



**A STUDY OF ACADEMIC ACHIEVEMENT OF ADOLESCENTS IN  
RELATION TO FAMILY CLIMATE**

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***Abstract***

*The purpose of the study was to understand the extent of relationship between academic achievement and family climate of adolescents. Present study was conducted on a random sample of 767 adolescents (460 female and 307 male) studying in 10+1 class in Govt. /Private Senior Secondary Schools of Punjab. There is positive significant correlation between family climate and academic achievement of adolescents. Thus highly satisfactory the family climate, higher is the academic achievement of adolescents. Significant difference exists in the academic achievement of adolescent due to highly satisfactory family climate and highly dissatisfactory family climate. It is also found that academic achievement of adolescent living in highly satisfactory family climate is higher as compared to their counterparts living in highly dissatisfactory family climate. Hence on the basis of these results hypothesis that there will be significant difference in the academic achievement of adolescent belonging to highly satisfactory family climate and highly dissatisfactory family climate is retained. As per the results of the present study significant difference is obtained in the academic achievement of male adolescents due to highly satisfactory family climate and highly dissatisfactory family climate. Significant difference exists in academic achievement of female adolescents due to highly satisfactory family climate and highly dissatisfactory family climate.*

**Introduction**

The role of family has been praised in the personality development of adolescents. With the advances made recently in the field of information technology, the importance of family has increased exponentially. The expansion of computer technology helps students in developing their own images at home. Through the use of internet, e-mail and laptop computers students adopt new approaches for solving academic problems. Psychologists,

Educators & Sociologists all agree that, whatever, be the structure of schools and facilities rendered by the government, the family continues to occupy the most crucial role in the development of the child.

Stephens (1965) writes”, A child living in favourable environment for a long time becomes bright, on the other hand, the child who lives in unfavorable environment, falls behind in national norms.”

The family is the oldest, the basic and fundamental unit of human society. It is an institution to which every one of us is born. Home is the first social environment of the child. It is the family where child develops his first social relationship/ and he acquires many of the social patterns, habits, manners and attitude which determines his future adjustment. Family climate is the basis of emotional, social and intellectual development. Ethical virtues like sincerity, sympathy, love, honesty, truthfulness and sublimation of instincts are developed according to the family climate.

Family with its physical, intellectual and emotional aspects shapes a child's life in his journey towards self-fulfillment. Individual differences owe their origin mostly (barring genetic factors) to a number of variables created by home, which may hinder or help the progressive growth of a child. The family environment is a pervasive and highly influential socialization agent for children.

Family climate is the most effective in bringing about proper development of personality and leading appropriate adjustment with self and members of the family and moulds individual's behavior. It is often said that home is first institution of education and mother is the first teacher of the child. Family is the cradle of all civic virtues and nursery of all democratic values. A child sees the light of day in home and family. It is the first social environment where all physical, mental, cultural and social development of an individual takes place. It is here where he receives the first lesson of citizenship and moral discipline through face to face contacts. Hence these early relationships with parents and siblings are of paramount importance for the child. Parental behavior whether stern or affectionate, permissive or prohibitive affects the adjustment of a child at home. Children are influenced by their parents in their attitudes, the children who become successful as they grow older are almost those who come from homes where parental attitude towards them have been favourable and where a wholesome relationship between child and parents exists. On the other hand, overprotective behavior of parents give their children a crippled character encouraging dependency rather than independence. So the same fire that melts the butter hardens the egg.

Environment means everything outside the individual that calls forth a reaction from him. Environment chiefly includes the individual's social milieu.

Every individual bears an imprint of the environment in which he is brought up As Ross (1981) has said that, “Environment is any external force which influence us.”

The family environment, the company of fellow beings, the parental care and treatment, exercise a deep influence on the nature of values.

Moreover, the educational background of the families also influence the social, cultural and moral development of the children.

Out of all the aims of education, the academic achievement of a pupil continue to be the primary concern and the most important goal of education and the main area of education research. Stephens (1958) states, "Not that other aspects of educational objectives are to be ignored but the fact remains that academic performance is the unique responsibility of all educational institutions established by the society to promote a wholesome scholastic development of the pupil."

Educational growth is considered as the main goal of education, which includes performance. Therefore, achievement refers to the pupil's knowledge attainment and skills developed in the school subjects which are assessed by the authorities with the help of achievement tests in the form of board or university examination. It is considered as primary goal. Trow (1959) defines academic area performance as "the attained ability or degree of competence in school tasks usually measured by standardized tests and expressed in age or grade units based on norms derived from a wide sampling of pupil's performance." Academic performance is the proficiency of the students as aforesaid in the academic subjects such as reading, writing, arithmetic, history, science etc. as well as the skills) developed there in such areas as industrial, arts and physical education. It is the competence actually shown by the students in the subject in which they have received instruction at school.

Midha (2001) conducted a study on the impact of parental involvement on self-concept and academic achievement and reported that there existed a positive correlation between parental involvement and self concept and also between parental involvement and academic achievement.

Gaur (2005) in her study found the impact of home environment on the academic achievement of Sr. Secondary School students and found that environment affects the academic achievement of students in a significant way. Students who were living in rich home environment were higher in their academic achievement as compared to the students who were living in poor home environment.

#### **OBJECTIVES OF THE STUDY**

1. To study the relationship of family climate with academic achievement of adolescents.
2. To study the effect of family climate on academic achievement of adolescents.
- 3 To study the effect of family climate on academic achievement of male adolescents.
- 4 To study the effect of family climate on academic achievement of female adolescents.

#### **HYPOTHESES**

- 1 There is significant correlation between family climate and academic achievement of adolescents.

- 2 There is significant difference in the academic achievement of adolescents belonging to highly satisfactory family climate (HSFC) and highly dissatisfactory family climate (HDFC).
- 3 There is significant difference in achievement of male adolescents belonging to highly satisfactory family climate (HSFC) and highly dissatisfactory family climate.
- 4 There is significant difference in academic achievement of female adolescents belonging to highly satisfactory family climate (HSFC) and highly dissatisfactory family climate.

#### **METHOD**

In the present study survey method of investigation was employed in order to ascertain the relationship of family climate, academic achievement, adjustment and life values of adolescents and also to find out and compare the academic achievement, adjustment level and life values of adolescents due to highly dissatisfactory and highly satisfactory family climate with the help of t-ratio techniques.

#### **SAMPLE**

Present study was conducted on a random sample of 767 adolescents (460 female and 307 male) studying in 10+1 class in Govt. /Private Senior Secondary Schools of Punjab.

#### **TOOLS USED**

1. Family Climate Scale (by Uniyal and Beena Shah 1982).
2. Academic achievement This was measured from the result of 10th class examination conducted by Punjab School Education Board Mohali.

#### **STATISTICAL TECHNIQUES USED**

1. Pearson's Product Moment Method of Correlation
2. Mean, S.D. and t-ratio.

**Table 1: Co-efficient of Correlation between independent variables and dependent variable (N767)**

| <b>Dependent variables</b> | <b>'r' between independent variable of family climate and dependent variables</b> |
|----------------------------|---|
| 1 Academic Achievement     | 0.207**   |

Thus hypothesis 1 that there is significant correlation between family climate and academic achievement of adolescents is retained in the present study.

**Table 2: Values of Means, SDs, and t-ratios to locate differences in the Academic Achievement of adolescents due to highly dissatisfactory and highly satisfactory family climate. (Total sample)**

| Variable             | Groups of Family climate | N   | Mean  | SD    | Df  | t-ratio |
|----------------------|--------------------------|-----|-------|-------|-----|---------|
| Academic Achievement | Highly dissatisfactory   | 147 | 53.30 | 10.92 | 296 | 4.11**  |
|                      | Highly satisfactory      | 151 | 58.89 | 12.46 |     |         |

\*\*Significant at 0.01 level

Hence, on the basis of above results, hypothesis No. 2 that there is significant difference in the academic achievement of adolescents belonging to highly satisfactory family climate (HSFC) and highly dissatisfactory family climate (HDFC) is accepted here.

**Table 3: Values of Means, SDs and t-ratio to locate differences in the Academic Achievement of male adolescents due to highly dissatisfactory and highly satisfactory family climate.**

| Dependent Variable   | Groups of Family climate | N  | Mean  | SD    | Df  | t-ratio |
|----------------------|--------------------------|----|-------|-------|-----|---------|
| Academic Achievement | Highly dissatisfactory   | 78 | 51.59 | 10.18 | 175 | 3.39**  |
|                      | Highly satisfactory      | 99 | 56.39 | 12.65 |     |         |

\*\*Significant at 0.01 level

Therefore, hypothesis No. 3 that there is significant differences in the academic achievement of male adolescents belonging to highly satisfactory family climate (HSFC) and highly dissatisfactory family climate (HDFC) is accepted.

**Table 4: Values of Means, SDs and t-ratio to locate differences in the academic Achievement of female adolescents due to highly dissatisfactory and highly satisfactory family climate.**

| Dependent Variable   | Groups of Family climate | N  | Mean  | SD    | Df  | t-ratio |
|----------------------|--------------------------|----|-------|-------|-----|---------|
| Academic Achievement | Highly dissatisfactory   | 69 | 54.72 | 11.89 | 119 | 3.956** |
|                      | Highly satisfactory      | 52 | 62.95 | 10.94 |     |         |

\*\*Significant at 0.01 level

Thus from the above results, hypothesis No. 4 that there is significant differences in academic achievement of female adolescents belonging to highly satisfactory family climate (HSFC) and highly dissatisfactory family climate (HDFC) is retained in the presents investigation.

## **CONCLUSIONS**

On the basis of analyses following conclusions are drawn:

1. There is positive significant correlation between family climate and academic achievement of adolescents. Thus highly satisfactory the family climate, higher is the academic achievement of adolescents.
2. Significant difference exists in the academic achievement of adolescent due to highly satisfactory family climate and highly dissatisfactory family climate. It is also found that academic achievement of adolescent living in highly satisfactory family climate is higher as compared to their counterparts living in highly dissatisfactory family climate. Hence on the basis of these results hypothesis 2 that there will be significant difference in the academic achievement of adolescent belonging to highly satisfactory family climate and highly dissatisfactory family climate is retained.
3. As per the results of the present study significant difference is obtained in the academic achievement of male adolescents due to highly satisfactory family climate and highly dissatisfactory family climate.
4. Significant difference exists in academic achievement of female adolescents due to highly satisfactory family climate and highly dissatisfactory family climate.

## **EDUCATIONAL IMPLICATIONS**

Findings of the present study has important implications. Some of the implications have been given below: -

1. As per the findings of the present study there is positive significant relationship between family climate and academic achievement. Therefore,, it is very much essential that parents and other members of the family must be careful in providing highly satisfactory climate in the family in terms of psychological and social aspects, physical facilities and self imposed discipline, for the all round development of the personality and academic achievement of the adolescents.
2. Family members must be very particular in maintaining interpersonal relationship with the adolescents in order to channelize their energies in the right direction.
3. Since family climate also affects the academic achievement of the adolescents, therefore, there is need to tailor the school climate to bring wide range of experiences by way of quiz- competition, tours, debate, discussion, self government and various subject associations. This will provide academic freedom to the adolescents in the school also which will further help them in better adjustment and attaining excellence in the academic field.
4. Parents, teachers and principals can work together in providing highly satisfactory climate at home and school by way of giving affection, security and freedom of decision making in order to enhance the academic achievement of the adolescents.

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