

Academic Achievement Of Secondary School Students In Relation To Their Family Climate

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Abstract

In today's global knowledge based society every family want that their children to be high academic achiever in the school. It has been observed from various studies that favorable family climate plays a crucial role for the children to get the higher academy achievement in their studies and vice versa. In this study 300 secondary school students (150 male and 150 female) studying in the Government schools of Delhi were selected randomly. A significant mean difference between family climate scores of male and female are found and academic achievement and family climate are positively and significantly associated with each other.

Key Words: Academic Achievement, Family Climate, Secondary Students.

Introduction

The family is the oldest, basic and fundamental agency of socialization in which child first receives informal education. It is an institution in which all of us are born. So it can be said that child first comes in the contact of home environment. It is the home where child develops his relation and learn habits, manners, social patterns and attitude which is prerequisite for him to come in the contact of others and also adjust his future to live comfortably in the fast changing society. Family plays a pivotal role in the development of the personality of the child in terms of his social, emotional and cognitive development.

Family environment has a substantial influence on the growth and development of child. Research has proved that most of the successful children come from such families where sustaining and wholesome relationship exists. And hence it is proved that home is a place where child develops his attitude towards society. Shaba and Sharma (1984) have worked on the 'relationship between academic achievement and family environment'. They have been successful in assessing a highly positive and significant relationship between family scores and academic achievement. "A child living in favorable environment for a long time becomes bright, on the other hand, the child who lives in unfavorable environment, falls behind in national norms (Stephens, 1965)." Quality education does not come out by chance while it is product of good teaching learning process with the efforts of students, teachers, parents and students home environment.

Family Climate

Family climate is described by "measuring instruments that provide an approach to describe characteristic relationship styles" (Schneewind, 1991). According to Moos and Moos (1986) "Family Environment refers to the climate prevailing in the home, which varies from culture to culture, society to society, family to family." It encompasses conflict, cohesion and support of most of the members and their relationship with each others. It plays pivotal role in determining the level of academic excellence of the children as parents we always expect good academic achievement from our children. It is climate of the family that contributes to the inculcation of values in the child and helps them to live and sustain properly in the society. The nourishment and values received by the child from the family equips and prepares him for performing well in the society. It is climate of the family that shapes the behavior, emotion, attitude, personality and well being of the child. It is family environment that forms the basis for the child to inculcate values and also helpful for his role in the society. The culture and perception of the child's family climate could affect the levels of skills that are essential to sort out the various emotional, cognitive and psycho-social conflicts.

Academic Achievement

Achievement generally means actual ability to perform well in the assigned task. "Achievement encompasses student ability and performance; it is multi-dimensional; it is intricately related to human growth and cognitive, emotional, social and physical development; it reflects the whole child; it is not related to single instance but occurs across time and levels, through a student's life in school and on into post secondary years and working life" (Steinberger, 1993). According to Good (1973) "Academic achievement is the knowledge attained or skills developed in school subjects, usually designated by test scores or by marks assigned by teachers or by both". It refers to the marks or grades obtained in the exams or level of success in it or proficiency and skills attained in some particular area concerning scholastic or co-scholastic areas of the students' life. Academic achievements of the students are generally assessed on the basis of academic quotation or marks obtained by the students in general or specific given subject.

Significance of the study

Family environment is the essential nurturing system for the child that includes interpersonal relationship between the child and the members of the family. Various researches have proved that favorable family climate is responsible for molding and shaping the personality of the child in the right direction. Kuldip (2014) in his study found that "there is positive correlation between family climate and academic achievement of adolescents". This reflects that good family climate positively impact on the academic achievement of the child. The relationship between family members and their behavior and attitude play vital role to shape the personality and also helpful for the child to adjust in the society smoothly. Family climate and academic achievement are not only relevant to the parents but also relevant to the teachers and other members of the society. Those children whose family climate is not good are facing problems in their academic achievement in the school. On the basis of above discussion it can be said that family climate directly impact the academic achievement of the child. In this backdrop, the present research work, therefore, intends to study the academic achievement of secondary school

students in relation to their family climate in the schools run by Directorate of Education, Government of NCT of Delhi.

Objectives of the Study

1. To study the level of family climate and academic achievement of male and female students studying at secondary level
2. To study the relationship between family climate and academic achievement of the students studying at secondary level

Hypothesis

H0₁. There is no significant difference between mean scores of family climate of male and female students studying at secondary level.

H0₂. There is no significant difference between mean scores of academic achievement of male and female students studying at secondary level.

H0₃. There is no significant relationship between family climate and academic achievement of students studying at secondary level.

Methodology:

The sample of the present study comprised of 300 secondary students (150 male and 150 female) studying on government schools run by Directorate of Education situated in South-East Zone of Delhi were selected randomly. Family Climate Scale developed by Beena Shah (2001) has been adopted by the investigator for the collection of relevant data. Academic achievements of the students studying in the school at secondary level were assessed by checking their previous year's marksheets.

Result and Discussion

1. To study the level of family climate and academic achievement of male and female students studying at secondary level

Table-1: Mean, S.D., and t-Value of Family Climate and Academic Achievement Scores of Male and Female Students Studying at Secondary Level.

Sr. No.	Variable	Gender	N	Mean	S.D.	t-Value	Level of sig.
1	Family Climate	Male	150	139.6	15.79	201.76	0.01
		Female	150	81.7	15.28		
2	Academic Achievement	Male	150	437.24	59.24	202.29	0.01
		Female	150	248.7	45.82		

It is clearly observed from the table no.1 that the calculated t-value, 201.76 is greater than table value at 0.01 and 0.05 level of significance, it hence reveals that male and female differ in their family climate. This indicates that there is significant difference between mean family climate scores of both male and female. Therefore above null hypothesis was rejected and alternative hypothesis accepted.

Hypothesis (H_{02}) was formulated stating that "There is no significant difference between mean scores of academic achievement of male and female students studying at secondary level".

It can be seen from the above table that calculated t-value, 202.29 is greater than table value at 0.01 and 0.05 level, it shows that male and female students differ in their academic achievement. It reflects that there is significant difference between mean academic achievement scores of males and females students studying at secondary level. Therefore, the formulated null hypothesis was rejected while alternative hypothesis was accepted.

2. To study the relationship between family climate and academic achievement of the students studying at secondary level.

Table-2: Coefficient of Correlation between Family Climate and Academic Achievement of Students Studying at Secondary Level.

Sr. No.	Variable	N	Mean	Coefficient of Correlation (r)	Level of Sig.
1	Family Climate	300	114.3	0.921	0.01
2	Academic Achievement	300	348.1		

Table no. 2 revealed that, calculated value of coefficient of correlation is 0.921 which is significant at 0.01 levels of significance. It means the academic achievement and family climate of the students studying in the schools at secondary level are positively and significantly related to each other. Thus the hypothesis (H_{03}) stating that "There is no significant relationship between family climate and of secondary school going students" stands rejected at 0.01 level of significant and an alternative hypothesis evolves. This result is pertinent to Verma, P. J. (2017) envisaged that academic achievement is significantly related to parental encouragement.

Conclusion

It is evident from the result of the study that male and female are not only differing in their family climate but they also differ in their academic achievements. This shows that there are significant differences between mean family climate scores and mean academic achievement scores of both male and female students studying in school at secondary level. Family climate and academic achievement of the students are positively and significantly related to each other. It revealed that those families who provided better family climate to their children the chances of their children are greater to perform well in the schools while those families who could not provide conducive climate to their children, their children are struggling in their academic achievements. On the basis of this, it is essential to all the family members that positive family climate should be provided at home for the better achievement of their children.

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