



EFFECT OF FAMILIAL FACTORS ON ACADEMIC ACHIEVEMENT OF SCHOOL CHILDREN OF 10TH STANDARED STUDENTS

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ABSTRACT:

The study was designed to find out the effect of selected familial factors on the academic achievement of school children. The sample comprised of 120 children of X standards drawn purposively from ten schools, recognised by the Karnataka State Secondary Education Board, Bangalore and distributed across the different zones of the Mysore city. The parents of the children too formed the sample of the study. Interview schedules for the children and separate questionnaires for the parents were developed and administered to the respondents. The data analysed using frequency distributions and co relational analysis. The results indicated that the parental factors, namely father's occupation and parental contributions were found to have significant effect on academic achievement of children.

1. INTRODUCTION:

Family is the first basic institution for educating the child. It plays a pivotal role in the academic performance of the child. It provides greater dependency and developmental plasticity. Several committees reporting on the nation's schools have in fact listed parents involvement as a significant goal and target for educational reform (Pangotra, 1986).

Within the research the history of interest in parent involvement stems from sociological theories noting the importance of family background factors such as parental education, in predicting school achievement. Lohani and Mohite (1990) indicated that academic performance of children differs across families because of differences in the quality of home environment to which children are exposed. The family demographic variables influence the home environment which in turn affects the academic performance of children. Further, a large number of studies (Sharma, 1984; Jannardhan, 1985; World Bank, 1990; & Vijayalaksluni, 1997) supported the view that parent education, especially that of the mother would have a tremendous influence on the child's scholastic success.

Other factors that are indirectly affected by family too contribute to -academic success of children. For instance, achievement motivation which accelerates scholastic progress is closely related to child-rearing practices, especially parental beliefs and attitudes. Seymour, 1976; Okagasi & Stemberg 1993).

A number of studies have been conducted on socio- economic status indicating that SES factors were some of the most effective in influencing the academic achievement Manju & Mehra, 1992; Vijayalakshmi, 1997; Mohanty & Amina Das, 1997). These studies seem to indicate that high academic achievement requires supportive, warm and favourable home environment. This study is an attempt to understand the effects of selected family variables on the academic achievement of children in the city of Mysore, Karnataka.

2. METHOD:

2.1. Sample:

The sample of the study comprised of 120 children of IX and X standards drawn purposively from ten private schools of Mysore district recognised by the State Education Board, Andhra Pradesh (India).

- a. **Criteria for selection of the sample:** Ten schools were selected from six zones covering nine ranges of schools, in Mysore district. Care was taken to seek the records and the opinion of the District Educational Officer to identify schools with consistent good record in achieving State ranks for their children. The study was confined to only private schools so that school atmosphere and background would not differ drastically from one another in the total sample.
- b. **Criteria for selection of children:** Based on the academic records of children in the previous annual examination, children holding first to sixth ranks from each class were selected. Thus a total of twelve (12) students from X standards, were selected. These standard were chosen because children face serious pressure to achieve in school during the last year of schooling as well as they would have stabilised their ranks and are also mature enough to respond to the requirements of this study.

2.2. Measurement and Analysis:

- a. Interview schedule for children consisted of information on their perceptions about their parental contributions, perceptions and expectations, sibling assistance and assistance from other family members along with general information about the child.
- b. A questionnaire was developed for eliciting information from the parents tapping information on parental perceptions, contributions, aspirations and expectations from their children.

While the children were interviewed personally, the parents responded to the questionnaires and sent back the information with their children.

This data was analysed using frequency percentages and co-relational analysis.

3. RESULTS AND DISCUSSION

3.1. Profile of the respondents

It was found that children predominantly belonged to nuclear families (92.5%). The average family size was 3.0. Interestingly, about 50 percent of the sample were first born children, among them 8.5 percent, were from single child families. All the families were Lower-middle to upper middle income group whose approximate family income ranged from Rs. 20,000 to 2 lakhs per annum. Many of the mothers had pre-university education, a few of them were educated up to graduation and some of them stopped education at primary school level. Fathers were generally well educated. Many father's main occupation was business (57%), followed by private sector employment (36%) and a few were employed in the government sector (7%). While most of the mothers were housewives (81.7%), some of them were employed (18.3%). While few of the children were single, 82.5 percent of children had one or more siblings. This profile indicates that, high achievers generally seem to come from families where there are few children, a nuclear type of family, average to higher educational qualifications among parents, mothers mostly full-time housewives and a middle class socio economic status.

Table - 1
Frequency Distribution of Family Contributing Factors (N = 120)

Categories of Scores Obtained	Parental Contributions (HPS = 44)	Parental Aspirations (HPS = 26)	Sibling Assistance (HPS = 12)
0-5	-	-	22
6 - 10	-	-	43
11 -- 15	-	4	55
16 - 20	2	55	
21 - 25	3	59	
26 - 30	17	1	
31 - 35	27	1	
36 - 40	56		
41 - 45	15		

HPS = Highest Possible Score significantly in the high academic achievement of school children. Regarding the correlational analysis, father's occupation stands out as an important variable for academic achievement among children.

It is evident from the table 1 that parental aspirations were very high as 59. children secured highest possible score of 26, whereas 55 children scored within 16-20 range. Interestingly, parental contributions are also fairly consistent as almost all scores ranged from 25 and above. It is also indicated that siblings were highly supportive in all the 82.5 percent of the families where siblings were present.

Table - 2
Correlation of Family Contributing Factors with Academic Achievement of Children (N = 120)

Sl. No.	Factors	Previous Rank	English	Mathematics	Science
1.	Father's Education	-0.0939	-0.077	0.0302	0.0257
2.	Father's Occupation	-0.1671	0.2008*	0.1222	0.1998*
3.	Mother's Education	-0.1128	0.0331	0.1399	0.0537
4.	Mother's Occupation	-0.0668	0.0383	0.0232	0.0221
5.	Annual Income	0.0687	-0.0435	-0.0269	0.0465
6.	Sibling presence	0.1011	0.0277	0.0114	-0.0055
7.	Sibling relationship	-0.0134	-0.0390	0.0736	0.1058
8.	Parental contribution	-0.2473	0.0918	0.1479	0.1970*
9.	Parental aspirations	-0.1923	-0.0064	0.0929	0.432

Table 2 indicates that among all the family contributing factors, sibling presence or absence, annual income yielded almost zero correlation with respect to previous rank obtained, while the other dimensions showed negative correlation. Father's occupation was the only factor that showed positive and significant correlation at 5% level of confidence for achievement in English language, the other correlations being either negative or close to zero. None of the family contributing factors including the parental contributing factors were significant for achievement in Mathematics. However, parental contribution at home as well as father's occupation had a prominent role to play in the achievement in

Science subject, with other factors making no relative contribution. These results are in line with the findings of Jannardhan (1985), Lohani and Mohite (1990), and Vijayalaxmi (1997) who concluded that parental education, occupation and socio-economic conditions have a reasonable effect on the scholastic achievement of children.

4. CONCLUSION:

From the high percentage scores of family demographic factors, it can be concluded that small family size, nuclear type of family, high SES, good educational and occupational status of both the parents, warm support and encouragement from parents and siblings assistance contributed

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