



A Study of Family Climate and Academic Performance of Secondary School Students of Kerala.

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Abstract

The purpose of this study was to determine whether there is a relation between the family climate and academic performance of secondary school students- with reference to their gender and locality. It was also intended to find out the difference between the boy and girl students in terms of academic performance . The researcher adopted a correlational research design for the study. 80 secondary school students of class IX consisting of 40 boys and 40 girls from rural and urban areas were taken as a sample by random sampling technique. The research tools used for the study were Family Climate Inventory (FCI) and The student's academic performance in scores. The data were analyzed by using Mean, standard deviation, Pearson product moment correlation and t-test. The findings revealed that gender and locale were positively correlated with the family climate of secondary school students as well as their academic performance.

Keywords –family climate, academic performance, secondary school students.

Education is the dynamic process through which individuals acquire knowledge, skills, values, and attitudes that shape their personal development and contribute to society. It encompasses formal settings like schools and universities, as well as informal experiences in families, communities, and the wider world. By fostering curiosity, critical thinking, and lifelong learning, education empowers people to navigate an ever-changing landscape, promotes social equity, and drives cultural and economic progress. Education is a man making process. It is the duty of our family to grow and develop our children for the future .

Family influences academic performance through a blend of structural, emotional, and cultural factors that shape a student's learning environment and mindset. A stable home setting with routines, dedicated study space, and access to resources creates the practical foundation for schoolwork, while parental involvement—such as monitoring assignments, engaging in discussions about school, and attending conferences—reinforces the value of education and provides timely support, and the expectations and beliefs parents communicate, whether through encouragement or high yet realistic standards, nurture self-efficacy and a

growth-oriented attitude that drives persistence; socioeconomic resources further affect outcomes by enabling tutoring, enrichment activities, and basic needs like nutrition, which in turn impact concentration and readiness to learn, and the cultural capital families impart—including familiarity with academic language, norms, and navigational skills within the school system—helps students interpret cues and engage effectively, all of which intertwine to either bolster or hinder a child's academic achievement.

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.

Family climate for secondary-school students encompasses the emotional tone, communication patterns and structural features of the home environment that shape adolescents' attitudes toward learning. It includes dimensions such as cohesion, expressiveness, conflict,

organization and academic emphasis. When these elements are balanced—providing warmth and structure while allowing autonomy—students tend to develop higher self-esteem, stronger motivation, and better academic outcomes; conversely, overly controlling or chaotic climates can increase stress, disengagement, and lower grades, highlighting the importance of a nurturing yet appropriately demanding family atmosphere during the critical secondary-school years.

Academic performance is a crucial aspect of the educational journey, reflecting how well a student achieves their academic goals. It encompasses grades, test scores, and overall engagement in learning. In our fast-paced world, understanding academic performance can directly connect to your interests in productivity, effective study habits, and personal development. By honing this understanding, you can create strategies that not only improve your academic standing but also enhance your overall learning experience.

Objectives

The following were the major objectives of the study:

1. To find out the relationship between academic performance

and their family climate of secondary school students.

2. To find out the relationship between academic performance and their family climate of secondary school students with reference to their gender.

3. To explore the relationship between academic performance and their family climate of secondary school students with reference to their locale.

Hypotheses

The following hypothesis set for the present study:

- There exists a relation between the academic performance and their family climate of students at secondary school level.
- There exists a correlation between the academic performance and their family climate of male students at secondary school level.
- There exists a correlation between the academic performance and their family climate of female students at secondary school level.
- There exists a correlation between the academic performance and their family climate of students at secondary school level in rural area.

- There exists a correlation between the academic performance and their family climate of students at secondary school level in urban area.

Method

In the present study, The Correlational Method has been implemented in order to determine the relationship between academic performance and family climate of secondary school students .

Population

All IX standard secondary school students in the Kollam district, made up the population for this study. and a sample of 80 students from Kollam district IX standard, including 40 males and 40 female, was selected using a simple random selection procedure.

Tools

The research tool used in the present study was the ‘**Family Climate Scale**’ (FCS) prepared and standardized by the researcher herself and academic performance scores of secondary school’s students. Family Climate Scale consisted of 32 items of which 23 items were positive and 9 were negative. This is a

three-point scale which used always, sometimes and never as response options.

Validity and Reliability

This scale's reliability was examined in comparison to the opinions of 3 judges. The items were chosen based on the opinions of experts, and the highly significant discriminative indices of every item retained in the FCS final formulation and verified the validity of the scale. The dependability coefficient's values were all highly significant (P.001) at all times. As a result, the FCS was a trust worthy tool.

The Procedure of Data Collection

For collecting their required data, there searcher personally visited the field with the prior permission of the school authority concerned. The researcher met the respondents explained to them the purpose of the study and collected the data. After collecting the data, she conveyed her thanks to the respond

Method of Data Analysis

The descriptive statistics of mean, standard deviation and Pearson product-moment correlation were used for analysing the data.

Table-1**Correlation between Family Climate and Academic Performance of Secondary School Students.**

Variables	No. of	Correlation r	Significant
family climate and academic performance	80	0.648	Significant at. 0.05 level

Table 1, there is a substantial correlation between academic performance and family climate. Therefore the Null Hypothesis set is rejected. This suggests that there is a

relation between academic performance and their family climate at the secondary school level students .

Table-2**Correlation between family climate and academic performance of secondary school male students.**

Variables	No. of	Correlation r	Significant
family climate and academic performance	40	0.531	Significant at. 0.05 level of Academic significance

Table 2, there is a substantial correlation between academic performance and family climate with respect to gender –male . Therefore, the Null Hypothesis is rejected.

This suggests that there is a relation between academic performance and their family climate at the secondary school level students with respect to gender.

Table:3

Correlation between Family Climate and Academic Achievement of Secondary School female Students.

Variable	No. of	Correlation r	Significant
family climate and academic performance	40	0.498	Significant at. 0.05 level of Academic significance

Table 3, there is a substantial correlation between academic performance and family climate with respect to gender –female . Therefore, the Null Hypothesis is rejected.

This suggests that there is a relation between academic performance and their family climate at the secondary school level students with respect to gender.

Table-4

The relation between family climate and academic performance of secondary school students' in rural areas.

Variable	No. of	Correlation r	Significant
Family climate and academic performance	40	0.498	Significant at. 0.05 level

The table 3 deals that there is a positive relation between the selected variables such as family climate and academic performance of secondary school students of rural areas. Hence the null hypothesis

set in this context is rejected. Therefore, there exist a positive relation between the selected variables such as family climate and academic performance of secondary school students of rural areas.

Table-5

The relation between family climate and academic performance of secondary school students' in urban areas.

Variable	No. of	Correlation r	Significant
Family climate and academic performance	40	0.549	Significant at. 0.05 level

The table 5 deals that there is a positive relation between the selected variables such as family climate and academic performance of secondary school students of urban areas. Hence the null hypothesis set in this context is rejected. Therefore, there exist a positive relation between the selected variables such as family climate and academic performance of secondary school students of urban areas.

Recommendations

Similar studies can be carried out with a combination of related factors, such as study habits, parental encouragement, family type, and emotional maturity, taking them as independent variables, because academic achievement is influenced by various factors. Participants from every age group can be included in such a study. These studies should also be broadened to include vocational or

personal objectives, and not limited only to academic purposes.

Conclusion

According to the present study, secondary school student's academic performance and family are significantly correlated. Therefore, to enhance their educational performance, the home environment's quality should be improved. For pupils to participate fully in modern society, there are several obstacles they must currently overcome. Children's motivation to deal with those challenging conditions is greatly influenced by their performance. The findings underscore the importance of collaborative interventions that engage parents in fostering a positive home environment, such as workshops on effective communication and structured study habits, which could yield measurable gains in student outcomes. By integrating

family-focused strategies into educational policy and practice, schools can create synergistic supports that enhance both the emotional well-being and academic success of adolescents.

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