

## **A Study on the Role of Family in the Academic Achievement of Secondary School Students**

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### **Original Research**

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Received: 22 January, 2025

Revised & Accepted: March15, 2025

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### **Abstract**

Family plays a crucial role in shaping the academic achievement of secondary school students. This study investigates the impact of family acceptance on education and its correlation with students' academic performance, focusing on secondary school students in the Thiruvananthapuram district. Using a normative survey method, data were collected from 305 students through standardized tools, including a Family Acceptance Education Rating Scale and an achievement test in Malayalam. The study employed stratified sampling and analyzed the data using statistical techniques such as Pearson's product-moment correlation and tests of significance.

The findings reveal a significant positive correlation between family acceptance of education and academic achievement, particularly among boys, girls, rural students, and private school students. However, this relationship was not significant for urban and government school students, suggesting contextual influences on the role of family support. The study highlights that families act as primary scaffolders, providing emotional, social, and academic support that fosters self-efficacy, resilience, and a positive attitude toward learning.

The results underscore the importance of familial involvement in education, especially during adolescence, a critical period for academic and personal development. The study concludes that family acceptance significantly influences students' academic outcomes and recommends strengthening family-school partnerships to enhance educational achievement. Policymakers and educators should prioritize initiatives that encourage parental involvement and create supportive home environments to maximize students' potential.

**Keywords:** Family, self-efficacy, resilience, academic achievement, acceptance, positive attitude

## **Introduction**

There are so many factors influencing and hindering the educational process of a child. From the beginning of his / her learning, these factors affecting positively and negatively. Parents, School, Teachers, Friends and Society are important factors affecting academic achievement of students. Among these factors family played a vital role in providing positive educational attitude towards their children.

Family is the first learning environment of the child and parents are the first teachers. Children are emotionally attached with their family and they consider the parents as the great supporters for their social emotional and academic development. Family is a main agent who shapes a child's attitude towards society and to the fellow beings. At the same time family help the individual for their personal development that is family influences the child to develop self-efficacy, confidence and resilience.

Academic achievement of a student is not only depend on the performance of the school or it's teachers but also the attitude of parents towards the education of their child. Parents should develop a positive attitude and they must act as good mentors, scaffolders and supporters of their children for good academic achievement. In this study the researcher focuses to find out the role or impact of family in the academic achievement of students. For this study the researcher selects secondary school students as sample. The students belongs secondary school level are in the period of adolescence. During this time they need moral and mental support from their parents and other family members.

For this study the researcher consider family acceptance on education as one variable and academic achievement as the second variable. Family acceptance helps the individual to feel a sense of belonging and developed a positive identity. All children need to feel accepted and loved by others. During the period of adolescence most of the students reduced their interactions with the family members and they liked to share time with friends or with their

romantic interests. So family must more careful about the educational progress of their children and they should take care of the regular learning behaviour of their wards.

**Objectives**

- to find out the impact of family in the academic achievement of children.
- to find out the relation between family acceptance and achievements of students.
- to find out if there is any significant difference between boys and girls in respect to the variable used in the study.
- to find out if there is any significant difference between the subjects of Govt. schools and private schools in respect do the variables used in the study.
- to find out if there is any significant difference between urban subjects and rural subjects in respect to the variables used in the study .

**Hypotheses of the study**

- There is a significant correlation between family acceptance and academic achievement.
- There will be a significant difference between boys and girls in respect to family acceptance and academic achievement.
- There will be significant difference between urban subjects and rural subjects in respect to family acceptance and academic achievement.
- There will be significant difference between the subjects of Govt. schools and private schools in respect to family acceptance and academic achievement.

**Methodology**

The normative survey method adopted for collection of data for the present study. A sample of 305 students from various schools of Thiruvananthapuram district were selected for the study using stratified sampling technique. The data collected from students using standardised tools were analysed using appropriate statistical techniques and interpreted accordingly.

**Tools used**

1. Family acceptance education rating scale.
2. A standardised test of achievement in Malayalam for standard IX developed by the investigator.

**Statistical techniques used**

Product moment co-efficient of correlation.

Test of significance

**Procedure and finding**

For this study the researcher developed an achievement test using standardisation techniques for standard IX. The test consists of multiple choice questions from the Malayalam reader of standard VIII.

For standardising the test the investigator prepared a draft test considering weightage to objectives, weightage to content and weightage to difficulty level. The draft test contains seventy multiple choice questions.

Then the pilot study was administered using this draft test for forty students. After conducting pilot test all score sheets were carefully valued for detecting the mistakes and ambiguity of items. The defects were noted and corrected.

It is necessary to analyse whether each item useful for the purpose to which it is being constructed. So item analysis was done by considering difficulty index and discriminating power.

### **Item analysis**

The quality of a test depends upon the individual items of which it is composed. So it is necessary to analyse whether each item useful for the purpose to which it is being constructed. According to Ebel “item analysis indicates which may be too easy or too difficult and which may fail for other reasons to discriminate clearly between the better and poorer examinees” Garrett is in the view that “the adequacy of a test whatever its purpose depends on the ease with which an item of the test has been chosen.”

Item analysis is an integral part in measuring both reliability and validity of a test. Through the process of difficulty value and discrimination power the reliability of easyness and hardness of items can be assessed.

For item analysis the procedure suggested by Ebel (1972) was used. Accordingly the scored answer sheets were arranged in the order of scores from high to low, the separated upper 12 and lower 12 sheets. The middle were discarded,

#### **a) Difficulty Index**

Difficulty Index of an item is represented by the percentage of students who responded correctly each item. Difficulty index is calculated using the formula.

$$\text{Difficulty} = \frac{U+L}{2N}$$

Where, U = Number of correct responses in the upper group.

L = Number of correct responses in the lower group.

N = Number of pupils in any group.

#### **b) Discriminating Power**

The discriminating power of an item refers to the quality of an item at which it discriminates between pupils with high and low knowledge. The discrimination power of each item was found out by using the formula,

$$\text{Discrimination power} = \frac{U-L}{N}$$

Where, U = Number of correct responses in the upper group.

L = Number of correct responses in the lower group.

N = Number of pupils in any group.

### **Selection of items**

Select the items for the final test which has the difficulty index between 0.25 and 0.75 and has the discriminating power between 0.25 and 0.6. Totally 25 items were selected for the final test.

### Family acceptance education rating scale

This is a popular scale for measuring 'family acceptance of education'. This scale has been developed by Nair and Nirmala Devi. This rating scale includes sixteen items to which the subject has to respond, with the help of three point scale. Some representative items of the scale are given below.

|  | Always | Some<br>times | Never |
|--|--------|---------------|-------|
| 1. Your parents help you to learn difficult subjects                     | ( )    | ( )           | ( )   |
| 2. Your parents buy you popular books which will<br>enrich your learning | ( )    | ( )           | ( )   |

'Never' response is given a zero score, 'sometimes' response is given a unit score, while the 'always' response would receive a score 'two.' The score of a subject is the sum of the scores obtained by a respondent for all the sixteen items of the scale.

### Validity and Reliability

The authors of the scale claim 'validity in terms of the procedure adopted for developing the scale, and in terms of the results of the external validation study conducted by them. Apart from the fact that the sixteen items has been selected by a select panel of 20 judges from a list of 100 items presented to them, the test has been validated against two external criteria. The co-efficient of correlation of the scores on the rating scale with total class achievement. (marks obtained by pupils in a generalised achievement test in six school subjects is 0.39.) The study used 123 pupils of standard X. Another validity used the same sample. The scores of the scale were correlated with the scores on another standardised scale viz., Scale of Attitude Towards Academic Work. The correlation in this case was 0.44. The split half reliability of the scale using a sub-sample (N=54) of the above sample was estimated 0.73. These values show that the scale is a reasonably valid and reliable instrument for the purpose of the present study.

The researcher selected 305 students from various schools of Thiruvananthapuram district for this study. For collecting data regarding the variables of the study the researcher administered achievement test and family acceptance of education rating scale. After collecting sufficient data it was consolidated.

**Table 1: Breakup of final sample**

| Sex  |       | Locale |       | Institutional type |         |
|------|-------|--------|-------|--------------------|---------|
| Boys | Girls | Urban  | Rural | Govt               | Private |
| 156  | 149   | 167    | 138   | 145                | 160     |
| 305  |       | 305    |       | 305                |         |

### Analysis and interpretations

The researcher analysed the collected data using product moment coefficient of correlation and Test of Significance.

The various correlation coefficient of the present study was calculated using the Pearson's product moment correlation coefficient with the formula.

$$r = \frac{N\sum XY - \sum X \cdot \sum Y}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

Where N is the sample size and X and Y are two variables to be correlated.

The coefficient of Correlation obtained between the two variables are summarised as follow

**Table 2: Correlation table showing relationship between family acceptance on education and achievement for whole sample and relevant sub sample.**

| Variable correlated   | Whole | Boys   | Girls  | Urban | Rural  | Govt. | Private |
|---|-------|--------|--------|-------|--------|-------|---------|
| Family acceptance on education and achievement in Malayalam | 0.16* | 0.21** | 0.21** | 0.02  | 0.34** | 0.16* | 0.18**  |

\* Denotes significant at 0.05 level

\* Denotes significant at 0.01 level

### Correlation between family acceptance on education and achievements in Malayalam

(i) Whole sample.

The Correlation coefficient obtained is 0.16. It is significance at 0.01 level. The 0.01 confidence interval is from 0.0350 and 0.2849.

(ii) Boys

The coefficient of correlation is 0.21. It is significant at 0.01 level (greater than the value set for significance at 0.01 level, viz. 0.1797). The 0.01 confidence interval in from 0.3817 and 0.3818.

(iii) Girls

The coefficient of correlation is 0.21. It is significant at 0.01 level (greater than the value set for significance at 0.01 level viz., 0.1828). The 0.01 confidence interval is from 0.0351 and 0.3848.

(iv) Urban Subjects.

The coefficient of correlation obtained is 0.02 It is not significant 0.01 confidence interval is from - 0.1544 and 0.1944

(v) Rural Subjects.

The coefficient of correlation obtained is 0.34. It is significant at 0.01 level, (greater than the value set for 0.01 level, viz., 0.1881) The 0.01 confidence interval is from 0 1735 and 0.5064.

(vi) Government School Students.

The coefficient of correlation obtained is 0.16. It is significant at 0.05 level (greater than the value set for 0.05 level, viz., 0.1407) The 0.01 confidence interval is from-0.0204 and 0.3404, The 0.05 confidence interval is from 0.0228 and 0.2971.

(vii) Private School Students

The coefficient of correlation obtained is 0.18. It is significant at 0.01 level (greater than the value set for 0.01 level viz., 0.1780). The 0.01 level confidence interval is from 0.0596 and 0.3003.

**Interpretations**

- a) There is considerable relationship between family acceptance of education and Achievement in Malayalam
- b) For all samples except for the Urban and government school students, the correlation coefficient obtained are significant at 0.01 level
- c) All the obtained correlation coefficients are positive showing that any increase in family acceptance will be attended by a corresponding increase in achievement.
- d) The 0.01 confidence intervals show the probable range of the corresponding population values all these shows that family acceptance has a determining influence an achievement in Malayalam.

**Conclusion**

The findings of this study reaffirm the critical role of family in the academic development of secondary school students. Families act as the primary scaffolders, providing the emotional, social, and academic support necessary for students to thrive. Educators and policymakers should recognize the importance of involving families in the educational process and design interventions that strengthen family-school partnerships. By fostering a positive and supportive home environment, families can significantly enhance their children's academic achievement and overall well-being.



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