



## ACADEMIC ACHIEVEMENT AMONG SCHEDULED CASTE AND NON-SCHEDULED CASTE ADOLESCENTS IN RELATION TO THEIR FAMILY ENVIRONMENT

Navkiran<sup>1</sup> & Dr. Amardeep Kaur Paul<sup>2</sup>

<sup>1</sup>Research Scholar, Guru Kashi University, Talwandi Sabo, Bathinda, Punjab  
(Lecturer Chemistry, Govt. Sen. Sec. School (B), Mandi Phul, Rampura, Distt.  
Bathinda)

<sup>2</sup>Assistant Professor, Guru Kashi University, Talwandi Sabo, Bathinda, Punjab

### Abstract

The present study was undertaken to study academic achievement among scheduled caste and non-scheduled caste adolescents in relation to their family environment. A sample of 200 adolescents (100 scheduled caste adolescents and 100 non-scheduled caste adolescents) studying in government senior secondary schools from 4 districts of the state of Punjab was undertaken. Product moment method of correlation and t-test were used to analyse the data. The results of study showed that non-scheduled caste adolescents are much better in academic achievement score than scheduled caste adolescents. Also there is significant relationship between academic achievement and family environment among scheduled caste adolescents.

Keywords: Family environment, Adolescents, Academic achievement.

### INTRODUCTION

Adolescents are the future of a society, So their protection and care for society and nation is must. Parents are the first teachers of children, home is their first school and family members are the first society members for them. Proper guidance and care at home boost their energy level and raise their achievement in every part of life. Sometimes school and teachers are blamed for poor academic performance of students. When students do not perform well in exams, teachers complain to the parents of children. In turn parents think that by changing school or teacher, results can be improved. Both parents and teachers forget that their joint efforts will give desired outcome.

## ACADEMIC ACHIEVEMENT

Achievement refers to the attainment in desired field. So from the term academic achievement, it becomes clear that it is the performance or achievement in academic field. Our educational policy framers have overemphasized it. It is the pivot around which whole system of education revolves. Some expert views regarding academic achievement are as:

**Crow and Crow (1969)** defined academic achievement as the extent to which a learner is profiting from instruction in a given area of learning.

**Sharma et al. (2011)** defined academic achievement as the outcome of training imparted to students by teacher in school situation.

## FAMILY ENVIRONMENT

This term is a union of two terms- Family and Environment. Family provides that environment in which all are familiar to each other, learn from each other and affect personality of each other. Our Indian culture also depicted the influences of 'Vamsa' i.e. family on the personality and behaviour of an individual. Some experts have defined it as:

**Newman and Newman (1981)** "Family environment is the first and perhaps the most enduring context for growth. Adjustment within family means identifying with models, accepting values and playing out family roles."

**Ranhotra (1996)** "Family environment is the complex of social and cultural conditions, the combination of extrinsic physical conditions that effect and influence the growth and development of the family."

## RELATED STUDIES

**Zhang and Carrasquillo (1995)** conducted a study which depicted that when children are surrounded by caring, capable parents and are able to enjoy nurturing and moderate competitive kinship, a foundation for literacy is built with no difficulty.

**Moula et al (2010)** conducted a study to show the relationship between academic achievement motivation and home environment. Results concluded positive relationship between parental education and academic achievement motivation of students and also depicted a positive relationship between parental education and academic achievement of their children.

**Kazmi et al (2011)** conducted a study to find the impact of father's style of dealing with their children at home and their academic achievement at school. Results concluded a positive significant relationship between father's involvement and academic achievement of their wards.

Many other studies also concluded the same as above mentioned studies. Majority of the studies are in favour of positive relationship between academic achievement and family environment.

### **OBJECTIVES**

- 1 To compare the significance of difference between means of academic achievement of scheduled caste and non-scheduled caste adolescents.
- 2 To find the relation between academic achievement and family environment of scheduled caste adolescents.
- 3 To find the relation between academic achievement and family environment of non-scheduled caste adolescents.
- 4 To compare the relationship between academic achievement and family environment among scheduled caste and non-scheduled caste adolescents.

### **HYPOTHESES**

- 1 There will be no significant difference between means of academic achievement of scheduled caste and non-scheduled caste adolescents.
- 2 There will be no significant relationship between academic achievement and family environment of scheduled caste adolescents.
- 3 There will be no significant relationship between academic achievement and family environment of scheduled caste adolescents.
- 4 Significant difference will not exist in the relationship of academic achievement and family environment among scheduled caste and non-scheduled caste adolescents.

### **SAMPLE**

In the present study, a sample of 200 students was considered. Out of 200 selected students, 100 were scheduled caste and 100 were non-scheduled caste adolescents. Sample was taken randomly from government senior secondary schools from four districts of state of Punjab. Multi-staged sampling technique was used in the present study.

### **TOOLS**

Data was collected by using tools mentioned below:

- 1 Marks obtained in science by adolescents in matriculation examination of Punjab School Education Board.
- 2 Family Environment Scale by Harpreet Bhatia and N.K. Chadha (Revised 2012).

## STATISTICAL TECHNIQUES USED

1. Descriptive statistics- mean, standard deviation, skewness and kurtosis to study the nature of distribution of scores.
2. Product Moment method of correlation.
3. t-test was used.

## RESULTS AND DISCUSSION

### HYPOTHESIS 1

There will be no significant difference between means of academic achievement of scheduled caste and non-scheduled caste adolescents.

Values of t-ratio was worked out and entered in table no. 1

**Table no. 1**

**Showing significance of difference in academic achievement among scheduled caste and non- scheduled caste adolescents**

Group	Number	Mean	S.D	t-ratio	Level of significance
Scheduled caste adolescents	100	74.40	8.89	3.65**	** Significant at .01 Level of significance
Non-Scheduled caste adolescents	100	74.90	10.53		

Table no.1 shows that the value of t-ratio is 3.65 which is significant at .01 level of significance and the mean score of academic achievement of scheduled caste adolescents is 74.40 and among non-scheduled caste adolescents is 74.90. Hence the hypothesis no. 1 which states that there will be no significant difference between means of academic achievement of scheduled caste and non-scheduled caste adolescents is rejected. Hence results show that the academic achievement among non- scheduled caste adolescents is much better than scheduled caste adolescents. Majority of non-scheduled caste families have higher income level than scheduled caste families and ultimately this leads to more facilities for non-scheduled caste than scheduled caste adolescents.

### HYPOTHESIS- 2

There will be no significant relationship between academic achievement and family environment of scheduled caste adolescents.

By using Pearson’s method of correlation value of correlation was worked out and entered in table no. 2

**Table no. 2**

**Showing correlation value between academic achievement and family environment among scheduled caste adolescents**

Group	Correlation	Level of significance
Academic Achievement	0.417	Significant at .01 level
Family Environment		

Significant at .05 level= .197

Significant at .01 level=.256

NS stands for non-significant

Table no. 2 depicts that the coefficient of correlation between academic achievement and family environment among scheduled caste adolescents is 0.417 which is significant at .01 level of significance. Hence our hypothesis no. 2 which states that there will be no significant relationship between academic achievement and family environment of scheduled caste adolescents is rejected. Hence the results indicate that there is positive and significant relationship between academic achievement and family environment.

**HYPOTHESIS-3**

There will be no significant relationship between academic achievement and family environment of non-scheduled caste adolescents.

Values of coefficient of correlation was worked out and entered in table no 3

**Table No- 3**

**Showing correlation value between academic achievement and family environment of non- scheduled caste adolescents**

Group	Correlation	Level of significance
Academic achievement	.059	NS
Family Environment		

Significant at .05 level= .197

Significant at .01 level=.256

NS stands for non-significant

From the table no 3, the value of coefficient of correlation between academic achievement and family environment among non-scheduled caste adolescents .059

which is not significant at both levels of significance. Hence our hypothesis no 3 which states that there will be no significant relationship between academic achievement and family environment of non scheduled caste adolescents is accepted. Results of the study indicate that there is positive but not significant relationship between academic achievement and family environment among non-scheduled caste adolescents.

**Hypothesis-4**

Significant difference will not exist in the relationship of academic achievement and family environment among scheduled caste and non scheduled caste adolescents.

**Table no. 4**

**Showing significant difference in the relationship of academic achievement and family environment among scheduled caste and non-scheduled caste adolescents**

Group	Correlation value	Z function	CR
Scheduled caste adolescents	0.417	.44	2.68**
Non-scheduled caste adolescents	.059	.05	

\*\*Significant at .01 level

Table no. 4 shows that significant difference in the relationship of academic achievement and family environment among scheduled caste and non scheduled caste adolescents is significant at .01 level of significance (value is 2.68). Hence our hypothesis no. 4 which states that significant difference will not exist in the relationship of academic achievement and family environment among scheduled caste and non scheduled caste adolescents is rejected.

**FINDINGS OF THE STUDY**

1 There exists significant difference between means of academic achievement among scheduled caste and non-scheduled caste adolescents. Result is in favour of non-scheduled caste adolescents as they show better performance in academic achievement as compared to their counterparts.

2 There is significant relationship between academic achievement and family environment among scheduled caste adolescents.

3 There exists no significant relationship between academic achievement and family environment among non-scheduled caste adolescents.

4 Significant difference exists in the relationship of academic achievement and family environment among scheduled caste and non-scheduled caste adolescents.

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