

## THE IMPACT OF FAMILY ENVIRONMENT ON ACADEMIC PERFORMANCE: EXPLORING THE CRUCIAL LINK

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### **Abstract**

The purpose of this casual comprehensive study was an attempt to investigate whether there is a correlation between family environment and academic performance of college students (male and female) of a rural area named Adampur in Haryana, India. The present study has been carried out on a sample of 52 college students (Male and Female) with their age ranging between 17-21 years. The major instrument used in the present study was a Family Environment Inventory which was developed by Dr. Swatantra Jain, Dr. B.R. Chauhan, and Dr. Vijay Kumar. The scale contains 40 items. The subjects were selected on the basis of stratified random sampling. After collection of the data, statistical analysis has been done with the help of statistical tools of descriptive statistics and correlation was tested. The findings of the study are indicative that there is a significant positive correlation between the family environment and the academic performance of the students.

**Key Words :** Family environment, stratified random sampling, academic performance.

## Introduction

In the complex web of factors that determine academic success, the family environment appears to be the fundamental pillar that exerts a significant influence. Regardless of culture and socioeconomic background, the family unit remains the primary nursery for a child's cognitive, emotional, and social development. As researchers delve deeper into the dynamics of educational attainment, understanding the multifaceted interactions between family environments and educational outcomes is imperative.

This study aims to illuminate the nuanced relationship between family environment and academic outcomes, shedding light on the mechanisms by which family factors shape students' educational journeys. Although education researchers have long acknowledged the central role of families in children's academic success, further research into the complexities of this relationship is needed. In the changing social context and its implications for family dynamics. In this context, this study aims to explore various aspects of the family environment, including parental involvement, parenting style, factors causes' family tension and cultural influences. By synthesizing empirical evidence from a variety of studies, this study seeks to delineate the pathways through which these factors influence academic performance, shedding light on direct and indirect mechanisms.

Additionally, this investigation goes beyond academic achievement to include students' overall well-being, recognizing the profound impact of family dynamics on mental health, motivation, and social-emotional development. By adopting a global perspective, this study seeks to inform educational stakeholders, policy makers, and practitioners about the importance of promoting family environments beneficial for optimal learning outcomes.

Ultimately, this research aims not only to deepen our theoretical understanding of the complex interactions between family environments and academic outcomes but also to

provide practical insights for promoting foster resilient and nurturing family contexts that help students thrive academically and beyond. Through this exploration, we aim to contribute to the ongoing dialogue around educational equity and the important role of families in promoting educational success.

### **Objective**

To find the effect of family environment on the academic performance of the students.

### **Hypothesis**

There is positive correlation between family environment and academic performance of students.

### **Literature Review**

1. *Grolnick, W. S., & Slowiaczek, M. L. (1994). Parents' Involvement in Children's Schooling: A Multidimensional Conceptualization and Motivational Model.*

Parental involvement in children's schooling is a multifaceted construct that plays a crucial role in shaping academic outcomes. Grolnick and Slowiaczek (1994) present a comprehensive conceptualization of parental involvement, highlighting its various dimensions and its motivational implications. Their model emphasizes the importance of parental support, communication, and academic guidance in fostering children's intrinsic motivation and engagement with learning. By delineating the diverse ways in which parents can be involved in their children's education, this study provides a framework for understanding the mechanisms through which parental involvement influences academic performance.

2. *Davis-Kean, P. E. (2005). The Influence of Parent Education and Family Income on Child Achievement: The Indirect Role of Parental Expectations and the Home Environment.*

Socio-economic factors, including parent education and family income, exert a significant influence on child achievement. Davis-Kean (2005) explores the indirect pathways through which these socio-economic variables impact academic outcomes, highlighting the mediating roles of parental expectations and the home environment. This study underscores the importance of cognitive stimulation, academic support, and positive parent-child interactions within the home environment in promoting academic success. By elucidating the mechanisms linking socio-economic status to child achievement, Davis-Kean sheds light on the complex interplay between family dynamics and educational outcomes.

*3. Dornbusch, S. M., & Ritter, P. L. (1988). Parents of High School Students: A Neglected Resource.*

Parents play a crucial role in supporting their children's academic success, particularly during the high school years. Dornbusch and Ritter (1988) highlight the untapped potential of parents as a valuable resource in promoting educational attainment. This study emphasizes the importance of parental involvement in high school education, including communication with teachers, monitoring of academic progress, and provision of emotional support. By recognizing parents as key partners in the educational process, this research underscores the need for schools and educators to actively engage parents in supporting their children's learning and development.

*4. Sirin, S. R. (2005). Socioeconomic Status and Academic Achievement: A Meta-Analytic Review of Research.*

Socioeconomic status (SES) is a powerful predictor of academic achievement, with children from higher SES backgrounds generally outperforming their peers from lower SES backgrounds. Sirin (2005) conducts a meta-analytic review to synthesize the

existing research on the relationship between SES and academic outcomes. This study reveals consistent associations between SES and various indicators of academic success, including standardized test scores, graduation rates, and educational attainment. By providing a comprehensive overview of the empirical evidence, Sirin underscores the pervasive influence of socio-economic factors on educational opportunities and outcomes.

*5. Hill, N. E., & Tyson, D. F. (2009). Parental Involvement in Middle School: A Meta-Analytic Assessment of the Strategies That Promote Achievement.*

Middle school represents a critical period in children's educational development, and parental involvement during this stage is crucial for promoting academic achievement. Hill and Tyson (2009) conduct a meta-analytic assessment of parental involvement strategies that are effective in fostering academic success during middle school years. Their study identifies various forms of parental involvement, including monitoring, academic support, and communication with teachers, as key predictors of student achievement. By synthesizing empirical findings from diverse studies, this research provides insights into the strategies that parents can employ to support their children's academic progress during the critical transition to middle school.

### **Methodology**

*Sample:* The present study has been conducted on the sample of 52 college students (Girls and Boys) from F.G.M Government College, Adampur, Hisar, Haryana. The age of the participants ranged between 17-21 years.

*Tool:* The major instrument used in the present study was Family Environment Inventory which contains 40 questions with two alternatives.

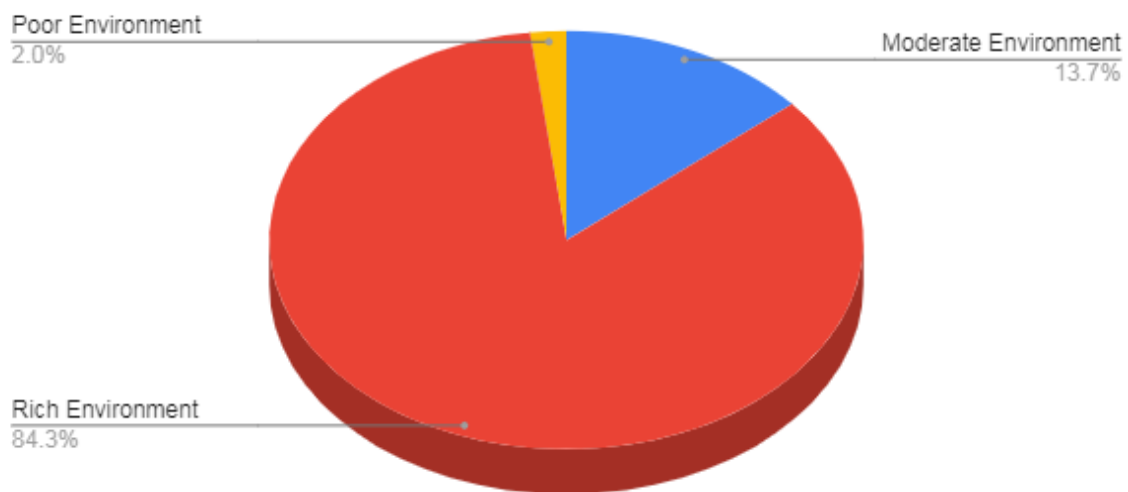
*Procedure:* The above mentioned psychological inventory was administered to the selected subjects personally and they were asked to read carefully the instructions

given in the questionnaire. Subjects were allowed to take their own time to complete the questionnaire. Scoring of this questionnaire was done accordingly to the instructions in their manuals and concerning books.

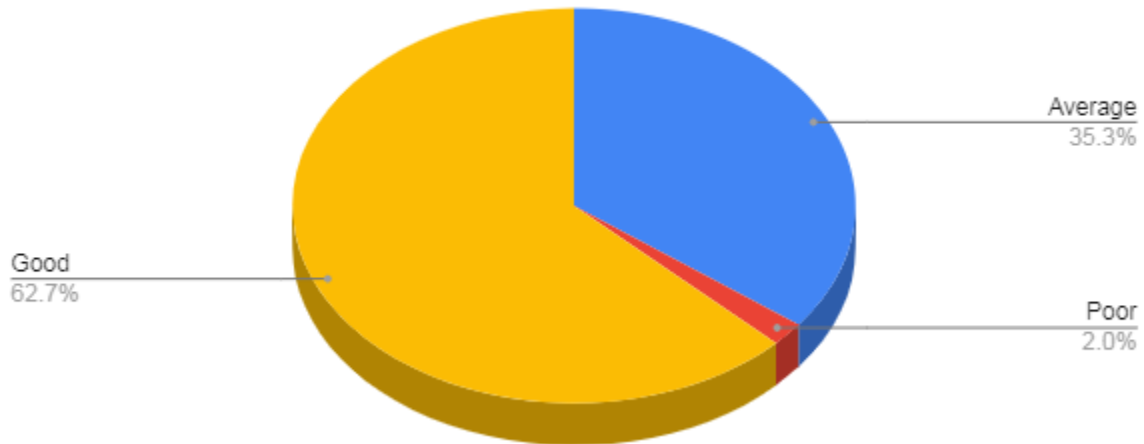
### Limitations

- This study is limited to 52 respondents. So findings and conclusion given on the basis of the study cannot be extrapolated to the entire student population.
- The result fully depends on the information given by the respondents which may be biased.

### Result and Discussion



*Figure 1. Count of Category (in percentage)*



*Figure 2. Count of Academic Performance(in percentage)*

The data showed that:

(i) In the entire sample, 84.3% students fell in the category of rich family environment, 13.7% of the student sample belonged to the moderate environment category, and a very small minority of the students i.e. 2% came from a poor family environment.

(ii) In the count of their academic performance, the majority i.e. 62.7% showed that they performed well academically, whereas 35.3% sample achieved average academic scores and a very small minority of the students i.e. only 2% of the sample had poor performance in academics.

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair	Category	3.65	52	.789	.109
	Grades	2.63	52	.561	.078

*Table 1. Mean, standard deviation on scores of sample students*

Paired Samples Correlations				
		N	Correlation	Sig.
Pair	Category & Grades	52	.284	.041

*Table 2. Correlation*

The purpose of this casual comprehensive study was an attempt to investigate whether there is a correlation between family environment and academic performance of college students (male and female) of a rural area named Adampur in Haryana, India. The sample statistics can be seen in the Table 1. Here, the category means the 3 major categories of rich, moderate, poor family environment and grades refer to the academic performance are again further divided into 3 categories good, average, poor academics. Further, correlation has been determined (in the table 2) to study whether the family environment of students has any impact on their academics. The results of present study revealed that there is a significant positive correlation between the family environment and academic performance.

### **Conclusion**

On the basis of the present research it can be said that there is a significant positive correlation between the family environment and the academic performance of the students. Thus, it can be concluded that the environment in the family of a student does has a major impact on the academics of the college students of rural background.

### **Future Research**

Future research in the realm of family environment and academic performance holds immense potential for advancing our understanding of this complex relationship and



informing targeted interventions to support student success. One avenue for future inquiry lies in exploring the longitudinal effects of specific dimensions of family environment on academic outcomes across diverse developmental stages. Longitudinal studies tracking children from early childhood through adolescence could elucidate how changes in family dynamics, such as parental involvement, parenting styles, and socio-economic status, influence academic trajectories over time. Additionally, investigating the role of technology in shaping family-school partnerships and its impact on student achievement presents a burgeoning area of research. With the proliferation of digital communication platforms, understanding how technology-mediated interactions between parents, educators, and students affect academic engagement and performance warrants further exploration. Furthermore, there is a need for culturally sensitive research that examines the intersectionality of family environment and academic achievement across diverse ethnic, racial, and socio-economic groups.

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