IMPACT OF HOME ADJUSTMENT, COLLEGE ENVIRONMENT AND PARENT'S EDUCATION ON ACADEMIC ACHIEVEMENT OF SOCIALLY DISADVANTAGED JUNIOR COLLEGE STUDENTS

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Abstract

Home is the first place for learning many motor skills, habits and attitudes and this learning is continued by formal education at school. The primary aim of education is to bring all-round development i.e., cognitive, affective and psychomotor aspects, in the child. The extent of development and achievement of learning in the school is known by the child's performance in various demanding situations. Achievement in academic subjects taught in the school is, in general, regarded as academic achievement or scholastic achievement. In the present fast growing society academic achievement, which is identified with the development in cognitive domain attained utmost importance, neglecting development in other domains. Success in academics is equated to success in life in the present competitive world. Socially disadvantaged children to be more concerned with the present and that they had vague and indefinite notions about future. This lack of orientation to future may have its adverse impact on the school performance of the socially disadvantaged children academic achievement.

Key words: home adjustment, college environment, socially disadvantaged academic achievement.

Introduction

Family influence remains paramount in most basic matters. Since the family is smaller today, the impact of individual family members on each other is correspondingly greater. Studies on family relations and peer relations of adolescents are reviewed and presented in this chapter under the following headings.

Family relations of adolescents influence of parents and siblings on adjustment of adolescents influence of parents and siblings on academic achievement of adolescent

The families in general and parents in particular, have often been deemed to be the most important support system available to the child. The strongest factor in moldings a child's personality is his relationship with his parents. If his parents love him with a generous, even flowing, non possessive affection and if they treat him as a person who likes themselves, has both rights and responsibilities, then his chances of developing normally as well and good. But if they diverge from this, the child's development may be distorted (cox & cox, 1979). Adolescents have a poor reputation of getting along poorly with their families. The teenage boy or girl may be faced with serious problems of adjustment when there is a difference of opinions, ideals and attitudes with their parents. Conflicts may arise between the adolescent and the parents that are difficult to resolve if neither is willing nor able to compromise. It takes all the tact and understanding of parents to handle their teenage son or daughter (coleman, 1974). Families of delinquent or uncontrollable adolescents are characterized by poorer family relationships and less social connectedness.

Investigators like jensen (1969, 1972, and 1973), shockly (1966) and herrinstein (1971) take an extreme stand that the inferior intellectual functioning of the socially disadvantaged child has an inferior genetic basis. Terrell, durkinand and wiesby (1959), riessman(1962), cameron and storm(1965) havighurst (1964) and spence (1971) found the socially disadvantaged children to be more concerned with the present and that they had vague and indefinite notions about future. This lack of orientation to future may have its adverse impact on the academic performance of the socially disadvantaged children academic achievement, emotional and social maturity of early adolescent boarder and no boarder girls was explored.

The literature on achievement consistently has shown that parent education is important in predicting children's achievement (klebanov, brooks-gunn, & duncan, 1994; haveman & wolfe, 1995; smith, brooks-gunn, & klebanov, 1997). The mechanisms for understanding this influence, however, have not been well studied. In general, family process models (linver, brooks-gunn, & kohen, 2002; yeung, linver, & brooks-

gunn, 2002) have examined how parenting behaviors, such as the structure of the home environment, influence children's achievement outcomes.

Objectives

1. T o examine the differences if any in academic achievement of socially disadvantaged junior college students.
2. To assess the differences if any in academic achievement of socially disadvantaged junior college students relation to good and poor home adjustment.
3. To examine the contribution of demographic variable parents' education in relation to academic achievement among socially disadvantaged junior college students.
4. To assess the contribution of other demographic variable college environment in relation to academic achievement among socially disadvantaged junior college students.

Hypotheses:

1. There would be significant difference between socially disadvantaged junior college students with regard to their academic achievement.
2. There would be significant impact home adjustment with regard to socially disadvantaged junior college student's academic achievement.
3. There would be significant contribution of demographic variable parent's education towards academic achievement of socially disadvantaged junior college students.
4. There would be significant influence of college environment on academic achievement of socially disadvantaged junior college students.

Sample:

Selection of the sample for the study was done in two phases. In the first phase six junior colleges out of ten available in and around tirupathi town of chitoor district, andhra pradesh, were selected randomly for each category i.e., forward caste and backward caste are socially advantaged , scheduled castes and scheduled

tribes are socially disadvantaged adolescence boys and girls. Thus a sample of 100 boys and 100 girls were selected.

Variables:

Independent variables:

1. Home adjustment

Demographic variables:

1. Social class(socially disadvantaged)
2. College environment
3. Parent's education

Dependent variable:

1. Academic achievement.

Tools:

1. **Home adjustment scale:** the adjustment inventory *student* form developed by HUGH M. BELL, PH.D. (1962) with 6 sub-scales of 4th sub scale is factor "A": (home adjustment).
2. **Social class**: socially disadvantaged students belonging to sc/st communities and socially advantaged belonging to backward and forward communities were chosen.
3. **College environment:** perceived college environment by the students was considered as variable with poor, fair, good and very good ratings.
4. **Parent's education:** father's education level was considered as parents education in the present study

Results and discussion

The data were collected and subjected to a suitable statistical methods by employing 2x2x2 analysis of variance (ANOVAs) with 2 (socially disadvantaged and advantaged) x 2 (government and private) x 2(male and female).the main objective of the present study is to examine the impact of social class (socially disadvantaged), sector (government and private) and gender (male and female) on academic achievement of the junior college students.

Table: - 1 shows mean and standard deviations and standard error mean for the scores on academic achievement obtained by socially disadvantaged junior college students.

Sources	**Academic achievement**	**N**	**Mean**	**Standard deviation**	**Standard deviation error mean**
Social class	**Socially disadvantaged**	100	64.88	13.259	1.326
	Socially Advantaged	100	67.33	14.419	1.442
Home adjustment	**Good**	59	67.88	14.339	1.867
	Poor	141	65.36	13.654	1.149

Table: - 1 revealed that the findings further show that there is no any significant interaction effect of independent variable social class on academic achievement. Home adjustment were obtained and divided into two groups as good and poor adjustment in each area as per the test norms. The results in the present study indicate that both the students with good and poor levels of home, health and emotional adjustment

did not differ significantly on their academic achievement. It is understood from the table-5 that single adjustment factor or dimension is not affecting the academic achievement of the adolescent students but if these dimensions are interacting with another dimension for example interaction of health adjustment with home adjustment is significantly affecting their academic achievement . That there would be a significant impact of home adjustment on academic achievement is rejected.

Table -2 shows summary of anovas for the scores on academic achievement

Sources	Type iii sum of Squares	Degree of freedom	Mean square	F-ratio	Sig.
Social class	.010	1	.010	.000	Ns
Home adjustment	5.12	1	5.114	0.03	Ns
Parent's education	2030.917	1	2030.917	10.997	0.01
College environment	321.069	1	321.069	1.739	Ns
Parent's education * college environment	28.811	1	28.811	.156	Ns

Ns: not significant at 0.05 levels

Table -2 the data were analyzed the results of the study was presented in table-3. The 'f' value (0.01) indicating no significant difference between socially disadvantaged and socially advantaged junior college students which indicates no impact of social class on academic achievement. It shows both the groups found to be similar in their academic achievement (see table-2). Previous studies in the literature show that social

class position seemed to prevent children from advancing educationally but it seem that the influence of family socialization process, family interest and support are more important than purely on socioeconomic status factors of the students. Home adjustment and the results were presented in the table no-2. The findings in the above table reveals that there is no significant impact of home adjustment on academic achievement (f=0.935 respectively) among students. The 'f' value of 10.99 which is significant at 0.001 levels indicates that there is significant impact of parent's education on academic achievement of junior college students. The 'f' value of 1.739 indicates no significant impact of college environment on academic achievement. The difference between the students who graded their college as good and very good with regard to their academic achievement. Further, it is also observed from the results (table-2) that there is no any interaction effect of parent's education with parent's income and college environment.

Table 3: shows mean and standard deviations for the scores on academic achievement obtained socially advantaged and socially disadvantaged adolescents

Sources	**Academic achievements**	**N**	**Mean**	**Standard deviation**	**Standard deviation error mean**
Parents education	Up to tenth	88	62.37	11.646	1.244
	Up to graduation	112	69.04	14.797	1.398
College environment	Good	96	65.00	13.385	1.366
	Very good	104	67.12	14.294	1.402

Table 3: It is observed from the table 3 that the students whose parents education is up to graduation have performed better (mean= 69.04) than the students whose parents education level is only up to 10^{th} class (mean=62.37). Next, with regard to college environment was taken as another independent variable. The

students who graded as good (mean=65.00) and the students who graded very well (mean=67.12) found to be similar in their academic achievement.

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