



RELATIONSHIP BETWEEN FAMILY ENVIRONMENT AND ACADEMIC ACHIEVEMENT

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ABSTRACT: The Present Study Was Conducted To Find Out The Effect Of Family Environment On Academic Achievement Of Senior Secondary School Students. The Study Revealed That Significant Difference Exists In Perception About Family Environment According To Gender And Place Of Living. Male Students Living In Rural Areas Have More Positive Perception Of Family Environment In Comparison To Their Male Counterparts Living In Urban And Semi-Urban Areas. Whereas, Female Students From Semi-Urban Areas Have More Positive Perception About Family Environment In Comparison To Their Female Counterparts Living In Rural And Urban Areas. However, Gender And Place Of Living Significantly Interact With Each Other In Family Environment Of Senior Secondary School Students. Today's Modern Society Expects Everyone To Be A Higher Achiever. The Key Criterion To Judge One's True Potentialities And Capabilities Is Perhaps Academic Achievement. Academic Achievement Has Become An Index Of Child's Future. Therefore It Is Putting A Great Pressure On The Mind Of Children And Their Parents. Home Environment Has A Great Influence On The Overall Development Of A Child. Family Is The First To Affect A Child. It Has An Immense Influence On An Individual. The Present Study Deals With The Relationship Of Family Environment And Academic Achievement Of Students At Secondary Level. For This Purpose 160 Students Were Randomly Selected From Govt. And Private Schools. To Study Family Environment, Harpreet Bhatia And N.K.Chaddha's Family Environment Scale Has Been Used. The Findings Of The Study Reveal That There Is A Positive Correlation Between The Family Environment And Academic Achievement. As The Cohesion Increases The Academic Achievement Of The Students Also Increases.

Keywords: Family environment; Academic achievements; Senior secondary school

I. INTRODUCTION

The Word „Family“ Is Frequently Used In Both Narrow And Broad Sense. In Narrow Term It Is Assumed To Be Nuclear Family Which Involves Parents And Their Children. In Broader Sense It Signifies Extended Family Which Involves Not Only The Parents And Their Children But Also Other Relatives Such As Grandparents, Uncles, Aunts, Cousins, Nieces And Nephews Related By Blood Or Marriage. Family Is An Organization In Which Parents And Children Live Together And Possess Multiple Functions For Overall Development, Protection And Wellbeing. As A Result It Would Appear That Family May Take Care Of Social, Physical And Psychological Welfare Of The Individuals. The Impression Of A Family Received By Achild In His Early Stages Of Development Has Long-Lasting Effect. The Parents Are Responsible For Providing Better Family Climate Which Includes All Human And Material Resources Available At Home That Influence The Child'S All Round Development. Caring, Loving And Supportive Parent-Child Relationships And Parents' Involvement In Child-Centered Activities Impart An Emotional Support For Children That Promote The Expansion Of A Healthy Feeling Of Belongingness, Self-Respect And Safety. Home Sets The Summarized Sketch For The Child'S Behavior And Approach Towards People And Society, Assists Academic Development Among Children And Supports Their Ambition And Values. Parents Encourage Children'S Study At Home, Talk About Study Materials With Their Children That Motivate Children To Take Benefit From Learning And Other Activities. Parents Nurture, Take Care Of And Provide Guidance And Discipline To Their Children Who In Turn Reproduce Into A Sound And Healthy Adulthood. Parents' Expectations And Beliefs In Their Children'S Competence Also Play A Very Significant Role To Influence Children'S Motivation, Autonomy, Develop Curiosity, Perseverance And Problemsolving Ability. Parent'S Full Support Is Needed To Maximize The Potential Of Children In Terms Of Academic Achievements. Affectionate, Caring And Receptive Parenting Is Generally Essential For Developing Confidence And Achieving High In Their Academics/Life. Parents Who Build Up Faith, Open Communication, Assurance And Flexibility Be Liable To Control Stress Easily And Support Their Families To Do The Same. Parents Who Express Irritation, Anger And Punish Their Children For Not Focusing On Study May Depressand Demotivate Their Children In Achieving High In Academics/Life.

II. OPERATIONAL DEFINITIONS OF THE KEY TERMS:

Academic Achievement

Academic Achievement Is The Major Concern Of Educational Policy Makers Of Evercountry. It Has Been Accepted That Environment Both Inside And Outside The School In Which Thechild Grows Has A Great Influence On The Academic Achievement Of The Students. Among Them,Socio Economic Status, Social Phobia, Anxiety, Learning Disabilities, Parent Styles, Learning Styles,Classroom Climate Etc. Are Some Such Variables. So Care Should Be Taken To Increasethe Rate Ofachievement And Find Out The Hindrances That Decrease The Achievement Rate.

Academic Achievement Is Defined By Crow And Crow (1969) As The Extent To Which Alearner Is Profiting From Instruction In A Given Area Of Learning Or In Other Words, Achievement Isreflected By The Extent To Which Skill And Knowledge Has Been Imparted To Him. Academicachievement Also Denotes The Knowledge Attained And Skill Developed In The School Subject,Usually Designed By Test Scores. The Level Of Achieving Is How Far A Student Succeeds In A particular Exam Or Standardized Test (Reber, 1985).

Sharma Et Al. (2011) Defined Academic Achievement As The Outcome Of The Training Imparted To Students By The Teacher In School Situation. Halawah (2006) Opined That Academic Achievement Is Accomplished By Actual Execution Of Class Work In The School Setting. It Is Typically Assessed By Using Teacher'S Ratings, Class Tests And Examinations Hold By The Academic Institutions Or By The Educational Boards. Academic Achievement Is Positively Related With Motivation And Family Environment.

Family Environment:

According To Moos And Moos (1986) "Family Environment Refers To The Climate Prevailing In The Home, Which Varies From Culture To Culture, Society To Society, Family To Family." Family Environment Constitutes Of Father, Mother, Grandparents, Sisters, Brothers, Uncle, And Aunt Etc. To Denote A Complete Family Environment And It Also Involves Social Circumstances Prevailing In The Family.

III. OBJECTIVES

1. To Study The Academic Achievement Of Students.
2. To Study The Family Environment Of Students.
3. To Study The Interaction Effect Among All The Variables Under Study.

IV. HYPOTHESES OF THE STUDY

- 1- There Is No Significant Relationship Between Family Environment And The Academic Achievement Of The Students Studying In Government And Private Schools At Secondary Level.
- 2- There Is No Significant Relationship Between The Family Environment And Academic Achievement Of The Students Studying In Government Schools.
- 3- There Is No Significant Relationship Between The Family Environment And Academic Achievement Of The Students Studying In Private Schools.

V. SAMPLING

The Researcher Took 160 Students Of Grade XI Form Both Government And Private Schools Of Jaipur District By Stratified Random Sampling Method. In This Study The Researcher Took 80 Students (40 Boys And 40 Girls) Form Government Schools And 80 Students. (40 Boys And 40 Girls) Form Private Schools.

Table-01

No. Of Students	Government School				Total	
	School-1	School-2	School-2	School-2		80
	20	20	20	20		
	Boys-10 Girls-10	Boys-10 Girls-10	Boys-10 Girls-10	Boys-10 Girls-10		

Table-02

No. Of Students	Private School				Total	
	School-1	School-2	School-2	School-2		80
	20	20	20	20		
	Boys-10 Girls-10	Boys-10 Girls-10	Boys-10 Girls-10	Boys-10 Girls-10		

VI. TOOL USED

To Study The Family Environment "Harpreet Bhatia And N.K. Chaddha's Family Environment Scale" Has Been Used. It Is A Standardized Tool. It Has Eight Subscales Under Three Dimensions I.E. Relationship Dimensions, Personal Growth Dimensions And System Maintenance Dimensions. To Study Academic Achievement Of Students, Percentage Of Their Previous Class Was Recorded.

VII. RESULTS AND INTERPRETATION OF DATA

No. 1: There Is No Significant Relationship Between Family Environment And The Academic Achievement Of The Student Studying In Government And Private Schools.

Table-03

Variable	No. Of Students	Correlation 'R'	Level Of Significance
Family Environment	160	.309	Significant At 0.05 Level Of Significance
Academic Achievement			

Table-03 Shows That 'R' Value Between Family Environment And Academic Achievement Of The Student Of Government And Private Schools Is Found To Be Positive And Significant. Thus Null Hypothesis Stands Rejected. It Can Be Concluded That Family Environment And Academic Achievement Of Students Of Government And Private Schools Are Positively Correlated.

No. 2: There Is No Significant Relationship Between Family Environment And The Academic Achievement Of The Students Studying In Government Schools.

Table-04-Type Of School: Government

Variable	No. Of Students	Correlation 'R'	Level Of Significance
Family Environment	80	.312	Significant At 0.05 Level Of Significance
Academic Achievement			

On The Basis Of Above Table, It Is Clear That 'R' Value Between Family Environment And Academic Achievement Of The Students Of Government Schools Is Found To Be Positively Significant. On The Basis Of Above Result The Null Hypothesis Stands Rejected. Thus We Can Say That There Is A Positive Relationship Between The Family Environment And Academic Achievement Of The Students Of Government Schools

No. 3: There Is No Significant Relationship Between Family Environment And The Academic Achievement Of The Student Studying In Non Government School.

Table-05 Type Of School: Private

Variable	No. Of Students	Correlation 'R'	Level Of Significance
Family Environment	80	.322	Significant At 0.05 Level Of Significance
Academic Achievement			

Table 05 Shows That 'R' Value Between Family Environment And Academic Achievement Of The Students Of Non Government School Is .322 Which Is Positively Significant. Thus The Null Hypothesis Stands Rejected. On The Basis Of The Result It Can Be Conducted That There Is A Positive Relationship Between The Family Environment And Academic Achievement Of The Students Of Private Schools.

No. 04: There Is No Significant Relationship Between Family Environment And The Academic Achievement Of The Boys At Secondary Level.

Table-06 Gender-Boys

Variable	No. Of Students	Correlation 'R'	Level Of Significance
Family Environment	80	.240	Significant At 0.05 Level Of Significance
Academic Achievement			

'R' Value .240 Is Found To Be Positively Significant. Thus The Null Hypothesis Stands Rejected. Means The Family Environment And Academic Achievement Of Boys Are Significantly Correlated.

No. 05: There Is No Significant Relationship Between Family Environment And The Academic Achievement Of The Girls At Secondary Level.

Table-07 Gender-Girls

Variable	No. Of Students	Correlation 'R'	Level Of Significance
Family Environment	80	.391	Significant At 0.05 Level Of Significance
Academic Achievement			

Table No. 07 Shows That 'R' Value .3914 Between Family Environment And Academic Achievement 'T' The Girls Is Found To Be Statistically Significant. It Means There Is A Positive Relationship Between The Academic Achievements Of Girls At Secondary Level.

VIII. FINDINGS OF THE STUDY

1-A Positive Correlation Was Observed Between The Academic Achievement And Family Environment. It Indicates That As Family Environment Increases, The Academic Achievement Of Student Increases.

2- As Far As Gender Is Considered, There Was A Positive Correlation Between The Academic Achievement And Family Environment Of The Male And Female Students. As The Family Environment Increases, Academic Achievement Also Increases. It Was True For Male And Female Students Both Without Any Gender Discrimination.

3- A Positive Correlation Was Observed Between The Academic Achievement And Family Environment Of The Students Of Govt. School. It Clearly Indicates That As Family Environment Increases The Academic Achievement Of Students Of Govt. Schools Increases. The Same Was Found For The Student Of Private Schools.

IX. CONCLUSION

As Family Environment Is Found To Have Positive Impact Upon The Academic Achievement Of Child, It Emerges As An Important Variable In The Context Of Child's Scholastic Achievement. It Is Evident From The Result Of This Study And The Previous Ones That Better Environment At Home Helps In The High Cognitive Development Of The Child. Need Is Therefore To Improve The Overall Family Environment Of The Child, So That He Performs Better Academically. It Will Include Improving The Degree Of Commitment, Help And Support Family Members Provide Each Other, Thereby Avoiding Conflicts Within The Family. Child Should Also Be Considered As An Independent Identity, Hence Family Needs To Accept And Care The Child, Keeping In Mind His Individuality. Besides A Healthy, Recreational Environment In The Family Also Needs To Be Developed, So That The Child Is Able To Excel Academically.

In This Study Family Environment And Academic Achievement Of The Students Were Found To Be Significantly Correlated. Better Family Environment Leads To Higher Cognitive Development Of Child. Findings Reveal That If Family Environment Increases, The Academic Achievement Of The Students Also Increases. These Findings Were Not Surprising But Were Consistent With Existing Literature Which Had Suggested That High Family Environment Leads To High Cognitive Development. Home Environment Has A Strong Effect On Cognitive Development (2011, Nicole Biedinger). Findings From Co-Relation Analysis Revealed That Family Environment Of Govt. And Non Govt. School Students Is Co-Related With Academic Achievement. Students Whose Family Environment Was High Their Academic Score Were Also High. Students Who Come From Average Or Low Family Environment Their Academic Achievement Was Also Either Average Or Low. These Findings Corroborate The Work Of Earlier Researchers Who Found That Factors

Like Low Socio-Economic Status Of Family, Poor Family Structure And Anxiety Influence The Academic Performance Of Child (1973, Wiseman, 1986, Jagannathan, 1988, Reeta Arora,). When Gender Is Considered There Was A Positive Co-Relation Between Academic Achievement And Family Environment Of Male And Female Students.

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