

THE IMPACT OF FAMILY ENVIRONMENT ON ACADEMIC ACHIEVEMENT OF ADOLESCENTS OF RAJASTHAN

Anitha Chacko¹, Prof. (Dr.) P.P. Goswami²

¹Research Scholar, Education department, Bhagwant University, Ajmer, Rajasthan

²Professor, Education department, Bhagwant University, Ajmer, Rajasthan

Abstract:

From the moment of birth, a child is exposed to various situations and continues to develop, gaining extensive knowledge throughout this journey. These experiences play a crucial role in shaping the child's learning. John Locke emphasized that just as plants thrive through cultivation, humans evolve through education, highlighting the critical role of education in human life. A child's thought process and mental growth are rooted in their family, which is referred to as their family environment.

In today's rapidly evolving and dynamic world, the demand for high-quality education is more significant than ever. Students require preparation not only for academic and professional achievements but also for acquiring essential life skills and values to face life's diverse challenges. This underscores the growing importance of value-based education in contemporary learning systems.

The researcher conducted a study to explore the impact of the home environment on the academic interests of students attending private secondary schools in the Ajmer region of Rajasthan. Utilizing a survey method, data were collected from 200 students in the Ajmer district. The findings revealed that there is no notable difference in the family environment and academic interests of secondary school students from urban areas.

Keywords: Areas, Academic, Region, Environment etc.

1.1 Introduction

The family environment plays a critical role in shaping the adolescent's personality, behaviour and academic success. As the primary social unit, the family provides the basis for emotional, cognitive and social development, which significantly influences the individual's ability to adapt and excel in various spheres of life. Adolescence, a transformational stage of life marked by rapid physical, emotional and intellectual changes, is a critical period where the support, values and expectations set by the family hold substantial significance in determining academic achievements.

In the context of Rajasthan, rich in cultural diversity and heritage, adolescents grow up in different family structures influenced by socio-economic, cultural and regional factors. These family dynamics, including parental involvement, communication patterns and availability of educational resources, contribute to shaping their academic aspirations and performance. The interplay between a supportive family environment and academic success highlights the role of nurture in promoting motivation, discipline and resilience among adolescents.

In today's competitive world, academic success is often viewed as a stepping stone to future opportunities and achievements. As a result, understanding the influence of the family environment on adolescents' academic performance becomes important for educators, policymakers, and parents. By exploring this relationship, interventions can be designed to enhance family support systems, thereby creating a conducive environment for educational growth and personal development.

This study focuses on examining the influence of the family environment on the academic achievement of adolescents in Rajasthan, highlighting how parental involvement, socioeconomic conditions, and cultural norms shape educational outcomes. From a sociological perspective, the research aims to contribute to a broader understanding of the interrelationship between family dynamics and academic success, emphasizing the importance of a stable and nurturing home environment in empowering young individuals to reach their potential.

1.2 Literature Review

The family environment is universally recognized as a fundamental factor influencing the academic performance of adolescents. A wealth of research underscores the complex relationship between family dynamics and educational outcomes, emphasizing the role of parenting styles, socio-economic status, emotional support, and household resources. This section reviews the existing literature to provide a comprehensive understanding of the influence of the family environment on adolescents' academic achievement, particularly in the socio-cultural context of Rajasthan.

Parenting Styles and Academic Achievement

Baumrind (1967) introduced the concept of parenting styles, categorizing them into authoritative, authoritarian, permissive, and neglectful. Subsequent studies, such as those conducted by Steinberg et al. (1992), demonstrate that adolescents coming from authoritative homes display higher academic achievement due to a balance of discipline and emotional warmth. In the context of Rajasthan, cultural norms often dictate parenting practices, which can significantly influence adolescents' motivation and performance in school. Socioeconomic status and educational outcomes

Socioeconomic status (SES) is an important determinant of educational success. Research conducted by Sirin (2005) found a strong relationship between SES and academic performance, with students from higher SES families generally outperforming their peers. In Rajasthan, disparities in SES, particularly in rural and urban areas, may affect the availability of resources such as private tuition, Internet access, and educational materials, thereby affecting academic outcomes.

Emotional and psychological support

The emotional climate of a family significantly influences an adolescent's academic success. Studies conducted by Wentzel (1998) suggest that supportive family environments promote positive academic attitudes and high self-efficacy among students. In Rajasthan, where the traditional joint family system prevails, the role of extended family members in providing emotional support may also play an important role in shaping academic achievement.

Cultural Influences on Education

Rajasthan's unique cultural environment, characterized by its traditions and social expectations, influences adolescents' educational aspirations. Research on cultural dimensions by Hofstede (1980) suggests that collectivist cultures such as Rajasthan prioritize family obligations and community values, which can both positively and negatively influence academic pursuits. Cultural norms about gender roles, especially in rural areas, may also influence educational opportunities for girls.

The Role of Parental Involvement

Epstein's (2001) theory about overlapping spheres of influence posits that parental involvement is integral to academic success. Studies by Fan and Chen (2001) confirm that active parental involvement in school activities is related to better academic performance. However, in Rajasthan, the extent of parental involvement may vary depending on factors such as literacy levels, occupation, and geographic location.

Effect of family structure

Family structure – nuclear or joint – also affects academic achievement. Research by Amato (2005) shows that adolescents from stable, two-parent households generally perform better academically. In Rajasthan, where joint families are common, the collective responsibility of child-rearing may provide additional support for academic efforts, although conflicts within large families can sometimes detract from this.

Challenges in rural and urban contexts

Examining the rural-urban divide in academic performance is important because of Rajasthan's demographic diversity. Rural adolescents often face challenges such as inadequate infrastructure, lack of teachers, and limited access to technology, as highlighted by the Azim Premji Foundation (2019). Urban students, on the other hand, benefit from better facilities but may face greater academic pressure due to increased competition.

1.3 Objectives of the Study:

The goals of this research are:

1. To examine how the family environment of higher secondary school students influences their interest in education.

Hypotheses of the Study:

The hypotheses proposed to address the research objective are:

1. The family environment of higher secondary school students will have no significant effect on their interest in education.

1.4 Sample Selection Method

The sample selection process involves choosing representative units from a larger population to enhance the reliability and validity of the research findings. For this study, the researcher focused on Ajmer district. A total sample of 200 higher secondary students was selected, comprising 100 boys and 100 girls.

Instruments Used in the Research:

The tools utilized in this study are as follows:

The Family Environment Scale developed by Harpreet Bhatia and N. Chaddha to assess the family environment.

The Educational Interest Form designed by S.P. Kulshreshtha to measure students' educational interests.

1.5 Statistical Methods Used in the Research

Statistical techniques were employed to analyze and interpret the collected data. The scores obtained from the instruments were organized into tables and analyzed using methods such as percentage calculation, mean, standard deviation, critical ratio, product moment correlation, and TQP. The findings were presented and explained visually using bar diagrams. Data analysis was conducted using SPSS-IBM software for accuracy and reliability.

1.6 Results Analysis

To test the hypotheses formulated by the researcher, statistical tests were performed and measurements were taken. Conclusions were drawn based on the statistical analysis of the data.

1. The family environment of higher secondary school students will have no significant effect on their interest in education.

Group (Urban)	No. Sample	Mean	Standard Deviation	't' Test	Result
Male Students	100	238.94	41.96	5.65	Significant
Female Students	100	234.52	40.357		

Table 1.1: Analysis of the Mean Scores for Adjustment Between Family Environment and Academic Interest Among Urban Secondary-Level Students in Ajmer District, Rajasthan

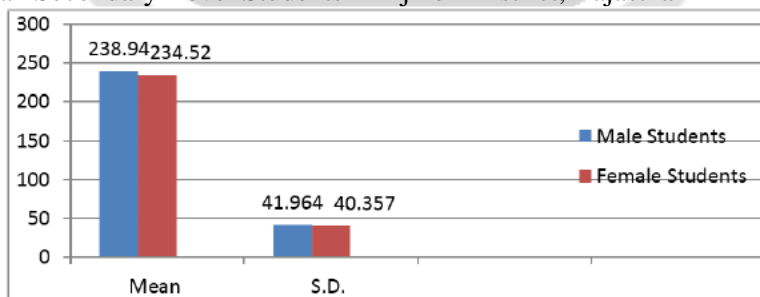


Figure 1.1: Examination of Mean Scores Reflecting the Relationship Between Family Environment and Educational Interest Among Urban Secondary-Level Students in Ajmer District, Rajasthan

From Table 1.1, it is evident that the calculated t-value ($t_{\text{cal}} = 5.65$) exceeds the tabulated value ($t_{\text{tab}} = 2.58$) at the 0.01 significance level. Statistical analysis confirms that the calculated t-value is significant at this level, indicating that the hypothesis is valid and accepted at the 0.01 level.

The analysis of the collected data reveals that there is no significant difference between the family environment and the educational interest of secondary-level students in urban secondary schools. The study shows that urban secondary school students are highly aware of global behavioral trends but strive to balance their family environment with their educational interests. This balance is driven by their sense of responsibility toward their families. The influence of the family environment on their educational interests is clearly observed.

The findings suggest that urban adolescent students are shaped by modern lifestyles and align their educational interests with their family environment to meet the collective aspiration of ensuring a better life for their families. Urban families, adapting to evolving social and educational technologies, provide an environment that supports students in pursuing knowledge and achieving their goals. Students are inspired to align their aspirations with family expectations, remaining flexible and adapting to changing circumstances.

In conclusion, there is no significant difference in the family environment and educational interest of urban secondary students. The influence of family responsibilities and the modern lifestyle encourages these students to integrate their family environment with their educational goals, striving for a harmonious balance that fulfills both personal and familial aspirations.

1.7 Conclusions and Further Recommendation

Families in metropolitan government secondary schools play a crucial role in motivating their children to pursue higher education, enhance their skills, and explore career opportunities. Adolescents in urban areas are influenced by the modern lifestyle and adapt their academic interests to align with their home environment, driven by a desire to provide a better life for their families. Additionally, family aspirations for their children's successful futures shape and guide their educational interests.

The family, as a fundamental sociobiological unit, has the greatest influence on the development and continuity of an individual's behavior. Scholars have identified various family characteristics, such as home environment and parenting styles, as critical factors. The family serves as a constant and universal social setting that significantly impacts a child's learning process, either directly or indirectly. This study found no notable differences in the family environments of boys and girls.

This research provides insights into students' emotions, behavior, lifestyles, and scientific attitudes, offering valuable guidance for their growth in education and psychology. It also serves as a foundation for future research. Education, as both a means and an end, is a multifaceted process aimed at fostering changes not only in knowledge and skills but also in attitudes, behavior, values, and psychological factors. It strives to integrate these elements to promote the holistic development of individuals.

Bibliography

1. Amato, P. R. (2005). "The Impact of Family Formation Change on the Cognitive, Social, and Emotional Well-Being of the Next Generation." *The Future of Children*, vol. 15, no. 2, pp. 75–96.
2. Baumrind, D. (1967). "Child Care Practices Antecedent Three Patterns of Preschool Behavior." *Genetic Psychology Monographs*, vol. 75, pp. 43–88.
3. Epstein, J. L. (2001). *School, Family, and Community Partnerships: Preparing Educators and Improving Schools*. Westview Press.
4. Fan, X., and Chen, M. (2001). "Parental Involvement and Students' Academic Achievement: A Meta-Analysis." *Educational Psychology Review*, vol. 13, no. 1, pp. 1–22.
5. Hofstede, G. (1980). *Culture's Consequences: International Differences in Work-Related Values*. Sage Publications.
6. Sirin, S. R. (2005). "Socioeconomic Status and Academic Achievement: A Meta-Analytic Review of Research." *Review of Educational Research*, vol. 75, no. 3, pp. 417–453.
7. Steinberg, L., Dornbusch, S. M., and Brown, B. B. (1992). "Ethnic Differences in Adolescent Achievement: An Ecological Perspective." *American Psychologist*, vol. 47, no. 6, pp. 723–739.
8. Wentzel, K. R. (1998). "Social Relationships and Motivation in Middle School: The Role of Parents, Teachers, and Peers." *Journal of Educational Psychology*, vol. 90, no. 2, pp. 202–219.