

Academic Achievement of Higher Secondary School Students in Relation to their Family Relationship

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Abstract: *Academic achievement and family relationship of 140 Higher secondary school students (Male=70, Female=70) was studied. Family Relationship Inventory (FRI) developed by Sherry and Sinha (2011) was used to study the family relationship and marks scored in the previous class were used to assess the academic achievement. Demographic information was collected and Mean, S. D., t test and product moment correlation of Pearson were calculated. Significant difference was found among higher secondary school students having Poor and healthy family relationship. Significant positive relationship was found between academic achievement and family relationship among higher secondary school students.*

Keywords: family relationship, Academic Achievement, Higher Secondary School Students

1. Introduction

The role of education becomes more critical today because of the scientific and technical advancement, explosion of knowledge, diversity and specialization of occupations. There is an emergent demand that the current system of education should be geared towards efficiency and progress towards acculturation. Bringing out the desirable changes in the society teachers and schools plays an essential role for the purpose. Aristotle stated that educated individuals are as superior as the living are to the dead, that is why from time to time psychologists and educationists tries to found new ways through experiments to enhance human knowledge and development.

Giving too much importance to academic achievement of students has raised many questions before the Educationists, Psychologists, Curriculum framers and Researchers. They want to know the factors which are responsible for the enhancement of students' academic achievement in different subjects. An effort to understand the factors underlying the success or failure of students in different subjects does not simply amount to an academic exercise but has practical bearing in the sense that it makes possible the proper utilization of our human and material resources. Such factors when identified will have practical and theoretical implications for developing curriculum and designing educational programs to suit the needs of students with varied backgrounds.

Academic Achievement

Academic achievement is excellence in all academic disciplines, in class as well as extra-curricular activities. Academic achievement is knowledge attained or skills developed by pupils usually in the school subject measured by test scores or by marks assigned by teachers or by both. Academic achievement may be defined as the degree or level of proficiency attained in scholastic and academic work. It is the competence that is really revealed in school subjects in which students have received instructions. It is directly related to pupil's growth and development in

educational situations, where learning and teaching are intended to go on.

Family Relationship

The family is the first to affect the individual. It is the family, which gives the child his first experience of living. It gets him when he is completely uninformed, unprotected, before any other agency has had a chance to affect him. The influence of the family on the child is, therefore, immense. The influence of other agencies, although indispensable, must build upon the ground work furnished by the family (Bhatia & Chadha, 1993).

In a society parent-child relationship is considered as the most special among all human ties. Although it represents lots of characteristics of togetherness, warmth, love, child rearing attitude, mother-child relationship, parental behavior and the potential for considerable conflict include growth. It is an important agency of socialization as it is the place where an individual starts his life, learns the importance of relationships and develops respect for them. But, due to urbanization and social change, joint family system is fast disappearing and nuclear families are increasing. In joint families children grow under the guidance of grandparents and other elders hence the adjustment problems are less. While, in nuclear families the entire responsibility of the children lies on the parents and due to rapid change in Indian social setup, children are now experiencing many pressures which their parents never had and are not know how to cope with such problems. Often it is the grandparents who come to rescue, in such situations because of the experiences they have. Thus the inexperienced way in which the parents treat their children has a profound impact not only on family relations but on the attitude and behavior of the child.

Objectives of the Study

- 1) To compare the academic achievement of higher secondary school students in relation to their poor and healthy family relationship.
- 2) To find out the relationship between academic achievement and family relationship of higher secondary school students.

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Hypotheses

- 1) There is no significant difference in academic achievement of higher secondary school students in relation to their poor and healthy family relationship.
- 2) There is no significant relationship between academic achievement and family relationship of higher secondary school students.

2. Method

Participants

The study was conducted on 140 higher secondary school students from different institutions of Pulwama district of J & K India. The participants included 70 boys and 70 girls from various institutions. Appropriate sample technique was used to select the sample.

Tools used in the Study

Family Relationship Inventory (FRI) developed by Sherry and Sinha (2011) was used to study the family relationship and marks scored in the previous class were used to assess the academic achievement. Demographic information was collected and Mean, S. D., t test and product moment correlation of Pearson were calculated.

The inventory is intended for use with school and college students. It is used for both male and female students. It is helpful for school counselors and psychologists for identifying the maladjusted students. There is no fixed time limit for the inventory. However, usually it has been seen that the students take 40-50 minutes to complete the inventory.

Procedure

Data was collected individually by regular visits to the schools. Special permission was taken from principal office of the school for carrying out the research. Consent was also taken from each participant. Participants were informed that their results will be kept confidential.

3. Results and Discussion

't' value for the academic achievement scores of Higher secondary school students having poor and healthy family relationship

Group	N	Mean	S. D.	't' value
Poor family relationship	56	56.12	16.62	10.29
Healthy family relationship	84	64.87	10.27	

Table 1 show that value between higher secondary school students having poor and healthy family relationship ($t=10.29$) is significant at 0.01 level. Hence the null hypothesis framed earlier, "There is no significant difference in academic achievement of higher secondary school students in relation to their poor and healthy family relationship." is rejected. It reveals that students having healthy family relationship have better academic achievement than students having poor family relationship. Mean scores of higher secondary school students having healthy family relationship i.e. 64.87 is higher than the mean scores of higher secondary school students having poor family relationship i.e. 56.12. The difference in the mean

scores can be due to the different family relationship among students. Those students having healthy family relationship are also better in academic achievement than those have poor family relationship.

Coefficient of Correlation between Academic Achievement and family relationship of Higher Secondary School Students

Variables	df	Coefficient of correlation
Academic Achievement	598	0.738
Family relationship		

Table 2 depicts that co-efficient of correlation between academic achievement and family relationship of higher secondary school students is 0.738 which is highly significant at 0.01 level of significance. So the null hypothesis, i.e., "There is no significant relationship between academic achievement and family relationship of higher secondary school students" is rejected. Hence, there exists a significant positive correlation between these parameters. It indicates that academic achievement and family relationship of higher secondary school students are positively correlated with each other. So it could be concluded that higher secondary school students have better academic achievement if they have healthy family relationship. It can be interpreted that healthy the family relationship, higher the academic achievement of Higher secondary school students and vice-versa.

4. Conclusion

In the light of above results it can be concluded that academic achievement of higher secondary school students in relation to their poor and healthy family relationship differ significantly. It is also concluded that there is significant positive correlation between academic achievement and family relationship of higher secondary school students.

If we want to enhance the academic achievement score of the higher secondary school students we should make efforts to increase family relationship of the pupils, curriculum developers should integrate family relationship into the curriculum of the school.

The present findings should be interpreted with the following limitations in the mind. The first limitation was to use convenience sampling that might limit the generalizability of the results. Present study was restricted to higher secondary students; other classes can also be included in the sample. In the present study the statistical techniques which were used are mean, S. D., t test and correlation, more statistical techniques may be used in the same study. The sample size of the present study was relatively small. Therefore, larger and more representative sample is needed to further investigate the relationship of emotional intelligence with academic achievement and other related factors.

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