04 Family Relationships and Academic Achievement among College Students

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Introduction

Academic achievement in higher education is influenced by many factors, including personal abilities, institutional conditions, and social environments. Among these, the family plays a particularly important role in shaping students' motivation, emotional well-being, study habits, and overall performance. The family provides the first environment where individuals learn discipline, values, and coping skills, which continue to influence their behavior and success even during college education. A supportive family can encourage students to set goals, manage their time effectively, and deal with academic stress, whereas a conflict-prone or unsupportive family environment may negatively affect concentration, confidence, and learning outcomes. Studies show that aspects of family relationships—such as emotional support, communication, parental involvement, and family cohesion—are closely linked with academic performance. Students who experience warmth, encouragement, and constructive guidance from their family are more likely to develop self-confidence, persistence, and positive study habits. On the other hand, high levels of family conflict, neglect, or lack of guidance can lead to stress, low motivation, and poor academic results.

This study aims to explore the relationship between family relationships and academic achievement among college students. Specifically, it seeks to quantify how different dimensions of family support—emotional closeness, communication, guidance, and conflict—relate to students' grades or GPA. The research also intends to identify which family factors most strongly predict academic success and discuss practical implications for educators, counselors, and policymakers. By understanding these dynamics, universities, colleges and families can work together to create supportive environments that enhance students' learning, personal growth, and overall academic performance during college education.

Family Relationships

Family can be defined in simple terms as a group of people related by blood, marriage, or adoption, who live together or maintain close emotional bonds and provide mutual support, care, and guidance. It is the primary social unit where individuals learn values, norms, behavior, and social skills. Family relationships refer to the emotional, social, and supportive bonds among family members that influence an individual's behavior, values, and well-being. These interactions—based on love, communication, trust, and guidance—play a vital role in shaping students' motivation, discipline, and overall adjustment within academic and personal life. Family relationships are defined by researchers as the patterns of interaction, emotional bonds, and social support shared among family members, which shape an individual's behavior, personality, and performance. **Epstein (2001)** described family relationships in terms of parental involvement, communication, and emotional support, which contribute to students' motivation, resilience, and academic engagement. Indian educationists emphasize the family as the primary social and moral foundation of a learner's development. Thinkers like **Mahatma Gandhi** and **Rabindra Nath Tagore** viewed the family as the first school, where values such as discipline, respect, cooperation, and empathy are nurtured. Gandhi believed that education begins at home through moral training and emotional bonding. Tagore stressed harmony between home and school, advocating that family affection and creative freedom shape a child's holistic growth. Overall, research indicates that harmonious family interactions promote confidence, discipline, and better learning outcomes among students at different level of education.

Academic Achievement

Academic achievement refers to how well students perform in their studies, generally measured through grades, marks, or test scores. It shows the extent to which learners have gained knowledge, skills, and understanding through learning and experience. Researchers like **Coleman (1988)** and **Steinberg et al. (1992)** suggest that academic success is not only the result of intelligence or study habits but is also influenced by the emotional and social environment at home. A nurturing family atmosphere—marked by encouragement, care, and communication—helps students develop confidence, focus, and motivation, which are essential for better performance in college education. Seema et al. (2025) found that positive family environments promote higher academic achievement and psychological well-being among students.

Educationists and philosophers have viewed academic achievement as a broader concept that includes moral, emotional, and intellectual development. **Dr. S. Radhakrishnan** considered academic success to be a reflection of balanced moral, spiritual, and intellectual growth, suggesting that education must shape both knowledge and character. **Swami Vivekananda** also highlighted that strength, confidence, and willpower are the foundation of real education and success. Together, these views show that academic achievement is not confined to academic results alone but includes the development of the whole personality. It depends on a combination of family support, emotional stability, ethical values, and a positive learning environment. Thus, true academic achievement is achieved when education builds knowledge along with moral strength, creativity, and human values that prepare students not only for exams but also for life.

Review of the Literature

Numerous studies have examined the relationship between family relationships and academic achievement among higher education students and its highlighting the critical role of family in shaping educational outcomes. **Seema et al. (2025)** found a strong positive correlation between supportive family relationships and academic performance among higher secondary students, emphasizing that emotional encouragement from family members enhances motivation and focus. Similarly, **Toor (2018)** explored parent-child relationships and found that students with positive interactions at home, regardless of gender or school type, performed better academically. **Guo et al. (2025)** and **Wang et al. (2024)** also reported that family support and a healthy home environment significantly influence students' learning, suggesting that parental guidance, communication, and a nurturing atmosphere improve academic engagement. **Khan et al. (2019)** highlighted that both physical and psychological aspects of the home environment, including study space and emotional climate, contribute to higher academic achievement. Studies on first-generation college students, such as **López et al. (2023)**, emphasized that family support is crucial for adapting to higher education demands, particularly in overcoming challenges related to academic adjustment and motivation. Research by **Sengonul (2022)** pointed out that parental involvement, moderated by socioeconomic status, plays a vital role in academic success, while **Zhou et al. (2024)** demonstrated that families influence students' non cognitive skills, including self-regulation and perseverance are essential for learning. **Marah (2025)** also confirmed that family socioeconomic factors, learning behaviors at home, and parental engagement directly affect students' academic outcomes. Finally, **Bhatia and Chadha (1993)** developed the Family Environment Scale, widely applied in research to assess how family dynamics, including cohesion, communication, and conflict, impact academic achievement. Collectively, these studies indicate that positive family relationships—including emotional support, involvement, guidance, and structured environments—are strongly linked to better academic performance among higher education students, emphasizing that family remains a key determinant of educational success even during late adolescence and early adulthood.

Objectives
1. To find out the level of family relationship among college students.
2. To find out the level of Academic Achievement among college students.
3. To find out the correlation between family relationship and Academic Achievement among the college students.

Hypotheses
1. The level of Family Relationship among college students is average.
2. The level of Academic Achievement among college students is average.
3. There is no significant correlation between Family Relationship and academic achievement among the college students.

Research Methodology

Normative survey research method has been followed in the study for collecting data. The population consists of the Graduation level students of Government Post Graduate colleges in Chamoli District of Uttarakhand. Random Sampling technique was employed to select the colleges. The investigator randomly selected four Government Post Graduate colleges from Chamoli District of Uttarakhand. From each college sample of 50 students were selected through purposive sampling method and thus the sample consists of 200 Graduate students. Since the investigator wanted to study the family relationship, she adopted 'The Index of Family Relationship scale' standardized tools by Walter W. Hudson (1982). The IFR was one of several standardized tools included in this manual, which also presented other well-known scales such as the Index of Marital Satisfaction (IMS) and the Index of Peer Relations (IPR). Self-reported cumulative GPA (on a 4.0/10.0 scale depending on institution) or percentage marks. If possible, obtain institutional records with participant consent. In this section the Family Relationship and Academic Achievement of the higher education students

were analyzed and interpreted using percentage. The variable Family Relationship has been categorized into low, average and high based on quartiles. Correlation between Family Relationship and academic achievement among the higher education students were calculated by r-value.

Analysis

Family Relationship of Higher Education Students

The variable, family relationship has been categories into three level based on quartile as low, average and high level. The frequency and percentage of students in each category is given in Table.

Table No. 1

frequency and percentage of students in each category for the Variable–Family Relationship

Family Relationship Quartiles		
Level	Frequency	Percentage
Low	54	27.00%
Average	104	52.00%
High	42	21.00%
Total	**200**	**100.0%**

The data indicates that 27.00% college students fall in the low category of family relationship, while 52.00% of college students exhibit average family relationship scores and 21.00% college students fall in the high category of family relationship. This suggests that most students experience a moderate level of family relationship quality. It is observed from Table-1 that most higher education students in Chamoli district fall in the *average* category while least of college students exhibit high family relationship scores. Although the little difference is existing in the scores of high and low level of family relationship of the college students.

Academic Achievement of Higher Education Students

The variable family relationship has been categories into low, average and high based on quartile. The frequency and percentage of students in each category is given in Table No. 2

Table No. 2

frequency and percentage of students in each category for the Variable–Academic Achievement

Academic Achievement Quartiles		
Level	Frequency	Percentage
Low	44	22.00%
Average	94	47.00%
High	62	31.00%
Total	**200**	**100.0%**

The data indicates that 22.00% college students fall in the low category of academic achievement, while 47.00% of college students exhibit average family academic achievement scores and 31.00% college students fall in the high category of academic achievement. This suggests that most students experience a moderate level of academic achievement quality. It is observed from Table-2 that most higher education students in Chamoli district fall in the *average* category while least of college students exhibit high level of academic achievement scores. Although, the big difference is existing in the scores of high and low level of Academic achievement of the college students. This indicates that the students of Government postgraduate colleges are average in sense of academic achievement in colleges.

Table No. 3

Correlation between family relationship and Academic Achievement among the Higher Education students.

Variable	r-Value	Level of Significant	Correlation
family relationship Vs Academic Achievement	0.04	P> 0.05	Slight Positive Correlation

The r-value in the table-3 shows 0.04 at 0.05 level of significant for measuring correlation between the Family Relationship and Academic Achievement of the college students. The value of correlation is slight

positive. Hence there is significant correlation between Family Relationship and Academic Achievement of the students of Government postgraduate colleges in district Chamoli, Uttarakhand.

Findings

1. The data indicate that 27% of students exhibit low family relationship scores and nearly half and little more as 52% students fall in the average category of family relationship, while 21% of students exhibit high family relationship.
2. The scores indicate that 22% students exhibit low academic achievement and nearly half of the college students as 47% students fall in the average category of academic achievement, while 31% of students exhibit high academic achievement.
3. The r-value in the table-3 shows 0.04 at 0.05 level of significant for measuring correlation between the Family Relationship and Academic Achievement of the students. The value of correlation is slight positive.

Conclusion-   The study concluded that the family relationship among students of Government postgraduate colleges is generally average and high and low level of experienced students in family relationship quality is approximately same in numbers. In another way, most college students belong to fall in the *average* category in academic achievement. It is also indicated that a **positive but modest correlation** between family relationship quality and academic achievement among college or higher secondary students. Li et al. (2022) confirmed that Parent–child relationship directly affected the academic performance of college students. Similarly, gratitude and psychological capital exerted a mediating role between parent–child relationships and the academic performance of college students.

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