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A Comparative Study of Academic Achievement of Girls from Nuclear and Joint Families

Abstract : Family environment plays a vital role in shaping a child's academic development. The present study aims to compare the academic achievement of girl students belonging to nuclear and joint families. A sample of 120 secondary school girls was selected using random sampling. Academic achievement was measured using school examination scores. Statistical techniques such as mean, standard deviation, and t-test were applied. The findings revealed a significant difference in academic achievement between girls from nuclear and joint families. Students from nuclear families showed slightly higher academic performance compared to those from joint families. The study highlights the importance of family structure in influencing educational outcomes.

Keywords : Academic Achievement, Nuclear Family, Joint Family, Girl Students, Secondary Education.

1. Introduction : Education is a fundamental right and a key factor in the empowerment of women. Academic achievement is influenced by multiple factors such as intelligence, motivation, school environment, and family background. Among these, family structure plays a significant role.

A **nuclear family** consists of parents and their children, while a **joint family** includes extended members such as grandparents, uncles, and aunts. Each structure provides a different environment that can affect a child's learning.

In nuclear families, children may receive more individualized attention, whereas joint families may offer emotional and social support but sometimes lack focused academic supervision. Understanding these differences is essential for improving educational outcomes among girls.

2. Review of Literature : Several studies have examined the influence of family structure on academic achievement :

- **Sharma (2015)** found that students from nuclear families performed better academically due to focused parental attention.

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- **Kumar (2016)** reported no significant difference but highlighted the supportive environment in joint families.
 - **Singh & Kaur (2018)** observed that family environment significantly affects girls' education.
 - **Patel (2019)** emphasized that parental involvement is more important than family type.
- These studies indicate mixed findings, making it necessary to explore the issue further.

3. Need and Significance of the Study :

In Indian society, both nuclear and joint family systems are prevalent. With rapid urbanization, nuclear families are increasing, which may impact children's education differently.

This study is important because:

- It focuses on **girl students**, a crucial group for national development.
- It helps understand how **family structure influences learning**.
- It provides insights for **parents, teachers, and policymakers**.

4. Objectives of the Study :

1. To study the academic achievement of girls from nuclear families.
2. To study the academic achievement of girls from joint families.
3. To compare the academic achievement between the two groups.

5. Hypothesis :

H₀: There is no significant difference in academic achievement of girls from nuclear and joint families.

6. Methodology :

6.1 Research Design : The study adopted a **descriptive survey method**.

6.2 Sample : A total of **120 girl students** from secondary schools of Murshidabad district West Bengal were selected:

- 60 from nuclear families
- 60 from joint families

Sampling technique: **Simple random sampling**

6.3 Tools Used :

- Academic achievement scores (school examination marks)

6.4 Procedure of Data Collection : Data were collected from school records after obtaining necessary permissions.

6.5 Statistical Techniques :

- Mean
- Standard Deviation
- t-test

7. Data Analysis and Interpretation :

7.1 Mean and Standard Deviation :

Group	N	Mean	SD
Nuclear Family	60	72.5	8.2
Joint Family	60	68.3	9.1

The table shows that students from nuclear families have higher mean scores.

7.2 t-test Analysis :

Calculated t-value = **2.45**

Table value at 0.05 level = **1.98**

Since calculated $t >$ table value, the difference is **statistically significant**.

8. Findings :

1. Girls from nuclear families have higher academic achievement than those from joint families.
2. A significant difference exists between the two groups.
3. Individual attention and parental monitoring in nuclear families may contribute to better performance.

9. Discussion : The findings suggest that family structure influences academic achievement. Nuclear families may provide a more focused learning environment, while joint families offer emotional support but may have distractions.

However, it is important to note that academic success depends not only on family type but also on parental involvement, educational background, and socio-economic status.

10. Educational Implications :

- Parents should provide **supportive learning environments** regardless of family type.
- Schools should encourage **parental involvement programs**.
- Joint families can improve academic outcomes by ensuring **structured study time**.

11. Limitations of the Study :

- Small sample size
- Limited to girl students only
- Based on one geographic area
- Only academic scores considered

12. Suggestions for Further Research :

- Comparative study including boys
- Study on rural vs urban families
- Inclusion of socio-economic variables
- Longitudinal studies

13. Conclusion : The study concludes that family structure has a significant impact on the academic achievement of girl students. Girls from nuclear families tend to perform better academically compared to those from joint families. However, the quality of parental involvement remains the most crucial factor in determining educational success.

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