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Research Paper

Home Environment of Students with Special Needs in Relation to their Scholastic Achievement

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Key Words – *home environment, scholastic achievement and disabled students etc.*

Abstract

The purpose of the present paper is to find out the relationship between home environment and scholastic achievement among disabled elementary school students. The sample consisted of 100 disabled students studying in elementary classes of different schools of Balasore and Mayurbhanj districts of Odisha. Result provided evidence that home environment had significant impact on the scholastic achievement of disabled. It was also found that the students those were more academically achievers had better home environment than their less achievers counterparts. It was also suggested by findings that conducive home environment has significant effect in developing scholastic achievement of disabled students.

Introduction

Home environment of the children is important for allround development. It influences on the behavior and personality of its members especially children. Family is group of interacting personalities, each of which has a definite role and status. It is the place where we learn our first lesson of living together, working together, working in cooperation, helping each other learning lesson of mutual help and adjustment. Education of the child is not the exclusive responsibility of the school. Parents can and should play an important role in shaping and building the career of their children (Sharma, 2011). One of the socially deprived categories of student are the disabled children in Odisha. The Disabled children also need to

increase motivation, learn skills and have healthy behavioral habits positively reinforced. Disabled children are influenced by the several factors of home environment like academic performance also. Conducive home environment has significant effect in developing scholastic achievement of visually impaired students (Mandlakayise & Manda, 1997). The socio-economic status of the children depends on their vocational interest (Parua and Sohta, 2010). There must be a good relationship between scholastic achievement & home environment of disabled children. Parents who are caring for disabled children may need support, information or advice specifically to the scholastic achievements of their children.

The present research work is a right endeavor to find out the impact of home environment on the scholastic achievement of disabled children. The purpose of the study is to determine the relationship between home environment and scholastic achievement of disabled students.

Methodology

The present study was a descriptive survey type of research. A sample of 100 disabled students studying different schools class from V to VIII of Balasore and Mayurbhanj district of Odisha constituted of the sample. Purposive sampling technique was used to draw the sample from the schools. Statistical techniques like Mean, S.D, t-ratio and Product moment of coefficient of correlation were used for analyzing the data. Home Environment Inventory (HEI) prepared by Mishra was used. Academic results of the students were used for their scholastic achievements.

Analysis Procedure

Table - 1

Coefficient of correlation between home environment and scholastic achievement of disabled students

Variables	N	Df	Coefficient of correlation	Level of significance
Home Environment	100	98	.56	.01
Scholastic achievement				

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

It is revealed from the table-1 that the coefficient of correlation between home environment and scholastic achievement of disabled students is .56 which is significant at .01 level of significance. That means there is significant positive relationship between home environment and scholastic achievements of disabled students. It implies that home environment depends on scholastic achievements of the students.

Table-2

Coefficient of variables correlation between home environment (dimension wise) and scholastic achievement of disabled secondary students

Sr. no	Dimension	Co-efficient of correlation	Level of significant
1	Control	.42	.01
2	Protectiveness	.46	.01
3	Punishment	.47	.01
4	Conformity	.48	.01
5	Social isolation	.41	.01
6	Reward	.41	.01
7	Deprivation of privileges	.42	.01
8	Nurturance	.50	.01
9	Rejection	.41	.01
10	Permissiveness	.46	.01

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

It is shown from the Table-2 that the coefficient of correlation between the dimensions Control (C), Protectiveness(P), Punishment(PU), Conformity(CF), Social Isolation (SI), Reward (R), Deprivation of Privileges (DOP), Nurturance (N), Rejection (RE), Permissiveness (PMS) of Home Environment and scholastic achievement of disabled students is .42, .46, .47, .48, .41, .41, .42, .50, .41, .46 respectively. Above mentioned all the dimensions are significant at .01 level of significance. That means there is significant positive relationship between all the dimensions of Home Environment and scholastic achievement of disabled students.

Table-3

Significance of difference between high and low scholastically achiever students on Home Environment.

Variables	Groups	N	Mean	S.D	SED	t-ratio	Level of significance
Home Environment	High	44	217.47	15.64	3.51	5.54	.01
	S A						
	Low SA	32	197.88	14.46			

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

It is revealed from the Table-3 that the mean score of high and low academic achiever visually students on home environment are 217.48, 197.89 with S.D 54.64, 48.46 respectively. The t-ratio came out to be 5.56 which is significant at .01 level of significance. That means there is significant difference between high and low academic achiever visually impairment students on home environment. However, the mean score of high academic achiever disabled students are higher than the low academic achievers. It implies that the students those are belonging better home environment has better scholastic achievement.

Discussion of the result

There is a significant difference between high and low academically achiever students on Home Environment. However the students those were belonging to better home environment had more scholastic achievement. Findings of the present study reveal that there is significant positive relationship between scholastic achievement and Home Environment of disabled students. It is suggested that parents should get appropriate guidance and counseling about dealing with the disabled students to develop scholastic achievement. Special need children should be identified as early as possible by parents in the home and later by teacher in the schools for better education of the disabled students. The disabled students need conducive home environment for their proper development especially academic development.

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