

**Family Environment and Academic Achievement of Scheduled Tribe High School  
Students- A correlational study**

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***Abstract:***

The present paper attempts to study the family environment of Bodo and Rabha High School Students of Udalguri District. Convenience sampling for school selection and proportionate stratified random sampling for student selection have been used by the investigator to collect reliable data. A sample of 594 students has been taken. Family Climate Scale developed by by Dr. Beena Shah (2006) was adopted to collect the data. The investigator adopted the test-retest method to find out the reliability co-efficient of the scale. And the reliability co-efficient value of the scale was found to be 0.962. The collected data was analyzed and interpreted with the help of statistical techniques like Mean, Standard Deviation and t-test. It was found from the study that there is significant difference in the family environment between High School Bodo Boys and Girls. Higher mean score in the Bodo boys indicated that they have a better family environment than the girls. The study further revealed that there is also significant difference in the family environment between High School Rabha Boys and Girls. The boys showed a better family environment than the girls. The study clearly states that there is a positive and significant correlation between Family environment and Academic Achievement of Bodo and Rabha High School students.

**Key words:** Family Environment, Scheduled Tribe students, Academic Achievement.

## **1. Introduction**

In a democratic country like India education must aim at developing self-realization, human relation, economic efficiency, civic responsibility along with the preservation and promotion of cultural values with desirable changes. It must make the individuals real “**human beings**” on earth who create such a world where everyone can reside with co-operation, co-ordination, brotherhood, friendship, unity, peace and harmony. The academic achievement must help the students to realize their role in the society with active participation for social development. The factor i.e. **Family Environment** taken for the study, throws heavy impact on the academic performance of the **ST** students. It plays major role in bringing about desirable, successful and progressive academic results among the students. It will give an insight into the problems and prospects of the educational aspects among the Bodo and Rabha students.

## **2. Need and significance of the study**

Quality performance has become the need of the hour in every aspect. Academic achievement is the major concern of educational policy makers of each and every country. Thus, schools, teachers and parents spend a lot of time and make efforts for helping students to achieve higher in their scholastic endeavours. Thus the present study attempts to provide multidimensional cause in the vast field of education with regard to the educational achievement of the STs. The findings of the study may help the teachers, parents, students and also the members associated with education to work together to gain better and healthy achievement in the academic field for all the sections of the society, specially the STs. The study tries to find varied family environment of the ST students as much as possible. The students belonging to same family have not been selected by the investigator because more or less their family environment is same. Therefore the sample boys and girls selected donot belong to the same family but other families. Thus this study would provide information on the different family environments of the Bodo and Rabha students in relation to their academic achievement.

## **3. Review of related literature**

**Bank et al. (1990)** investigated on the effect of peer, family and parental influence on students’ persistence. The results concluded that parents had strong influence upon the persistence and educational success of the students. **Astone and Sara (1991)** explored the relationship among family structure, parental practices and children’s achievement by

collecting data from 10,000 high school students of Baltimore in America. The findings indicated that parental practices parental encouragement had positive effect on children's school achievement. **Alexander and Rajendran (1992)** concluded that female students are better adjusted than male students. Parents' education influences their children's adjustment, students of well-educated parents are better adjusted than students of poorly educated parents.

#### **4. Objectives of the Study**

1. To study the family environment of Bodo and Rabha High School Students with special reference to the following parameters-

- a) Restrictiveness Vs Freedom
- b) Indulgence Vs Avoidance
- c) Partiality Vs Fairness
- d) Attention Vs Negligence
- e) Acceptance Vs Rejection
- f) Warmth Vs Cold Relations
- g) Trust Vs Distrust
- h) Dominance Vs Submissiveness
- i) Expectation Vs Hopelessness
- j) Open Communication Vs Controlled Communication

2. To study the interrelationship between Family Environment and Academic Achievement of

- a) Bodo High School Students.

- b) Rabha High School Students

#### **5. Hypotheses of the Study**

**H<sub>01</sub>**- There is no significant difference in the family environment between the Bodo boys and girls of High School Students with special reference to the following parameters-

- a) Restrictiveness Vs Freedom
- b) Indulgence Vs Avoidance
- c) Partiality Vs Fairness
- d) Attention Vs Negligence
- e) Acceptance Vs Rejection
- f) Warmth Vs Cold Relations

- g) Trust Vs Distrust
- h) Dominance Vs Submissiveness
- i) Expectation Vs Hopelessness
- j) Open Communication Vs Controlled Communication

**H0<sub>2</sub>**- There is no significant difference in the family environment between the Rabha boys and girls of High School with special reference to the following parameters-

- a) Restrictiveness Vs Freedom
- b) Indulgence Vs Avoidance
- c) Partiality Vs Fairness
- d) Attention Vs Negligence
- e) Acceptance Vs Rejection
- f) Warmth Vs Cold Relations
- g) Trust Vs Distrust
- h) Dominance Vs Submissiveness
- i) Expectation Vs Hopelessness
- j) Open Communication Vs Controlled Communication

**H0<sub>3</sub>**- There is no inter-relationship between the Family environment and Academic Achievement of High School students of a) Bodo

b) Rabha.

## **6. Sample Selection and Data Collection**

The present study is based on Descriptive Survey method. The population of the study includes 18 High Schools of the Udalhuri Educational Block from Udalhuri District. The study has been conducted depending on Convenience Sampling regarding the selection of schools, hence 9 Provincialized High Schools of Udalhuri Block have been taken for the study. Out of these schools, sample of 594 students have been taken. Proportionate Stratified random sampling has been followed in selecting the sample of students. Thus, Bodo students (Boys-186 and Girls-180) and Rabha students (Boys-111 and Girls-117), 30 % each have been taken for the study.

## **7. DELIMITATION OF THE STUDY**

The study has been delimited to the following-

1. Provincialized High Schools of Udalguri Educational Block, Udalguri District, B.T.A.D. Assam under SEBA.
2. Bodo Boys and Girls studying in class X in High Schools of Udalguri District, B.T.A.D. Assam.
3. Rabha Boys and Girls studying in class X in High Schools of Udalguri District, B.T.A.D. Assam.
4. The sample is delimited to only 594 Bodo and Rabha students.
5. The study is delimited to two variables viz; Family Environment and Academic Achievement.

## **8. Analysis and interpretation of data**

**Objective 1:** To study the family environment of Bodo and Rabha High School Students with special reference to the following parameters- Restrictiveness Vs Freedom, Indulgence Vs Avoidance, Partiality Vs Fairness, Attention Vs Negligence, Acceptance Vs Rejection, Warmth Vs Cold Relations, Trust Vs Distrust, Dominance Vs Submissiveness, Expectation Vs Hopelessness, Open Communication Vs Controlled Communication.

**Table 1: Showing the mean, S.D. and t-value of High School Bodo Boys and Girls regarding the dimensions of Family Environment (N=366).**

Sl/No.	Dimensions	G	N	Mean	S.D.	t-value	Level of Significance
1	Restrictiveness vs Freedom	Boys	186	9.17	3.389	2.54	Significant at 0.05 level
		Girls	180	8.32	3.006		
2	Indulgence vs Avoidance	Boys	186	9.06	3.192	3.80	Significant
		Girls	180	7.82	3.027		
3	Partiality vs Fairness	Boys	186	9.28	3.231	3.19	Significant
		Girls	180	8.26	2.893		
4	Attention vs Negligence	Boys	186	9.12	2.957	3.43	Significant
		Girls	180	8.04	3.077		
5	Acceptance vs Rejection	Boys	186	9.59	2.998	3.22	Significant
		Girls	180	8.53	3.281		
6	Warmth vs Cold relations	Boys	186	9.60	3.041	3.59	Significant
		Girls	180	8.42	3.244		

7	Trust vs Distrust	Boys	186	9.17	3.148	2.56	Significant at 0.05 level
		Girls	180	8.33	3.076		
8	Dominance vs Submissiveness	Boys	186	9.15	3.036	2.16	Significant at 0.05 level
		Girls	180	8.47	2.961		
9	Expectation vs Hopelessness	Boys	186	9.23	3.092	3.11	Significant
		Girls	180	8.20	3.247		
10	Open Communication vs Controlled Communication	Boys	186	9.45	3.225	2.63	Significant
		Girls	180	8.59	3.039		
	Overall Environment	Boys	186	92.82	31.309	30.23	Significant
		Girls	180	82.98	30.851		

**Interpretation:** The table indicates regarding the dimension of **restrictive vs freedom** that the mean score of Bodo Boys is 9.17 with S.D. 3.389. The mean score of Girls is 8.32 with S.D. 3.006. The t-value is 2.54 which is significant at 0.05 level. Thus there is significant difference in this dimension between Boys and Girls of High School.

Regarding the dimension of **indulgence vs avoidance** the table shows that the mean score of Bodo Boys is 9.06 with S.D. 3.192. The mean score of Girls is 7.82 with S.D. 3.027. The t-value is 3.80 which is significant at both 0.01 and 0.05 levels. Hence there is significant difference in this dimension between Boys and Girls of High School.

Regarding the dimension of **partiality vs fairness** the table reveals that the mean score of Bodo Boys is 9.28 with S.D. 3.231. The mean score of Girls is 8.26 with S.D. 2.893. The t-value is 3.19 which is significant at both 0.01 and 0.05 levels. Hence there is significant difference in this dimension between Boys and Girls of High School.

The table regarding the dimension of **attention vs negligence** indicates that the mean score of Bodo Boys is 9.12 with S.D. 2.957. The mean score of Girls is 8.04 with S.D. 3.077. The t-value is 3.43 which is significant at both 0.01 and 0.05 levels. Thus there is significant difference in this dimension between Boys and Girls of High School.

The table indicates regarding the dimension of **acceptance vs rejection** that the mean score of Bodo Boys is 9.59 with S.D. 2.998. The mean score of Girls is 8.53 with S.D. 3.281. The t-value is 3.22 which is significant at both 0.01 and 0.05 levels. Hence there is significant difference in this dimension between Boys and Girls of High School.

Regarding the dimension of **warmth vs cold relations** the table indicates that the mean score of Bodo Boys is 9.60 with S.D. 3.041. The mean score of Girls is 8.42 with S.D. 3.244. The t-value is 3.59 which is significant at both 0.01 and 0.05 levels. Thus there is significant difference in this dimension between Boys and Girls of High School.

Further regarding the dimension of **trust vs distrust** the table indicates that the mean score of Bodo Boys is 9.17 with S.D. 3.148. The mean score of Girls is 8.33 with S.D. 3.076. The t-value is 2.56 which is significant at 0.05 level. Thus there is significant difference in this dimension between Boys and Girls of High School.

The table indicates regarding the dimension of **dominance vs submissiveness** that the mean score of Bodo Boys is 9.15 with S.D. 3.036. The mean score of Girls is 8.47 with S.D. 2.961. The t-value is 2.16 which is significant at 0.05 level. Hence there is significant difference in this dimension between Boys and Girls of High School.

Again regarding the dimension of **expectation vs hopelessness** the table indicates that the mean score of Bodo Boys is 9.23 with S.D. 3.092. The mean score of Girls is 8.20 with S.D. 3.247. The t-value is 3.11 which is significant at both 0.01 and 0.05 levels. Thus there is significant difference in this dimension between Boys and Girls of High School.

The table regarding the dimension of **open communication vs controlled communication** indicates that, the mean score of Bodo Boys is 9.45 with S.D. 3.225. The mean score of Girls is 8.59 with S.D. 3.039. The t-value is 2.63 which is significant at both 0.01 and 0.05 levels. Thus there is significant difference in this dimension between Boys and Girls of High School. From the tables above it can be seen that the dimensions of Family Environment viz. Restrictiveness Vs Freedom, Indulgence Vs Avoidance, Partiality Vs Fairness, Attention Vs Negligence, Acceptance Vs Rejection, Warmth Vs Cold Relations, Trust Vs Distrust, Dominance Vs Submissiveness, Expectation Vs Hopelessness and Open Communication Vs Controlled Communication differ significantly in the family environment between High School Bodo Boys and Girls. Regarding **overall family environment**, the mean score is higher in the Bodo boys, i.e.31.309 than that of the girls which is 30.851. This indicates that Bodo Boys have better family environment than the girls.

Therefore **H<sub>01</sub>** “There is no significant difference in the family environment between the Bodo boys and girls of High School Students with special reference to the following parameters- Restrictiveness Vs Freedom, Indulgence Vs Avoidance, Partiality Vs Fairness, Attention Vs Negligence, Acceptance Vs Rejection, Warmth Vs Cold Relations, Trust Vs

Distrust, Dominance Vs Submissiveness, Expectation Vs Hopelessness, Open Communication Vs Controlled Communication” can be **rejected**.

**Table 1.1: Showing the mean, S.D. and t-value of High School Rabha Boys and Girls regarding the dimensions of Family Environment (N=228).**

Sl/No.	Dimensions	Gender	N	Mean	S.D.	t-value	Level of Significance
1	Restrictiveness vs Freedom	Boys	111	9.55	3.373	2.97	Significant
		Girls	117	8.21	3.403		
2	Indulgence vs Avoidance	Boys	111	8.40	3.374	2.28	Significant at 0.05 level
		Girls	117	7.41	3.155		
3	Partiality vs Fairness	Boys	111	8.58	3.085	2.43	Significant at 0.05 level
		Girls	117	7.62	2.888		
4	Attention vs Negligence	Boys	111	8.59	3.489	2.08	Significant at 0.05 level
		Girls	117	7.64	3.344		
5	Acceptance vs Rejection	Boys	111	9.55	3.582	3.11	Significant
		Girls	117	8.13	3.315		
6	Warmth vs Cold relations	Boys	111	9.02	3.424	2.75	Significant
		Girls	117	7.84	3.048		
7	Trust vs Distrust	Boys	111	9.39	3.778	3.62	Significant
		Girls	117	7.71	3.195		
8	Dominance vs Submissiveness	Boys	111	8.92	3.094	2.86	Significant
		Girls	117	7.77	2.967		
9	Expectation vs Hopelessness	Boys	111	8.79	3.225	2.40	Significant at 0.05 level
		Girls	117	7.74	3.351		
10	Open Communication vs Controlled Communication	Boys	111	9.14	3.029	2.07	Significant at 0.05 level
		Girls	117	8.24	3.481		
	Overall Environment	Boys	111	83.93	33.453	26.57	Significant
		Girls	117	78.31	32.147		

**Intepretation:** Regarding the dimension of **restrictive vs freedom** the table states that the mean score of Boys is 9.55 with S.D. 3.373 and that of Girls is 8.21 with S.D. 3.403. The t-value is 2.97 which is significant at both 0.01 and 0.05 levels. So it can be said that there is significant difference in this dimension between Rabha Boys and Girls of High School.

The table regarding the dimension of **indulgence vs avoidance** states that the mean score of Boys is 8.40 with S.D. 3.374 and that of Girls is 7.41 with S.D. 3.155. The t-value is 2.28 which is significant at 0.05 level. Therefore it can be said that there is significant difference in this dimension between Rabha Boys and Girls of High School.

Regarding the dimension of **partiality vs fairness** the table reveals that the mean score of Boys is 8.58 with S.D. 3.085 and that of Girls is 7.62 with S.D. 2.888. The t-value is 2.43 which is significant at 0.05 level. Thus it can be said that there is significant difference in this dimension between Rabha Boys and Girls of High School.

The table states that in the dimension of **attention vs negligence** the mean score of Boys is 8.59 with S.D. 3.489 and that of Girls is 7.64 with S.D. 3.344. The t-value is 2.08 which is significant at 0.05 level. So it can be said that there is significant difference in this dimension between Rabha Boys and Girls of High School.

Regarding the dimension of **acceptance vs rejection** the table indicates that the mean score of Boys is 9.55 with S.D. 3.582 and that of Girls is 8.13 with S.D. 3.315. The t-value is 3.11 which is significant at 0.05 level. Hence it can be said that there is significant difference in this dimension between Rabha Boys and Girls of High School.

The table states that in the dimension of **warmth vs cold relations**, the mean score of Boys is 9.02 with S.D. 3.424 and that of Girls is 7.84 with S.D. 3.048. The t-value is 2.75 which is significant at both 0.01 and 0.05 levels. So it can be said that there is significant difference in this dimension between Rabha Boys and Girls of High School.

The table further states that in the dimension of **trust vs distrust** the mean score of Boys is 9.39 with S.D. 3.778 and that of Girls is 7.71 with S.D. 3.195. The t-value is 3.62 which is significant at both 0.01 and 0.05 levels. Thus it can be said that there is significant difference in this dimension between Rabha Boys and Girls of High School.

Regarding the dimension of **dominance vs submissiveness** the table reveals that the mean score of Boys is 8.92 with S.D. 3.094 and that of Girls is 7.77 with S.D. 2.967. The t-value is 2.86 which is significant at both 0.01 and 0.05 levels. Hence it can be said that there is significant difference in this dimension between Rabha Boys and Girls of High School.

The table regarding the dimension of **expectation vs hopelessness** indicates that the mean score of Boys is 8.79 with S.D. 3.225 and that of Girls is 7.74 with S.D. 3.351. The t-value is 2.40 which is significant at 0.05 level. So it can be said that there is significant difference in this dimension between Rabha Boys and Girls of High School.

Regarding the dimension of **open communication vs controlled communication** the table states that the mean score of Boys is 9.14 with S.D. 3.029 and that of Girls is 8.24 with S.D. 3.481. The t-value is 2.07 which is significant at 0.05 level. Thus it can be said that there is significant difference in this dimension between Rabha Boys and Girls of High School.

From the tables above it is clear that the dimensions of family environment viz: Restrictiveness Vs Freedom, Indulgence Vs Avoidance, Partiality Vs Fairness, Attention Vs Negligence, Acceptance Vs Rejection, Dominance Vs Submissiveness, Expectation Vs Hopelessness, Open Communication Vs Controlled Communication. However regarding the dimensions of Warmth Vs Cold Relations and Trust Vs Distrust there exist no significant difference between the High School Rabha Boys and Girls. Regarding **overall family environment**, the mean score i.e 83.93 is higher in the Rabha boy than that of the girls which is 78.31. This means that Rabha boys have better family environment than the girls.

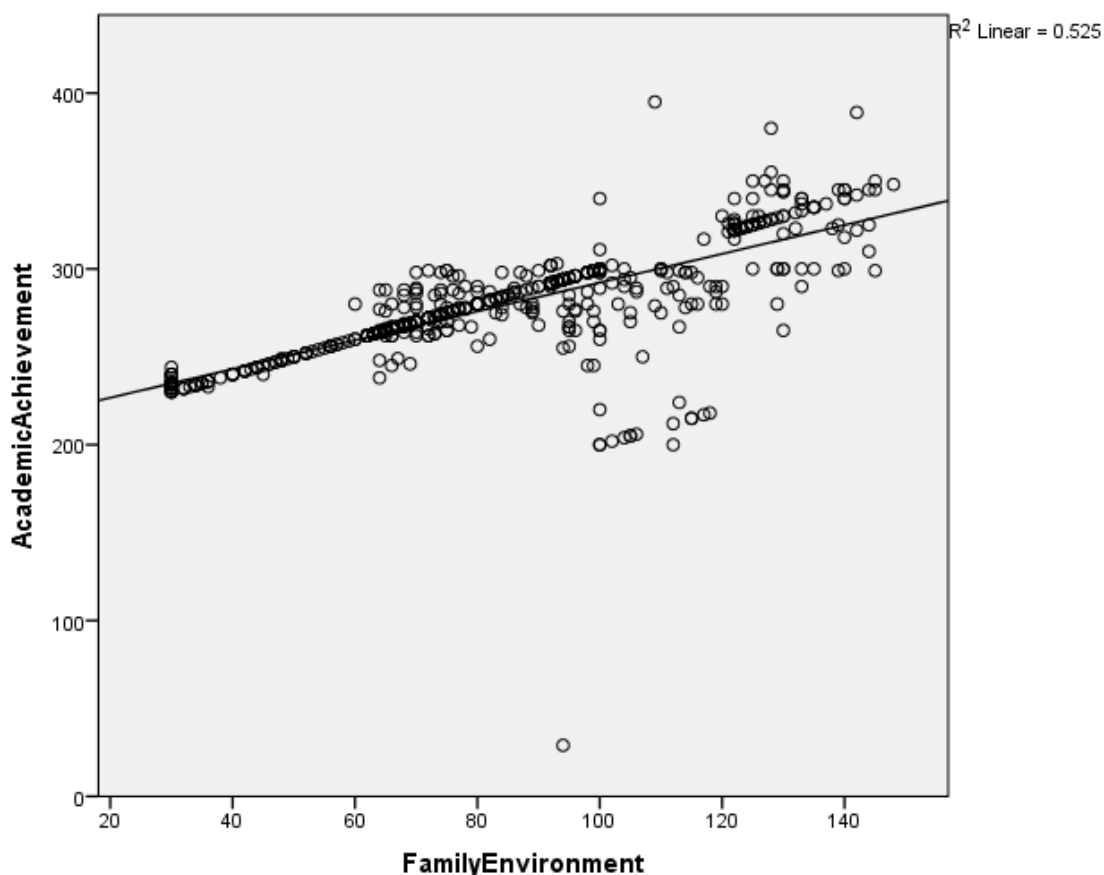
Therefore **H<sub>02</sub>** “There is no significant difference in the family environment between the Rabha boys and girls of High School with special reference to the following parameters- Restrictiveness Vs Freedom, Indulgence Vs Avoidance, Partiality Vs Fairness, Attention Vs Negligence, Acceptance Vs Rejection, Warmth Vs Cold Relations and Trust Vs Distrust Dominance Vs Submissiveness, Expectation Vs Hopelessness, Open Communication Vs Controlled Communication” can be **rejected**.

**Objective 2: To study the interrelationship between Family Environment and Academic Achievement of - a) Bodo High School Students and b) Rabha High School Students.**

**Table 2: shows correlation between Family Environment and Academic Achievement of Bodo and Rabha High School Students.**

<b>Variables</b>	<b>N</b>	<b>df</b>	<b>Co-efficient of correlation (r)</b>	<b>Level of Significance</b>
Family	594			

Environment		592	0.728	0.01 level
Academic Achievement	594			



**Figure 1: Scatter diagram showing the Correlation between family environment and Academic Achievement of Bodo and Rabha students.**

**Interpretation:** The table above shows the correlation between Family Environment and Academic Achievement of Bodo and Rabha High School students. And the figure1 represents the scatter diagram showing the correlation between the two variables. The co-efficient of correlation is 0.728 which is significant at 0.01 level (2-tailed). The obtained 'r' value 0.728 is greater than the critical value 0.115(df=594) at 0.01 level which shows positive and significant relationship between the Family Environment and Academic Achievement. Hence **H<sub>0</sub>** “There is no inter-relationship between the Family environment and Academic Achievement of High School students of- a) Bodo and b) Rabha” stands **rejected**. The table indicates that good family environment helps in better academic achievement.

## **9. Findings of the study**

The major findings of the study are described below:

### **Regarding family environment of Bodo Boys and Girls**

- With regard to all the dimensions of Family Environment viz. Restrictiveness Vs Freedom, Indulgence Vs Avoidance, Partiality Vs Fairness, Attention Vs Negligence, Acceptance Vs Rejection, Warmth Vs Cold Relations, Trust Vs Distrust, Dominance Vs Submissiveness, Expectation Vs Hopelessness and Open Communication Vs Controlled Communication there is significant difference between High School Bodo Boys and Girls. Regarding overall family environment, the mean score is higher in the Bodo boys than that of the girls. This means that boys have a better family environment than the girls.

### **Regarding family environment of Rabha Boys and Girls**

- With respect to the dimensions viz: Restrictiveness Vs Freedom, Indulgence Vs Avoidance, Partiality Vs Fairness, Attention Vs Negligence, Acceptance Vs Rejection, Dominance Vs Submissiveness, Expectation Vs Hopelessness, Open Communication Vs Controlled Communication, there exist significant differences in the boys and girls. However regarding the dimensions of Warmth Vs Cold Relations and Trust Vs Distrust there exist no significant difference between the High School Rabha Boys and Girls. Regarding **overall family environment**, the mean score is higher in the Rabha boys than that of the girls. This means that Rabha boys have better family environment than the girls.

### **Regarding correlation between the variables- Family Environment and Academic Achievement**

- The present study shows that significant positive correlation exists between Family environment and Academic Achievement of Bodo and Rabha High School students.

## **10. Conclusion**

Quality education leads to development of quality human resources. Therefore, education and academic achievement should find an important place in the society starting from the pre-primary level to the higher level. High School is an important stage in the educational ladder. In this regard family environment plays an important role for the successful achievement of

the students. Parents should provide congenial home atmosphere for their children to develop their all round personalities and contribute to the society.

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