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## **A Study of Academic Achievement in Relation to Family Environment among PU College Students**

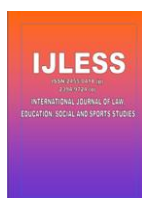
**Sangeeta<sup>1</sup>, Dr. Saheb Ali H. Niragudi<sup>2</sup>**

<sup>1</sup>Research Scholar, Dept. of Studies in Education and Research, V.S.K. University, Ballri  
Email:arun\_lagashetty@yahoo.com

<sup>2</sup>Associate Professor, Dean and Chairman. Dept. of studies in Education and Research, Ballri  
Email:drsaheba2013@gmail.com

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### **ABSTRACT**

This study aims to investigate the relationship between academic achievement, family environment. There were 200 adolescents between the ages of 15-18 years old (PU College) in the study. The indicators of academic achievement used by the researchers were academic achievement scores based on the cumulative percentage of grades from the two previous classes. The family environment scale (FES) developed by Bhatia and Chadha (1993) was used to assess the impact of family environment on the academic achievement of adolescents. Results indicated that male and female adolescents differ in terms of academic achievement and familial environment. Academic achievement and family environment have found a strong correlation. Regression analysis results revealed that family environment together explained 29.4% of the variance in academic achievement.

Key words: Academic achievement, family environment, PU college, relationship.

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### **1. Introduction:**

Education is an enlightening process that imparts knowledge and skills while instilling values that help pupils develop positive attitudes and good behaviors. It is a flexible evolution that leads to standardized metrics of an independent human being. According to Aremu (2000), "education is the process of developing an individual's capabilities and potentials in order to prepare that individual to be successful in a particular society or culture." Since education is a dynamic phenomena, it faces several obstacles over time in all facets of humankind's social, cultural, and economic existence worldwide. Since education is crucial to the general public's cognitive development, its importance cannot be understated. Given the difficulties and significance of education, it is crucial to highlight its main objective, which is adolescents' academic achievement.

## **2. Academic Achievement:**

Academic Achievement is a manifold construct that consists of different domains of learning and is taken as the criterion for the selection, encouragement, and recognition of students from various walks of life. It is considered a determinant to evaluate one's potentialities and capabilities, students in all cultures are expected to accomplish high levels of academic achievement. According to Crow & Crow (1969), "It is the extent to which a learner is profiting from instructions in the given area of learning".

"Academic achievement is an incredible pointer for the general prosperity of youth and an essential indicator and determinant of adults' physical well-being outcomes" (Vernez, Krop & Rydell, 1999). "Academic achievement is the attainment of knowledge, competencies, and higher-level status, as reflected in grades, degrees, and other forms of certification or public acknowledgment" (Collins & O'Brien, 2011). Academic achievements and failures throughout childhood and adolescence are crucial in determining an individual's future academic career and employment chances (Kadison & DiGeronimo, 2004; Rana & Mahmood, 2010). The antecedents of academic achievement diverge in terms of culture, academic and institutional environment, subjective factors, course of study, and set of students. Various studies have also determined factors like a family environment, mental health, and personality factors that influence academic achievement.

**Family Environment** Family is the foundation of human existence and experiences. It is a ceaseless source of survival that contributes to determining the basic character of its members and cultivates their overall development. It is the leading source of acquired values and norms in society. "Family is a social unit in any society and the source of early stimulation and experience in children" Collins (2007). Therefore, the environment that exists within the family is of great importance. As the environment in which people live is not a mere situational unit, that ordains the track of their life, rather it is a varied progression of transactional dealings of life, in which, individuals act to shape the course of their personal development (Hultsch & Plemons, 1979; Baltes, 1983). Therefore, the family environment is the most influential learning state in which parents and other family members act as educators and provide the composition in which their young ones are groomed.

According to Knafo and Plomin (2006) the quality of relationships and interaction among family members, have a significant role in inculcating cognitive and affective elements of prosocial behavior (i.e., empathy and social relatedness) in children. Thus, parent-child communication and other family experiences are directly associated with the development of social behavior among children. Family environment and surroundings not only affect an individual's actions and reactions but also various situations of one's life and achievements. It influences a child at the earliest possible time of life when a child's tender mind is developing and is most acquiring. It must be encouraging for the overall growth of children through different phases of their lives. Therefore, an enriched and compassionate family environment helps in the accomplishment of high scholastic achievement in students (Daulta, 2008; Muola, 2010; Mishra & Bamba, 2012).

## **3. Objectives:**

- 1) To examine gender differences in Academic Achievement and Family environment.
- 2) To examine the relationship between Academic Achievement and Family environment.
- 3) To study the role of and Family environment in Academic Achievement.

## **4. Hypotheses of the Study**

- 1) Males and Females adolescents would differ on the dimensions of Academic Achievement and Family environment.

- 2) There shall be a positive relationship between Academic Achievement and Family Environment.
- 3) Family environment would contribute significantly to predicting Academic Achievement.

## 5. Design of the study:

### 5.1. Sample:

The 200 adolescents that comprised the representative sample for this study were further classified into 100 males and 100 females, with a range of ages between 14 and 19 (PU College students). Purposive sampling was used to choose the sample from Kalaburagi City

### 5.2. Tool used:

- 1) Family environment: In this research, a scale created by Bhatia and Chadha (1993) was used to examine adolescents' perceptions of the family environment. Four aspects of the family environment were assessed, including cohesion, acceptance, caring, independence, and expressiveness. The adolescents' responses were recorded using a five-point scale ranging from strongly disagree to strongly agree. A higher score reflects more favorable perceptions of the family environment among adolescents.
- 2) Academic achievement score: As indicators of academic achievement, the total percentage of marks earned in the previous two classes is used. The academic achievement of the students was determined by giving them self-made information sheets on which they were required to list the cumulative percentage of their previous two classes.

## 6. Analysis of data and interpretation:

Statistical Analysis After the collection of data appropriate statistical tools (t-test, Pearson correlation, & regression analysis) were used to interpret the results.

Table-1: Table 1 Mean, SD, and t-Value of Males and Females on Family Variables and Academic Achievements

Variable	Group	N	Mean	SD	t- Value	Significance
Academic achievement	Male	100	77.72	8.291	5.23	Signt. at 0.05 level
	Female	100	82.71	8.14		
Cohesion	Male	100	47.29	5.925	6.22	Signt. at 0.05 level
	Female	100	49.11	5.298		
Conflict	Male	100	36.75	5.363	4.72	Signt. at 0.05 level
	Female	100	39.76	4.925		
Acceptance and caring	Male	100	37.53	4.697	8.12	Signt. at 0.05 level
	Female	100	40.18	4.413		
Active Recreational Orientation	Male	100	24.5	3.013	4.11	Signt. at 0.05 level
	Female	100	26.87	3.171		

### Interpretation:

From the above table, it can be depicted that on the variable i.e., an academic achievement the Mean of male adolescents was 77.72 the Mean scores of female adolescents was 82.71 respectively. The obtained t-value was 5.23 ( $p < 0.01$ ) which is found to be highly significant. The obtained values show that female

adolescents have a significantly higher level of academic achievement as compared to male adolescents. Gangadhar et al (2013) also found similar results. He found that age and gender differences as factors influencing academic achievement. According to him gender was a more significant factor than IQ in determining high academic performance.

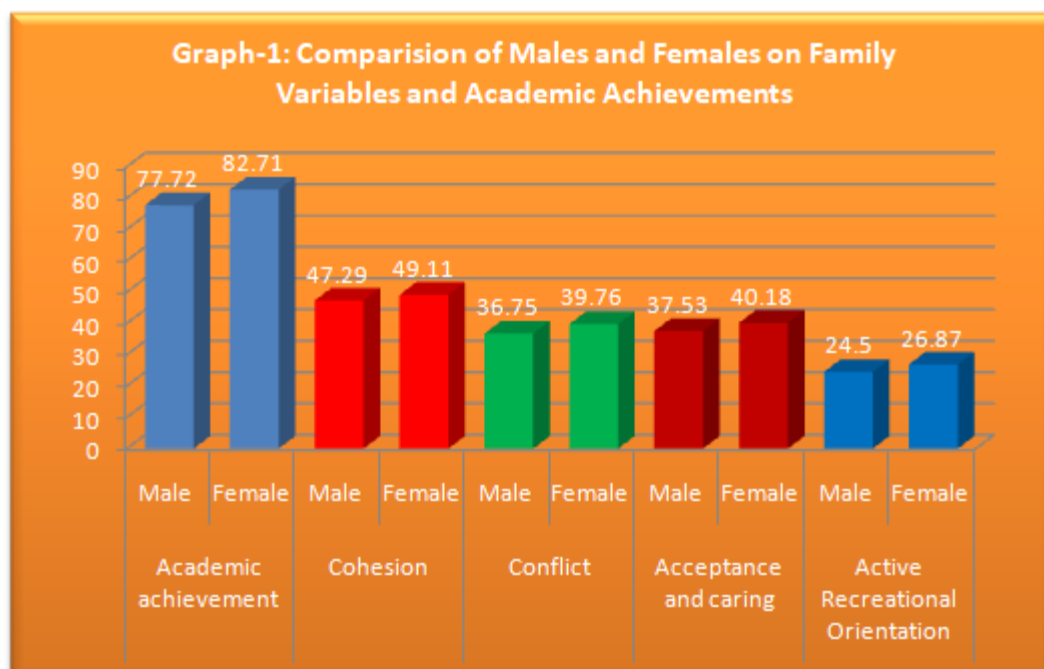
Furthermore, he discovered that girls were among the top-performing students and were superior in interaction and concentration, while boys were superior in language, reasoning, and drilling.

On the other variable, i.e., cohesion, the Mean of male adolescents were 47.29 and the Mean scores of female adolescents were 49.11 respectively. The obtained t-value was 6.22 ( $p < 0.01$ ) which is found to be significant. The Obtained values show that female adolescents perceived a higher level of Cohesion in the family as compared to male adolescents.

On the other variable, i.e., conflict, the Mean score of male adolescents were 36.75 and the Mean scores of female adolescents were 39.76 respectively. The obtained t-value was 4.72 ( $p < 0.01$ ) which is found to be highly significant. The obtained values show that female adolescents perceive a more openly expressed environment in the family to express aggression and conflict as compared to male adolescents.

On the other variable, i.e., acceptance and caring, the Mean and SD score of male adolescents were 37.53 and the Mean scores of female adolescents were 40.18 respectively. The obtained t-value was 8.12 ( $p < 0.01$ ) which is found to be highly significant. The obtained values show that female adolescents feel unconditionally accepted and caring by their families as compared to male adolescents.

On the other variable, i.e., active recreation orientation, the Mean score of male adolescents were 24.5 and the Mean scores of female adolescents were 26.87 respectively. The obtained t-value was 4.11 ( $p < 0.01$ ) which is found to be highly significant. The obtained values show that female adolescents perceive themselves as actively participating in social and recreational activities as compared to male adolescents.



## 7. Correlation results:

Table-2 Inter correlation matrix of Academic achievement with and family dimensions

Variable	Cohesion	Conflict	Acceptance and caring	Active Recreational Orientation	Academic achievement
Cohesion	1				
Conflict	0.562	1			
Acceptance and caring	0.654	0.455	1		
Active Recreational Orientation	0.534	0.655	0.783	1	
Academic achievement	0.523	0.451	0.512	0.433	1

The correlation coefficient of cohesion with academic achievement is positive and significant ( $r=0.523$ ,  $p<0.01$ ), it indicates that the better the cohesive environment in family like support and commitment among family members, the better will be the academic achievement of the adolescent. The correlation coefficient of conflict with academic achievement is positive and significant ( $r=0.451$ ,  $p<0.01$ ), it indicates that if the family of adolescents has better ways of managing conflict it is positively related to better academic achievements of adolescents. The correlation coefficient of acceptance and caring with academic achievement is positive and significant ( $r=0.512$ ,  $p<0.01$ ), it indicates that acceptance and caring among family members create a healthy and positive environment for the whole family which positively contributes to adolescent academic achievements. The correlation coefficient of active recreational orientation with academic achievement is positive and significant ( $r=0.433$ ,  $p<0.01$ ); it indicates that if adolescents take part in social and recreational activities, then their academic achievements will also be better.

Similar results were found by Nagenrda and Manjunath, (2010). They found that the conditions and situations at home affect an individual's life as it plays a vital role in the overall development of the students. Further Maninder Sing (2008) also identified the home environment as an effective factor for the educational aspirations of children and revealed that girls with high educational aspirations have experienced good nurturance at home as compared to boys, who feel more rejected. Yogendra and Manjushi (2014) also illustrated a significant positive relationship between children's perception of their overall family environment and school achievement and academic achievement. High academic achievers are more likely to be well-mannered and independent as compared to low academic achievers who are usually incapable and unemployed, which makes them maladjusted in life.

## 8. Implications:

The findings' nature suggests that students should be given worthwhile options to improve their academic performance and boost their caliber. Parents must establish a home atmosphere that is both supportive and flexible since pupils' independence as learners helps them realize their own and other people's identities. Furthermore, how kids connect with their families-both individually and collectively-lays the foundation for how they will behave and develop as people. According to the findings, families and schools should prioritize the students' general well-being for their healthy growth and development in order to assist their academic success.

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