Relationship Between Family Environment And Scholastic Achievements Of College Students In Karbi Anglong District Of Assam

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Abstract:

The present study is an attempt to examine the relationship between scholastic achievements and the family environment of college students in the district of Karbi Anglong. A sample survey was carried out among 100 college students from two colleges in the district between the age groups of 21 years and 23 years. The researcher used percentages of marks obtained by the students in Three-year Degree Course (T.D.C.) of Choice Based Credit System (CBCS) as indicators of scholastic achievement. In this study, family environment refers to the family background that covers parental education and the annual income of the family. An attempt has been made to find out if these two elements play any role in the scholastic achievements of the students belonging to the Karbi community who are recognized as Scheduled Tribes (Hills) in Assam. Most of such people of this particular community are scattered over the hilly terrains and far-flung hilly hamlets of the Karbi Anglong District of Assam. For this study, self-constructed standardized questionnaires and interview tools were used. After systematic analysis of the data obtained through the above-mentioned methods, it was found that the stable income status of parents and parental education of the students of the Karbi community strongly influenced their scholastic achievements. The results show that there is a significant difference between the Mean and S.D. scores of the family environment and the scholastic achievements of students in relation to their parental education and income status of the family.

Key Words: Family environment, Scholastic achievement, socio-economic status, Parental education, college students.

Introduction:

The family is the basic social unit. Due to its closeness and importance, it acts as the first and foremost social environment for the infant. The home is the first and most important place where a child learns. The family environment has a significant impact on a child's cognitive and academic development. The home environment and routines offer a student with a complex network of physical, social, economic, and intellectual impacts on their learning.

The home is a microcosm of the larger society; as a result, the same people, objects, and ideals have an effect on every facet of life. A parent's consistent voice and viewpoint will emerge, even if it doesn't seem like it at first. Parents, regardless of their own educational background, have the primary responsibility for their children's education. When parents invest in their own education, they gain a wealth of knowledge that they may use to help their children succeed in school and in life. Educated parents are the best at what they do for their kids. When they do a good job of encouraging students' confidence and sparking their interest, they pave the way for them to make good career decisions. Because it is incredibly difficult for students to study when they don't want to, parents provide their children unfaltering encouragement all through their lives. They have a complete understanding of their children's strengths and weaknesses.

Different types of households have different effects on children's academic performance. "A student's socioeconomic status and family's level of education have a substantial bearing on the student's academic achievement. Research conducted by Bogenschneider, Gross, and Johnson (2004) indicates that students whose parents are actively engaged in their education are more likely to excel academically, have loftier goals, view school and family work in a positive light, maintain better attendance records, and achieve higher scores on standardised tests. Additionally, their rate of dropout is lower.

Parents have a profound impact on their children's intellectual and personal development through the way they raise them. With their parents' encouragement, drive, and high expectations, children are more equipped to overcome any obstacles in their path. Therefore, it is the responsibility of every parent to ensure that their child realises his or her full potential.

In this contemporary world, everyone is expected to have a great deal of success. Perhaps the best measure of a person's true abilities is how well they do in school. It is now used to gauge a child's potential. There are a lot of factors that determine whether students succeed or fail in school. Repeated research has proven that unfavourable family environments hinder a child's proper growth and development. The purpose of this research was to examine a subset of colleges in the Karbi Anglong region of Assam with the expectation that students' personal experiences at home would have an effect on their academic achievement.

Review of related literature

Zhao, Lie (2022) performed the study on the effect of the home environment on the academic performance of teenagers: the function of the educational expectation gap and the quality of their interactions with peers. The results showed a strong relationship between one's home life and their performance in the classroom. The study also discovered that there was a positive correlation between the family environment and the quality of peer interaction ($r=.39$, $p<.05$) and between the family environment and the quality of peer interaction ($r=.28$, $p<.05$), which could be a clue as to what factors influence the academic achievement of adolescents. There was a negative correlation between academic achievement and the educational gap ($r= -.015$, $p<.05$).

Khatoon, Ashma & Sharma Dr Manju(2021) studied the correlation between a student's environment at home and their performance in the classroom. The study's aims were to ascertain (i) students' academic performance, (ii) the extent to which their personal circumstances affected their academic achievement, and (iii) the nature and interplay of these relationships. Academic success is positively correlated with one's home environment, according to the study. The more cohesive a class is, the better the students' academic performance.

Kumari Ranjana & Garg Mukta (2022), academics investigated the relationship between student demographics and secondary school performance. The purpose of the research was to identify any associations between the students' demographics and their academic achievement in high school. In terms of academic performance, the data demonstrated that girls lagged behind boys. While demographic characteristics such as gender, age, and family wealth are significantly associated with academic achievement (as shown by the chi-square value), parental education does not appear to have the same effect.

Joshi, Dr. Saru (2023) looked into "Role of home environment on the academic achievement of secondary school students a study in Ri-Bhoi, Meghalaya." In this study, the researcher sought to identify eight characteristics of families: cohesiveness, expressiveness, conflict, acceptance and caring, independence, orientation towards active recreation, and organisation and control. For every facet of the domestic setting, we calculated the average, standard deviation, and proportion. The findings show that children's academic performance is greatly affected by every part of their family environment.

Deka, Trailokya (2014) investigated the Karbi Anglong area's community involvement in higher education. According to the results, university professors in urban areas are more responsive to student concerns than those in rural areas. Among the rural community, 28.33% responded positively, whereas 53.75 percent of the urban group did the same. There was a 9.04-to-1 chi-squared value for the difference between rural and urban students in terms of bringing up academic issues with their teachers at the 0.01% and 0.05 significance levels, according to the corresponding table values of 3.841 and 6.635.

Tokbipi, Sobita (2017) gave a presentation on the topic of education issues in the Karbi Anglong district. Explanatory research was utilised by the researcher. Despite the government's best efforts to raise enrolment and decrease student attrition, the study found that the Karbi Anglong area continues to confront a massive educational crisis.

An overview of Karbi-Anglong District:

The present study is" Relationship between family environment and scholastic achievement of college students in Karbi Anglong district of Assam". The purpose of this research was to look at the Karbi ethnic community in Assam's Karbi Anglong region and see whether there was a correlation between the family life of undergraduates and their academic success.
Karbi Anglong is one of the independent hill districts in Assam. On October 14, 1976, the district was formally acknowledged as a separate entity with its headquarters in Diphu. The Indian Constitution's Sixth Schedule is the one that creates the council. Golaghat district and Meghalaya state are to the east and west, respectively. Nagaon is to the north while Dima Hasao is to the south. In the south lies the state of Nagaland.
There are 9,56,313 permanent residents in the area as per the 2011 census. Of that number, 11,2966 make their homes in the district's urban centres, while 8,43,347 reside in rural areas. With 92 inhabitants per square kilometre, the district is quite densely populated. In the district, you'll find 490,167 males and 466,141 females. Among the 53,873 people who call the Karbi Anglong district home, 56 percent identify as tribal and 47 percent as scheduled caste. And a total literacy rate of 72.19 percent for the district, with 77.85 percent of males and 66.27% of females being literate. (Karbi Anglong District Census Handbook, series 19, Part-XII-B, 2011 Indian Census reports)

Significance of the Study:

At its core, a family unit is a parents and any dependent children they may have. The family environment plays a significant role in a child's growth and education. It would manifest in the person's emotional growth and academic performance at the same time. The purpose of this survey-based research was to determine whether or not Karbi students' home environments had an impact on their performance in higher education in the Karbi Anglong district of Assam. Some of the Karbi youths who are now at college were born into illiteracy, and a large number of them are the first in their family to go to college. So, it was imperative that the researcher look into how family dynamics affected the academic achievement of this ethnic group's youngsters in the researched district.

Objectives of the study:

The main objectives of the study are as follows:

1. To know about the scholastic achievement of the college students.

2. To find out the relationship between parental education and the scholastic achievement of the students.

3. To find out the relationship between annual family income and the scholastic achievement of the college students.

Methodology: The present study has been conducted using the descriptive survey method. The investigator also adhered to the procedures and methods for gathering the data, which were as follows:

Population: The population of the present study comprised of the Karbi students who were studying in the TDC 6th semester for the session 2023-2024 in the two colleges of the district, namely Thong Nokbe college, Dokmoka and Rukasen College, Bakalia in Karbi Anglong district of Assam.

S.l.no	Name of the college	Total no of students enrolled (all even sem.)	Total no. of Karbi students enrolled (all even sem.)	Total no. of 6th sem. Karbi students enrolled
1	Thong Nokbe College, Dokmoka	1217	796	267
2	Rukasen College, Bakalia	1150	904	341

Total= 608

Sample: To investigate the family environment of college students of Karbi Anglong District, the researcher visited the two colleges, Rukasen college of Bakalia and Thong Nokbe College of Dokmoka in the Karbi Anglong District. The researcher randomly selected the 100 sample out of 608 students from the selected colleges for study.

Tool: The researcher used the self constructed standardized tool which was supervised by experts and standardized through conducting the pilot study for the reliability of the tool. The investigator conducted 'Test- Retest' method for reliability of the questionnaire and interview schedule. It was administered to a sample of 20 Karbi college students who were pursuing 4th

Semester at Thong Nokbe College, Dokmoka and Rukasen College, Bakalia of Karbi Anglong district for the session of 2023-24 and find out the co-efficient of correlation for 41 items. The co-efficient of correlation had been found to be 0.93 which indicated as a high degree of reliability index.

Technique for data analysis: The investigator applied the Mean, Standard deviation, percentage, Pearson's correlation and F test to know the significant differences between the family environment and scholastic achievement of the students.

Analysis and Interpretation:

In order to find out the relationship between family environment and scholastic achievement of the college students who were studying in 6th semester for the session of 2023-2024.The investigator calculated the Mean, SD, F test and percentage for each dimensions of family environment.

Table No 1: Distribution of Education Qualification of Parents

Education Level	Mother		Father	
	Frequency	Percent	Frequency	Percent
Illiterate	38	38.0	30	30.0
Primary	15	15.0	19	19.0
Secondary	4	4.0	11	11.0
Matriculate	12	12.0	8	8.0
Intermediate	23	23.0	26	26.0
Graduate	8	8.0	6	6.0
Total	100	100.0	100	100.0

It is observed that the highest education level of parents of students is Graduate. 8.0 percent of mother and 6.0 percent of father had attained the graduate level of educational qualification while 23.0 per cent of mother and 26.0 percentage of father achieved Intermediate level of educational qualification. The illiteracy rate of mother is (38%) higher than father illiteracy (30%).

Table No 2 : Distribution of Yearly Household Income of respondents

Yearly Income group	Frequency	Percentage
Rs. 50,000- 1,00000	29	29.0
1,50000 to 2,00000	21	21.0
2, 50000 to 3,00000	44	44.0
Above 3,00000	6	6.0
Total	100	100.0

It is found that the yearly family income areas such 44% have between in Rs. 2,50000 – 3,00000 ; 29% have in between 50,000- 1,00000 ; 21% have in between 1,50000 to 2,00000 and only 6% have above 3,00000 out of the 100 household.

Table No 3 : Relationship of Household Income with Scholastic Achievement of students

N=100

	Mean	Std. Deviation	Pearson Correlation	P-Value
Scholastic Achievement Score	44.07	15.25	.873**	.000
Household Income	183170.00	95050.55		

**. Correlation is significant at the 0.01 level (2-tailed)

It is examined that there exists positive relationship between the Household Income and Scholastic Achievement of students. The mean achievement score is 44.07 and Average household income is Rs. 183170.0. From the Pearson Correlation (r=.873) and P=.000, it is observed that the relationship is significant at 1% level. So, it can be concluded that increase in the level of household income has a positive and significant relationship with the Scholastic achievement of the students.

Table No 4: Difference in Scholastic achievements of Students in relation to Education qualification of Mother

Education level	N	Mean	Std. Deviation	F	Sig.	Multiple Comparison Tukey HSD (Subset for alpha = 0.05)			
						1	2	3	4
Illiterate	38	31.474	1.8119	267.831	.000	31.474			
Primary	15	34.933	3.8260			34.933			
Secondary	4	62.000	1.4142					62.000	
Matriculate	12	57.467	4.5442					57.467	
Intermediate	23	48.174	5.6541				48.174		
Graduate	8	80.125	5.9387						80.125
Total	100	44.066	15.2481						

Researchers have discovered that a child's parents' degree of education has an effect on their child's academic achievement. Students' academic performance differs according on the level of education their mothers had, as shown in the table above. Students whose moms are illiterate had lower levels of academic accomplishment (31.47) at the elementary level (34.93), secondary level (62.0), matriculation level (57.47), intermediate level (48.17), and graduate level (80.13). There is a statistically significant difference at the 1% level of significance, as shown by the F=267.831 and P=.000 values. According to these results, children whose moms have completed more years of school tend to do better academically.

Mothers' educational attainment varies significantly, as seen by the mean difference in the table above. At the 5% level of significance, there is a clear difference between women with greater levels of education and those with limited or no education at all. At the 5% level of significance, there is a significant difference between women with an intermediate or graduate level of education and those with a secondary or matriculation level of education, but there is no

difference between these groups". Moms with a bachelor's degree or above stand out from those with less education, while mothers with an associate's degree or less stand out from those with any degree at all.

Table No 5 : Difference in Scholastic Achievement of Students in relation to Education qualification of Father

Education level	N	Mean	Std. Deviation	F	Sig.	Multiple Comparison Tukey HSD (Subset for alpha = 0.05)			
						1	2	3	4
Illiterate	30	31.267	1.7604			31.267			
Primary	19	33.632	3.1660	103.991	.000	33.632			
Secondary	11	63.455	11.7163					63.455	
Matriculate	8	57.950	5.9105					57.950	
Intermediate	26	46.269	6.7026				46.269		
Graduate	6	77.500	10.1341						77.500
Total	100	44.066	15.2481						

The following table shows that there is a correlation between the educational background of the father and the academic success of his children. Students whose fathers are illiterate have a mean academic achievement of 31.26 in elementary school, 33.63 in secondary school, 63.45 in matriculation, 46.26 in intermediate school, and 77.50 in graduate school. According to the results, there are differences at the 1% level of significance (F=103.991 and P=.000). The correlation between fathers' educational attainment and their children's academic performance is strong.

The following table shows the mean difference in repeated comparisons, which indicates a significant difference between the students' academic achievement and the father's educational level. There is a statistically significant difference between the illiterate and primary level at the 5% level, in relation to the higher degree of education. There is a marked difference between the various stages of education up to the graduate level. In comparison to the other categories, the father's educational level is substantially different at the graduate level

Conclusion:

We were able to draw concrete conclusions from the data acquired and evaluated using scientific procedures since the current study set out to investigate the connection between college students' home environments and their academic performance. The majority of respondents were located in economically disadvantaged areas, and the majority of their parents were either completely or partially illiterate. Research shows that very few parents of the students actually had the opportunity to get a bachelor's degree. Under these conditions, it has been discovered that pupils' academic performance is strongly correlated with their family history.

Students from low-income families or those whose parents do not value education highly lag significantly behind their more privileged peers in terms of academic performance, according to the study. The study's findings clearly show that the respondents' academic performance is significantly affected by their parents' educational background, socioeconomic status, and level of awareness regarding the significance of education. Students' academic performance in college is significantly affected by their parents' educational background and economic status, according to the study. Having said that, it would be a mistake to think that these are the only characteristics that matter, as our research has shown that in rare instances, kids from low-income backgrounds have succeeded academically, and vice versa. College students from the Karbi community in Assam's Karbi Anglong area showed a strong correlation between their home life and their academic performance.

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