IMPACT OF SCHOOL & HOME ENVIRONMENT FACTORS ON ACADEMIC PERFORMANCE: A STUDY

Tarab Manzar¹, Dr. Dharmendra Singh²

Department of Education

¹,²Shri Venkateshwara University, Gajraula (Uttar Pradesh)

Abstract

Effect of student's family status on accomplishment is usually investigated with regards to rise to opportunities to give better study conditions at school for those whose opportunities at home are not very great. Besides, assessment of the effect of student's home socio-economic factors on accomplishment is also significant for progressively exact assessment of the school's esteem included for achievements. Amid the past couple of decades, home condition had been distinguished as being a contributing variable in a child's educational, subjective and full of feeling development. Researchers regularly separate elements of the home condition into two noteworthy categories; social and physical. Family relationships assume a significant job in a person's life design from early childhood through adulthood. Quite a bit of a person's personality designing originates at home.

1. OVERVIEW

The child of sincerely stable parents can be required to show well-controlled conduct response; the child of genuinely disturbed parents are of those who display inconsistent attitudes toward him may turn into a confused or frustrated individual, reflecting in his ow conduct the personality defects to which he has been exposed. As a result of a multi-year longitudinal study of adolescent character development, he reasoned that the personality characteristics of the subjects of the study were "significantly identified with the enthusiastic relationships and the disciplinary patterns which they encountered in living with their parents." Passionate relationship among parents and the child affects the teaching of viable enthusiastic relationship. Dismissal and broken homes as separation, desertion, and passing of a parent or refusal of advantages of privileges, punishment, threats and embarrassment, poor socioeconomic conditions also influence the social adjustment and conduct of the child. Because of its pre-prominence, the family likely has the greatest effect on a child's future life than some other operator [1-7].

All schools of thought engaged with the study of personality in understand that child imitates his parents; his acquisition of pictures of social roles and his propensity to carry on in a later relationship is altogether associated with his connection with his parents. This association lets us
understand the resultant personality characteristics, whenever managed, in a specific parents-conduct toward the child as opposed to in a general hypothetical manner.

Family life, as it were, is a general spirit design, incorporating satisfaction of parents with one another and with the home situation, yet prone to include also the inconsistency of discipline, contrasting standards by parents, quarrels between parents, and so on. As the family is a strong socializing specialist, it becomes obvious that the child takes on the roles of his family members, i.e., the parents specifically.

When we say that child acquires roles from his family at that point, a low-resolve home does not start him off in a great way. Children arrive at conclusions about themselves, regularly inaccurate, because they assume that since they are natural offspring of their mother and father, they possess some of the qualities that have a place with their parents. This sincerely tinged conviction is called distinguishing proof, and it is the basis for national pride, devotion to ethnic and religious groups.

2. ADVERSE HOME ENVIRONMENTS AND ITS INFLUENCE ON ACADEMIC ACHIEVEMENT

Children need safe, healthy and stimulating environment in which to grow and learn. During the school year, children can spend 6 to 8 hours at the school where the environment plays a significant/critical role in child development. More of the time is spent in the school yard or travelling to and from school. This condition requires careful planning and designing to optimize experiences that support education, health and stewardship. Therefore, the school environment is of paramount importance in shaping and reshaping intellectual ability. However, supportive and favorable school environment enriched with enough learning facilities, and favorable climate makes students more comfortable, more concentrated on their academic activities that resulted in high academic performance.

The forces of the environment begin to influence growth and development of the individual right from the womb of his mother. The educational process of development occurs in physical, social, cultural and psychological environment. A proper and adequate environment is very much necessary for a fruitful learning of the child. 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 relationship. However, educational institutions are intimately linked with society as a whole.

They are the temple of knowledge and agent of social change and transformation. The general condition of our schools, colleges and universities are a matter of great concern to the nation. It plays a significant role in the development of the personality of the students. As the students
spend most of their life at school, the school environment is highly responsible for the inculcating of high values into them. For example, the Kothari Commission (1964-1966) posited that “The destiny of Indian is now being shaped in her classroom”.

3. HOME AND SCHOOL ENVIRONMENTAL DETERMINANTS OF SCIENCE ACHIEVEMENT OF STUDENTS

In a global environment characterized by the growing role of science and technology in our economic, social and political lives, the role of science education has become increasingly important. In developing countries, such as South Africa, science, technology and innovation have become forces that drive economic growth and competitiveness and have the potential for improving the quality of life. As a result, the adoption of knowledge based economic strategies is becoming increasingly popular in many countries.

A knowledge-based economy, in its simplest form, relies on the generation of relevant knowledge and the productive use of that knowledge to advance growth. This type of economy is built, in part, on people who are skilled and educated in science subjects. The number of scientifically skilled people (such as scientists, engineers and other technically skilled personnel) in a country is thus associated with the economic growth of the country and the ability of a country to compete in the global economy.

Home environment resources

Home resources allude to the unmistakable assets in a home, as well as the elusive assets, including parental education levels, parental contribution in homework, and home language. These are resources that can be drawn upon by a student and constitutes every student's social capital. All the more specifically, students who approach educational resources at home, will, in general, perform preferably in science over those who don't. Different researchers, nonetheless, contend that it is really what goes on in the home, in the mix with socio-economic status that is associated with a student's accomplishment.

School environment resources

The international results from TIMSS 2011 showed that, on average, successful schools were more likely to have better working conditions, more facilities, and more instructional materials, such as books and computers. It is recognized in South African studies that the availability of key school resources influences educational outcomes, with higher levels of resources associated with better educational outcomes. Socio-economic variances at the school level affect the educational outcomes of South African students, as students in the most affluent quintile of
schools out-perform schools in the other four quintiles significantly. Some studies have pointed to the school environment as being able to compensate for deficiencies in the home environment. Students with a higher socioeconomic status tend to perform poorly in resource poor schools, whilst economically disadvantaged students attending affluent schools tend to improve in reading and mathematics achievement. Due to the historical imbalances in the provision of educational resources from the State in the past, two distinct types of schools have emerged: affluent, functional schools; and poor, dysfunctional schools (Van der Berg, 2008). The more affluent schools can use income generated from school fees to obtain materials and technology for instruction.

4. EFFECT OF SCHOOL AND HOME ENVIRONMENTS ON CREATIVITY OF CHILDREN

Since the last three decades 'inventiveness' has been a noteworthy field of interest among psychologists as well as educationists. Various scholars have characterized innovativeness. The etymological foundation of the word inventiveness is in the Latin word 'creatus,' which means to have developed. Imagination is understood as a process, which produces something new as well as useful. The capacity to make or otherwise brings into existence something new, regardless of whether another solution to issue, another method or gadget or another artistic article or structure.” Creativity is a process continuously shaped and stimulated (or constrained) by human, social, social and institutional factors. The School condition can dramatically affect how students learn. It can influence temperament, inspiration, innovativeness, and profitability of students positively or adversely.

Innovativeness is a psychological and social process including the age of new ideas or concepts or new associations of the inventive personality between existing ideas or concepts — the process of either conscious or unconscious insight fuels inventiveness. An elective origination of inventiveness is that it is simply the demonstration of making something new. Great education appropriate consideration and provision of opportunities for imaginative expression inspire, stimulate and sharpen innovative minds. Inventiveness encourages and demands total opportunity to acknowledge and express the fluctuated responses.

5. SCHOOL ENVIRONMENT AND ACADEMIC ACHIEVEMENT

The school can assume a significant job in advancing accomplishment of the children. A decent school provides an atmosphere in which each is respected as an individual, and harmonious for the academic accomplishment. It provides educational modules enhanced by activities of various types that address the issues and interests of the pupils. Such a school is a positive factor in the accomplishment of children. Specifically speaking, the accompanying element are straightforwardly identified with the accomplishment of the students in a school - over
commanding demeanor of teachers, fractional frame of mind of teachers, disappointment in schools, sort of educational programs, absence of facilities in school, system of examination, business insecurity, un-psychological dealing with by the teachers, absence of teachers’ inspiration.

Teacher’s behaviors

Parents in the family and teacher in the school take the place of the child’s ideal. If, the teacher himself has a wide mental horizon and treats his young students with love and affection the children will develop their minds in a free atmosphere.

Method of teaching

Modern educational psychology places much stress on research in the field of teaching methods. Research already conducted in different teaching methods influence the academic achievement in different manners. A proper method of teaching will help to develop a healthy and comprehensive outlook, whereas other methods may make the child narrow minded and hinder his achievement. Whatever the teaching method, the teacher should aim at making the student think and understand for himself rather than force him to learn by rote. And the children should make the effort to prepare their own note from books, instead of having them dictated to them by the teacher.

6. CONCLUSION

Different factors that can influence a school's domain include the economy; social, social, and religious influences; geology; socioeconomic status of students' families and legitimate, political, and social institutions. Home condition refers to a wide range of good and moral values and enthusiastic, social and scholarly atmosphere set up by the family members to add to the wholesome development of a person. Family with its physical, scholarly and passionate aspects shapes a child’s life in his voyage towards self-satisfaction. Singular differences owe their starting point mostly to various variables made by home, which may obstruct or help the progressive growth of the child.

Children stresses the importance of the atmosphere made and that compulsion and pushing children into activities before they are prepared can be inconvenient to the child's inventive growth. Frequently we experience groups of children unmotivated, uninterested and failing to meet expectations. This is a result of the absence of inspiration and imagination in the learning process. School and home condition have a decisive task to carry out in instigating innovativeness in the students.
It is necessary to understand and recognize the incubators of inventiveness and the level of their effectiveness in the general mechanism of school and home. School education and home condition are the most determinant factors in shaping the lives and careers of students. Getting crucial changes the imagination and inspiration of children can affect our society and country in a significant manner.

A study of this nature would help parents, teachers and educationists in further understanding the psychological make-up of the students regarding their academic accomplishment. A standout amongst the most significant outcomes of any educational set up is accomplishment of the students. Contingent upon the dimension of accomplishment individuals are portrayed as high achievers, normal achievers and low achievers. Numerous studies show that the academic accomplishment is subject to variables like school/school set up and its association, socio-economic status of the students, educational aspirations, balanced conduct, and so on. Besides these the personal characters, professional aspirations, imagination, insight disposition, values, and so on also impact it.

REFERENCES