



FAMILY ENVIRONMENT AND ACADEMIC ACHIEVEMENT OF INTERMEDIATE STUDENTS

Education

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ABSTRACT

The main focus of the present study is to examine the Family Environments and its impact on Academic Achievement of Intermediate Students. The study has employed the normative survey methodology. The data is gathered using the Family Environment scale developed by Dr. Harpeat Bhatia and N. K. Chandha (2012) and scores of their examination for Academic Achievement. The researcher selected 100 Intermediate students in the Guntur District using a random sample method. The study's key results are the family environment of intermediate students is at average level. It is observed that the household environments of boys and girls and government and private students differ. The discrepancy is going in the direction of the girl students. It is discovered that the home situations of intermediate students belonging to rural and urban, joint and nuclear, with and without siblings, single parent and both parents do not differ in their family environment. Finally, there is high positive significant relationship between family environment and academic achievement of intermediate students.

KEYWORDS

INTRODUCTION

The most crucial tool in the process of raising society's citizens to the next high quality of life is education. The first social institution to employ this tool was the family, which influences the person through changing their social conduct. Irrespective of the person's age, it is necessary for a healthy lifestyle. Adolescence is a time of turmoil and stress, extreme irritability, and self-centeredness. Families in general and parents in particular have frequently been seen as the child's most crucial support system. It has the greatest influence on how pupils' personalities are shaped if his parents have a generous and possessive love for him. He has a decent chance of growing up normally. However, if they deviate from this, the child's growth can be affected. The necessity to investigate the higher secondary students' familial environments was therefore realized by the researchers.

The value of academic achievement in a student life is very significant. Academic achievement is an indicator of success or failure of students. High academic achievement always makes happy but when achievement is not desirable or underachievement led to frustration to the students. Generally, academic achievement is the scores obtained in the examinations. A normal achiever who accomplishes what may generally be expected of him/her for his or her age. On the other hand, overachiever is one who accomplishes more than his or her abilities would seem to justify and under-achiever is one who accomplishes less than his or her abilities. Therefore, academic achievement has a great impact on personality development of the students.

Need and Significance of the Study

The family environment impact on student is playing the major role in everywhere. Parents are the first teachers and role models for their children, the family environment have a strong influence on their learning. The study about the family environment is in order to get a better understanding about the lives of the students in their families. Students usually get more influenced by their parents, society and trends. In this study we could see the family environment impact on the students and how the student is shaped physically, emotionally, socially and in having academic adaption. The investigator tries to know the impact of the family environment on the students' academic achievement by conducting this investigation.

Reviews of the related literature

1. S. Jaikumar* and R. Muthumanickam (2010) studied on "Family Environment of Higher Secondary School Students." It is found that there is a significant difference between male and female students who are in the first and second birth order and third and above birth order on their family environment. There is no significant difference between joint family and nuclear family students on their family environment.

2. Nara (2014) conducted study on home environment of secondary

school students in Haryana. The major finding of the study was that the male possesses better home environment rather than the female school students. The results conclude that urban parents are conscious for providing the facilities for children's growth, whereas the rural parents are ignorant of the importance of those facilities.

3. Pandey and Singh (2015) conducted study to find the impact of home environment on education aspiration of school students. The result shows that there is significant, correlation found between home environment and educational aspiration of intermediate school students. The significant relationship shows that there is positive effect of home-environment on the educational aspiration.

Statement of the problem

"Family Environment and Academic Achievement of Intermediate students".

Objectives

1. To find out the family environment of intermediate students.
2. To find out the influence of the following demographic variables on the Family Environment of Intermediate students.
 1. Gender: Boy/Girl
 2. Residential Area: Rural/Urban
 3. Type of Management: Govt./Private
 4. Type of Family: Joint/Nuclear
 5. Siblings: Yes/No
 6. Parental Existence Status: Both/Single
3. To find out the relationship between Family Environment and Academic Achievement of Intermediate students.

Hypotheses

1. There would be no significant difference between boys and girls in their family environment.
2. There would be no significant difference between residential areas of intermediate students belong to rural and urban in their family environment.
3. There would be no significant difference between Intermediate students studying in the government and private managements in their family environment.
4. There would be no significant difference between Intermediate students of joint and nuclear families in their family environment.
5. There would be no significant difference between intermediate students with siblings and without siblings in their family environment.
6. There would be no significant difference between Intermediate students with single parent and with both parental existence status in their family environment.

7. There would be no relationship between family environment and academic achievement of Intermediate students.

Research Methodology

The investigator adopted normative survey method to study the family environment of Intermediate students.

Tool

Family Environment scale by Dr. Harpeet Bhatia and Dr N. K. Chandha (2012) was adopted to collect the data. The questionnaire consists of 69 items with 8 areas. For assessing Academic Achievement, the marks of the Intermediate student of the internal examination was considered.

The population for the present study consists of the Intermediate students in Guntur district. The investigator has used simple random technique for selecting the sample from the population. The sample consists of 100 Intermediate students of Guntur district, Andhra Pradesh.

Statistical techniques

Statistical techniques used in the study are arithmetic mean, standard deviation, 't' test, 'r' value.

Analysis and interpretation of the data

The collected data were analyzed with the help of Mean, SD, 't' test & 'r' value.

Whole sample data analysis of Family Environment

Dependent Variable	N	Mean	% of Mean	SD	Skewness	Kurtosis
Family Environment	100	232.99	67.53	22.41	-0.189	-0.125

Influence of demographic variables on the Family Environment

Demographic Variable	Categories	N	Mean	% Of Mean	SD	't' value
Gender	Boys	41	218.26	63.26	22.41	3.25*
	Girls	59	232.69	67.44	20.94	
Residential Area	Rural	44	219.52	63.62	19.85	0.30NS
	Urban	56	218.21	63.24	22.73	
Type of College	Govt	53	235.67	68.31	25.81	2.72*
	Private	45	223.80	64.86	17.42	
Type of Family	Nuclear	66	234.66	68.01	22.94	0.76 NS
	Joint	34	230.64	66.85	21.64	
Siblings	Yes	92	229.54	66.53	21.52	0.25 NS
	No	08	232.25	67.31	29.27	
PE Status	Both	83	232.55	67.40	23.21	0.49 NS
	Single	17	235.11	68.14	18.48	

Relationship between Family Environment and Academic Achievement

S.No	Variables	N	'r' value
1	Family Environment	100	0.92
2	Academic Achievement		

Findings of the study

- The family environment of the Intermediate students is at average level.
- There is a significant difference between boy and girl in their family environment. Family environment of girls is better than their counter parts.
- There is no significant difference between Intermediate students belonging to rural and urban areas in their family environment.
- There is a significant difference between government and private college students in their family environment.
- There is no significant difference between Intermediate students of joint and nuclear families in their family environment.
- There is no significant difference between Intermediate students with and without siblings in their family environment.
- There is no significant difference between Intermediate students of single parent and both parental existing status in their family environment.
- There is a high positive significant relationship between family environment and academic achievement of Intermediate students.

CONCLUSION

In brief, it is concluded that the boys and girls, Govt. and private

students do differ in their family environment are found to be significant whereas the urban and rural, with and without siblings, students with single and both parents, Joint and Nuclear family students do not differ in their Family Environment. There is a high positive significant relationship between family environment and academic achievement of Intermediate students.

Educational Implications

To promote family environment justice and equity, it is suggested that boys and girls should be treated equally at home as well as at school by providing them equal opportunities in all the matters pertaining to their physical, social, educational and emotional development, etc. This will create equal participation of boys and girls in discussing the major issues related to home as well as the society that they could become the acceptable and dignified members of the society. To utilize the capacities, capabilities, and potentialities of the girl child, it is necessary to change the attitude of parents as well as teachers by training and educating them about each psychological aspects of a girl child.

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