CHAPTER ONE

Importance and Objectives of the Study,
Hypotheses, Methodology, Limitations
And Chapterisation of the Report.

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CHAPTER ONE

Importance and Objectives of the Study
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1.1 Introduction

Academic achievement is a central concept in the area of educational psychology as well as in guidance and counselling. Academic under achievement, incidence of dropouts and failures are some of the major problems of the Indian educational system. As such, for minimizing the incidence of dropouts and stagnation, a careful study becomes important.

Studies in this area have been conducted from the first decade of this century. There are various factors which affect academic achievement of the pupils. The present study includes a few determinants of academic achievement namely, intelligence, socio-economic status, home environment and quality of school life. Many studies have shown how, intelligence, socio-economic status and the conditions surrounding the family are very powerful in influencing the achievement of school related goals of the pupils.
1.2 Importance of factors affecting academic achievement

a) Socio-economic status:

Socio-economic status is a study of individual's position within the social relationship. It influences individual's relationship with others. It includes prestige, influence and respect. It is also known as social class, social status or socio-economic background (Kulashrestha 1972). Generally, it is a crude, global measure comprising ratings on education, occupation, income of the parents, material conditions and cultural level of the family. The effects of socio-economic cultural status on academic achievement are so pronounced that, almost all the studies or correlates of academic achievement have covered it.

The difference in children to a great extent depends upon their socio-economic background and culture. It has become customary in Indian educational research to treat socio-economic status as one of the effective factors of academic achievement. While attempting to study the educational attainment of rural school children, SES is especially considered to be an undisputable factor. Number of studies have clearly established a definite relationship between SES and academic performance. In most of the studies parent education, occupation and income were
regarded as the dimensions to measure SES. Jagannathan K. (1985) studied SES (rural) subfactors and their effect on academic achievement. He concluded that due to the modernization programmes of the rural life, the so-called SES factors seem to wield very little influence over academic achievement of rural children. Chopra (1969) suggested that socio-economic background is positively related to success in high school achievement. Halls (1969) revealed that students belonging to lower SES explained low academic success, while those with middle SES fared better. Entwistle (1972) concluded that in the high intellectual ability group examination, and that even when measures of intelligence were held constant, the richer the SES background the less was the probability of failures. Saini (1977), Raneeji Rao (1977), Irwin (1978), Ganapatty and Singh (1981) all have found tremendous impact of SES over achievement.

Language is influenced to a large extent by socio-economic familial background of children besides various other factors such as cognitive and psychological traits. Whiteman and Deutsch (1963) also point out that socio-cultural deprivation is significantly related to a test of vocabulary and their deficit accumulates over school grades. Similarly Das and Das, Panda and Howad (1975) found that higher socio-economic background goes with higher level of linguistic performance. Curry (1962)
inferred that social and economic factors have an effect upon language achievement in the middle intellectual ability group. Rajalakshmi (1979) reported that language development was also higher in children of high stimulated houses.

Betty, Minter (1969) arrived at the conclusion that social class status and high occupation profession of parents provide enough motivation for high academic achievement. Singh (1962) observed that the socio-economic background has a relationship with the performance of children in the examination. Mathur, Balraj Singh (1972) found a high (4ve) correlation between parents' education and achievement, a medium positive correlation between achievement and parents' income and a low negative correlation between size of the family and achievement. It is clear that higher the size of the family the lower will be the achievement of children. Studies by Dave (1973), Masin (1975), Chatterjee, Mukhrjee and Banerjee (1972), Gupta (1969), Richharia (1952), Washburne (1959) have reported on "The relationship between socio-economic background and child's scholastic achievement. Mathur K. (1965) had tried to study the effect of socio-economic status on achievement and behaviour of higher secondary school students. He found that students who were superior in conduct and
who were from high SES had superior intelligence. High and low socio-economic status group students had better academic achievement compared to middle SES group.

According to Irving D. Harris (1976) "Differences in social class proved to be one of the few general factors distinguishing the entire learners' group from the entire non-learners' group. Taking occupation and education of the father as the prime indicators of social class, he found among the hundred learners, a much greater proportion of boys whose fathers had professional occupation (teachers, ministers, physicians, lawyers, scientists etc.) or who had little college education. In contrast, among the hundred non-learners there was a greater frequency of boys whose fathers had occupation which could be categorised as semi-skilled or who had not completed high school education. Parikh (1957) had conducted a study on achievement in general science for standard VIII and had undertaken the construction and standardization in Baroda City for age group 16. He found that students from higher occupational group perform better than others. Sudanne (1973), Reddy (1973), Sachdev A. (1974), Ahulivalia and Suyam (1973) found that the relationship between SES and academic achievement was insignificant."
In the studies of Chopra (1964) it was found that students who belonged to the higher qualitative group on the basis of parents' education, occupation, family income, type of boarding, size of the family and cultural level of home, showed significantly higher achievement than the students who belonged to lower qualitative group. Clarke (1965) offers evidence that parental socialization values and the nature of child-parent relationship are important determinants of child reading. M. M. Shah and Rohini Salunke (1983) found that high and low SES group students had better academic achievement compared to middle SES group students. Pointing to the importance of SES, Lalihama (1975) observed that the achievement of high school children in mathematics was positively related to socio-economic status of the children. Coaster (1959) reported positive relationship between SES and academic achievement. This shows that socio-economic factor play a major role in the development of student ability and in fostering student achievement.

b) **Educational Environment in the Family**

Home is said to be the first school of the child. According to Sills (1963), "Home can best be characterised by the presence of affiliative bounds within individuals"
that link settled persons to a net work of interconnected social structure”. Webster (1961) (p 395) has stated that it is “the abiding place of the affections, especially domestic affections. It is the social unit or culture formed by a family living together. House environment is one of the most potential factors influencing a child achievement.

There is considerable evidence that parental attitude and the nature of home environment are important determinants of a child’s success in reading. Clarke (1965) offers evidence that parental socialization values and the nature of child parent relationship are important determinants of child reading. Singh (1965) found high relationship between reading ability of children and the education and healthy adjustment of their parents. Jain (1965), Dukhin (1966), Chickermane (1967) also found similar results in their respective studies. Subrahmanyum (1979) established high correlation between reading achievement and home environment of children. Children and their primary schools- A Report of the central advisory council for education (England) Vol. I Report (Flowden Committee) pp 30 - 49. The children and their environment.

For this national survey a sample of school was drawn by size and type. The total number of schools inclu-
ded came to 173. A sample about 3,000 children within these schools was then drawn from the oldest infant, first year junior and fourth year junior classes, and the govt. social survey conducted interviews with their mothers. The attainment of the children were assessed by reading comprehension tests and a picture intelligence test was also given to top infants.

The main purpose of the survey was to relate what we could learn about home and school to the attainment of children. To summarise the variables used are grouped into three categories. The first category is broadly called into three categories. The first category is broadly called "Parental attitudes". The initiative shown by parents in visiting the school, in talking to heads and class teachers and asking for work for children to do at home was also taken into account. Parents were asked about the time they spent with children in the evening and whether they helped children with school work. There was also an assessment of the literacy of the home as judged by what parents and children read, whether they had a library at home and the number of books in that library.

The second category is 'House circumstances' including the physical amenities of the home, or lack of them, the occupation and income of the father, the size of the
family, the length of parents' education and qualifications they had obtained.

The third category is the "State of the School". It occurs facts about school organizations such as size of school, size of the class and the ways children were put into classes. It also includes facts provided by the head about the experience of staff and their attendance at short courses, and judgements by Head Masters on the quality of the competence of teachers.

The findings of the survey were as follows:

The information has been gathered about various influences on attainment. It has been possible to explore more fully the interrelationship between these influences. They have shown the extent to which each variables "explains" variations in attainment. Size of the family, for example, has long been known to be correlated with performance as effectively as the attitude of their parents. On the whole, children from smaller families doing better on the whole than those from larger. But when the effects of other variables are eliminated, family size does not explain the children's test performance in large families. parents tend to be lower in aspiration, literacy and interest than in small families,
and there are obvious reasons why this should be so. But in families of each size — one child, two children and so forth — the difference between the performance of the children varies even more according the attitudes of parents.

Parents' interest is likely to be greater in the children's early years at school, when, as the interviewer found that they were more confident about helping children in their work, because they understood it better. It yields to some ground to parental aspiration as the children reach the top of the junior school. By that time the children's very success or failure in school work may increase or weaken parental aspiration.

The influence of home has always been known to be important and the importance of parental attitudes began to emerge in earlier studies such as those of Fraser, Floud Halsey and Martin (1957). Considering only working class children they compared the effects of material and attitudinal variations in home environment. Houses were classified as materially favourable or unfavourable on the basis of income, quality of housing, persons per room and amenities and attitudinally favourable or unfavourable in terms of parents' aspiration for, and interest in their child's
education. In particular parental attitudes appear to be of great importance in determining whether or not working class children continue their education beyond the age of fifteen (Douglas, Ross, Simpson 1969). Douglas, Ross and Simpson (1963) made a particularly close study of the relation of attainment to family size and spacing and birth order.

It is a common assumption to think of a group or community being disadvantaged is due to their religion, caste, region or many other causes. There may be several causes like psychological, social or environmental. But the most influential factors are environmental variables consisting of residential accommodation, home environment, economic sufficiency and minimum basic needs like food and clothing and familial environment consisting of good parental characteristics, interaction with parents and recreational activities. Children are experiencing deprivation mainly due to above reasons. These children are attending lower category of schools, with low income and lesser father's educational level. All the factors that emerged have higher significance for the child's development. For example, in a family environment, where there is lack of proper accommodation, economic sufficiency, and educational background, parents cannot afford or aspire
for their children's studies. Since they are deprived of minimum requirements like food and clothing, they have to bother more about daily wages.

The other important factors are parental characteristics and interaction with parents. In the home environment the satisfaction of the child mainly depends upon the interaction between the parents and with the parents. In a family, whether economically high or low, the amount of time, that is spent by the parents with the children amounts to a large extent in a deprived home, the parents do not encourage conversations or clarify their questions. A number of studies (Netcafe 1950, Fraser 1959) demonstrated that in the house where there is good provision of books magazines, they facilitate the cognitive development of the children. Further, the school performance of the child is influenced by parental interest and encouragement for his study and parental contact with the school (Douglas 1964). Thus several studies have revealed the importance of home environment on performance of children.

c) School Environment

The concept of organizational climate can accordingly refer to the resulting conditions within the school from the social interaction between the teachers and Head-
masters and if these organizational climates are related to the motivational level within the organization and consequently to the achievement level of students in the school, then this is certainly an area which deserves investigation. School is a common place where students acquire language skills. School includes various types of schools under different managements, facilities in the schools, namely accommodation, school building, class rooms, strength of the class, number of teachers, qualification of teachers, library and reading room facilities, various types of aids and equipment available for teaching and so on. Bokil (1956) studied the number of pupils in a school in relation to their achievement. Neal (1976) studied the type of school and the achievement of children.

Ramoji Rao (1978), Sharma (1971) studied difference in academic performance among the different types of schools. He found that (i) private management schools showed higher academic performance (ii) on the whole girls' schools showed higher academic performance than boys' schools. N. Pallai (1965) investigated the organizational and administrative factors which affect the achievement of pupils in secondary schools. He found that factors affecting the achievement of pupils were of three types.
1) teacher factors or instructional factors,
2) social and educational factors or environmental factors, and
3) organizational and administrative factors or non-instructional factors. Of all the three factors, environmental factors exerted the maximum influence on academic achievement.

Kemp (1955) found that the 'morale' of the school, judged from the behaviour of the pupils, was, apart from socio-economic status of the school district, more closely related to attainment than any of his other variables.

Peaker (1967) found that the school variables when added most to the power of home variables to predict attainment were various characteristics of the teaching staff, particularly the length of their teaching experience and their teaching marks when students, one of the most thorough and extensive of such investigation has been that of Coleman et al. (1966) in the United States. Three groups of variables were considered: school facilities and curriculum (e.g. library and laboratory facilities, comprehensiveness of the curriculum, use of ability grouping); teacher characteristics and the background and aspirations of pupils. Apart from the effects of their own home backgrounds, pupils' attainments were found to be most related
to the characteristics of fellow pupils, with teacher characteristics almost equally important. Both student body and teacher characteristics were found to be particularly influential among the more socially disadvantaged groups.

d) Intelligence

Psychologists have defined intelligence in a number of ways. Thorndike has called it the 'sum of various capacities'; according to Cyril Burt intelligence is the 'power of readjustment to relatively novel situation by organizing new psychological contributions'; Dearborn held that intelligence is the capacity to profit by experience. According to Terman, 'an individual is intelligent in proportion as he is able to carry on abstract thinking'.

The above definitions may be grouped under three classes. Some definitions have laid stress on abstract thinking, some on the capacity to learn and some on the capacity to adjustment. Intelligence is certainly some kind of ability which characterises one's manner of dealing with environment and his problems. Many studies have shown the significant relationship between intelligence and academic achievement of children.
The first major correlate of achievement is of course ability. It came to be argued that a more intelligent pupil was inherently capable of deriving more benefits from educational programmes to which he was exposed. He could learn more quickly, could retain longer, could reason more efficiently, and so, could perform better in examination and earn higher grades than a less intelligent pupil. Studies of intelligence and scholastic achievement have shown that pupils with inferior intelligence cannot achieve beyond certain grades and quality.

The relation between intelligence and reading achievement of children was studied by Hillard (1924), Harry Bell (1942) and Carlson (1949), Gray (1966) reported correlation between intelligence and reading achievement tests tend to cluster between .40 to .60. The studies conducted by Hage and Shrond (1966) revealed that reading comprehension and rate of reading correlated significantly both with the verbal and nonverbal intelligence but more highly with verbal scores. Sing N. K. (1965) found that academic achievement was significant and positively related to intelligence, concept formation and academic motivation. Rahman (1970), Shukla (1972), Singh (1972) found a significant correlation between achievement and intelligence.
1.3 **Statement of the Problem**

"A critical study of intelligence, socio-economic background of the family, educational environment in the family and quality of schools in children of standard V th: A case study of some schools in and around Pune".

1.4 **Background of the Problem**

India is a country of wide diversity in the socio-economic conditions of its people. Indian society is hierarchical, stratified and based on class, caste, etc. Education cannot be considered in vacuo. It is a sub-system of the society and closely related to its cultural, economic and potential aspects. It is a dual society. The educational system also followed this dual model. It provides fairly good education to a few who come from good socio-economic background and little education of an indifferent quality to the vast majority of the people. The constitution requires the provision of free and compulsory education for all children up to the age of 14 years. The universalization of primary education should have been achieved by 1960. However, even after 37 years of independence only 36.23 percent people are literate.
Wastage and stagnation are the main problems in primary education. About 83 percent of children enter schools, while 17 percent do not enter the school at all. Of those who enter the schools (6 - 11) years, nearly 50 percent dropout by class V and 23 percent reach Std. VIII. India has been striving to provide for good education on a very large scale. Unfortunately the home environment of these children is not good enough to encourage them in their studies. School children, differ in their heredity as also in their socio-economic background and culture. Students coming from lower socio-economic status may have higher I. Q. than that from upper class, but generally it is observed that their performance in formal education is not commensurate with it. This may be attributed to their economic and cultural backwardness, or to the fact that these students have very little scope to develop beyond their classroom due to illiteracy of their parents lack of educational environment in the family and lack of motivation and encouragement given by the parents.

The researcher faced this problem while working in a primary school at Hyderabad (Defence Laboratories School) where students from both middle and lower socio-economic classes were studying. This led the researcher to take the present problem for P. hd dissertation. The researcher undertook this problem on a small scale for
Ph. D. work. The researcher took 100 boys as a sample from two English medium schools. The study revealed that among the students of middle socio-economic class, one group of students performed very well whose parents were highly educated and involved themselves in their children's study than the students whose parents were rich but less educated. Among the lower class students one group of students performed very well though their home environment was not good because they were well motivated both at school and at home. This was the interesting findings of M. Phil study.

For the present study the researcher added one more variable namely mental ability of children which affect academic achievement. In this study educational environment in the family, socio-economic status, quality of school and mental ability of children were the independent variables and academic achievement was the dependent variable. Many studies have shown how the conditions surrounding the family and the home are very powerful in influencing the achievement of school related goals of pupils. The researcher wanted to study this problem in respect of different kind of schools (Z.P., Corporation, English medium, Private, Marathi medium etc.) in rural and urban areas of Pune District.
The present study has been conducted in view of the following objectives -

1.5 Objectives of the Study

1. To study the effect of socio-economic background (father's occupation, mother's occupation, parents' education, income of the family, cultural background, type of house etc.), on the performance of students of standard Vth from rural and urban areas.

2. To find out whether the educational environment in the family affected the academic achievement of Vth standard students. (Educational environment here meant availability of guidance on matters relating to school work, availability of material and facilities related to study, intellectucality at home - nature and quality of toys and hobbies made available to the child, use of books, periodicals, literature and such other facilities, parental aspiration and encouragement regarding child's study etc.).

3. To find out whether there was any significant relationship between academic achievement and quality of school.
4. To study the effect of mental ability of students on academic achievements of students' of standard Vth in rural and urban areas.

1.6 Hypotheses

The following hypotheses were formulated in the study:

i) There is significant relationship between academic achievement and socio-economic status of the family of students.

ii) There is significant difference in the academic achievement of pupils belonging to rural and urban areas.

iii) There is significant difference in the achievement of boys and girls of standard Vth in relation to their socio-economic status.

iv) Good educational environment at home is conducive to better academic achievement.

v) The quality of school life affects students' academic achievements.

vi) There is a positive and significant correlation between academic achievement and mental ability of students of standard Vth.
1.7 Methodology

a) Sample

500 students of Vth standard from various types of schools in rural and urban areas have been selected for the study (Z. P., Corporation, English medium, Private Marathi medium etc.). Both boys and girls were selected from 12 schools in and around Pune.

<table>
<thead>
<tr>
<th>Students</th>
<th>Urban</th>
<th>Rural</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>121</td>
<td>163</td>
<td>284</td>
</tr>
<tr>
<td>Girls</td>
<td>99</td>
<td>118</td>
<td>217</td>
</tr>
<tr>
<td></td>
<td>220</td>
<td>281</td>
<td>501</td>
</tr>
</tbody>
</table>

Roughly the sample has been 0.5 percent of the universe.

Type of Schools

<table>
<thead>
<tr>
<th>Rural</th>
<th>Urban</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Z. P.</td>
<td>1. Corporation</td>
</tr>
<tr>
<td>2. Private (Marathi Medium)</td>
<td>2. Private (Marathi Medium)</td>
</tr>
<tr>
<td>3. Private (English Medium)</td>
<td>3. Private (English Medium)</td>
</tr>
</tbody>
</table>
b) **Tools**

With a view to achieving the various objectives mentioned above, following tools were used in this project:

1. Socio-economic status scale (urban) developed by Dr. S. P. Kulashrestha.

2. Socio-economic status scale (rural) developed by Dr. S. P. Kulashrestha.


5. Achievement test in English, Arithmetic and General Knowledge developed by the researcher.


7. Home visits were undertaken to judge the family background, economic status and educational environment of families.

c) **Statistical Treatment**

For quantitative analysis of data, mean, mean
difference, t-value and co-efficient of correlation were calculated. Details of the techniques used have been presented in Chapter IV.

1.8 Limitations of the Study

1. The study was confined to Vth standard students.

2. To adjust with the limitations of time, money and energy and as it was an intensive enquiry including home visits, sample was taken from in and around Pune City and was limited to 500 students.

1.9 Pilot Study

Pilot study was done in the month of August 1935. The pilot study was carried out on 60 students from 6 different types of schools (Z. P., Municipal Corporation, Private and English medium, as also Marathi medium) from rural and urban areas. To start with, the validity of the achievement test, was found out by comparing scores of achievement test and scores obtained by students in school examination and also by comparing the same with the opinion expressed by teachers about the student's academic achievement and the test was modified where necessary.

In each school 10 students were selected out of whom 5 were top students and 5 from the bottom in school tests.
1.10 Collection of Data

The achievement test was administered to five hundred students in 12 schools in the month of September and October, 1985. Total percentage of marks of the previous annual examination of Std. IV of children was collected from schools.

Information on the questionnaire, "Gradation of Primary School" was also collected from 12 schools. Socio-economic status and educational environment in the family questionnaire were administered on parents in the month of November 1985 to March 1986. Home visits were undertaken in rural and urban areas. To find out the general ability of children, progressive matrices were administered to 500 students. This test was administered in April 1986.

The data has been presented qualitatively and quantitatively. For quantitative analysis, mean, SE of mean, S. D., t-value, co-efficient of correlation etc., were calculated. Qualitative analysis have been done on the basis of observations made during visit by the researcher to schools and houses, location of the house, type of house, electricity, number of rooms, facilities available for studies in the house, school building, teachers'
method of instruction, physical facilities available in schools were critically observed by the researcher during her visit.

1.11 Definitions

a) House

Home or family is the oldest form of social organization known to man. In the words of Ballard's "Family is the original social institution, from which all other institutions have developed", it is the family that the child has its first social relationship and acquires many of the social patterns, habits, manners and attitudes which determine its future adjustment. This family is the first and most intimate social unit, which play an important role in the socialization of the child. Webster, (1961, pp 395) has stated that it is "The abiding place of the affections, specially domestic affections", it is the social unit or centre formed by a family living together. Webster (1970, p 682) defines house as the place "where one is received as a member of the family".

b) Educational environment in the Family

House is said to be the first school of the child. Home environment is one of the most potential factors
influencing a child’s achievement. Physical factors like area of residence, socio-economic status, size and structure of the family and similar other factors indirectly affect parental aspirations, guidance, expectations and consequently the academic achievement of the child. It is well established that scores obtained by children on tests of academic attainments are strongly associated with demographic characteristics, as measured by social class, material circumstances and size of the family - also the attitudinal factors such as parents' newspapers reading habits and the number of books in the home. So the contribution of home environment is one of the most potential factors influencing a child’s achievement.

c) Socio-economic Status

Socio-economic status is a study of individual's position within the social relationships. It influences individual's relationship with others. It includes prestige, influence and respect. It is also known as social class, social status or socio-economic background) (Kulshrestha, 1972, p 1). Generally it is a crude, global measure comprising, ratings on education, occupation, income of the parents, material conditions and cultural level of the family. The effect of socio-economic cultural
status on academic achievement is so pronounced that almost all the studies of correlates of academic achievement cover it.

d) School Environment

School as an organization and a subsystem of the broader educational system is also a complete total system in itself, wherein inputs (pupils) are correlated into output (citizens) through various processes of instruction, guidance and experience (Hicks, 1970) based on a constant and critical cost benefit analysis. It depends upon the quality of its product. Organizational climate plays a significant role in promoting and achieving organizational objectives including academic achievement of the students. By way of its unique interaction with intellectual characteristics and personality factors of the students, a particular organizational climate could be stimulating, supportive, neutral, hostile or destructive to the academic performance of the student.

1.12 Characterization of the Report

The details of chapters in this report are as under:

Chapter one is the introductory chapter. It inclu-
In chapter one, introduction, importance of factors which are included in the study, background of the problem, title, objectives of the study, hypotheses, methodology, limitations of the study, collection of data, pilot study, presentation of data and definitions of the variables.

In chapter two, review of relevant literature and research is presented.

In chapter three, sample, the tools, development of tools and their administration and scoring, procedure followed in data collection, pilot study and details about collection of data are presented.

In chapter four, interpretation of data, qualitative and quantitative analysis of data, observations made during home visits are included.

Chapter five presents summary, conclusions and recommendations.

Bibliography and Appendices which include Appendix One, Socio-economic Status Scale (urban); Appendix Two, Socio-economic Status Scale (rural); Appendix Three, Educational Environment in the Family; Appendix Four, Achievement Test; Appendix Five, Booklet; Graduation of Primary School are presented at the end.
CHAPTER TWO

2. Review of related Research

2.1 Introduction

2.2 Review of research on various factors affecting Scholastic Achievement

2.3 Effect of S.E.S. on academic achievement

2.4 Effect of school climate, school quality on academic achievement

2.5 Effect of home environment, on academic achievement

2.6 Conclusion.