

Relationship between Family Environment and Academic Achievement

Rashmi

Research Scholar, H.N.B. Garhwal (Central) University

Abstract

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 Non-Govt. 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 achievement.

Ever since the child is conceived in the womb, he comes in the immediate compact of his environment. All these influencing factors are included in the environment. Environment is called all those stimuli that keep affecting the child throughout his life. The matters, incidents, and relation that affect man, their total sum is called environment. Environment can be further categorized in various types as home environment, economic environment, personal environment etc. Research studies have proved that a good supportive environment at home, school, and neighborhood could enhance a child's academic achievement.

The family is the oldest and the most important of all the institutions that man has devised to regulate and integrate his behavior as he strives to satisfy his basic needs. The family is the first to affect the individual. It is the family which gives the child his first experience of living. It gets him when he is completely uninformed, unprotected, before any other agency has had a chance to affect him. The influence of the family on the child is therefore immense. The influence of other agencies, although indispensable, must build upon the groundwork furnished by the family.

Family cohesion entails the emotional bonding family members have with another. Families, who have healthy levels of cohesion, emotionally interact with one another and find balance that supports individual independence and family togetherness. Healthy family environment is not only a strength but also a resource for families that will assist them in facing the daily challenges of raising a child with autism, assisting in maintaining a healthy marriage and in providing a nurturing environment, for all the children in the family. Family members from cohesive family environment feel included and emotionally connected with the family.

The family is the oldest and the most important of all the institutions that man has devised to regulate and integrate his behavior as he strives to satisfy his basic needs. The family is basically a unit in which parents and children live together. Its key position rests on its multiple functions in relation to overall development of its members, their protection and over all well-being. Therefore, it would emerge that not only the social and physical well being of the individual is taken care of by the family, but the psychological well being as well.

Although education is not the only road to success in the working world, much effort is made to identify, evaluate, track and encourage the progress of students in schools. Parents care about their child's academic performance because they believe good academic results will provide more career choices and job security. Schools, though invested in fostering good academic habits for the same reason, are also often influenced by concerns about the school's reputation and the possibility of monetary aid from government institutions, which can hinge on the overall academic performance of the school and so devise methods of measuring success in order to create plans for improvement.

Each family has its unique personality. Its languages culture, life style, code of conduct, interests etc are different. A child from one family is different from child of another family. Home environment has great influence on the development of a child. It has been shown by various studies that most of the children who are successful/great achievers and well-adjusted come from the families where sustaining wholesome relationships exist. So it is the home which sets the pattern for the child's attitude towards people and society. (**Shaba and Sharma,1984**) worked on the relationship between family environment and academic achievement. A highly significant positive relationship between the variables of academic achievement and family scores has been assessed by them. (**Jagannathan, 1986**) also reported that studies have revealed that high home environment group achieved greater success than middle and low home environment groups.

(Vandna Saxena, 1988) worked on the impact of family environment relationship, adjustment, anxiety, achievement, motivation, self concept and academic achievement and concluded that family relationship played a determining role in promoting the adjustment of the students. (Pandey, 1985) reported that punishment aspect of home environment has negative impact on achievement among girls. It was also found that a positive affective relationship between parents and children increases the likelihood that the child will initiate and persists in challenging and intellectual tasks.

OBJECTIVE OF THE STUDY

To study the relationship between family environment and academic achievement of the students at secondary level.

HYPOTHESES OF THE STUDY

- Ho. No.1-** There is no significant relationship between family environment and the academic achievement of the students studying in Government and Non-Government schools at secondary level.
- Ho. No. 2-** There is no significant relationship between the family environment and academic achievement of the students studying in Government Schools.
- Ho. No. 3-** There is no significant relationship between the family environment and academic achievement of the students studying in Non Government schools.
- Ho. No. 4-** There is no significant relationship between the family environment and academic achievement of the male students at secondary level.
- Ho. No. 5-** There is no significant relationship between the family environment and academic achievement of the female students at secondary level.

METHODOLOGY AND RESEARCH DESIGN

The present study is descriptive in nature. The researcher has adopted descriptive survey method for the purpose of the study.

POPULATION

Population of the present study consists of the 12th grade students enrolled in a total no. of 16 Government and Non Government schools in Vikasnagar Block of Dehradun District. 1520 students were enrolled in the 12th grade. Thus population of the present study is 1520.

SAMPLING

The researcher took 160 students of grade XII form both Government and Non Government schools of Vikasnagar Block of Dehradun 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 Non Government schools.

No. of Students	Government Schools				Total
	School 'A'	School 'B'	School 'C'	School 'D'	
	20	20	20	20	80
Boys-10 Girls-10	Boys-10 Girls-10	Boys-10 Girls-10	Boys-10 Girls-10		

No. of Students	Non Government Schools				Total
	School 'A'	School 'B'	School 'C'	School 'D'	
	20	20	20	20	80
Boys-10 Girls-10	Boys-10 Girls-10	Boys-10 Girls-10	Boys-10 Girls-10		

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.

RESULTS AND INTERPRETATION OF DATA

Ho. No. 1: There is no significant relationship between family environment and the academic achievement of the student studying in Government and Non Government Schools.

Table: 1.1

Variables	No. of Students	'r' value	level of significance
Family Environment	160	.309	Significant at 0.05 Level of Significance
Academic achievement			

Table 1.1 shows that 'r' value between family environment and academic achievement of the student of Government and Non Government 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 Non Government Schools are positively correlated.

Ho. No. 2: There is no significant relationship between family environment and the academic achievement of the students studying in Government Schools.

Table: 1.2

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

Ho. No. 1.2: There is no significant relationship between family environment and the academic achievement of the student studying in Non Government School.

Table: 1.3

Type of School: Non Government

Variable	No. of Students	Correlation 'r'	level of significance
Family Environment	80	.322	significant at 0.05 Level of Significance
Academic Achievement			

Table 1.3 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 Non Government schools.

Ho. No. 1.3: There is no significant relationship between family environment and the academic achievement of the boys at secondary level.

Table: 1.4

Gender - Male

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.

Ho. No. 1.4: There is no significant relationship between family environment and the academic achievement of the girls at secondary level.

Table: 1.5

Gender -Female

Variable	No. of Students	Correlation 'r'	level of significance
Family Environment (cohesion)	80	.391	Significant at 0.05 Level of Significance
Academic Achievement			

Table No. 1.5 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.

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- 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 Non Govt. Schools.
- 3- 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.

DISCUSSION

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.

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.

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