# IMPACT OF FAMILY ENVIRONMENT ON ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS IN SCIENCE SUBJECT

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## ABSTRACT

*The present study was aimed at investigating the impact of family environment on academic achievement of a child. It is well known fact that the school performance is not an independent phenomenon, rather it is directly influenced by a number of factors, some of which are personal to the individual while many others are located in the environment in which learning takes place i.e. school an family. Early beginnings to knowledge originate within the family, on a simple level in early years, and are then further built on in the school. Family sets the stage for interactions and learning at school later.*

*Families vary greatly in structure and functioning. Variations exits also in school and in children understand how children's experiences within the family contribute to their educational outcomes.*

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## INTRODUCTION

Children are supremely important assets of the society. Every child is unique. Children are after all what the whole process of education is centered around. All round development of the personality of children is the ultimate goal of education and therefore, the learning experiences provided to them contribute towards the achievement of this end. Right from the birth, the child is much influenced by all those factors who surround him.

The development is governed by many factors. In fact, what the child becomes is not solely determined by his genetic endowment but also by the environmental forces operative around him.

Two institutes that influence most directly on the nature and quality of children's educational experiences and development is the family and the school. It is a common and plausible assumption that families prepare and reinforce the symbolic attribution required by schooling and that schooling builds upon and elaborates the symbolic resources derived from family membership.

Families vary greatly in structure and functioning. Variations exist also in school and in children themselves. Given this diversity in families, there is a need to understand how children's experience within the family contribute to their educational outcomes.

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.

Since the acceptance of education is constitutional right of student in the age group of 6-14 years, secondary education has been an area of concern for both, the educationist and the government of India.

Though the figures of enrolment have risen consistently, increasing we still have a sizeable number of children outside the school stream. Universal enrolment is indeed a difficult problem, but even more so is the universal relation. Hence there arises the need to study the influence of family environment on secondary school student as various advantageous and disadvantageous environments in the family and school influence the nature and quality of students educational experiences. Therefore no matter what we do inside the school, we cannot make a significant impact in without the informed support of the family.

## OBJECTIVES

1. To study the relationship of academic achievement of secondary school student with family environment and its dimension as perceived by children.

2. To study relationship of school performance of secondary school children with family environment and its dimension as perceived by parents.

3. To study relationship between school performance and socioeconomic status.

4. To study impact of family environment on academic achievement of secondary school children.

## HYPOTHESIS

1. There exists a significant positive relationship between academic achievement of sec. school student and family environment as percired by children.

2. There exists a significant positive relationship between academic achievement of secondary school students and family environment as perceived by parents.

3. There exists no significant positive relationship between academic achievement of Sec. school student and their socio economic status.

4. If child experiences better family environment (School  focused parent child interaction) then the child will exhibit higher school performance than the one, who experiences not so good family environment as perceived by parents.

## DELIMITATION OF THE STUDY

The present study was presented within the following confinements.

- Study was delimited to Kurukshetra District only.

- The study was delimited to class IX students of Kurukshetra District.

- The study was delimited to Public Schools of Kurukshetra District.

- The study was delimited to parents of class IX students only.

## METHOD

Keeping in view the nature of the present study, researcher has used survey method to describe and interpret what exists at present in terms of relationship and differences between academic achievement of secondary school student and their family environment as perceived by student and their parents.

## SAMPLE

The present study aims at investigating the impact of family environment on academic achievement of secondary school students keeping in view the delimitation of the study

population of the present study consisted of class IX student of DAV Public School of Kurukshetra and their parents.

District Kurukshetra out of the 22 districts of Haryana was purposively selected. All the students of class IX of these four schools selected randomly, present on the day in their respective schools and their parents were taken as sample.

## TOOLS USED

The following tools were used for collecting the required data.

- Family environment scale for student developed and standardized by the researcher.
- Family Environmental scale for parents developed and standardized by the researcher.
- Socio economic status Inventory prepared by the researcher.

## SATISTICAL TECHNIQUES USED

The data was analyzed with the help of following statistical techniques:

1. Co-efficient of correlation to find out the relationship.
2. t-ratio to find out the differentials.

## ANALYSIS, INTERPRETATION AND DISCUSSION OF RESULTS

As stated in earlier one the main purpose of the present study is to investigate the 'Impact of Family Environment on Academic Achievement of Secondary school students especially in science subject". In order to find out the impact of children's perception of family environment as well as parents perception of family environment on school performance of Secondary Children, the results have been analyzed interpreted and discussed in following sections.

**Impact of Family Environment on academic achievement of secondary school students in science subject.**

In this section an attempt has been made to study the impact of family environment (as perceived by students and their parents) on the academic achievement of secondary school students. For this purpose academic achievement. Difference were examined at different level of family environment. In depth analysis academic achievement of differentials were also examined at different levels of all the four dimension of family environment, as perceived by students and parents. For this purpose subject have been classified into three groups i.e. Enriched family environment, Moderate Family Environment and low Family environment groups by adopting the criterion of Mean $\pm\frac{1}{2}$ SD to the score value of overall family environment and its four dimensions as perceived by children and parents. Classification of

subjects into three groups on basis of score value of family environment as perceived by children and parents is presented in table 1 and 2.

**Table - 1**

**Classification of subjects into three groups in terms of their score value on overall family environment and its four Dimensions. (as perceived by children) N = 185**

| Variable | Mean | S.D. | Enriched Family Environment Group | Moderate Family Environment Group | Low Family Environment Group |
|---|---|---|---|---|---|
| Overall Family Environment | 13.45 | 13.52 | 120and above | Between 120 and 107 | 107 and below |
| Achievement Orientation | 18.07 | 1.71 | 19 and above | Between 19 and 17 | 17 and below |
| Cognitive Stimulation | 25.67 | 3.84 | 28 and above | Between 28 and 24 | 24 and below |
| Recreational Orientation | 23.16 | 3.38 | 25 and above | Between 25 and 21 | 21 and below |
| Home Structure | 26.19 | 3.63 | 28 and above | Between 28 and 24 | 24 and below |

**Table - 2**

**Classification of subjects into three groups in terms of their score value on overall family environment and its four Dimension (as perceived by parents) N = 175**

| Variable | Mean | S.D. | Enriched Family Environment Group | Moderate Family Environment Group | Low Family Environment Group |
|---|---|---|---|---|---|
| Overall Family Environment | 114.3 | 12.8 | 121 and above | Between 121 and 108 | 108 and below |
| Achievement Orientation | 18.0 | 1.8 | 19 and above | Between 19 and 17 | 17 and below |

| Cognitive Stimulation | 25.9 | 3.8 | 28 and above | Between 28 and 24 | 24 and below |
| Recreational Orientation | 23.5 | 3.5 | 25 and above | Between 25 and 22 | 22 and Below |
| Home Structure | 26.8 | 3.3 | 28 and above | Between 28 and 25 | 25 and below |

**Table - 3**

**Significance of difference in the Mean School Performance Scores of secondary school students at different levels of overall family environment (as perceived by children).**

| Groups | N | M | S.D. | T-ratio | Level of Significance |
|---|---|---|---|---|---|
| Enriched overall family environment VS | 69 | 89.861 | 10.039 | 9.3967 | .01 |
| Low Overall family environment | 61 | 68.754 | 14.193 | | |
| Enriched overall family environment VS | 69 | 89.261 | 10.039 | 5.5905 | .01 |
| Moderate overall family environment | 55 | 74.564 | 17.315 | | |
| Moderate overall family environment VS | 55 | 74.564 | 17.315 | 1.9636 | .05 |
| Low Overall family environment | 61 | 68.574 | 14.193 | | |

**Table 3 shows that the mean school performance score of enriched overall.**

Academic achievement differentials in secondary school student at different level of family environment (as perceived by student)

Academic achievement differentials of secondary school student at different levels of their overall family environment and its four dimensions, as perceived by student are presented below in tables 1 to 3.

Family environment group is 89.261 and that of low overall family environment group is 68.754, with SD 10.039 and 14.3193 respectively. The obtained 't' value is 9.3967 and this is found to be significant at .01 level. Thus it can be inferred that the two groups differ significantly in their school performance. The mean school performance score of enriched

overall family environment group is higher than that of low overall family environment group. It indicates that children with enriched overall family environment are found to have better academic achievement than those belonging to low overall family environment group.

Table 3 further shows that the mean school performance score of enriched overall family environment group is 89.261 and that of moderate overall family environment group is 74.564, with SDs 10.039 and 17.315 respectively. The obtained 't'-value is found to significant at .01 level of significance. It implies that the two groups differ significantly in their school performance. The mean academic achievement score of enriched overall family environment group is higher than the moderate overall family environment group. It suggests that children experiencing enriched overall family environment are found to have better academic achievement in comparison o those experiencing moderate overall family environment.

It can also be seen from the above table that mean academic achievement score of moderate overall family environment group is 74.564 and that of low overall family environment group is 68.754, with SDs 17.315 and 14.193 respectively. The obtained 't'-value is 1.9636 and this is found to be significant at .05 level of significant. It means that the two groups differ significantly in their school performance. The mean school performance of moderate overall family environment group It means that children experiencing moderate overall family environment are found exhibit higher school performance in comparison to those experiencing coming for low overall family environment.

Since the mean academic achievement score of children belonging to enriched overall family environment group is higher than that of both moderate and low overall family environment group. It can be said that children experiencing overall family environment are found to have higher academic achievement in comparison to children belonging to moderate overall family environment and low family environment. Also children experiencing moderate overall family environment are found to have higher academic achievement in comparison to children experiencing low overall family environment (as perceived by children)

## CONCLUSION

School performance of secondary school children has been found to have significant and positive relationship with children's perception of overall family environment and its four dimensions viz. Achievement orientation, Cognitive stimulation, Recreational Orientation and Home structure.

School performance of secondary school children is found to have significant and positive relationship with parent's perception caption of overall family environment, and its four dimensions, viz. Achievement Orientation cognitive stimulation, Recreational orientation and home structure. It was also found that achievement orientation and cognitive stimulation dimensions of family environment have relatively higher relationship with school performance in comparison to there dimension.

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