CHAPTER-II

REVIEW OF RELATED LITERATURE

The phase ‘review of literature’ consists of two words: review and literature. The term ‘review’ means to organize the knowledge of the specific area of research to evolve an edifice of knowledge to show that the proposed study would be an addition to this field. The term literature in research methodology refers to the knowledge of a particular area of study of any discipline which includes theoretical, practical and research studies conducted therein. The task of review of literature is highly creative and tedious because the researcher has to synthesize the available knowledge of the field in a unique way to provide the rationale for his study and seek directions for designing the hypotheses.

Effective research is based upon past knowledge and hence a review of related literature is an essential step to be taken by the researcher. After having selected a problem, it is very vital for the researcher to survey the available literature in the specific area of the study. The researcher needs to be well conversant with the available literature because it helps to narrow down the problem and put it in its proper perspective. The real purpose of the review of related literature is that the review of related literature is the fitness of a particular project into a broader scheme enabling us to see its importance and to relate it to many studies.

2.1 Studies related to learning achievement

Baseline Assessment Survey-BAS (1989) was one of the earliest studies conducted on a large scale by the National Council for Educational Research and Training (1989). The main purpose of the study was to assess the levels of achievement of children at the completion of primary school in mother tongue and mathematics. The study was conducted in 22 states and one union territory of India. The national average of the pupils of Class IV on the battery of tests was 45 per cent. Average scores in different states varied from 32 per cent to 69 per cent. On the whole, there was no difference between the achievements of children from urban and rural areas. However, there was a general tendency for the achievement of children in capital cities to be higher than those in other parts of the states. For the entire country, the backward classes and others as a group did better than scheduled caste and
scheduled tribe pupils but there was a strong tendency for the majority group in the states to have the highest score as well.

Shukla et al. (1994) in their nationwide survey found that, for the entire country, the backward classes and others did better than schedule caste and schedule tribe pupils whereas scheduled castes had a higher mean compared to scheduled tribes. No difference was found in the achievement of children from urban and rural areas. For the states of Arunachal, Orissa, Punjab, Sikkim and Uttar Pradesh the performance of rural and urban students did not vary but in Andhra Pradesh, Haryana, Jammu and Kashmir, Karnataka, Kerala, Maharashtra, West Bengal and Delhi the urban group had a higher average. The study further showed that in some states like Madhya Pradesh rural children performed better than urban children, possibly because all rural children studied in government schools while in cities better off parents did not send their children to government schools.

Shukla et al. (1994), Aikara (1997), Hasan (1995) and Aggarwal (2000) found in their independent studies that girls belonging to scheduled castes and scheduled tribes had far lower achievement scores than boys.

Hasan (1995) conducted a study on students of primary grades in Bihar and found that in grade II and grade V, the mean scores of scheduled castes and scheduled tribes children were lower than other caste groups in language and maths due to social disadvantages.

National Council of Educational Research and Training (1995) focused on the difference between scheduled castes/scheduled tribes and non-scheduled castes/scheduled tribe students on mathematics and language achievement and identified the pupil and school level factors attributable to those differences. The sample comprised 5,292 scheduled caste/scheduled tribe and 17,771 non-scheduled caste/scheduled tribe students of IV/V grade. Hierarchical linear regression model and meta-analysis were used for the analysis of data. The results revealed that scheduled caste/scheduled tribe students scored lower than non-scheduled caste/scheduled tribe students in both the subjects. Father's education contributed in better achievement of scheduled caste/scheduled tribe students. In mathematics, the achievement gap did not vary significantly across the schools whereas in language, it varied in Karnataka and Kerala. Test and feedback provided by the teacher tend to reduce the gap between
scheduled caste/scheduled tribe and non-scheduled caste/scheduled tribe students in language. It may be noted that education of father offers support to the child to perform better in academics.

Singh and Gautam (1996) on the basis of research reported that the learning achievement of students, both of class V and class VIII, is low in language and mathematics with some socio-demographic variations in level of learning, low parental educational and occupational status, low educational aspiration and repetition of grades are pointed towards the low achievement level of students. While identifying school and home related predictors of learning achievement of class V student, the study also found that parental education, occupation, teacher training along with classroom supervision by head, teacher and multigrade teaching act as predictors of learning achievement of class V students.

Aikara (1997) conducted a study on learner achievement in primary school covering 3719 students of fourth standard and 1662 students of fifth standard of 237 schools from eight districts in four states- Bihar, Karnataka, Maharashtra, and Rajasthan. The study sought to test the learning achievement of students of class IV and V. The study has utilized minimum levels of learning (MLL) specifications as the basic framework and focused on measuring the competencies specified therein. It was observed that students performed better in language as compared to mathematics and environmental studies. The study further showed that there was marginal difference in the performance of boys and girls in language and environmental studies. But in mathematics, boys had a higher mean score than girls. Students belonging to the general category and other backward classes performed better than those belonging to the scheduled castes and scheduled tribes in all the three tests. Students from private unaided (PUA) schools had a higher level of achievement than those from government schools. The number of classrooms and the number of teachers were found to be positively correlated with performance of students in all the three tests. Students of English medium schools performed better than those of vernacular medium schools.

Baseline studies of Rajasthan (1997) conducted by the State Institute of Educational Research and Training (SIERT) concluded that the performance of students of class IV on mathematics has been quite low; for none of the districts is the achievement was more than 45 per cent. Students of urban areas have done better than
their counterparts from rural areas. Also students of general category have performed better as compared to scheduled caste/scheduled tribe category students in both types of schools, namely general and shikshakarmi. In most of the districts the performance of students from shikshakarmi schools was better than that of general school students. This applied to both gender groups and for both the classes in language and mathematics. It was found that students whose mother tongue was the same as the medium of instruction, were in an advantageous position with regard to achievement in language and mathematics.

Padhi et al. (1997) in an exploration on the effect of school climate indicators on learning achievement at primary stage, reported that classroom practices such as frequent assignments of homework and its prompt correction, continuous pupil evaluation and feedback, engaging students in class work with close supervision and differential treatment as per need help to create better climate for learning and making the school more effective.

Kumar (1998) on the basis of a research study revealed that; (i) learning achievement of class V students in mathematics is quite low and provision of incentive schemes and schools with more facilities seem to promote performance of students (ii) teachers with higher qualifications, willingness to improve their professional qualification and having better availability of facilities giver higher results in terms of achievement of students in mathematics (iii) the provision of class supervision facilitates the achievement of class V students in mathematics and (iv) multigrade teaching hampers the performance of students in mathematics.

Haseen (1999) investigated social-class, parent-child interaction, dependency behaviour and school management and found that there exists a positive relationship among all these factors towards promotion of learning achievement.

Aggarwal (2000) in his investigation on schools of Delhi found that a predominant proportion of scheduled caste children studied in government schools and the performance of these students was far lower as compared to the general category. Another observation which came to light in the study was that both grade II and V children of the government municipal corporation Delhi (MCD) school in Delhi had lower mean percentage scores in language as well as mathematics compared to children of private aided and unaided schools. Students of private
schools scored nearly 50% higher in mathematics than their counterparts in municipal corporation Delhi schools. Under achievement was more severe in case of municipal corporation Delhi schools. The number of students attaining mastery level was also higher in private unaided schools compared to government schools. This reflected upon the low teaching standards in government schools.

Koul et al. (2000) conducted a mid-term assessment survey of four District Primary Education Programme (DPEP) districts of Himachal Pradesh to evaluate the learning achievement of the students and found that the achievement of the students of class II crossed seventy five percent in language and seventy four percent in mathematics, in all the districts. The achievement of class V students in word knowledge in all districts crosses 64% and went beyond 52% in reading comprehension. Further it was found that there are no significant gender differences in languages and mathematics achievement of class II across rural and urban areas in all four District Primary Education Programmed (DPEP) districts. Lastly it was reported that a direct relationship exists between educational and occupational status of the parent and learning achievement of the students. Lower educational and occupational status of the parents associated with the lower achievement in both mathematics and language and vice versa.

National Council for Educational Research and Training approved project (2000) was undertaken in the form of a survey on 16 districts selected through multistage random sampling for capturing the learning attainment of class V students across the states, tests in three main subjects were developed and standardized in 17 Indian languages. The survey results for the level of achievement of students in environmental studies, mathematics and language showed that only Manipur in environmental studies (EVS) and mathematics and Tamil Nadu and West Bengal in language displayed performance above 70% level. Majority of the states had average achievement between 40-60% in environmental studies, 40-50% in mathematics and 40-60% in language. Three states in environmental studies and eight states in mathematics performed below 40%. The nationwide average achievement in decreasing order was language (58.57%), environmental studies (50.30%) and mathematics (46.51%). The survey showed the dismal picture of primary education in India reflected through achievement of learners.
Aggarwal and Chug (2003) conducted a study to examine the learning achievement of slum children in government schools and unrecognized private schools in Delhi. The data for the study was collected from the slums of Delhi and various input indicators of the families of the sampled children like the socio economic status and educational background, academic and professional qualification of the teachers were explored. The data analysis of the six selected slums revealed clearly that the slums are deprived of necessary physical and civic amenities with poor or no schooling facilities. When compared with corresponding mean achievement scores for Delhi schools the achievement levels of the children from slums studying in government schools was 26 percent lower in mathematics and 30 percent lower in language (Hindi). The difference was only 3 percent for unrecognized schools in mathematics and 37 percent in language (English). A striking comparison was unleashed that the children of unrecognized schools were performing better especially in mathematics than those of the government schools despite having little and inadequate infrastructure, scarce financial resources and untrained and low paid teachers. Further the study brought to light that even in the first year of schooling the children of schools in slum have very low level of achievement which emerged as a serious matter of concern.

Reddy (2004) presented the status of learning achievement in India through a review of major research studies and achievement surveys on learning achievement. Certain broad patterns located included poor academic performance of students at terminal stage of primary schooling. Rural and urban variations in achievement were found to be minimal, while gender disparities, though not statistically significant did exist to some extent. Studies showed that boys out performed girls especially in mathematics achievement. Variation by social category found scheduled caste and scheduled tribe children to be the poorest achievers. Variations by school management found private aided and unaided schools displaying higher achievement compared to government schools.

Onsomu (2006) studied the impact of gender and socio-economic factors on learning achievement in primary education in Kenya and reported that students from homes with better quality houses, who always speak English at home, had most learning materials, who ate at least three meals per day, who had many possessions and more educated parents achieved better in school.
Goyal (2007) yielded from a research on learning achievement in primary schools of Rajasthan that other backward class (OBC) and general category children out performed scheduled castes and scheduled tribes children in both grades IV and V and in all the tests taken during the study. While scheduled castes and scheduled tribes children matched each other in their performance, other backward class tend to perform in the similar way as general category children.

Kaur (2007) investigated the learning achievement of elementary school students in relation to intelligence and parental support and reported that learning achievement of elementary school students was below average in Punjabi language and very poor in mathematics. Intelligence was found to be positively related to learning achievement. While high parental support improved performance in Punjabi, it did not effect performance in mathematics. Gender differences were not reported in learning achievement of both the subjects. Though locale did not effect learning achievement in Punjabi, urban students scored better in mathematics as compared to their rural counterparts.

East Asian Learning Assessment Study (EALAS, 2007) was a capacity-building project focused on bringing greater clarity to the process of measuring learning achievement. The project involved developing measuring instruments, confirming the quality of those instruments, analyzing data, developing in-country skills in the testing and analysis processes, exploring variability in outcomes and developing reporting systems. The aim was to provide support for education stakeholders including policy makers, curriculum developers, district supervisors, principals, teachers, students and parents. The results of two pilot studies, one in Myanmar and other in Korea brought about interesting observations. Data Set 1 was related to Myanmar pilot study on grades III and V. The sample for the pilot study consisted of students of varying backgrounds and levels of ability in the subjects being tested. On that basis, Grade III and V classes were selected from 20 different schools located in various regions of Myanmar. Some schools were located in urban areas, others in rural areas some schools were under the United Nations Children’s Fund (UNICEF) child friendly school (CFS) programme, others were not and some were located in areas populated by ethnic minorities. All students in the selected classes were included in the sample. The effects of gender, school location, school type and ethnicity on school mean performance were also investigated. For Grade III,
it was found that, in all subjects, urban schools performed at a significantly higher level than rural schools. In all subjects non-child friendly schools performed at a significantly higher level than child friendly schools and in all subjects, non-ethnic minority area schools performed at a significantly higher level than schools in ethnic minority areas. However, the effect of gender was not significant in any subject. There were no significant interaction effects between gender, school location, school type and ethnicity. The low level of performance across all subjects by the vast majority of students in ethnic minority schools was particularly striking. It was also found that student scores across subjects in grade III were significantly correlated. For grade V, it was found that, in all subjects, there was no significant difference in levels of performance between urban and rural schools. It was further evolved that, in all subjects other than mathematics, school mean scores were significantly higher in non-ethnic minority than in ethnic minority schools. In the case of mathematics, school mean scores were significantly higher in ethnic minority schools than in non-ethnic minority schools. Additionally, in all subjects, non-child friendly schools performed at a significantly higher level than child friendly schools. There were no significant interaction effects between gender, school location, school type and ethnicity. In ethnic minority schools, with the exception of mathematics, vast majority of students showed low level of performance across all subjects. As was the case with grade III results, student scores across subjects in grade V were significantly correlated. The analysis revealed that not all child friendly school, and not all ethnic minority schools, perform at a low level. It would be a useful follow-up exercise to conduct a small qualitative study to see what the higher performing child friendly school and ethnic minority schools are doing to bring about improved levels of performance. Analyses of the school and teacher questionnaire responses revealed a high degree of uniformity in school facilities and teacher characteristics. The only factor that was clearly related to school performance was school size, as measured by the number of enrolled students. Specifically, it was found that students in larger schools tended to perform at a higher level than those in smaller schools and that this was not due to school location, as the pilot study included small urban and large rural schools. It is particularly noteworthy that in virtually all pilot study schools, the vast majority of students had textbooks for all subjects. The uniformity of school facilities and similarities in teacher characteristics suggested that the many of the factors influencing variances in school performance were related to the communities from
which the students were drawn, which included variables such as socio-economic status, availability and nature of local employment, and parents education status.

Data Set 2: The democratic people’s republic (DPR) Korea study found small but significant variability across schools for both science and mathematics subjects. The quality of the learning environment accounted for approximately seven per cent of the variability of the subject scores, which was found to be a statistically significant effect. For both subjects, the block of home items had the greatest effect and the school items had the smallest effect. There seemed to be some common issues associated with support available to the students from parents, teachers and classmates that apply across both subjects. This implied that the supportiveness of the education environment is a significant issue influencing achievement and should be further investigated. Significant variations in achievement between schools was reported the questionnaires revealed differences in learning environments and the support available to students which relocated the focus from enrolment and attendance to a focus on learning.

Kaur (2010) conducted research in the school related characteristics and family background of students, participation in teaching learning process as well as learning achievement of elementary school students of Punjab and revealed that the learning achievement of elementary school students in Punjabi was at moderate level (51.59%) and it was quite low in mathematics (33.4%) and environmental studies (39.99%). It was further reported that home environment as perceived by elementary school students does not seem to be a facilitator of learning achievement. Parental support facilitates the learning achievement of the students. Children from high socio-economic status are better than their counter parts of low socio-economic status. The study also churned out that learning achievement of students of better schools (physical infrastructure wise or teacher role perception wise and student perception wise) was significantly higher than the poor school involvement.

Nath (2012) considered a cross section of students of grade V from various types of primary educational institutions in Bangladesh and explored the factors associated with their learning achievement. The study found that number of variables like socio-economic variables (sex of student, age, area of residence, education of mother, education of father, religion, ethnicity, electricity at home), school-related factors (class size, student–teacher ratio, educational qualification of teachers,
professional training of teachers) and additional educational inputs (participation of students in pre-school education, duration of students of having private tutor, attendance of guardians in school meeting, discussions of guardians with teachers) were significantly associated with learning achievement of the primary school students in Bangladesh. The boys were ahead of the girls and the urban students surpassed their rural counterparts. A negative relationship between age of the students and competencies attainment was observed. On the other hand, mean achievement of the students significantly increased with the increase in the level of education of their parents. Although there was no difference between the muslims and non-muslims, the ethnic minorities were less likely to achieve competencies than the majority Bengalis. A positive relationship between access of students to mass media and learning achievement was also found. Students having access to electricity at home were more likely to achieve more competencies than those who had no access to electricity. Students who received private tuition did significantly better in the test compared to those who had no such inputs. Participation of students in co-curricular activities also helped in learning achievement. Attendance of guardians in school meetings or their discussions on pedagogical issues with the teachers were significantly related with the improvement of the learning achievement of students. Students who had gone through a pre-school course did better in the test compared than those who did not avail of such courses. An inverse relationship was observed between class-size and learning achievement of students. If the number of students per teacher was lower, the mean number of competencies achieved by them was higher and vice versa—this indicates a negative relationship between student–teacher ratio in school and learning achievement of students. A statistically significant positive relationship of learning achievement students was also observed when this was cross tabulated with some other characteristics of the teachers such as educational qualifications, length of teaching experience and professional training.

Babu (2013) on the basis of research on educational provisions and learning achievement of school children in the slums of Vishakapatnam city revealed that the learning achievement of the slum children was much below than expected levels in the subjects of English, Telugu and mathematics. Significant relationship was found between marks scored by second class students in mathematics and marks scored by fourth class students in English and mathematics with the type of school. No
significant relationship was observed between marks scored by second class students in Telugu and type of school.

Saini (2013) attempted to find out the effect of home environment, school environment and study habits on academic achievements of scheduled caste students. The findings revealed that there was no significant relationship between study habit and academic achievement. Home environment had a significant effect on academic achievement where as significant effect of school environment was observed on the academic achievement of scheduled caste students. Thus the study concluded that the disadvantageous environment at home lowered the academic achievement of these groups of students.

Seo and Kim (2014) examined the influence of family and school on vocational high school students academic achievement in South Korea. A nationally representative sample from the Korean Education and Employment Panel Survey (KEEP) was analyzed. Results showed that variables related to parents did not influence Korean vocational high school academic achievement of students. School facility did not influence on the general subject academic achievement, but that influenced the vocational subject academic achievement of Korean students. Two school related variables-teacher ability and relationship were significant for academic achievement.

Singh (2014) analyzed the effect of school, teacher and home factors on learning outcomes in elementary schools in the urban areas of Varanasi city. Learning outcomes were assessed using competency-based mathematics and language tests in Hindi. The results revealed discernible positive effects on learning outcomes of both school and home factors such as the level of infrastructure available in the school, quality of student- teacher interaction, teacher responsiveness and parental socio-economic background. However, the learning outcomes of elementary school in slum areas were found to be unsatisfactory when compared with national norms.

National Achievement Survey Cycle IV (2015) NCERT conducted National Achievement Survey Cycle IV on a sample comprising of 1,50,101 students in 8,266 schools across 34 States and Union Territories (UTs). Information was also gathered about background factors including the school environment; instructional practices, qualification and experience of teachers, and the home background of students, etc. to
ascertain their influence on achievements of students. In this study an encouraging
finding was reported on the gender wise parameter where it was found that on an
average, girls are doing better than boys in all subjects i.e reading comprehension,
mathematics and environmental studies. Location wise, there was no significant
difference found in the performance of students from rural or urban backgrounds.
Performance of scheduled caste/scheduled tribe students was significantly below the
others category of students. Performance of students on an average, in cycle 4 as
compared to cycle 3 and 2 had gone down. In general students lacked in reading
competency skill and found it difficult to answer questions based on unseen text.
Students were also found lagging behind in some specific areas of mathematic due to
lack of conceptual understanding and less of practice. In environment studies also, the
test results clearly depicted lack of conceptual clarity and understanding. The majority
of teachers did not use innovative methodology for motivating students during
teaching learning process.

A careful analysis of the above reviewed literature helps in arriving to the
conclusion that learning achievement has been an important area of research and
concern at national level. Over the years it has drawn the attention of researchers as
well as policy makers and some general observations have been reported through
nationwide studies. These observations include the generalisation that learning
achievement of elementary school students in India has continued to be on the lower
side despite several government interventions. Factors related to home and school
tend to have a noticeable and a significant impact on learning achievement. Numerous
studies also support the observation that socio economic category of the learner is an
important determinant of levels of learning achievement. Students belonging to
scheduled castes, scheduled tribes and other backward classes and who also belong to
economically weaker section of the society generally tend to show lower levels of
learning achievement as compared to other groups.

2.2 Studies related to school environment

Schools have always been considered as the key contributors in the
development of the society by imparting education to the children. The quality of
schools is assessed through the results they produce. Researchers have been keen in
investigating the school environment and studying its impact on achievement.
Das (1974) in a study on impact of the physical conditions of the primary schools on the retention and regular educational progress of children, found that there was a significant relationship between efficiency in education and physical facilities in schools. Better physical facilities increased the attractive and retentive power of the school as well as provided students conducive environment for effective education and hence, contributed towards better educational attainment of the children of that school.

Govinda and Varghese (1991) concluded that the level of infrastructure facilities provided in the primary schools played an important role in improving the teaching-learning environment and consequently, the achievement level of learners as well as overall school quality.

Moore (1991) conducted a study on organizational climate as perceived by students and its relationship with student academic achievement, student attendance and student needs in a large southern urban school district. The results indicated that there was a significant overall relationship between organizational climate and student academic achievement, student attendance and student needs.

Price (1991) studied the effects of organizational climate on elementary school academic achievement in the Judson independent school district Texas USA. An analysis of the data led the researcher to conclude that the relationship between organizational climate and the mean achievement scores had a high positive correlation and the mean achievement score of the more open schools was significantly higher than the less open school. Indicating that open school environment leads to better achievement.

Pradhan (1991) studied the effect of school organizational climate on the creativity, adjustment and academic achievement of students of secondary schools in Orissa and reported that the school organizational climate and academic achievement of students were significantly related.

Niebuhr (1995) found school environment affecting the academic achievement of child positively. When the climate is right, people are inspired to do their best. Teachers and students do what needs to be done to stimulate learning.

Sahoo and Sahoo (1995) examined the influence of school organizational climate on academic achievement of the students. The results revealed that
organizational climate was different in different types of schools and this difference influenced the academic achievement of the students. More specifically a friendly and happy atmosphere was found to be more conducive for better performance on the part of the students. It was also noticed that while high percentage of marks were secured by the students of the open climate schools, lowest percentage was found in the school having closed climate. The results as such demonstrated that the school climate has an effect on the academic achievement of the students.

Weinberg et al. (1998) had studied the impact of school on academic achievement. It was found that the kind of impact schools will have on the academic achievement of students, depends on adequate, safe facilities, trained teachers, supportive and informed administrators who encourage problem identification and problem solving, adequately trained support personnel and national policies that recognize and value diversity.

Carvantes (1999) examined the relationship between the school building condition and academic achievement and behaviour of the students. It was concluded that the condition of school facilities represent a wide array of implication for student, as well as a broad spectrum of possible problems of aid accountability for communities across the nation.

Ramesh (2000) conducted a study on the influence of school environment and approval motivation on academic achievement of students. The objective of the study were (i) To compare education attainments of students belonging to different categories of schools according to their environment, (ii) To observe variability of achievement of high approved seekers and low approval seekers, coming from different institutions. The sample consisted of 400 class X students drawn randomly from 16 different institutions situated in Gorakhpur and Varanasi regions of Uttar Pradesh. The study yielded that the students from schools with enriched environment have significantly better academic achievement than the students from poor environment. The achievement of students who were high approved seekers was significantly greater than achievement of low approval seekers. The study also revealed that students of the urban schools had significantly higher academic achievement than students of the rural schools.
Missouri (2001) studied the relationship between student socio-economic status (SES), perception of school environment, academic achievement and school attendance. A sample of 108 fifth grade students belonging to 14 high and low socio-economic status schools in a Mid-Western City were selected. Significant findings were reported with respect to perceptions of the school environment and academic achievement. Academic achievement was higher in schools with high SES students.

Arockiasamy and Jebasheela (2001) studied the higher secondary students perception of school environment and its impact on their academic achievement in matric and non–matric schools. The major objectives of the study were (i) to find out whether there is any significant difference in the school environment of higher secondary students in matric and non–matric schools, (ii) to find out whether there is any significant difference in the academic achievement of higher secondary matric and non–matric students, (iii) to study whether school environment has exerted significant impact on the academic achievement of higher secondary students in matric and non-matric schools. Survey method was employed for collection of the required data. The findings of the study showed that the non-matric higher secondary students enjoy better school environment in total with regard to the dimensions, academic activity, psychosocial and administrative environments. As the matric school is result oriented and much work is extracted from the students, students do not seem to enjoy the school environment. As far as academic achievement is concerned the matric school students are far better than their counterparts.

Michael (2002) studied healthy school environment and enhanced educational performance. The study illustrated the connection between environmental quality, comfort, health and well-being, positive attitude and behaviour, and higher level of education to performance. Results showed that aging city schools should not be abandoned, they could be successfully revitalized and made to contribute effectively to the process of education. No matter where a school is located, a healthy school environment is more congenial. It provides a sense of security and wellbeing along with spreading a caring message.

Devi and Mayuri (2003) indicated that school factors like qualified teachers, good physical facilities, and classroom organization, checking up of curriculum and subject matter on time, impressive method of teaching and teacher student interaction contributed significantly to academic achievement.
Natarajan and Dandapani (2003) conducted a study in Tamil Nadu and found that there was no significant relationship between different types of climate and achievement of pupils. However, controlled climate was found to be helpful for the high achievers while autonomous climate was helpful to the low achievers.

Srivastava and Saxena (2004) made an attempt to study the academic achievement in physics of XI class pupils in different school organizational climates. 1023 teachers and 525 pupils were selected on the basis of stratified random sampling technique. The school organizational climate description questionnaire (Sharma, 1978) was employed to find out the climates of the schools. Six types of climates viz open, closed, autonomous, familiar, paternal and control were obtained as described by Sharma (1978). It is evident from the findings that closed vs paternal type of school climate had a significant difference in the achievements in physics of XI class pupils whereas no significant difference was observed in the academic achievement in physics of XI class pupils between the familiar and open climate.

Eric (2005) studied the role of the supportive school environment in promoting academic success and found out that the school environment had broad influence on students learning and growth.

Diwivedi (2005) conducted a study on the influence of school environment on academic achievement and concluded that the students from schools with enriched environment had significantly better academic achievement than the students from poor school environments. Academic achievement of students of the urban schools was significantly higher than that of students of the rural schools.

Konstantopoulos (2005) investigated trends of school effects on student achievement and found out that the sizeable proportion of the difference in student achievement lies within schools not between schools. Between school variation in achievement was also quite considerable and it increased over time. Further, the study also concluded that diversity and segregation in schools was more in the 1990s than in the 1970s. In addition, school characteristics such as school region, school socio economic status, and certain characteristics of the student body of the school, such as daily attendance of students, students in college preparatory classes, and high school graduates enrolled in colleges are important predictors of average student achievement. The school predictors explained consistently more than 50% of the
variation in average student achievement across surveys. Further, it was found that there was considerable teacher heterogeneity in achievement within schools, which suggested important teacher effects on student achievement. Teacher heterogeneity in student achievement was larger than school heterogeneity, which might indicate that teacher effects have a relatively larger impact student achievement than school effects.

Edwards (2007) observed that students perceived a significant connection between the condition of the school they attended and their own levels of motivation, conduct and achievement. It was also reported that group of urban students regarded that quality of teaching and administrative staffing in their educational environments as being largely contingent upon the condition of the school itself. Students who participated in this study also held the point of view that teachers and principals of higher quality were generally employed else-where and were more effective in well-maintained schools. The study also revealed a distinct connection between perceptions of students of the facilities in which they are educated and the degree to which the school district values their education and safety.

Varner and Charles (2008) examined the relationship between leadership behaviours associated with school climate and student achievement in selected Alabama (America) high schools identified as low-achieving and those identified as high achieving. The review of literature clearly and consistently supported the notion that principals affect school climate and that school climate affects organizational success. Most prevalent among the factors that contributed to a positive school climate were fairness, equity, and effective communication patterns. Favouritism, poor communication patterns, and being weak on discipline were identified as behaviours detrimental to school climate.

Francis et al. (2008) carried out a study about student, teacher and school environment factors determinants of achievement in senior secondary school chemistry in Oyo State, Nigeria. The study reported that 7.2% of the total effect on achievement in chemistry was due to the cumulative effect of the seven predictor variables. It was also revealed that only four variables -school location laboratory adequacy, attitude of teachers towards chemistry teaching and attendance of teachers in chemistry workshop had direct causal influence and also made significant contributions to the prediction of achievement in chemistry.
Swaroop and Vishwakarma (2008) studied the impact of school environment on learning behaviour and academic achievement of the students of Chhatarpur district in Madhya Pradesh. Findings showed that the impact of school environment on learning behaviour and academic achievement of the boys and girls of urban non-government upper primary schools is higher.

Kunje et al. (2009) reported that richer families seemed to effect achievement of their children in school more than poorer families by fulfilling their needs and motivating them to go to school. There is a significant relationship between parental level of education and educational aspirations of students. Evidence that the largest of education casualties come from the lower social classes is overwhelming.

Surapuramath (2010) examined the relationship between school climates with academic achievement of students in mathematics. The sample included 100 teachers (60 males and 40 females) and 100 students (60 boys 40 girls) selected by using random sampling techniques. The results revealed that there was a positive and significant relationship between school climate and academic achievement of ninth standard students in mathematics across gender, educational qualification, teaching experiences and types of school.

Schmitt and Kleine (2010) investigated the influence of school relations environment on academic success. The results revealed that children with good school environment had significant effect on academic success of students.

Tewang and Holcombe (2010) investigated the perceptions of adolescents about the school environment, engagement, and academic achievement in middle school and reported that the perceptions of students of school environment had an impact on their academic achievement through the three types of school engagement directly and indirectly: sense of identification with school, use of self – regulation strategies and school participations. Perceptions the students formed in the seventh grade about school characteristics effected their school participation, identification with school, and use of self-regulation strategies in eighth grade and significantly influenced their academic achievement in eighth grade.

Oworye (2011) showed that there was a significant difference between the academic achievement of students in rural and urban secondary schools as measured by senior school certificate examinations. It indicated that geographical location of
Schools had a significant influence on the academic achievement of students. The study pointed out that uneven distribution of resources, poor school mapping, facilities, problem of qualified teachers refusing appointment or not willing to perform well in isolated villages, lack of good roads, poor communication, and nonchalant attitude of some communities to school among others were some of the factors which contributed to a wide gap between rural and urban secondary schools.

Arul (2012) studied school environment and academic performance of standard six students and concluded that the favorable school environment provides the necessary stimulus for learning experiences. The children spend most of their time in school, and this school environment is exerting influence on performance through curricular, teaching technique and their relationship.

Lawrence and Vimala (2012) conducted a research on the school environment and academic achievement of students studying in sixth standard. The data from 400 respondents was used to determine the relationship between school environment and academic achievement and significant impact of school environment on academic achievement was reported. Further, it was found that the school environment of students in term of gender and medium of instruction was not significantly different. But there was an important difference in the school environment of students in term of locality of school. The urban students had better school environment than the rural students.

Sunday (2012) in his study of relationship among school environment, student approach to learning and their academic achievement revealed that there is a significant relationship between physical school environment and academic performance of the students in physics. Data on senior secondary school students revealed that the physical school environment had some influences on academic achievement of students. The physical facilities, human resources, and the relationship among them determined the physical environment of the school.

Orlu (2013) conducted a research on effect of school environment on academic performance and concluded that the school environment had a significant influence on academic performance.

Dagnew (2014) assessed school climate issues and their impact on academic achievement of the students in all general secondary schools of Bahir Dar town,
Ethiopia. The data was collected through questionnaires on school related factors such as teacher-student relationship, students-peer relationship, administration of the school, security and maintenance of the school, and academic orientation of the school. Systematic random sampling technique was used to select adequate number of respondents. The samples consisted of 662 students, 20 teachers, and 6 principals and the data was collected with the help of questionnaires and document analysis was carried out. The findings showed that except for one component (security and maintenance of the school) all others showed that there is favorable school climate for learning. This result was further substantiated by the direct positive relationship between school climate and achievement of students.

Denial and Felix (2014) observed the effect of the school environment and peer influence on the academic performance of students and reported that factors of school environment had significant effect on learners. The school as an institution of learning which also acted as a second home for learners had been found to have a strong relationship with academic performance of students.

Miah (2015) on the basis of a research study revealed that there was no significant relationship between school environment and academic achievement of class IX students.

Odeh et al. (2015) conducted a study on influence of school environment on academic achievement. The results of the study indicated that school climate, discipline and physical facilities had significant influence on academic achievement of secondary school students. Based on the findings of this study, the researchers recommended among others that appropriate school authorities should enable to provide a conducive school environment for effective teaching and learning. School environment should be secure, teachers should have democratic attitude and students should have a sense of belongingness for the school.

Usaini and Bakar (2015) examined how school environment, school facilities and teachers influenced academic performance of students of schools in Kuala Terengganu, Malaysia. The research findings suggested that the students in schools which have considerable amount of facilities, quality teachers and positive environment perform well than those who study in schools with poorer facilities, poor quality teachers and the less supportive environment.
Singh (2017) studied the school environment in relation to academic achievement of secondary school students and reported that the school environment significantly affected the academic achievement on the dimensions of creative stimulation, cognitive encouragement, permissiveness and acceptance (Misra, 2012). Results showed that girls achieved significantly better than boys and urban secondary school students had significantly better achievement than their rural counterparts.

The review of the above related literature brings to light the relationship between various facets of school environment and their effect on academic achievement. The results of various studies help to conveniently conclude that a favourable school environment enhances learning achievement, the various psychosocial dimensions of school interact with the individual and family factors of a learner and effect his learning achievement. A considerable amount of research work highlights the combined effect of school and family related variables on the academic performance of the students.

### 2.3 Studies related to family support

Family, teachers and school authorities are constantly finding ways and means to improve the academic results of their wards and students respectively. Family support plays a vital role in the life of the student. The family support includes, supportive atmosphere, supervising homework, providing supplementary reading material and providing tutor and technical amenities. Researchers have always been keen in identifying the family factors affecting the academic performance of the students.

Hess and Shipman (1965) conducted a classic study based observation and found that parents who promote an active approach to learning helps in enhancement of academic achievement.

Atkinson and Feather (1966) observed that the achievement motivation of children whose fathers have attained high educational levels and are in high income occupations tend to be high.

Vygotsky (1978) opined that parents more directly contribute to learning by engaging in co-activity such a playing board games or reading aloud to children. In these contexts, explanations can be provided spontaneously or in response to
questions, the child can learn through observing and performance can be scaffolded and supported within current zone of proximal development of child.

Cochran and Brassard (1979) indicated that extended family members can effect significantly the achievement of their children by serving as role models, by sanctioning or encouraging particular patterns of behaviour and by introducing adolescents to experiences and interactions not available elsewhere.

Singh and Jaiswal (1981) offered that high intelligence and favourable parental influence effect the scholastic achievement of the socially disadvantaged students in the form of interest in the education of child, permissive and friendly child-rearing practices, higher need for achievement as aspiration. Whereas the low intelligence and unfavourable parental influence adversely affect the scholastic achievement. They further reported that low intelligence but positive and favourable parental influence yields higher academic achievement as compared to the higher intelligence but negative or unfavourable parental influence. Lastly, the parental variables may compensate for certain lack of intelligence, especially when the intelligence of the students is within the range of average intelligence.

Panda (1982) did research on the scheduled castes and scheduled tribe communities of Cuttack, Puri and Dhenkaval districts of Orissa coming from the impoverished home environment. One major finding of the study is that home conditions and illiteracy of the parents adversely affect the achievement of the students.

Singh (1983) concurred that parental support compensates for certain loss of intelligence and offset adverse effects of low socio-economic status and encourage scholastic achievements. It is a more powerful correlate of scholastic achievement than socio-economic status and intelligence within average range.

Ahunawalia (1985) in his study on factors affecting achievement motivation has outlined the main determining factors for the educational achievement of the children. These are parents education, economic status and size of the family.

Devi (1985) located the barriers in primary education of scheduled caste students and concluded that bad home environment blocks their achievement.

Eristwhistle (1986) conducted a study on the effect of family structure on the academic achievement of their younger and concluded that there is a positive
correlation between family structure and academic achievement of children. Family creates in the upbringing of children some identified problems such as feeding, poor clothing, insufficient funds and lack of proper attention on academic performance of children.

Lawrence and Kurdek (1988) carried out a study on eight graders to find out the effect of family structure, gender and family environment on their academic performance and school behaviour. It was found that generally students in two-parent nuclear families had attained better academic performance and had less problematic behaviour in school than those of students who were brought out either in mother-custody or step-father families. The contact with father was not significantly related with academic performance of students brought up in custody of their mothers or who stayed in step father families.

Marsh (1990) conducted a study on two-parents, step parent and single-parent families, change in achievement, attitudes and behaviour during the last two years of high school. The results showed that there is no significant relationship between family structure and student achievement or behaviours, even after controlling for gender, race, religion, socio economic status, academic ability, school type and community type.

Schneider and Lee (1990) reported that the values, aspirations shared by East Asian children with their parents and home learning activities in which their parents involved them had an impact on their academic success. In fact, all parents desired to do something better for their children according to their available resources. But the extent and effectiveness of parental support depends on a variety of reasons, such as, ethnicity, family income and home environment and their awareness about the importance of education.

Chowdhury et al. (1995) explored the role of parental support in satisfying needs of children and academic achievements. The objectives of the study were to explore the role of parental support on their need satisfaction of children, and academic achievement taking gender as a mediating factor. The study also examined the reciprocal relationship between parental support and need satisfaction. The sample consisted of 50 children with an average age of 13.5 years, both boys and girls studying in grades seventh to ninth in school, which was in a predominantly middle
class community area. Need satisfaction of children/family effectiveness/social support inventory and the school examination marks were used as source of data. The collected data were treated using mean and standard deviation. The result indicated that the need felt by the girls was slightly higher than the boys in all three variables, the need satisfied by the parents was much more than the need satisfied by the outside family members/persons, like peers, friends, neighbours etc., in case of boys. Similarly, the same results were obtained among the girls. It was evident that parental support played a significant role in satisfying their needs of children. The need felt was slightly more among the girls. Need satisfaction of boys was less than that of their counterparts. The need felt, parental support and need satisfaction was comparatively less in boys than that of their counterparts. With regard to the academic achievement, it was found that the children with the average ranking (40 to 60 marks) were getting more parental support.

Fantuzzo et al. (1995) studied the effects of home based, parental involvement (PI) intervention and reciprocal peer tutoring (RPT) intervention on the mathematics achievement of academically at risk elementary school students. A sample of 72 (fourth and fifth grade) students evidencing difficulties in mathematics was selected. The results unfolded that mathematics students who received parent involvement and reciprocal peer tutoring displayed higher levels of accurate mathematics computations on a curriculum based measure.

Baharudin and Luster (1998) in a study of factors related to the quality of home environment and achievement of children showed that the home environment affects the academic achievement in children.

Balli et al. (1998) carried out a study to determine the effectiveness of a middle grade mathematics homework intervention in the Teachers Involve Parents in School Work (TIPS) program intended to increase family involvement in homework. Participants included 74 sixth-grade students and their families taught in three classes by the same teacher. In the first class, there were no homework involvement prompts; in the second class, students were prompted to involve family members in completing homework assignments; in the third class, students were prompted to involve family members and family participation was directly requested by the teacher. Families with students in the two classes that were prompted were significantly more involved in mathematics homework activities than those who were not prompted, although the
level of family involvement did not predict student achievement. Families of diverse educational levels reported similar levels of involvement in their homework assignments of children, although feedback from participating family members indicated that parents with less education may need guidance from schools in order to help their children effectively. Family involvement was shown to be a continuum with the amount and quality of help offered varying in degrees and effectiveness. The study also showed that two-parent families are more likely to help with homework than single-parent families.

Kingdon (1998) and Bashir (1994) found in their independent studies that socio-economic status which refers generally to income and occupation of the head of the family was positively correlated with learners achievement.

Kaur (1999) concluded that the family environment of gifted students reflected more cohesive, expressive of independence, organized, achievement oriented than the average students. Achievement was found to be partially correlated with the family environment in both gifted and average groups.

Borbora (2001) explored the influence of parental literacy on the academic achievement of children belonging to backward classes and the findings revealed that children of literate parents had better academic achievement than illiterate parents, academic achievement of first generation learner (FGL) was found to be the lowest and academic achievement of the girls was comparatively better than that of boys. It was found that FGLs parents were not aware about the education of their children, illiteracy of parents and lack of facilities were found to be causes behind low academic achievement, the overall academic achievements was found very low i.e. only 16.9%.

Fan (2001) inferred that children assume sense of responsibility and perform better with age. The study revealed that children whose parents had higher expectations for their academic achievement showed better results from the beginning of their academic career and progressed faster in their academics during the transition period of middle to high grades.

Fan and Chen (2001) carried out a meta-analysis of the relationship between parental involvement and academic achievement. The results of this analysis found that parental involvement, as represented by parents supervision of children at home
(e.g., rules for watching TV, for doing school work, etc.) had the weakest relationship with academic achievement of students, whereas parents aspirations and expectation for educational achievement of children appeared to have the strongest relationship with student's academic achievement.

Ayoo (2002) investigated the factors affecting performance of students in public secondary schools of Kenya and inferred that poor children coming from home environments that are educationally impoverished and affect every aspect of their life. The low background status perpetuates educational deprivation. Poor families certainly find it difficult to pay fees. Moreover, poor families on average tend to have more school-age children at home than higher income families. Wealthier and better educated parents utilize basic education and deploy resources in a manner that creates preschool conditions which are conducive to a successful school performance. This provides initial advantages which are difficult to match among the poor, uneducated slum dwellers and rural population.

Henderson and Mapp (2002) highlighted the importance of family by recognizing that all family members-siblings, grandparents, aunts, uncles, and fictive kin- who may be friends or neighbors, often contribute in significant ways to children’s education and development.

Desforges and Abouchar (2003) inferred that parental involvement, parental support and family education had positive impact on academic achievement of children even when the background factor such as social class, family size, had been taken into account.

Marzano (2003) investigated the factors affecting academic performance of students in schools and found that in addition to school related variables, the home environment also affects the academic performance of students. Parents who are educated can provide such an environment that suits best for the success of their children in academics.

Singh (2003) analyzed the effect of home environment on academic achievement of the scheduled caste (disadvantaged) and non-scheduled caste (advantaged) students and concluded that academic achievement of children of advantaged educated parents from both rural and urban areas is better than that of the children of the disadvantaged educated parents. Though regular in studies, disadvantaged children have poor academic achievement, above all in spite of
parental support and coaching, majority of disadvantaged students remain poor in academic achievement, while such help serves as the facilitator of achievement in case of advantaged students. School visit by parents of both educated and uneducated parents helped in better academic achievement. The study also reported the correlation of family environment and academic achievement is 0.86 which shows that both the variables are highly correlated. It reflected upon significant positive affect of family environment on academic achievement.

Van (2003) conducted a study on parental involvement and student achievement and found a strong positive co-relation between parents help in homework and student achievement.

Barnard (2004) concluded through a study on elementary schools that parental involvement strongly decides the academic performance and success in academic activities of their children, higher the involvement, higher will be the academic success.

Blankstein (2004) evolved that support and involvement of families of the students and the community at large is fundamental to achievement in schools. Further he noted that the accurate predictor of student academic achievement was the ability of the family to create a home environment that encourages learning to communicate high, yet reasonable, expectations for achievement and to become involved in the education of students.

Hill et al. (2004) carried out a longitudinal study of parent’s academic involvement, achievement and aspirations. This was examined for 463 adolescents, followed from seventh (approximately 12 years old) through eleventh (approximately 16 year old) grades. The results depicted that the parent’s academic involvement had significant positive effect on achievement of African Americans but had no impact on European Americans.

Bryan (2005) investigated the school-family-community partnerships and reported that the academic achievement of students may not only depend on the quality of schools and the teachers, rather the extent of home-based factors has vital role to play in academic achievement of the students. Students are more likely to have higher academic achievement levels and improved behaviour when the home-based factors are favourable.
Firestone and Riehl (2005) concluded student achievement was strongly effected by individual student characteristics which include family structure and composition. Therefore, the demographic variables of a family can have a significant effect on student achievement.

Jeynes (2005) conducted a study on the effect of parental involvement and family structure on the academic achievement and demonstrated that parental involvement at home and in school is linked positively to a variety of academic outcomes.

Jeynes (2005) carried out a meta-analysis of 41 studies and examined the relationship between parental involvement and academic achievement of urban elementary school children. Analyses determined the effect sizes for parental involvement overall and subcategories of involvement. The results indicated a significant relationship between parental involvement and over all academic achievement. Parental involvement was related with all the academic variables as a whole. Similar results were reported for white and minority children and also for boys and girls.

Pandey and Shashi (2005) conducted a study on parental disciplining behaviour and academic achievement of the adolescents. Some of major findings of the study were that the parental disciplining behaviour of urban adolescent positively affected their academic achievement at different intellectual levels. However, effect of disciplining variable of father is significant among the boys of high intellectual level for rural adolescents only disciplining behaviour of mothers significantly affected the academic achievement of the boys of average intellectual level. Disciplining behaviour of father showed positive and significant impact upon the academic achievement of urban girls of high intellectual level. Parental disciplining behaviour favored the academic achievement of rural girls of different intellectual levels.

Vamadevappa (2005) concluded that parental involvement and academic achievement had a positive and significant relationship. Boys and girls of high parental involvement group showed significant differences in their scores whereas boys and girls of low parental involvement group showed no significant difference in their achievement scores. The study further found significant difference between boys and girls in their academic achievement.
Loury (2006) inferred that older extended family members – aunts, uncles and grandparents – independently effect the academic achievement of their younger relatives significantly.

Lee and Bowen (2006) investigated extent and effect of five types of parent involvement on academic achievement of children by race/ethnicity, poverty, and parent educational attainment. The results revealed that parents with different demographic characteristics manifested different types of involvement, and the types of involvement manifested by parents from dominant groups had the greatest association with achievement. But members of dominant and non-dominant groups benefited equally from certain types of involvement and differently from others.

Deplanty et al. (2007) tried to understand the types of parent involvement that teachers, parents and students believe affect the academic achievement of adolescent learners at the junior high school level. Teachers and students believed that parent involvement at school was considered less important to academic achievement of child than parent involvement in academics at home. In addition, parents rated themselves as more participatory in academics than did their children or junior high school teachers.

Ogoye (2007) studied participation of parents in homework of pupils in Kenya and found out that environment of homes differ in many aspects such as the level of parental education, their expectations from wards, economic status, occupational status, religious background, values, interests and size of the family. Different home environments effect students differently due to such variations. Illiterate parents were unable to assist their students in doing homework. Socio-economic status is a critical issue in many communities where illiteracy and poverty levels are high, thus limiting parental involvement in homework. In some cases learning and reference materials have to be shared among students, and not all parents are able to buy for their children personal subject-specific text copies. More important is the fact that some parents expect the children to help them after school, during the time when the children are expected to undertake their homework assignments.

Daulta (2008) reported gender differences in his study on effect of home environment on scholastic achievement of children and found that scholastic achievement of boys was positively influenced by good home environment but such a finding was not revealed for girls.
Osunloye (2008) in his study on family background and students’ academic performance, concluded that family background has significant relationship with the students’ academic performance. Family background forms the basis of development of the children, family structure, size, socio-economic status and educational background cumulate to form the family background of the children and play an important role in their educational attainment.

Uwailfo (2008) attributes the cause of poor performance of children to a combination of personal and institutional factors. The personal factors include the level of intelligence of individual, knowledge and ability while the institutional factors are family or parental influence.

Hill and Tyson (2009) conducted a meta-analysis on 50 studies on the existing research on parental involvement in middle school to determine whether and which types of parental involvement were related to achievement. The results showed significant relationship between parental involvement and achievement, the only aspect of parental involvement which depicted no significant relationship with achievement was parental help with homework. Involvement that reflected academic socialization had the highest positive relationship with achievement. Based on the known characteristics of the developmental stage and tasks of adolescence, strategies reflecting academic socialization were most consistent with the developmental stage of early adolescence.

Kaur et al. (2009) studied home environment and academic achievement as correlates of self-concepts in a sample of 300 adolescents. Results of the study revealed self-concept to be positively correlated with academic achievement, though not significantly. Home environment components of protectiveness, conformity, reward and nurturance had significant relationship with self-concept, thereby implying that positive self-concept is developed among adolescents if parents are protective and use conformity, rewards and nurturance with their wards. However, the correlation of social isolation, deprivation of privileges and rejection components of home environment was significantly negative with self-concept among adolescents which means there should be less or no use of social isolation, deprivation of privileges and rejection.
Isabelle et al. (2009) examined whether students' perceptions of two major facets of parental and teacher academic involvement (i.e., academic support and academic monitoring), contribute to the process of achievement goals adoption of French junior high-school students. The results revealed that students differentiated parental academic monitoring from parental academic support, but perceived the academic involvement of their teachers as reflecting monitoring. Students' perceptions of parental academic support were significantly related to mastery goals while not related to performance goals. Perceived academic monitoring was associated with performance goals, the results showed an equal contribution of perceived parental and teacher involvement. This study about the antecedents of students' achievement goals emphasized on the significant role of parental and teacher academic socialization.

Tenibiaje (2009) showed that family structure in terms of single and two parents families has been noted in the literature to have a significant influence on performance and mental development of students. This is because providing a supportive learning environment at home requires time of the parents as much as financial resources.

Olayinka (2009) pointed out that the family is the bedrock of the society and reported that a stable and well developed childhood can be guaranteed by a stable family. The current poor economic status of most parents and families in the country has exposed children to undesirable challenges that have negatively affected their academic performance in school. Whatever may be the reason, these poor performances should constitute a cause for concern because academic performance of the students plays an important role in producing best quality graduates who will become great leaders and manpower for the country, thus, responsible for the economic and social development of country.

Chohan and Khan (2010) studied the effect of educational support rendered by the parents on the academic achievement and on the self-concept of public school students of grade four. The study examined the linkage between academic achievement and educational support provided to the child at home and determined whether this support directly or indirectly effects self-concept of children. The findings of the study revealed that contribution of parents to their education of children has a consistent and positive effect on academic achievement and on the self-concept.
Crosnoe et al. (2010) evaluated children homes and child care/preschool settings when children were four and a half years old, studied there first grade classrooms and evaluated readings and math test scores through fifth grade. In doing so, they gauged whether the links between various combinations of cognitive stimulations and achievement of children were simply due to the socioeconomic circumstances of families of children or whether children from different socioeconomic backgrounds got more or less, academically, from these combinations. Moreover even though the children from advantaged families were more likely to experience this convergence of support for learning across the contexts of their lives, the study found that the low income children may benefit more from it.

Muola (2010) investigated the relationship between academic achievement motivation and home environment. The study was carried out on 235 standard eight Kenyan pupils from six urban and rural schools randomly selected from Machakos district. Two questionnaires were used. A significant positive relationship was found between six of the home environmental factors namely, occupation of father, occupation of mother, education of father, education of mother, family size, and learning facilities at home and academic achievement motivation.

Mwoma (2010) found out that parents who are illiterate and poor and cannot afford to buy supplementary learning materials are less likely to be actively involved in their education of children. They are preoccupied with different chores to fend for their families and, paradoxically, children are expected to engage in some form of child labor that can contribute towards family provisioning and sustenance.

Powell and Stellman (2010) showed that academic attainment of children depends on inputs of time and money from their parents, the more children there are in a family the less of both inputs. These inputs are not money alone, but other essential things like attention, resource dilution and so on.

Topor et al. (2010) conducted a study with the purpose of examining the ability of the perceived cognitive competence of the child and the quality of the student-teacher relationship to explain the relation between parent involvement and the academic performance of child. This study used a sample of 158 seven-year old participants, their mothers, and their teachers. Results showed statistically significant relationship between parent involvement and academic performance of children.
which was over and above the effect of the intelligence of the child. A multiple mediation model revealed that the perceived cognitive competence of the child effected the relation between parent involvement and the performance of child on a standardized achievement test. The quality of the student-teacher relationship also mediated the relation between parent involvement and teacher ratings and classroom academic performance.

Nair (2011) in a pilot project of awareness programme launched in Kerala by Indira Gandhi National Open University (IGNOU) reported and revealed regarding the role of parents in school education for the benefit of their children as well as effect of parents learning concept of school/home improvement, ultimately aiming at necessary changes in educational policies of government. The awareness programme trained 2420 parents and its positive impact was perceptible in many ways. Firstly, most parents understood the importance of home activity and their role in supporting the child in home activities as well as school activities and interaction with teachers. Secondly, parents had been practicing the right methods in supporting their learning of children at home without knowing that such practices had a strong basis in educational theories. Thirdly, another positive impact was evident in the changes reported by many parents in their attitude towards punishing their children for their mistakes, involvement of children in home affairs, accepting and respecting the opinion of children while making a decision in the family or in providing a suitable atmosphere and support at home for encouraging learning. Parents teachers association (PTAs) also contributed in this direction. Fourthly, another notable aspect of programme that parents interactive skills, self-confidence about their opinions and ideas, timid and reluctant to participate actively really led to the physical and academic improvement of the school and would help their children to learn better both in school and at home. Lastly, parents support effectively and substantially contributed in the learning achievement of their children.

Abbott (2012) investigated the effect of family variables of parental alcohol use and family cohesion on academic achievement of adolescents. The study had a long term goal of improving societal help to raise academic achievement of children as well as to improve families of society. A logistic regression analysis was used to analyze the relationship between parental alcohol use, selected family characteristics, and adolescent academic achievement. Multiple regression analyses were used to
further describe the relationship between achievement and the three predictor blocks. In this sample, parental alcohol use did not have a significant relationship with achievement, but income per capita and marital happiness of the father were significantly related with achievement.

Suleman et al. (2012) explored the effects of family structure on academic achievement of the students at elementary level in Karak District (Pakistan). All the students at elementary level in district Karak constituted the population of the study. Only 360 students at elementary level were selected as sample through simple random sampling technique. The study was delimited to the twelve male secondary schools. It was concluded that large family size, large number of brothers and sisters, domestic issues, tension among the family members, low socio-economic status and lack of parental participation effects educational attainment negatively.

Ushie et al. (2012) in their study examined the influence of family structure on the academic performance of students in public secondary schools in Agene local government area, Lagos state. The study, therefore, revealed that family structure did not determine academic performance of students, but parental socioeconomic background, because irrespective of the family structure, students whose parents have better jobs and higher levels of income tend of have higher levels of literacy performance. In order to improve academic performance of students and reactions to life situations irrespective of their family structure, government and counselors were advised to provide the necessary psychological support for students from different family structure so as to overcome their emotional problems and improve academic performance.

Mishra and Bamba (2012) studied the impact of family environment on academic achievement of secondary school students in science and found that school performance of secondary school children was found to have significant and positive relationship with parent's perception of overall family environment, and its four dimensions, viz. achievement orientation cognitive stimulation, recreational orientation and home structure. It was also found that achievement orientation and cognitive stimulation dimensions of family environment have relatively higher relationship with school performance in comparison to their dimension.
Fonteboa (2012) in his study indicated that there was no significant difference in the achievement scores of students from non-traditional families when compared to students from traditional families or when compared to one another.

Vernon, et al. (2012); Evans et al. (2010) and Trentacosta et al. (2008) in their independent studies concluded that the quality of the home learning environment during a first three years of life is associated not only with cognitive development at age 4-5 years but also with educational achievement at school and beyond. A poor home learning environment, for example, has been shown to be associated, in the short term, with poorer language development, deficits in school readiness and impaired cognitive development by the age of 3.

Kainuwa and Yusuf (2013) inferred that child rearing practices vary with socio-economic background and parental level of education higher socio economic status and high levels of education may enhance parents’ facility at becoming involved in their children’s education, and also enable parents to acquire and model social skills and problem-solving strategies conducive to children’s school success.

Sharma et al. (2013) studied the effect of home environment on academic achievement and reported that there was consistent relationship between home environment and academic achievement of students.

Kakkar (2014) conducted a study on academic achievement in relation to home environment of secondary school students. The sample consisted of 160 students. Descriptive survey method was used and the study was conducted in all senior secondary schools in Rohtak district of Haryana. It was found that home environment and academic achievement were highly correlated with each other. The study also reported that home environment had greater impact on the academic achievement of female students than male students.

Mwaura (2014) investigated how home-based factors have influenced Kenya Certificate of Secondary Education (KCSE) performance in public day secondary schools in Lari district, Kiambucounty. The findings indicated that educated parents assisted their students in doing their school work. Socio-economic status of Parents influenced the students KCSE performance. Professional parents participated better in academic performance and understood the importance of academics better. Teachers perceived that parents contributed to participation of students in home chores. More
time was spent on home chores than on school work. Participation of students in home chores was another factor that influenced KCSE performance of students. The study concluded that the home-based factors, parental level of education, socio-economic status of parents, parents' professional qualifications and home chores influenced the academic performance.

Paul et al. (2014) studied the effect of family environment on academic performance and adjustment problems among first year students of school of health Technology Keffi, Nasarawa State. The sample comprised of 168 students, 77 males and 91 females from four departments in the school, in the age range of 16-20 years. The results depicted that family environment has no significant impact on academic performance of the students. Further, no gender differences were reported in school adjustment and academic performance of the participants. However, in construct, family environment has effect on school adjustment, thus suggesting that parents should pay special attention to their wards during schooling years.

Kamble (2014) investigated the impact of family environment on academic performance. Results showed that family environment had more positive and significant correlation with academic performance of students. Similarly unhealthy family environment had negative effect on academic performance of students. Therefore, it explained the need of social work intervention to improve academic performance through school, family and community combined approach.

Kumar and Lal (2014) carried out a research on academic achievement in relation to family environment and found that the adolescents experiencing healthy family environments had higher academic achievement as compare to adolescents experiencing low family environment.

Mutodi (2014) indicated that home and family support is the most significant factor that determines the performance of learners. Most of the parents consider themselves to have a good communication with teachers of their child and the school. Homework of the children is considered to be important by each parent and they all assist their children with homework. Therefore, it can be inferred that parents can positively affect the academic achievement of their children if they remain involved with the education of children.

Ojiemhenkele and Iwuagwu (2014) opined that family dramatically influences the degree to which children are engaged in school and how they identify themselves
as learners. A strong family-school partnership improves both academic and behavioural outcomes for children. Human relationship of people, either in politics, religion, academics is a reflection of the family upbringing. The upbringing of a child is a very demanding task and calls for a conscientious efforts from all stake holders (parents, educators, governments, psychologists, sociologists, guidance and counselors, clergies, pediatricians, and teachers).

Zeng and Xie (2014) used data from the Chinese Household Income Project (CHIP, 2002) and investigated the direct effects of grandparents on educational attainment of grandchildren in rural China. They found that the influence of grandparents is contingent on living arrangements. The level of education of co-resident grandparents had a direct impact on the educational attainment of their grandchildren and the effect size was comparable to parental education. However, there was no effect of the education of non co-resident and deceased grandparents on educational attainment of children. These findings suggested that grandparents had significant role to play in the educational outcomes of grandchildren through socio-psychological pathways.

Ella et al. (2015) conducted a study to investigate and present findings on the influence of family size and family type on academic performance of students in Government and public secondary schools in Calabar Municipality, Cross Rivers State. The findings obtained from analysis of data and testing of hypothesis in the study revealed that there was a significant influence of family size and family type on academic performance of students in government schools. Based on these findings, it was recommended that parents should be adequately sensitized on how best they can assist their children irrespective of the size and type of family among others.

Joseph and Joash (2015) conducted a study to check the influence of home environment on academic performance of students in public secondary schools in Kenya. Results of the study show that there is significant difference between mean responses between economic status of parents and students academic performance. Parent involvement and academic performance of student and also that there is significant difference in mean responses between parenting styles and performance of student.
Dev (2016) observed the factors affecting the academic achievement of elementary school students of NCR Delhi, India. The participants were 110 students drawn from three Kendriya Vidyalayas of Delhi. Their ages ranged between 13 and 14 with a mean age of 13.6 years. The results revealed that there was a significant and positive correlation among the variables of general mental ability, home environment, interest and academic achievement. There were gender differences in achievement, girls achieved significantly better than boys. It can be deduced from the study that interest of students in learning and home environment of students was a predictor of academic performance in the elementary level examinations conducted by Kendriya Vidyalayas as per guidelines of central board of school education. The study made a relevant conclusion that persistent academic achievement of elementary school students may be due to aptly good home environment and interest of the students in studies.

Kaur (2017) studied the relationship between family support and academic achievement of secondary school students and found out that family support was significantly related with academic achievement. Students perceiving high family support had higher scores on academic achievement than those perceiving low family support.

A careful review of above related literature reveals that family/home related variables have a significant impact on the learning achievement of the students. The level of support, involvement, influence of the family has a direct bearing upon the child’s levels of performance in the school.

An overall view of the explored literature draws a few sensible conclusions, learning achievement has been found to be significantly related to school and home related variables. A large body of research has pinpointed a significant impact of various dimensions of school environment on achievement, similarly family related variables have been found to effect achievement in significant manner. Thus researching these variables to find their relationship in the states of Punjab and especially for socio economically deprived groups, whose learning achievement has been chronically poor according to nationwide surveys and locating significant interactions between these variables was a useful arena of research undertaken by the investigator.
2.4 Hypotheses

Ho1 There exists no significant difference between learning achievement of socio-economically deprived elementary school students with good and poor school environment.

Ho1.1 There exists no significant difference between learning achievement of socio-economically deprived elementary school students with good and poor creative stimulation dimension of school environment.

Ho1.2 There exists no significant difference between learning achievement of socio-economically deprived elementary school students with good and poor cognitive encouragement dimension of school environment.

Ho1.3 There exists no significant difference between learning achievement of socio-economically deprived elementary school students with good and poor permissiveness dimension of school environment.

Ho1.4 There exists no significant difference between learning achievement of socio-economically deprived elementary school students with good and poor acceptance dimension of school environment.

Ho1.5 There exists no significant difference between learning achievement of socio-economically deprived elementary school students with good and poor rejection dimension of school environment.

Ho1.6 There exists no significant difference between learning achievement of socio-economically deprived elementary school students with good and poor control dimension of school environment.

Ho2 There exists no significant difference between learning achievement of socio-economically deprived elementary school students with high and low family support.

Ho3 There exists no significant difference between learning achievement of socio-economically deprived elementary school students across gender.

Ho4 There exists no significant interaction between school environment and family support on learning achievement of socio-economically deprived elementary school students.
Ho4.1 There exists no significant interaction between creative stimulation dimension of school environment and family support on learning achievement of socio-economically deprived elementary school students.

Ho4.2 There exists no significant interaction between cognitive encouragement dimension of school environment and family support on learning achievement of socio-economically deprived elementary school students.

Ho4.3 There exists no significant interaction between permissiveness dimension of school environment and family support on learning achievement of socio-economically deprived elementary school students.

Ho4.4 There exists no significant interaction between acceptance dimension of school environment and family support on learning achievement of socio-economically deprived elementary school students.

Ho4.5 There exists no significant interaction between rejection dimension of school environment and family support on learning achievement of socio-economically deprived elementary school students.

Ho4.6 There exists no significant interaction between control dimension of school environment and family support on learning achievement of socio-economically deprived elementary school students.

Ho5 There exists no significant interaction between school environment and gender with respect to learning achievement of socio-economically deprived elementary school students.

Ho5.1 There exists no significant interaction between creative stimulation dimension of school environment and gender with respect to learning achievement of socio-economically deprived elementary school students.

Ho5.2 There exists no significant interaction between cognitive encouragement dimension of school environment and gender with respect to learning achievement of socio-economically deprived elementary school students.

Ho5.3 There exists no significant interaction between permissiveness dimension of school environment and gender with respect to learning achievement of socio-economically deprived elementary school students.
Ho5.4 There exists no significant interaction between acceptance dimension of school environment and gender with respect to learning achievement of socio-economically deprived elementary school students.

Ho5.5 There exists no significant interaction between rejection dimension of school environment and gender with respect to learning achievement of socio-economically deprived elementary school students.

Ho5.6 There exists no significant interaction between control dimension of school environment and gender with respect to learning achievement of socio-economically deprived elementary school students.

Ho6 There exists no significant interaction between family support and gender with respect to learning achievement of socio-economically deprived elementary school students.