A Study of Relationship between Academic Achievement and Family Relationships of Secondary School Students

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Abstract:

This paper explores the dynamics of academic achievement and family characteristics of secondary school students. Thus, based on the synthesis of literature from various fields of study, the study maps the complex landscape of family factors shaping students' educational pathways. It also examines how family structures, communication patterns, parental involvement, adolescents' socio-economic status, and culture influence academic outcomes and motivation. The exploration starts with recognizing the concept of family as a safe refuge and a testing ground for adolescence. Warmth, support, cohesion, and communication within the family are considered crucial factors that influence the academic achievements of learners. On the other hand, conflict, turmoil, or estrangement in the family may act as a barrier to the student's educational endeavors which may lead to stress, withdrawal, or poor academic performance. In addition, the study explores the relationship between families and academic achievement from multicultural perspectives. It defines differences in parenting practices, family demands, and community pressures and requires culturally sensitive approaches to explain this relationship. Therefore, answering questions like the effects of various family types, the significance of parents' engagement, and the effects of socio-economic differences, the paper should offer advice that would be valuable for educational practice, policy-making, and family-focused interventions. Finally, it emphasizes the need for proper family environments that positively contribute to supporting the academic achievements and overall development of secondary students.

Keywords: Academic achievement, Family Relationships, Secondary students, Familial influences, Learning outcomes, Cognitive abilities

Introduction:

Among the strings of a teenage storyline – academic performance and family environment is one of the key strings. The junior cycle is a significant developmental stage where learning and academic achievement coexist with the changing nature of cultural relationships. In their efforts to be effective educators, psychologists, and parents, comprehending the connections between academic achievements and family relationships in adolescent development remains an intriguing research topic.

The theme of how academic performance and family relationships are related among secondary school students is complex and therefore depends on so many factors such as structure, type of communication, involvement, and socio-economic and cultural background. Even though academic achievement is traditionally defined in terms of the personal effort of the learner and the support he or she receives from the academic institution, the influence of the family environment on educational performance is today seen as crucial?

Pivotal to this assertion is the recognition that family is a protective and challenging environment in the formation of adolescence. Family intimacy is defined by warmth, support, cohesion, and communication and is hypothesized to exert a significant influence on students' learning experiences, interests, and achievements. On the other hand, family conflict, lack of harmony, or separation can put a damper on learning and bring stress or withdrawal and poor academic performance.

Also, family relationships are not limited to the nuclear family, including members of the extended family, culture, and other communal settings. Gender differences, cultural differences in child rearing, family expectations, and intergenerational relations add to the complexity of this relationship with an emphasis on cultural sensitivity.

As researchers delve into this domain, a plethora of questions beckon exploration: This study aims to establish the impact of the various familial structures on the academic performance of secondary school students. How practices and procedures related to parent engagement affect students' performance. The following is a research question: How does the communication pattern in families affect students' perception regarding learning and achievement? To what extent are family-related academic performance and socio-economic factors prevalent?

Our responses to such questions should help bring to light the relationship between academic achievement and family attachment of secondary school learners. In addition to the theoretical analysis, this investigation presents tangible concerns about cultivating environments that support the development of higher young minds for educators, policymakers, and families.

Academic achievement

Academic achievement can therefore be defined as the levels of performance that a student displays in his/her educational activities within formal academic contexts tallied through course scores, standard achievement tests, class positions, and the like. It encompasses a broad range of competencies, knowledge, and skills, all of which are achieved through learning processes in numerous courses as well as professions.

Academic achievement, which is often utilized as the main connotation of the performance of a student in the system of education, has several constituents that include grades or test scores. These elements are accented as cognitive skills, problem-solving skills, critical thinking skills, creativity, and socio-emotional growth so that LOM can present a holistic perspective for learning outcomes.

Academic success and failure constructs are complex encompassing individual traits including intelligence, motivation status, and learning modalities, and also contextual factors including parental support, school resources, quality of teachers, and socio-economic status. However, other factors should be taken into consideration which include cultural norms, friends, other activities, and education opportunities.

The process of education focuses on the attainment of academic goals, which is a reflection of the global desire for individual and collective development, employment, and overall advancement of society. Nonetheless, as will be explained in detail below, it is crucial to understand that there is a vast difference between academic achievement and intelligence, which is the ability to learn.

Schools, authorities, and other interest groups are always looking for ways to enhance learners' performance through research and effective implementation of best practices, provision of an environment that promotes learning, and addressing barriers to Education for All. Moreover, the cultivation of the learning-to-learn spirit and the appeal to intrinsic motivation remain as crucial factors in the development of learning outside of school among kids in terms of intellectual presence.

Family relationship

Family relationships are a description of the ties that are held between the family members and in this case a description of how the members related within a household or a larger family setting. The nature of this relationship can be described in terms of different aspects such as affection, closeness, informational exchange, intimacy, conflict, and recreation. The principles of socialization seem to be very sensitive and important when one is familized and raised from childhood to adulthood as they determine one's personality, character, and beliefs.

Here are some key aspects of family relationships: Here are some key aspects of family relationships:

1. Attachment and Bonding: Unlike friendships which are based on a friendly attachment, family bonds are shaped by attachments therefore the family members have a sense of belonging, security, and relationships. According to attachment theory, people's other and future relationships and overall emotional state are predetermined by the relationships with caregivers in the first years of life.

2. Communication: It provides the key to proper understanding between the family members hence enhancing the family relationship. There is often an ongoing conflict between two or more family members; the use of frank, tactful conversation to promote empathy and cooperation in addressing issues, as well as shared commitment to possible conflict resolution. A family may use different frequencies, tones, and modes of communication depending on culture, personality style, or internal organization of the family.

3. Support and Nurturance: Families are the source of emotional, practical, and instrumental support and the interaction between the subsystems during times of stress need. Family support helps strengthen the individual's persona to become more resilient in their thinking and gain higher levels of self-esteem leading to better emotional wellness.

4. Roles and Responsibilities: Family dynamics refers to the overall ways in which interdependence is managed in a family through the performance of tasks within specific spheres of responsibility. As much as there is a present unity of the families and their roles in society the roles may differ according to age, gender, cultural disposition, and unique preference of every member of the family.

5. Conflict and Resolution: Conflict is a natural part of family life and arises from differences in opinions, values, and expectations among family members. Constructive conflict resolution strategies, such as active listening, compromise, and empathy, help to manage conflicts and strengthen family relationships.

6. Interdependence and Autonomy: Family relationships balance the needs for interdependence and autonomy among family members. Individuals seek both connection with their family and the freedom to express their individuality, make decisions, and pursue personal goals.

7. Cultural and Contextual Influences: Family relationships are shaped by cultural values, traditions, and societal norms that influence family dynamics, parenting practices, and relationship patterns. Contextual factors such as socio-economic status, community support, and life events also impact family relationships.

Overall, family relationships provide a critical foundation for individuals' social and emotional development, influencing their well-being, relationships with others, and life outcomes. Nurturing positive family relationships through communication, support, and mutual respect contributes to family cohesion, resilience, and satisfaction.

Secondary school students

High school or secondary school learners are generally aged between 12 and 18 years depending on the system; in use within a given country or the specific school system in question. It comes right after primary or elementary education and before higher education or vocational training. Secondary school education is a very important stage in the development of students both in academic achievement, social growth, and self-development from childhood to adolescence and adulthood.

Here are some key characteristics and considerations related to secondary school students

1. Age and Developmental Stage: Secondary school students are at the adolescence stage which is when children undergo most of the physical, cognitive, emotional, and social changes. First, they are in the process of searching for their own identity and relationships, separation from family, interaction with peers and gradually gaining independence.

2. Academic Rigor and Complexity: The high school curriculum falls under advanced level curriculum and encompasses almost all fields of study with such subjects as mathematics, sciences, languages, social studies, and other electives. Some students may be expected to perform superior tasks, such as critical thinking, and problem-solving, or to advance as independent learners.

3. Transition and Adjustment: It might be a challenging moment when children are transferring to a new school, they have to adapt to the new educational environment, new schedules, teachers, and peers. To enhance the learning achievements and overall well-being of the students, there is a need to assist their transitions and integration into the secondary school system.

4. Diverse Backgrounds and Needs: Students in secondary institutions are of different cultures, social and economic statuses, and speak different languages and therefore have diverse needs in their education. Being able to appreciate the differences and accept them is important in the development of diverse educational settings and in closing gaps in terms of equality.

5. Social and Extracurricular Activities: Many secondary school students currently participate in different social and co-curricular activities such as club activities, sports organizations, volunteer groups, part-time

employment, and other community activities. Notably, these activities help students to develop their individual interests, abilities, leadership skills, and friendships outside the class.

6. College and Career Preparation: Secondary school plays the role of preparing the student for the next stage in their education and training, it may be through college, university, or training for a particular vocation or employment. Education for college and career, including education counseling, aptitude tests, career awareness, and possible internships assist students in making suitable choices.

7. Well-being and Support Services: This research paper critically highlights factors that contribute to student support so that they can fit well in secondary school. It's common for schools to offer a plethora of resources such as counseling, mental health services as well as academicians tutoring, and special services for education that are aimed at promoting the students' well-being and progress in the class.

Thus, secondary school students' needs, history, and goals are vital subjects for educators, parents, and authorities to attain effective learning environments and promote academic and career success settings.

Review of related literature

The association between academic performance and family relationships among secondary students has received a lot of attention due to being a compelling issue. Drawing from existing literature on this subject, this literature review intends to explore the multifaceted format that defines students' educational experience within the familial environment.

A review of the literature also indicates that there is a lack of published research on how family relationship factors may differ with academic achievement among higher secondary school students. Noting this research deficit, the researcher has undertaken the present study to advance understanding of this critical research topic. The researcher has arranged this part of the paper in chronological order in a bid to identify more recent and relevant works that suggest the need for more research into the subject area.

Yadav, M. (2017) explored the correlation between students of secondary school and their performance in the 10+2 examination, with variables related to affective intelligence, divergent thinking skills, and family bonds. The results revealed a high level of student group differentiation by the level of academic success and the importance of perceiving healthy family relationships in student groups' performance.

Kumar, H. (2014) focused on value patterns, motivation, and family relations of students of senior secondary standards. It was also noted that value patterns have no negative or positive correlation with academic motivation, but there were positive correlations between academic achievement and acceptance that consist the family relationships/concentration.

Kumar, R. (2014), aimed at determining the correlation between academic outcomes, and family climate among secondary school students. This study highlighted the findings that highlighted the importance of favorable family environments on achievement outcomes in support of the idea that students need good home backgrounds for their achievement to thrive.

Badola, S. (2013) analyzed the relationship between school environment, family atmosphere, and senior secondary school students' academic achievements. The concern regarding the school environment on academic performance was stressed together with the influence of family climate on students' CDM.

Lourdusamy, V. (2012) examined higher secondary students' academic performance regarding Family Relationships and Emotional Intelligence. It was found out that there was considerable disparity in the level of emotional intelligence displayed by male and female students and their academic performance with Relationship with Family identified as influential in the Students' Performance.

Farooq, M. S., et al. (2011) offer a study on family characteristic factors and academic performance of secondary students with an emphasis on the family education levels dimension.

Siwach, M. (2008) explored the Home Environment and Family Relationship Influence on Academic Performance with special reference to gender variations. In the study, the authors pointed out the link between proper home environments and effective relationships between the students and their parents or guardians, as well as good performance by the female students compared to the male students.

R. N. Bala, and P. Kaur highlighted the impact of maternal employment on personality traits, creativity, and achievement among secondary school students. Hypothesis 1 was supported by the research findings while the remaining hypotheses were either partially supported or not supported at all due to the complex and multilayered nature of the association between maternal employment status and different kinds of student achievements.

Ahuja, M. & Goyal, S. 'Parental involvement, aspirations, and academic achievement of secondary school students' published in 2006, These research findings revealed the effects of parental engagement and expectations regarding students' performance a grades in a specific course.

Gilbert, S. (2004) looked at the effects of the family adversity factors on students' performance in academic work especially focusing on distress and conflict within the family as factors that greatly affect students in their academic work in their secondary institutions.

To sum up, the role of family relationships in the students' success in higher secondary school is stressed by the results of the reviewed research. Nevertheless, the insights given in the literature review point to further investigation to provide a more detailed picture of the relationship between these variables. This study is designed to fill this gap by examining the relationship between family factors and the academic performance of higher secondary school students in detail.

Justification of the problem

1. Educational Significance: It therefore becomes important to analyze student performance to determine their successes and or future education careers. Knowing the determinations of academic performance especially in the family realm is of great importance to educators, policymakers as well as parents in the formulation of pertinent strategies that would assist in the enhancement of students' performance.

2. Holistic Development: Family factors are a key aspect of the students' lives and influence their learning processes and overall development in many aspects, including cognitive, socio-emotional, and behavioral.

Research on the effects of positive family relationships on improving academic outcomes, motivation, and socio-emotional development of secondary students. Regarding the findings of this study that relate academic achievement to family factors and identify the factors that foster the development of the students, the study adds its input to the existing body of literature for enhanced knowledge of the phenomenon.

3. Social Equity and Inclusion: Reducing gaps in academic performance means using approaches that encapsulate and consider the sociocultural factors affecting the students. Socio-economic status, cultural beliefs, and parent lessons/interactions are the significant factors that dictate the family type's influence on students' academic performance. As the research seeks to establish how the functioning of families influences academic performance, it contributes to the efforts that seek to understand and reduce prejudices in the education sector.

4. Preventative Interventions: How an individual relates to their family can either be a positive predisposing factor or a negative one about academic achievement among students. Understanding and recognizing early family dysfunctions or detachment can encourage early interferences that reduce the effect of poor academic performance and increased health issues in students. This research study sheds light on several areas concerning family relationships and academic performance that help in the early identification of students who may require intervention and assistance as they continue with their learning.

5. Policy Implications: Family relationships may be a critical component that is neglected in education policies and agendas to enhance educational achievements. Therefore, the findings of this thesis offer practical and empirical suggestions about how policymakers and educators should approach the enhancement of family-related factors for the improvement of academic performance. Such policies can help in creating a more receptive learning environment that enhances and promotes students' learning achievement and development.

Therefore, focusing on the connections between self-achieved academic accomplishments and family relationships in secondary students can be justified by its educational relevance, emphasis on the primary human needs, enhancement of social justice, backing up of the prevention intervention approach, and application to education policy and practice.

Statement of the problem

A Study of Relationship between Academic Performance and Family Relationships of Secondary School Students

OBJECTIVES OF THE STUDY

1. To study the academic achievement of secondary school students.

2. To study the family relationships of higher secondary school students.

3. To study the relationship between academic achievement and family relationships of secondary school students.

Hypothesis of the study

1. There is no significant difference between academic achievement and family relationships of secondary school students**.**

2. There exists no significant difference between academic achievement of male and female higher secondary school students.

3. There exists no significant difference between the family relationship of male and female higher secondary school students.

Research Methodology

Research methodology also acts as a roadmap in scaling experimentation by determining when to acquire samples and data. The selection of a proper methodology is important to show satisfactory results and be able to generalize. After consultation with supervisors and experts, this present study, therefore, has carefully selected a research method and design. Concerning this, this study has employed several instruments relevant and updated for the collection of data from the selected subjects. Surveys are done to assess the subjects as well as to do the instruments correctly.

Due to the exploratory nature of the study, utmost care is exercised to compile information related to the current state of the problem. The subsequent subtopics will present a summary of the ideas given in the current chapter briefly.

Variables of the study,

Population and Sample,

Tools Used,

Procedure for Data Administration,

Statistical Techniques Used.

Variables of the Study

The following variables are taken for this study:

Independent variable

Family relationship, Gender, and type of school have been taken as independent variables

Dependent variable

Academic achievement has been taken as dependent variable

Population

All secondary school students in the Baramulla district have been taken as the population of the study

Sample

The sample has been taken randomly from the given secondary schools of the Baramulla district of Kashmir

Sample Subjects were selected randomly from the government Secondary Schools.

S.No	Name of the Secondary School	No. of students
1	**Government secondary school Wailoo**	**100**
2	**Government higher secondary school Hardushoora**	**100**
3	**Government higher secondary schools kunzer**	**100**
4	**Government High School Chukar**	**100**
5	**Government high school checkseri**	**100**
6	**Government higher secondary school Pattan**	**100**
Total number of students		**600**

(Table 1.1 Description of Sample Subjects (Government Secondary Schools)

In this way, 600 secondary school students have been taken randomly as a sample. Among 600 secondary school students, 300 are male and 300 are female secondary school students.

TOOLS USED

Information Blank for Academic Achievement

Family Relationship Inventory (FRI) developed by Sherry and Sinha (2011)

INFORMATION BLANK FOR ACADEMIC ACHIEVEMENT

An academic achievement assessment tool has been developed to measure the performance of higher secondary school students.

FAMILY RELATIONSHIP INVENTORY (FRI)

G. P. Sherry and J. C. Sinha established the Family Relationship Inventory in 2011 that has been made up of 150 items to evaluate the features of family relationships. The inventory is organized in three scales, all three focusing on assessing relationships with the father and with the mother, within each section, items are classified according to three dimensions: These three process variables include acceptance, concentration, and avoidance. In more detail, the acceptance dimension is formed of 52 items, the concentration dimension refers to 41 items, whereas the avoidance dimension refers to 57 items. The distribution of items across the three dimensions is presented in the table below:

Parental Acceptance	Parental Concentration	Parental Avoidance	Total Items
52	41	57	150

Dimensions of the Family Relationship Inventory

The Family Relationship Inventory has content made of three dimensions, and each dimension has unique features of statements.

1. Parental Acceptance: This facet expresses how much of a value parents see their child as, and how they allow the child to have a chance at having whatever they want, without interference.

2. Parental Concentration: This dimension relates to parents with overprotective behaviors who try to dictate the direction and activities of the child. Such parents may have strict expectations and place many conditions on their children to meet responsibilities and achieve certain objectives.

3. Parental Avoidance: This kind of dimension involves parents who either abandon or do not care about their child and do not show any love or interest in the life of their child. Such parents sometimes spend little time on their children's issues and may even ill-treat the children.

The factor-wise distribution of statements within the Family Relationship Inventory is as follows:

Parental Acceptance: 52 items

Parental Concentration: 41 items

Parental Avoidance: 57 items

Division of Items

S.No	Dimensions Serial wise	Serial-wise Item No.	Total Items
1	Parental Acceptance	3,5,7,8,9,10,11,14,22,29,31,36.38,41,43,46,47,49,50,57,61,63,64,65,66,70,72,75,76,80,84,85,88,91,94,108,112,121,124,125,130,131,133,135,136,140,141,142,143,145,146,148	52
2	Parental Concentration	2,13,17,18,25,27,28,33,39,40,52,55,56,59,62,67,68,69,71,74,79,81,87,90,92,97,98,100,101,104,106,107,120,122,127,134,137,139,144,147,150	41
3	Parental Avoidance	1,4,6,12,15,19,20,21,23,24,26,30,32,34,35,37,42,44,45,48,51,53,54,60,73,77,78,82,83,86,89,93,95,96,99,102,103,105,109,110,111,113,114,115,116,117,118,119,123,126,128,129,132,138,149	47
Total			**150**

Table 3.7 Division of items of FRI

Reliability of FRI:

Test-retest reliabilities of the Family Relationship Inventory (FRI) clearly show the high reliability of the tool used. In more detail, the level of test-retest reliability was established. 56 for parental acceptance, 45 for parental concentration, and 85 for parental avoidance. These coefficients point out the temporal stability of the family relationship patterns, thus supporting the generalisability and validity of the inventory.

Validity of FRI:

The elements of validity in terms of FRI are face validity, content validity, and criterion validity. The face validity, content validity, and criterion validity were established to be high, which proved that the inventory effectively gauged the required constructs. Moreover, the results of the study show a positive correlation between FRI and Saxena's Personality Inventory, hence confirming that the FRI dimensions exist.

Scoring of FRI:

The FRI is easy to score and the method of scoring is described on the first page of the FRI in a specific scoring table. Each of the three patterns for both the father and the mother relationships are scored independently of each other. In the current study, 150 items are in the inventory, and consequently, each true response gets one mark. This means that the maximum score that a student can get is 150 whereas the minimum is 0. A higher score on each of the dimensions denotes a higher level of perceived acceptance, concentration, or avoidance by parents. Scoring Table

S. No.	Statements	Scoring Key
1	Positive Statements	True1 False=0
2	Negative Statements	True=0 False=1

Table 3.8 Scoring table of FRI

Hence one mark is to be added to the positive statement if the subject has opted for the true option. Zero is given to a 'false' response for a positive statement. +1 is given to the 'false' response for a negative statement and zero to the 'true' response. The high score on each dimension will exhibit the family relationship of a

student. If there is higher parental acceptance than parental concentration and parental avoidance, then the respondent will be interpreted as having a parentally accepted child.

Norms of FRI

The inventory is intended for use with school and college students. It is used for both male and female students. It is helpful for school counselors and psychologists to identify maladjusted students.

Time for FRI

There is no fixed time limit for the inventory. However, usually, it has been seen that the students take 40-50 minutes to complete the inventory.

PROCEDURE FOR DATA COLLECTION

To fulfill the objectives of the present study, the investigator shall use a process of random sampling to select 6 secondary schools. This enabled the researcher to get the accord of all the principals of the selected secondary schools to enable him/ her to easily administer the questionnaires.

Collecting data was done within the context of classrooms of the respective schools while ensuring that the students were in the best frame of mind for tests. Posture also showed students sitting in a manner that they were socially distanced from one another, and where possible, there was an effort to set the room temperature to meet the comfort of the students. These measures were taken to ensure that for the times when the students were going to be tested, the environment was perfected in a way that any interferences would be eliminated.

STATISTICAL TREATMENT

Following statistical treatments were employed for data analysis.

• Percentage Statistics

• Mean & Standard Deviation

• t-test

• Correlation Coefficient

Data analysis

Considering the objectives and hypotheses of the study, it has been recommended that statistical methods such as mean, percentage, t-test, and correlation coefficients are most suitable to comprehend and test the hypothesis. Bar diagrams and line graphs were also designed to substantiate the current study's results and findings. The current chapter in this way deals with data analysis and explanation of the data. The results found from data analysis are presented in the following manner:

1. Percentage statistics of academic achievement of secondary school students.

2. Percentage statistics of family relationships of secondary school students.

3. Disparities in academic achievement of male and female secondary school

    students.

4. Disparities in family relationships of male and female secondary school students.

5. Connection between academic achievement and family relationship of secondary

    school students.

1: Percentage statistics to Academic Achievement of Higher Secondary School Students.

To find out the academic achievement of higher secondary school students, percentage statistics have been completed and the results obtained directly are presented in Table 4.1:

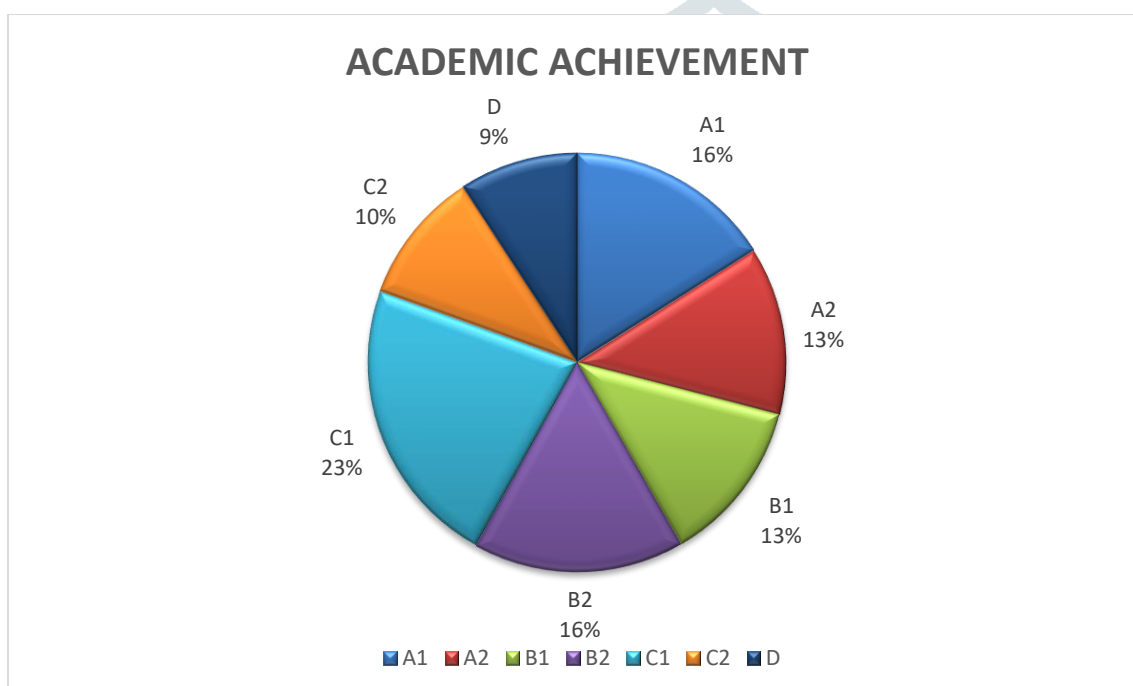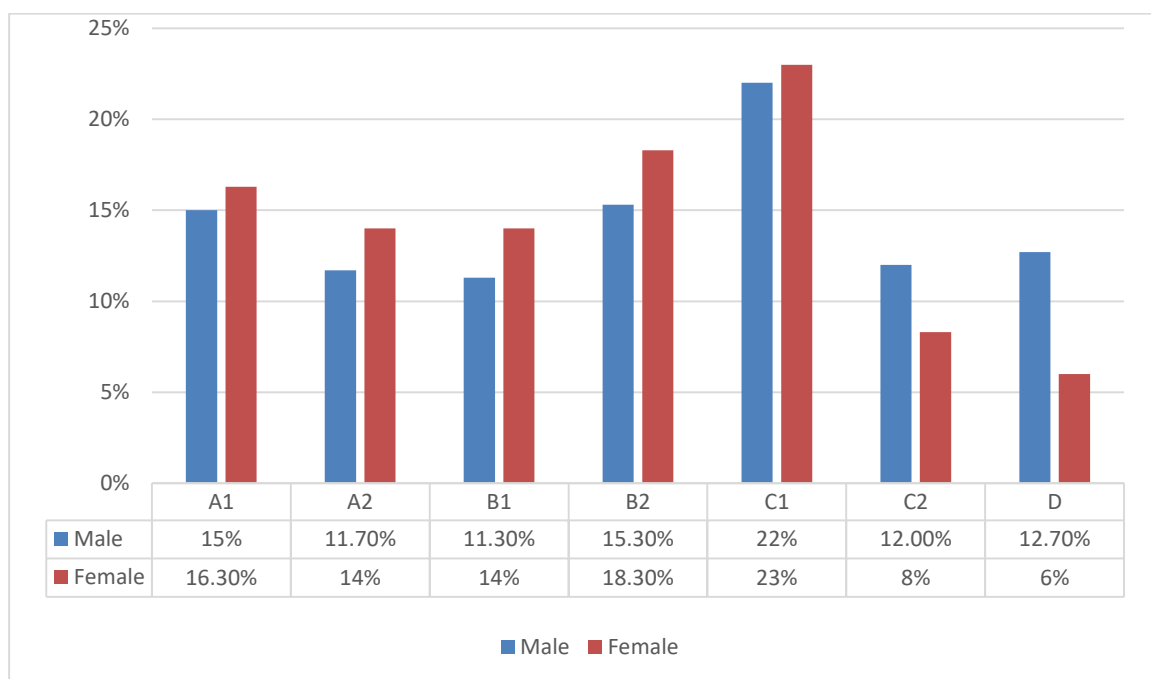| Range of Scores	Grade	Number	Percentage
91-100	A1	96	16%
81-90	A2	78	13%
71-80	B1	76	12.66%
61-70	B2	98	16.33%
51-60	C1	135	22.5%
41-50	C2	62	1O.3%
33-40	D	55	9.16%
TOTAL		**N=600**	**100%**

Figure 4.1: Presentation of the Percentage Distribution of Higher Secondary School Students on Academic Achievement

The examination of Table 4.0 shows the percentage distribution of secondary school students on academic achievement. It is found in the table that A1 grade of academic achievement constitutes 16% secondary school students, A2 grade of academic achievement constitutes 13 secondary school students, B1 grade of academic achievement constitutes 13%secondary school students, B2 grade of academic achievement constitutes 16% secondary school students, C1 grade of academic achievement constitutes 23% secondary school students, C2 grade of academic achievement constitutes 10% secondary school students and D grade of academic achievement constitutes 9% secondary school students. In this way, the majority of higher secondary school students have C1 grade of academic achievement and the lowest grade of academic achievement is D. For further understanding, the graphical representation is given in Figure 4.1

Table 4.2: Displaying Percentage Distribution of Male and Female Higher Secondary School Students on Academic Achievement

Range of Marks	Grade	Male (Percentage)	Female (Percentage)
91-100	A1	45(15%)	49(16.3%)
81-90	A2	35(11.7%)	42(14%)
71-80	B1	34(11.3%)	42(14%)
61-70	B2	46(15.3%)	55(18.3%)
51-60	C1	66(22%)	69(23%)
41-50	C2	36(12%)	25(8.3%)
33-40	D	38(12.7%)	18(6%)
TOTAL		**N=300(100%)**	**N=300(100%)**

	A1	A2	B1	B2	C1	C2	D
Male	15%	11.70%	11.30%	15.30%	22%	12.00%	12.70%
Female	16.30%	14%	14%	18.30%	23%	8%	6%

Figure 4.2: Illustrating the Comparison of Percentage Distribution between Male and Female Secondary School Students on Academic Achievement

The proportion distribution of male and female secondary school students' academic achievement is portrayed in Table 4.1's illustration. The table shows that the A1 level of academic achievement accounts for 15% of male secondary school students and 16,30% of female students. Secondary school students in the A2 grade of academic achievement make up 11.70% of male students and 14% of female students; in the B1 grade, the percentage is 11.30% of male students and 14% of female students; in the B2 grade, the percentage is 15.30% of male students and 18.30% of female students; in the C1 grade, the rate is 22% of male students and 23% of female students; in the C2 grade, the percentage is 12% of male students and 8% of female students, and D grade of academic achievement constitutes 12.7% for male and 6% for female higher secondary school students. For further understanding, the graphical representation is given in Figure 4.1.

4.3: Percentage Statistics to Family Relationships of Secondary School Students

To find out the family relationship of higher secondary school students, percentage statistics have been done and the results obtained are presented in table 4.4.

Table 4.3: Displaying Percentage Statistics of Secondary School Students on Family Relationship

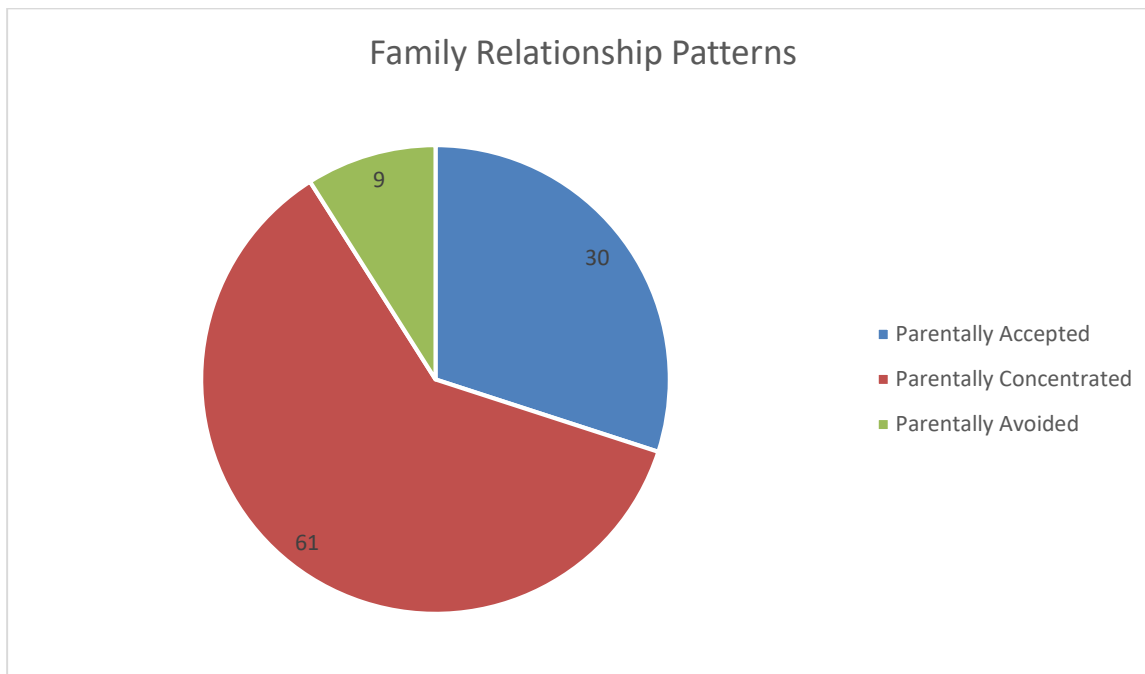| Family Relationship Patterns	Number	Percentage
Parentally Accepted	183	30.5%
Parentally Concentrated	363	60.5%
Parentally Avoided	54	9%
Total N=600	**N=600**	**100%**

Figure 4.3: Show Percentage Share of Secondary School Students According to Different Patterns of Family Relationships.

A study was done on secondary school students that consisted of percentage statistics of family relationship patterns. According to the table, 30% of secondary school students are accepted by their parents; 61% of secondary school students are concentrated by their parents, and 11% of secondary high school students are rejected by their parents. This way most of the cases will proceed into the acceptance stage of the transitional process for children. Figure 4 here illustrates how this happens. 4.4

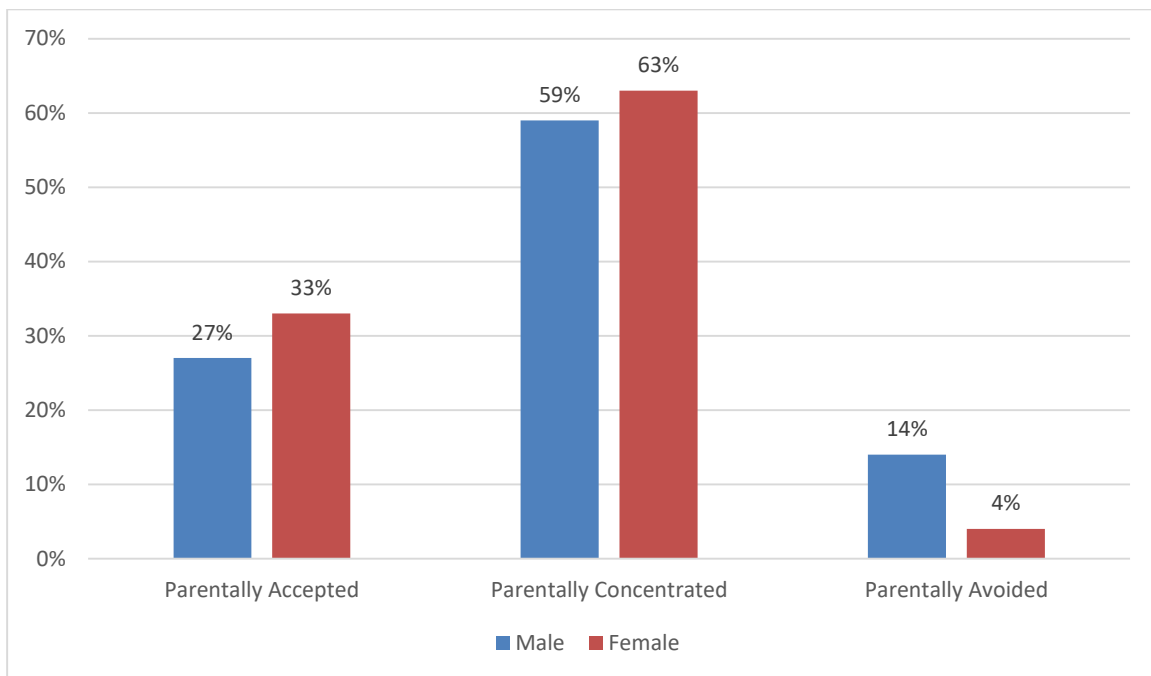| Family Relationship Patterns	Male (Percentage)	Female (Percentage)
Parentally Accepted	81(27%)	99(33%)
Parentally Concentrated	177(59%)	189(63%)
Parentally Avoided	42(14%)	12(4%)
Total	N=300(100%)	N=300(100%)

Figure 4.4: Display Percentage Statistics of Male and Female Secondary School Students on Family Relationship Patterns

Table 4.4 illustrates a diagram that breaks down the percentage of boy and girl secondary school students on family relationship dynamics. It is shown in the table out of male and female higher secondary school students 27% and 33% are parental accepted, 59% and 63% are parentally concentrated and 14% of male and 4% of female are the parental rejected. Through this, a lot of these cases may be parentally approved. As it is shown in Figure 4. 5.

4.4: Variation in Academic Achievement of Male and Female Secondary School Students

To measure the level of academic excellence of male and female secondary school students, a t-test has been done and the table obtained on this basis is summarized below.

Table 4.5: Mean Difference between Male and Female Secondary School Students on Academic Achievement

Group	N	Mean	Sd	SED	t-value	Level of significance
Male	300	65.64	19.13			Significant at 0.01 level
Female	300	71.55	17.27	1.49	3.96	

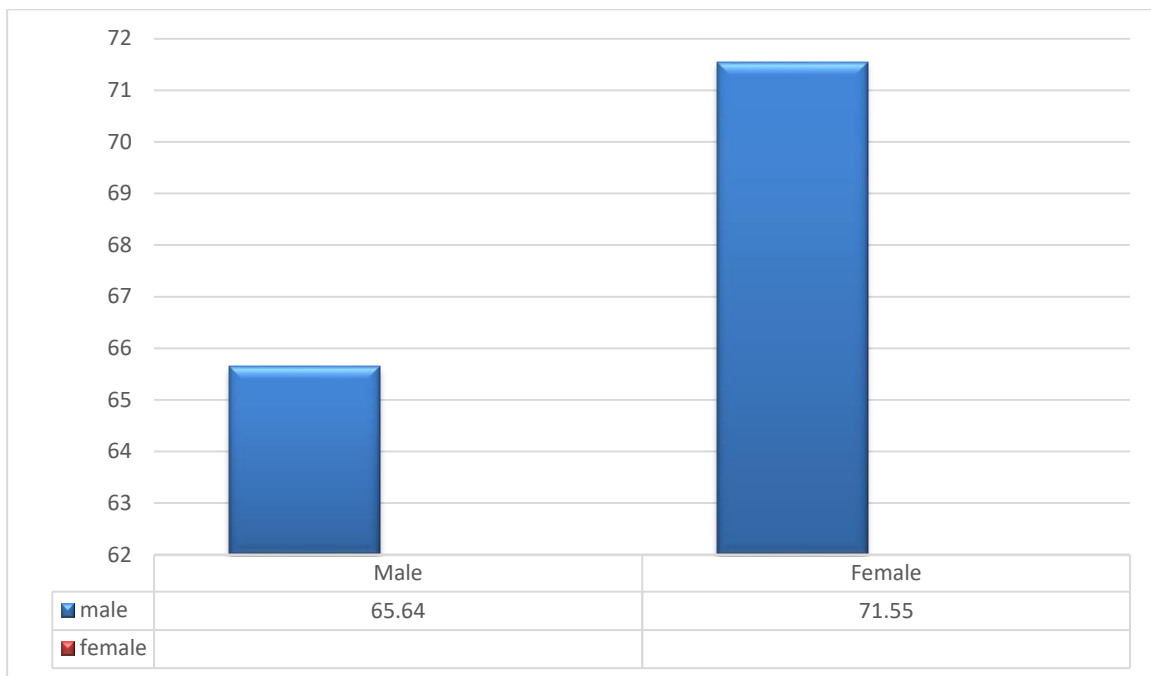|	Male	Female
■ male	65.64	71.55
■ female		

Figure 4.5: Displaying Mean Differences between Male and Female Secondary School Students on Academic Achievement

Table 4. 5 shows the average difference between male and female secondary school students concerning academic achievement. Table 1 shows that the mean of male and female higher secondary school students on academic achievement is 65. 64 and 71. 55 respectively. The standard deviations are 19. 13 and 17. 28 for male and female higher secondary school students respectively. The standard error deviation is 1. 49. The t-value is 3. 96 which is enough to show that there is considerable difference in academic achievement between male and female higher secondary school students. Thus our hypothesis no. 1 has been rejected. The mean differences have indicated that academic achievement has been in favor of female higher secondary school students. This is further supported by Figure 4. 6.

4.6: Variance in family relationships of male and female higher secondary school students

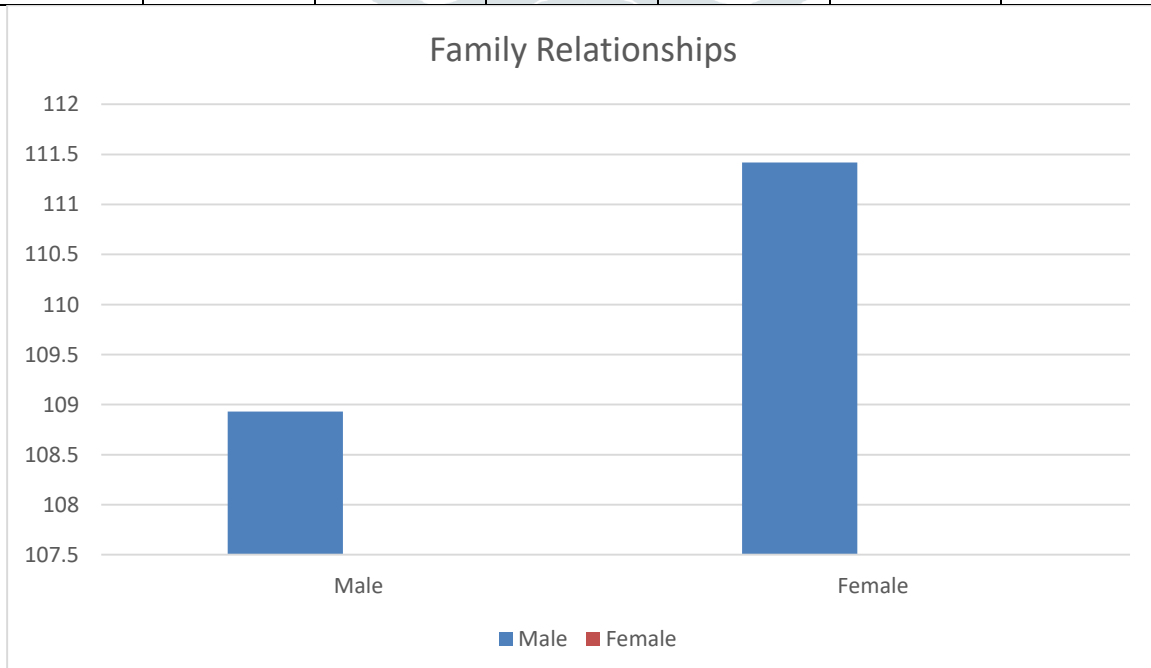| Group	N	Mean	Sd	SED	t-value	Level of Significance
Male	**300**	**108.93**	**10.41**	**0.78**	**3.19**	**Significant at 0.01 level**
Female	**300**	**111.42**	**8.75**			

Family Relationships

Figure 4.6: Displaying Mean Differences between Male and Female Secondary School Students on Family Relationship

Table 4.6 below depicts the mean difference between male and female higher secondary school students on family relationships. The mean of male and female higher secondary school students on family relationships are shown in the above table as 108. 93 and 111. 42 respectively. The standard deviation is 10. 41 and 8. 75 for male and female higher secondary school students respectively. The standard error deviation will be 0. 78. The t-value is 3. 19 which is enough to show that there is a difference in family relationships between male and female higher secondary school students. The mean differences have been in favor of female higher secondary school students on family relationships. This will ensure our hypothesis no. 3 has been rejected. This can be further explained by Figure 4. 12.

4.7: Connection between Academic Achievement and Family Relationship of Secondary School Students

In this section, secondary school students are related to academic achievement and family relationships. For this purpose, Pearson's correlation coefficient has been used and the obtained results are presented in the table below.

Variables	N	Df	Coefficient of Correlation
Academic Achievement	600	598	0. 738*
Family Relationship			

*Significant at 0.01 level

Table 4.7 suggests the connection between family relationships and the academic performance of higher secondary school learners. From the table, it can be seen that the degree of freedom is 598 and the sample size is 600. When using Pearson's correlation method, the correlation coefficient is; 0. 738 which is deciphered as a high positive. It is in this regard that it is to be underscored that there is a significant and positive correlation between family relationships and academic performance among higher secondary school students. Thus, our hypothesis No. 5 has been rejected.

Findings

This chapter presents the results and discussion of the results in line with the hypothesis developed and/ or the objectives articulated for the current study. The conclusions reached after analysis and interpretation should be articulated in a clear and structured manner. Discussion of the results is necessary to understand the statement of findings which is consistent with previous literature. It increases knowledge or it can reinforce previous knowledge. Therefore, it is regarded as an important stage in the research process. It therefore has to be discussed critically and logically with a focus on the results that are obtained after the analysis and interpretation of the data.

For the current study, the following objectives were framed:

1. To study the academic achievement of secondary school students.

2. To study the family relationships of higher secondary school students.

3. To study the relationship between academic achievement and family relationships of secondary school students.

Keeping in opinion the objectives, the following hypotheses were framed for the present investigation:

1. There is no significant difference between academic achievement and family relationships of secondary school students**.**

2. There exists no significant difference between academic achievement of male and female higher secondary school students.

3. There exists no significant difference between the family relationship of male and female higher secondary school students.

5.1 MAJOR FINDINGS

1. Secondary school students have achieved C1 level of academic performance followed B2 and A1 levels.

2. Parentally concentrated family relationships were reported by 61% of the secondary school students.

3. Gender disparity in academic performance among secondary school students. The female secondary school students have performed better than the male secondary school students in terms of academic achievement.

4. The gap between the family relationships of male and female secondary school students is substantial. Female secondary school students have reported healthier family relationships than male secondary school students. The three domains of family relationships that are parentally accepted, parentally concentrated, and parentally rejected were found to be significantly different between male and female secondary school students. The mean score was high among female secondary school students on the parentally accepted and parentally concentrated dimensions of family relationships. Yet the mean score was high on the parentally rejected dimension of family relationships among male secondary school students.

5. There is a positive correlation between family relationships and academic performance among secondary school students.

5.2 DISCUSSION OF THE RESULTS

Discussion about the findings of Academic Achievement

Table 4.2 It was in the previous chapter whereby it was discovered that the majority of higher secondary school students (22.7%) fall in the C1 category, 16.5%) B2 grade, and A1 (15.7%). C1 has been the leading grade of academic achievement among male and female secondary school students. These findings are consistent with the results of the prior studies of Mir (2019a); Mir (2019b); and Bhat & Mir (2018a) which state that the majority of male and female secondary school students have C1 grades of academic achievement. secondary school students are gender-differentiated in academic performance. The female secondary school students were more successful than the male secondary school students in academic performance. These results are consistent with the prior research work of Mir (2019a); Mir (2018); Bhat & Mir, (2018a); Mir & Paray, (2018); Mir & Bhat (2018); Paray & Mir, (2018); Joseph, (2013). The disparity in academic performance between male and female students may be a result of the following factors: sex, age, and health of the students, quality of education in the institution, motivation of students, varying levels of intelligence, socio-economic background of students, educational background of parents and family size, or by the peculiarities of teachers' assessment. It has also been established that one of the most significant factors for assessing academic performance is the school culture.

Discussion about the findings of Family Relationship

Table 4.3 shows that most of the higher secondary school students (61%) have now concluded that they have been nurtured and civilized under a parentally centralized family pattern. Another gap was also identified between male and female secondary school students concerning family relationships and their forms. Women were feeling empowered as they flaunted their connections with their parents. They have mostly been found to be living in healthy family relationships. Male secondary school students have been indicated under poor family relations in comparison to female secondary school students. Following a thorough literature review,

no study was found in the Kashmir Valley conducted on higher secondary school students focusing on family relationships about gender. Thus it has been researched that healthy families ensure the balanced growth of students.

EDUCATIONAL IMPLICATIONS

All parties involved in education, including policymakers, should take note of the study's conclusions. Ensuring a positive socio-emotional atmosphere in the school is crucial for maximizing pupils' learning potential. Taking into consideration the results of this investigation, The researcher has suggested the following consequences:
1. The academic success and educational care of each student should be communicated to their respective parents. Every parent should be contacted frequently via phone calls, emails, and newsletters to share this report. Expressing this kind of concern is extremely vital for encouraging children's academic success.
2. The best predictor of academic achievement for higher secondary school pupils has been determined to be family relationships. There is a saying that a child's home is their first school. Mom and Dad need to spend time together, build friendly relationships, and provide their kids with the necessary attention and assistance. Nothing can fully develop a school-age child unless and until there is a positive family dynamic. Many of the examples identified by the study include children who have been rejected by their parents. There are several contributing variables, including working parents, joint families, dysfunctional father-mother relationships, a lack of time for parental care, and parent divorce. As a result, it is advised that parents provide their children with their whole attention and care.

LIMITATIONS

The goal of the current study was to look into higher secondary school student's academic performance and family relationships. The researcher has finished all of the steps needed to complete the study thus far. Conclusions and findings were made using in light of the stated goals and developed theories. However, nothing is flawless or whole. There is constantly room for development. Every branch of knowledge has its limitations. The researcher's current investigation demonstrates the same thing. While conducting this study, certain limits and constraints were discovered. Because of this, the following restrictions were identified during the completion of this research project.
1. The present study was conducted on secondary school students of Kashmir Valley only.
2. It has included only the north Kashmir division of J&K (India).
3. The sample size was taken 600 only and the respondents were studying in class 9th and class 10th.
4. Only two variables such as academic achievement, and family relationship were taken for the present study.

SUGGESTIONS FOR FURTHER RESEARCH
The following recommendations have been made for the current investigation, considering the limitations of the study:
1. To allow for generalization, the current investigation will be carried out at the national and on a global scale.
2. It would be ideal if the research could be conducted using data from all three of J&K State's divisions.
3. There will undoubtedly be more room for generalization if the study can be carried out with a bigger sample size that includes secondary school students from all secondary schools in the Kashmir Valley.
4. It is recommended that studies with a preponderant one gender group maintain similarity across all three variables, namely academic achievement, emotional intelligence, and family relationships among upper secondary school students.

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