A study of family environment Relationship and academic achievements of the Secondary Level Students

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Abstract

The present study is descriptive about the personality, self-cencept and fimaly environment of the secondary level student's. There are a number of such problems related to the education and development of child which wil particularly require psychology for their solution. Educational psychology studies physical and mental development of children, their social and community development, personality intelligence, ability capacity, aptitude, thinking, memory and imagination etc. In addition to these studies different forms of laming methods, contribution of the child in learning condition of learning and use of different mental process in Education.

Key words: **fimaly environment**   *and academic achievements of the Secondary Level Student's*.

Introduction:

The process of education of human being starts when he is in the womb of his mother. At that time, he has a kind of environment and he has to adapt himself to another environment as soon he is born. If the infant falls to adapt it to the environment of the womb, its development is retorted and it becomes weak or sick. Such an infant does not succeed well in adaption to the outside environment after birth. The outside environment is very much extensive than the womb of the mother and as such needs more adaptation after birth. As the child grows up his environment becomes more and more complex and accordingly the needs of adaptation also increase. This activity of adaptation is a part of his education process. So in order to prepare himself to for adaptation or develop himself for environmental needs man requires a system education which may continue from birth to the grave.

There are a number of such problems related to the education and development of child which will particularly require psychology for their solution. Educational psychology studies physical and mental development of children, their social and community development, personality intelligence, ability capacity, aptitude, thinking, memory and imagination etc. In addition to these studies different forms of laming methods, contribution of the child in learning condition of learning and use of different mental process in education.

From this point of view the role of education instituting as an agency of education jis very limited almost one fourth in the first half of the life and the destiny of man is necessarily possessed by other agencies. However, this limited role of schools and colleges is so powerful that other agencies of education are directly or indirectly controlled and guided by these educational institutions. Through all agencies of education, education is connected with the preservation, transmission and advancement of experiences from one generation to the next for sake of linking past present and future the family one of the agencies of education so the researcher decide to work on the family.

Now-a-days most of the parents expect better performance from their children in the school. (They become happy if their children in the school.) They become happy if their children perform better as compared to other peers in their class. Due to this reason some parents give more time to the development of their children. They love their children and always try to find out the solution of various problems faced by the children in their day to day life. So that child from such family performs better in the school. But in the country like India. Parents play a dominant role and the children grow under the strict control of the parents.

The children have to do what the parents order and such children feel themselves inferior and they and fever think for higher achievements in their to. At present, most of the parents in the individual areas are leading a busy life. They are bringing very less time for the development of their not. Due to the lack of love and affection, children children are problem in their adjustment and dealings. Such problems create tension in them, which similarly lower down their academic achievement. Along with parental expectation and there relationship with their wards there is another factor such influences the academic achievement of are students in the school. All say that intelligent performs better in all subjects of the school curriculum. Let's see how intelligence and family relationship are determining factor for academic achievement of the children.

In recent years, it has been questioned whether family has plays significant role as it is in the past century. Some feel that the family no longer says major role in the education of individuals a providing recreation, or in nurturing the child towards a specific vocation. Various studies have been conduct relating to the type of family relationship and the education and intelligence of the child. Many researchers found that the family plays a vital role in all round development of the child including their better education and the development of intelligence.

Review of Related Literature:

Pathak, A.N. 1989: Creativity and Personality. The purpose of the study was to explore some personality factors and value orientations of creative individuals. The entire sample consisted of four hundred college freshman drawn from the three different colleges of Barh sub division in the district of Patna. The total data collected wee on 518 students. The relevant findings of the study were: The high and low creative subjects were significantly differentiated on educational adjustment; together with overall adjustment scores. The high and low creative subjects were not significantly differentiated on home, health, and emotional adjustment scores. Positive but not significant correlations were obtained between creativity index on the one hand and home, social and educational dimensions, together with overall, signifying that the high creative students were poor on these dimensions of adjustment but not to

single level. The high and low creative subjects significantly differentiated on theoretical and aesthetic. The high and low creative individuals were not significant on economic, social, political and religious value. Positive but not.

Kaur, Parvinder (1992):Studied relationship among creativity, intelligence and academic achievement in different subjects of X Graders, problem is concerned with the Prediction of achievement in different schools subjects on the basis of different dimensions of creativity, composite creativity and intelligence. The main objectives are: (1) To determine the relationship of composite creativity and its dimensions with intelligence and subject-wise academic achievement of male and female students, (2) to determine the common effect of intelligence on the relationship between creativity and subject-wise academic achievement of males and females, (3) to explore the relationship of intelligence with subject-wise academic achievement of males and females, (4) to study the common effect of creativity on the relationship between intelligence and subject-wise academic achievement of males and females, (5) to determine the relative efficiency of creativity and intelligence as predictors of subject-wise academic achievement of males and females, and (6) to study the conjoint effects of creativity and intelligence towards the prediction of subject-wise academic achievement of males and females. The sample comprised 600 Class X students, 300 boys (150 rural, 150 urban), 300 girls (150 rural, 150 urban) selected through stratified random sampling technique from 30 high/higher secondary schools of Patiala District of Punjab. The tools used were Torrance Tests of Creative Thinking (Verbal Form A), and Samoohik Mansik Yogyata Pariksha by R.K.Tandon, apart from the marks of students in the Class IX annual examination conducted by Punjab School Educational Board, Product-moment correlation, partial correlation, multiple correlation, coefficients of determination for relative predictive efficiency, F-rations for level of significance of values were the statistics used for data analysis.

Navita (2008):Entitled An investigation into the relationship among personal values, teaching attitudes and socio-economic status of teacher trainees was conducted on a sample of 600

teachers trainees studying in Delhi. The sample included 300 B.Ed. teacher trainees (150 male & 150 female) from the affiliated colleges of Guru Gobind Singh Indraprastha University, Delhi and 300 DIET teacher trainees (150 male and 150 female) from diet under SCERT, Delhi. In the selection institutions and students random cluster technique were used. The major findings were: male and female teacher trainees differ significantly with respect to personal value, religious, aesthetic, economic values were given higher weightage by female teacher trainees while the social, democratic, knowledge, power, family peestige and health values were given higher weightage by male teacher trainees.DIET teacher trainees differ significantly from B.Ed. teacher with respect to their religious, aesthetic, hedonistic, family prestige and health values. In these values DIET teacher were given higher weightage than B.Ed. students. Similarly B.Ed. teacher trainees differ significantly from DIET teacher trainees in respect to social, democratic, knowledge and power values. These values are given higher weightage by B.Ed. teacher trainees as compare to DIET teacher trainees. Significant and positive correlation between social, democratic, knowledge, power values and the total teaching attitude were observed whereas coefficient of correlation was significant and negative between hedonistic, family prestige and

health values. Male and female teacher trainees do not vary with respect to teaching attitude.

Objectives:
Following were the objectives of the study:
(a) To find out the relationship between concentrated attitude of the father and academic achievement of the Secondary Level Students.
(b) To find out the relationship between avoidance attitude of the mother and academic achievement of the Secondary Level Students.
(c) To find out the relationship between avoidance attitude of the father and academic achievement of the Secondary Level Students.

Hypothesis:
(a) There is no significant between two level of concentrated attitude of father of high and low achiever.
(b) There is no significant between two level of avoidance attitude of mother of high and low achiever.
(c) There is no significant between two level of avoidance attitude of father of high and low achiever and low achiever.

Tools Used:
After selecting the sample, the next step was to choose suitable tools for the collection of data. The investigator used the family relationship inventory, standardized by Dr. G.P. Sherry and Dr. J.C.Sinha.

Result and Data Analysis:
Concentrated Attitude of Father and academic achievement of the Students: Mean͵S.D. and N for High Achievers and Low Achievers.

S.N.	Name of Group	N	Mean	S.D.
1.	High Achievers	64	11.26	3.74
2.	Low Achievers	82	10.80	2.86

Difference between Mean values͵ SE of Difference between Mean values and critical ratio

S.N.	Name of Group the Mean	Difference between Mean	SE of Difference	C.R.
1.	High & Low Achievers	0.46	03.29	0.85(NS)

NS- Indicates not significant Results:
An observation of the above table seemed that mean value of acceptance. Attitude of mothers for high achievers were 11.26 with S.D. 3.34 and for low achievers was 10.80 with S.D. 2.86. This shows that the mean value of high achievers was higher than the lower achievers. The above table seemed that difference value was 0.46͵S.E of difference between mean value was 3.29 and critical ratio was 0.85(NS)

which is statistically significant at 0.01 level 0.50 null hypothesis was rejected .This is may be inferred that these was significant difference in the level at acceptance attitude of high and low achievers.

Discussion:

Hypothes is No.a¸ results were that there exists no significant   relationship between the concentrated attitude of father and academic achievement of children. Hence the hypothesis is rejected. Avoidance attitude of mother and academic achievement of the students.

Mean¸S.D. and N for High Achievers and Low Achievers.

S.N.	Name of Group	N	Mean	S.D.
1.	High Achievers	64	9.94	3.35
2.	Low Achievers	82	12.35	4.69

Difference between Mean values¸ SE of Difference between Mean values and critical ratio

S.N.	Name of Group	Difference between Mean	SE of Difference	C.R.
1.	High & Low Achievers	2.41	4.13	3.55*

*Singnificant at 0.01 level.

Results: An observation of the above table seemed that mean value of acceptance attitude of mothers for high achievers were 9.94 with S.D. 3.35 and for low achievers was 12.35 with S.D. 4.69. This shows that the mean value of high achievers was higher than the lower achievers. The above table seemed that difference value was 2.41¸S.E of difference between mean value was 4.13 and critical ratio was 3.55** which is statistically significant at 0.01 level 0.50 null hypothesis was rejected .This is may be inferred that these was significant difference in the level at acceptance attitude of high and low achievers.

Discussion: Hypothes is No.b¸ results were respect that the avoidance attitude of mothers has affected the academic achievement of children. Thus hypothesis is accepted. Avoidance attitude of father and academic achievement of the students.

Mean¸S.D. and N for High Achievers and Low Achievers.

S.N.	Name of Group	N	Mean	S.D.
1.	High Achievers	64	10.22	3.45
2.	Low Achievers	82	12.52	4.21

Difference between Mean values¸ SE of Difference between Mean values and critical ratio

S.N.	Name of Group Between	Difference between Mean	SE of Difference	C.R.
1.	High & Low Achievers	2.30	3.89	3.60*

*Singnificant at 0.01 level.

Results:

An observation of the above table seemed mean value of acceptance attitude of mothers for high achievers was 10.22 with S.D. 3.45 and low achievers was 12.52 With S.D. 4.21.This shows that the mean value of high achievers was higher than the lower Achievers. The above Table seemed that difference value was 2.30.S.E of difference between mean value was 3.89 and critical ratio was 3.60* which is statistically significant at 0.01 level 0.50 null was rejected. This is may be inferred that these was significant difference in the level of acceptance attitude of high and low achievers.

Discussion: Hypothesis No. c, results were that the avoidance attitude of the fathers let to low

academic achievement of the children. Hence hypothesis is accepted

CONCLUSION:

1. There is no significant difference in the level of concentrated attitude of father of High and Low achievers therefore there exists significant difference in the the academic achievements of high and low achievers due to the concentrated attitude of the father.

2. There exists a significant difference in the level of avoidance attitude of father of high and low achievers. The mean score of low achievers is 12.35 which is greater than the mean score of high achievers (9.94).It indicates the avoidance attitude of the father lead to low academic achievement of the children.

3. There exists a significant difference in the level of avoidance attitude of mother of high and low achievers. The mean score of low achievers is 12.52 which is greater than the mean score of high achievers (10.22).It indicates avoidance of the children.

The family has the most singnificant influence on the development of the child. The family provides the major environmental influence that remains throughout life and this is the most pervasive of all influence. It is the home that gives the child meaning of love and affection. The family has the most singnificant role to play in the development of personality of the child.Witmer and Kotinsky point out clearly the significance of the family in the developmentof personality of the individual.They have stated that "It is in and through the family that the main components of the child's personality develop.The struggle between the feeling of trust and mistrust is first worked out in relation to the parents and it is by family member that the autonomy and initiative characteristic of our society are encouraged or denied." It is in the famity that the child first struggles with developing a feeling of adequacy

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