

## Impact of Extended Family System on the Academic Performance Amber Dubey\*

### Abstract

There are basically three types of Family Systems, viz: Nuclear Family, Joint Family AND Extended Family. In a Nuclear Family, a couple lives with their 2-3 children under one roof. An Extended Family comprises of 10-20 members or can be more than that. In an Extended Family, many families and many people live together, very close to each other OR under one roof. (Extended family, 2022). A Joint Family is same as Extended Family, except the fact that as compared to an Extended Family, in a Joint Family all members live together **under one roof**, which is not in the case of Extended Family System. (Indira, n.d.) Academic Performance refers to the marks scored by an individual/student/child in various subjects in various terms/semesters and their analysis. This research paper was an attempt to discover/unfold the impact of an Extended Family System on the academic performance of students. According to the best knowledge of the researcher, the literature reviewed by the researcher, does not include any national study that focused purely on the impact of Extended Family System on the Academic Performance of students and hence this gap was covered by this study. This research used only Primary Data which was collected through questionnaires. The study revealed that Extended Family System had a positive as well as negative impact on the Academic Performance of students.

**Keywords:** Nuclear Family, Extended Family, Joint Family, Academic Performance

In an Extended Family, many families and many people live together, very close to each other OR under one roof. (Extended family, 2022).

Academic Performance refers to the marks scored by an individual/student/child in various subjects in various terms/semesters and their analysis.

Academic Performance is a function of many factors/independent variables. Those factors/independent variables are, viz:

### Type of family system

There are basically three types of Family Systems, viz: Nuclear Family, Joint Family AND Extended Family. In a Nuclear Family, a couple lives with their 2-3 children under one roof. An Extended Family comprises of 10-20 members or can be more than that. In an Extended Family, many families and many people live together, very close to each other OR under one roof. (Extended family, 2022). A Joint Family is same as Extended Family, except the fact that as compared to an Extended Family, in a Joint Family all members live together **under one roof**, which is not in the case of Extended Family System. (Indira, n.d.)

Pinquart M, Kauser R (2017). Examined that if the combinations of parenting styles with internalizing problems, externalizing problems, and academic accomplishment differ among ethnic groups in western countries, among different regions of the globe, and by level of collectivism/individualism of individual countries.

Muller C. Schneider B and Coleman JS. Parent involvement and academic achievement: An analysis of family resources available to the child. Parents, their children, and schools 1993 Boulder, CO Westview Press 77-113 investigated the connection of various forms of parent involvement to two scales of academic performance, viz: student grades AND scores on achievement tests.

### Mindset of the students

When we discuss about mindset of student, we discuss about his mental frame and attitude towards academics.

Corradi D, Nicolai J, Levrau F. (2019). stated that that academic outcome depends on more than whether students are located on the positive or negative side of the mindset spectrum.

Alvarado NBO, Ontiveros MR, Gaytán EAA. (2019) stated that individuals who scored high in growth (vs. fixed) mindset showed increased levels of wellbeing and also performed better in school.

### Mode of learning

Mode Of Learning, refers to whether a student studies physically in offline mode OR in virtual mode.

Paul J, Jefferson F. (2019). aimed/focused upon finding out that which of the 2 methods(Online OR Face-To-Face) was more effectual over the time frame of 8 years, viz: 2009-2016

### Contingent events

Sometimes we may face contingent events like COVID-19, which may also affect the academic performance of a student.

Kuhfeld, M. & Tarasawa, B. (2020). Focused on discovering and furnishing the preliminary estimates/approximations of the long break of academic education during the coronavirus crisis AND investigated that how the observed typical average growth trajectory by grade for students who completed a standard-length school year compares to projections under two scenarios for the closures: a COVID-19 slide, in which students showed patterns of academic setbacks/academic blows typical of summers throughout an extended closure and COVID-19 slowdown, in which students maintained the same level of academic achievement they had when schools were closed (modeled for simplicity as March 15, with school resuming in fall).

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Kuhfeld M, Soland J, Tarasawa B, Johnson A, Ruzek E, Liu J (2020). generated a sequence/series of estimates of COVID-19-related learning loss on the basis of :

- a. estimates from absenteeism literature
- b. analyses of summer learning patterns of 5 million students.

#### **Efforts taken by educational institutions**

Efforts taken by the Educational Institutions to improve the academic performance of students include measures such as Continuous Evaluation, Remedial Examination and other such measures.

Cook-Harvey investigated the way/manner in which schools can utilize/apply effective, research-based practices to generate/design settings in which students' healthy growth and development are central to the design of classrooms and the school as a whole.

Donohoo J. (2018). Aimed at gaining a better understanding of the productive patterns of behaviour and other consequences resulting from educators' shared sense of efficacy.

#### **Other factors**

However apart from the factors that affect Academic Performance (as discussed above), there can be some other factors as well or a combination of factors, that may impact the academic performance of the students. Gubbels J, Put C E. van der, Assink M. (2019). Disclosed multiple child-, family-, school and peer-related risk factors add to the risk for both school absenteeism and school dropout

Legewie J, Fagan J. (2019). Was the first study that showcased the impact/affect/influence of aggressive policing on the educational performance of youths' educational performance.

Research Gap refers to the gap of study, identified after reviewing the literature reviewed by the researcher(s). According to the best knowledge of the researcher, the literature reviewed by the researcher, does not include any national study that focused purely on the impact of Extended Family System on the Academic Performance of students and hence this gap was covered by this study

#### **Objectives**

- To analyze the advantages of Extended Family System on the Academic Performance of Students
- To analyze the challenges of Extended Family System on the Academic Performance of Students

#### **Hypotheses**

1. H<sub>1</sub>: More & More sharing of knowledge has no significant impact on the academic performance of students
2. H<sub>2</sub>: Presence of more and more family members in teaching field has no significant impact on the academic performance of students
3. H<sub>3</sub>: More & More people are there to provide a positive environment to help you in your studies, in case of any death/casualty has no significant impact on the academic performance of students
4. H<sub>4</sub>: Family Members not giving importance to Academics has no significant impact on the

academic performance of students

5. H<sub>5</sub>: Lack of suitable environment for studies has no significant impact on the academic performance of students
6. H<sub>6</sub>: More and More Involvement in Domestic Works has no significant impact on the academic performance of students

#### **Method**

The researcher used Descriptive Statistics & T-Test for Data Analysis. The researcher applied **Systematic Random Sampling** where he divided the whole research population in groups of 5 students and picked up the 1st student from each and every group

#### **Design**

Students studying in BBA Logistics 1<sup>st</sup> Year in Dayalbagh Educational Institute, were taken as the research population. While writing this research there were 57 students studying in BBA Logistics 1<sup>st</sup> Year in Dayalbagh Educational Institute, hence for the purpose of this research, the total research population was 57. In this research, the sample was a subset of students, studying in BBA Logistics 1<sup>st</sup> Year in Dayalbagh Educational Institute. The researcher applied **Systematic Random Sampling** where he divided the whole research population in groups of 5 students and picked up the 1st student from each and every group

#### **Sample**

In this research, the sample was a subset of students, studying in BBA Logistics 1<sup>st</sup> Year in Dayalbagh Educational Institute. The researcher applied **Systematic Random Sampling** where he divided the whole research population in groups of 5 students and picked up the 1st student from each and every group. After applying the Systematic Random Sampling, the researcher obtained a sample size of 12 students. However there were 3 unsatisfactory responses, therefore the researcher has used only 9 responses for the purpose of Data Analysis. List of students collected from the College Authorities, containing all the required details of the students

#### **Tools**

In this research Primary Data was collected through questionnaires and Secondary Data was collected via Research Papers, Websites, Reports and other sources

#### **Procedure**

The Researcher adopted the below mentioned procedure for conducting the said research:

#### **Results & Discussion**

1. Internal Consistency-The Researcher used Cronbach Alpha as a measure of Internal Consistency. The value of Cronbach Alpha that was attained by the researcher was 0.87.
2. The Hypothesis H<sub>1</sub> is supported. It means More & More sharing of knowledge has a positive impact on the academic performance of students
3. The Hypothesis H<sub>2</sub> is not supported. It means Presence of more and more family members in teaching field has no positive impact on the academic performance of students.

4. The Hypothesis H<sub>3</sub> is supported. It means efforts of family members in providing a positive environment for studies in case of any death/casualty has a positive impact on the academic performance of the students

Works

**Acknowledgement**

The Researcher would like to thank all the respondents for sparing out their valuable time to provide their responses that

**Table 1-Results of hypotheses testing**

S.No	Hypotheses	P-Value	P-Value≤α
H <sub>1</sub>	More & More sharing of knowledge has no significant impact on the academic performance of students	0.002	Yes
H <sub>2</sub>	Presence of more and more family members in teaching field has no significant impact on the academic performance of students	1	No
H <sub>3</sub>	More & More people are there to provide a positive environment to help you in your studies, in case of any death/casualty has no significant impact on the academic performance of students	0.001	Yes
H <sub>4</sub>	Family Members not giving importance to Academics has no significant impact on the academic performance of students	0.00003	Yes
H <sub>5</sub>	Lack of suitable environment for studies has no significant impact on the academic performance of students	0.02	Yes
H <sub>6</sub>	More and More Involvement in Domestic Works has no significant impact on the academic performance of students	0.00005	Yes

5. The Hypothesis H<sub>4</sub> is supported. It means negative perception of Family Members regarding Academics has a significant impact on the Academic Performance of the students
6. The Hypothesis H<sub>5</sub> is supported. It means lack of suitable environment for studies has a negative impact on the academic performance of students
7. The Hypothesis H<sub>6</sub> is supported. It means more and more involvement of students in Domestic Works has a negative impact on the Academic Performance of the students

Extended Family System has its own advantages with respect to the Academic Performance of the students. As per the Hypothesis Results, ( of the said Hypothesis: H<sub>1</sub> and H<sub>3</sub> respectively) In an Extended Family System, **More and More sharing of knowledge** and **Presence of more and more people to provide a positive environment for studies in case of any death/casualty** are the advantages with respect to the Academic Performance of students.

On the contrary, As per the Hypothesis Results, (of the said Hypothesis: H<sub>4</sub>, H<sub>5</sub> and H<sub>6</sub> respectively) Extended Family System also has some disadvantages with respect to the Academic Performance of students, for which the researcher has suggested some measures that can be taken by members of an Extended Family System to improve the Academic Performance of the students:

- In an Extended Family System, Family Members shall give more importance to Academics
- In an Extended Family System, Family Members shall give a suitable environment for studies to the children
- In an Extended Family System, Family Members shall reduce the involvement of the children in Domestic

helpful for the researcher in carrying out his research.

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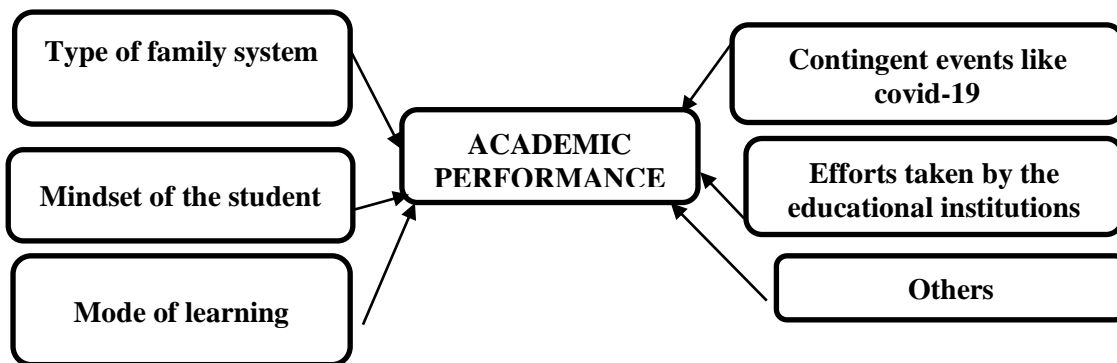


Figure 1: Factors affecting Academic Performance

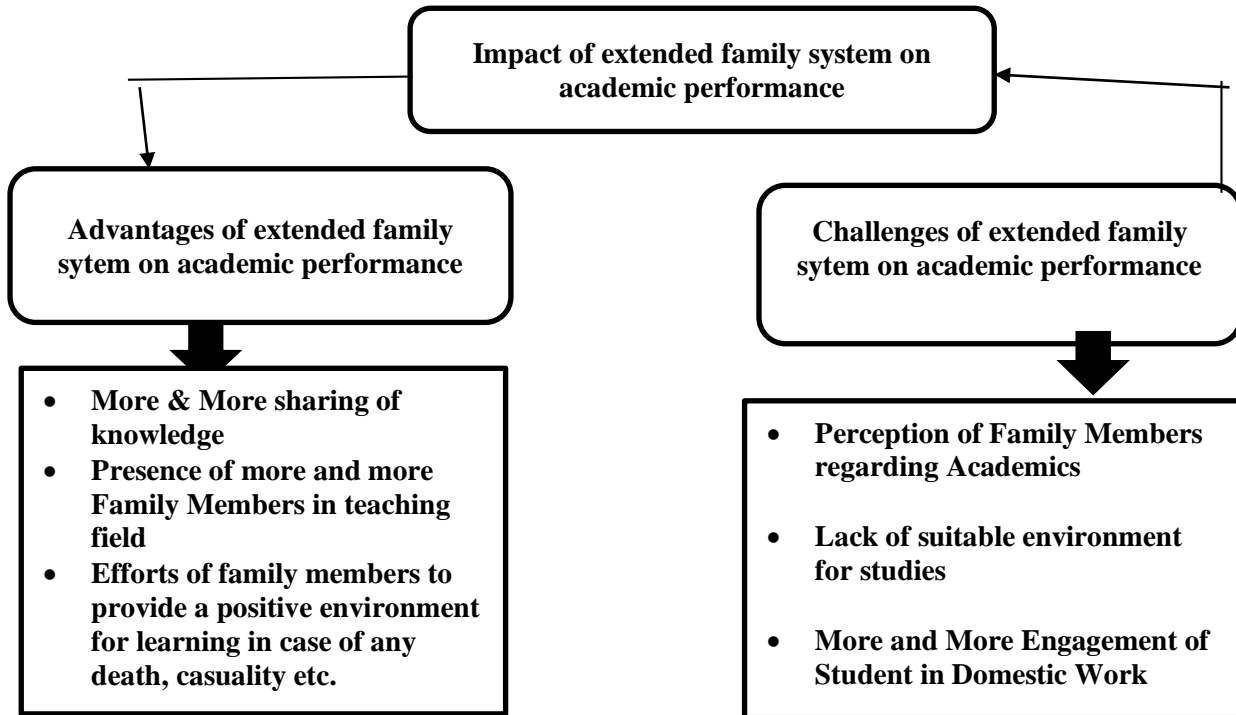


Figure 2: Conceptual Framework