

## EFFECT OF FAMILY CLIMATE ON ACADEMIC ACHIEVEMENT OF SENIOR SECONDARY SCHOOL STUDENTS

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### ABSTRACT

*The present study aimed at examining the relationship between Family Climate and academic achievement of students of Rohtak city (Haryana). The Sample of the study consisted of 100 students studying in XI standard. Family Climate Scale (FCS) developed and standardized by Dr. Beena Shah was used to collect data. Percentages of marks obtained by the students in 10th standard examination conducted by CBSE were used as an indicator of academic achievement. Data were analyzed by using Product Moment Correlation and t-test. The results of the study revealed that Family Climate plays a vital role in student's life. It has a positive effect on academic achievement of the students. Family Climate and academic achievement are significantly correlated to each other. Significant difference was found between mean scores of Family Climate of boys and girls of Sr. Sec. Schools.*

**Key Words:** Family Climate, Academic Achievement

### INTRODUCTION

In the modern society, education is considered to be an essential need of human being besides food, clothing and shelter. The world is becoming more and more competitive. Quality of performance has become the key factor of personal progress. Parents desire that their children climb the ladder of performance to the highest level possible. Their desire to achieve a high level of achievement from children put a lot of pressure on students, teachers, and schools. A lot of time is devoted and efforts are made to enable students to achieve better scholastic endeavors. Thus, education is a powerful tool to combat the cut-throat competition that an individual encounters at every junctures in life.

Family environment not only influences the academic achievement but also affects the mental condition of a child. On one hand, congenial family environment supports a child to maintain a good mental and physical health and uncongenial family environment forces him/her to develop several unpleasant mental conditions, like, tension, anxiety, stress etc., which leads to his/her poor academic performance. Family environment is often directly related to academic achievement. Schiefelbaum and Simmons (cited

by Adell 2002: 91) consider family background the most important and most weighty factor in determining the academic performance attained by the student. Similarly, Daulta (2008) found that home environment had positive impact on scholastic achievement of both boys and girls. Parenting style and family environment also contribute to the development of personality characteristics. Samal (1990) reported that academic performance of high planners was better than that of low planners. A supportive family environment with parenting behaviours such as approval, praise, help, encouragement, physical affection and expression of terms of endearment are positively related to academic achievement of students (Gonzales, Cauce, Friedman & Mason 1996; WenzGross, Siperstein, Untch & Widaman 1997 cited by Donald G. U., et al. 2000: 192) Family environment have direct and indirect influence on the academic achievement of students, which depends upon the availability of suitable learning environment, financial support, love and affection, encouragement, & family type etc. other than family environment many other factors may influence the academic achievement of students. Such factors may be internal state of students' emotions, intelligence, state of physical

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and mental health, self-esteem, motivation, anxiety, socioeconomic background etc. Ajila and Olutola (2000) explained in their study that family climate affects the child's life to a great extent.

The word achievement means the end gained or level of success attained by an individual or group on completion of a task whether it be academic, manual, personal, or social. It is the realization, the substance, and the tangibility of a dream fulfilled. On the other hand, the Academic achievement particularly refers to the degree or level of success or the proficiency attained in some specific area concerning academic work. It is the student's performance on cognitive tests, according to the standard set for the class. It is a measure of what has been learnt in the academic area. Academic or scholastic performance means- the attainment level of which the students are functioning in school task, the particular subject or a group of subjects.

Academic achievement plays an important role in one's life because it pushes an individual towards his goal. It enables him to choose his vocation in this modern age of competition. It has also been noticed that individuals who perform academically higher also attain a high status in the society.

This study explores the relationship between family climate, and academic achievement. The objective of the study is to focus on the perception of family climate and its influence and academic performance in adolescents.

### OBJECTIVES

1. To Study the relationship between Family Climate and Academic Achievement of Senior Secondary School Students.
2. To study the relationship between Family Climate and Academic Achievement of boys of Senior Secondary Schools.
3. To study the relationship between Family Climate and Academic Achievement of girls of Senior Secondary Schools.
4. To compare the mean scores of Family Climate of boys and girls of Senior Secondary Schools.

### HYPOTHESES

- H01.** There is no significant relationship between Family Climate and Academic Achievement of Senior Secondary School Students.
- H02.** There is no significant relationship between Family Climate and Academic Achievement of boys of Senior Secondary Schools.
- H03.** There is no significant relationship between Family Climate and Academic Achievement of girls of Senior Secondary Schools.
- H04.** There is no significant difference between mean scores of Family Climate of boys and girls of Senior Secondary Schools.

### RESEARCH DESIGN

Descriptive survey method was used in order to fulfill the objectives.

### SAMPLE

A sample of 100 students from six Senior Secondary Schools of Rohtak city was selected by using simple random sampling technique.

### TOOLS USED

Following tools were used for data collection:

1. Family Climate Scale developed and standardized by Dr. Beena Shah was used to study the Family Climate of Senior Secondary school students.
2. Academic Achievement: Percentages of marks obtained by the students in 10th standard examination conducted by CBSE were used as an indicator of academic achievement

Table-1

**Co-efficient of Correlation between Family Climate and Academic Achievement of Senior Secondary School Students**

Variables	N	Mean	r-Value	Level of Significance
Family Climate	100	102.24	0.275	0.01
Academic Achievement	100	117.54		

It is evident from table-1 that the calculated “r-value” for Family Climate and Academic Achievement is 0.275 which is greater than the table value of “r” at 0.01 level of significance at 98 degree of freedom. Hence, the null hypothesis H01 “There is no significant relationship between Family Climate and Academic Achievement of Senior Secondary School Students” has been rejected. Therefore, there is significant positive correlation between Family Climate and Academic Achievement of Sr. Sec. School Students.

**Table-2**  
**Co-efficient of Correlation between Family Climate and Academic Achievement of Boys of Senior Secondary Schools**

Variables	N	Mean	r-Value	Level of Significance
Family Climate	100	103.88	0.199	0.05
Academic Achievement	100	113.86		

It is evident from table-2 that the calculated “r-value” for Family Climate and Academic Achievement is 0.199 which is greater than the table value of “r” at 0.05 level of significance. Hence, the null hypothesis H02 “There is no significant relationship between Family Climate and Academic Achievement of boys of Senior Secondary Schools” has been rejected. Therefore, there is significant positive correlation between Family Climate and Academic Achievement of boys of Sr. Sec. Schools.

**Table-3**  
**Co-efficient of Correlation between Family Climate and Academic Achievement of Girls of Senior Secondary Schools**

Variables	N	Mean	r-Value	Level of Significance
Family Climate	100	100.6	0.3421	0.01
Academic Achievement	100	114.22		

It is evident from table-3 that the calculated “r-value” for Family Climate and Academic Achievement is 0.3421 which is greater than the table value of “r” at 0.01 level of significance. Hence, the null hypothesis H03 “H03. There is no significant relationship between Family Climate and Academic Achievement of girls of Senior Secondary Schools” has been rejected. Therefore, there is significant positive correlation between Family Climate and Academic Achievement of girls of Sr. Sec. Schools.

**Table-4**  
**Comparison of Mean Scores of Family Climate of Boys and Girls of Senior Secondary Schools**

Variables	N	Mean	S.D.	t-Value	Level of Significance
Family Climate	50	108.88	21.16	3.38	0.01
Family Climate	50	98.6	18.11		

Table-4 reveals that the mean scores of Family Climate of boys and girls are 108.88 and 98.6 and S.D. are 21.16 and 18.11 respectively. The calculated t-value is 3.38 which is greater than the table value at 0.01 level of significance. Hence, the null hypothesis H04 “There is no significant difference between mean scores of Family Climate of boys and girls of Senior Secondary Schools” is rejected. Therefore, there is significant difference between mean scores of Family Climate of boys and girls of Sr. Sec. Schools.

**FINDINGS**

1. Significant positive relationship was found between Family Climate and Academic Achievement of Senior Secondary School students. The result of the study supports the findings of Levine et al. (1972); Gonzales, Cauce, Friedman & Mason, 1996; WenzGross, Siperstein, Untch & Widaman, (1997); WenzGross, Siperstein, Untch & Widaman, 1997; Lchado (1998), Rani Mohanraj and Latha (2005) and Santosh Borah (2013).

2. Significant positive relationship was found between Family Climate and Academic Achievement of Boys of Senior Secondary Schools.
3. Significant positive relationship was found between Family Climate and Academic Achievement of Girls of Senior Secondary Schools.
4. Significant difference was found between mean scores of Family Climate of Boys and Girls of Senior Secondary Schools. This finding supports the finding by Santosh Borah (2013) who found that there was significant difference in Family Climate of Male and Female students.

### CONCLUSION

The findings reveal a significant relationship between Family Climate and academic achievement. High achievement orientation is a clear indication of the middle and high middle class families stress on the importance of success in schoolwork.

When adolescents perceive their families as self sufficient, having freedom to make their own decisions then academic performance increases. Conflict on the other hand negatively contributes to academic performance. When students perceive more anger, criticism and arguments in the family their academic performance goes down (Bernard, 1991). Results prove that Family Climate influences academic achievement. Family Environment should be conducive to academic performance. Parents who create home atmosphere, which fosters learning have children who are academically inclined (White, 1982). On gender comparison, girls perceived more conflict than boys. This may be due to role expectations. At adolescence, girls are subjected to more heavy sex role constraints and must contend with culturally created values in the family. They are more vulnerable to social criticism. Boys, on the other hand perceived more control i.e., they perceived that their family has set rules and emphasize on following rules in the family. The boys are more sensitized than girls by control in the family.

Parent-adolescent relationship is a dynamic continually one and the adjustments that each makes to accommodate the changes will play a critical part in determining the adolescent's development, his home adjustment and academic achievement. This study established that family climate plays an important role in students' academic achievement.

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