



CHAPTER-VII

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By achievement we mean proficiency of performance generally measured by standardized test, for the act of attaining an end or carrying out a purpose. Achievement in itself has become more or less a power symbol and way of life. Every nation wants to attain a high standard of excellence. India is no exception to it. It is the need to achieve which takes the nation towards economic, social, technological and scientific growth. And this process of achievement begins with the academic achievement of an individual in the school, the second most intimate environment next to home, which contributes to the academic success and professional placement of an individual. It is an index of brilliance, which further determines the achievement of an individual.

In the realm of educational measurement, the most meaningful achievement is certainly academic achievement. Academic achievement is the outcome of the training imparted to a student by the teacher in the school situation. It is the attained ability or degree of competency in school tasks usually measured by standardized test and expressed in grades or based on pupil's performance (Sharma, 2008).

Achievement is most commonly applied to performance in educational tests rather than psychological tests that is it implies demonstration of required ability, skill, knowledge or understanding than inherent capacity.

Academic achievement means knowledge, understanding or skills acquired after instructions and training in courses of subjects of study. It is generally measured by means of total marks of students obtained by them in a particular examination. And academic achievement of an individual considered to be influenced in part by his/her ability to make adjustment to his/her environment, in part by his/her special abilities, intellectual and aptitude which

are integral part of his/her personality and in part by the intensity of drives and motives which serves as the impelling focus for his/her activities (Sharma, 2011)

Academic achievement has been considered to one of the most important factor in life as the future planning of higher studies or the vocational choices depends upon the outcome of the student's marks or grades. As educational process aims at the enhancement of the levels of academic achievement of the student along with aiming at the fullest development of an individual according to his or her abilities and interests, it is very important to insure that student acquires the requisite competence so as to benefit most higher education.

Academic achievement is found to be the measure of effectiveness of any educational system. In the system of formal education great emphasis is laid on individual's academic achievement at every step. The student is bound to show his/her worth by achieving high enough in a formal class room setting. Hence, social and psychological pressures to achieve more and more preoccupy every individual. The demands of modern education rest not only upon the high academic achievement and growth of intelligence but also upon the well knit personality of the student coming out of the educational system.

The present study- "Psycho-social predictors of scholastic attainment in high school students", was designed to study the relationship of various factors of family environment, self-efficacy, self-esteem and factors of emotional intelligence with academic achievement among government school and private school students with the age ranging between 13-15 years in the two genders.

7.1 Aims and Hypotheses

7.1.1 Aims

The present study aims at:

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 genders on all the variables viz family environment, self-efficacy, self-esteem, emotional intelligence and academic achievement.

7.1.2 Hypotheses

1. Relationship dimension which includes cohesion, expressiveness, and conflict will be significantly related with scholastic attainment among high school students.
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.
3. System maintenance dimension which includes organization and control will be significantly correlated with scholastic attainment among high school students.
4. There would be a significant positive correlation between self-efficacy and scholastic attainment of high school students.

5. 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 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.

7.2 Method

7.2.1 Design

The present study is conducted to study the psycho-social predictors of scholastic achievement among high school students. To test the hypotheses, correlation design has been used. To predict the variance in academic achievement contributed by dimensions of family environment, self-efficacy, self-esteem and emotional intelligence, stepwise regression analysis has been

carried out. Further, ANOVA (Analysis of Variance) has also been computed to study the difference between government and private school students and between gender and their two factor interactions.

7.2.2 Sample Selection

Initially, 800 students (400 males and 400 females) of 8th, 9th and 10th classes from both government and private schools of Mandi town in the state of Himachal Pradesh were administered Raven's Standard Progressive Matrices (SPM) to know their level of intelligence. The students were matched on intelligence. Students lying between 75th to 85th percentiles were selected.

7.2.3 Tools Used

In the present study, the following tools have been used:

1. Standard Progressive Matrices (SPM) (Raven, Court, & Raven, 1977)
2. Family Environment Scale (Moos & Moos, 1994)
3. General Self-Efficacy Scale Hindi (GSEI-Hindi) (Sud, 2002)
4. Self-Esteem Inventory (SEI) (Coopersmith, 1975)
5. Multi Dimensional Measure of Emotional Intelligence (MMEI) (Darolia, 2003)
6. Academic Record (Annual result of previous class)

1 Standard Progressive Matrices (SPM) by Raven, Court and Raven (1977)

To measure the level of intelligence of students, Raven's Progressive Matrices was used. The scale consists of 60 problems, divided into five sets of 12. In each set the first problem is as nearly as possible self-evident. The problems which follow become progressively more difficult. The five sets provide

five opportunities for grasping the method and five progressive assessments of a person's capacity for intellectual activity.

2 Family Environment Scale (FES) by Moos and Moos (1994)

The family environment scale is used to describe family social environment. It is composed of 10 subscales that measure the actual, preferred and expected social environment of families. These 10 FES subscales assess three underlying sets of dimensions: relationship dimension, personal growth dimension and system maintenance dimension. In the present study, form R has been used which measures people perception of their current family environment. It has 90 items.

3 General Self-Efficacy Scale Hindi (GSEI-Hindi) by Sud (2002)

Hindi version of generalized self-efficacy scale developed by Shonali Sud in 2002 has been used. The inventory contains 10 items which mainly assesses the strength of an individual belief in his or her own ability to respond to a novel or difficult situations and to deal with associated obstacles or setbacks.

4 Self- Esteem Inventory by Coopersmith (1975)

The School Short Form of Self- Esteem (SEI) developed by Stanely Coopersmith (1975) has been used. It consist of 25 items to be scored in terms of being "like me" or "unlike me" to measure evaluative attitudes towards self, which indicate the extent to which person feels worthy.

5 Multi Dimensional Measure of Emotional Intelligence (MMEI) by Darolia (2003)

It measures the multi-dimensions of emotional intelligence. It is composed of five subscales i) self-awareness (SA), ii) managing emotions (ME), iii) motivating one-self (MO), iv) empathy (E) and v) handling relationship (HR).

The questionnaire consists of 80 items and it is a 5-point scale viz very true, mostly true, somewhat true, mostly false, and very false. All the 80 items are distributed in five dimensions, each consisting of 16 items. The test has been designed so as to control for responses set through the balancing of affirmative and negative statement.

6 Academic Records (Annual Result of Previous Class)

The academic records of the students were taken from their respective schools. All the students were from class eighth to tenth, so their previous class results were noted down.

7.3 Results

7.3.1 Correlation Analysis

The intercorrelation among academic achievement and other independent variables were computed separately for government school males, government school females, private school males and private school females (see Table 5.1, 5.2, 5.3 and 5.4).

In government school males, academic achievement is found to be positively and significantly correlated with relationship dimension of family environment ($r = .262$, $p < .01$) and self-esteem ($r = .18$, $p < .05$) (see Table 5.1).

In government school females, academic achievement has positive and significant correlation with self-efficacy ($r = .251$, $p < .05$) (see Table 5.2).

The correlational analysis of private school males reveals that there is no single independent factor is correlated with academic achievement (see Table 5.3).

In case of private school females, academic achievement is positively and significantly correlated with self-awareness, a factor of emotional intelligence ($r = .216, p < .05$) (see Table 5.4).

7.3.2 Regression Analysis

It is evident from the Table 5.5 that among the predictors of academic achievement, the two variables namely relationship dimension and self-esteem are significant. In order of entry relationship dimension was entered first with R^2 change (.07) explaining 7% variance in academic achievement. The variable is significant at .01 level ($r = .26^{**}$). The second entry entered was self-esteem. R^2 change (.04) accounting to the variance of 4% in academic achievement. The variable is significant at .05 level ($r = .18^*$).

In government school females, among the predictors of academic achievement only self-efficacy has been found to be significant. Table 5.6 depicts that self-efficacy ($r = .25^*, p < .05$) has emerged as the only significant contributing factor. R^2 change was found to be .06 explaining 6% of variance in academic achievement.

Result of regression analysis of private school males depicts that there is no factor of family environment, self-efficacy, self-esteem, and emotional intelligence which are significant predictors in the variance of academic achievement.

It is clear from the Table 5.7, that self-awareness, a factor of emotional intelligence was significant predictor of academic achievement in private school females with $r = .22^*, p < .05$ and R^2 change was .05 accounting 5% of variance.

7.3.3 Analysis of Variance

Finally, analysis of variance (ANOVA) was computed to find out the significance of the difference between two groups i.e. government school and private school students and between genders.

The ANOVA reveals that the score of government school is significantly higher on expressiveness, achievement orientation, moral religious emphasis and control. On the other hand, scores of private school are significantly higher on independence, self-awareness, self-efficacy and self-esteem.

In case of gender, males' scores are significantly higher on expressiveness, independence, self-awareness and self-efficacy, while the score of females' sample is significantly higher on control. The rest of the factors have insignificant group and gender difference.

The interaction effect of group x gender is found to be significant for cohesion, expressiveness, independence, achievement orientation, moral-religious emphasis, control, self awareness and self-efficacy have been discussed in the section of discussion.

7.4 Discussion

The results of the present study have been discussed in the following sections:

- a) Family environment and Academic achievement
- b) Self-efficacy and Academic achievement
- c) Self-esteem and Academic achievement
- d) Emotional intelligence and Academic achievement
- e) Analysis of Variance

7.4.1 Family Environment and Academic Achievement

In this section, significant dimensions of family environment were discussed in line with the variance explained in academic achievement. These are as follows:

Relationship dimension has emerged as the most important dimension of family environment which is explaining 7% of variance in academic achievement in government school males' sample. While in the government school females and private school sample, it is found to be insignificant. It indicates that the families of government school males are highly integrated wherein the members of the family are helping and supporting each other. Feeling of togetherness, encouragement to express their feelings and lesser conflict at home is congenial for happy atmosphere of the family which leads to higher academic achievement.

7.4.2 Self-Efficacy and Academic Achievement

The results of the present study reveal that self-efficacy is significantly and positively correlated with academic achievement in government school females' sample. It explains 6% of variance. The reason being that self-efficacy represents the personal perception of external social factors (Bandura, 1988). It is believed that our personalized ideas and self-efficacy affects our social interactions in almost every way.

7.4.3 Self-Esteem and Academic Achievement

In the present study, self-esteem has come up as an important variable that contributes 4% of variance in academic achievement. In the other samples of the study i.e. government school females, private school males and private school females' self-esteem does not play a significant role, as in the above sample, hence the results are not significant. The rationale could be offered in terms of the fact that people who feel worthy, able and competent are more likely to achieve their goals than those who feel worthless, incapable and incompetent.

7.4.4 Emotional Intelligence and Academic achievement

In the present study, only private school females have shown significant correlation of academic achievement with emotional intelligence. Self-awareness, a factor of emotional intelligence, contributes 6% of variance in academic achievement of private school females.

In our society, there are different child rearing practices. Parenting style for both males and females differ, with males there are high expectations of parents, friends and even society so they are motivated to study hard and have more emotional and social competencies which are reflected in the achievement. But now in male dominated world females are coming up close to males, they are picking up self winning strategies and are becoming economically strong to make both ends meet. So that is why self-awareness in females of private school is positively and significantly related to scholastic achievement partially because of encouragement from parents.

7.4.5 Analysis of Variance

Finally, analysis of variance (ANOVA) was computed to find out the significance of the difference between two groups i.e. government school and private school students and between genders.

In family environment, six factors were found to be significant in analysis of variance. The main effect of gender has turned to be significant for expressiveness, independence, and control. The males are found to be more expressive, more independent than females, but on factor of control females score higher than males. The reason being that the females take out their emotions by expressing more and more. While the males have other ways to take out their emotions and aggression. Males have been given more freedom. On the contrary females are bound to follow the rules and norms set by family and society.

The interaction effect of group x gender on cohesion, expressiveness, independence, achievement orientation, moral-religious emphasis and control was also found to be significant. On cohesion, at government school end, females are significantly higher than males. But vice versa at the private school end i.e. private school males are higher on cohesion than private school females. This cross over effect is very interesting. This may be due to the reason that females of government school are more traditional and their most of the activities center around their families only, whereas private school males are more cohesive than private schools females because males are brought up with more appropriate guidance and encouragement from their parents. The style of family involvement may induce academic achievement at least for males.

Similarly, the interaction effect of group x gender on expressiveness was found to be significant. At government school end, females are more expressive than males. But there is complete crossover at the private school end i.e. private school males are slightly more expressive than females. The rationale could be offered in terms of the fact that government school females are home birds and most of the time they indulge themselves in indoor activities hence they take out their feelings and emotion by expressing themselves in the home environment. On the other hand, in private school sample males and females spend most of their time in outdoor activities and males do some loitering here and there hence giving vent to their pent up emotions and they do not feel the need to express themselves at home and females engage themselves in talking to their friends.

Similarly, the interaction effect of school x gender on the variable of independence is again highly significant. At the males' end the scores are almost similar for both types of schools. At the females' end private school females are more independent than their counterparts. The reason being that the parents of private school females give equal freedom to both the genders to take

independent decisions with optimal level of control and check while in case of government school, the restrictions are comparatively more upon females than males.

Further, the interaction effect of school x gender on the variable of achievement orientation is significant. At government school end, females score higher than males on the factor of academic achievement. But there is a complete crossover at private school end i.e. private school males are more achievement oriented than females. This may be attributed to the fact that system of education in private school is co-educational where as in government it is not so.

Similarly, the table of ANOVA for moral religious emphasis indicates that the interaction effect of school x gender is significant. At government school end, females score higher than males and vice versa at the private school end i.e. males score higher on moral religious emphasis than females. The reason being that in government schools, females are subjected to more heavy sex role constraints and must contend with culturally created values in the family.

Further, the interaction effect of school x gender on the variable of control is significant. The scores show that control of family is more on females on both the schools i.e. government and private school. The rationale could be offered in terms of the fact that females perceive that their family has set rules and emphasize on following rules in the family, but males feel less so as compared to females.

Again ANOVA reveals that males are higher on the factor of self-efficacy and the interaction effect of school x gender is also significant. At government school end, there is not much difference between the self-efficacy of males and females. Males score only few points more than females. But at private school end males score significantly higher than females. Males have more confidence

of their abilities; on the other hands females are still under-confident of their abilities in comparison to males.

In emotional intelligence, only self-awareness was found to be significant in analysis of variance. The main effect of gender has turned to be significant for self-awareness. The males are more self-aware than females, with a sense of who they are and a vision of the person they want to become.

The interaction effect of group x gender on self- awareness was also found to be significant. At both the schools end i.e. government school and private school males score high on self-awareness than females, but the scores of females on the variable of self-awareness in both the schools are almost the same.

The rest of the factors were found to be insignificant in analysis of variance.

7.5 Implications and Limitations

The present study was an attempt to investigate the relationship between family environment, self-efficacy, self-esteem, emotional intelligence and academic achievement. The analysis of the results reveals that this study can be beneficial for parents and teachers to know how they can improve their family environment and school environment so as to increase the academic achievement and fostering self-efficacy, self-esteem and emotional intelligence among their children.

The results lack consistency across samples viz a viz variables. This might be due to the characteristics of the population taken for the present study. The variables undertaken could have contributed if the population understudy showed some maturity and seriousness of purpose.