

ACADEMIC ACHIEVEMENT OF FEMALE STUDENTS AT COLLEGE LEVEL IN RELATION TO THEIR FAMILY ENVIRONMENT AND LOCALE

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Academic achievement is often considered as a key criterion to judge one's total potentialities and capabilities. Academic achievement has become a prime interest for the teachers, educationists, psychologists and parents to predict children's academic success which is considered to be an outcome of the learning environment and the family. The present study aimed at seeking the level of academic achievement of female students at the college level with respect to their family environment and locale. Random Sampling Technique was applied to draw the sample of 200 female students studying in the five-degree colleges of Jammu City (J&K) in the year 2015. Family Environment Scale (FES-BC) by Bhatia and Chadha (2012) was used for data collection. This tool has eight dimensions-Cohesion, Expressiveness, Conflict, Acceptance and Caring, Independence, Active-Recreational Orientation, Organisation and Control. The findings revealed that most of the female students were having an average level of academic achievement. Very few female students were found to have a high level of academic achievement. No significant differences in the level of academic achievement were found among female students in relation to their residential background, whereas significant differences were found in the family environment of female students with respect to the locality at the sub-scale "Acceptance and Caring" and "Active Recreational Orientation". The value of the coefficient of correlation was found to be low, positive but significant at the 0.01 level of significance at the sub-scale "Cohesion" of Family Environment Scale. It shows that academic achievement and cohesion in the family are positively related with each other, however, the correlation is low.

KEYWORDS: Academic Achievement, Family Environment, Female Students

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INTRODUCTION

Academic achievement is considered as a key criterion to judge one's total potentialities and capabilities. Therefore, it is more pressing for the individual/student to have high academic achievement. The term achievement refers to the degree or the level of success attained in some specific tasks. Academic achievement means the attained ability to perform specific college tasks especially scholastic performance, in this sense academic achievement means attained ability to perform college tasks, which can be general or specific to a given subject matter. Academic achievement could be defined as self-perception and self-evaluation of one's objective academic success. Academic achievement generally indicates that learning outcomes require a series of planned and organized experiences (Joshi & Srivastava, 2009).

Academic achievement is more important for leaning and personality development of a pupil. Assessing student's progress means identifying what he has achieved. Acquiring skills in academic matters is important as a means of attaining complete realization and it is the unique responsibility of the school. In the present times world is becoming more and more competitive. Quality of performance has become the key factor for personal progress. Parents desire that their children climb the ladder of performance to as high level of achievement as possible. This desire for a high level of achievement puts a lot of pressure on students, teachers, and schools and in general the educational system itself. Various experts and educationists have defined achievement in different ways. Trow (1950) defined academic achievement as, "The attained or degree of competency in school tasks usually as measured by standardized test and expressed in grades or units based on norms derived from a wide sampling or pupils' performance." According to Maslow (1954), "the need for academic achievement has little or no effect on a person's behaviour unless his physiological safety needs and his needs for love and esteem have not been met."

In India, family as a key social institution has the responsibility for the development and growth of the child, providing physical, economic and emotional security and preparing the young for life. How well the family performs its functions is a key component to adolescent mental health and determines the quality of an adolescent's relationship with their parents. Thus, the family climate ensures healthy personality as well as strength of any society (Chandra & Bindu, 2015).

REVIEW OF RELATED LITERATURE

Review of related literature is an important pre-requisite to actual planning and their executions on any research work. The review of related literature gave the investigators an understanding of the previous works that have been done.

Muola (2010) investigated the relationship between academic achievement motivation and home environment among standard eight pupils. The sample comprised of 235 standard eight Kenyan pupils from six urban and rural primary schools from Machakos district. The results indicated a low but positive relationship (0.15) of parental education with academic achievement of the students that revealed a positive relationship between parental education and academic achievement of their children.

Kazmi (2011) conducted the study to evaluate the impact of fathers' style of dealing with their children at home and their academic achievements at school. The sample of the study consisted of 300 students, 300 fathers and 20 teachers, drawn randomly from urban and rural areas of district Mansehra of Pakistan. The indigenously designed questionnaire was used to collect the data and academic achievement was taken from classroom records. The results of this study revealed fathers' involvement had positive significant relationship with academic achievement.

Chandra and Nair (2015) conducted a study on impact of family climate on Emotional Intelligence (EI) in adolescents. The sample ((N=120) comprised of adolescents, in the age range 16-17 years, randomly selected from the various higher secondary schools in Trivandrum District, Kerala and stratified on the basis of gender. Family Climate Scale (FCS) and Emotional Intelligence Inventory (EII) were administered. The study employed a correlation design. Data were processed for correlation and regression analysis. Correlation results showed that adolescent's family climate has significant relationship with the different dimensions of emotional intelligence, except interpersonal efficacy. Regression analysis revealed maternal affect and sibling relation as significant predictor of overall emotional intelligence and intrapersonal efficacy, whereas paternal affect accounted for the variance in personal efficacy. None of the family climate variable emerged as predictors of intrapersonal efficacy.

Devi (2015) conducted a study on academic achievement of 10+1 students in relation to their metacognition, self-confidence and family environment. Metacognition Inventory by Govil (2003), Self-confidence Inventory by Agnihotri (1987) and Family Environment Scale by Bhatia and Chadha (1993) were used for undertaking the study. Academic Achievement was determined on the basis of percentage obtained by the students in X class annual

examination conducted by HBSE. The sample of the study consisted from four districts of Haryana using Multi-Stage and Stratified Random Sampling Technique and comprised of 800 students studying in senior secondary Schools of Board of School Education Haryana. The results of this study show that 10+1 students of Haryana are high in their academic achievement but average in their metacognition, self-confidence and family environment. The study revealed that metacognition, self-confidence and family environment are significantly related with the academic achievement of the students. From the factor differences among different variables, it was concluded that female students performed better in their academic achievement, metacognition, and family environment, but male students are more self-confident. Rural students are better in metacognition and family environment as compared to urban counterparts but no significant differences were observed on academic achievement and self-confidence.

NEED AND SIGNIFICANCE OF THE STUDY

The word family connotes warmth, safety and emotional and social independence. Family is regarded as one of the most important environmental determinants of human behaviour. Educationists are always interested to study different problems of school going population especially of adolescents. One of the most challenging problems of adolescents faced by educationists today is that of accurate prediction of their academic achievement.

Parents, guardians, teachers, educationists, institutions and society at large are concerned about how best to enhance academic standards and achievement. Knowledge of factors that influence learners' success has important implications for learning and education. Many educators are interested in knowing beforehand who will perform well and who will perform poorly, in academic progress. It has been realized that there is a need to go beyond the traditional criterion of academic success. Students should be engaged in intellectually and socially satisfying activities so that they can become confident enough to forge ahead in their thinking on the basis of information, facts, clues and concepts. The students who are aversive and think negatively cannot concentrate for a long time and have more difficulty in reaching their potentials than others. After reviewing the related literature, the investigators concluded that no attempt has been made so far to study the variables, family environment and academic achievement together in the State of Jammu and Kashmir. This gap in the area led the investigator to take the combined study of academic achievement in relation to family environment. Thus, keeping in mind these points, the present problem has been selected for investigation.

OBJECTIVES OF THE STUDY

The objectives of the present investigation are:

1. To study the level of academic achievement of the female students at college level.
2. To study family environment of the female students at college level with respect to sub-scales (Cohesion, Expressiveness, Conflict, Acceptance and Caring, Independence, Active- Recreational Orientation, Organization and Control) of Family Environment Scale.
3. To find significant differences in academic achievement of female college students from rural and urban areas.
4. To find significant differences in the sub-scales of Family Environment Scale (Cohesion, Expressiveness, Conflict, Acceptance and Caring, Independence, Active- Recreational Orientation, Organization and Control) among female college students belonging to rural and urban areas.
5. To establish the relationship between academic achievement and sub-scales of Family Environment Scale of female college students.
6. To establish the relationship between academic achievement and overall family environment of female college students.

HYPOTHESES OF THE STUDY

The various hypotheses of the study are:

1. The level of academic achievement of the female students at college level is average.
2. The family environment of the female students at college level with respect to sub-scales (Cohesion, Expressiveness, Conflict, Acceptance and Caring, Independence, Active- Recreational Orientation, Organization and Control) of Family Environment Scale is average.
3. There are no significant differences in academic achievement of female college students from rural and urban areas.
4. There are no significant differences in the sub-scales of Family Environment Scale (Cohesion, Expressiveness, Conflict, Acceptance and Caring, Independence, Active- Recreational Orientation, Organization and Control) among female college students belonging to rural and urban areas.
5. There is no significant relationship between the academic achievement and sub-scales of Family Environment Scale among female college students.
6. There is no significant relationship between academic achievement and overall family environment among female college students.

RESEARCH METHODOLOGY

In view of the objectives of the present study, Descriptive Survey Method has been adopted.

SAMPLE

In the present study, Random Sampling Technique has been used to select the sample for the study. Forty female students, studying in B.A./B.Sc./B.Com., Part-II have been selected randomly from five degree colleges of Jammu city. Thus, total sample comprised of 200 female students. Out of 200 students, 101 were from rural residential background and 99 students were from urban residential background.

TOOLS USED

The investigators have employed the following tools for the collection of the data:

1. Family Environment Scale by Bhatia and Chadha (2012).
2. Academic achievement has been assessed by marks obtained by the female students in their previous examination i.e., B.A./B.Sc./B.Com. Part-I.

(a) Description of Family Environment Scale

For assessing the family environment of female students of college level The Family Environment Scale (FES-BC) developed and standardized by Bhatia and Chadha (2012) was used. It has 69 items for three dimensions viz. Relationship dimension, Personal Growth dimension and System Maintenance. Each dimension has sub-scales.

(b) Academic Achievement

For academic achievement the marks obtained by the female students (selected in the present research work) in their previous examination i.e., B.A./B.Sc./B.Com. Part-I. Examination conducted by the University of Jammu, have been considered as an index of academic achievement.

RESULTS AND FINDINGS

Level of Academic Achievement of Female Students

Academic achievement of college students has been assessed in term of marks obtained by the students in their previous examination (B.A/B.Sc/B.com Part-I). Number and percentage of female students having High, Above Average, Average, Below Average, and Low level of academic achievement have been given in the Table 1.

Table 1**Scores and Levels of Female Students.**

S.No.	%age of level	No. of Students (%)	Level	Cumulative Frequency
1	< 50.1	16 (8)	Low	16
2	50.1-60	51 (25.5)	Below average	67
3	60.1-70	68 (34)	Average	135
4	70.1-80	57 (28.5)	Above average	192
5	>80	8 (4)	High	200

The results have also been graphically represented in Figure 1.

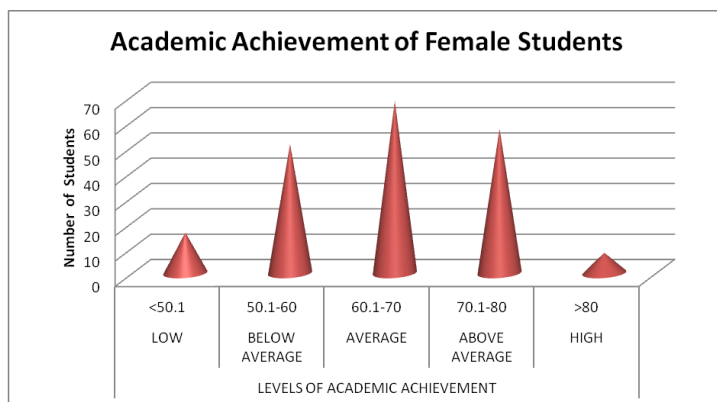


Figure 1. Level of the Academic achievement of the Female Students at college level.

From the Table 1, it is clear that 8 (4%) students have obtained a high level of academic achievement, 57(28.5%) female students have above average academic achievement level, 68(34%) students have been found to have average level of academic achievement, 51(25.5%) students have been found to have below average level of academic achievement and 16(8%) students have been found to have low level of academic achievement. Therefore, Hypothesis No.1 stating average level of academic achievement of female students, stands accepted, as highest number (68) female students have got average level of academic achievement.

Family Environment of the Female Students

Family Environment of Female students has been assessed by Family Environment Scale with respect to eight dimensions - cohesion, expressiveness, conflict, acceptance caring, independence, active recreational orientation, organization and control. Results are given in Table 2.

Table 2
Family Environment of Female Students at Different Sub-Scales.

S.No.	Sub-Scale	Raw Scores	Qualitative Norms	No. of Students (%age)
1	Cohesion	<61	High	0(0)
		46-60	Average	84 (42)
		>45	Low	116 (58)
2	Expressiveness	<40	High	0(0)
		28-39	Average	125 (62.5)
		>27	Low	75 (37.5)
3	Conflict	<52	Low Conflict	5 (2.5)
		38-51	Average Conflict	143 (71.5)
		>37	High Conflict	52 (26)
4	Acceptance and Caring	<57	High	4 (2)
		41-54	Average	88 (44)
		>40	Low	108 (54)
5	Active-Recreational Orientation	<34	High	7 (3.5)
		26-33	Average	120 (60)
		>25	Low	73 (36.5)
6	Independence	<41	High	0 (0)
		31-40	Average	58 (29)
		>30	Low	142 (71)
7	Organization	<10	High	19 (9.5)
		7-9	Average	99 (49.5)
		>6	Low	82 (41)
8	Control	<18	High	6 (3)
		14-17	Average	70 (35)
		>13	Low	124 (62)

The results have also been graphically represented in Figure 2

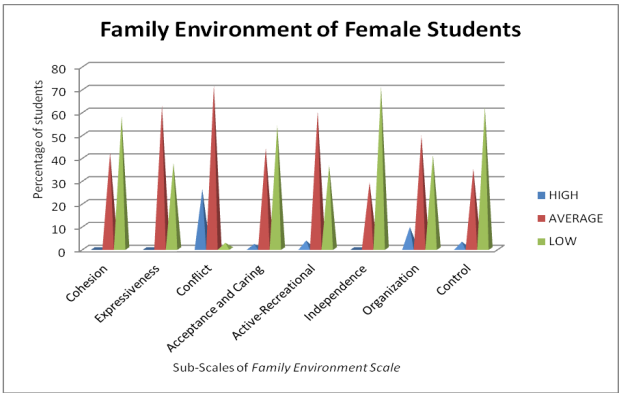


Figure 2. Percentage of Female Students having High, Average, and Low levels at different Sub-Scale of Family Environment Scale.

Results in Table 2 indicate that on Cohesion sub-scale of Family Environment Scale, no female students have got high score, 84 (42%) have got the average level, 116 (58%) have got the low score. No female student has got the high score, 125(62.5%) have average level, 75(37.5%) students have been found to have under the low score on Expressiveness sub-scale of Family Environment Scale. 5(2.5%) female students have been found to have low conflict, 143(71.5%) female students were found to have average level of conflict and 52 (26%) female students have got high conflict. 4 (2%) female students have got high score, 88 (44%) have got the average score, 108 (54%) have got the low level on Acceptance and Caring sub-scale of Family Environment Scale. 57 (3.5%) female students have got high level, 120 (60%) have been found under the average level, 73 (36.5%) have been found under the low level on Active-Recreational Orientation sub-scale of Family Environment Scale. Higher number of low independence observation are reported and indicating high dependency of the subject i.e. 142 (71%), this may indicate low creativity, lesser independent thinking, poor level of decision making, 58 (29%) female students fall under the average level, and no female student fall under the high level on Independence sub-scale of Family Environment Scale. 19 (9.5%) students have got the high level, 99 (49.5%) students have been found under the average level, 82 (41%) fall under the low level on Organization sub-scale of Family Environment Scale, 6 (3%) students fall under the high level, 70 (35%) students fall under the average level, 124 (62%) have been found under the low level on sub-scale of Family Environment Scale. Therefore, Hypothesis No.2 stating average level of family environment of female students, stands accepted.

Difference between Levels of Academic Achievement of Female Students at College Level with respect to their Residential Background

To compare academic achievement with respect to their residential background of Female Students at College level, t-test was used (Table 3).

Table 3

Academic Achievement of Female Students at College Level with respect to their Residential Background.

Dimensions	Area	N	Mean	S.D.	SE _M	<i>t</i>
Academic Achievement	Rural	101	66.21	9.15	.91	0.25
	Urban	99	65.86	10.77	1.08	

Table 3 shows that t-value is (0.25) is not significant at 0.05 level of significance. Therefore, the Hypothesis No. 3 of the study that there is no significant difference in the academic achievement of rural and urban residential backgrounds, stands accepted. The results have also been

graphically represented in Figures 3 .

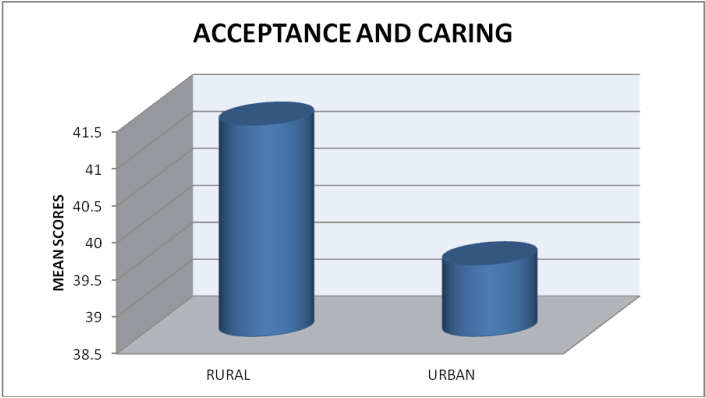


Figure 3. Difference in the Family Environment of Rural and Urban Female Students on Acceptance and Caring sub-scale of Family Environment Scale.

Difference in the Family Environment of Rural and Urban Female Students

To find the difference in the family environment of rural and urban female students with respect to different dimensions of Family Environment Scale, t-test have been computed (Table 4).

Table 4
Difference in the Family Environment of Female Students with respect to their Residential Background at Different Dimensions of Family Environment Scale.

Dimensions	Area	N	Mean	S.D.	SE _M	t
Cohesion	Rural	101	46.13	6.47	0.64	1.77
	Urban	99	44.51	6.53	0.65	
Expressiveness	Rural	101	29.80	4.09	0.40	1.68
	Urban	99	28.80	4.25	0.42	
Conflict	Rural	101	39.99	4.78	0.47	0.16
	Urban	99	40.09	4.05	0.40	
Acceptance and Caring	Rural	101	41.36	5.30	0.52	2.60 **
	Urban	99	39.47	5.04	0.50	
Independence	Rural	101	28.76	4.40	0.43	0.21
	Urban	99	28.63	3.86	0.38	
Active-Recreational Orientation	Rural	101	27.72	3.57	0.35	2.60 **
	Urban	99	26.34	3.24	0.32	
Organization	Rural	101	7.14	1.91	0.19	0.23
	Urban	99	7.09	1.62	0.16	
Control	Rural	101	13.25	2.41	0.24	1.4
	Urban	99	12.77	2.49	0.25	

Significant at 0.01 level

The results have also been graphically represented in Figures 4.

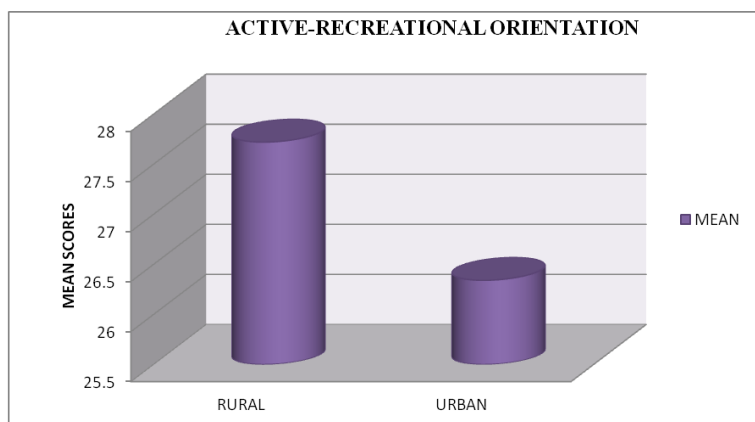


Figure 4. Differences in the Family Environment of Rural and Urban Female Students on Active Re-Creational Orientation Sub-Scale of Family Environment Scale.

Table 4 demonstrates the difference in the family environment of rural and urban female students. The t-value of Acceptance and Caring (2.60) and Active-Recreational Orientation (2.60) have been found significant at 0.01 level of significance but the t-value for Cohesion (1.77), Expressiveness (1.68), Conflict (0.16), Independence (0.21), Organization (0.23), Control (1.38) are not significant at 0.05 level of significance. Therefore, Hypothesis no.4 of the study has been accepted that there is no significant difference in academic achievement of rural and urban female students with respect to Cohesion, Expressiveness, Conflict, Independence, Organization. Hence, Hypothesis no.4 stands rejected with respect to two dimensions namely Acceptance and Caring and Active- Recreational Orientation of Family Environment Scale.

Establish the Relationship between Academic Achievement and Sub-Scales of Family Environment Scale among Female Students at College Level.

Table 5

Coefficients of Correlation (r) between Academic Achievement and Different Dimensions of Family Environment Scale.

Table 5 shows that the value of coefficient of correlation (r) between academic achievement and first dimension of family environment is 0.19 which is low, positive and significant at 0.01 level of significance whereas the value of coefficient of correlation (r) between academic achievement and third

dimension of family environment is 0.02 which is negligible, negative and not significant at 0.05 level of significance. However, no significant correlation was found on other sub-scales of Family Environment Scale namely Expressiveness, Acceptance and Caring, Independence, Active-Recreational Orientation, Organization, Control, and Overall Family Environment with academic achievement. Hence, Hypothesis No. 5 has not been accepted with respect to the first dimension of Family Environment Scale i.e. Cohesion and Hypothesis No. 6 has been accepted stating no significant relationship between academic achievement and overall family environment among female college students.

Variables	Academic Achievement (r)
Cohesion	0.19**
Expressiveness	0.06
Conflict	-0.02
Acceptance and Caring	0.06
Independence	0.06
Active-Recreational Orientation	0.07
Organization	0.13
Control	0.10
Overall Family Environment	+0.12

N= 200 in each dimension, ** Significant at 0.01 level

CONCLUSIONS AND DISCUSSION

The following conclusions are drawn after the analysis and interpretation of data in the present study:

- The present study revealed that, 68 (34%) students were having average level of academic achievement. However, Aremu (2006) reported that most of the students had high level of academic achievement. So, that the previous study reported contrary result to the present study.
- The present study revealed that, there is average level of family environment of female students at college level. Devi (2015) reported the similar result to the present study.
- The present study revealed that the academic achievement of female students at college level with respect to their residential background has not been found to be significantly different. Results of the study conducted by

Nuthana (2007), Elizabeth (2009) and Devi (2015) are contrary to the present study.

- The present study revealed that the difference in the family environment of rural and urban female students has not been found to be significant; Zellman and Waterman (2000), Adeniyi (2008), Choudhary (2009) and Singh (1995) reported results contrary to the present study.
- The present study revealed that there is significant correlation between academic achievement and family environment at cohesion dimension. Halawah (2006), Bansal (2006) and Abott, (2012) also reported the similar results. They believed family cohesion was important to the family and its well-being but Kazmi (2011) Khare and Garewal (1996) and Chandra and Nair (2015) reported results contrary to the present study.

EDUCATIONAL IMPLICATIONS OF THE STUDY

On the basis of conclusions and inferences drawn the following are the implications of the present study.

- 33.5% students have got low or below average of academic achievement. The teachers and parents should take the effective measures to increase the level of academic achievement, by motivating the female students pursuing their education at the college level.
- On the sub-scale of Family Environment Scale namely Cohesion, Expressiveness, Conflict, Acceptance and Caring Independence Active Recreational Orientation, Organization, Control. Most of the students have got low or average scores. So, parents and other family members should tend to live cohesively, should provide environment for expressing their views, accept them, care for them, provide opportunities for recreation and make them more independent.
- Female students from rural residential background have reported better family environment with respect to Acceptance and Caring and Active-Recreational Orientation. So, Parents/Guardians/Family members of female students from urban residential background should be more caring and accept them.
- Significance and positive correlation was found between family environment and academic achievement of female students. So, efforts should be made to create congenial environment at home. Healthy family environment promotes and increase the level of academic achievement of female students.

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