



## Relationship between family environment and academic achievement among secondary schools

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### Abstract

Family is the most important place of a child that have significant relationship. The purpose of this study is to investigate the relationship between academic achievement and family environment among secondary school students. A sample of 200 students were selected by using random sampling technique from government and private schools. The descriptive survey method with family climate scale by Dr. Harpreet Bhatia and Chadha (1993) and 9<sup>th</sup> class final exam marks were considered as academic achievement of students. Result of this study revealed that significant difference were found among Government and Private Schools on Family Environment and Academic Achievement. Results of this study also showed that there exist a positive correlation in family environment and academic achievement among secondary school students.

**Keywords:** family environment, academic achievement

### Introduction

The family is the oldest and most important of all the institutions that man has devised to regulate the behavior as the strives to satisfy his needs. Family environment refers to the climate prevailing in the home, which varies from culture to culture and society to society. Each family has its unique personality, its languages, culture, life style, code of conduct, interest. In our society, we live with our families in a specific manner and structure. During the timing of our forefathers the function of our family were not so advanced. But now the change is going with a very rapid speed because of the advancement of every sphere of our life. The environment of family affects the academic achievement of an individual. Therefore, one's family and environment build one's academic achievement. Here, family environment means how a child express his /her feelings, love, affection and respecting his elders, all these affects the academic achievement of the students because if there is a stress in the family environment then it could lead to problems in academic achievement of students and badly affect their behavior. The students need love, affection, support, courage and acceptance in every field and their decisions. Researches have shown that family environment affects the academic achievement. Thus, the present study has undertaken to investigate the relationship between family environment and academic achievement of secondary school students.

### Objectives of the study

1. To study and compare the academic achievement of boys and girls of secondary school students.
2. To study and compare the family environment of boys and girls of secondary school students.
3. To study the relationship of family environment of academic achievement of secondary school students.

### Hypotheses of the study

1. There exists a significant difference in the academic achievement of boys and girls of secondary school students.
2. There exists a significant difference in family environment of boys and girls of secondary school students.

3. There exists a positive relationship in family environment and academic achievement of secondary school students.

### Review of related literature

Yadav and Urmila (2013) <sup>[42]</sup> investigated the study on academic achievement among high and low potential encouragement group students. A sample of 350 students were taken for this study. Parental encouragement scale by Aggarwal (1998) was used to collect the data. Data was analyzed by using t-test technique. Result of this study found that there was no significant difference in mean achievement schools at similar (high or low) parental encouragement group of boys and girls.

Glory (2017) <sup>[2]</sup> investigated influence of gender on interest and academic achievement of students in integrated science. Sample of 600 students of secondary schools were taken for this study. Test scores and Likert scale by Rensis (1992) was used to collect the data.

Data was analysed by using analysis of variance (ANOVA). Result of this study revealed that gender had a significant influence on achievement of integrated science students.

Bala (2018) <sup>[1]</sup> conducted a study on family environment and psychological problems of adolescents. A sample was taken from 120 students from urban area. Family environment scale (FES) by Dr. Harpreet Bhatia and Chadha (1993) was used to collect the data. t-test and various statistical technique were used for this study. Result of this study concluded that different aspects of family environment were significantly negatively correlated with different aspects of youth problems and total score of youth problems.

Lilly (2018) examined study on the impact of home environment factors on academic achievement of adolescents. A sample of 210 students of higher secondary level were taken for this study. Result of this study showed that a positive significant correlation between home environment and academic achievement of the students.

Kaur (2019) <sup>[3]</sup> examined the study of academic achievement in Mathematics among secondary school students. Sample of 250 students of school students were taken for this study.

Achievement scale by Dr. Gopal Rao (1994) was used to collect the data. Data was analysed by using t-test. Result of this study showed that there exists a significant difference in academic achievement between government and private schools and no significant difference exists in academic achievement between boys and girls of secondary schools.

**Delimitations of the Study**

- The present study was confined to secondary school students.
- The present study was confined to Amritsar District.
- The present study was confined to male and female students of class 10 only.

**Procedure**

Six Schools situated in Amritsar were visited by the investigator to collect the data from respondents.

**Tools Used**

Family Environment Scale by Dr. Harpreet Bhatia and Chadha (1993) and 9th class final exam marks were considered as academic achievement of students.

**Analysis of result**

**Hypothesis 1:**

There exists a significant difference in the academic achievement of secondary school students.

**Table1:** Showing Mean, Standard Difference, t-ratio of significance in academic achievement of boys and girls of secondary school students.

Variable	Gender	N	Mean	S.D.	t-value	Inference
Academic Achievement	Boys	100	156.32	14.038	2.63	Significant at 0.05 and at 0.01 level
	Girls	100	150.05	19.240		

**Hypothesis 2**

There exists a significant difference in family environment of boys and girls of secondary school students.

**Table 2:** Showing Mean, Standard Difference, t-ratio of significance in family environment of boys and girls of secondary school students.

Variable	Gender	N	Mean	S.D.	t-value	Inference
Family Environment	Boys	100	232.31	22.423	6.945	Significant at 0.05 and at 0.01 level
	Girls	100	230.91	14.108		

The table -2 reveals that mean score and standard deviation of academic achievement of boys of secondary school students is 232.31 and 22.423 respectively, and in case of girls of secondary school students is 213.91 and 14.108 respectively. t- value comes to be 6.945 which is significant at 0.05 and at 0.01 level. Hence, hypothesis no. 2. There exists a significant difference in the family environment of secondary schools students. The above result is supported by Singh (2015) who found that there is a significant difference in the family environment of boys and girls of secondary school students.

**Hypothesis 3**

There exists a positive relationship in family environment and academic achievement of secondary school students.

**Table 3:** Showing Mean, Standard Deviation, Value of Coefficient of Correlation of score on family environment and academic achievement of secondary school students.

S. No.	Variables	N	R value
1.	Family Environment	200	0.283
2.	Academic Achievement	200	

The table 3 shows that the coefficient of correlation of family and academic achievement comes out to be 0.283. Hence hypothesis no.3 There exists a positive relationship in family environment and academic achievement of secondary school students is accepted. The above result is supported by Doley (2018) who found a positive relationship in family environment and academic achievement of secondary school students.

**Educational Implications of the Study**

1. This study reveals that family environment affects the academic achievement of study.
2. Awareness of common people regarding the importance of pleasant, warm and supportive family relations should be raised by using mass media.
3. Better facilities should be provided in the home so that students can adjust them in better way and cope with the society.
4. Students should be motivated for getting good marks so they ultimately motivated for refined academic achievement.
5. Homework should be given in such a way that promote refined academic achievement.

**References**

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