



## FAMILY ENVIRONMENT AND ACADEMIC ACHIEVEMENT OF HIGH SCHOOL STUDENTS

**S. Wilson**

Assistant Professor, Govt. College of Education, Orathanad, Thanjavur, Tamil Nadu.



### ABSTRACT

The present study aimed to find out the significant relationship between family environment and academic achievement of high school students. Survey method was employed on a sample of 325 9th standard students in Orathanadu Taluk. Data was analysed by using t-test and r-value. Results found that there is significant difference in family environment of 9th standard students with respect to gender and locality and there is no significant difference in academic achievement of 9th standard students with respect to gender and locality. Finding also indicated that there is significant relationship between family environment and academic achievement of 9th standard students.

**KEYWORDS:** Family Environment, Academic Achievement, High School Students.

### INTRODUCTION:

Family environment is one of the significant factors which decide the value pattern of college students. It is a dominant element in personality pattern also.

Academic achievement in the present competitive challenging scenario in the cultural, socio-economic status places great emphasis on achievement right from the beginning of the formal education. Educational development in India is changing curricula, teaching techniques needs systematic and up-to-date information to correlate pupil's achievement. It is very apt to consider various factors affecting the academic achievement. Pupil's study habits, socio-economic status, intelligence, language, medium of instruction, personality traits, motivation, interest, method of teaching all having their effect on academic achievement.

### NEED AND SIGNIFICANCE OF THE STUDY

Study means to supply one's mentor capacities to the achievement of knowledge, there is not magic key by which academic achievement can become suddenly marked and by improved, but there step by step. Achievement is very important for the acquisition of knowledge. Each and every student must understand the family conditions and problems; they should realize the necessity of maintaining the environment. Education is the best outcome in the environment in which these students need food family environment, only they can learn properly, in all levels of education it is most essential to participate, in cultural activity, communication, expression, achievement knowledge, behaviours etc. In education, there is a direct relationship between family environment and achievement in terms of lerp by the family members, care by parents etc. Hence the researcher has taken up this study.

### OBJECTIVES OF THE STUDY

- To find out the significant difference in family environment of 9<sup>th</sup> standard students in terms of gender and locality.

- To find out the significant difference in academic achievement of 9<sup>th</sup> standard students in terms of gender and locality.
- To study the significant relationship between family environment and academic achievement of 9<sup>th</sup> standard students.

### HYPOTHESES

1. There is no significant difference in family environment of 9<sup>th</sup> standard students with respect to gender.
2. There is no significant difference in family environment of 9<sup>th</sup> standard students with respect to locality.
3. There is no significant difference in academic achievement of 9<sup>th</sup> standard students with respect to gender.
4. There is no significant difference in academic achievement of 9<sup>th</sup> standard students with respect to locality
5. There is no significant relationship between family environment and academic achievement of 9<sup>th</sup> standard students.

### METHOD & SAMPLE

Survey method was used for the present study. The simple random sample consists of 325 students from high schools in Orathanadu Taluk, Thanjavur, Tamil Nadu.

### TOOL

- Family Environment Scale developed by the Investigator.

### DATA ANALYSIS

**Table 1: Family Environment of 9<sup>th</sup> Standard Students based on Gender**

Gender	N	Mean	SD	t-value	Remark
Male	146	88.068	7.786	5.131	Significant
Female	179	92.346	7.078		

From Table-1, the calculated t-value 5.131 is greater than the table value 2.58 at 0.01 level of significance. Thus there is significant difference in family environment of 9<sup>th</sup> standard students based on gender. Therefore the hypothesis-1 is rejected.

**Table 2: Family Environment of 9<sup>th</sup> Standard Students based on Locality**

Locality	N	Mean	SD	t-value	Remark
Rural	260	90.023	8.019	2.239	Significant
Urban	65	92.030	6.015		

From Tabl-2, the calculated t-value 2.239 is greater than the table value 1.96 at 0.05 level of significance. Thus there is significant difference in family environment of 9<sup>th</sup> standard student with respect to locality. Therefore the hypothesis-2 is rejected.

**Table 3: Academic Achievement of 9<sup>th</sup> Standard Students based on Gender**

Gender	N	Mean	SD	t-value	Remark
Male	146	21.294	3.295	0.388	Not Significant
Female	179	21.156	3.066		

Table-3 shows that the calculated t-value 0.388 is less than the table value 1.96 at 0.05 level of significance. Thus there is no significant difference in academic achievement of 9<sup>th</sup> standard student with respect to gender. Therefore the hypothesis-3 is accepted.

**Table 4: Academic Achievement of 9<sup>th</sup> Standard Students based on Locality**

Locality	N	Mean	SD	t-value	Remark
Rural	260	21.076	3.294	1.885	Not Significant
Urban	65	21.784	2.540		

Table-4 depicts that the calculated t-value 1.885 is less than the table value 1.96 at 0.05 level of significance. Thus there is no significant difference in academic achievement of 9<sup>th</sup> standard students with respect to locality. Therefore the hypothesis-4 is accepted.

**Table 5: Relationship between Family Environment and Academic Achievement of 9<sup>th</sup> Standard Students**

variables	N	'r' value	Remark
Family Environment	325	0.302	Significant
Academic Achievement	325		

From Table-5, the calculated 'r' value (0.302) is greater than the table value (0.139) at 0.05 level of significance. Therefore the hypothesis-5 is rejected. Thus there is significant relationship between family environment and academic achievement of 9<sup>th</sup> standard students.

#### FINDINGS

- There is significant difference in family environment of 9<sup>th</sup> standard students with respect to gender and locality.
- There is no significant difference in academic achievement of 9<sup>th</sup> standard students with respect to gender and locality.
- There is significant relationship between family environment and academic achievement of 9<sup>th</sup> standard students.

#### SUGGESTIONS

- A similar study can be conducted for other population.
- More number of background variables can be considered for research.
- A relational background of variables with other background variables can be taken up for further research.
- The study was conducted only in few selected school in the Thanjavur district; it can be extended to school located in other district.
- A comparative study can be done selecting school for each district in Tamil Nadu State.
- A comparative study can be undertaken among primary, secondary school can be carried out.

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