A Study of Academic Achievement of Scheduled Caste Secondary School Students in respect to Home Environment in Begusarai District of Bihar

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Abstract :

The present investigation entitled "A study of Academic Achievement of Scheduled Caste Secondary School Students in respect to Home Environment in Begusarai District of Bihar." The Scheduled Castes (SC) wherever they live, are faced with many diverse problems, which are of social, economical, political and educational in nature. It is common knowledge how the Scheduled Castes suffer from times immemorial for no fault of theirs. These problems have aggravated the situation over years and pushed the SC masses to total subjugation and exploitation. The condition of Scheduled Castes in terms of residence, housing, health and standard of living is precarious. Firstly, majority of them are too poor to own any property. They live and build their dwellings on land belonging to landowners who engage them as agricultural labourers. This binds them to their jobs and makes it difficult for them to change their place or occupation or both.. Keeping in view the above condition of the scheduled caste students, the researcher decided to study on this topic.

Keywords : Scheduled caste, Secondary students, Academic achievement, Home Environment.

Introduction

The Scheduled Castes constitute an oppressed and disadvantaged groups in Indian society. The genesis of their disadvantaged status lies in the Hindu social structure. For ages, they have been the subject of social injustice and exploitation. The Hindu social structure being rigid in nature has denied them the opportunity of social mobility. Consequently, they could not be exposed to the beneficial effect of modernisation. Their social progress remained highly restricted and they were assigned unclean and menial jobs which yielded marginal income. They were associated with a variety of traditional occupations, viz., scavenging, cobbling, basketry, fishing, etc.

The Scheduled Castes do not comprise a homogeneous groups. Twenty-three castes are listed in the scheduled caste category in Bihar. Some specific scheduled castes account for the bulk of scheduled caste population of Bihar. The *Chamars,* the *Dusadhs* and the *Musahars* constitute more than a million each, comprising about 71 percent of the scheduled caste population. The less popular castes are scattered over in small pockets, and more popular castes are diffused throughout the state. The *Kanjars,* the *Kurariars* and the *Nats* are still semi-nomadic community in Bihar. The Kanjars are mainly engaged in trapping birds and hunting animals. They earn a living by selling monkeys, snakeskin and rabbit skin. Similarly Kurariar are primarily engaged in extracting honeycombs, hunting and trapping birds and small animals and selling them for money. The *Nats* work on acrobats, dancers and musicians for their living. They are also found selling herbal medicine. Some of them are beggars. On account of deforestation these castes have been forced to leave traditional occupation, resulting in unemployment. Due to introduction of new technology and development process, most of the scheduled castes have lost their traditional occupation and now they are either unemployed or work as agricultural labour and most of them are landless agricultural labourer.

The 1985 report of the L.N .Mishra Institute of Economic Growth regarding the work of the Bihar Corporation for the Financial Development of the Scheduled Caste, observed that more than 95 percent of the Scheduled Caste in Bihar live below the poverty line. The majority of them remain as untouchable as before and suffer from the traditional restriction. They have no access to common places of drinking water, tea shops, restaurants, main village streets, etc. Undoubtedly, landless labourers and those at the lowest rungs of the agrarian hierarchy in central Bihar are largely drawn from the lowest of the backward castes, such as, the *Lohars, Kahars, Kumhars, Telis,* Nais and *Chamars,* Dusadhs, *Doms* and *Musahars* belonging to Scheduled Castes. A very high proportion of these lower backward and scheduled castes is landless and they work as agricultural labourers. According to a study conducted by A.N. Sinha Institute, Patna, in the eighties, roughly 61 percent of the lower backwards and 69.5 percent of scheduled castes in Bihar central plains were landless.

It can be observed that the ruling class has systematically opted the dominant castes among the SCs in each state through identifying and encouraging them for electoral politics. This has been done through various government welfare programmes like Integrated Rural Development Programme and other kinds of subsidies. These programmes have mainly benefited the family clusters of the leaders of the dominant caste in the region. Though the leadership from the dominant scheduled castes has helped in articulating the overall problems

of the scheduled castes but has failed to develop the strategy of development suitable to each caste among the scheduled castes. The Scheduled Castes are still far behind the general population in terms of literacy and formal education. The literacy percentage of Scheduled Castes in Bihar is only 18.43 while for the general population it is 38.54 percent according to 2011 census.

Academic achievement

Achievement is a progress that a learner makes in learning, often measured by either standardized or teacher made test (Educator's encyclopaedia). Therefore, academic achievement is knowledge acquired and skills developed in school subjects generally indicated by marks obtained in test. It is exposition of his/her present level of performance.

Academic achievement here means total marks obtained by student in 10th class examination was considered as score Academic Achievement for present investigation

Home Environment

It refers to the psycho-Social Climate of home as perceived by the students in Home. It includes ten dimensions such as control, protectiveness, punishment, conformity, social isolation, reward, deprivation of privileges, nurturance, rejection and permissiveness.

Review of previous work

Misra (1982) studied 'Effect of children's Perception of Home and School Environment on Their Scientific creativity.' He investigated the effects of home and school environment on the development of scientific creativity; (ii) he extended his study to find out the extent to which home environment was related to scientific creativity; (iii) to find out how school environment influenced scientific creativity; (iv) to find out how the various aspects of home environment (permissiveness, nurturance, reward, punishment, conformity, control, rejection, protectiveness, deprivation of privileges, and social isolation) and those of school environment (creative stimulation, cognitive encouragement, acceptance, permissiveness rejection and control) contributed to the prediction of creative behaviour in science and (v) to find out whether children with high and low scientific creativity differed in their perceptions of home as well as of school environments.

Saxena, Vandana (1988) conducted a study entitled "Impact of family relationship on adjustment, anxiety, Achievement-motivation, self-concept and academic achievement of

high school students". The main objective was to compare the students having different family relationship with respect to (a) adjustment (b) anxiety, (c) Achievement-motivation, (d) self-concept and (e) academic achievement. Methodology : The sample comprised 300 boys and 300 girls of Class IX of Agra City. The tools used were Parental Acceptance-Rejection Questionnaire of Jai Prakash and Bhargava, Adjustment Inventory for school Students of Sinha and Singh, Indian Adaptation of Sarason's General Anxiety Scale of A. Kumar, Achievement Motivation Test of R. P. Bhargava, Self-concept Test of R. P. Bhatnagar and Academic Achievement was considered using high school marks. Some major findings of the study were: Family relationship played a determining role in promoting the adjustment of the students. Significant difference was found among the students having different family relationship regarding total, emotional, social and educational adjustment. Anxiety and Achievement-motivation was not significantly influenced by family relationship. Girls were more anxious than boys. In academic achievement accepted and average students did not differ from rejected students.

Vamadevapp, H. V. (2005) conducted a study entitled "Impact of parental involvement on academic achievement". The main objectives were : (i) to find the extent of relation between parental involvement and academic achievement among higher primary students, and (ii) to find out the difference between high achievers and low achievers with respect to personal involvement, boys and girls on academic achievement and high and low parental involvement. Some major findings of the study were: There is positive and significant relationship between parental involvement and academic achievement. There is a significant difference in the achievement scores of boys and girls of high parental involvement. There is no significant difference in the achievement scores of boys and girls of low parental involvement group. There is no significant difference in boys and girls, with respect to parental involvement and their academic achievement

Objective of the study

1.   To study the relationship between dimensions of home environment and academic achievement of scheduled caste secondary school Boys.

2.   To study the relationship between dimensions of home environment and academic achievement of scheduled caste secondary school Girls.

Hypothesis

1.   There is no significant relationship between home environment and academic achievement of scheduled caste secondary school students Boys.

2.   There is no significant relationship between home environment and academic achievement of scheduled caste secondary school students Girls.

Research Methodology

The present study was conducted on a sample of 600 scheduled caste students studying in secondary school of three sub-divisions i.e. Begusarai, Balia and Teghra of Begusarai Districts of Bihar. Total 30 secondary schools were selected randomly from the three blocks of each sub-divisions of Brgusarai District. All the available scheduled caste Secondary School students were taken into consideration. Both 360 boys and 240 girls were included in the sample. Random cluster sampling technique was applied for the selection of sample. The schools were selected randomly and all the scheduled caste students present during the test administration were the part of the sample. Before the collection of the data in each sample school, one day was spent in rapport establishment with the students followed by the collection of academic achievement as scores of Xth Board examination. The objectives of the inventory were explained to the students. After collection of each test, the answer sheets were scored with the help of scoring key. The data so obtained was submitted for further statistical analysis using different statistical techniques like Mean, S.D., Coefficient of Correlation "r" and t-test. The low and high achievers (below and above mean) were classified on the basis of mean $\pm 1\sigma$.

Data Analysis

After collecting data, the investigator analysed the data as it was difficult to explain the raw data because raw data gathered on certain tests have no meaning rather it is heap of certain facts or observation. Keeping in view the objectives of the study and their corresponding hypotheses, the data was statistically processed using appropriate design and technique. Hence, after the data has been collected this must be processed an analysed to draw proper inference. The data was analysed with the help of Mean, S.D. Coefficient of Correlation and 't' test as to find out the significance of difference between the means of various groups taken at a time and also to find correlation between variables.

Table 1

Coefficient of correlation of academic achievement with the dimensions of home environment

S. No.	Dimensions of Home Environment	Correlation	Level of Significance
1	Control	-0.14	0.01
2	Protectiveness	-0.14	0.01
3	Punishment	-0.03	NS
4	Conformity	0.01	NS
5	Social isolation	-0.23	0.01
6	Reward	0.08	NS
7	Deprivation of privileges	-0.18	0.1
8	Nurturance	-0.05	NS
9	Rejection	-0.22	0.1
10	Permissiveness	-0.10	0.05

Table 1 show the coefficient of correlation between academic achievement and various dimensions of home environment viz. control, protectiveness, punishment, conformity, social isolation, reward, deprivation of privileges, nurturance, rejection and permissiveness.

Control and Academic Achievement : Coefficient of correlation between academic achievement and control dimension is -0.14 which is significant at 0.01 level of significance. But the relationship is negative. It is concluded that higher the control of parents, lower is the academic achievement of students.

Protectiveness and Academic Achievement : The results shown in Table -1 show that correlation between academic achievement and protectiveness dimension of home environment is -0.14 which is negatively significant at 0.01 level of significance. It means that higher the protectiveness nature of parents, lower is the academic achievement of students.

Punishment and Academic Achievement - The Table-1 reveals that coefficient of correlation between academic achievement and punishment dimension of home environment is -0.03 which is negative and not significant even at 0.05 level of significance. It means that

punishment is negatively related to academic achievement of scheduled caste secondary school students. But this relation is not significant.

Conformity and Academic Achievement : The results of Table-1 show that correlation between conformity and academic achievement is 0.01 which is positive and not significant even at 0.05 level of significance. It can be concluded that demands to work according to parents' desires and acceptations have not significant relationship with academic achievement of students.

Social Isolation and Academic Achievement : The Table-1 shows that correlation between social isolation and academic achievement is -0.23 which is negative but significant at 0.1 level of significance. It means that social isolation and academic achievement of scheduled caste secondary school students are negatively correlated in a significant way. It can be interpreted that higher the Social isolation, lower the academic achievement.

Reward and Academic Achievement : The results of Table -1 show that correlation between reward and academic achievement is 0.08 which is positive and not significant even at 0.05 level of significance. Instead of reward sometimes another factors like self motivation, inspiration and self-guidance may influence academic achievement.

Deprivation of Privileges and Academic Achievement : From the Table-1 it is observed that correlation between deprivation of privileges and academic achievement is -0.18 which is significant at 0.01 level of significance, but the relationship is negative. It implies that higher the deprivation of privileges, lesser is the academic achievement.

Nurturance and Academic Achievement : Table-1 shows that coefficient of correlation between nurturance and academic achievement is -0.05 which is negative and not significant even at 0.05 level of significance. It can be interpreted that nurturance has not significant relationship with academic achievement.

Rejection and Academic Achievement : Table-1 shows that correlation between rejection and Academic achievement is -0.22 which is negative and significant at 0.01 level of significance. It means that rejection behaviour in home environment is negative related with academic achievement in a significant manner.

Permissiveness and Academic Achievement : Table-1 shows that correlation between permissiveness and Academic achievement is -0.10 which is negative and significant at 0.05 level of significance. It means that permissiveness in nature of parents is negatively related with the academic achievement of students. It implies that higher the permissiveness nature of parents, lesser is the academic achievement.

Table -2

Coefficient of correlation between dimensions of home environment and academic achievement of scheduled caste boys

S. No.	Dimensions of home Environment	Correlation	Level of Significance
1	Control	-0.12	0.05
2	Protectiveness	-0.12	0.05
3	Punishment	0.01	NS
4	Conformity	0.04	NS
5	Social Isolation	-0.23	0.01
6	Reward	0.88	0.01
7	Deprivation Of Privileges	-0.19	0.01
8	Nurturance	-0.01	NS
9	Rejection	-0.20	0.01
10	Permissiveness	-0.08	NS

N=360

Control and Academic Achievement : It is revealed from Table-2 that coefficient of correlation between control dimension of home environment and academic achievement of scheduled caste secondary school boys is -0.12 which is negative and significant at 0.05 level of significance. It implies that control imposed by parents is significantly related with academic achievement and it is negative also. It means that higher the control, lesser is the academic achievement.

Protectiveness and Academic Achievement : The Table-2 reveals that coefficient of correlation between protectiveness dimension of home environment and academic achievement of scheduled caste secondary school boys is -0.12 which is negative and significant at 0.05 level of significance. It implies that protectiveness provided by parents affect academic achievement significantly and it is related negatively also. It means that too much protectiveness nature of parents can also lead to lower academic achievement.

Punishment and Academic Achievement   : The Table-2 points out that coefficient of correlation between punishment dimension of home environment and academic achievement of scheduled caste secondary school boys is 0.01 which is positive and not significant even at 0.05 level of significance. It can be interpreted that punishment nature of parents and academic achievement are not significantly related. In others words, punishment is not only reason for affecting academic achievement of boys.

Conformity and Academic Achievement : The Table-2 reveals that coefficient of correlation between conformity dimension of home environment and academic achievement of scheduled caste secondary school boys is 0.04 which is not significant even at 0.05 level of significance. It can be interpreted that conformity nature of parents and academic achievement are not significantly related.

Social Isolation and Academic Achievement : The results presented in Table-2 reveal that coefficient of correlation between social isolation dimension of home environment and academic achievement of scheduled caste secondary school boys is -0.23 which is negative and significant at 0.01 level of significance. It means that social isolation and academic achievement are negatively related in a significant way. It further implies that higher the social isolation as a form of punishment given by parents, lower will be the academic achievement.

Reward and Academic Achievement : The Table-2 reveals that coefficient of correlation between reward dimension of home environment and academic achievement of scheduled caste secondary school boys is 0.88 which is significant at 0.01 level of significance. It means that reward and academic achievement are related positively in a significant way. It can be concluded that reward may be taken as positive stimulation in increasing academic achievement.

Deprivation of Privileges and Academic Achievement : The result presented in Table-2 show that coefficient of correlation between deprivation of privileges dimension of home environment and academic achievement of scheduled caste secondary school boys is -0.19 which is negative and significant at 0.01 level of significance. It indicates that deprivation of privileges by parents used as a form of punishment is negatively related with academic

achievement and it is significant also. It implies that higher the deprivation, lesser is the academic achievement.

Nurturance and Academic Achievement : The results presented in Table-2 reveal that coefficient of correlation between nurturance dimension of home environment and academic achievement of scheduled caste secondary school boys is -0.01 which is negative and not significant even at 0.05 level of significance. It means that nurturance by parents is negatively related with academic achievement and this relationship is not significant.

Rejection and Academic Achievement : The results presented in Table-2 that coefficient of correlation between rejection dimension of home environment and academic achievement of scheduled caste secondary school boys is -0.20 which is negative and significant at 0.01 level of significance. It can be concluded that rejection by parents is negatively related with academic achievement, that is higher is the rejection by parents, lesser is the academic achievement.

Permissiveness and Academic Achievement : The analysis of results of Table-2 show that coefficient of correlation between permissiveness dimension of home environment and academic achievement of scheduled caste secondary school boys is -0.08 which is negative and not significant even at 0.05 level of significance. It can be concluded that permissiveness in behaviour by parents is negatively but not significantly related with academic achievement.

Table -3

Coefficient of correlation between dimensions of home environment and academic achievement of scheduled caste secondary school girls

S. No.	Dimensions of Home Environment	Correlation	Level of Significance
1	Control	-0.16	0.05
2	Protectiveness	-0.17	0.05
3	Punishment	-0.07	NS
4	Conformity	-0.16	0.05
5	Social Isolation	-0.22	0.01
6	Reward	0.72	0.01

7	Deprivation of Privileges	-0.15	0.05
8	Nurturance	-0.10	NS
9	Rejection	-0.24	0.01
10	Permissiveness	-0.14	0.05

N = 240

Control and Academic Achievement : It is revealed from the Table-3 that coefficient of correlation between control dimension of home environment and academic achievement of scheduled caste secondary school girls is -0.16 which is negative and significant at 0.05 level of significance. It implies that control imposed by parents is significantly related with academic achievement and it is negative also. It means that higher the control, lesser is the academic achievement.

Protectiveness and Academic Achievement : The Table-3 reveals that coefficient of correlation between protectiveness dimension of home environment and academic achievement of scheduled caste secondary school girls is -0.17 which is negative and significant at 0.05 level of significance. Therefore the protectiveness is significantly related with Academic achievement. The relationship is inverse. It can be concluded that higher the protectiveness, lesser is the academic achievement.

Punishment and Academic Achievement : The Table-3 reveals that coefficient of correlation between punishment dimension of home environment and academic achievement of scheduled caste secondary school girls is -0.07 which is negative and not significant even at 0.05 level of significance. It can be interpreted that punishment nature of parents and academic achievement are not significantly related. In others words punishment dimension is not only reason for affecting academic achievement of girls.

Conformity and Academic Achievement : The Table-3 reveals that coefficient of correlation between conformity dimension of home environment and academic achievement of scheduled caste secondary school girls is -0.16 which is negative and significant at 0.05 level of significance. It can be interpreted that less conformity in behaviour of parents play significant role in enhancing academic performance.

Social Isolation and Academic Achievement : The results presented in Table-3 that coefficient of correlation between social isolation dimension of home environment and academic achievement of scheduled caste secondary school girls is -0.22 which is negative and significant at 0.01 level of significance. It means that social isolation and academic achievement are negatively related in a significant way. It further implies that higher the social isolation as a form of punishment given by parents, lower will be the academic achievement.

Reward and Academic Achievement : The results presented in Table 3 show that coefficient of correlation between reward dimension of home environment and academic achievement of scheduled caste secondary school girls is 0.72 which is significant at 0.01 level of significance. It means that reward and academic achievement are related in a significant way. It can be concluded that reward may be taken as positive stimulation in increasing academic achievement. This relationship between these two variables is high.

Deprivation of Privileges and Academic Achievement : The results presented in Table -3 show that coefficient of correlation between deprivation dimension of home environment and academic achievement of scheduled caste secondary school girls is -0.15 which is negative and significant at 0.05 level of significance. It indicates that deprivation of privileges by parents used as a form of punishment is negatively related with academic achievement and is significant also. It implies that higher the deprivation, lesser is the academic achievement.

Nurturance and Academic Achievement : The results presented in Table-3 reveal that coefficient of correlation between nurturance dimension of home environment and academic achievement of scheduled caste secondary school girls is -0.10 which is negative and not significant even at 0.05 level of significance. It means that nurturance by parents is negatively related with academic achievement and this relationship is not significant.

Rejection and Academic Achievement : The results presented in Table-3 show that coefficient of correlation between rejection dimension of home environment and academic achievement of scheduled caste secondary school girls is -0.24 which is negative and significant at 0.01 level of significance. It can be concluded that rejection by parents is negatively related with academic achievement that is higher the rejection by parents, lesser is the academic achievement, but the coefficient of correlation is low.

Permissiveness and Academic Achievement : The analysis of results of Table-3 show that coefficient of correlation between permissiveness dimension of home environment and academic achievement of scheduled caste secondary school girls is -0.14 which is significant at 0.05 level of significance. It can be concluded that rejection by parents is significantly related with academic achievement.

Findings

Relationship with respect to home environment dimensions

The coefficient of correlation between control and academic achievement was -0.14 which was significant. Correlation was negative and negligible. No doubt control was necessary in an early period of life but in adolescent period too much control can be resulted in lower academic achievement. It was supported with the findings of Mccurdy (1957) and Greenacre (1958) who demonstrated that their historic geniuses had intensive, generally warm relationship with their parents.

The coefficient of correlation between protectiveness and academic achievement was -0.14 which was negative and negligible but found significant. Contrary results were also reported by Aggarwal, Kusum (1986) who found that parental encouragement and educational development were found positively correlated.

The coefficient of correlation between punishment and academic achievement was -0.03 which was negative and negligible. Moreover, it was not significant. Contrary result were observed by Arora, Reeta (1988) who found that there was a significant relationship between the frequency of punishment experienced by pupils and their academic achievement.

The coefficient of correlation between Conformity and academic achievement was 0.01 which was not significant. Thus, it can be interpreted that academic achievement had no dependence on conformity.

The coefficient of correlation between Social Isolation and academic achievement was -0.23 which was negative and definite correlation. It means when a child is isolated from his beloved ones for negative sanctions, it badly affects his thinking which results in low academic achievement. Thus it hampers the cognitive development of child.

The coefficient of correlation between reward and academic achievement was 0.08 which was negligible and there was no significant relationship between reward and academic achievement.

The coefficient of correlation between deprivation of privileges and academic achievement was -0.18. There was significant negative relationship. It means that when the children are deprived of their right to love, respect and care from their parents, it is resulted in low academic achievement.

The coefficient of correlation between nurturance and academic achievement was -0.05 which was negative and negligible and it is not significant also. Nurturance implies excessive, unconditional, physical and emotional attachment with child which had inverse effect on academic achievement.

The coefficient of correlation between rejection and academic achievement was -0.22 which was negative and low correlation. Here rejection was significantly related with academic achievement. Rejection further implies restrictions on child's behaviour and he is not allowed to deviate and to act freely and it puts significant effect on academic achievement negatively.

The coefficient of correlation between permissiveness and academic achievement was -0.10 which was negative and slightly significant. Permissiveness of parents means that child is given opportunities to express his views freely and act without any interference from parents. The direction of relationship is inverse.

Relationship with respect to boy's home environment dimensions

The coefficient of correlation between control and academic achievement was -0.12 which was negative and significant. It can be concluded that control influenced academic achievement. Contrary results were found by Pandey, Shashikiran (2005) who reported that parental discipline in behaviour was positively affected academic achievement of boys.

The coefficient of correlation between protectiveness and academic achievement was -0.12 which was significant. It was negligible also. It means that there existed negative but significant relationship between these two variables.

The coefficient of correlation between punishment and academic achievement was 0.01 which was not significant. It means that punishment was not only one factor which affected academic achievement.

The coefficient of correlation between conformity and academic achievement was 0.04 which was negligible and not significant. Thus it can be interpreted that academic achievement was not depend on conformity.

The coefficient of correlation between social isolation and academic achievement was -0.23 which was negligible but significant. It means that when a child is isolated from his

beloved ones for negative sanctions, it badly affects his thinking which results in low academic achievement. Thus, it hampers the cognitive development of child. It puts negative effect on academic achievement significantly.

Relationship with respect to girl's home environment

The coefficient of correlation between control and academic achievement was -0.16 which was negative and slightly significant at 0.05 level of significance. It can be concluded that control imposed by parents was negatively and significantly related with academic achievement.

The coefficient of correlation between protectiveness and academic achievement was -0.17 which was negative and slightly significant at 0.05 level of significance. There was inverse relationship between these two variables.

The coefficient of correlation between punishment and academic achievement was -0.07 which was negative, negligible and not significant also. It can be concluded that punishment given by parents was not only one factor which affects academic achievement.

The coefficient of correlation between conformity and academic achievement was -0.16 which was negative and slightly significant at 0.05 level of significance. Thus it can be interpreted that conformity puts negative effect on academic achievement.

The coefficient of correlation between social isolation and academic achievement was -0.22 which was negative and significant at 0.01 level of significance. It further implies higher the social isolation lower will be academic achievement.

Conclusion

After going through the findings and discussion, following conclusions are drawn. These conclusions may be seen in accordance with sample and tools used by the investigator.

➢ It is concluded that home environment dimensions viz. control, protectiveness, social isolation, deprivation of privileges, rejection and permissiveness are correlated significantly with academic achievement but this relationship is negative. Higher dominance of these factors by parents in home environment, lower the academic achievement of students. Rest of the dimensions (Punishment, conformity reward and nurturance) have no significant relationship with academic achievements.

➢ It is concluded that various dimensions of home environment of girls viz. control, protectiveness, conformity, social isolation, deprivation of privilege, rejection and permissiveness are significantly correlated with academic achievement. But this

relationship is negative except reward dimension. It means that higher the dominance of negative significant dimensions, lower is the academic achievement. Further punishment and nurturance are not significantly related with academic achievement. It means that they do not influence academic achievement.

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