

# The Effect of Family Environment on Academic Achievement of Mathura Districts' Senior Secondary Level Students

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## Abstract

The goal of this study is to determine how the family environment and several predisposing factors, including (expectations and despair, acceptance and rejection, trust and distrust, and constraints and freedoms), affect senior secondary students' academic achievement. 260 students from Mathura areas made up the sample, and they ranged in age from 15 to 18. A youngster can be motivated by and successful in the family in all facets of social life. A survey approach and standardized tools were utilized to gather data for the study of the home environment and Academic Achievement. The Family Climate Scale (FCS)<sup>1</sup> and Academic Achievement<sup>2</sup> were used in this study by Dr. Bina Shah. The results of questionnaire<sup>1</sup> and score data from the prior year<sup>2</sup> were utilized to determine the impact of a child's home environment on their academic performance. Then, the researcher analyzed the collected data and the result also shows that "There is no significant difference in the Academic Achievement and Family Environment of UP & CBSE board senior secondary level students of Mathura district."<sup>1</sup> and "There is no significant difference in the Academic Achievement and Family Environment of senior secondary level male and female students of Mathura district."<sup>2</sup> is accepted<sup>1,2</sup>.

**Keywords:** -Family Environment, Academic Achievement, Senior Secondary.

## Introduction

The universality, emotionality, formative impact, small size, place in the social system, member accountability, and social control are further characteristics that set the family environment apart. The dominant social norms, rules, and traditions make up the majority of the home environment. At the same time, human engagement and connection make it extremely personal. When a youngster encounters the secrets of communal existence, he or she finds them represented in the mirror of family.

Some people are more adaptable to shifting circumstances, more flexible in their search for fulfilment, more intentional in their pursuit of it, and much more able to bounce back from disaster or suffering than other families. When a family successfully manages a crisis, it enhances their relationship and their belief in their ability to avoid or handle future difficulties. Every family member is a part of a web of ties and changing a family's structure, usual approaches developed, or belief systems affects how each member behaves. Many individuals think that when one family fails, the entire nation fails as well.

The basis of human life and experiences is family. It is a never-ending source of sustenance that aids in establishing the fundamental character of its individuals and fosters their general growth. It is the primary source of society's learned values and conventions. "The foundation of early enrichment and experience for children in any community is the household." Collins (2007). (2007). The atmosphere that occurs inside the family is so crucial. Since the atmosphere in which people live is not only a situational unit that determines the path of their lives but rather a diverse evolution of life's transactional interactions, where people act to influence the direction of their personal growth (Hultsch, 1979; Baltes, 1983; Bandura, 1997).

Therefore, the home environment, inside which parents and others in the family work as educators and offer the compositions in which their children are raised, is the most effective and beneficial.

Academic success can be defined as meeting excellence standards in completion. The ambition to excel regardless of social incentives is another definition of this. Academic success is still one of the most significant values that are supported by the high regard in all cultures, nations, and eras. All pupils have an innate drive to succeed, just like any other biological or sociopsychological urge. A sense of satisfaction and joy in the accomplishment is nonetheless experienced when the drive to succeed beyond others or attain a higher level than one's peers is heightened. Students that are motivated by accomplishment work hard to conquer tough and demanding situations or achievements in their quest for greatness.

Although the 21st century has seen unheard-of growth and advancement in the fields of digitalization, globalization, and privatization, the rise in antisocial behaviour, depression, and suicide rates points to a decline in the general public's mental health that is out of step with social advancement. The fact that many of those responsible for these crimes are young people who struggled academically is concerning.

It includes both academic and extracurricular (effective communication, dependability, art & culture, confidence, etc.) student activities. Academic success is "a key method by which youth learn about their skills, abilities, and competencies, which are essential for forming professional goals," according to Lent, Brown, and Hackett's (2000) explanation. It is "the information learned and abilities developed in school topics, often demonstrated by marks achieved in annual examinations," according to Choudhary (2004). It is viewed as a result of the instruction given to kids by their instructors on the grounds of the school (Sharma & Khatoon, 2011). Academic success and failure determine an individual's future academic career and employment chances, hence academic accomplishment is extremely significant from childhood and adolescence (Kadison & DiGeronimo, 2004; Rana & Mahmood, 2010).

#### **Statement of the problem: -**

***"The Effect of Family Environment on Academic Achievement of Mathura Districts' Senior Secondary level Students."***

#### **Objectives of the study: -**

After influential the title of the study, it is essential to determine its objectives, which are as follows:

- Study of the effect of Family Environment on Academic Achievement of UP & CBSE board senior secondary level students of Mathura district.
- Study of the effect of Family Environment on Academic Achievement of senior secondary level students of Mathura district.

#### **Hypothesis of the study: -**

After influential the objectives for the study, the researcher formulated the hypothesis for the correct opinion of the problem so that problem could be persistent, which is as follows:

Ho1:- “There is no significant difference in the Academic Achievement and Family Environment of UP & CBSE board senior secondary level students of Mathura district.”

Ho2:- “There is no significant difference in the Academic Achievement and Family Environment of senior secondary level male and female students of Mathura district.”

### Sample: -

The researcher conducted a test that took a sample of 260 students at the level of 15-18 from Mathura and Agra districts of Uttar Pradesh.

### Study Methods: -

Research methodologies may be categorized using a variety of categories. The current research suggests that, instead, the survey method will be pertinent to the objective for which it is included, taking into consideration the gender, level of education, class, community, etc., so that the child's academic performance and family environment may be adequately investigated.

The survey technique is frequently utilized in different and is seen to be a very excellent method for addressing the commitment to children's education. The survey technique, which is employed to gather information for improving the sector of education, is an important method of examining the real-world environment, behavior, and effort in education.

### Data analysis: -

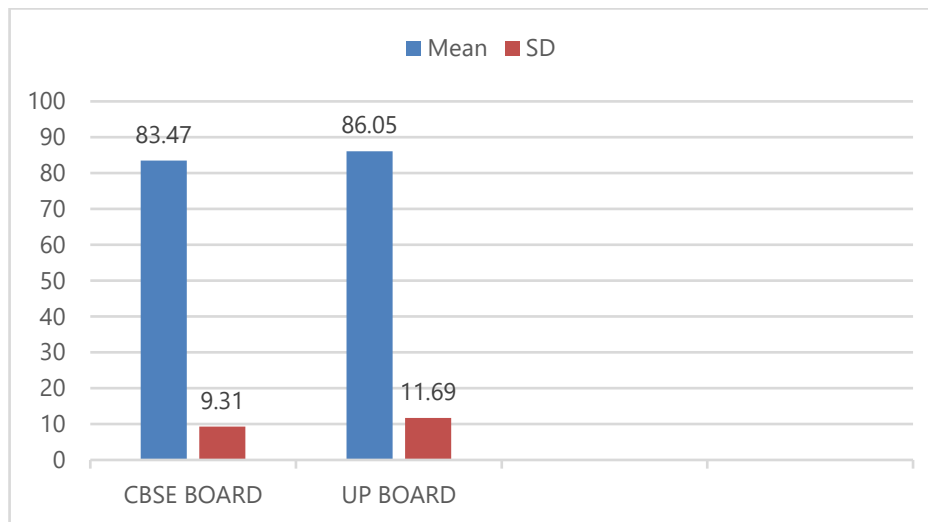
1. “Study of the effect of Family Environment on Academic Achievement of UP & CBSE board senior secondary level students of Mathura district.”

The mean, standard deviation, and cr details to determine the effect of family environment on the Academic Achievement of secondary students are shown in the following table-

**Table 1 Showing Mean Score, SD, Cr value offamily environment on senior secondary students' Academic Achievement.**

S.No.	District	Board	Students	Mean	S.D	df	Cr value	Significant level
1.	Mathura	CBSE	130	83.47	9.31	258	1.97	No Significant Difference
2.	Mathura	UP	130	86.05	11.69			

**\*0.01 level**



From the observation of the above table no1, it is known that the mean of the Family Environment on Academic Achievement of higher secondary level CBSE and UP Board students of Mathura were found to be 83.47 and 86.05. Respectively, the standard deviation of the Family Environment on Academic Achievement of higher secondary level CBSE and UP Board students of Mathura was found to be 9.31 and 11.69. Respectively, that is, the cr-value between the Family Environment on Academic Achievement of CBSE and UP Board students of Mathura District was found to be 1.97. which is less than the cr-value of 2.626 of the 0.01 level of the table. which is no significant difference from the level of 0.01.

Therefore, the hypothesis "There is no significant difference in the Academic Achievement and Family Environment of CBSE & UP Board senior secondary level students of Mathura district." is accepted.

Kharnaier, Ibahunrina (2013) found that the findings of the study have supported previous findings which have indicated a positive relationship between academic achievement and home environment. The home environment is one of the determinants of academic achievement.

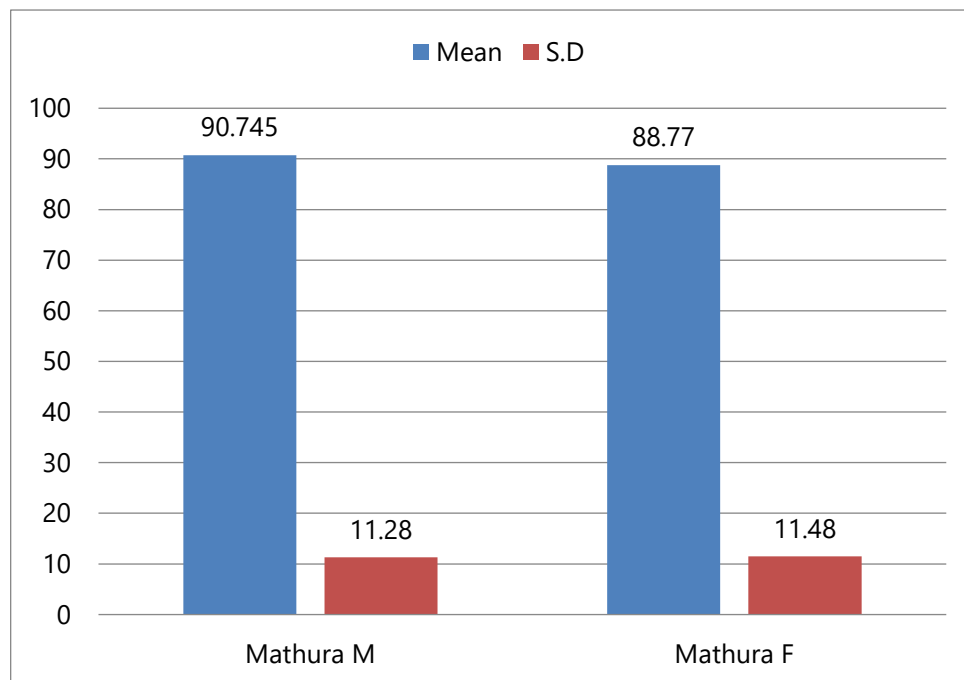
## 2. "Study of the effect of Family Environment on Academic Achievement of senior secondary level students of Mathura district."

The mean, standard deviation, and cr details to determine the effect of family environment on the Academic Achievement of secondary students are shown in the following table-

**Table 2 Showing Mean Score, SD, Cr value offamily environment on senior secondary students' Academic Achievement.**

S.No.	District	Gender	Students	Mean	S.D	df	Cr value	Significant level
1.	Mathura	M	130	90.75	11.28	258	1.40	No Significant Difference
2.	Mathura	F	130	88.77	11.48			

**\*0.01 level**



From the observation of the above table no1, it is known that the mean of the Family Environment on Academic Achievement of higher secondary level male and female students of Mathura were found to be 90.75 and 88.77. Respectively, the standard deviation of the Family Environment on Academic Achievement of higher secondary level male and female students of Mathura was found to be 11.28 and 11.48. Respectively, that is, the cr-value between the Family Environment on Academic Achievement of the male and female students of Mathura District was found to be 1.40, which is less than the cr-value of 2.626 of the 0.01 level of the table. which is no significant difference at a level of 0.01.

Therefore, the hypothesis “There is no significant difference in the Academic Achievement and Family Environment of senior secondary level male and female students of Mathura district.” is accepted

Kumar, Sanjay (2014) It was found that there is a significant positive relationship between career maturity and family environment among senior secondary students, which shows that family environment directly influences career maturity among senior secondary students. The students having high career maturity live conflict-free life and remain aware of their future.

### **Conclusion: -**

We have done a thorough analysis of the relevant literature and discovered that there is no discernible difference between students taking the UP Board or the CBSE in terms of how well they perform academically depending on their family environment. The survey revealed to the researcher that there are no appreciable differences between higher secondary students' familial circumstances in terms of their academic achievement. As a result, it is evident that both the academic success of male and female children, as well as the academic success of CBSE and UP Board students, is unaffected by the home environment.

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