Perception of family relations with academic performance of PUC IInd year science students

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■ **ABSTRACT :** An ex-post-facto study to analyse the relationship between the perception of family relations and academic performance on a proportionate random sample of 146 male and 85 female second year science students with the age range of 17-19 years was undertaken in Dharwad city. The standardized questionnaire of family relations and SES developed by AICRP-CD (2002) were employed. The marks obtained in final exam. of I and II PU were considered for the assessment of academic performance. The results revealed that majority of students (48.5%) had normal family relations, it was also found that the family relations influenced the academic performance of the students significantly and positively.

■ **KEY WORDS :** Adolescents, Family relations, Perception, Academic performance

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Family plays a pivotal role in providing the most congenial atmosphere to an individual to form his style of life and basic patterns of behaviour. The aspirations, values and goals of individuals are influenced by the family. Whether an individual develops into a well-adjusted sociable person or a maladjusted one, depends on the family. Family in Indian culture is the significant primary group that influences young people. The basic dyadic relationship between mother and child builds bonds and fosters other relationships with father and siblings. The attachments grow stronger throughout the person's life. The close family relationship exerts a great influence over the children's relations with members of the social groups.

Parents are the chief architects in shaping the personality of an individual. The quality of relationship with parents is key factor for the wholesome development of an individual. Secure bonds between parents and their children allow them the freedom to grow and explore and gain experience.

Family cohesion and enmeshment are two important aspects of family life. Family cohesion is defined as shared affection, support, helpfulness and caring among members. Enmeshment is defined as family patterns that facilitate psychological and emotional fusion among family members, potentially inhibiting the individuation process and the development and the development and maintenance of psychological maturity. Cohesion represents positive, supportive interaction among family members that is positively and linearly related to individual and family functioning. In contrast, enmeshment is not an element of supportive relationships but represents controlling and constraining interaction patterns that inhibit individual psychological autonomy.

The parent child relationship must undergo transformation to accomplish the tasks necessary for healthy development. Psychological control has been found to be negatively related to healthy functioning. Cohesion is negatively associated with adolescents' problem behaviours whereas enmeshment is positively associated with problem behaviour. Cohesion and harmony in parent adolescent interactions appear to be linked to more positive relationships. Conflict which may devote weak or weakening interpersonal bonds often occurs within parent-adolescent relationships (Rueter and Conger, 1995).

Academic performance is the core of educational growth. High performance in school enhances self esteem and self-confidence in the child, which leads to better adjustment in

society. Attainment of success in school subjects causes children to set high goals for themselves. Academic performance assumes even more great importance at PUC level since it is a vital terminal stage in one's professional choice.

Tejpreet *et al.* (1997) reported that children who had warm relationships with their parents achieved higher in the classroom. Suman *et al.* (2003) reported that achievement motivation was higher when adolescents perceived their parents as loving and demanding. So, the present study was undertaken with an objective of knowing the family relations as perceived by students and its relationship with the academic performance in PUC II.

■ **RESEARCH METHODS**

Sample:

The sample of the present investigation was drawn from three popular science colleges of Dharwad district (Karnataka College, Janata Shikshana Samiti College and Kittle College). A total sample of 231 PUC II year science, 146 boys and 85 girls were selected randomly from all the divisions of the selected colleges.

Tools used:

– Questionnaire to assess family relations of PUC II year science students as per the guidelines of Moos and Moos (1994) tool Life Stressors and Social Resources Inventory-Youth form (LISRES-Y). This questionnaire included statements related to parent-child relation, sibling relation and relationship of students with their relatives. Each item required responses as "Yes" or "No". The "Yes" responses were scored '2' and "No" responses scored '1'. Some statements were with reverse scoring. Higher the scores poorer was the family relations.

– Socio-economic status scale developed by All India Coordinated Research Project Home Science (Child Development, 2002), considering parameters such as caste, educational level and occupation of parents, family income, family size and family type.

– Academic performance: Percentages of marks secured in the final examination of the pre-university course I and II year by students were considered for academic performance.

Procedure:

Prior permission of the Heads of the institution was sought. Teachers were approached for seeking cooperation and were requested to spare their class for administering the questionnaire. Randomly selected students of both the divisions of a college were seated in one hall and administered the questionnaire. They were asked to fill the personal information and educational background. The instructions were given to the students before filling the questionnaire. The questionnaire was administered in two sittings on the same day with a gap of 15 minutes to avoid mental fatigue and also the problem of absenteeism if done on another day.

■ **RESEARCH FINDINGS AND DISCUSSION**

The findings obtained from the present study have been discussed under the following sub-heads:

Information about parents and relatives of the students:
Information about parents:

Results of Table 1 revealed that about parents 98.3 per cent students expressed that their parents were living together. Only 1.7 per cent students were living separately due to job in different cities. None of the students' parents were divorced. About 84.0 per cent students parents were not suffering from diseases, but around 15.6 per cent students parents suffered from disease. Among them, 3.5 per cent were mothers, 9.1 per cent were fathers and 2.4 per cent were both parents. Only 10.8 per cent students attended their parents who suffered from disease. Around 2.2 per cent students expressed that attending the parents who were suffering from diseases affected their studies.

Information about relatives:

Only 3.5 per cent students reported that relatives were staying with them.

About time spent pattern with relatives, 13.4 per cent students reported that they never spent any time with their relatives while 4.3 per cent spent seldomly, 57.1 per cent at times, 12.1 per cent students fairly often and 13.4 per cent students quite often spent their time with their relatives. About 13 per cent students expressed that their relatives suffered from diseases but only 7.4 per cent attended them.

Perception of family relations of students:

Table 2a shows perception of students' relations with parents. About expectations of parents nearly 70.10 per cent of students expressed that their parents expected too much of them in academic achievement while 29.90 per cent of students expressed that their parents did not expect too much in academic achievement. Majority of students (84.85 %) reported that their parents were not too strict but 15.15 per cent expressed that their parents were too strict. About 41.55 per cent, 8.23 per cent, 12.13 per cent and 11.25 per cent students expressed that their parents put too much pressure on them to do well in college studies, sports, hobbies and extracurricular activities, respectively. Around 24.25 per cent of students reported that they had arguments / fights with their parents whereas 75.75 per cent of students did not have fights in this manner. Only around 5.19 per cent of students, 4.76 per cent and 3.90 per cent reported that their parents were critical / disapproving them in their decisions, social activities, and curricular activities, respectively. While 95.96 per cent were supportive. Nearly 90.90 per cent of students expressed that

Table 1 : Information about students' parents and relatives

Sr. No.	Statements	Yes	No
Information about parents			
1.	Parents living together	227 (98.3)	4 (1.7)
	Living separately in different cities due to job	4 (1.7)	-
	Parents divorced	-	-
2.	Parents suffer from diseases	36 (15.6)	195 (84.4)
	Father	21 (9.1)	
	Mother	8 (3.5)	
	Both	7 (2.4)	
3.	Attending them	2.5 (10.8)	206 (89.2)
4.	It affects studies	5 (2.2)	226 (97.8)
Information about relatives			
5.	Relatives staying in respondents home	8 (3.5)	223 (96.5)
6.	Spending time with relatives		
	Never	30 (13.4)	-
	Seldom	10 (4.3)	-
	Sometimes	132 (57.1)	-
	Fairly often	28 (12.1)	-
	Often	31 (13.4)	-
7.	Relative suffering from any diseases	30 (13.0)	201 (87.0)
8.	Attending them	17 (7.4)	214 (92.6)

Figures in parentheses are percentages

Table 2a : College students' relation with parents

Sr. No.	Statements	Yes	No
Parents			
1.	Parents expect too much in academic achievement	162 (70.10)	69 (29.90)
2.	Parents are too strict, not letting to do what you want	35 (15.15)	196 (84.85)
3.	Parents put too much pressure on you to do well in		
	College studies	96 (41.55)	135 (58.45)
	Sports	19 (8.23)	212 (91.77)
	Hobbies	28 (12.13)	203 (87.87)
	Extracurricular activities	26 (11.25)	205 (88.75)
4.	Have arguments/fights with parents	56 (24.25)	175 (75.75)
5.	Parents are critical or disapproving in	12 (5.19)	219 (94.81)
	Decisions		
	Social activities	11 (4.76)	220 (95.24)
	Curricular activities	9 (3.90)	222 (96.11)
6.	Parents get on nerves	21 (9.10)	210 (90.90)
7.	Parents get angry or loose temper	59 (25.55)	172 (74.45)
8.	Can count on parents to help when need it	173 (74.90)	58 (25.10)
9.	Parents cheer up when sad or worried	201 (87.01)	30 (12.98)
10.	Have fun, laugh or joke with parents	207 (89.61)	24 (10.39)
11.	Parents really understand how feel about things	217 (93.93)	14 (6.07)
12.	Parents respect opinion in	191 (82.66)	40 (17.33)
	Family matters		
	Social participation	178 (77.05)	53 (22.95)
13.	Spend less time with parents than in High School	92 (39.82)	133 (60.18)

Figures in parentheses are percentages.

their parents did not get on their nerves as against only 9.10 per cent of students. Around 74.00 per cent of students expressed that their parents did not get angry or lose their temper but 25.55 per cent of students expressed that their parents got angry or lost their temper with them. Nearly 74.90 per cent of students expressed that they can count on their parents to help when they needed but 25.10 per cent of students expressed that they could not depend on their parents to help when they need it. About 87 per cent of students reported that their parents cheered up them when they were sad or worried but 13 per cent expressed that their parents did not do so. About 89.61 per cent of students expressed that they had fun, jokes and laugher with their parents while 10.39 per cent of them had no such liberty have fun, laugh or joke with their parents. Nearly 93.93 per cent of students expressed that their parents were understanding. While, only 6.07 per cent of students expressed that their parents were not so. About 82.66 per cent of students and 77 per cent of students expressed their parents respected their opinion in family matters and social participation, respectively. About 40 per cent of students expressed that they spent less time with their parents than when they were in high school.

Perception of relations of students with siblings:

About sibling relation (Table 2b), 35.64 per cent of students expressed that they had arguments or fights with their siblings whereas 64.36 per cent of students expressed they had favourable relations. Around 11.70 per cent of students expressed that their siblings were disapproving them and 88.30 per cent expressed their siblings were not critical or disapproving of them. Around 22.00 per cent expressed that

their siblings got on their nerves. Around 89.00 per cent of students expressed that their siblings did not get angry or lose their temper with them whereas 10.81 per cent of students expressed their siblings that their siblings got angry or lost their temper. About 34 per cent of students expressed that their siblings expect too much help from them. About 8.75 per cent of students expressed that their siblings acted superior to them. Around 73.4 per cent of students expressed they could count on their siblings help. Around 85 per cent expressed their siblings cheer them up when they were sad or worried. But 19.14 per cent of students expressed their siblings did not understand their feelings and 10.63 per cent of students expressed that their siblings did not respect.

Distribution of PUC II year science students by levels of perception of family relation:

Results of Table 3 showed that majority of students had normal and good family relations. Majority of the students (65.4%) opined that their parents were not too strict, they were not pressurizing them in any activity which they didn't want to do. Their parents and siblings were helpful and understanding. Students were given freedom to express their feelings and opinion. They perceived their relations as cordial and warm. But 34.6 per cent of students had poor relations.

Comparison of family relations by gender:

Results of Table 4 showed that there was no gender difference in the perception of family relations. Boys and girls perceived similarly. This may be growing sense of equality in the minds of the elite urbanites. Both boys and girls may have been treated equally with warmth and control. These results

Table 2b : College students' relations with siblings			
Sr. No.	Statements	Yes	No
1.	Have arguments or fights with siblings	67 (35.64)	121 (64.36)
2.	Siblings are critical or disapproval	22 (11.70)	166 (88.30)
3.	They get on nerves	41 (21.80)	147 (78.20)
4.	They get angry or lose their temper	47 (10.81)	141 (89.19)
5.	They expect too much help	63 (33.51)	125 (66.49)
6.	They act superior	38 (8.75)	150 (91.25)
7.	Can count on them to help when worried	50 (26.69)	138 (73.40)
8.	They cheer up when sad or worried	28 (14.90)	160 (85.10)
9.	They really understand how you feel about things	36 (19.14)	152 (80.85)
10.	They respect opinion	20 (10.63)	168 (89.37)

Figures in parentheses are percentages.

Table 3 : Distribution of PUC II year science students by levels of perception of family relation		
Family relation	Frequency	Percentage
Good	39	16.9
Normal	112	48.5
Poor	80	34.6
Total	231	100.0

Table 4: Association of gender and perception of family relations of students

Gender	Family relations			Total	χ^2
	Good	Normal	Poor		
Boys	22 (15.06)	73 (50.00)	51 (34.94)	146	
Girls	17 (20.00)	39 (45.88)	29 (34.12)	85	0.972B[NS]
Total	39 (16.88)	112 (48.48)	80 (34.64)	231	

Figures in parentheses are percentages.   NS=Non-significant

Table 5 : Comparison of mean scores of perception of boys and girls

Family relation	Mean	S.D.	't' value
Boys	41.96	6.34	1.048[NS]
Girls	41.00	7.29	

NS = Non-significant

are in line with Suman and Umapathy (2003) that there was no significant difference between perception of the mother and the father by both girls and boys.

The comparison of mean scores of perception of family relations (Table 5 and 6) also revealed similar trend. This may be due to the growing sense of equality in the minds of the elite urbanites. Both boys and girls may have been treated equally with warmth and control. These results are inline with Suman and Umapathy (2003) that there was no significant difference between perception of the mother and the father by both girls and boys.

Comparison of family relations by SES:

Association of socio-economic status (SES) with perception of family relations of students (Table 7) revealed

that higher number of students from low SES category (54.01%) had normal family relations followed by 29.94 per cent students had poor family relations and 16.05 per cent of students had good family relations. Higher number of students from medium SES category (46.67%) had poor family relations followed by 37.3 per cent students had normal family relations and 16 per cent students had good family relations. Higher number of students from high SES category (52.64%) students had normal family relations followed by good family relations and poor family relations 26.31 per cent and 21.05 per cent, respectively. χ^2 test also revealed non-significant associations. Similar trend of non-significance was observed when the mean scores were compared (Table 7). The range in SES was 17-29 with not much variation. Majority of the parents may have adopted inductive parenting styles and not authoritarian with

Table 6 : Association of socio-economic status with perception of family relations of students

SES	Family relations			Total	χ^2
	Good	Normal	Poor		
Low	22 (16.05)	74 (54.01)	41 (29.94)	37	
Medium	12 (16.00)	28 (37.3)	35 (46.67)	75	8.971[NS]
High	5 (26.31)	10 (52.64)	4 (21.05)	19	
Total	39 (16.88)	112 (48.48)	80 (34.64)	231	

Figures in parentheses are percentages,   NS=Non-significant

Table 7 : Comparison of perception of family relations of students by SES

SES	Family relations				
	Mean	S.D.	F	SE	CD
Low	41.14	6.68			
Medium	42.73	6.65			
High	40.53	6.91	1.648[NS]	1.44	-
Total	41.61				

NS = Non-significant

Table 8 : Levels of academic performance of students at I and II year PUC

Academic performance	PUC I	PUC II
Low (<60%)	95 (41.13%)	132 (57.15%)
Medium (60-75%)	58 (25.10%)	69 (29.87%)
High (>75%)	78 (33.77%)	30 (12.98%)

more of warmth and support as well as optimum control.

Academic performance of students:

Results (Table 8) on academic performance of students showed that during PUC I year nearly 41.13 per cent of students had low academic performance, 25.10 per cent of students were in medium category and 33.77 per cent of students had high academic performance. Academic performance of the same students during PUC II year revealed that higher per cent of students (57.15%) belonged to low academic performance, about 29.87 per cent of students belonged to medium category and a lesser percentage of students (12.98%) belonged to high academic performance category.

Inter-correlation of perceived pressures and academic performance:

Family relations of II year P.U.C students were positively and significantly correlated with II year academic performance (0.15*), indicating that good/positive relation with family both parents and siblings was positively related to increase in academic performance in II year and family relations contributed up to 2 per cent for academic performance of PUC II year students. These results are in line with Chowdhary *et al*. (1995) who reported that parental supporting had positive effect on their children's academic performance. Tejpreet (1997) reported that children who had warm relationship with their parents achieved higher in the classroom.

Conclusion:

The present study concluded that family relations influenced academic performance of the students. So, parents should provide warmth and support and congenial atmosphere. Good family relations fostered academic performance; therefore there is a need to appraise the parents and family members on the vital role of the family members.

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