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Address

• Vikram Nagar, Boudhi Chouk, Latur.
• Tq. Latur, Dis. Latur 413512 (MS.)
• (+91) 9922455749, (+91) 9158387437

Email

• aaiirjpramod@gmail.com
• aayushijournal@gmail.com

Website

• www.aiirjournal.com

CHIEF EDITOR – PRAMOD PRAKASHRAO TANDALE

“A Study Of Family Climate, Emotional Intelligence, Personal Adjustment And Academic Achievement Of Secondary School Students In Bidar District ”

Lokesha.S;

Research Scholar

Dakshina Bharathiya Hindi Prachar Sabha Regional
Postgraduate and Research Institute D.C.
Compound Dharawada State Karnataka.

Dr. V.S.Exambi,

Research Guide

Principal K.R.E.Society's Karnataka College of
Education Bidar.Karnataka State.

Abstract:

Family climate/ 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. The present research theoretical paper discuss on introduction, concept of family climate, Concept of Academic Achievement, Factors affecting on academic achievement of school students, Family climate and its relationships with academic achievement and conclusion.

Key words:-Family climate, Academic achievement, Underachievement, Community Factors etc

Introduction:

Family is the fundamental group of society, which provides the natural environment for the growth, and well-being of all its members, particularly children. Earlier at one time family was defined as the group of people composed of a man (the bread-winner) and a woman (the homemaker and caregiver) who were permanently tied in marriage and the children that this particular couple had brought into the world. This traditional family was regarded as the bedrock of a stable society and assumed the essential context for bringing-up well-adjusted children. Today, the nature of family is changing. Marriage is no longer regarded as an essential pre-requisite to family life. Divorce rate has increased rapidly resulting in single parent families. Nuclear family / single parent family have replaced joint family.

Children's physical and emotional statuses as well as their social and cognitive development greatly depend 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.

Concept of Family Climate

Family: The word „Family“ has been taken from the Roman word „famulus“ meaning a servant. Family is an enduring association of parent and offsprings whose primary function are the socialization of the child and satisfaction of the members. However, to understand the influence of

the family on the child, it is important to understand family and its functions. Family has been defined in the Oxford Dictionary as:

- (1) The body of persons who live in one house or under one head, including parents, children, servants etc.
- (2) The ground consisting of parents and their children, whether living together or not.
- (3) A person's children reared collectively.
- (4) Those descended or claimed descent from a common ancestry.

A family is a child's first experience of relationships generally occurs within the family. It is a small intimate group of basic setting Within which most children come in contact with society where they learn how to behave within a society and outside world.

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 forms: The many ways of being a family are: 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.

Climate: A prevailing condition or set of attitude in human affairs.

Family climate: 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: 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).

If students in single parent and step family household do not get the emotional support and security and attention and also the low SES which effect their achievement in school. Regardless of the amount of research indicating that there are negative consequences for single parent families, there is a growing body of literature indicating that there are positive effects of being a resident in a single-parent home. Most importantly, adolescents living in a single parent family because of divorce or separation typically fare better than adolescents living in intact families with high levels of conflict. It appears that it is more important to have a harmonious family climate than one that has an intact two-parent status characterized by high levels of conflict.

Mother's employment a common trend diminishes school achievement since a full time company is lacking. If parents set high standards, children exert most effort and their achievement is higher especially in low SES. A varied number of family climates effect the adolescents behaviour and later his career. Exposure to family violence, family relationship skills in adolescents exposed to community violence sibling rivalry and stepsiblings / older siblings all effect school performances. Types of family joint and nuclear where adolescents become attention deficit. Late marriages have late children therefore there is less connectivity between parent and child and thus a generation gap develops. Due to this generation gap or lack of connectivity adolescents are more associated with other aspects instead of parents such as internet, mass media i.e. Television, Magazines etc. Internet

exposure is causing injury to the adolescents students through playing games, shopping, downloading music, doing homework. Internet has become a virtual meeting place where teens hang out with their peers to pass time. Adolescent girls hang

Out with magazines to read about female issues and how to be attractive and famous among opposite sexes. Television has both positive and negative influences on an individual. Negative influences are damages to health due to sedentary life style, obesity, aggressive behavior, reduction in sleeping hours, early onset of tobacco use, early sexual initiation and poor school performances. Although television has, some positive influences also as it is a medium for information but the negative influences are more pronounced.

Family as a social unit is an important determinant for shaping one's mental capacities along with their physical and social structure. The family climate is influenced by a number of factors like the nature of family's constellation, number of family members, marital relationships, parental employment and income, sibling relationship and socio-economic and religious background of the family. The family climate possesses a certain consistency by which there is a impact of the same basic values, individuals, material objects etc. on the family members.

Parental influence may not be felt in a specific situation, but the attitudes and ideas repressed day after day inevitably leave their mark. Parental emotional and practical support predicts positive outcomes like high social cognition, better self-esteem, and intellectual competence. Positive parenting behaviour protects the adolescents from subsequent substance use and problem behaviour (Cleveland et al., 2005). Close parent-adolescent relationship are crucial for adolescents mental wellbeing, increased communication gap deteriorates their mental health.

Concept of Academic Achievement

The term "Academic Achievement" is said to be the coinage of the great Greek Philosopher, Plato, according to whom "Academic achievement means the attainment level, at which a student functions in his or her school task through a regular curriculum in a fixed place to which he named as the academy." Achievement ordinarily means actual ability where as capacity means potential ability. Academic achievement indicates how much knowledge and skills an individual has obtained in various school subjects (Mohanty 1988).

Synonyms of academic achievement: Academic aptitude, academic ability, academic aspiration, intelligence, achievement potential, educational motivation, academic performance, grade point average, academic status, academic attainment, academic skills, educational attainment, knowledge level, mathematic achievement, reading achievement, etc. (Knapp, 2000).

Academic achievement can be defined as excellence in all academic disciplines, in class as well as extracurricular skills, punctuality, assertiveness, arts, culture, and the like. An academic achievement is something you do or achieve at school, college, or university in a class, in a laboratory, library, or fieldwork. It does not include sport or music. An academic achievement, such as graduating, first in one's class, is sometimes a purely quantitative matter, which having the findings of lengthy, comprehensive research published by a recognized journal is also a notable academic achievement. Being named head/chairman of a particular department at a university is both a professional and an academic achievement.

Since success and failure play such an important role in the development of young people, academic achievement is revealed by grades and promotion. Good grades mean „success and poor grades means „failure“ to the scholars. Grade replacement whether in a „slow or „fast section,

promotion, and marks are the criteria by which children assess their academic achievement. Success is ego inflating, failure is ego deflating.

The international observatory on academic achievement (IOAA) members use the CRIRES definition of academic achievement - The concept of academic achievement refers to the achievement by individuals of objective related to various types of knowledge and skills. These objectives are socially established based on the age, prior learning, and capacity of individuals with regard to education, socialization, and qualification. Studies conducted on academic achievement notably focus on student progress and individual, institutional and organizational factors of achievement, along with social relationship interactions that determine, facilitate or hinder academic achievement.

The world is becoming more and more competitive. The desire for high level for academic achievement puts a lot of pressure on teachers and schools, including the educational system in general and on students in particular. Parents desire that their children climb the ladder of performance to as high a level of achievement as possible, which puts a lot of pressure on students. The whole system of education revolves around the academic achievement of the students. Thus, to maximize the achievement within a given set of conditions has become the realistic goal of every education. In educational institutions, success is measured by academic performance, or how well a student meets standards set out by local government and the institution itself. As career competition grows even fiercer in the working world, the importance of students doing well in school has caught the attention of parents, legislators, and government education departments alike. Although education is not the only road to success in the working world, much effort is made to identify, evaluate, track, and encourage the progress of the students in schools. Parents care about their child's academic performance because they believe good academic results will provide more career choices and job security.

It is generally agreed that one of the main objectives of education is to realize the potential of every individual child, however, there are children of all ability levels who for various reasons, fail to reach their full-development and do not attain the scholastic level expected from the majority of their contemporaries. It has been observed that among children of exceptionally high intellectual ability many not only fail to reach the academic level of which they are capable but also quite often their school performance is consistently lower than that of their average ability peers. This brings us to the terms academic under achievement, over achievement, dropouts.

Underachievement: In underachievement, the individual is performing below his tested capacity. The under achiever's performance may not be bad in comparison with that of his classmates, but it is below what he is capable of doing. Some adolescents are general achievers in the sense that their performance is below their capacities in all or nearly all areas; others are specific under achievers working below their capacities in only certain areas and up to their capacities in others. Underachievement is usually an indication of the school student's dissatisfaction.

Overachievement: An „over achiever“ performs above his tested ability. By working hard, by impressing his teachers, with his conscientiousness, or even by cheating he does better than his assessed capacity would lead one to expect. Overachievement would seem to suggest satisfaction with education or a high level of intellectual curiosity. However, it is associated with personality factors; it comes from conditions unrelated to the school or college situation, such as feelings of inadequacy. Studies of overachievers reveal that their dissatisfaction with education comes from two sources. First, they are not satisfied with their academic work because their grades have not

come up to their expectations or the expectations of their parents, and second, they are not satisfied with their social acceptance.

Factors affecting on academic achievement of school students.

It is every parents desire to ensure that their children perform well in school so that they can pursue a successful career later in life. Every child is different and there will always be some who learn at a much quicker pace than others do. The following are the risk factors such as individual, family, peer, school, and community that influence academic achievement. By considering all the issues together, rather than individually, we can understand the issues more openly and can plan for further prevention of mistakes at these levels.

Individual Factors:- School students might not perform well in school or leave school prematurely (dropout) for a number of reasons

- i. Dropouts have poorer self concepts than their peers who stay in school
- ii. Perhaps having low self confidence is the cause of doing poorly in school.
- iii. Alienation from school might be due to lack of sense of belonging to the school or lack of interest in school.
- iv. Behaviour problems in school, starting in elementary grades, are associated with low academic achievement eg: individuals who are highly aggressive in childhood are less likely to graduate from high school.
- v. The use of drugs and alcohol by school students is negatively related to their academic performance.
- vi. Early school problems may be the root of academic failure in high school. Poor performance in school leads to discouragement and ultimately dropping out.

Family Factors:-Following are the few family factors affect on academic achievement.

- i. Lower socioeconomic status is more likely to have lower academic achievement.(Extrome etal, 1986).
- ii. Poor families are more likely to lack basic academic skills, lack of good academic resources, poorer health and nutrition, a factor that could affect their ability to concentrate in classroom.
- iii. The stress and lack of social support to parents in poor families may affect parents support for school success and thus children" s intellectual development.
- iv. The effects of mother" s education and father" s education as well have a positive influence on parenting style and parental expectations thereby on the education of children.
- v. Students who experience family violence or live in single parent families or step parent families are more likely to be absent from school and have lower grades.
- vi. Absence of father or mother, both suggest a loss of potential supervision, another possible link to lower achievement.
- vii. Parents high aspirations and high set standards, exert more effort on the part of children and their school achievement is higher.

Peer Factors:-Following are the few factors which affects on academic achievement

- i. Lack of friends or friends of dropouts have more school problems such as absences, lower grades and less positive attitude towards school.
- ii. Peer influence is considered an important factor in most adolescent behaviors, educational aspiration is one area where parents influence is more important than peer influence.
- iii. However, positive support from parents may offset any negative influence of peers and on school performance and supportive peers may similarly provide offsetting effects on negative parental influences.

School Factors:-The following are the few factors affecting on academic achievement.

- i. Effective teachers are those who like their students, are highly involved with students, encourage participative learning and have high expectations for their students.
- ii. School curriculum that is flexible and open to innovations is another feature of effective schools.
- iii. Periodically upgrading their training is more important than experience for effective teaching.
- iv. Counselling services can help students close to dropping out and suggest alternatives to improve the situation.
- v. At the time of transition of adolescence, students face another stress of high school, i.e. students face both biological and social changes simultaneously which can lead to academic problems.
- vi. Transfer and residential mobility causes the changing of school and thus losing interest in schooling and adjustment.

Community Factors:-Following are the few factors affecting on academic achievement.

- i. The general socioeconomic level in a community appears to be related to school success.
- ii. Since adolescence is a vulnerable group any antisocial activity quickly influences the adolescents growing minds. If people of different family employment reside together than adolescents will try to copy the persons doing shop keeping and get disinterested in educations.

Family climate and its relationships with academic achievement.

It is well recognized that if pupils are to maximize their potential in schooling, they will need the full support of their parents. Parents, the broader family, peer groups, neighborhood influences, school etc. all are implicated in shaping children's progress towards their self-fulfillment. Intelligence is not the only determinant of academic achievement. High motivation and engagement in learning have consistently being linked to reduced dropout rates and increased level of student's success. The family is the primary social system for children. Cassidy and Lynn (1991) included a specific factor of the families' socio-economic status, crowding, as an indicator of how being disadvantaged effects educational attainment.

Conclusion:-

A closely-knit, contented family unit is a cherished ideal for adolescents' sound mental health. Adolescents express themselves better when their parents were warm and more involved in their children's lives. A warm cohesive family with low level of interpersonal conflicts does a better job of meeting children's physical and psychological needs than families characterized by high levels of conflict and disengagement from each other. Valuing each other in a family is great, but not enough. Family members who do not spend time together are also disadvantaged, because daily interactions increase the sense of cohesion in the families and provide opportunities for resolving minor conflicts. found that families who share more quality time together have much warmer family relationship resulting in better psychological adjustments and thus better academic performances. Family climate is a vast term. It includes various components, which individually and collectively affects an individual. If family climate is favourable, it could make an average person into a distinct personality, but on the other hand, an unfavourable one could destroy all the chances for success of a brilliant person. Thus if family climate/parents having high aspirations and high set standards, exert more effort on the part of children and their school achievement is higher.

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