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### 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-concept and family environment of the secondary level student's. 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 learning methods, contribution of the child in learning condition of learning and use of different mental process in education.

**Keywords:** Family environment, academic achievements of the Secondary Level Student's.

#### INTRODUCTION

Education has been considered as a natural process of education started even during the pre-historic period when man in his primitive stage began to apply his primitive stage began to apply his primitive stage began to apply his primitive stage began to apply his intelligence to adapt himself to his environment and fulfill the needs of life. Not only man but every living being has to adapt itself to its environment falling which its survival becomes difficult. Some creative have some nature powers. These powers help them in their adaptation to environment but man lacks these powers. The natural by giving wisdom to man as deprived him of all those natural gifts which would have enabled him to adapt himself to his environment like other animals in the world. So the only way open to him was to discover and create the means of adaptation. And thus here was the beginning of education.

The process of education of human being starts when he is in the womb of his mother. At that he has a kind of environment he has to adapt himself to another environment as soon he is born. If the infant fails to adapt itself to the environment of the womb; its development is retarded and it becomes weak or sick. Such an infant does not succeed well in adaptation 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 Secondary Level Students grows up become 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.

## 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 were 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 Samoochik 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-ratios for level of significance of r 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.

Ramesh Babu, B. and Renu Sharma (2005) found that there is no significant difference in awareness regarding constitutional values among the teachers with varied background such as gender, medium of instruction and the subject background, while the teachers of private schools had more favourable opinion about constitutional values compared to their counterparts in the government schools.

Ramesh, R. and Ponnambala T.A. (2005) stated that there is no significant difference in self-concept of the respondents in terms of sex, community, locality, and optional studies and also that it is observed that higher the qualification, higher was the self-concept among the B.Ed students.

### **OBJECTIVES**

Following were the objectives of the study:

- (a) To find out the relationship between accepted attitude of the mother 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 acceptance attitude of mother of high and low achiever.
- (b) There is no significant between two level acceptance of attitude of father of high and low achiever.
- (c) There is no significant between two level of concentrated attitude of mother of high 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**

Acceptance Attitude of Mother and academic achievement of the students:

**Mean,S.D. and N for High Achievers and Low Achievers**

S.No.	Name of Group	N	Mean	S.D.
1.	High Achievers	64	19.22	2.50
2.	Low Achievers	82	17.77	2.76

**Difference between Mean values, SE of Difference between Mean values and critical ratio**

S.No.	Name of Group the Mean	Difference between Mean	SE of Difference	C.R.
1.	High & Low Achievers	1.45	2.65	3.45**

\*\* Significant at 0.01 level

**Results:** An observation of the above table seemed that mean value of acceptance Attitude of mothers for high achievers were 19.22 with S.D. 2.50 and for low achievers was 17.77 with S.D. 2.76. This shows that the mean value of high achievers was higher than the lower achievers.

The above table seemed that difference value was 1.45,S.E of difference between mean value was 2.65 and critical ratio was 3.45 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 was respect to acceptance attitude of mother towards high and low achieversis accepted. Acceptance attitude of father and academic achievement of the students.

**Mean,S.D. and N for High Achievers and Low Achievers**

S.No.	Name of Group	N	Mean	S.D.
1.	High Achievers	64	20.09	2.23
2.	Low Achievers	82	18.24	2.57

**Difference between Mean values, SE of Difference between Mean values and critical ratio**

S.No.	Name of Group	Difference between Mean	SE of Difference	C.R.
1.	High & Low Achievers	1.85	2.42	4.65* *

\*\*Singnificant at 0.01 levels.

**Results:** An observation of the above table seemed that mean value of acceptance attitude of mothers for high achievers were 20.09 with S.D. 2.23 and for low achievers was 18.24 with

S.D. 2.57. This shows that the mean value of high achievers was higher than the lower achievers.

The above table seemed that difference value was 1.85, S.E of difference between mean value was 2.42 and critical ratio was 4.65 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:** Hypothesis No. b, results was respect to acceptance attitude of father towards high and low achievers is accepted. Concentrated attitude of mother and academic achievement of the students.

#### Mean, S.D. and N for High Achievers and Low Achievers

S.No.	Name of Group	N	Mean	S.D.
1.	High Achievers	64	11.97	3.75
2.	Low Achievers	82	11.39	3.01

#### Difference between Mean values, SE of Difference between Mean values and critical ratio

S.No.	Name of Group	Difference between Mean	SE of Difference Mean	C.R.
1.	High & Low Achievers	0.58	3.37	1.05**

\*\*Significant at 0.01 level.

**Results:** An observation of the above table seemed mean value of acceptance attitude of mothers for high achievers was 11.77 with S.D. 3.75 and low achievers was 11.39 With S.D. 3.01. This shows that the mean value of high achievers was than the lower Achievers.

The above Table seemed that difference was 0.58 SE of difference between the mean values was 3.37 and critical ratio was 1.05 which statistically significant at 0.01 level 0.50 null was rejected. This is may be inferred these was significant difference in the level acceptance attitude of high and low achievers.

**Discussion:** Hypothesis No. c, result was respect to conceptance attitude of mother do not affect significant the academic achievement of the secondary level school students. Hence hypothesis is rejected.

#### CONCLUSION

1. There exists significant difference in the level of accepted attitude of mother of High and low achievers. The mean score of high achievers is 19.22 which is greater than mean score of low achievers (17.22) indicates the acceptance attitude of the mothers lead to high academic achievement of the secondary level school students.
2. There is significant difference in the level of accepted attitude of father of high and low achievers. The mean score of high achievers is 20.09 which are greater than the mean score of low achievers (18.24). Thus it indicates the fathers' acceptance attitude leads to high academic achievement of the secondary level school students.
3. There is no significant difference in the level of concentrated attitude of mother of high and low achievers. Therefore there exists no significant difference in academic achievement of high and low achievers due to the concentrated attitude of mother.

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