

Effect of Family Environment on Academic Achievement of School Students

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Abstract

Family environment seems to impact academic performance. Families in common and parents in specific, have often been considered to be the most significant support system obtainable to the child. The toughest factor in molding a child's character or behavior is the relationship with their parents. Students who have struggled educationally in most circumstances are at higher risk of school avoidance, and eventually dropping out, than those who are effective. For the struggling students, however, school is often a place that only helps to strengthen the low self-esteem. The student attempts to evade the state of mind of failure by staying home. The main motive is to study on family environment and its effect on academic achievement in science. This research is under taken with a view to examining the family environment and its effect on academic achievement. This study was conducted to find out the effect of family environment on academic achievement of senior secondary school students. The study was conducted on 605 senior secondary school students. The sample comprised of 500 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. It was also found that contribution of the predictor variable (family environment) on academic achievement is low but significant. Further, it also revealed the variation in academic achievement is explained by family environment.

Keywords: Family environment; Academic achievements; Senior secondary school

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 a child 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 problem solving 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 depress and demotivate their children in achieving high in academics/life.

Today's society is observing rapid changes in parental employment, divorce and physical mobility etc. These variations cause major changes in the social fabric as a whole in which children and adolescents grow. In spite of these changes, the family is supposed to play a vital role in the progress of independence, individuality, and accomplishment of the adolescents. The family environment may differ in several aspects viz, socioeconomic status, educational environment, type of family, etc. Each family environment is unique in itself and it consists of different types of individuals in a different surroundings. Family is the basic unit of the society and the most important agency not only for the harmonious and all-round development of the child but also for inculcating desirable values and healthy habits. Children can learn important living skills in a single and joint family both, warm parent-child relationship make children happy, no matter what family structure is. The family structure is a significant predictor of the behavior of a child; therefore, one should

consider family structure as a key factor in child's development. It is very difficult to describe about a "healthy" family. Family being the first and major institute of socialization, is responsible for caring and nurturing a child in early years. When considering the usefulness and wellbeing of a family, two concepts are important, one is- how well family performs their responsibility and second how well family members communicate with each other. Parents who are responsive and caring to their children's feeling and emotions, those children become more competent and express better communication skills. Family members must be able to call upon each other for help when it is required. Good communication is more important to categorize a, healthy family. Healthy communication and independency are the concepts which involve clear expression of personal ideas and feelings even when they differ from those of other family members. On the other hand, it also involves being responsive to the needs and emotions of other family members.

Operational Definitions of the Key Terms

Senior Secondary School Students: Senior secondary school students means students studying in classes 11th and 12th, 605 such students were selected randomly. Students of senior secondary stage begin to manage their emotions and stress themselves, become more sensitive and learn to resolve conflicts, develops a cooperative skills and empathy.

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.

Academic Achievement:

According to Good (1973) "Academic achievement is the knowledge attained or skills developed in school subjects, usually designated by test scores or by marks assigned by teachers or both". Crow and Crow (1969) defined academic achievement "as the extent to which a learner is profiting from instructions in a given area of learning i.e., achievement is reflected by the extent to which skill and knowledge has been imparted to him". In the present study, the investigators used the total marks achieved by the students of senior secondary school in their previous year's final examination result as their academic achievement as per their school records.

OBJECTIVES OF THE STUDY

1. To find out the difference in family environment of senior secondary school students in relation to their gender and place of living.
2. To find out the effect of family environment on academic achievement of senior secondary school students.

Hypothesis

1. There will be no significant difference in family environment of senior secondary school students in relation to their gender and place of living.
2. There will be no effect of family environment on academic achievement of senior secondary school students.

Population and Sample of the study:

In the present study, senior secondary school students of private and government schools. A sample of 500 students were taken by Multi-stage random sampling technique.

ANALYSIS AND INTERPRETATION OF DATA

Objective 1: To find out the difference in family environment of senior secondary school students in relation to their gender and place of living.

Ho1: There will be no difference in the family environment of senior secondary school students in relation to their gender and place of living.

The value for gender and place of living is significant, which indicates that there exists significant difference in family environment according to gender and place of living. Therefore, it can be concluded that demographic variables (gender and place of living) significantly interact with each other in family environment score. Male students from rural areas are higher on family environment scale than their male counterparts from urban and semi urban. Whereas, female students from semi urban areas score higher on family environment scale than their females counterparts of urban and rural areas.

Since all the F values are significant at the specified level, hence the null hypothesis Ho1 is rejected. Therefore, the results reveal that senior secondary school students differ significantly in family environment in relation to their gender and place of living

Objective 2: To find out the effect of family environment on academic achievement of senior secondary school students

Ho2: There will be no effect of family environment on academic achievement of senior secondary school students

A perusal of the variance in academic achievement is caused by family environment among senior secondary school students and the remaining percentage of the variance is to be accounted for by the other variables which are not included in the study. The contribution of the predictor variable (family environment) is low but it is significant.

DISCUSSION

In the present study significant difference exists in perception of senior secondary students 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. Therefore, it can be concluded that male students from rural areas are higher on family environment scale than their male counterparts from urban and semi-urban areas. Whereas, female students from semi-urban areas score higher on family environment scale than female counterparts of urban and rural areas.

It has been revealed from the study that the contribution of the predictor variable (family environment) on academic achievement is low but it is significant. Further, it also revealed that variation in academic achievement is explained by family environment.

Implications of the study

Academic achievement is significantly correlated with family environment. Therefore, it is essential that parents should pay proper attention towards the academic progress of their children by providing congenial environment and quality time at home.

Parents belonging to rural, urban and semi-urban areas need to ensure a favorable atmosphere at home by providing all possible support to their children for their academic success at all levels. There is a need for creating awareness to reduce gender bias and the girls would be treated at par with their male counterparts. Parents must be aware about their children's academic requirements by encouraging and providing educational facilities to them. They must be directed to pay full consideration about their children's education at home with proper time table regarding homework and studies.

As family environment plays a very significant role in academic achievement of students, therefore, parents are required to provide a better family environment to the child with the help of reinforcement and problem solving skills to improve their academic performance.

Parents' role is very important in the overall development of child. They play a vital role in shaping child's emotions that directly affect his/her output in the field of education. Therefore, parents must learn about good parenting and they are suggested to develop a sense of self-worth in their children and also capability of doing things themselves in various life situations including education.

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