

THE RELATIONSHIP BETWEEN FAMILY RELATED FACTORS AND ACADEMIC ACHIEVEMENT FOR SENIOR HIGH SCHOOL STUDENTS IN TAIPEI AREA. Ko, S. H. and Wang, C. S. Department of Applied Living Science, The Chinese Culture University, Taipei, Taiwan.

The purpose of this study was to identify students' achievement related to personal family factors. The factors considered included parenting style, family strengths, social economic status, and academic achievement of students. The design of this study was correlational. The model of factors having potential influence on the students' academic achievement was developed.

The procedure used a reliable and valid self-report questionnaire to collect data for this study. The population for this study was Taipei area 12th grade students of senior high school cosmetology department during the school year 1995-96 in Taiwan. A random sample of 363 12th grade students was drawn controlling for frame and selection errors. The respondents with useable questionnaires included 360 (99.2%) 12th grade students; thus, nonresponse error was minimal. The Statistical Analysis System (SPSS) was used to analyze data. Statistical analyses used in this study included descriptive statistics, analyses of variance, and multiple regression.

The results of this study were: (1) The majority of parenting style of fathers included authoritarian style followed by neglecting style; the majority of parenting style of mothers included neglecting style followed by authoritative style. (2) Students were generally satisfied with their family life, and had higher family strengths. (3) The majority of students came from low social economic status family followed by middle social economic status family. (4) A significant difference existed between family strengths and students' academic achievement. Students who had higher family strengths had higher academic achievement. (5) A significant difference existed between family social economic status and students' academic achievement.

Family strengths and social economic status impact students' academic achievement. Social economic status was the best predictor of the students' academic achievement.