



Impact of Family Environment on the Academic Achievement of Secondary School Students

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ABSTRACT:

The academic achievement of secondary school students is a multi-dimensional outcome shaped by cognitive, emotional, and environmental factors. Among these, the family environment emerges as a critical determinant. This study seeks to explore the influence of family environment comprising parental involvement, emotional climate, educational background, socioeconomic status, and communication patterns on the academic performance of adolescents at the secondary level. Grounded in the theoretical frameworks of Bronfenbrenner's Ecological Systems Theory, Vygotsky's Socio-cultural Theory, and Bandura's Social Learning Theory, this paper examines how micro-level family interactions and values shape a learner's motivation, self-concept, and educational aspiration. The research highlights that a supportive, communicative, and intellectually stimulating home environment promotes positive learning habits, reduces academic anxiety, and enhances overall school performance. Conversely, family environments marked by neglect, conflict, low educational awareness, or economic deprivation often contribute to emotional distress and low academic motivation among students. Parenting style, especially authoritative and democratic approaches, is shown to foster greater academic self-efficacy as compared to authoritarian or neglectful models. The study recommends active collaboration between schools and families, including parental education programs and home-based learning interventions, to strengthen the academic ecosystem of students. The paper concludes that transforming the family environment into a nurturing and academically enriching space is not

just desirable but essential for achieving educational equity and excellence at the secondary school level.

Keywords: *Family Environment, Academic Achievement, Secondary School, Students, Parental Involvement, Academic Anxiety, Educational Psychology.*

1. INTRODUCTION:

The family is often regarded as the first and most influential institution in a child's life, where the foundational aspects of behavior, emotional response, communication, and learning are established. For students in the secondary stage of education typically a period marked by adolescence, identity formation, and increased academic pressure the family assumes a vital role in shaping academic direction and outcomes. In the Indian socio-cultural context, where family bonds and hierarchical respect are deeply embedded in the upbringing process, the significance of a nurturing family environment in fostering academic excellence cannot be overstated. The term family environment refers to the psychological and structural atmosphere created within the home, encompassing various dimensions such as parental involvement, emotional warmth, disciplinary practices, intellectual stimulation, socioeconomic status, and the nature of interpersonal communication. According to Chandra and Sharma (2006), the family environment is “a total climate prevailing in a home that includes physical, emotional, intellectual, and cultural support provided by the family to its children”.¹ This environment significantly influences a child's development, particularly in the formative and transitional stages of education. On the other hand, academic achievement is broadly defined as the measurable performance outcomes of a student in academic subjects, often assessed through examinations, class tests, internal assessments, and overall grades. As suggested by Kaur (2011), academic achievement is “a student's success in meeting short or long-term goals in the educational context, reflected in scores and grades”.² It is not solely determined by cognitive ability but also by motivational, environmental, and emotional factors that either enhance or inhibit learning.

The role of family in a student's academic journey is both foundational and continuous. Parental encouragement, provision of resources, and consistent emotional support create a stable platform from which students can engage meaningfully with academic tasks. Empirical studies and psychological theories, such as Bronfenbrenner's Ecological Systems Theory, affirm that the microsystem which includes immediate family is the closest and most direct influence on a child's development. In India, where multi-generational families are common, the influence of grandparents, siblings, and extended family members also contributes to the academic orientation of the student. Children who grow up in families where education is valued and actively supported tend to develop positive attitudes towards learning and higher academic aspirations. For instance, Pandey and Tiwari in their study on family determinants and academic performance among Indian adolescents found a positive correlation between parental involvement in school activities and higher academic achievement.³ Furthermore, the emotional climate of the home marked by acceptance, discipline, and consistent communication enhances a child's ability to focus, manage time effectively, and cope with

academic stress. The family thus becomes a buffer against academic anxiety, helping students stay emotionally balanced and goal-oriented. Conversely, a dysfunctional or neglectful family environment can disrupt the learning process, leading to decreased motivation, emotional instability, and poor performance.

The rationale behind undertaking this study stems from the increasing academic pressure faced by students in secondary education and the varying levels of family support available to them. With the emergence of competitive examinations, digital distractions, and peer pressures, the need for a supportive home environment is greater than ever. This study aims to identify and analyze the specific components of family environment that significantly impact academic achievement and to explore the degree to which each factor contributes to students' performance outcomes.

The scope of the study includes both rural and urban secondary school students across varied socio-economic backgrounds. It considers dimensions such as parenting style, educational qualifications of parents, home study environment, availability of learning materials, and emotional support as key variables. It avoids an empirical data-based approach and instead focuses on a theoretical analysis of the literature and conceptual interpretations drawn from Indian educational and psychological frameworks.

2. Review of Related Literature

Understanding the relationship between family environment and academic achievement has long intrigued scholars in the field of education and psychology. In India, where familial bonds and traditional values shape the everyday experiences of students, several researchers have explored how different aspects of home life influence academic outcomes. One of the foundational Indian studies in this domain was carried out by Bhargava (2003), who examined the effect of parental education, home discipline, and emotional climate on the academic performance of Class IX students in Uttar Pradesh. His findings showed a statistically significant positive correlation between the level of parental education and student academic performance, particularly in language and mathematics subjects. Children who lived in stable and emotionally supportive homes consistently showed higher academic achievement than those from neglected or conflict-ridden families.⁴

Another pivotal study by Sharma and Gupta (2010) focused on family structure—specifically nuclear versus joint families and its impact on student behavior and scholastic engagement. Conducted in urban areas of Madhya Pradesh, their research revealed that students from joint families with shared responsibilities and regular academic interaction with elders displayed better self-regulation, time management, and homework completion rates than their counterparts from nuclear families, particularly when both parents were working full time.⁵

Further, a study by Menon and Raghunathan (2014) examined the academic resilience of students from economically disadvantaged families. It found that where parents, despite limited formal education, consistently monitored study hours, discussed school matters, and encouraged academic pursuits, their children managed to outperform their peers from better-off families with disengaged parenting.⁶ These

findings underscore the fact that emotional and motivational support within the family often outweighs material resources in determining academic success.

Despite the richness of literature, certain critical gaps remain. First, much of the Indian research in this domain is either region-specific or limited to narrow variables such as parental education or income, without a holistic evaluation of the emotional and communicative aspects of the family environment. Second, there is insufficient exploration of the intersectionality of gender, socio-cultural identity (such as caste), and family background, especially in semi-urban and rural areas. Third, while the studies emphasize correlation, few explore the causative mechanisms by which family behaviors directly or indirectly influence cognitive and emotional readiness for learning. Moreover, most Indian research has not sufficiently incorporated theoretical frameworks such as Bandura's social learning theory or Vygotsky's socio-cultural model in analyzing family impact on learning. Lastly, studies in recent years have not adequately accounted for the digital shift in education and how this interacts with the family's role in monitoring or supporting academic tasks at home.

3. Theoretical Framework

In the realm of educational research, the theoretical framework serves as the backbone that provides conceptual clarity and direction to the inquiry. For a study exploring the influence of family environment on the academic achievement of secondary school students, it becomes essential to anchor the discourse within established psychological and educational theories. These theories not only help in interpreting the role of familial factors but also in understanding how such elements interact with the learner's development.

Urie Bronfenbrenner's Ecological Systems Theory, developed in the 1970s, is among the most influential models in developmental psychology. The theory posits that a child's development is not isolated but shaped through interactions within a system of interrelated environments. These environments are structured into five layers: microsystem, mesosystem, exosystem, macrosystem, and chronosystem. The microsystem includes the immediate setting in which the child lives—most notably the family. Within this core, the frequency and quality of interactions between parents and children play a decisive role in cognitive development, emotional regulation, and attitude toward learning. A home environment characterized by warmth, discipline, and intellectual stimulation fosters higher academic motivation and performance. For example, when parents engage in activities like reading with the child or assisting with homework, they are directly influencing the child's learning experience. In Indian contexts, where extended family systems often operate within a single household, the microsystem can include grandparents, uncles, and older siblings. These members significantly impact the child's academic habits either through direct guidance or through their attitudes toward education. As per Jain (2011), the ecological model is especially relevant to Indian families, where socio-cultural beliefs and economic conditions deeply influence educational practices at home.⁷

Lev Vygotsky's theory emphasizes the central role of social interaction and cultural context in learning and cognitive development. Unlike Piaget, who focused on the individual cognitive stages, Vygotsky argued that all learning is mediated through tools and signs provided by the culture language being the most critical of them. A key concept introduced by Vygotsky is the Zone of Proximal Development, which defines the

difference between what a learner can do independently and what they can do with guidance. Within the family environment, parents often act as scaffolds, supporting the child's learning until they achieve autonomy. This theoretical approach aligns strongly with the Indian household tradition where elder family members play an active role in homework help, moral instruction, and problem-solving activities. Moreover, in socio-economically weaker sections where formal resources might be limited, oral traditions, values, and shared experiences within the family serve as informal tools for learning. This embeddedness of education in family culture reinforces Vygotsky's idea that learning is a social construct. Kapoor (2013) argues that in multi-lingual and multicultural Indian families, the transmission of cultural knowledge at home directly enriches the child's language skills and academic engagement.⁸

Albert Bandura's Social Learning Theory brings another crucial dimension to this discussion by focusing on learning through observation, imitation, and modeling. According to Bandura, children acquire new behaviors not only through direct experience but also by watching others, especially those considered role models. In a family setup, parents and elder siblings become the first models whose actions both academic and non-academic leave a lasting imprint on the learner. This theory emphasizes four key processes: attention, retention, reproduction, and motivation. A child, who observes a parent reading regularly, discussing intellectual topics, or valuing education, is more likely to internalize these behaviors. Even in cases where the parent is not formally educated but exhibits positive work ethics and persistence, the child can draw motivational cues and translate them into academic settings.

Collectively, these three theories offer a multi-faceted lens through which the relationship between family environment and academic achievement can be analyzed. While Bronfenbrenner stresses environmental systems, Vygotsky brings in the cultural and dialogic nature of learning, and Bandura focuses on the observational aspect.

4. Components of Family Environment

The family environment is a multifaceted construct that significantly shapes the academic, emotional, and social development of children, especially during the crucial stage of secondary education. It encompasses various dimensions both tangible and intangible which create the backdrop against which a child's learning behaviors and academic outcomes evolve. In the Indian context, where the family is not just a unit of cohabitation but a central pillar of emotional, cultural, and moral upbringing, the components of the family environment acquire even greater relevance. Parental involvement in a child's education extends beyond just attending parent-teacher meetings. It includes day-to-day engagement such as helping with homework, monitoring progress, encouraging disciplined study habits, and creating an atmosphere conducive to learning. Numerous Indian studies have highlighted the critical role that such active parental participation plays in boosting the academic confidence and consistency of secondary school students.

Children whose parents demonstrate genuine interest in their education tend to exhibit greater self-motivation, improved time management, and enhanced problem-solving skills. This involvement acts as a psychological reinforcement, making students feel that their academic journey is valued and supported.

According to Rani (2015), students who received structured academic support at home performed better across subjects, particularly in languages and sciences, as compared to those who studied in isolation.⁹ Such support is often more impactful than external tuition, as it carries emotional assurance along with academic guidance.

A nurturing emotional climate at home is equally important for academic success. Open communication between parents and children, emotional reassurance during failures, and active listening can significantly reduce academic stress and increase resilience in students. Adolescents, especially at the secondary level, go through emotional turbulence due to academic pressures and social comparisons. A home environment where feelings are validated and struggles are acknowledged becomes a protective space for emotional growth.

The educational qualifications and economic standing of parents often determine the resources and opportunities available to the child. Educated parents are generally more capable of guiding their children academically, understanding the curriculum, and navigating school systems. They are also more likely to instill a value system that prioritizes academic excellence. Socioeconomic status, while not a definitive predictor of academic performance, significantly affects access to learning tools, extracurricular exposure, and quality schooling. Households with higher income can afford better school supplies, learning technologies, and even private coaching, which can give students an academic edge. However, studies have shown that even in low-income families, if the educational environment is positive and aspirations are high, students can perform equally well. In a survey conducted by Joshi and Mathur (2012), it was found that while children from higher-income families had material advantages, those from middle and lower-income families often showed higher motivation when parents valued education despite financial constraints.¹⁰

Family structure is another determinant of a student's academic climate. In nuclear families, where responsibilities are concentrated among fewer individuals, the child may receive more focused attention but may also experience isolation or stress in the absence of sibling or elder support. In contrast, joint families often provide a network of academic help, emotional cushioning, and collective responsibility, which can be advantageous during examinations or decision-making phases. Single-parent households present a different dynamic, often shaped by economic pressure and time constraints. However, studies reveal that when the single parent is emotionally supportive and maintains educational involvement, the child can still achieve high levels of academic success. It is not merely the structure of the family that matters but the quality of interaction and stability within it. In Indian society, where family systems are rapidly transitioning due to urbanization and changing gender roles, these structural dynamics carry increasing importance. The adaptability of families in continuing academic support amidst these changes plays a crucial role in shaping educational outcomes for adolescents.

5. Academic Achievement of Secondary School Students

Academic achievement represents a central goal of the educational process and is often used as a benchmark for measuring a student's learning outcomes, cognitive development, and readiness for future academic or vocational pursuits. At the secondary school level, where foundational academic competencies

are consolidated, academic performance is not only a reflection of the student's intellectual capabilities but also the outcome of a complex interplay of psychological, social, and environmental factors including the family environment. Academic achievement, in its broadest sense, refers to the extent to which a student has attained specific learning objectives as defined by the curriculum. In formal education, especially at the secondary level, it is often assessed through examinations, class tests, internal assessments, assignments, and practical work. According to Prasad (2010), academic achievement is "the scholastic standing of a student at a given moment, measured through standardized test scores and cumulative grade reports".¹¹ Marks, grades, rank positions, and subject-wise performance are commonly used indicators in Indian schools to evaluate a student's progress. Apart from quantitative scores, qualitative elements such as participation in academic discussions, regularity in homework, and conceptual clarity during assessments are also considered as indicators of academic performance. Many school boards and examination councils have started incorporating continuous and comprehensive evaluation frameworks, recognizing that achievement is not just an endpoint but a process that unfolds over time. Performance in co-scholastic areas such as communication skills and scientific aptitude is also increasingly being viewed as part of the broader understanding of academic success.

Gender continues to play a notable role in shaping academic outcomes in India. While girls have been outperforming boys in many board examinations in recent years, the underlying reasons are layered and context-specific. Girls in urban areas often show higher discipline and study commitment, whereas boys, although equally capable, are sometimes distracted by social expectations or lack of focus. Cultural norms in some regions may still restrict girls' access to quality education, yet supportive family environments can override these barriers and lead to impressive performance. Urban and rural divides in academic achievement are also significant. Students in urban areas generally have better access to resources such as private tuition, digital tools, library facilities, and trained teachers. However, rural students from academically supportive families often demonstrate resilience and high motivation. Rural students who received structured parental support showed performance outcomes comparable to their urban peers, especially in state board examinations.¹²

6. Relationship between Family Environment and Academic Achievement

The intricate relationship between family environment and academic achievement has been a subject of considerable interest in the domain of educational psychology. For secondary school students, who are at a crucial transitional phase of intellectual, emotional, and social development, the nature and quality of the home environment significantly determine their academic orientation, learning behaviors, and overall performance. Parenting styles represent the characteristic strategies adopted by parents in raising their children. These styles generally fall under four categories: authoritative, authoritarian, permissive, and neglectful. Each of these exerts a different influence on a child's academic motivation and behavior. Authoritative parenting, characterized by warmth, responsiveness, and consistent discipline, is often found to be most effective in promoting academic success. Children raised under this style tend to be more independent, self-regulated, and goal-oriented.

In contrast, authoritarian parenting marked by rigidity, high control, and low responsiveness may yield short-term obedience but often suppresses intrinsic motivation and creativity, which are vital for academic development. Permissive parenting, which lacks structure and limits, may lead to academic indiscipline, while neglectful parenting often results in poor academic outcomes due to emotional disconnection. In the Indian educational context, Singh and Mehta (2015) found that students of authoritative parents exhibited significantly higher academic self-efficacy and time management skills than those from authoritarian or neglectful households.¹³

The physical and psychological aspects of the home study environment also contribute substantially to academic success. A dedicated, distraction-free space for studying, availability of basic learning materials, a quiet atmosphere, and a consistent daily routine form the foundation for effective learning. Beyond physical arrangements, the emotional tone of the household marked by supportiveness, low conflict, and predictability enhances focus, concentration, and task persistence in students.

Students who have access to a stable and structured study environment at home are generally more organized, punctual, and engaged in their studies. In contrast, a chaotic home environment, marked by noise, conflict, or lack of privacy, can adversely affect academic focus and motivation.

Parental expectations and the motivational climate set by parents are crucial in shaping students' academic aspirations and performance. When parents express realistic yet high expectations, coupled with encouragement and confidence in their child's abilities, it instills a strong sense of purpose and discipline in students. Parental motivation acts as a driving force that helps students overcome setbacks and sustain consistent effort. In Indian households, where education is often viewed as a key to social mobility and respectability, parental emphasis on academics is strong. However, there exists a delicate balance between healthy academic encouragement and pressure. Unrealistic expectations without emotional support may lead to anxiety and fear of failure, adversely affecting academic performance. On the other hand, expectations rooted in understanding and genuine interest in the child's growth lead to increased academic resilience and self-worth. Madhavan and Pillai (2013), in their study on adolescent learners in Kerala, found that students whose parents frequently communicated academic goals and acknowledged achievements, even modest ones, displayed higher levels of academic motivation and lower levels of performance anxiety.¹⁴ This highlights that motivation derived from familial encouragement has a long-lasting impact on both performance and psychological well-being.

7. Suggestions and Interventions

Academic achievement is not merely the outcome of formal classroom instruction; it is deeply intertwined with the environment a child receives at home. The family, as the primary socializing agent, plays a pivotal role in shaping a student's educational journey. However, in the Indian context, the diverse socio-economic and cultural landscape often creates disparities in the quality of family environment that students experience. To bridge these gaps and enhance academic outcomes, especially at the secondary school level, comprehensive and sustainable interventions must be implemented. One of the most effective ways to improve

student outcomes is by fostering meaningful partnerships between schools and families. When parents and educators collaborate in a coordinated manner, students benefit from consistent messages about the importance of learning, discipline, and goal-setting. In many Indian schools, parent-teacher meetings are often limited to annual rituals with little scope for ongoing interaction. To address this, schools must adopt proactive measures such as monthly academic progress meetings, home visits by teachers, regular parent workshops, and the use of mobile-based communication platforms to share feedback and suggestions.

Collaborative strategies such as family learning events, joint school projects, and volunteering opportunities for parents within school settings have been successful in engaging families across literacy and income levels. These partnerships must also be inclusive, respecting diverse family structures and socio-economic conditions, and providing flexible participation models to accommodate working parents. Parental involvement is most effective when it is informed, empathetic, and consistent. However, a large segment of Indian parents, particularly in rural or underprivileged urban areas, lack the knowledge, confidence, or emotional tools to support their children academically. Many are unaware of the academic demands of modern curricula or the emotional challenges faced by adolescents. In such contexts, structured parental education programs can be transformative. These programs should aim to equip parents with basic academic guidance strategies, effective communication skills, and awareness of adolescent psychological development. Counseling services should be made accessible within schools, offering group sessions or one-on-one guidance for parents dealing with challenges such as academic stress, behavioral issues, or family conflicts. Schools can collaborate with educational psychologists or local institutions to design customized modules addressing these issues. A study by Iqbal and Sen (2018) demonstrated that parents who received short-term counseling and educational training were better able to manage their children's academic schedules, stress levels, and career planning, which led to a noticeable improvement in academic performance.¹⁵

Given the scale of the challenges, systemic support is necessary to ensure that interventions reach marginalized families. Government schemes and non-governmental organizations have a significant role in this area. Programs like the Samagra Shiksha Abhiyan and National Education Policy (NEP) 2020 have already acknowledged the need for community involvement and holistic child development. However, their success depends on effective local implementation and active participation by families. To maximize impact, schools must build linkages with local NGOs, block education officers, and community leaders. Joint programs, shared resource centers, and data-driven monitoring can help scale up effective models. Additionally, digital literacy and access to ed-tech platforms can be promoted among parents through these support networks, ensuring continuity in academic support even beyond the classroom. The academic achievement of secondary school students can be greatly enhanced when families are empowered, engaged, and supported. Strengthening the interface between home and school, building the capacities of parents, and institutionalizing support mechanisms through public and private collaboration form the cornerstone of such transformation. A well-informed, emotionally secure, and academically responsive family environment is not a luxury it is a necessity for equitable and meaningful education in India.

8. Conclusion

The role of the family environment in shaping the academic achievement of secondary school students is both profound and multi-dimensional. Throughout the course of this study, it has become evident that the home is not merely a space of physical residence but a dynamic emotional, psychological, and cognitive ecosystem that either nurtures or hinders educational outcomes. In India, where the family remains a central institution in a child's development, understanding this relationship becomes all the more critical. The study has consistently demonstrated that the family environment significantly influences the academic success of secondary school learners. Various components of the family setting—such as parenting style, communication patterns, emotional support, educational background of parents, and socio-economic status—interact in complex ways to impact a student's learning behavior and academic output. Authoritative parenting styles, characterized by warmth, clear expectations, and consistent discipline, were shown to be positively associated with academic motivation and self-efficacy. In contrast, neglectful or overly controlling parenting often led to reduced academic confidence and lower performance levels. While the present study offers a comprehensive understanding of the relationship between family environment and academic achievement, several areas remain open for deeper investigation. Future research should focus on longitudinal studies that trace the impact of family dynamics over extended academic phases. This would help in understanding how shifts in parental employment, health, or migration influence educational outcomes. There is also a need for more qualitative studies that capture students' lived experiences of their family environments. Exploring gendered aspects how boys and girls differently experience parental expectations can reveal insights crucial for gender-sensitive educational policies. Additionally, comparative studies between urban and rural contexts, tribal and mainstream populations, or joint and nuclear families would enrich the diversity of perspectives within this domain.

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Cite this Article:

Vidushi Yadav and Dr.Renu Yadav, “Impact of Family Environment on the Academic Achievement of Secondary School Students”, *Naveen International Journal of Multidisciplinary Sciences (NIJMS)*, ISSN: 3048-9423 (Online), Volume 1, Issue5, pp. 46-56, April-May 2025.

Journal URL: <https://nijms.com/>

DOI: <https://doi.org/10.71126/nijms.v1i5.54>



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