

STUDY OF ACADEMIC ACHIEVEMENT IN RELATION TO FAMILY ENVIRONMENT AMONG ADOLESCENTS

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Abstract

The present study is an attempt towards examine the pattern of relationship between the academic achievement and family environment. The research was carried out of 200 adolescents (15 to 18 years). The researchers used academic achievement scores which were the aggregate percentage of marks from the previous two classes as indicators of academic achievement. Moos (1974) Family Environment Scale (FES) was used to study the impact of family on adolescent's academic success. The academic scores of girls were found better than the boys but t-value was not significant. Boys lead the girls on family environment scores where the t-value was significant at 0.05 levels. There was a clear cut difference between the scores of high and low groups on both the variables and the t-value was significant at 0.01 levels.

Keywords: Adolescents, Academic Achievement, Family Environment.

Adolescence is viewed as a period of increased diversity of social roles, with expectation from diverse role relationships, some of which may be in conflict. Adolescence is a period when rapid changes occur in the physical and psychological development of an individual. The adolescents are in the process of deciding their goals, priorities and values. These decisions go a long way in influencing their cognitive styles, which include personal opinions, experiences, ideologies, beliefs etc to make the judgment about the situation. Adolescence is a bridge period, a time of shifting from one stage to another. The home and the school are the two important institutions that prepare children to become functional members of society. Academic achievement is the major concern of educational policy makers of every country. It has been accepted that environment both inside and outside the school in which the child 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 increase the rate of achievement and find out the hindrances that decrease the achievement rate.

Academic achievement is defined by Crow and Crow (1969) as the extent to which a learner is profiting from instruction in a given area of learning or in other words, achievement is reflected by the extent to which skill and knowledge has been imparted to him. Academic achievement 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. Academic achievement is the maximum performance in all activities at school after a period of training. Achievement encompasses student's ability and performance; it is multidimensional; it is intricately related to human growth and cognitive, emotional, social, and physical development; it reflects the

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whole child; it is not related to a single instance, but occurs across time and levels, through a student's life in public school and on into post secondary years and working life.

Bogenschneider (1999) viewed that parental involvement was a force on achievement. During the past few decades family environment had been identified as being a contributing factor in a child's educational, cognitive and affective development. Families vary greatly in structure and functioning. Family is the child's world in which the personality is shaped and his character is formed and within the family the interactional factors play upon him and influence his personality to a great extent. Since few researches in India have attempted to focus on the influence of changing family environment, there is need to study how different family process variables like cognitive stimulation, achievement orientations recreational orientation and home structure, relate to academic achievement of students. Family is the environment where the children learned to use their faculties and understand and cope with the physical world. It is time when they don't bother with trivial things, such as the family relationship, because they know they are the kingpin of their family. In family we get education, learn lifetime values and obtain strength needed to become personalities. In favorable circumstances, adolescents acquire critical adaptive skills in the family among friends, and in the neighborhood but most will need added skills gained through systematic instruction and practice in the classroom. Adolescents begin building their own self-concept through observing the reactions directed toward them by vital individuals in their lives (Gibson and Jefferson, 2006). Parental involvement remains critical to the adolescent-parent relationship, because the level of involvement signals to youth their importance to the parents (Gecas & Schwalble, 1986). Furthermore, when parents give efforts to increase their knowledge of adolescents behaviours, interests and activities, it emphasizes parental caring and supports the adolescent-parent relationship (Stattin & Kerr, 2000). Moula et al (2010) explored the relationship between academic achievement motivation and home environment among standard pupils. The results indicated a low but positive

relationship (0.15) of parental education with academic achievement of the students that revealed a positive relationship between parental education and academic achievement of their children. Kazmi et al. (2011) evaluated the impact of father's style of dealing with their children at home and their academic achievements at school. The results of this study revealed father's involvement had positive significant relationship with academic achievement of their wards. On parental involvement and academic achievement, studies have shown to date that the two constructs seem to be positively related. Findings have demonstrated that parent's involvement in the education of the children has been found to be of benefit to parents, children, and schools (Tella and Tella, 2003; Campbell, 1995). Zhang and Carrasquillo (1995) also similarly remarked that when children are surrounded by caring, capable parents and are able to enjoy nurturing and moderate competitive kinship, a foundation for literacy is built with no difficulty. We can state that the more intensively parents are involved in their children's learning; the more beneficial are the achievement effects. Thus, it is believed that when parents monitor homework, encourage participation in extracurricular activities, are active in associations, and help children develop plans for their future; children are more likely to respond and do well in school. Therefore it can be summed up that home environment including parental encouragement, involvement, parental interest, behavior, parental aspirations, parenting skills and parenting styles have direct influence on the academic achievement of the students. Parenting styles are found to be more important that influence significantly the educational achievement of the students. Educated parents provide conducive home environment that entails parent encouragement that proves to be catalyst in boosting and maintaining achievement motivation among the students that in turn influence their academic achievement.

OBJECTIVES

- To study and compare the academic achievement of adolescents.
- To study and compare the family environment of adolescents.

METHOD**SAMPLE**

A convenient random sampling technique was used for present sample of 200 students at Secondary and higher secondary school level selected from various secondary and higher secondary schools of Malout city Distt. Sri Muksar Sahib including male (n = 100) and female students (n = 100). The age ranges from 15 to 18 years.

MEASURE

- Family Environment Scale: The Family Environment Scale (FES), which is development by Moos (1974).
- Academic Achievement: The aggregate percentage of marks from the previous two classes.

PROCEDURE

To study academic achievement of school going adolescents the researcher will visited different schools of Malout for which the prior permission was obtained from the concerned school authority. After selecting a convenient group of adolescents the test scores, obtained by the students, were collected by providing a self constructed information sheets in which they had given the aggregate marks of previous two classes. The scores were then categorized into, by calculating median, high academic scores and low academic scores. Thereafter, the family environment scale was administered with each group of adolescents.

RESULTS AND DISCUSSION

Table No. 1: Shows Means, Standard deviation and t-values among boys (N= 100) and girls (N= 100)

Dimensions	Gender	Mean	Standard Deviation	t-value
Academic Achievement	Boys	53.34	10.27	-.466
	Girls	60.41	15.07	
Family Environment	Boys	56.33	6.64	2.243
	Girls	54.44	7.78	

The t value (Table I) for Gender difference in academic achievement is (t value -.466) which is not significant at .05 level. It means that there is no significant difference in mean scores of academic achievement between boys and girls students. In the light of this null Hypothesis that there is no significant difference in mean score of academic achievement on the basis of gender, is not rejected.

It is also observed from Table I that value for Gender difference in Family Environment is (t value 2.24) which is significant at .05 level. It means that there is significant difference in mean scores of academic achievement between boys and girls students. In the light of this null Hypothesis that there is no significant difference in mean score of Family Environment on the basis of gender, is rejected.

Table No. 2: Means, Standard deviation and t-values among High (N=100) and Low (N= 100) groups.

Dimensions	High/Low	Mean	Standard Deviation	t-value
Academic Achievement	High	60.27	9.95	16.261
	Low	64.35	5.005	
Family Environment	High	56.15	4.31	4.34
	Low	48.34	5.001	

The t value (Table 2) for High/Low group difference in academic achievement is (t value 16.26) which is significant at .01 level. It means that there is significant difference in mean scores of academic

achievement between High and Low group students. In the light of this null Hypothesis that there is no significant difference in mean score of academic achievement on the High and Low group,

is rejected. It is also observed from Table 2 that value for High and Low group in Family Environment is (t value 4.34) which is significant at .01 level. It means that there is significant difference in mean scores of academic achievement between High and Low group students. In the light of this null Hypothesis that there is no significant difference in mean score of Family Environment on the basis of High and Low group, is rejected.

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