



FAMILY BACKGROUND ITS IMPACT ON STUDENTS ACADEMIC ACHIEVEMENT: A REVIEW

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Abstract:

Education facilitates learning, or the development of knowledge, skills, values, morals, beliefs, habits, and personal growth. Education originated as a way of transmitting cultural information down through the generations. Learner emancipation, critical thinking about supplied information, modern-day skills, empathy, and difficult occupational skills are increasingly included in today's educational aims. Education is vital for both individuals and society. The importance of family education on a student's education cannot be overstated. Family members have a vital part in their children's education. The method in which a youngster is immersed in a learning environment is determined by his or her family history. A child's academic success also influences his familial background.

The financial stability and hopeful intentions of parents tend to imply a high level of concern about the impact of parental involvement on a child's academic achievement. The goal of this research is to highlight the relevance of parental participation in children's academic achievement. The findings of this research might help with future developments and the creation of ways to encourage and strengthen parental participation at home and at school.

Keywords : Family Background, Students, Academic Achievement.

INTRODUCTION

Parents are one of the most significant factors in a child's growth. This is due to their authority and capacity to use active engagement in the learning process to mould and nurture their children into motivated, inspired, and caring individuals. Parents who are not interested in their children's education, on the other side, are perceived as demotivating and demoralising their children as a result of their negligence. Negative influence can be found on their achievements.

According to Abdul-Adil and Farmer (2006), parental involvement is defined as parents' attitudes, actions, behaviours, and events that take place within or outside the school environment to support their children's academic or behavioural success at their present school. Active parental involvement in their children's education has a positive impact on their development, behaviour, motivation, and academic performance. According to Kohl, Lengua, and McMahon (2000), children whose parents are involved throughout high school succeed further in school and attend better schools. Parents who participate in their children's activities provide them clear messages, demonstrating interest in their activities and promoting the idea that school is important. Parents who are actively involved in their children's education at home send clear messages to their children. Parents send strong messages to their children by becoming actively involved in their children's education at home and at school, exhibiting interest in their activities, and stressing the importance of school.

PURPOSE OF THE STUDY

The goal of this review was to look into and identify the elements of family background that influence students' academic achievement. One of the most essential social structures is the family. Family units make up the majority of the world's population. The particular shape and behaviour patterns seen inside a family have changed through time in different nations around the world, and even within a country. A child's family history comprises his or her parents' education, socioeconomic status, and other factors. A child's first school is his or her family, and parents are their first instructors. He acquires knowledge based on his family's heritage. Every society's most fundamental unit is the family. This is the first school where students begin their formal education. It performs a variety of activities or roles for society and individuals, including regulating marital bonds, legal reproduction, child care, human behaviour regulation, and operating as an economic unit at least for consumption.

Ibrahima Naite (2021) found that students with highly involved parents had better academic performance and higher test scores in all the subjects compared to students whose parents were not involved in their education. The findings, suggested that parents should grow more awareness on the importance of visiting and supporting their children in school. It was also recommended that parents should take an active role in assisting their children's education at school and at home since they are the first teachers of their children.

Mante et al (2021). Found financial difficulty to be a substantial barrier to parents' effective engagement in their children's academic progress. It was also shown that there is a substantial link between parental involvement in schooling and kids' academic success. Parents should be made aware of and encouraged to contribute critical information to school officials, such as their children's health information and academic records. Parents should be informed and encouraged to ensure that their children do their homework. Parents should be encouraged to offer needed learning resources to their children.

Yanwenjun Liu(2021) found that parental participation varied by family structure, with families with stable family structures and stronger parental involvement having higher student accomplishment. The findings imply that parents should become more involved in their children's education through monitoring and communication, as well as endeavour to enhance the family structure.

Claudine L. Bartolome (2021) found majority of studies shows a child's living situation has a considerable influence on their academic success. Academic achievement was greater or better for students from two-parent homes than for students from single-parent families. A recent research, however, found that family structure has little effect on children's academic success. Other aspects of the family structure, such as financial situation, family size, parent education, parental participation, and so on, have a significant influence on the academic accomplishment of children. The purpose of this study was to examine how family structure affects a child's academic progress. This research also attempts to close any gaps in understanding concerning the influence of family structure on children's academic achievement.

Dr. Arjun Chandra Das (2020) found family is the foundational setting in which young children are prepared for future responsibilities. Parents are in a rush to offer all financial resources to their children in order for them to attain great academic achievement, ignoring the reality that parental supervision is as crucial to a young child's total development. The purpose of this study was to gather empirical information that may be useful in shedding light on how teenage learners' adjustment to family life affects their academic progress at this stage. Because the independent variable family climate was chosen for this study with the intention that it will influence academic accomplishment, the relative and individual contributions of this independent variable will give evidence as drivers of academic achievement. It was believed that the study's findings would be of great use to teachers and parents in boosting students' academic accomplishment and, as a result, their performance in many life pursuits. The study's findings were also intended to uncover the factor's impact to academic accomplishment and suggest effective measures to improve academic achievement of 9th grade pupils.

Santhiyappan Karunakaran et al (2019) found that there was a statistically significant relationship between family-related factors and academic performance of students.

Sama Praveen and Nikhat Yasmin Shafeeq (2019) found that there are considerable differences in perceptions of family environment based on gender and location of residence. In compared to their male peers in urban and semi-urban settings, male students in rural areas have a more positive impression of their familial environment. Female students from semi-urban regions, on the other hand, have a more favourable impression of their home environment than their female peers from rural and metropolitan areas. In the home context of senior secondary school children, however, gender and location of residence have a substantial interaction. It was also discovered that the predictor variable (family environment) had a small but substantial impact on academic attainment. It was also discovered that the family environment accounts for 4.1 percent of the difference in academic attainment.

Dr. Eknath Shankarrao Mundhe (2018) found that there is significant positive relationship between parents' income level and academic performance of students. This study also reveals that there is a link between parents' education and their children's academic success. The purpose of the study was to examine the influence and impact of parents' educational and financial levels on their children's academic progress in their third year of graduate school.

Gemechu Abera Gobena(2018) found that first, family income did not bring anything new to students' academic Achievement; second, there was statistically significant negative relationship between sex and students' academic achievement; finally, family education level contributed 40.96% ($R^2 \cdot 100\%$) to students' academic achievement whereas 59.04% ($(1-R^2) \cdot 100\%$) were unexplained variables that contributed to students' academic achievement.

The primary goal of this study was to look at the impact of a student's family's socioeconomic position on their academic performance.

Zhonglu Li and Zeqi Qiu (2018) proposes two pathways through which family influences children's academic performance. Firstly, parents compete for high-quality educational options for their children, and better educational opportunities result in improved academic achievement. Second, parental behaviour and educational support for their children may influence academic success through cultivating children's learning habits. In comparison to rural pupils, urban students' academic performance was found to be more substantially influenced by their families' socioeconomic condition.

Jasar Pappattu, and Mrs.J.Vanitha. (2017). The main motive was to study on family environment and its effect on academic achievement in science. The study used a sample size of 300 students from eight schools in the Palakkad area to examine the home environment and its impact on academic success in science among secondary school students. The method of Normative Survey was used. According to the findings, there was no link between home environment characteristics and secondary school students' performance in science skills.

Rajesh Kumar & Roshan Lal (2014) The study was an attempt towards examine the pattern of relationship between the academic achievement and family environment. A total of 200 teenagers aged 15 to 18 years old participated in the study. Academic accomplishment scores, which are the sum of percentages from the preceding two classes, were employed as indications of academic achievement by the researchers. The Family Environment Scale (FES) developed by Moos (1974) was used to investigate the influence of family on adolescent academic performance. Females outperformed boys in academics, while boys outperformed girls in home environment ratings, with a t-value of 0.01 levels of significance. The scores of the high and low groups were clearly separated, and the t-value was significant at 0.01 levels once more. The findings show that teens who grow up in a good home setting have greater academic success than children who grow up in a dysfunctional family environment.

Carmen et al (2013) found that the variables having a leading role are parents' expectations, parents' education, SES and family size. Parents' level of education, parents' expectations about academic achievement, Socioeconomic Status (SES), family size, type of family and parents' control over the student's homework were used as predicting variables in a logistic regression for predicting which variables load in high academic achievement. The variables were incorporated into two different theoretical models: the social capital view of Coleman and the cultural capital view of Bourdieu.

Abdulkadir Yoruk et al (2012) found the research implies families highly affect students' achievement and motivation towards science courses. Although there was a considerable disparity in educational background of the parents at the elementary level, study indicated that parents with a university degree had similar educational levels for both father and mother. It was also discovered that dads assist their children in scholastic matters more than other family members, which was attributed to the role model provided to men by society, families, and children. Another finding of the study was that, while students believe they can achieve better results in science courses if their families have better educational perspectives or backgrounds, siblings are seen as the most effective motivational instrument towards science and science courses by their brothers and sisters, and they believe they could achieve better results in science courses if their families had better educational perspectives or backgrounds. This was thought to be as a result of the younger brothers and sisters' belief that their siblings are treated as peers by the pupils. . The study's last finding suggests that children from low-income households believe they are inadequate in science and science and technology classes.

David R. Topora et al (2011)

Found a significant association between parent involvement and a child's academic performance, over and above the impact of the child's intelligence. According to a multiple mediation model, the child's assessment of cognitive ability fully mediated the relationship between parental participation and standardised achievement test results. The association between parent participation and teacher judgments of the child's classroom academic achievement was totally mediated by the quality of the student-teacher relationship. Parental participation in a child's schooling has been demonstrated to be consistently linked to a child's academic achievement. The processes that explain this relationship, however, have received little attention. The study looks at two possible causes for this link: the child's impression of cognitive ability and the quality of the student-teacher connection. The participants in this study were 158 seven-year-olds, their moms, and their instructors.

CONCLUSION

Higher socioeconomic status/class individuals are often more educationally concerned and have access to better and higher-quality educational institutions. They can afford to give better educational facilities in their institutions since they are in a better financial position. Village and tribal populations, as well as slum residents in cities, are unable to build educational institutions that meet their requirements due to their economic disadvantage.

Parents' involvement in their children's schooling has a significant impact on their accomplishment. It might also be effective in overseeing students' education and outlining parental tasks such as monitoring intended outcomes, actively engaging in parent-teacher conferences, aiding in school activities, studying at home, and interacting with instructors.

Academic accomplishment contrasts individual students' performance assessment results from year to year at the school level. Many variables influence students' academic success, including socioeconomic position, helpful instructors, student motivation, and language proficiency. However, supportive school and classroom atmosphere, as well as family participation, are the two most significant elements (Collins et al., 2010).

The family, according to Epstein et al. (2009), is critical to their children's academic success. Parenting, communication, volunteering, at-home learning, decision-making, and cooperation are all examples of these responsibilities. Parenting entails raising a kid from childhood to adolescence and maturity, whereas communicating is informing the school about the child. Volunteering entails assisting students with school projects and development; learning at home entails assisting the child in learning at home and completing all assignments; and collaboration entails collaborating with teachers and schools to initiate activities that promote child growth and development (Epstein et al., 2009).

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