REVIEW OF RESEARCH

FAMILY ENVIRONMENT OF IX STANDARD STUDENTS AND THEIR ACADEMIC ACHIEVEMENT

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ABSTRACT:

The present study was explored to find out the family environment and academic achievement of IX standard students. Survey method employed on a sample of 300 IX standard students from 6 schools in Thanjavur District, Tamil Nadu. t-test was used for data analysis. Findings showed that there is significant difference in family environment of IX standard students based on gender and locality. Results also revealed that there is significant difference in academic achievement of IX standard students in terms of gender and there is no significant difference in academic achievement of IX standard students with respect to locality.

KEYWORDS: *Family Environment, Academic Achievement, IX Standard Students.*

INTRODUCTION

Families are defined as special variants of intimate relationship systems for which the maintenance of boundaries privacy, closeness, and performance are crucial, albeit empirically more or less variable defining elements. This definition not only also focuses on a genuine psychological perspective that is how and to what extent people influence each other and is influenced by the relationship context- in which they are living. In addition it takes into account the dynamic nature or the co-developing individual family unit by explicitly considering the possibility that a person might be part of a series of quite different intimate relationship system across his or her life course. Family is very important because from it he inherits the cultural traditions. From this viewpoint family becomes more important fro man. It is generally seen that if one is deprived of family protection, his development remains incomplete, therefore for the desirable development of the child the family has to hold certain responsibilities.

The role of family environment in children's education has become central issues in educational policy and research. Fuelled by concerns of how to improve student achievement and reduce educational inquires, family environment and family - school partnership are considered among the most forceful educational strategies research findings support the existence of a positive relationship between family environment and the educational cussed, especially in the elementary school years. However, current knowledge regarding the nature and magnitude of the effects of Parental Encouragement in secondary education is inconsistent and limited in scope. Most of the existing research has investigated family environment in the primary and middle grades. Less is known about successful family environment in higher secondary school. The current project seeks to expand knowledge of the different parental practices in higher secondary education, as well as their effects on the academic success of high school students.

OBJECTIVES OF THE STUDY
- To find out the significant difference in family environment and academic achievement of IX standard students based on gender and locality.

HYPOTHESES
1. There is no significant difference in family environment and academic achievement of IX standard students with respect to gender and locality.

METHODOLOGY
The present study based on survey method. 6 schools were selected through stratified random sampling technique. The sample for the present study consisted of 300 IX standard students in Thanjavur District of Tamil Nadu State. The students of both sexes coming from both rural and urban areas were included in the study. The tools were: Family Environment Scale by Suresh Kumar, M. (2010) and achievement scores in all subjects by the IX standard students were collected from their half yearly examination. Data was analyzed by using t-test.

DATA ANALYSIS
Table 1: Family Environment and Academic Achievement of IX Standard Students based on Gender and Locality

			N	Mean	SD	t-value	Remark
Family Environment	Gender	Male	150	63.02	5.75	3.131	Significant
		Female	150	64.96	4.91		
	Locality	Rural	165	63.01	5.59	3.535	Significant
		Urban	135	65.17	4.50		
Academic Achievement	Gender	Male	150	63.13	5.72	2.789	Significant
		Female	150	64.77	4.42		
	Locality	Rural	165	63.94	5.44	0.019	Not Significant
		Urban	135	63.96	4.85		

Degrees of freedom = 298

Table-1 shows that the calculated t-values 3.131 and 3.535 are greater than the table value 1.96 at 0.05 level of significance. Thus there is significant difference in family environment of IX standard students in respect of their gender and locality.

From Table-1, the calculated t-value 2.789 is greater than the table value 1.96 at 0.05 level of significance. Hence it is concluded that there is significant difference in academic achievement of IX standard students with respect to their gender and the calculated t-value 0.019 is less than the table value 1.96 at 0.05 level of significance. Thus there is no significant difference in academic achievement of IX standard students in terms of their locality.

FINDINGS OF THE STUDY
- There is significant difference in family environment of IX standard students based on gender and locality.
- There is significant difference in academic achievement of IX standard students with respect to gender.
- There is no significant difference in academic achievement of IX standard students with respect to locality.

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CONCLUSION

The present investigation has shown that the family environment and academic achievement of IX standard male students is lower than their counterparts. Thus it could be concluded that teachers should motivate the male students in their instructional classes by providing guidance to enhance family environment and academic achievement.

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