

Study of Academic Achievement of Private and Government Secondary School Students in relation to their Family Climate

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ABSTRACT

The present study was conducted to study the academic achievement of private and government secondary school students in relation to their family climate. The method adopted for this research was descriptive method and the sample comprised of 800 secondary school students in which 400 students (200 boys and 200 girls) were taken from private schools and 400 students (200 boys and 200 girls) were taken from government schools. It was found that there is a significant difference between private and government secondary school students on family climate. Private school students possess high level of Family Climate as compared to government school students. It was also found there is no significant difference between private and government secondary students on Warmth-Cold Relations dimension of Family Climate. It was found that there is a significant difference between private and government secondary school students on the variable of Academic Achievement. It was revealed that there is a significant positive relationship between Family climate and Academic achievement. Family climate has large significant effect on students' academic achievement. Students with poor family climate were less likely to complete academic achievement than those with better family climate.

Key words: academic achievement, government school, family climate, private school

I. INTRODUCTION

According to Burgess and Locke (1953, as cited at Mitchell, 1968), "A family is a group of persons united by the ties of marriage, blood or adoption constituting a single household, interacting and inter-communicating with each other in their respective social role of husband and wife, mother and father, son and daughter, brother and sister, creating and maintaining a common culture. Family is the fundamental group of society which provides the natural environment for the growth and well-being of all its members, particularly children. Close parent/adolescent relationships, good parenting skills, shared family activities and positive parent role modelling all have well-documented effects on adolescent health and development (Hair *et al.*, 2005, Parker *et al.*, 2004, Resnick *et al.*, 2004). Children's physical and emotional status as well as their social and cognitive development greatly depends on how their family operates. The rising incidence of behavioural problems among adolescents

demonstrates that some families are unable to cope with the increasing stresses they are experiencing. Family forms include Motherhood, fatherhood, blended, adoptive, two parents, grandparents as parents, incarcerated, cultural and ethnic diversity, singlehood, co- parenting, single parent, biracial, multi-ethnic, same sex, teen-parent, foster, military, relatives as primary care givers, step family, nuclear, extended, childless etc. The word “Climate” is a more comprehensive one. It includes within itself the word “Environment”. Climate means a prevailing condition or set of attitude in human affairs. The human elements surrounding the child constitute the “Environment”. It embraces the social, physical and emotional activities of the family. Family climate usually refers to the environment, both physical and emotional, and the state of the family whether it is good, bad, dysfunctional etc. (Knapp, 1993). Synonyms of family climate are Home environments, familial support, home life, family life, family stability, family living, atmosphere of family, home condition, family environment, living space, personal space, home setting, living conditions, family atmosphere, home atmosphere, family characteristics, family culture (Knapp, 1993). Family Climate exerts a deep and persistent influence on the life of the individual for it is the family in which he acquires the intimate experience.

The term achievement refers to the degree or the level of success attained in some specific school tasks especially scholastic performance, in this sense academic achievement means the attained ability to perform school tasks, which can be general or specific to a given subject matter. Academic achievement could be defined as self-perception and self-evaluation of one’s objective academic success. Academic achievement generally indicates the learning outcomes of pupil. Achievement of those learning outcomes requires a series of planned and organized experiences. Good (1973), has defined, academic achievement as knowledge attitude or skill developed in the school subject usually designed by test scores or by marks assigned by teacher or by both. Consequently, academic achievement could be defined as self-perception and self-evaluation of one’s objective success. The educational background of the families also influences the social, cultural and moral development of the children. Out of all the aims of education, the academic achievement of a pupil continues to be the primary concern and the most important goal of education and the main area of education research. Not that other aspect 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.

II. REVIEW OF THE RELATED LITERATURE

Dandagal (2017) found that the boys and girls students of secondary schools of Belgaum south have similar family climate. Poonam (2017) recommended that parents need to be aware of the importance of their role in their children’s academic achievement motivation so that they can provide the necessary facilities at home. Kanchan (2017) investigated that family environment effect on the study habits of secondary school students. Bharat (2016) found that the level of academic achievement is more in private schools student than government school students. Mehmood (2016) guided and trained to make congruence between career behaviour and his expected behaviour at that age. Gurmanjit (2015) Career maturity (career competence& career competence) of



boys and girls of ninth grade in relation to their family climate was found. Jerome (2015) ANOVA results showed that there is significance between mean responses between parents' economic status and students' academic. Linus (2015) identified income, educational background and occupational level as well as permissive parenting style as the main predictive variables influencing students' academic performance.

III. STATEMENT OF THE PROBLEM

The statement of the present proposal follows as under:

Study of Academic Achievement of Private and Government Secondary School Students in relation to their Family Climate

IV. OBJECTIVES

The proposed study was conducted with the following objectives:

1. To study the Family Climate and Academic Achievement of Secondary school students in private and government schools.
2. To find out the relationship between Family Climate and Academic Achievement of secondary school students in private and government schools.

V. HYPOTHESES

1. Private and government secondary school students differ significantly on Family Climate.
2. Private and government secondary school students differ significantly on Academic Achievement.
3. There is a positive relationship between Family Climate and Academic Achievement.

VI. OPERATIONAL DEFINITIONS

The following operational definitions have been formulated for the proposed study:

1. **Family Climate:** In the present proposal, Family climate means the scores obtained from the subjects by using BeenaShah's Family Climate Scale (FIS).
2. **Academic Achievement:** In the present proposal, Academic Achievement has been operationally defined as the scores obtained by the sample subjects in their previous two examinations.
3. **Private school:** In the proposed study private schools refers to those schools which are run by private agencies.
4. **Government school:** In the proposed study Government schools refers to those schools which are run by government.

VII. METHODOLOGY

Method: The present study has been completed through the descriptive method of research.

Sample

There are 10 districts in Kashmir division, out of which only 2 districts viz, Srinagar and Baramulla were selected randomly. The sample for the present study was drawn from both private and government schools of Kashmir division. The study comprised of 800 secondary school students in which 400 students (200 boys and 200 girls) were taken from private schools and 400 students (200 boys and 200 girls) were taken from government schools.

Table 1: The breakups of the sample are as under

Group	Government		Private		Total
	Boys	Girls	Boys	Girls	
Secondary School Students	200	200	200	200	800

Description of the tools

Following tools will be selected to collect the relevant data from the field.

- 1. Family Climate:** Family Climate Scale developed by Beena Shah. This is a 3 point scale of 90 dimensions FCS I. Freedom-Restrictiveness, II. Attention-Negligence, III. Dominance-Submission, IV. Acceptance-Rejection, V. Trust-Distrust, VI. Indulgence-Avoidance, VII. Warmth-Coldness, VIII. Expectation-Hopelessness, IX. Partially-Fairness and X. Open communication-controlled communication.
- 2. Academic Achievement:** The Academic Achievement of the children in private and government schools were assessed by checking the previous two years academic records of the sample subjects.

VIII. ANALYSIS AND INTERPRETATION

Table 2: Showing the Mean comparison of Private and Government secondary school students on the variable Family

Dimensions	Group	N	Mean	Std. Deviation	t-value	Level of Sig.
Restrictiveness Vs. Freedom	Private	400	12.41	1.255	6.231	Sig. at 0.01 level
	Government	400	11.82	1.429		
Indulgence Vs. Avoidance	Private	400	13.69	1.836	3.898	Sig. at 0.01 level
	Government	400	13.11	2.342		
Partiality Vs. Fairness	Private	400	15.04	1.884	14.723	Sig. at 0.01 level
	Government	400	13.12	1.804		

Attention Vs. Negligence	Private	400	15.11	1.288	13.460	Sig. at 0.01 level
	Government	400	13.67	1.695		
Acceptance Vs. Rejection	Private	400	14.32	1.913	2.357	Sig. at 0.05 level
	Government	400	13.98	2.130		
Warmth Vs. Cold Relations	Private	400	14.25	2.128	1.178	Not Significant
	Government	400	14.06	2.366		
Trust Vs. Distrust	Private	400	11.56	1.247	10.077	Sig. at 0.01 level
	Government	400	10.65	1.293		
Dominance Vs. Submissiveness	Private	400	10.98	1.364	11.433	Sig. at 0.01 level
	Government	400	9.63	1.939		
Expectation Vs. Hopelessness	Private	400	12.60	1.212	2.763	Sig. at 0.01 level
	Government	400	12.36	1.193		
Open Communication Vs. Controlled Communication	Private	400	12.99	2.051	4.048	Sig. at 0.01 level
	Government	400	12.41	2.019		
FC	Private	400	132.93	6.912	10.874	Sig. at 0.01 level
	Government	400	124.80	13.255		

The perusal of above table shows the mean comparison of private and government secondary school students on various dimensions of family climate. The analysis shows that there is significant difference between private and government secondary school students on Freedom-Restrictiveness, Attention-Negligence, Dominance-Submission, Trust-Distrust, Indulgence-Avoidance, Expectation-Hopelessness, Partially-Fairness and Open communication-controlled communication at 0.01 levels, while as both the groups differ significantly at 0.05 level on Acceptance – Rejection. The above table also reveals that there is no significant difference between the two groups on Warmth-Cold Relations. Thus, we can say that there exists a significant difference between private and government secondary school students on the variable of Family climate as the obtained t-value (10.874) is found significant at 0.01 level of confidence. The mean value of private secondary school students is 132.93 is higher than the mean value of government secondary school students (124.80). Therefore the hypothesis no--in chapter I which reads as Private and government secondary school students differ significantly on Family climate stands accepted.

Table 3: Showing the mean comparison of Private and Governmentsecondary school students on various dimensions of Academic Achievement

Group	N	Mean	Std. Deviation	t-value	Level of Sig.
Private	400	84.68	9.632	22.866	Sig. at

Government	400	66.70	12.412		0.01 level
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The above table shows the mean comparison of private and government secondary school students on academic achievement. The table reveals that there exists a significant difference between private and government secondary school students on the variable of Academic Achievement as the obtained t-value (22.866) is found significant at 0.01 level of confidence. The mean value of government secondary school students is 66.70 is higher than the mean value of private secondary school students (84.68). Thus from the confirmation of the above table, the hypothesis no--- in chapter I, which reads as, there is significant difference between private and government secondary school students on academic achievement stands accepted.

Table 4: Showing the Correlation between Family climate and Academic Achievement of Private and Government Secondary School Students

Variables	R
FC VS Achievement	.147**

** . Correlation is significant at the 0.01 level

The above table reveals the coefficient of correlation between Family climate and Academic achievement of private and government secondary school students. The result of the table infers that there is a positive and significant relationship between family environment and academic achievement of private and government secondary school students at 0.01 levels. Therefore Academic achievement is highly dependent with the family climate of an individual. Thus from the confirmation of the result revealed from table----the hypothesis no --- in chapter I, which reads as, “there positive and significant relationship between family climate and academic achievement” has been accepted.

IX. DISCUSSION

Private and government secondary school students were compared on family climate, it was revealed that private school students have better family climate as compared to government school students. Thus, we can say that a significant difference was found between private and government respondents of secondary school students on the variable of Family climate. It also revealed that there exists no significant difference between the two groups on dimension of Warmth-Cold Relations Private school students experience better Family Climate as compared to government school students. The results are partially in line with the studies conducted by **LalitBhushan (2013)** which revealed that General category students were found to be better on their family climate and school adjustment than their counterparts SC and BC category students but a non-significant difference occurred on family climate and school adjustment of SC and BC category students.

From the analysis, it was found that a significant difference was found between private and government secondary school students on Academic achievement. Academic achievement of private secondary school students is higher than the Academic achievement of government school students. As compared to government school students, private school students give more importance to their studies by attending school regularly, by completing assignments on time, by listening class lecture properly. Also, private school students prepare notes, study in advance for examinations. Thus their performance is better as compared to government school students. From the analysis, it was revealed that there is a positive and significant relationship between family climate and academic achievement of private and government secondary school students. Therefore academic achievement is highly dependent with the family climate of an individual. The parents' involvement need to continue to bring parents into the educational process and to encourage parents to activate their concerns about children's grades. In order to further foster better communication between home and school, teachers should encourage parents to be aware of school policies and the curriculum. Many parents may not be aware of the influence of various home environmental factors on the academic achievement of their children. Parents need to be informed that they can contribute to the education of their children through encouragement, provision of learning facilities, and active assistance among other strategies. Also, schools should focus on creating academically supportive teacher-student relationships which can substitute for those parents' who rarely visit school campus. The results are partially in line with the studies conducted by **Kuldip (2014)** in which there was a 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. Similarly, **Shafeeq (2015)**, **Valdes (2014)**, also support our results.

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