

ACADEMIC ACHIEVEMENT OF ADOLESCENTS IN RELATION TO THEIR FAMILY CLIMATE

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Abstract

The present study analysed the relationship between Academic Achievement of adolescents in relation to their Family Climate. Random sampling technique was employed to obtain a sample of 100 students (Boys and Girls) from 10 Government senior secondary Schools from Ludhiana district. Family climate scale (FCS) by Shah (2006) and academic achievement scores of students in class VIII were used for the purpose of the study. Academic achievement of the adolescents having favourable and unfavourable family climate was taken dimension wise. The results indicated significant difference in the academic achievement of adolescents across freedom v/s restrictiveness, avoidance v/s indulgence, attention v/s negligence, warmth v/s cold relations, trust v/s distrust and expectation v/s hopelessness dimension of Family Climate. No significant difference was reported for fairness v/s partiality, acceptance v/s rejection, dominance v/s submission and open communication v/s controlled communication dimension of family climate. Education is widely held to be crucial for the survival and success of individuals and countries in the emerging global environment. The central task of education is to implant a will and facility for learning and learning is measured by achievement in the schools in curricular and co-curricular activities. Crow and Crow (1956) describes achievement as the extent to which learner is profiting from instructions in a given area of learning. Trow (1960) defines academic achievement as attained ability for degree of competence in school task, usually measured by the standard test and expressed in age or grade units based upon the norms derived from a wide sampling of pupil's performance. In other words academic achievement is not one dimensional but a multidimensional phenomenon. There are many psychological, physiological, sociological and environment factors that affect the academic achievement of the student like intelligence, motivation, aptitude, physical and mental health socio-economic status, parental support, family and school environmental etc.

Family is the original social institution from which all other institutions have development. Family is a group of interacting personalities, each of which has a definite role and status. This group has a personality of their own. Family provides training, nurturing and care for young children. According to Newman and Newman (1981) Family climate is the first and perhaps the most enduring context for growth, adjustment within the family means, identifying with models, accepting values and playing out family roles. Family climate means an interpersonal relationship between the parents and the child. It includes parent's attitude towards the child as perceived by him. Family climate plays very important role in personality development and adjustment of children. If there is feeling of mutual understanding in the family, it contributes significantly in improvement of educational achievement, forward thinking, proper adjustment and other required quality.

Fan and Chen (2001) found that parental involvement, as represented by parents supervision of children at home (e.g., rules for watching TV, for doing school work, etc.) had the weakest relationship with students' academic achievement, whereas parents aspirations and expectation for children's educational achievement appeared to have the strongest relationship with students' academic achievement. Cherian (1990) found a significant negative relationship between frequency of punishment experienced by pupils and their academic achievement. Children with a higher frequency of punishment at home or in school tended to achieve a lower score in academic achievement. Kaur (1999) concluded that the family environment of gifted students reflected more cohesiveness, expressiveness, independence, achievement orientedness than the average students. Achievement was found to be partially correlated with the family environment both gifted and average groups. Henderson and Mapp (2012) highlighted the importance of family by recognizing that all family members – siblings, grandparents, aunts, uncles, and fictive kin – who may be friends or neighbors, often contribute in significant ways to children's education and development. Kumar and Lal (2014) conducted a research on academic achievement in relation to family environment and concluded that the adolescents experiencing healthy family environments are found to have higher academic achievement in comparison to children belonging to low family environment.

A careful review of related literature revealed that family or home related variables have a significant impact on the academic achievement of the students. The type of family climate, has a direct bearing upon the child's levels of performance in the school. So, through the present study the investigator made an attempt to study family climate in relationship to academic achievement.

OBJECTIVES

- To find out the significant difference between the academic achievement of adolescents across the ten dimensions of family climate:
 - i. freedom v/s restrictiveness
 - ii. avoidance v/s indulgence.
 - iii. fairness v/s partiality
 - iv. attention v/s negligence
 - v. acceptance v/s rejection
 - vi. warmth v/s cold relations.
 - vii. trust v/s distrust
 - viii. dominance v/s submission
 - ix. expectation v/s hopelessness
 - x. open communication v/s controlled communication

METHOD

Sample

Random sampling technique was employed. A Sample of 100 students from 10 Government senior secondary Schools from Ludhiana district were taken for the present study. Both boys and girls of class IX were included in the data.

Tool used

1. Family climate scale (FCS) by Shah (2006)
2. Academic achievement denoted by marks obtained in Grade VIII

Procedure

The FCS was administered to the subjects in groups in normal classroom situation. The instructions were provided on the first page of the scale booklet. The answers of the subjects were recorded on the answer keys. Scoring was done according to the instructions given in the manual.

Results and Discussion

Kelley's (1939) method was used to divide the students into favourable family climate groups (freedom, indulgence, fairness, attention, acceptance, warmth, trust, submission, expectation, open communication) family climate groups and unfavourable family climate groups (restrictiveness, avoidance, partiality, negligence, rejection, cold relations, distrust, dominance, hopelessness, controlled communication) across each dimension. Academic achievement of the adolescents having favourable and unfavourable family climate was taken dimension wise.

Table:1 showing Mean, Standard Deviation and t-value of academic achievement of adolescents across the ten dimensions of family climate

Dimension		N	Mean	S.D.	t-value	Null Hypotheses
First	Freedom	27	73.93	18.75	2.02*	Rejected
	Restrictiveness	27	63.53	18.35		
Second	Avoidance	27	61.07	19.07	2.15*	Rejected
	Indulgence	27	71.49	15.67		
Third	Fairness	27	71.63	18.28	1.43 ^{NS}	Accepted
	Partiality	27	64.92	15.56		
Fourth	Attention	27	74.38	17.00	2.95**	Rejected
	Negligence	27	60.74	16.31		
Fifth	Acceptance	27	66.14	15.52	0.07 ^{NS}	Accepted
	Rejection	27	66.47	17.08		

Sixth	Warmth	27	73.22	17.89	2.06*	Rejected
	Cold Relations	27	63.15	17.39		
Seventh	Trust	27	72.52	18.45	2.22*	Rejected
	Distrust	27	61.67	16.78		
Eighth	Dominance	27	62.87	16.15	1.65 ^{NS}	Accepted
	Submission	27	70.64	17.85		
Ninth	Expectation	27	74.08	19.35	2.21*	Rejected
	Hopelessness	27	63.45	15.15		
Tenth	Open communication	27	68.36	16.80	0.46 ^{NS}	Accepted
	Controlled communication	27	66.36	14.79		

**Significant at 0.01 level.N.S-
Non-significant
*Significant at 0.05 level

Table 1 clearly indicates that the two groups having freedom dimension of family climate and restrictiveness dimension of family climate differ significantly in their scores on academic achievement as the value of t-ratio is 2.02 which is significant at 0.05 level. This result helps in drawing the conclusion that adolescents having freedom in their family climate tend to achieve higher mean score of academic achievement as compared to adolescents having restrictiveness in their family climate. It may be because adolescents perceiving freedom in their family climate are more responsible and competent in their studies.

Further it is evident from the Table 1 significant differences exist between mean scores of academic achievement of adolescents having avoidance v/s indulgence type of family climate as the value of t-ratio is 2.15 which is significant at 0.05 level. Such a finding could be because the adolescents perceiving indulgence in their family climate get adequate support from their family.

Hence they tend to achieve higher than the adolescents perceiving avoidance in their family climate.

Table 1 also reveals that the two groups having fairness dimension of family climate and partiality dimension of family climate do not differ significantly in their scores of academic achievement as the t-ratio is 1.43 which is non-significant.

Table 1 also helps in concluding that the two groups having attention dimension of family climate and negligence dimension of family climate differ significantly in their scores of academic achievement as the t-ratio is 2.95 which is significant at 0.01 level. This result brings into light that the adolescents receiving attention from their families are motivated to achieve more in academics as they receive proper monitoring and guidance of the elders in their school education.

It is also observed from Table 1 that the two groups having acceptance dimension of family climate and rejection dimension of family climate do not differ significantly in their scores of academic achievement as t-ratio is

0.07 which is non-significant.

Further analysis of Table 1 indicates that the two groups having warmth dimension of family climate and cold relations dimension of family climate differ significantly in their scores of academic achievement as the t-ratio is 2.06 which is significant at 0.05 level. Such results imply that the warmth of the family ensures good emotional health of the adolescents. The sensitive, considerate, positive, attentive, supportive and trusting attitude of the family can be therefore responsible for the higher scores of adolescents with warmth dimensions of family climate as compared to coldness in family climate.

The value of Table 1 depicts another conclusion that the two groups having trust dimension of family climate and distrust dimension of family climate differ significantly in their scores of academic achievement as the t-ratio is 2.22 which is significant at 0.05 level. Higher academic achievement scores of adolescents perceiving trust in their family climate could be because such adolescents become more responsible as their families trust their decisions and integrity.

Table 1 also revealed that the two groups having dominance dimension of family climate and submission dimension of family climate differ significantly in their scores of academic achievement as the t-ratio is 1.65 which is non-significant.

Further Table 1 indicates that the two groups having expectation dimension of family climate and hopelessness dimension of family climate differ significantly in their scores of academic achievement as the t-ratio is 2.21 which is significant at 0.05 level. These results imply that adolescents whose families have high hopes on them struggle hard with sincerity to come up to the expectations of their family whereas adolescents who perceive hopelessness in their family climate lose faith in themselves and are not motivated to achieve high.

The results in Table 1 also show that the two groups having open communication dimension of family climate and controlled communication dimension of family climate differ significantly in their scores of academic achievement as t-ratio is 0.46 which is non-significant.

The findings of the study:

1. There exists significant difference between the academic achievement of adolescents having freedom v/s restrictiveness dimension of family climate.
2. There exists significant difference between the academic achievement of adolescents having avoidance v/s indulgence dimension of family climate.
3. No significant difference between the academic achievement of adolescents having fairness v/s partiality dimension of family climate.
4. There exists significant difference between the academic achievement of adolescents having attention v/s negligence dimension of family climate.
5. No significant difference between the academic achievement of adolescents having acceptance v/s rejection dimension of family climate.
6. There exists significant difference between the academic achievement of adolescents having warmth v/s cold relations dimension of family climate.
7. There exists significant difference between the academic achievement of adolescents having trust v/s distrust dimension of family climate.
8. No significant difference between the academic achievement of adolescents having dominance v/s submission dimension of family climate.
9. There exists significant difference between the academic achievement of adolescents having expectation v/s hopelessness dimension of family climate.
10. No significant difference between the academic achievement of adolescents having

EDUCATIONAL IMPLICATIONS

The results and conclusions obtained in the present study can be used to generate useful implications parents, teachers, administrators and curriculum makers. The results clearly indicate that the various favourable and unfavourable dimensions of family climate have a great impact on academic achievement of the adolescents. Freedom, indulgence, attention, warmth, trust and expectation of the family members have a significant favourable effect on the academic achievement of adolescents. On the other hand negative dimensions of family climate like restrictiveness, avoidance, negligence, coldness in relations, distrust and hopelessness perceived by the adolescents in their family climate adversely effects their academic achievement.

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