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## Academic Achievement of Adolescent Students in relation to Family Environment: A Correlative Study

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### Abstract

The present study was conducted to find out the academic achievement of adolescent students in relation to family environment. A Correlative Study. The descriptive method of research was adopted to carry out the study. A sample of 100 adolescent students was selected from the different high schools and higher secondary schools in district Rajouri of Jammu and Kashmir. The Family Environment Scale standardised by the Bernice S. Moos & Rudolf H. Moos, (1994) was administered. The results revealed a significant positive correlation between the academic achievement and family environment of adolescent students. Besides, the results revealed a significant difference on all dimensions of family environment.

**Keywords:** Education, Academic Achievement, Family Environment, Adolescent Students.

### Introduction

India is marching towards a bright and prosperous tomorrow. The social organ that has played the most important role in this aspect is education. Without a sound and goal oriented system of education, the dream of constructing nation's economic, social and political life cannot be realized. The Kothari commission (1964-66) rightly stated that "The destiny of India is now being shaped in her classrooms". 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. It is considered as a period of storm and stress (Stanley Hall, 1904). 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. So care should be taken to increase the rate of achievement and find out the hindrances that decrease the achievement rate (Maccoby, 1980). For young children family environment is a central influence on emotional as well as cognitive and behavioural development, and it remains an important influence into adolescence (Maccoby, 1980). A supportive family environment will foster boosting the self-esteem of the youngsters and adolescents (Hirsch & Moos, 1985). Academic achievement as the level of academic proficiency attained in academic work or as formally acquired knowledge in school subjects, which is often represented by percentage of marks obtained by students in examination (Kohli, 1975).

### Rationale of the Study

Adolescence is a period of 'storm and stress' (G. Stanley Hall, 1904). During adolescence, academic achievement is important because in today's society academic accomplishments as well as failures determine an individual's future academic career and job opportunities (Kadison and DiGeronimo, 2004; Rana and Mahmood, 2010). Parents education strongly influences student's academic success because more educated parents are able to provide more cultural and social capital that facilitates their children to succeed in school (Bourdieu, 1986). Furthermore well-

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educated parents are more willing to encourage their children to succeed at school out of fear of attaining a lower status symbolised by a lower school track (Goldthorpe, 2007). In the works of great psychologists as well as educationists like Stanley Hall, Erik Erickson, Jean Piaget and others, there is a clear message about the emergence of a potential for changing the course of social evolution in adolescence.

### **Objectives of the Study**

**The study was conducted with the following objectives:**

1. To study the relationship between perceptions of family environment and academic achievement among adolescent students.
2. To study the relationship between academic achievement and interpersonal relationship dimension among adolescent students.
3. To study the relationship between academic achievement and personal growth dimension among adolescent students.
4. To study the relationship between academic achievement and system maintenance dimension among adolescent students.
5. To compare the academic achievement of adolescent boys and girls of high schools.

### **Hypotheses**

1. There is no significant relationship between perceptions of family environment and academic achievement among adolescent students.
2. There is no significant relationship between interpersonal relationship dimension and academic achievement among adolescent students.
3. There is no significant relationship between personal growth dimension and academic achievement among adolescent students.
4. There is no significant relationship between system maintenance dimension and academic achievement among adolescent students.
5. There is no significant difference in the academic achievement of adolescent boys and girls of high school students.

### **Research Design and Instrumentation**

The present investigation was carried out to evaluate the academic achievement of adolescent students in relation to family environment. A correlative study, in district Rajouri of Jammu and Kashmir. The descriptive method of research was adopted to carry out the study. The details about the sample, the tools and their description and the statistical method used for data analysis for the present study are given as under.

### **Sample**

The sample for the present investigation consisted of 100 adolescent students selected from the different high schools and higher secondary schools in district Rajouri of Jammu and Kashmir. The sample subjects comprised of 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> class students. Among the sample subjects, 50 were male and 50 were female students. However, it needs to be mentioned here that out of total sample, 50 were junior secondary school students and 50 were senior secondary school students.



### Research tool

Family Environment Scale (Bernice S. Moos & Rudolf H. Moos, 1994Adapted Version) was administered to collect the data from the sample subjects. The scale measures people perceptions of their conjugal or nuclear family environments. It consists of 10 subscales assessing three dimensions i.e., the inter-personal relationship dimension, the personal growth dimension, and the system maintenance dimension.

### Procedure of data collection

The investigator, before the actual conduct of study, contacted the sample subjects with a view to establish a rapport with them, so that they offer the needed cooperation for the conduct of the study. This was thought to be necessary, because without their active cooperation, neither the students of the questionnaires under proper conditions, nor the willingness of the students could have been procured. As such the data was collected by the investigator from the sample subjects with the help of the standardised questionnaires.

### Results

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Table 1 Correlation Matrix

	ACADEMIC ACHIEVEMENT	FAMILY ENVIRONMENT	INTERPERSONAL RELATIONSHIP DIMENSION	PERSONAL GROWTH DIMENSION	SYSTEM MAINTENANCE DIMENSION
ACADEMIC ACHIEVEMENT	1	.426**	.545**	.249*	-.059
FAMILY ENVIRONMENT		1	.741**	.770**	.047
INTERPERSONAL RELATIONSHIP DIMENSION			1	.414**	-.143
PERSONAL GROWTH DIMENSION				1	-.350**
SYSTEM MAINTENANCE DIMENSION					1

\*\* Correlation is significant at the 0.01 level (2-tailed).

\* Correlation is significant at the 0.05 level (2-tailed).



### **Relationship between perceptions of Family Environment and Academic Achievement among Adolescent students.**

On the basis of Table 4.1, it is observed that there is a significant positive correlation between the academic achievement scores and perceptions of adolescent students about their actual family environment. On account of significant and positive coefficient of correlation, i.e. 0.426 indicating that higher scores on family environment scale corresponds to higher academic achievement score.

### **Relationship between Inter-personal relationship dimension and Academic Achievement among Adolescent students.**

On the basis of Table 4.1, it is observed that there is a significant positive correlation between the academic achievement scores and inter-personal relationship dimension among adolescent students. On account of significant and positive coefficient of correlation, i.e. 0.545 indicating that higher scores on inter-personal relationship dimension on family environment scale corresponds to higher academic achievement score.

### **Relationship between personal growth dimension and Academic Achievement among Adolescent students.**

On the basis of Table 4.1, it is observed that there is a significant positive correlation between the academic achievement scores and personal growth dimension among adolescent students. On account of significant and positive coefficient of correlation, i.e. 0.249 indicating that higher scores on personal growth dimension on family environment scale corresponds to higher academic achievement score.

### **Relationship between system maintenance dimension and Academic Achievement among Adolescent students.**

On the basis of Table 4.1, it is observed that there is an insignificant negative correlation between the academic achievement scores and system maintenance dimension among adolescent students. On account of insignificant and negative coefficient of correlation, i.e. -.059 indicating that lower scores on system maintenance dimension on family environment scale corresponds to lower academic achievement score.



**Table 2**

**Comparison of mean scores of Academic Achievement of Adolescent boys and girls.**

<b>GENDER</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>S.E</b>	<b>Df</b>	<b>T</b>
<b>MALE</b>	50	328.18	43.877	6.205	98	1.511
<b>FEMALE</b>	50	314.42	47.155	6.669		

In order to compare the academic achievement of adolescent boys and girls, t-test was used and its results are presented in table 2. On the basis of table 2, it is observed that there is insignificant difference between the academic achievement scores of adolescent boys and girls of high schools, on account of insignificant t-value i.e.1.511 indicating that there is no significant difference in the Academic Achievement of Adolescent boys and girls.

### **Discussion of the Results**

The study shows a significant positive correlation between the academic achievement scores and perceptions of adolescent students about their actual family environment. It was also found that there is a significant positive correlation between the academic achievement scores and inter-personal relationship dimension of adolescent students. It was also found that there is a significant positive correlation between the academic achievement and personal growth dimension of adolescent students. Moreover, it was also found that there is insignificant negative correlation between the academic achievement scores and system maintenance dimension of adolescent students. Mean scores of academic achievement of adolescent boys and girls insignificantly differ with each other. This indicates that the academic achievement is quite associated with the family environment.

### **Educational Implications**

The most wonderful attribute of any research is its contribution a new towards the improvement of the concerned area. The results of the present study have raised some issues that are valuable in different ways. The present study has bearing on following implications for improving strategies of implementation of transmission of knowledge in higher education students. For the sustainable development, environment is not only important but also urgent. A special care, supportive family environment, help, encouragement, affection etc. helps the adolescent for the development of their potentialities. Therefore, all the family members should have to maintain a meaningful relationship in their family. The child's first attachment is with parents than with others. This attachment has strong influence on their child feeling, thinking, living styles and finally on academic performance. The families should respect the child's effort and allow them to do well according to their ability. Jong (1993) reported that family environment



plays a pivotal role in a child's academic achievement. It is recommended that parents need to be aware of the importance of their role in their children academic performance. The findings of this study have implications for policymakers, researchers, and educators. First, the policymakers, researchers, and educators must recognize that although family involvement is important to the achievement.

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