouragement in the school; higher will be the academic achievement. It is therefore recommended that children should get more parental encouragement and a supportive home environment.

c) Permissiveness:

If students were provided with opportunities to express their views freely and act according to their desires with no interruptions from teachers, they perform better academically in school. Thus, higher is the permissive in the schools, higher will be the academic achievement. It is therefore recommended that there should be good school climate where students will get the opportunities to express their views freely and act according to their desires with no interruption from teachers.
d) Acceptance:

Teacher who accept the feelings of students in a non threatening manner are likely to achieve more and perform better in school. Thus, more is the nature of acceptance in school; the higher will be the academic achievement. It is therefore recommended that teachers in school should provide unconditional love, accept them with their unique needs and interests, give them right to express their feelings and accept their feelings in a non threatening manner.

e) Rejection:

There is no affect of rejection on the academic achievement of the children in the school. They are in position to achieve more even if they are rejected in the school. It is therefore recommended that to achieve more the students need not to worry if they were rejected in the school.

f) Control:

There is no effect of degree of control on student’s achievement. It means that the autocratic atmosphere of the school in which several restrictions are imposed on students to discipline them have no difference on the achievement of the students. To achieve more, the students need not to worry if several restrictions are imposed to discipline the students.

The present study suggests that the various dimensions of school environment influence pupil’s academic achievement. Therefore it becomes necessary that all the dimensions of school environment should be improved to enhance the academic achievement of the school children.
5.9 Suggestions for further studies.

In the present study an attempt has been made to study the academic achievement in relation to home and school environment of secondary schools students in the Ri Bhoi District, Meghalaya. But this study may have its own limitations as it did not cover all aspects of the academic achievement of the students which need to be investigated. Hence the future research scholar may take up the following research work:

i To study the role of parents and teachers involvement in enhancing academic achievement of children.

ii To study the effect of teacher behaviors on the academic achievement of the children in school.

iii To study the role of urban and rural home environment on the academic achievement of the students at state level.

iv To study the role of urban and rural school environment on the academic achievement of the students at state level.

v To study the role of adjustment and study habits in enhancing achievement.

vi To study the peer’s effects on the academic achievement of the children in the school.

vii To study the role played by the educated parents in enhancing the academic achievement of the children in urban areas.

viii To study the effects of nuclear and large families in the academic achievement of the children.

ix To study the level of aspirations of the children in the academic achievement.

x To study the effect of size of the school and learning materials available in the school to improve the academic achievement.