CHAPTER - V
CONCLUSION

This study was undertaken to investigate the effect of home environment on the academic achievement of the school children between the age range of 7+ to 12 years.

The analyses of collected data yield the following results:

STUDY-I

1. The home variables such as Educational Environment, Income, Spatial Environment, Social Background, Provision of Facilities and Parent-Child Relationship, as measured by the author-made questionnaire, show a significant difference between the high-achievers and low-achievers at .01 level. Hence, it may be concluded that the two contrast groups differ considerably in these aspects of home.

2. The child-rearing attitude of the mothers of the two groups, as measured by PARI, shows a significant difference between the mothers of the high-achievers and the mothers of low-achievers at .01 level in all the five factors namely, Suppression and Interpersonal Distance, Rejection of Home-making Role, Excessive Demand for Striving, Over Possessiveness and Harsh Punitive Control. This indicates that the mothers of high-achiever and low-achiever groups have different attitudes regarding child-rearing practices.
3. The difference between the two contrast groups in respect to Property and Intelligence was not significant.

STUDY-II

4. The product-moment correlation coefficients computed between the home variables and Academic Achievement show that Educational Environment, Income, Spatial Environment, Social Background, and Parent-Child Relationship are positively related at .01 level of significance with achievement.

5. The PARI Factors of Hostile Rejection of Home-Making Role, and Harsh Punitive Control show negative relationships with Academic Achievement, significant at .01 level.

6. Property, Provision of Facilities, Suppression and Interpersonal Distance, Excessive Striving for Demand and Over-Possessiveness do not show either negative or positive relationship significant at .01 level with Academic Achievement.

7. Intelligence correlates significantly at .01 level with Academic Achievement.

8. Multiple regression equation reveals that the contribution of Parent-Child Relationship to Academic Achievement is about 17% and of Social Background about 7% and of Educational Environment about 4%. The remaining five variables namely,
Income, Spatial Environment, Rejection of Home-Making Role, Harsh Punitive Control and Intelligence contribute about 2% of the variance.

So, from these results the major factor that emerges as having the dominant contribution towards scholastic achievement during the formative period of childhood, is the Parent-Child Relationship. Individuals respond to a total environment. It is the totality of home environment which is most important and this totality comes from the parental relationship and their attitudes towards the growing children's psychological needs.

The findings of the present study, though valid for this sample, are expected to help the teachers, social workers and others interested in child welfare. Parents may be encouraged to give psychological stability and security through a favourable parent-child relationship and a congenial home atmosphere.