A STUDY OF FAMILY RELATIONSHIP OF SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR ACADEMIC ACHIEVEMENT

Dr. Vikrant Mishra
Assistant Professor, Shivalik College of Education, Aliyaspur (Ambala).

Mr. Kamlesh Singh Yadav
Former M.Ed. Student, Lingaya’s University, Faridabad.

Abstract

The study is all about the relationship of the secondary school children with their parents and its impact over their academic achievement. The acceptance attitude of the father and of the mother too has a great impact on the achievement of the students. The concentrated and avoidance attitude was also studied and found to have a significant impact upon the children. If the family environment is positive, it gives the child a positive energy enabling him to perform fullest to his potentiality.

Key words: Career-advancement, Efficiency, Red-tapism, Quality education
INTRODUCTION

The family has the most significant 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 influences. It is the home that gives the child meaning of love and affection. The family has the most significant role to play in the family has the most significant role to play in the development of personality of the child. Witmer and Kotinsky, in this regard stated that “It is in and through the family that the main components of a child’s personality develop. The struggle between feeling of trust and mistrust is first worked out in relation to the parents and it is by family members that the autonomy and initiative characteristics of our society are encouraged or denied.” It is within the family atmosphere and family constellation that the child learns what he is and what it is that his parents expect to him.

At present, most of the parents are leading a busy life and they have less time for development of the child. Due to the lack of love and affection, children face many problems in their adjustment and dealings. Such problems create tension in them, which ultimately lower down their academic achievement.

OBJECTIVES OF THE STUDY

Following were the objectives of the study

To find out the relationship between acceptance attitude of the mother and academic achievement of the children.

To find out the relationship between the acceptance attitude of the father and academic achievement of the children.
To find out the relationship between the concentrated attitude of the mother and academic achievement of the children.

To find out the relationship between the concentrated attitude of the father and academic achievement of the children.

To find out the relationship between the avoidance attitude of the mother and academic achievement of the children.

To find out the relationship between the avoidance attitude of the father and academic achievement of the children.

HYPOTHESES

Keeping in view the above objectives, the investigator had formulated following hypotheses for the study:

1. There exists significant relationship between the acceptance attitude of the mother and academic achievement of the children.

2. There exists significant relationship between the acceptance attitude of the father and academic achievement of the children.

3. There exists significant relationship between the concentrated attitude of the mother and academic achievement of the children.

4. There exists significant relationship between the concentrated attitude of the father and academic achievement of the children.

5. There exists significant relationship between the avoidance attitude of the mother and academic achievement of the children.

6. There exists significant relationship between the avoidance attitude of the father and academic achievement of the children.
and academic achievement of the children.

METHODOLOGY

The descriptive survey method of research was followed in the present study.

SAMPLE

Keeping in view the limited sources of time, money and practical difficulty, a limited sample consisted of 150 students of secondary level of Modern Public School, S.S.M Public School, Murari Lal Public School, D.A.V Public School, H.K. Public School, all situated in Faridabad District of Haryana were taken.

TOOLS USED

The investigator used the Family Relationship Inventory, standardized by Sherry and Sinha.

RESULTS AND DISCUSSIONS

Results with respect to Acceptance Attitude of Mothers towards High and Low Achievers

<table>
<thead>
<tr>
<th>Table 4.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
</tr>
<tr>
<td>-----</td>
</tr>
<tr>
<td>High</td>
</tr>
</tbody>
</table>

Journal of Radix International Educational and Research Consortium

www.rierc.org
Achievers

<table>
<thead>
<tr>
<th>Low Achievers</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>82</td>
<td>17.22</td>
<td>2.76</td>
<td>2.65</td>
<td>3.45</td>
</tr>
</tbody>
</table>

**Interpretation**

The ‘t’ ratio calculated in Table 4.1 was found to be 3.45 which is significant at .01 level. It means there exists a significant difference in the academic achievement of the children due to the acceptance attitude of the mothers. The mean score of the high achievers (19.22) is higher than the mean score of the low achievers (17.22); so it can be interpreted that the acceptance attitude of mothers leads to high achievement whereas the non-acceptance attitude of the mothers lead to low achievement among the children. Hence hypothesis No. 1 is accepted.

**Results with respect to Acceptance Attitude of Fathers towards High and Low Achievers;**

**TABLE; 4.2**

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>SED</th>
<th>‘t’</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>68</td>
<td>20.09</td>
<td>2.23</td>
<td>2.42</td>
<td>4.64</td>
<td>.01</td>
</tr>
<tr>
<td>Achievers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low Achievers</td>
<td>82</td>
<td>18.24</td>
<td>2.57</td>
<td>2.42</td>
<td>4.64</td>
<td>.01</td>
</tr>
</tbody>
</table>

**INTERPRETATION**

Table 4.2 shows that calculated “t” ratio is 4.64 which is significant at .01 level. There exists a significant difference between the mean scores of high and low achievers due to the acceptance attitude of fathers. The mean scores of high and low achievers are 20.90 and 18.24 respectively. The mean score of high achievers is greater than the mean score of low achievers so it can be interpreted that the acceptance attitude of fathers lead to high achievement scores in the children and low achievement can be due to the non-acceptance attitude of the fathers. Hence hypothesis No.2 is accepted.

Tables 4.1 and 4.2 indicate that the acceptance attitude of the parents (Father and Mother) leads to high academic achievement of the children. Same results had been obtained from the investigation of Symonds (1939), Dounglas (1964) and Paul (1986). Symonds (1939), in his study noted that the parents who are devoted to the rearing of the child, looked upon him as an individual rather than as a child, interested in his plans and ambitions, give wise counselling and encouragement, their children performed better in the school as compared to their peers. Douglas (1964), in his study also found a cumulative effect of parental acceptance on school achievement. He concluded that, the attitude of children to their work is deeply affected by the degree of encouragement which is given to them by their parents. Paul (1986), also supported the above given findings. He came to the conclusion that the factors of home environment like recognition of the child’s achievement, parental aspiration, forbearance for the child’s wishes, parental affection, encouragement for initiative and freedom, etc. had positive and

[www.rierc.org](http://www.rierc.org)
significant effect on student’s achievements.

Results with respect to concentrated Attitude of Mothers towards High and Low achievers

**TABLE; 4.3**

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>SED</th>
<th>‘t’</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>High Achievers</strong></td>
<td>68</td>
<td>11.97</td>
<td>3.75</td>
<td>3.37</td>
<td>1.05</td>
<td>NS*</td>
</tr>
<tr>
<td><strong>Low Achievers</strong></td>
<td>82</td>
<td>11.39</td>
<td>3.01</td>
<td>3.37</td>
<td>1.05</td>
<td>NS*</td>
</tr>
</tbody>
</table>

*NS indicates not significant

**INTERPRETATION**

The ‘t’ ratio calculated in table 4.3 is found to be 1.05 which is insignificant at .01 level and .05 level. It shows that there is no significant difference between mean score of high and low achievers due to concentrated attitude of the mother. It means that the concentrated attitude of the mother does not affect significantly the academic achievement of the children. Hence hypothesis no.3 is rejected.

Result with respect to concentrated attitude of Father towards high and low achievers;

**TABLE; 4.4**
**INTERPRETATION**

Table 4.4 shows that the calculated ‘t’ ratio is 0.85 which is insignificant at .01 level and .05 level. It shows that there is no significant difference between mean score of high and low achievers due to the concentrated attitude of the father. It indicates that there exist no significant relation between the concentrated attitude of the father and academic achievement of the children. Hence, the hypothesis no.4 is rejected.

Table 4.3 and 4.4 shows the relationship between concentrated attitude of the father and mother on the academic achievement of the children. It was found from the investigation that the concentrated attitude of the mother and father did not show significant affect on the academic achievement of the children. The above findings can be supported through the finding of Baum rind (1966). In her study, she found no significant relationship between the authoritarian attitude and the academic achievement of the children. The decision of parents are forced upon them which might lead to their poor or weak performance.
Results with respect to avoidance attitude of Mother towards high and low achievers.

TABLE 4.5

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>SED</th>
<th>‘t’</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Achievers</td>
<td>68</td>
<td>9.94</td>
<td>3.35</td>
<td>4.13</td>
<td>3.55</td>
<td>.01</td>
</tr>
<tr>
<td>Low Achievers</td>
<td>82</td>
<td>12.35</td>
<td>4.69</td>
<td>4.13</td>
<td>3.55</td>
<td>.01</td>
</tr>
</tbody>
</table>

INTERPRETATION

The calculated ‘t’ value (3.55) shown in the table 4.5 is significant at .01 level of significance. It shows a significant relationship between the avoidance attitude of the mother and academic achievement of the children. The means score of high and low achievers are 9.94 and 12.35 respectively which indicates that the mean score of low achievers is greater than the mean score of high achievers. So, it can be interpreted that the avoidance attitude of the mothers has affected the academic achievement of children. Thus hypothesis No.5 is accepted.
Results with respect to Avoidance Attitude of Fathers towards High and Low Achievers;

**TABLE 4.6**

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>SED</th>
<th>‘t’</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>68</td>
<td>10.22</td>
<td>3.45</td>
<td>3.89</td>
<td>3.60</td>
<td>.01</td>
</tr>
<tr>
<td>Achievers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low</td>
<td>82</td>
<td>12.52</td>
<td>4.21</td>
<td>3.89</td>
<td>3.60</td>
<td>.01</td>
</tr>
<tr>
<td>Achievers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**INTERPRETATION**

The ‘t’ ratio calculated in table 4.6 is 3.60 which is significant at .01 and .05 level of significance. It indicates that there exists a significant relationship between the avoidance attitude of the father and academic achievement of the children. The means score of low achievers is 12.52, which is greater than the mean score of high achievers (10.22). Thus the avoidance attitude of the fathers led to low academic achievement of the children.

Hence, the hypotheses No.6 is accepted.

It can be concluded from Tables 4.5 and 4.6 that the avoidance attitudes of the parents led to low academic achievement of the children. Avoidance characterizes the disposition...
of parents who either neglect or reject the child. They manifest no positive interest in child or his activities which depresses the child in his academic achievement. Same result had been obtained by Symonds (1939).

**MAIN FINDINGS**

There exists a significant difference in the academic achievement of High and Low achievers due to the acceptance attitude of the mother. The mean score of high achievers on the acceptance variable of Family Relationship Variable is 19.22 which is greater than the mean score of low achievers (17.22). It indicates that the acceptance attitude of mothers lead to high academic achievement of the children.

There is significant difference between the academic achievements of High and Low achievers due to the acceptance attitude of the Father. The mean score of high achievers (20.09) is greater than the mean score of low achievers (18.24). Thus It indicates that the father’s acceptance attitude lead to high academic achievement of the children.

There is no significant difference in the mean scores of High and Low achievers due to the concentrated attitude of the mother. Therefore, there exists no significant relationship between the concentrated attitude of the mother and academic achievement of the children.

There is no significant difference in the mean scores of High and Low achievers due to the concentrated attitude of the father. Therefore, there exists no significant relationship between the concentrated attitude of the father and academic achievement of the children.

There exists a significant difference in the academic achievement of High and Low achievers due to the avoidance attitude of the mother. The mean score of low achievers
(12.35) is greater than the mean score of high achievers (9.94). It indicates that the avoidance attitude of mothers lead to low academic achievement of the children.

There exists a significant difference in the academic achievement of High and Low achievers due to the avoidance attitude of the father. The mean score of low achievers (12.52) is greater than the mean score of high achievers (10.22). It indicates that the avoidance attitude of fathers lead to low academic achievement of the children.

EDUCATIONAL IMPLICATIONS

The acceptance attitude of parents increase the academic achievement of the learners.

It is implied that the acceptance attitude of parents create politeness, honesty, confidence in the child. He feels himself confident and self sufficient in doing the work.

The study also shows that concentrated attitude of parents don’t affect significantly on the academic achievement of the learners. So it implies that, by the concentrated attitude of his parents, the child feels inadequate, inferior and inhibited.

The avoidance attitude of the parent creates the child as a boss over his parent and show scant respect to them. He tends to become disobedient and irresponsible.

The study has its implications for the school authorities also. School authorities should call the parents to give them an opportunity to see their child in relationship to a comparatively large number of children. Parents may do better by seeing the behaviour of child in home and in school.

School administrators can enforce the school authority to conduct the frequent meetings with the parents of the students. Frequent meetings will access the activities and
development of the students and it will certainly improve their academic performance.

SUGGESTIONS

Following suggestions can be given for the further study.

The present study was confined to only five schools of Muzaffarnagar District in U.P. Similar studies should also be conducted in other areas.

The present study was confined to secondary school students only. Similar studies can be conducted on high secondary level.

The present study was confined to academic achievement only. Similar studies can be conducted on the other side of student like intellectual development, social development, emotional development, sound health etc.

Using other tools and techniques on family relationship can do replication for the study.

Similar study can be conducted at different levels of education with a large sample.

The study can take into account sex differences of students.

BIBLIOGRAPHY


