



**CHAPTER - III**

**AIMS AND HYPOTHESES**

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Today's, modern society expect everyone to be higher achievers. The key criterion to judge one's true potentialities and capabilities is perhaps scholastic/academic achievement. Academic achievement has become an index of a child's future. We educate children with one main objective in mind: their success. We can say that success depends on several intelligences and on the control of emotions. IQ alone is no more the measure for success; emotional intelligence, social intelligence, self concept and luck also play a big role in person's success (Goleman, 1995).

Family being the first and major agency of socialization has great influence and bearing on development of the child. It has been shown by various studies that most of the children who are successful/great achievers and well adjusted come from the families where sustaining wholesome relationships exist (Sharma, 2008).

The present study was primarily aimed at studying the relationship of Scholastic Achievement of school going adolescence with family environment factors measured through Family Environment Scale ( FES) by Moos and Moos (1994), self-efficacy measured through General Self-Efficacy Scale Hindi (GSEI-Hindi) (Sud, 2002), self-esteem measured through Self-Esteem Inventory by Coopersmith (1987) and emotional Intelligence measured through Multidimensional Measures of Emotional Intelligence (MMEI) Inventory by Darolia (2003). For this, a sample of 800 subjects were taken, the students were matched on intelligence i.e. IQ score for which all 800 were given the Standard Progressive Matrices (SPM) Raven, Court and Raven (1977). Subjects lying between 75<sup>th</sup> to 85<sup>th</sup> percentiles were selected (400 subjects were taken) and

one way anova did not show any significant difference between the groups, they were almost equal on intelligence. Further, divided into two groups i.e. private school and government school students with equal number of males and females between the age group of 13-15 years. While initiating the study certain aims and hypotheses were in view- which are as follows:

### **3.1 Aims**

1. To assess the relationship of family environment with scholastic attainment of high school students.
2. To study the relationship of self-efficacy with scholastic attainment of high school students.
3. To study the relationship of self- esteem with scholastic attainment of high school students.
4. To study the relationship of emotional intelligence with scholastic attainment of high school students.
5. To study the significance of difference between government and private school students on all the variables viz family environment, self- efficacy, self-esteem, emotional intelligence, and academic achievement.
6. To study the significance of difference between males and females on all the variables viz family environment, self-efficacy, self-esteem, emotional intelligence and academic achievement.

### **3.2 Hypotheses**

On the basis of the major goals of the present study and review of related studies, following hypotheses have been formulated.

1. Relationship dimension which includes cohesion, expressiveness and conflict will be significantly related with scholastic attainment among high school students.
  - a) Comfortable home and emotional warm atmosphere at home contributes to adolescent satisfaction (Joronen and Astedt-Kurki, 2005). Harmonious relationship is related to greater life satisfaction (Thapa, 2008). Hence it is presumed that cohesion will be positively and significantly related to academic achievement.
  - b) Open communication at home contributes to adolescent's expressive nature which is associated with high academic achievement (Sharma, 2008). Thus, it is expected that expressiveness will be positively and significantly related with scholastic attainment among high school students.
  - c) Conflicts in close relationship and at home reduces cohesion and well-being (Bradley and Corwn, 2000). Perceived family conflicts are associated with lower life satisfaction (Barkel and Constatine, 2005). Thus, on the basis of above studies, it is presumed that conflict will be negatively and significantly correlated with scholastic achievement.
  
2. Personal growth dimension which include independence, achievement orientation, intellectual cultural orientation, active recreational orientation and moral religious emphasis will be significantly related with scholastic achievement among high school students.
  - a) High valued goals and independence of past success was associated with higher life satisfaction (Thapa, 2008). Hence, it could be inferred that independence will be positively and significantly correlated with scholastic achievement.

- b) Students with achievement values felt better on days when they did well in school (Sharma, 2008). Therefore, it could be deduced that achievement orientation will be positively and significantly correlated with scholastic attainment.
  - c) The active participation in political, intellectual and cultural activities makes the environment of the family healthy and may lead to higher academic achievement (Zhiwei et al., 2000). Thus, it is presumed that intellectual cultural orientation will be positively related with scholastic achievement.
  - d) Things people do with others like playing, eating, intimate conversation and going for a walk can cause a lot of joy and promote happiness but same time high recreational orientation was associated with lower grade point average (Felner et al., 1985). Hence it is expected that active recreational orientation will negatively and significantly correlated with scholastic achievement.
  - e) Religion and faith in God is associated with high academic achievement. Thus, it is presumed that moral religious emphasis will be positively and significantly correlated with scholastic achievement.
3. System maintenance dimension which includes organization and control will be significantly correlated with scholastic attainment among high school students.
- a) The clear organization and structure in planning family activities and responsibilities promotes higher academic achievement in adolescents. Thus, it is expected that organization will be positively related with scholastic achievement.

- b) In families in which excessive parental control is accompanied by extreme coldness and punitiveness, the adolescents may rebel against parents' standard explicitly, in a visible and demonstrable fashion which may lead to lower academic achievement (Hill and Holmbeck, 1986). Thus, it can be inferred that control will be negatively and significantly contribute to scholastic achievement.
4. It has been found that self-efficacy influences student's method of learning as well as their motivational processes. Students who are self-efficacious appear to use more self-regulating strategies which lead to higher achievement (Carroll et al., 2009). Thus, it is presumed that there would be a significant positive correlation between self-efficacy and scholastic attainment of high school students.
5. Self-esteem plays a major role in all aspects of a child's life having an appreciable impact on learning, school performance and academic achievements (You, Chhuon, & Hudley, 2009). Thus, it can be expected that there would be a significant positive correlation between self-esteem and scholastic attainment of high school students.
6. Emotional intelligence (self-awareness, managing emotions, motivating one-self, empathy and handling relationship) would emerge as a positive and significant predictor of scholastic attainment among high school students in all the sub-samples.
7. There would be no significant difference between males and females irrespective of the type of school on the ten sub-scales of family environment.
8. There would be no significant difference between males and females irrespective of the type of school on the scale of self-efficacy.

9. There would be no significant difference between males and females on the scale of self-esteem irrespective of the type of school.
10. There would be no significant difference between males and females irrespective of the type of school on the five sub-scales of emotional intelligence.
11. There would be no significant difference between males and females on the variable of academic achievement irrespective of the type of school.