FAMILY VARIABLES AND ACADEMIC ACHIEVEMENT AMONG ADOLESCENTS

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Abstract: *This research focuses on family variables and academic achievement among adolescents. The sample consisted of 100 college students in the age range of 16-18 years studying in junior and senior Intermediate colleges in rural areas of Tirupati town. The sample consisted of 50 boys and 50 girl adolescent students. The information about family variables and academic achievement were collected using a schedule. T- test was conducted to see the significant difference in academic achievement of students and type of family. The results of the study indicated significant difference among students in academic achievement according to type of family.*

***Keywords:** Family Variables, academic achievement*

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INTRODUCTION

Adolescence is a period when rapid changes occur in the physical and psychological development of an individual. It is considered as a period of storm and stress. The adolescents are in the process of deciding their goals, priorities and values. These decisions go a long way in influencing their cognitive styles, which include personal opinions, experiences, ideologies, beliefs etc., to make the judgement about the situation.

According to candles (1970) Adolescence is both a time of drastic change and a part of the continuous stream of human development. Adolescence is a bridge period, a time of shifting from one stage to another. Adolescence is viewed as a period of increased diversity of social roles, with expectation from diverse role relationships, some of which may be in conflict. Many of these theories reflect the magic of adolescence. In the works of Hall, Erickson, Piaget and others, there is a clear message about the emergence of a potential for changing the course of social evolution in adolescence. At many levels, such as sexual activity, logical thinking, moral philosophy and definition of personal identity, adolescents have the possibility of making new choices and new solutions that will change the course for themselves and for others.

The home and the school are the two important institutions that prepare children to become functional members of society. Family is the environment where the children learned to use their faculties and understand and cope with the physical world. It is time when they don't bother with trivial things, such as the family relationship, because they know they are the kingpin of their family. It is the place, where they learn how family relationships work, by observing their parents, grandparents, siblings and rest of the family members deal with each other. Adolescents enjoy family vacations, family reunions and exchanging family reunion gifts with them.

In family we get education, learn lifetime values and obtain strength needed to become personalities. When we learn to grow, we learn to respect people who live close to us. We observe our parents and then we either follow their example or choose our path in life. Hence family relationships start showering their colours of the family members.

Family not only influences the academic achievement but also affects the mental condition of a child. The family environment has a great influence on the students' academic achievement. Lchado (1998) also stated that the environment, in which the student lives in,

can influence his/her academic performance in college. Levine et al. (1972) concluded that more supportive home environment of parochial school students may have been primarily responsible for their relatively higher academic achievement.

Academic achievement is the major concern of educational policy makers of every country. It has been accepted that environment both inside and outside the school in which the child grows has a great influence on the academic achievement of the students. Among them, socio economic status, social phobia, anxiety, learning disabilities, parenting styles, learning styles, classroom climate etc., are some such variables. So care should be taken to increase the rate of achievement and find out the hindrances that decrease the achievement rate.

Academic achievement is defined by crow and Crow (1969) as the extent to which a learner is profiting from instruction in a given area of learning or in other words, achievement is reflected by the extent to which skill and knowledge has been imparted to them. Academic achievement also denotes the knowledge attained and skill developed in the school subject, usually designed by test scores. The level of achieving is how far a student succeeds in a particular exam or standardized test Reber (1985).

Sharma et al. (2011) defined academic achievement as the outcome of the training imparted to students by the teacher in school situation. Barrera et al. (2006) opined that academic achievement is accomplished by actual execution of class work in the school setting. It is typically assessed by using teachers' ratings, class tests and examinations held by the academic institutions or by the educational boards. Academic achievement is positively related with motivation and family environment.

Academic achievement is the maximum performance in all activities at college after a period of training. Achievement encompasses students ability and performance; it is multidimensional; it is intricately related to human growth and cognitive, emotional, social and physical development, it reflects the whole child, it is not related to a single instance, but occurs across time and levels, through a student's life in college years and working life.

In spite of the studies revealed, there is still a need to further investigate the relationship of family variables on academic achievement among adolescents.

OBJECTIVE

To study relationship among family variables and academic achievement among adolescents.

HYPOTHESIS

1. There is no significant difference in the academic achievement of adolescents according to type of family.

2. There is no significant difference in the academic achievement of adolescents according to fathers and mothers occupation.

METHODOLOGY

The sample consisted of 50 boys and 50 girls in the age group of 16-17 and 17-18 years. The samples were students studying Intermediate in Tirupati town were selected by using stratified random sampling. The aggregate percentage of marks from the final exam of previous year serves as indicators of academic achievement. Information regarding family variables was collected using a separate schedule.

RESULTS AND DISCUSSION

Table 1 shows the Distribution of sample according to type of family, fathers and mothers occupation and academic achievement of adolescents. From the table it is clear that majority of the sample 60 percent were from nuclear families, fathers occupation was of daily labour were 43 percent and majority of the mothers 92 percent were housewives. Based on the marks, students were categorized as having above average academic achievement (those who have obtained A and B grade) and below average academic achievement (those who have obtained C and D grades).

Table 1 shows the distribution of sample according to type of family, fathers and mothers occupation and academic achievement of adolescents.

TABLE-1

S.No	Variable		Number	Percent
1.	Type Of Family	Nuclear	60	60
		Extended	40	40
2.	Fathers Occupation	Employee	15	15
		Labour	43	43
		Other	42	42
3.	Mothers Occupation	Employee	8	8
		House wife	92	92
4.	Academic achievement	Above average	37	37
		Below average	63	63

Table – 2 shows the distribution of sample according to family variables, academic achievement and chi square values. From the table it is evident that majority 63 percent of the students academic achievement was below average. The samples were from rural areas and majority of students help in earning their daily income of their parents, which might have made them to obtain lower academic achievement status.

TABLE -2

S.No.	Variables	Grade		Chi square
		Above average	**Below average**	
1.	Joint Family	28	32	6.013
	Extended Family	9	31	
2.	**Fathers Occupation**			0.221
	Employee	4	11	
	Labour	20	23	
	Others (self employee)	13	29	
3.	**Mothers occupation**			0.119
	Employee	5	3	
	Housewives	32	60	

CONCLUSION

The results of the study indicated significant difference among students in academic achievement according to type of family.

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