

A Study of Family Climate in Relation to Academic Achievement of Secondary School Students

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Abstract

Family is a small unit of Society, scholastic system determining the performance of the child, child care and socialization. Child ability, skill, adjustment capacity, self esteem, safety, and behavioural activities are determining in Family climate. These aspects enhance their learning performance. Such intrinsic aspects influence on academic achievement. Researcher investigates problems of intrinsic object of child in family climate to determine the curriculum achievement and accommodation for problems. There is a very close relationship between the climate and Academic Achievement.

Key words

Family Climate, Academic Achievement, Secondary School Students

Introduction

Family is a shelter for every civil in the world each family environment influence on their members family consists many factors such as culture, facility of the family standard of living in family. The growth and development of the each person of the family member is dependent on family. In teaching learning phenomena, family circumstances are determining the learning abilities of the child it leads their academic performance in different stages. Academic achievement depends on their family conditions like socio-economic status, family adjustment health conditions etc.

Academic Achievement

The present study is focusing on the relation between the Family climate and Academic achievement. Family climate plays a very important role on their children's academic achievement. Different types of families are influencing in different way on children's academic achievement each family's socio-economic status and their family members' education and back ground are different their scope for education and facilities provided for children influence on the academic achievement.

Meaning of the Family Climate

Family is miniature of society and it is protected by the society and family is small unit of the society as well as individual is small unit of the Family. Society and family both are two faces of same coin. Every individual has achievement in his life in their childhood days they achieve the academic. Curriculum achievement plays most significant and vital role for their future. The investigation carried out the intrinsic segments influence on bound relation of person on his academic achievement
Achievement is not only influenced by intelligence but the family also plays an important role. Family climate includes social and physical activities of child his family members and helps in determining cognitive, social and intellectual development of the children.

Definition of Family Climate

Achievement is not only influenced by intelligence but the family also plays an important role. Family climate includes social and physical activities of child his family members and helps in determining cognitive, social and intellectual development of the children.

Every child is unique, they have their own talent and interest in different ways each child is carrying different strategies for his/her development family is the safety environment where each child grows physically, emotionally and mentally, family is a frame where every child full fill their necessity as per their requirement family not only providing basic needs it also provide all type of supports to the children to the physical, mental and psychological growth.

Type of Families

On the base of family structure families can be classified in differently such as;

1. Joint Family, 2. Nuclear Family, 3. Divirced Family.

Need and Importance of the Study

The purpose of this study was to compare the school experiences and cognitive abilities of Secondary school students based on their family climate, which leads to the academic achievements, in the present situation families become more mechanic in the social approach. Parents keep their kids away in the name of study, Family security, is the factor influencing on their academic achievement. Does family security in real sense have any impact on academic achievements of Secondary school students? The researcher intended to investigate the reason behind these all factors.

Review of the related literature

Saini (1977) undertook a study on academic achievement as a function of economic status and educational standard of parents. The sample consisted of 196 students from four colleges of Chandigarh. The findings revealed that educational standard of parents had significant effect on the academic achievement of arts and science students at the college level.

Aggarwal (1983): conducted a study on reading ability in relation to some cognitive and non-cognitive factors. The sample constituted 200 male and female students selected randomly from the high schools of Bihar in India. Data were collected by administering reading ability test to the sample. The results of the study indicated that female students had better reading ability and higher academic achievement than male students

Singh and Srivastava (1983) investigated the impact of parents literacy on the academic achievement on a sample of 85 first

grade and 80 fifth grade students of Punjab in India. Students' scores on an achievement test were taken as measures of academic achievement of the students. The findings indicated that parents' literacy had a positive relationship with younger students' academic achievement.

Rajput (1989) studied the educational aspiration and academic achievement of secondary school students with the objective to examine the influence of family factors on the academic achievement of adolescents by taking a sample of 1000 higher secondary school students through stratified random sampling technique and found that the academic achievement of students was influenced in proportion to their parental encouragement; there was no effect of socio economic status on the academic achievement of the students, but academic achievement of urban students was influenced by the socio economic status of family; academic achievement was influenced by their family environment.

Wongoo (1991): conducted a study to find out whether the students from government and private schools differ significantly so far as their socioeconomic status and academic achievement was concerned and found that the government and private school students from highly advanced, advanced and normal schools differed significantly so far as their socioeconomic status was concerned. Discerned significant difference on academic achievement was found between the students from government and private, highly advanced and advanced schools; academic achievement of students from normal government and normal private schools did not differ significantly; relationship between socioeconomic status and academic achievement when computed on total sample (N =180) was statistically significant.

Pandey et al. (2003): studied relationship between socio economic status and academic achievement of adolescents and found significant relationship between academic achievement and socio economic status; significant difference between academic achievements of adolescents studying in different types of school depending upon the socio economic status of parents

Ganguly (2004) studied determinants of academic achievement in rural and urban areas and found that parental care about child's education, emotional climate at home and socio-economic status of family had a positive correlation and crowded living conditions at home had a negative correlation with the academic achievement of students in rural and urban areas; library facilities, teacher's training, teacher's classroom behaviour and attitude towards teaching had a positive correlation and student teacher ratio had a negative correlation with the academic achievement of students; peer influence and movies had significant and positive, and the distance between home and school had significant negative correlation with achievement of students; attentiveness to study, school attendance, health and interest in study had a positive correlation with students' achievement.

Vamadevappa (2005): studied the impact of parental involvement on academic achievement among higher primary students with the objective to find out the extent of relationship between parental involvement and academic achievement by taking a sample of 200 students studying in 7th standard and found that there was a positive and significant relationship between parental involvement and academic achievement; significant difference in the achievement scores of boys and girls of high and low parental involvement; significant difference between boys and girls in their academic achievement

Singh (2005): studied the determinants of learner achievement

at primary stage and found that high socio economic status was positively related with achievement, the achievement of students belonging to SC/ST groups was low; achievement of government school students was also poor.

Babu et al. (2008): studied the achievement of higher secondary students in accountancy and their parental encouragement with the objective to find out whether there was any significant difference in gender, locality and family type with respect to higher secondary student's achievement in accountancy and found that there was significant and relatively low relationship of higher secondary students in respect of achievement in accountancy and parental encouragement; no significant relationship in respect of parental encouragement and achievement in accountancy for female students, urban students and students belong to joint family system; males, rural students and students of nuclear families showed better achievement than that of their counterpart.

Aruna et al. (2009): studied academic achievement in relation to social phobia and socio economic status and found that there was no significant difference in the achievement of social studies for the students paired as government and private school; management of school and social phobia were not the factors influencing the achievement in mathematics; significant difference in achievement in social studies was observed for the students paired as boys and girls, rural and urban students, and high and low socio economic status groups. This indicates that factors like gender and socio economic status were the factors influencing the achievement in social studies

Mohanty (2009): studied social correlates of academic achievement of rural underprivileged primary school girls and found that socio economic status was a potential social correlate of academic achievement; home environment had positive correlation with academic achievement in case of low achievers only; school environment failed to establish any relationship with the achievement level of high and low achievers.

Choudhary (2009): studied family patterns and academic achievement of students and found that students from urban joint family were better in academic achievement than the students coming from rural joint family; students coming from urban nuclear family were better in academic achievement than the students coming from rural nuclear families; urban students were better in academic achievement than rural students.

Significant of the Study

From the above review of the related literature, concluded that many researchers have not done research at district level as well as combined family climate, Personal adjustment and academic achievement with secondary school students therefore this research is potent significant study topics having combined results with Belgaum District south. In this regard the above selected Problem is more potent to know the different family climate, influencing on the academic achievement towards secondary school students Belgaum south.

Objectives

1. To find the difference between boys and girls students of secondary schools of Belgaum south with respect to family climate.
2. To find the difference between students of rural and urban secondary schools of Belgaum south with respect to family climate.
3. To find the difference between Kannada and English medium

students of secondary schools of Belgaum south with respect to family climate.

- To find the difference between students of government, aided and unaided secondary schools of Belgaum south with respect to family climate.

Hypothesis

- There is no significant difference between boys and girls students of secondary schools of Belgaum south with respect to family climate.
- There is no significant difference between students of rural and urban secondary schools of Belgaum south with respect to family climate.
- There is no significant difference between Kannada and English medium students of secondary schools of Belgaum south with respect to family climate.
- There is no significant difference between students of government, aided and unaided secondary schools of Belgaum south with respect to family climate.

Design of the study

The research is based on relationship between the multiple intrinsic objects the researcher has used the descriptive survey method to find out the correlation exists between the intrinsic objects. The Suitable standard research questioner Schedule and standard research Interview Schedule has been employed based on nature of the study

The purpose of the convenience, the different sections of chapter IV of the study has been organized under the following sections:

- Descriptive statistics
- Differential statistics

Correlation analysis of academic achievement scores of students of secondary schools of Belgaum south with other independent variables

- Multiple linear regressions analysis of academic achievement scores of students of secondary schools of Belgaum south with other independent variables
- Path analysis of direct and indirect effects of independent variables on academic achievement scores of students of secondary schools of Belgaum south

Population and Sampling Technique

The researcher has applied the stratified and random sampling method to collect the sample from secondary school students at Belgaum South.

Variables: This Investigation includes below mentioned variables

- Independent Variables: Family Climate
- Dependent Variables: Academic Achievement
- Moderate Variables: Gender, Type of School, Locality, Medium of Instruction

Data Collection

By keeping the Objectives and Hypothesis in the Mind with the suitable sampling techniques investigator visited different schools to collect the data with the permission of concern authorities. To collect the data investigator is adopted the survey method.

Academic Achievement questionnaire is prepared by the investigator with the help of the expert and guide after completion of the polite study it was tested to identify the validity and reliability of the questionnaire. Academic achievement questionnaire was

self constructed tool.

Statistical Techniques used

The researcher employed relevant correlation tests such as 't' test, 'P' test other than the suitable statistical techniques employed on the basis of nature of the study. The previous over all percentage of the student is consider as an academic achievement of the students.

Hypothesis:1 There is no significant difference between boys and girls students of secondary schools of Belgaum south with respect to family climate.

To test this hypothesis, the independent t test was applied and the results are presented in the following table.

Table:1 Results of t test between boys and girls students of secondary schools of Belgaum south with respect to family climate.

Gender	Mean	SD	SE	t-value	p-value	Signi.
Boys	277.70	42.25	3.34	-1.3372	0.1821	>0.05, NS
Girls	283.99	41.94	3.32			

The results of the above table, clearly shows that, a non-significant difference was observed between boys and girls students of secondary schools of Belgaum south with respect to family climate scores ($t=-1.3372$, $p<0.05$) at 0.05 level of significance. It means that, the boys and girls students of secondary schools of Belgaum south have similar family climate.

Hypothesis:2 There is no significant difference between students of rural and urban secondary schools of Belgaum south with respect to family climate.

To test this hypothesis, the independent t test was applied and the results are presented in the following table.

Table:2 Results of t test between students of rural and urban of secondary schools of Belgaum south with respect to family climate.

Location	Mean	SD	SE	t-value	p-value	Signi.
Rural	288.01	40.60	3.21	3.0786	0.0023	<0.05, S
Urban	273.69	42.58	3.37			

The results of the above table, clearly shows that, a significant difference was observed between students of rural and urban secondary schools of Belgaum south with respect to family climate scores ($t=3.0786$, $p<0.05$) at 0.05 level of significance. It means that, the students of urban secondary schools have significant smaller family climate scores as compared to students of rural secondary schools of Belgaum south.

Hypothesis:3 There is no significant difference between Kannada and English medium students of secondary schools of Belgaum south with respect to family climate.

To test this hypothesis, the independent t test was applied and the results are presented in the following table.

Table:3 Results of t test between Kannada and English medium students of secondary schools of Belgaum south with respect to family climate

Medium	Mean	SD	SE	t-value	p-value	Signi.
Kannada medium	281.38	45.29	2.92	0.3877	0.6985	>0.05, NS
English medium	279.26	31.05	3.47			

The results of the above table, clearly shows that, a non-significant difference was observed between Kannada and English medium students of secondary schools of Belgaum south with respect to family climate scores ($t=0.3877$, $p<0.05$) at 0.05 level of significance. It means that, the Kannada and English medium students of secondary schools of Belgaum south have similar family climate

Hypothesis:4 There is no significant difference between students of government, aided and unaided secondary schools of Belgaum south with respect to family climate.

To test this hypothesis, the one way ANOVA test was applied and the results are presented in the following table.

Table:4 Results of ANOVA test between students of government, aided and unaided secondary schools of Belgaum south with respect to family climate.

Sources of variation	Degrees of freedom	Sum of squares	Mean sum of squares	F-value	p-value	Signi.
Between management	2	26678.68	13339.34	7.8302	0.0005	<0.05, S
Within management	317	540036.82	1703.59			
Total	319	566715.50				

The results of the above table, clearly shows that, a significant difference was observed between students of government, aided and unaided secondary schools of Belgaum south with respect to family climate scores ($F=7.8302$, $p<0.05$) at 0.05 level of significance. It means that, the students of government, aided and unaided secondary schools of Belgaum south have different family climate.

Findings

1. The boys and girls students of secondary schools of Belgaum south have similar family climate.
2. The students of urban secondary schools have significant smaller family climate as compared to students of rural secondary schools of Belgaum south.
3. The Kannada and English medium students of secondary schools of Belgaum south have similar family climate
4. The students of government, aided and unaided secondary schools of Belgaum south have different family climate.

Summary & Conclusion

This study shows that family climate fully influences on academic achievement. Good home environment, educated home climate and socio- economic enriched family climate play a very important role on the academic achievement of the children. Care and consternation increases learning ability and their Academic Performance.

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