

THE UNIVERSITY OF COLOMBO

SRI LANKA

C-2/80

ACQUISITION OF SCIENCE CONCEPTS IN RELATION
TO THE HOME AND SCHOOL ENVIRONMENT

being

a Dissertation submitted for the Degree of

MASTER OF PHILOSOPHY

in the Faculty of Education

of the

UNIVERSITY OF COLOMBO

SRI LANKA

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December 1981

UCLIB



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A B S T R A C T

The aim of this investigation is to examine whether the acquisition of science concepts is associated with the home and the school environment of the child; and if there is an association this study aims to ascertain which aspects of the home and school environment are more important for the acquisition of science concepts.

Chapter 1 of this thesis gives the introduction to this study. Chapter II refers to the theoretical background to the study. It includes the findings of investigations carried out by various foreign researchers in the field of 'acquisition of science concepts'. Theories put forward by some of them are also discussed in this Chapter. The method of study employed in this Research is discussed in Chapter III.

Chapter IV gives the analysis of data. The analysis shows that in the Sri Lanka context, the following aspects of the home and the school environment are associated with the acquisition of science concepts:-

Home Environment

1. Parental Education
2. Education of Siblings
3. Parental habit of reading daily newspapers
4. Parental Income
5. Parental Occupation
6. Living Space

7. Mode of lighting the house
8. Parental interest in child's studies
9. Regular hours of study
10. Family unity
11. Parental Care.

School Environment

1. Site
2. School Buildings
3. Nature of classroom
4. Availability of electricity
5. Availability of water service
6. Use of visual aids
7. Availability of library facilities
8. Quiet neighbourhood
9. Extra curricular activities.

In Chapter V, conclusions are drawn from the findings of the Research and implications for education are discussed.