

## A Comparative Study of Secondary School Student's Academic Achievement in Relation to Family Climate and Emotional Intelligence

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### **Abstract**

*This paper intends to compare the academic achievement of secondary school students in relation to family climate and emotional intelligence. So for this purpose data was collected on the sample of 400 students of secondary class from Rewari and Jhajjar districts. Data was analyzed by using appropriate statistical techniques viz. Mean S.D. and T-test. To measure the emotional intelligence of the secondary school students, a test made by Dr. S.K.Mangal and Mrs. Subhra Manglal is used and to measure the favorable and unfavorable family climate a scale of family climate by Beena Shah was used in this study. The results show that students having high emotional intelligence, and having favorable family climate show high academic achievement.*

### **Keywords**

*Academic achievement, emotional intelligence and family climate.*

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## **Introduction**

Education plays an eminent role in the development of our society. In our life it occupies a very important place. In the same way Education is very important for each and every individual. Education is a process that contributes to the natural and harmonious development of man's innate powers and brings about the complete development of man's individuality, helps him to adjust himself to his environment, prepares him for the duties and responsibilities of life and citizenship and changes behavior and attitude in such a way that is beneficial for the society and the country. Through education man develops his thinking and reasoning, problem-solving and creativity, intellectual potential and aptitude, positive sentiments and skills, good values and attitudes."The chief task of education is above all to shape man, or to guide the evolving dynamism through which a man forms himself as a man".

The meaning of achievement is to achieve or to get something at the end of the session or after completing the work. After achieving achievement we can fulfill our dreams. Especially it means the proficiency attained in some academic work. It is the student's performance in any test or exam in the class. It is a kind of test through which we come to know that what has been achieved in school subjects. Academic achievement is an important part of one's life because it provides a prompt to an individual to achieve his goal. It prepares a child to select his vocation in this age of competition. We all know that only those people who achieve good academic records also achieve good status in the society.

Based on academic achievement all students are leveled as bright, average and dull, on which our destiny is based. Parents show the dominating behavior over their wards so that they can force them to get success. Such dominance can create frustration among the students. It seems as if the whole system of education revolves around the academic achievement of students. Thus, schools, teachers and parents spend a lot of time and make efforts to help students to achieve higher in their scholastic endeavors [Ramaswamy, 1990].

Due to good academic achievement we find the fact of improving the personality of our students and their recognition by parents, peer groups, teachers, neighbors and society. It boosts the child and makes them feel that they are assets in the family, school and society.

The strongest factor in molding a child's personality is the relationship that he has with his parents. Parents are considered the most important teachers in children's life. However, their roles in formal education have been recently recognized. The role of parents, their interest and their attitude in the education of

their children have a deep impact on the academic achievement of their children. In the book 'Learning Begins at Home' by Routledge & Paul [1968], it is concluded that the teachers by involving parents in the school bring about a rise in the level of parental encouragement which ultimately enhances the children's performance.

Usually parents support their children's learning from the moment children start speaking and playing. They assist them to gain awareness, skills and the confidence necessary to succeed in their present environment and to deal with later responsibilities in school and in life enhancing their cognitive, and social development.

### **Significance of the Problem**

Family climate affects positively to academic achievement. The parents interfere in the matter of their children when they are under the stress .It is mostly happens in the family that having a favorable and unfavorable family climate affects a child's academic achievement because they spend too much time with their child whether we see that when their family climate is not favourable parents do not have enough time to spend with their children.

Authoritarian parents control the activities of their children by using strict punishment. It adversely affects the creativity. With this basic assumption, there is a need for a study to examine the impact of emotional intelligence and family climate on the academic achievement of secondary school students seems quite important.

### **Objectives of the Study**

1. To compare the academic achievement of secondary school students having high socio-economic status and low socio-economic status.
2. To compare the academic achievement of secondary school students having favorable and unfavorable family climates.

### **Hypothesis of the Study**

1. There exists no significant difference in academic achievement between secondary school students having high socio-economic status and low socio-economic status.
2. There exists no significant difference in the academic achievement of secondary school students having favorable and unfavorable family climates.

### **Variables**

#### **Dependent variable**

- Academic achievement

#### **Independent variable**

- Socio economic status

- Family climate

**Method of Study**

Descriptive survey method

**Sample**

Data was collected from a sample of 400 students of secondary school students. The sample was collected with the help of a multistage random sampling technique.

**Tools Used**

- Socioeconomic status scale by Prof A.. Kalia and Sudhir Shahu.
- Family Climate Scale by Beena Shah

**Statistical Techniques Used**

Mean, Standard deviation and t-test are used to find the results.

**Results and Findings**

**Objective-1:** To compare the academic achievement of secondary school students having high socio-economic status and low socio-economic status.

**Hypothesis-1:** There exists no significant difference in academic achievement between secondary school students having high socio-economic status and low socio-economic status.

**Table 1 Means, S.D.s and ‘t’ ratio of academic achievement of secondary school students having high and low socio-economic status**

Variable	Group	N	Mean	S.D.	‘t’ ratios	Level of Significance
Academic achievement	High Socio-Economic Status	151	76.66	15.84	2.312	Significant at 0.05
	Low Socio-Economic Status	80	71.52	16.47		

**Fig. 1 Means scores of academic achievement of secondary school students having low and high socio-economic status**

Table 1 shows that the mean scores of academic achievement of secondary school students having low and high socio-economic status are 76.66 and 71.52 respectively. The ‘t’ value comes out to be 2.312 which is significant at 0.05 level. It depicts that secondary school students having low and high socio-economic status differ significantly in academic achievement. Hence, the null hypothesis, “There exists no significant difference in the academic achievement of secondary school

students' having high socioeconomic status and low socio-economic status" is not retained. The higher mean score of secondary school students having high socio-economic status shows that they have more academic achievement than secondary school students having low socio-economic status.

**Objective 2:** To compare the academic achievement of secondary school students having favorable and unfavorable family climates.

**Hypothesis-2:** There exists no significant difference in the academic achievement of secondary school students having favorable and unfavorable family climates.

**Table 2 Means, S.D.s and 't' ratio of academic achievement of secondary**

Variable	Group	N	Mean	S.D.	't' ratios	Level of Significance
Academic achievement	Favorable Family Climate	150	78.48	10.33	11.494	Significant at 0.01
	Unfavorable Family Climate	102	59.92	14.61		

**Fig. 2 Means scores of academic achievement of secondary school students having favorable and unfavorable family climate**

Table 2 shows that the mean scores of academic achievement of secondary school students having favorable and unfavorable family climates are 78.48 and 59.92 respectively. The 't' value comes out to be 11.494 which is significant at 0.01 level. It depicts that secondary school students having favorable and unfavorable family climates differ significantly in academic achievement. Hence, the null hypothesis, "There exists no significant difference in the academic achievement of secondary school students' having favorable and unfavorable family climate" is not retained. The higher mean score of secondary school students having favorable family climates shows that they have more academic achievement than secondary school students having unfavorable family climates.

### Findings

1. In the present study, it was found that there exists no significant difference in academic achievement between secondary school students having high socioeconomic status and low socio-economic status. Secondary school students having high socio-economic status were found to have more academic achievement than secondary school students having low socio-economic status.

2. It was found that there exists a significant difference in the academic achievement between secondary school students having favorable and unfavorable family climates. Secondary school students having a favorable family climate were found to have more academic achievement than secondary school students having an unfavorable family climate.

### **Suggestions for Further Study**

- (i) The present investigation was carried out on 400 students, studying in secondary schools. A similar study can be carried out on a larger sample to get better and more authentic results.
- (ii) A similar study can be carried out on the students of different age groups and different educational levels.
- (iii) A comparative study of a similar type may be carried out in different states to study certain regional variations.
- (iv) A similar study can be carried out stream-wise and locally.
- (v) A comparative study may be conducted by having the undergraduate and postgraduate students of different departments.
- (vi) Different schools as Navodaya Vidyalayas, and Kendriya Vidyalayas can be taken for comparative study with the same variables.

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