

A Study of Academic Achievement in Relation to Family Environment and Psychological Well-being

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ABSTRACT

The adolescent is the fundamental capital of any nation, and it should be protected and preserved for the betterment of the society and country. This study aims to investigate the relationship between academic achievement, family environment, and PWB. There were 300 adolescents between the ages of 15-18 years old in the study. The indicators of academic achievement used by the researchers were academic achievement scores based on the cumulative percentage of grades from the two previous classes. The family environment scale (FES) developed by Bhatia and Chadha (1993) and the psychological well-being scale developed by Ryff (1989) were used to assess the impact of family environment and PWB on the academic achievement of adolescents. Results indicated that male and female adolescents differ in terms of academic achievement, familial environment, and physiological well-being. Academic achievement, family environment, and PWB all have found a strong correlation. Regression analysis results revealed that family environment and PWB together explained 29.4% of the variance in academic achievement.

Keywords: *Academic achievement, Family Environment, PWB, and Adolescent.*

The term adolescence is derived from the Latin word “adolescere” which means “to grow up.” The adolescent period begins at age 12 and continues until age 19 years. It is a time of tremendous change. It is a transitional stage of a person's physical and psychological development that occurs between puberty and legal adulthood. Several crucial developmental events occur during this period. In addition to physical and sexual maturation, these experiences include social and economic independence, identity formation, the acquisition of skills, the ability for abstract thinking, etc. Understanding adolescence in society is mostly dependent on data from several disciplines, such as psychology, biology, history, sociology, education, and anthropology. Adolescence is considered a phase of transition from childhood to maturity, and its cultural function is to prepare adolescents for adult tasks. During phase 19, an adolescent experiences various transitions, including school, training, employment, and unemployment, as well as the move from one living situation to another.

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Education is an enlightening process that provides knowledge and skills, to infuse values that facilitate the nurturance of the right attitudes and habits among students. It is a versatile development that gives rise to unified measures of a self-sufficient human being. “Education is the process of developing the capabilities and potentials of an individual, as to prepare that individual to be successful in a specific society or culture” (Aremu, 2000). Since education is a dynamic phenomenon, with time it encounters several challenges in all aspects of the social, economic, and cultural lives of mankind around the globe. The significance of education cannot be underestimated, as it plays an essential role in the cognitive development of the masses. Bearing the challenges and importance of education in mind, it becomes sheer important to emphasize its prime goal i.e., Academic Achievement of Adolescents.

Academic Achievement

Academic Achievement is a manifold construct that consists of different domains of learning and is taken as the criterion for the selection, encouragement, and recognition of students from various walks of life. It is considered a determinant to evaluate one’s potentialities and capabilities, students in all cultures are expected to accomplish high levels of academic achievement. According to Crow & Crow (1969), “It is the extent to which a learner is profiting from instructions in the given area of learning”.

“Academic achievement is an incredible pointer for the general prosperity of youth and an essential indicator and determinant of adults' physical well-being outcomes “(Vernez, Krop & Rydell, 1999). “Academic achievement is the attainment of knowledge, competencies, and higher-level status, as reflected in grades, degrees, and other forms of certification or public acknowledgment” (Collins & O’Brien, 2011). Academic achievements and failures throughout childhood and adolescence are crucial in determining an individual's future academic career and employment chances (Kadison & DiGeronimo, 2004; Rana & Mahmood, 2010). The antecedents of academic achievement diverge in terms of culture, academic and institutional environment, subjective factors, course of study, and set of students. Various studies have also determined factors like a family environment, mental health, and personality factors that influence academic achievement.

Family Environment

Family is the foundation of human existence and experiences. It is a ceaseless source of survival that contributes to determining the basic character of its members and cultivates their overall development. It is the leading source of acquired values and norms in society. “Family is a social unit in any society and the source of early stimulation and experience in children” Collins (2007). Therefore, the environment that exists within the family is of great importance. As the environment in which people live is not a mere situational unit, that ordains the track of their life, rather it is a varied progression of transactional dealings of life, in which, individuals act to shape the course of their personal development (Hultsch & Plemons, 1979; Baltes, 1983). Therefore, the family environment is the most influential learning state in which parents and other family members act as educators and provide the composition in which their young ones are groomed.

According to Knafo and Plomin (2006) the quality of relationships and interaction among family members, have a significant role in inculcating cognitive and affective elements of prosocial behavior (i.e., empathy and social relatedness) in children. Thus, parent-child communication and other family experiences are directly associated with the development of social behavior among children. Family environment and surroundings not only affect an

individual's actions and reactions but also various situations of one's life and achievements. It influences a child at the earliest possible time of life when a child's tender mind is developing and is most acquiring. It must be encouraging for the overall growth of children through different phases of their lives. Therefore, an enriched and compassionate family environment helps in the accomplishment of high scholastic achievement in students (Daulta, 2008; Muola, 2010; Mishra & Bamba, 2012).

Parents as the principal agents of socialization, contribute to the gratification of their children's psychological requirements and promote their academic motivation. The configuration of the family environment depends upon the attitudes parents have toward each other and their children. They also promote their children's accomplishments, gender role conduct, interpersonal skills, and perceived self-efficacy beliefs. Parents' positive approach and support toward their children amplify their confidence in their capabilities and enhance their concern to meet their parents' prospects (Campbell & Verna, 2007).

A healthy, interactive atmosphere and interpersonal dealings within the family boost achievement orientation among children. Children require a joyous and stable family environment, with stimulating social networks for their gross development. Yet conflicts and disagreements are inevitable in family life and social interactions. But the way, in which negative emotions are, tackled makes changes in the reciprocal understanding of a person with his family and peers (Parke & Buriel, 1998). To inculcate this maturity of thoughts, the family environment is a great responsibility, as the efficiency of the learning process depends upon the amount and the quality of stimulation the environment provides to a person. Ekanem (2004) opined that a child's parents, siblings, and instant environment have the power to appreciate or depreciate his self-worth and his academic performance. Hence, the efficiency of the learning process among children depends upon the quantity and the quality of the stimulation that their environment provides to them.

Psychological Well-Being

Psychological well-being is a subjective term that carries diverse meanings for different people. Psychological well-being can be found in individual experiences (Campbell et al., 1976). According to Campbell et al., (1976), psychological well-being is an individual's judgment of his or her life, whether in terms of life satisfaction, an effective balance, or the extent to which psychological well-being dwells inside the individual's experience. The basis of a person's quality of life in many contexts is their psychological well-being, which is defined as having excellent emotional and mental health. It takes into account how individuals used to assess their lives in the present or the past, integrating their emotional responses to various events, moods, and judgments about how they live their lives (Diener, 2003). The complex design of well-being considers the best possible psychological experience and functioning. Social psychologists have conducted substantial research on well-being (Campbell, 1981). The term "general quality of well-being" describes an optimum level of psychological functioning and experience. This highlights the fact that the opposite of a negative effect is not always a positive effect (Cacioppo and Bernston, 1999). In the past, two major psychological traditions have been used to explore well-being. The hedonic concept, which frequently refers to the balance between positive and negative effects, equates well-being with happiness (Ryan & Deci, 2001). Two main concepts of positive functioning have dominated the study of psychological well-being for more than 20 years. The first has its origins in the classic work of Bradburn (1969), who differentiated between positive and negative impacts and described happiness as the balance between these

two. The second concept emphasizes the significance of life satisfaction as a factor of well-being.

Personal development is the experience of continuous progress; the perception that one is growing and expanding. Positive relationships are those in which an individual has a warm, gratifying, and believing connection with others, and is concerned about the government's ability to equip people with strong compassion, friendship, and intimacy. It gets to give and take human connections. Purpose in life is the individual has objectives throughout everyday life and a feeling of directedness, feels there is significance to present and previous existence, they have convictions that give their existence meaning. Self-acceptance is an individual force and uplifting demeanor toward oneself, recognizing and acknowledging numerous parts of self, including great and terrible characteristics, and feeling good about previous existence.

Psychological well-being is critical for several life outcomes, including the risk of psychopathology (Pynoos et al., 1999), educational achievement (Pynoos et al., 1999), and employment success (Brown 2004). Psychological well-being is also associated with academic success (Simovska et al., 2016), and it has received much attention in the educational context (WHO 2014). Governments throughout Europe have implemented well-being measures that systematically track and monitor the well-being of pupils in the belief that these measurements would improve academic achievement (Roberts et al. 2009).

Objectives

- To examine gender differences in Academic Achievement, PWB and Family environment.
- To examine the relationship between Academic Achievement, PWB, and Family environment.
- To study the role of PWB and Family environment in Academic Achievement.

Hypotheses of the Study

- Males and Females adolescents would differ on the dimensions of Academic Achievement, Family environment, and PWB.
- There shall be a positive relationship between Academic Achievement, Family Environment, and PWB.
- Family environment and PWB would contribute significantly to predicting Academic Achievement.

METHOD

Participants

The 300 adolescents that comprised the representative sample for this study were further classified into 150 males and 150 females, with a range of ages between 14 and 19. Purposive sampling was used to choose the sample from Haryana.

Instruments

- **Family environment:** In this research, a scale created by Bhatia and Chadha (1993) was used to examine adolescents' perceptions of the family environment. Four aspects of the family environment were assessed, including cohesion, acceptance, caring, independence, and expressiveness. The adolescents' responses were recorded using a five-point scale ranging from strongly disagree to strongly agree. A higher

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score reflects more favorable perceptions of the family environment among adolescents.

- **Psychological well-being (PWB):** The psychological well-being of adolescents was examined using Ryff's (1989) psychological well-being scale. Respondents were asked to rate their views of well-being using a seven-point Likert scale ranging from strongly agree to strongly disagree. The higher the score, the higher the prevalence of PWB among adolescents.
- **Academic achievement score:** As indicators of academic achievement, the total percentage of marks earned in the previous two classes is used. The academic achievement of the students was determined by giving them self-made information sheets on which they were required to list the cumulative percentage of their previous two classes.

Statistical Analysis

After the collection of data appropriate statistical tools (t-test, Pearson correlation, & regression analysis) were used to interpret the results.

RESULT

Table 1 Mean, SD, And t-Value of Males and Females on Family Variables, Psychological Well Being, and Academic Achievements

Variables	Group	N	Mean	SD	t-Value
Academic Achievement	Male	150	80.94	10.522	4.24**
	Female	150	85.93	9.371	
Cohesion	Male	150	50.51	7.585	2.15**
	Female	150	52.33	6.958	
Conflict	Male	150	39.97	7.023	3.54**
	Female	150	42.98	6.156	
Acceptance and caring	Male	150	40.75	5.928	3.96**
	Female	150	43.40	5.644	
Active Recreational Orientation	Male	150	27.72	4.673	4.31**
	Female	150	30.09	4.831	
PWB	Male	150	88.51	11.146	4.33**
	Female	150	89.03	9.593	

Note: ** Significant at 0.01 level, * Significant at 0.05 level

From the above table, it can be depicted that on the variable i.e., an academic achievement the Mean and SD score of male adolescents were 80.94 and 10.522 and the Mean and SD scores of female adolescents were 85.93 and 9.371 respectively. The obtained t-value was 4.24 ($p < 0.01$) which is found to be highly significant. The obtained values show that female adolescents have a significantly higher level of academic achievement as compared to male adolescents. Suneetha et al. (2001) also found similar results. She found that age and gender differences as factors influencing academic achievement. According to her gender was a more significant factor than IQ in determining high academic performance. Furthermore, she

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discovered that girls were among the top-performing students and were superior in interaction and concentration, while boys were superior in language, reasoning, and drilling. On the other variable, i.e., cohesion, the Mean and SD score of male adolescents were 50.51 and 7.585 and the Mean and SD scores of female adolescents were 52.33 and 6.958 respectively. The obtained t-value was 2.15 ($p < 0.01$) which is found to be significant. The Obtained values show that female adolescents perceived a higher level of Cohesion in the family as compared to male adolescents. On the other variable, i.e., conflict, the Mean and SD score of male adolescents were 39.97 and 7.023 and the Mean and SD scores of female adolescents were 42.98 and 6.156 respectively. The obtained t-value was 3.54 ($p < 0.01$) which is found to be highly significant. The obtained values show that female adolescents perceive a more openly expressed environment in the family to express aggression and conflict as compared to male adolescents. On the other variable, i.e., acceptance and caring, the Mean and SD score of male adolescents were 40.75 and 5.928 and the Mean and SD scores of female adolescents were 43.40 and 5.644 respectively. The obtained t-value was 3.96 ($p < 0.01$) which is found to be highly significant. The obtained values show that female adolescents feel unconditionally accepted and caring by their families as compared to male adolescents. On the other variable, i.e., active recreation orientation, the Mean and SD score of male adolescents were 27.72 and 4.673 and the Mean and SD scores of female adolescents were 30.09 and 4.831 respectively. The obtained t-value was 4.31 ($p < 0.01$) which is found to be highly significant. The obtained values show that female adolescents perceive themselves as actively participating in social and recreational activities as compared to male adolescents.

On the other variable, i.e., psychological well-being, the Mean and SD scores of male adolescents were 88.15 and 11.146 respectively and the Mean and SD score of female adolescents were 89.03 and 9.593 respectively. The obtained t-value is 4.33 ($p < 0.01$) which is found to be significant. It shows that male adolescents have a significantly lower level of psychological well-being as compared to female adolescents. Ramanaiah and Chandaria (2019) did the research work to measure the level of psychological well-being among male and female students and they found that female adolescents possess a high level of psychological well-being as compared to male adolescents.

Correlation results

Table 2 *Inter correlation matrix of Academic achievement with PWB and family dimensions*

Variables	Cohesion	Conflict	Acceptance & Caring	Active Recreational Orientation	PWB	Academic achievement
Cohesion	1					
Conflict	.404**	1				
Acceptance & Caring	.441**	.474**	1			
Active Recreational Orientation	.385**	.437**	.510**	1		
PWB	.241**	.304**	.134*	.220**	1	
Academic achievement	.176**	.261**	.169**	.216**	.170**	1

Note: ** Significant at 0.01 level, * Significant at 0.05 level

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The correlation coefficient of cohesion with academic achievement is positive and significant ($r=.176$, $p<0.01$), it indicates that the better the cohesive environment in family-like support and commitment among family members, the better will be the academic achievement of the adolescent. The correlation coefficient of conflict with academic achievement is positive and significant ($r=.261$, $p<0.01$), it indicates that if the family of adolescents has better ways of managing conflict it is positively related to better academic achievements of adolescents. The correlation coefficient of acceptance and caring with academic achievement is positive and significant ($r=.169$, $p<0.01$), it indicates that acceptance and caring among family members create a healthy and positive environment for the whole family which positively contributes to adolescent academic achievements. The correlation coefficient of active recreational orientation with academic achievement is positive and significant ($r=.216$, $p<0.01$), it indicates that if adolescents take part in social and recreational activities then their academic achievements will also be better.

Similar results were found by Kenchapanvar, Soubhagya, and Avargerimath (2015). They conducted a study to examine the influence of the family environment on the Study involvement of Adolescent students and the results indicate that many dimensions of the Family environment like Cohesion, Expressiveness and Acceptance and Caring have a significant positive relationship with study involvement of Adolescents; dimensions like Conflict had an inverse relationship with study involvement of adolescents. Multiple step-wise regression indicated that Cohesion has emerged as the strongest predictor of study involvement. Kumar (2014) also investigated the relationships between academic achievement and familial environment. And discovered that a good home environment favorably influences children's academic success. It has been shown that children who have a good home environment have higher academic success and vice versa. Choudhary and Muni's (1995) research also found that there is a favorable association between parental support and children's academic success.

The correlation coefficient of PWB with academic achievement is positive and significant ($r=.170$, $p<0.01$), it indicates that better psychological well-being of adolescents positively contributes to adolescent academic achievements. Similar findings were made by Ivan Robertson, who discovered that persons with better psychological well-being are more adaptable and creative, as well as more productive and engaged at work. They are likely to live longer, get ill less often, and have a better home and work life. Tamara Turashvii and Marine Japaridze (2012) also did research titled "Students' psychological well-being and its relationship to their academic success and found that majority of students with a moderate degree of well-being lack depressive symptoms and have average self-evaluated academic performance. The study also found that pupils with moderate or high academic performance had a high index of well-being, life purpose, and personal development.

Bewick et.al (2010) in the article changes in undergraduate students' psychological well-being as they progress through University, the researcher examined the level of psychological well-being among undergraduate students, the transition from school to University needs extra care to have better academic achievement. The influence of psychological well-being must be throughout the academic year so that the student can complete their graduation.

The correlation coefficient of cohesion with PWB is positive and significant ($r=.241$, $p<0.01$), which indicates that the emotional bonding between family members positively contributes to psychological well-being. family members can promote PWB among

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individuals by creating an environment of cohesion in the family and providing independence rather than controlling the adults. The correlation coefficient of conflict with PWB is positive and significant ($r=.304$, $p<0.01$), which indicates that the better way of managing conflicts in the family of adolescents, the better will be the psychological well-being of adolescents and vice versa. The correlation coefficient of acceptance and caring with PWB is positive and significant ($r=.134$, $p<0.05$), it indicates that acceptance and caring among family members create a healthy and positive environment for the whole family which positively contributes to adolescents' psychological well-being and vice versa. The correlation coefficient of active recreational orientation with PWB is positive and significant ($r=.220$, $p<0.01$), it shows that if adolescents get more chances to socialize and actively participate in recreational activities then their psychological well-being gets better and vice versa. Maheshwari SK, Chaturvedi R, and Gupta S (2020) also found a similar result which shows that psychological well-being is most significantly related to Cohesion and acceptance and caring dimensions of the family environment, and non-significantly related to conflict and control. Overall, it was concluded that the mental well-being of adolescent girls is significantly correlated with their family environment.

Predictors of Academic Achievement for Adolescents

Table 3: Add Table Name

Predictor	R	R ²	R ² Change	b	Significance	F	Significance
Conflict	.261	.068	.068	.261	.000	21.76	.000
Activity recreational orientation	.216	.115	.047	.216	.000	14.60	.000
Cohesion	1.76	.146	.031	1.76	.000	9.540	.002
Acceptance & caring	.169	.175	.029	.169	.000	8.77	.003
PWB	.170	.204	.029	.170	.000	8.84	.003

$P<.05^*$, $p<.01^{**}$

The third objective of the study is to find out the predictors of academic achievements. For that purpose, stepwise regression is used and the results are presented in table 3. The results revealed that the first and strongest predictor of academic achievement is conflict. The maximum prediction is explained by conflict with multiple R of 0.261 and R square equal to 0.068 ($F=21.76$, $p<0.01$). It shows that conflict explains 6.8% of the variance in the criterion variable i.e., academic achievement, and the b value is 0.261 which is significant at 0.01 levels. The regression coefficient revealed that conflict is making a positive influence on academic achievement. It can be said that if an adolescent openly expresses his aggression and conflict among family members there is a likelihood of having better academic achievements.

The second predictor of academic achievement is active recreational orientation having multiple R of 0.216 and R square equal to 0.115 ($F=14.60$, $p<0.01$). Together with conflict and control, it accounted for 11.5% of the variance in the criterion variable i.e., academic achievement. Its independent contribution is 4.7% in academic achievement and the b value is 0.216 which is significant at 0.01 levels. The regression coefficient revealed that active recreational orientation is making positive influence on academic achievement. It can be

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said that if families provide chances for adolescents to take part in social and recreational activities then there is a likelihood of having better academic achievements.

The third predictor of academic achievement is cohesion having multiple R of 0.176 and R square equal to 0.146 ($F=9.540$, $p<0.01$). Together with conflict and active recreational orientation, it accounted for 14.6% of the variance in the criterion variable i.e., academic achievement. Its independent contribution is 3.1% in academic achievement and its b value is 1.76 which is significant at 0.01 levels. The regression coefficient revealed that cohesion is making a positive influence on academic achievement. It can be said that if family members commit, help and support each other then there is a likelihood of having better academic achievement.

The fourth predictor of academic achievement is acceptance and caring having multiple R of 0.169 and R square equal to 0.175 ($F=8.77$, $p<0.01$). Together with conflict, active recreational orientation, and cohesion, it accounted for 17.5% of the variance in the criterion variable i.e., academic achievement. Its independent contribution is 2.9% in academic achievement and the b value is 0.169 which is significant at 0.01 levels. The regression coefficient revealed that acceptance and caring are making a positive influence on academic achievement. It can be said that if family members are unconditionally accepted their children and express care for each other then it will increase the probability of having better academic achievements.

The last predictor of academic achievement is PWB having multiple R of 0.170 and R square equal to 0.204 ($F=8.84$, $p<0.01$). Together with conflict, active recreational orientation, cohesion, and acceptance & caring it accounted for 20.4% of the variance in the criterion variable i.e., academic achievement. Its independent contribution is 2.9% in academic achievement and the b value is 0.170 which is significant at 0.01 levels. The regression coefficient revealed that PWB is making a positive influence on academic achievement. It can be said that if adolescents have good psychological well-being, then there is a likelihood of having better academic achievements.

Similar results were found by Ajila & Olutola, (2000). They found that the conditions and situations at home affect an individual's life as it plays a vital role in the overall development of the students. Further Goel (2004) also identified the home environment as an effective factor for the educational aspirations of children and revealed that girls with high educational aspirations have experienced good nurturance at home as compared to boys, who feel more rejected. Mishra and Bamba (2012) also illustrated a significant positive relationship between children's perception of their overall family environment and school achievement and academic achievement. High academic achievers are more likely to be well-mannered and independent as compared to low academic achievers who are usually incapable and unemployed, which makes them maladjusted in life.

Ivan Robertson discovered that persons with better psychological well-being exhibit greater flexibility and innovation, are more productive, and are more engaged at work. They are likely to live longer, get ill less often, and have a better home and work life.

CONCLUSION

The present study was conducted to examine the possible gender differences and correlation between the selected variables as well as predictors of academic achievement. To find out gender differences in family dimensions, PWB and academic achievement t-test was

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employed and results were obtained. The results revealed that there are significant gender differences between males and females in cohesion, conflict, acceptance and caring, active recreational orientation (dimensions of the family), PWB, and academic achievement. Furthermore, to find out the correlation between family dimensions, PWB, and academic achievement Pearson product-moment correlation was applied and results revealed that cohesion, conflict, acceptance and caring, active recreational orientation (dimensions of the family), and PWB are positively and significantly correlated with academic achievement. This suggests that adolescents who have a better family environment and psychological well-being have more chances of better academic achievements. Furthermore, to find out the predictors of academic achievement regression analysis was applied and results were obtained. The findings of regression revealed that the strongest predictor of academic achievement is conflict followed by active recreational orientation, cohesion, acceptance & caring, and lastly the PWB. In sum, it can be concluded that there exists a significant relationship among all the variables. And finally, the significant predictors of academic achievements were identified, hence the main aim of the study is fulfilled.

Implications

The nature of the findings indicates that it is necessary to give students valuable opportunities to raise their caliber and potential for improving their academic performance. Because students' freedom as learners' aids in their realization of their own and other people's identities, parents must create a supportive and adaptable home environment. Additionally, students' interaction with their families—both individually and collectively—lays the groundwork for their character and behavior toward other members of society. To foster good feelings in pupils for their overall growth and development, teachers and parents should also be aware of the significance of psychological well-being in today's competitive world. Thus, it is crucial to encourage students to improve their soft skills. For students to form good connections with their families, instructors, and peers, interpersonal management skills should also be taught to them. The findings suggest that to support children's academic achievements, families and schools should have a priority on the overall well-being of the students for their healthy growth and development.

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Conflict of Interest

The author(s) declared no conflict of interest.

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