

FAMILY CLIMATE AND ACADEMIC ACHIEVEMENT OF MALE AND FEMALE ADOLESCENTS IN KASHMIR

Sabahat Aslam

Research Scholar, Department of Education, Kashmir University

ABSTRACT

This research study was conducted to study Family Climate and academic achievement of adolescents in relation to their gender. For this purpose 200 adolescents (100 male and 100 female students) between the age range of 17 to 19 years were selected. The family climate questionnaire by Dr. Beena Shah was used and Students results were considered to determine the academic achievement. To analyze and interpret the data, mean, S.D, t- test were used. The findings revealed that there is significant mean difference between male and female adolescents of Kashmir division in relation to their family climate. Also significant difference was found between male and female adolescents in relation to their academic achievement.

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

1.INTRODUCTION

Family as a primary institution has survived through ages but has changed drastically over the years in its structure, functions and characteristics, especially in India. This change in Indian family set-up can be attributed to economic factors (industrialization, urbanization, mobility) or cultural factors (growth of democratic ideals, decline of religious orthodoxy etc.). Psychologists have consistently proved that the proper development of the child is impossible without a good family climate or home environment. It is the family which provides most of the early environmental influence upon the personality which remains throughout life. It is the greatest socializing agency in all contemporary cultures.

Achievement ordinarily means actual ability where as capacity means potential ability. Academic achievement means achievement level or performance outcome of the students. It can be defined as what a student does or achieve at his school. It is a common practice to promote students from a lower class to a higher class. It helps in declaring students successful or unsuccessful, choosing students for various courses and selecting students for different jobs.

Adolescence is the period of rapid growth. It is a period of transition when the past will effect the present as well as the future. Family is the basic environment which prepares the young children for future responsibilities,



and parental attitude is the key which makes environmental conditions favourable or unfavourable for proper development of a young child.

II.OBJECTIVES OF THE STUDY

- To compare the Family Climate of male and female adolescents.
- To compare the academic achievement of male and female adolescents.
- To Find out the relationship between Family Climate and academic achievement of adolescent students.

III.HYPOTHESES OF THE STUDY

- . There is significant mean difference between male and female adolescents on Family Climate.
- There is significant mean difference between male and female adolescents on academic achievement.
- There is positive relationship between Family Climate and Academic Achievement of adolescent students.

IV.SAMPLE

This study was conducted on 200 adolescent students from different schools of Kashmir Valley , out of which 100 were male and 100 were female.

The breakup of the sample is as under:

Group	Male	Female
Adolescents (200)	100	100

V.SELECTION AND DESCRIPTION OF TOOL

The tools for the present study were selected in a manner to achieve an optimum level of confidence by the investigator for the objectives of the study. Since the study principally contained two variables namely Family Climate and Academic Achievement. Therefore, such tools were decided to be chosen as could validly and reliably measure these variables. The investigator after screening a number of available tests finally selected the following tools to collect the data.

A) Family Climate: The family climate questionnaire developed by Dr. Beena Shah (2006) has been used for data collection. The inventory was having 90 questions and each question was having three options ranging from most acceptable to least acceptable. The investigators adopted the test-retest method to find out the reliability coefficients of the family climate scale (FCS). Reliability and validity of the questionnaire is highly satisfactory.



B) Student's academic achievement has been taken from students mark sheet.

C) ANALYSIS

The data collected on the basis of family climate and academic achievement of adolescent students and scores are systematically analyzed with the help of suitable statistical techniques in order to find out the answers to the questions raised in this present study.

Table`1: Showing the mean comparison between male and female adolescents on Restrictiveness vs Freedom dimension of Family Climate (N=200).

Group	N	Mean	S.D	t-value	Level of significance
Male	100	11.18	4.23	1.23	Insignificant
Female	100	11.95	4.60		

A quick look at the above table shows the mean comparison between male and female adolescent students on Restrictiveness vs Freedom dimension of Family Climate. The statistical data reveals that there is no significant difference between the two groups. Though the mean difference favours the female students but the difference failed to arrive at any level of confidence.

Table`1.1: Showing the mean comparison between male and female adolescents on Indulgence vs Avoidance dimension of Family Climate (N=200).

Group	N	Mean	S.D	t-value	Level of significance
Male	100	11.67	4.50	0.494	Insignificant
Female	100	12.01	5.20		

A quick look at the above table shows the mean comparison between male and female adolescent students on Indulgence vs Avoidance dimension of Family Climate. The statistical data reveals that there is no significant difference between the two groups. Though the mean difference favours the female students but the difference failed to arrive at any level of confidence.

Table`1.2: Showing the mean comparison between male and female adolescents on Partiality vs Fairness dimension of Family Climate (N=200).



Group	N	Mean	S.D	t-value	Level of significance
Male	100	11.39	4.40	1.17	Insignificant
Female	100	12.23	5.60		

A quick look at the above table shows the mean comparison between male and female adolescent students on Partiality vs Fairness dimension of Family Climate. The statistical data reveals that there is no significant difference between the two groups. Though the mean difference favours the female students but the difference failed to arrive at any level of confidence.

Table`1.2: Showing the mean comparison between male and female adolescents on Attention vs Negligence dimension of Family Climate (N=200).

Group	N	Mean	S.D	t-value	Level of significance
Male	100	11.23	6.20	2.19	Significant at 0.05 level
Female	100	13.01	5.23		

The above table depicts the mean comparison between male and female adolescent students on Attention vs Negligence dimension of Family Climate. The data shows that there is mean significant difference between male students and female students and the difference was found to be significant at 0.05 level. The observed difference favours the female students.

Table`1.2: Showing the mean comparison between male and female adolescents on Acceptance vs Rejection dimension of Family Climate (N=200).

Group	N	Mean	S.D	t-value	Level of significance
Male	100	11.23	6.20	2.75	Significant at 0.01 level
Female	100	13.47	5.23		

The above table depicts the mean comparison between male and female adolescent students on Acceptance vs Rejection dimension of Family Climate. The data shows that there is mean significant difference between male



students and female students and the difference was found to be significant at 0.01 level. The observed difference favours the female students.

Table`1.2: Showing the mean comparison between male and female adolescents on Warmth vs Cold Relations dimension of Family Climate (N=200).

Group	N	Mean	S.D	t-value	Level of significance
Male	100	10.23	4.10	2.58	Significant at 0.05 level
Female	100	11.96	5.33		

The above table depicts the mean comparison between male and female adolescent students on Warmth vs Cold Relations dimension of Family Climate. The data shows that there is mean significant difference between male students and female students and

the difference was found to be significant at 0.05 level. The observed difference favours the female students.

Table`1.2: Showing the mean comparison between male and female adolescents on Trust vs distrust dimension of Family Climate (N=200).

Group	N	Mean	S.D	t-value	Level of significance
Male	100	9.86	3.36	0.168	Insignificant
Female	100	10.01	4.10		

A quick look at the above table shows the mean comparison between male and female adolescent students on Trust vs distrust dimension of Family Climate. The statistical data reveals that there is no significant difference between the two groups. Though the mean difference favours the female students but the difference failed to arrive at any level of confidence.

Table`1.2: Showing the mean comparison between male and female adolescents on Dominance vs submissiveness dimension of Family Climate (N=200).

Group	N	Mean	S.D	t-value	Level of significance
Male	100	8.26	2.16	3.05	significant at 0.01 level



Female	100	9.41	3.10		
---------------	------------	-------------	-------------	--	--

The above table depicts the mean comparison between male and female adolescent students on Dominance vs submissiveness dimension of Family Climate. The data shows that there is mean significant difference between male students and female students and the difference was found to be significant at 0.01 level. The observed difference favours the female students.

Table`1.2: Showing the mean comparison between male and female adolescents on Expectation vs hopelessness dimension of Family Climate (N=200).

Group	N	Mean	S.D	t-value	Level of significance
Male	100	10.01	3.12	5.38	significant at 0.01 level
Female	100	12.81	4.20		

The above table depicts the mean comparison between male and female adolescent students on Expectation vs hopelessness dimension of Family Climate. The data shows that there is mean significant difference between male students and female students and the difference was found to be significant at 0.01 level. The observed difference favours the female students.

Showing the mean comparison between male and female adolescents on Open Communication Vs Controlled Communication dimension of Family Climate (N=200).

Group	N	Mean	S.D	t-value	Level of significance
Male	100	8.34	2.32	1.76	Insignificant
Female	100	9.01	3.01		

A quick look at the above table shows the mean comparison between male and female adolescent students on Open Communication Vs Controlled Communication dimension of Family Climate. The statistical data



reveals that there is no significant difference between the two groups. Though the mean difference favours the female students but the difference failed to arrive at any level of confidence.

Showing the mean comparison between male and female adolescents on overall scores of Family Climate (N=200).

Group	N	Mean	S.D	t-value	Level of significance
Male	100	110.12	15.32	2.34	significant at 0.05 level
Female	100	115.32	16.20		

The above table depicts the mean comparison between male and female adolescent students on **overall scores of Family Climate**. The data shows that there is mean significant difference between male students and female students and the difference was found to be significant at 0.05 level. The observed difference favours the female students.

In the light of the above evidences, the hypothesis which reads as, *“There is significant mean difference between male and female adolescents on Family Climate.”* stands accepted.

On the basis of the above mentioned results, the Objective which reads as, *“To compare the Family Climate of male and female adolescents.”* stands accomplished.

Showing the mean comparison between male and female adolescents on Academic Achievement (N=200).

Group	N	Mean	S.D	t-value	Level of significance
Male	100	73.23	10.12	3.78	significant at 0.01 level
Female	100	78.90	11.20		

The above table depicts the mean comparison between male and female adolescent students on academic achievement. The data shows that there is mean significant difference between male students and female students and the difference was found to be significant at 0.01 level. The observed difference favours the female students. Hence female students were found to have better academic achievement than their male counterparts.



In the light of the above evidences, the hypothesis which reads as, *“There is significant mean difference between male and female adolescents on academic achievement.”* stands accepted.

On the basis of the above mentioned results, the Objective which reads as, *“To compare the academic achievement of male and female adolescents.”* stands accomplished.

V. CORRELATION

Correlation Between Family Climate And Academic Achievement Of Adolescent

Variables	Correlation	Level of significance
Family Climate Vs Academic Achievement	$r = 0.273$	Significant at 0.05 level.

The data reveals that there is positive relationship between Family Climate and Academic Achievement of adolescent students having the Coefficient of Correlation $r = 0.273$. The data reveals that the Family Climate is positively related with Academic Achievement. This suggest that better the Family Climate, better will be the academic achievement.

In the light of the above results, the hypothesis which reads as, *“There is positive relationship between Family Climate and Academic Achievement of adolescent students”* stands accepted.

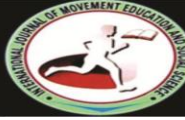
On the basis of the above mentioned results, the Objective which reads as, *“To Find out the relationship between Family Climate and academic achievement of adolescent students”* stands accomplished

VI. CONCLUSION

1. Significant mean difference was found between male and female adolescents on the overall scores of Family Climate and females were having better Family Climate than male counterparts.
2. Significant mean difference was found between male and female adolescents in relation to their academic achievement and females were having better academic achievement than their male counterparts.
3. There is a positive correlation between Family Climate and Academic Achievement

REFERENCES

- [1.] Bernard, B. (1991): Fostering resilience in kids protective factors in the family, school and community. Report from Western Regional Center for drug free schools and communities, San Francisco: CA. Far West Laboratory.
- [2.] Bhadoria, Deepti and Singh, Tara (2005): Culture-specific differences in value orientation of adolescents. Praachi Journal of Psycho-Cultural Dimensions, 21(1): 63-69.



- [3.] Bhawna & Mandeep Kaur(2015):Academic Achievement of Adolescents In Relation To Parental Encouragement: Journal of Research & Method in Education, Volume 5, Issue 3 Ver. IV (May - Jun. 2015), PP 30-36.
- [4.] Cassidy, T. and Lynn, R. (1991): Achievement Motivation, Educational Attainment, Cycles of Disadvantage and Social Competence: Some Longitudinal Data, British Journal of Educational Psychology, 61, 1-12. Cleveland, J., Michael; Gibbons, X. Frederick; Gerrard, Meg and Pomery, A. along with Brody,
- [5.] H. Gene (2005): The Impact of Parenting on Risk Cognitions and Risk Behaviour: A study of Mediation and Moderation in a Panel of African American Adolescents Child Department 76(4): 900-916. Conklin,
- [6.] M.E. and Dailey, A.R. (1981): Does consistency of parental educational encouragement matter for secondary school students? Sociology of Education, 54: 254-262. Crouter, A.C.; Head, M.R.;
- [7.] Mcttale, S.M. and Tucker, C.J. (2004):Family time and psychological adjustment of adolescent siblings and their parents. Journal of Marriage and Family, 66: 147-162.
- [8.] Devi, Kalyani, T. and Madhuri, Veera, G. (2008): Parental Employment, Grade and Gender on Social Maturity of Adolescents. Indian Journal of Psychometry and Education, 39(1): 33-36. Eisenberg, Nancy; Zhou Qing; Spinrad, L. Tracy; Valiente, Carlos;
- [9.] Fases A. Richard and Liew, Jeffrey (2005): Relations Among Positive Parenting, Children's Effortful Control, and Externalizing Problems: A Three-wave Longitudinal Study. Child Development, 76(5): 1055-1071.