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STUDY OF ACADEMIC ACHIEVEMENT OF ADOLESCENT STUDENTS IN RELATION TO THEIR FAMILY CLIMATE AND AGGRESSION

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ABSTRACT

The present study is an attempt to study the academic achievement of adolescent students in relation to their family climate and aggression. Two hundred adolescent students were selected as a sample of study. Family climate scale by Dr. Beena Shah and Aggression Scale by Dr. G. P. Mathur and Dr. Raj Kumari Bhatnagar and Academic Data Blank were used to assess the Family Climate, Aggression and Academic Achievement of the students respectively. After analysis it was found that (1) Students with favourable family climate have higher academic achievement than students with unfavourable family climate. (2) Students with favourable family climate have lower aggression level than students with unfavourable family climate. (3) There is no significant relationship between academic achievement and aggression of adolescent students. (4) Girls have better academic achievement than boys. (5) There is no significant difference in the family climate of boys and girls. (6) There is no significant difference in the aggression among boys and girls.

KEYWORDS

academic achievement, family climate, aggression.

INTRODUCTION

Education is a form of learning in which the knowledge, skills and habits of a group of people are transmitted from one generation to next through teaching, training or research. Education in the broader sense, is any act or experience that has a formative effect on the mind, character or physical ability of a person. In modern world of technological innovations, all educational institutions are trying to improve their quality in terms of facilities and academic excellence. Learners are conscious about the drastic change occurring in the field of education and are aware of numerous courses and venues of employment. Adolescent is the most important period of human life. It is the period during which boys and girls move from childhood to adulthood mentally, emotionally, socially and physically. They have to go through many emotional upheavals and storms. It has been called as a period of challenge and potential.

Family climate plays an important role in determining cognitive, social and intellectual development of child. The things learnt in the family becomes an integral part of their life. Family is said to be the first school of child. Child learns so many things from his family members. Mother is said to be the first teacher of child. Adolescents are strongly influenced by their parents whatever they feel, observe is reflected in their actions. Family climate exerts tremendous effect on child's behaviour, growth, development, adjustment, self-concept, self-confidence, attitude, habits, academic achievement, style of living etc. The family climate constitutes family members and environment in which child develops. Family climate includes social and physical activities of a child and his family members. If the home environment is not appropriate according to the needs of the child, then it leads to maladjustment of child and results in frustration and aggression. Grych (2001) studied that inter parental conflict has a negative influence on children. Brotman et.al. (2009) found that parenting can also be a factor in aggression, specifically relational aggression. Harsh parenting shows a positive relationship with physical aggression in children, whereas higher levels of responsive parenting and stimulating parenting promote lower level of physical aggression.

Aggression in the behaviour of adolescent is a very serious problem. Aggression is a result of suppressed emotions and feeling which in turn often result in misbehavior and maladjustment. Aggression is an outcome of anger, which is a powerful emotion and which has often resulted in hostility and destruction. Anger and aggression are usually paired together, anger is normal human emotion and it is how people normally responds to threats and it inspires powerful often aggressive feeling that make people to fight. Campell et.al.(2000) found that causes of aggression include work on social learning, imitation, family violence, child abuse, neglect, school aggression, T.V. violence, malnutrition, structures and functional brain abnormalities and hormones etc.

Hadley (2003) concluded that boys often engage in physical aggression whereas girls are more likely to exhibit what has been termed as relational aggression such as exclusion of others from other social group and slander. Aggression takes variety of forms among human beings and it can be physical, or verbal and indirect aggression.

- Physical aggression: It includes such behavior as punishing, hitting, stepping, backing, biting, hair cutting, staffing, shooting and rape.
- Verbal aggression: It includes threatening and intimidating others and engaging is malicious, testing, taunting and name calling.
- Indirect aggression: It includes such behavior as gossiping, spreading rumours and encouraging others to reject or exclude someone.

Today's modern society expects everyone to be a high achiever. The key criteria to be judge one's true potentiality and capabilities is perhaps academic achievement. Academic achievement has become an index of a Child's future. Therefore, it is putting great pressure on the minds of children and their parents. This academic achievement is a function of cognitive and co-cognitive aspects of personality and is the resultant of various factors like personal, social, economic and other. Academic achievement depends on number of factors such as adjustment, mental ability, interest, physical and social environment of child etc. It becomes the duty of school and the parents to provide opportunities to the children to succeed in one field or the other. The pupil in order to perform better, has to give diligent attention, concentrate sufficiently for attainment of desired goals and step wise movement in the direction of the corrected objectives.

JUSTIFICATION OF THE PROBLEM

It is said that adolescence is the period of stress and strain, storm and strive as in this stage many changes takes place such as physical, emotional, intellectual etc. which leads to the problems in their adjustment.

The family climate of adolescent students plays an important role in their life and it affects their performance in school. Sometimes expectations and aspirations of parents are so high. They expect a lot from their children and sometime they also put pressure and compel their children to do a particular task against their wishes. When adolescent is compelled to do task against his wishes then it affects their academic achievement.

High expectations of parents from the children which they feel they are not able to fulfil leads to aggression in the students. The unhealthy family child relationship leads to aggression in them and it adversely effects their academic achievement. The parents and teachers have to adjust with the children. The teachers and parents should act intelligently to give free, healthy conducive environment to the adolescents so as to avoid unhealthy behavior and help them in achieving their educational goals. Thus the present study is worthwhile to study the academic achievement of adolescent students in relation to their family climate and aggression.

OBJECTIVES

The study was conducted to attain the following objectives:

1. To study the academic achievement of adolescent students in relation to their family climate.
2. To study the academic achievement of adolescent students in relation to their aggression.
3. To study the relationship between family climate and aggression among adolescent students.

4. To study the difference in the academic achievement of boys and girls.
5. To study the difference in the family climate of boys and girls.
6. To study the difference in the aggression among boys and girls.

HYPOTHESES

The study was conducted to test the following Hypotheses:

1. There is no significant relationship between academic achievement and family climate of adolescent students.
2. There is no significant relationship between academic achievement and aggression of adolescent students.
3. There is no significant relationship between family climate and aggression among adolescent students.
4. There is no significant difference in the academic achievement of boys and girls.
5. There is no significant difference in the family climate of boys and girls.
6. There is no significant difference in the aggression among boys and girls.

RESEARCH DESIGN OF THE STUDY

The present study falls under the domain of descriptive type of research as it intended to study the academic achievement of adolescent students in relation to their family climate and aggression.

SELECTION OF SAMPLE

In order to conduct the study, 8 government and government aided schools were selected randomly from Amritsar District. Out of these selected schools 100 boy students and 100 girl students were taken from 10th class. After the selection of the students Family Climate Scale by Dr. Beena Shah and Aggression Scale by Dr. G.P. Mathur and Dr. Raj Kumari Bhatnagar were administered. For Academic Achievement marks obtained by students in 9th class were considered.

TOOLS

1. Family Climate Scale by Dr. Beena Shah.
2. Aggression Scale by Dr. G.P. Mathur and Dr. Raj Kumari Bhatnagar.
3. Academic Data Blank.

STATISTICAL TECHNIQUES

In the present study, to analyze the data the various statistical techniques like mean, standard deviation, t-test and correlation were employed. In order to test the hypotheses formulated for the present study, the scores obtained from different tests were subjected to statistical analysis and interpretation.

RESULTS AND DISCUSSION

Hypothesis-I

The first hypothesis stated "There is no significant relationship between academic achievement and family climate of adolescent students".

The first hypothesis was framed to analyze the correlation between academic achievement and family climate of adolescent students. Pearson's product moment correlation was applied to study the intensity of inter relationship between two variables. The result of this analysis is reported in the Table 1.

TABLE 1: SHOWING CORRELATION BETWEEN ACADEMIC ACHIEVEMENT AND FAMILY CLIMATE (N=200)

Variables	df	r	Inference
Family Climate	198	0.242	Significant
Academic Achievement			

It may be observed from the Table 1 that coefficient of correlation between academic achievement and family climate of adolescent students was found to be 0.242 which is significant at 0.01 level of confidence. This indicates that there exists significant relationship between academic achievement and family climate of adolescent students. The positive sign of correlation indicates that favorable is the family climate, higher is the academic achievement of adolescent students. Reason for this may be that family is said to be the first school of child. Child learns healthy habits from the family. Good and conducive family environment encourages the child to have better achievement. Also parents devote more time to their children and are concern about their achievement which in turn contribute to higher academic achievement.

Hypothesis-II

The second hypothesis stated, "There is no significant relationship between academic achievement and aggression of adolescent students".

The second hypothesis was framed to analyze the correlation between academic achievement and aggression of adolescent students. Pearson's product moment correlation was applied to study the degree of correlation between these two variables. The result of this analysis is reported in the Table 2.

TABLE 2: SHOWING CORRELATION BETWEEN ACADEMIC ACHIEVEMENT AND AGGRESSION (N=200)

Variables	df	r	Inference
Aggression	198	0.124	Not Significant
Academic Achievement			

It may be observed from the Table 2 that coefficient of correlation between academic achievement and aggression of adolescent students was found to be 0.124 which is not significant at 0.05 level of confidence. This indicates that there exists no significant relationship between academic achievement and aggression of adolescent students. Reason for this may be that aggressive behaviour is simply the reaction to a situation whereas academic achievement depends on number of factors such as school environment, family environment, teaching learning style etc.

Hypothesis-III

The third hypothesis stated, "There is no significant relationship between family climate and aggression among adolescent students".

The third hypothesis was framed to analyze the correlation between family climate and aggression among adolescent students. Pearson's product moment correlation was applied to study the degree of correlation between these two variables. The result of this analysis is reported in the Table 3.

TABLE 3: SHOWING CORRELATION BETWEEN FAMILY CLIMATE AND AGGRESSION (N=200)

Variables	df	r	Inference
Family Climate	198	-0.139	Significant
Aggression			

It may be observed from the Table 3 that coefficient of correlation between family climate and aggression of adolescent students was found to be -0.139 which is significant at 0.05 level of confidence. This indicates that there exists significant relationship between family climate and aggression among adolescent students. The negative sign of correlation indicates that adolescents with favourable family climate have low aggression level and adolescents with unfavourable family climate have high aggression level. Meaning thereby that favourable is the family climate, lower is the aggression level. Reason for this may be that family is the

first and major agency of socialization where child learns all socially desirable values. Favourable family climate develops in child the capacity to identify non aggressive solution to the problems whereas unfavourable family climate makes them aggressive. The present findings in tune with the finding of Grych (2001). He found that inter parental conflict has a negative influence on children

Hypothesis-IV

The fourth hypothesis stated "There is no significant difference in the academic achievement of boys and girls".

To test the hypothesis, t-test was applied on the academic achievement scores obtained by boys and girls. The result of this analysis is reported in the Table 4.

TABLE 4: SHOWING MEAN SCORES OF ACADEMIC ACHIEVEMENT OF BOYS AND GIRLS (N=200)

Sex	Mean	Standard Deviation	t-value	Inference
Boys	371.88	86.69	3.343	Significant
Girls	412.97	87.11		

It may be observed from the Table 4.4 that the mean scores of boys were 371.88 and standard deviation was 86.69, whereas mean scores of girls were 412.97 and standard deviation was 87.11 and the obtained t-value of 3.343 was found to be significant at 0.01 level of confidence. This indicates that the two groups differ significantly on mean academic achievement scores.

Further analysis of the Table 4 shows that mean scores of girls are higher than boys. This means girls have better academic achievement than boys. Reason for this may be that girls are more serious about studies and devote more time on studies than on other activities as compare to boys. So significant difference is apparent in their academic achievement. The present finding is in tune with the study of Zembar and Blume (2011). They found that girls do better in school than boys. Girls get higher grades and complete high school at a higher rate as compared to boys.

Hypothesis V

The fifth hypothesis stated, "There is no significant differences in the family climate of boys and girls".

To test the hypothesis, t-test of significance was applied on the family climate scores obtained by boys and girls. The result of this analysis is reported in the Table 5.

TABLE 5: SHOWING MEAN SCORES OF FAMILY CLIMATE OF BOYS AND GIRLS (N=200)

Sex	Mean	Standard Deviation	t-value	Inference
Boys	104.01	24.35	0.640	Not Significant
Girls	101.98	20.34		

It may be observed from the Table 5 that mean scores of boys were 104.01 and standard deviation was 24.35, whereas mean scores of girls were 101.98 and standard deviation was 20.34. The obtained t-value of 0.640 was not found to be significant at 0.05 level of confidence. This indicates that boys and girls do not differ significantly on mean family climate scores. Reason for this may be that now a days parents give equal importance to both boys and girls and treat them equally. So, no significant difference is apparent in the family climate of boys and girls.

Hypothesis VI

The sixth hypothesis states, "There is no significant difference in the aggression among boys and girls".

To test the hypothesis, t-test of significance was applied on the aggression scores obtained of boys and girls. The result of this analysis is reported in the Table 6.

TABLE 6: SHOWING MEAN SCORE OF AGGRESSION OF BOYS AND GIRLS (N=200)

Sex	Mean	Standard Deviation	t-value	Inference
Boys	172.40	28.95	0.501	Not Significant
Girls	170.44	26.37		

It may be observed from the Table 6 that the mean scores of boys were 172.40 and standard and deviation was 28.95, whereas mean scores of girls were 170.44 and standard deviation was 26.37. The obtained t-value of 0.501 was not found to be significant event at 0.05 level of confidence. This indicates that boys and girls do not differ significantly on mean aggression scores. Reason for this may be that now a days boys and girls have equal opportunities and they have equal exposure both in school as well as at home. So their tendency to react to a situation is almost the same. So, no significant difference is apparent in their aggression level. The findings of the present study are also in tune with the finding of J.E Lansford (2012), who found that there is no significant differences in the aggression of boys and girls.

FINDINGS

1. There is significant relationship between family climate and academic achievement of adolescent students. Favourable is the family climate, higher will be the academic achievement.
2. There is no significant relationship between academic achievement and aggression of adolescent students.
3. There is negative and significant relationship between family climate and aggression among adolescent students. Favourable is the family climate, lower is the aggression level among the students.
4. There is significant difference in the academic achievement of boys and girls. Girls have better academic achievement than boys.
5. There is no significant difference in the family climate of boys and girls.
6. There is no significant difference in the aggression among boys and girls

EDUCATIONAL IMPLICATIONS

The findings of the study suggest that higher is the family climate higher is the academic achievement so the parents should provide conducive environment to the children to develop their abilities and potentialities. Parent should devote more time to their children and should have check on their activities. Also family climate has impact on aggression level of adolescents so parents should encourage their children to release their tension through various kinds of aggressive plays. Suitable guidance should be provided to them to engage them to deal non aggressively with the situation and to use their emotions in appropriate manner at appropriate time.

LIMITATIONS

The present study was conducted under certain limitations.

1. The sample was small. The present study was confined only to 200 students.
2. The present study was confined to government and government aided schools.
3. It was also confined to X class.
4. The area of investigation covered by the investigator was only Amritsar district.

SCOPE FOR FURTHER RESEARCH

1. The present study should also be conducted on lower classes as well as higher classes.
2. The present study should be extended to many other districts.

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