

# Family Climate, Emotional Maturity and Academic Achievement of Secondary School Students

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**Abstract:** *The present study was chalked out to study Family Climate, Emotional Maturity and Academic Achievement among Secondary School Students. Normative survey method used for the present study. 300 students from secondary schools was selected by random sampling technique. Family Climate and Emotional Maturity questionnaire developed and validated by the researcher. Academic Achievement scores obtained from the school by the student. Descriptive statistics like mean, standard deviation, inferential statistics such as 't'-test and correlation were employed. The findings revealed that there is no significant difference in Family Climate, Emotional Maturity and Academic Achievement of Secondary School Students. And also there is a significant relationship among the variables Family Climate, Emotional Maturity and Academic Achievement of Secondary School Students.*

**Keywords:** Family Climate, Emotional Maturity, Academic Achievement, Secondary school

## 1. Introduction

The educational condition attributed to the family is ahead of all doubt or discussion, as there is an ever-increasing sensation of the importance of the parents' role in the progress and educational minutiae of their children. Family preliminaries the most important and most weighty factor in determining the work performance attained by the student. Among family factors of greatest influence are social matriculation variables and the educational and family environment.

**Emotional Maturity** is the skill to knob the multiplicity which occurs unexpected situation. As a substitute of seeking the justification for the multiplicity and unsuspecting the self-condemnation for their actions. Emotionally matured people are unshut to love and affection. They have worthiness to trust themselves and worthiness to trust other people. They find it easy to learn from their own life experiences. They recognize their potency and limitation and they winnow criticism positively. They do not waste their time and resources. They confident in life and unchangingly ready squatter the life with self-belief and self assurance.

**Academic achievement** is the extent to which a student, teacher or institution has achieved their short or long-term educational goals. Work victory is wontedly measured through examinations or continuous assessment. As students may come from variegated cultural preliminaries and undergo variegated learning environment, it is important to identify the learning styles of students so that to modernize the overall outcome of the work performance among the students. Being worldly-wise to understand the students learning styles and its effect towards work victory is then therefore important to the teachers to help the students improving the work achievement

**Secondary school students** here mean students studying IX standard in state board level

## 2. Statement of the Problem

The present study is “**Family Climate, Emotional Maturity and Academic Achievement of Secondary school Students**”

### Need and Importance of the Study

The purpose of this study was to compare the school experiences and cognitive abilities of Secondary school students based on their family climate, which leads to the academic achievements, in the present situation families become more mechanic in the social approach. Parents keep their kids away in the name of study, Family security, is the factor influencing on their academic achievement. Family security in real sense have any impact on academic achievements of Secondary school student.

## 3. Review of Related Literature

**Akomolafe, M. Jude [2011]**, investigated the impact of family type on secondary school students' academic performance. Three hundred senior secondary school students were randomly chosen as the sample of the study. Proportionate stratified random sampling technique was adopted. The demographic questionnaire was used to collect respondents' bio-data while their promotion examination results were used as a measure of academic performance. Three hypotheses were raised and tested at 0.05 level of significance. Analysis of Variance and t-test analysis were used to analyze the data. The results showed that family type significantly influenced academic performance of secondary be given adequate training on how best they can assist their children to attain maximum success.

**Moshahid, M. (2017)** find out the relationship between emotional maturity and academic achievement of B.Ed students. It was found that female B.Ed students possess higher level of academic achievement than male B.Ed. students and B.Ed. students from science subjects have higher level of academic achievement than the B.Ed. students from arts subjects. It was also revealed that there is

no significant difference in emotional maturity based on stream of subjects.

#### 4. Methodology of Research

The study will adopt a Normative Survey Method. The variables studied are the Family Climate, Emotional Maturity and Academic Achievement.

##### Objectives of the Study

- 1) To find out the level of Family Climate, Emotional Maturity and Academic achievement of secondary school students.
- 2) To study the difference in Family Climate with respect to Gender, Locality, Types of Institutions and Medium of Instructions
- 3) To study the difference in Emotional Maturity with respect to Gender, Locality, Types of Institutions and Medium of Instructions
- 4) To study the difference in Academic Achievement with respect to Gender, Locality, Types of Institutions and Medium of Instructions
- 5) To find out the relationship between and among Family Climate, Emotional Maturity and Academic Achievement of secondary school students.

##### Hypotheses

- 1) There is no significant difference in Family Climate of secondary school students with respect to Gender, Locality, Types of Institutions and Medium of Instructions
- 2) No significant difference in Emotional Maturity of secondary school students with respect to Gender, Locality, Types of Institutions and Medium of Instructions
- 3) No significant difference in Academic Achievement of secondary school students with respect to Gender, Locality, Types of Institutions and Medium of Instructions
- 4) There is significant relationship between Family Climate and Emotional Maturity of secondary school students
- 5) There is significant relationship between Family Climate and Academic Achievement of secondary school students
- 6) There is significant relationship between Emotional Maturity and Academic Achievement of secondary school students.

##### Population

IX Standard students of secondary school in Sivagangai Educational District.

##### Sample

The sample consists of 300 IX standard students from both Government Aided and Matriculation schools in Sivagangai Educational District, Tamilnadu

##### Tools

- 1) Family Climate, Emotional Maturity questionnaire developed and validated by the researcher will be used for the study
- 2) Academic Achievement scores obtained from the school by the student is to be used for this study.

#### 5. Data Analysis

The data collected for the variables will be analyzed by using Descriptive Analysis and Inferential Analysis. Under Inferential Analysis Differential Analysis and Correlation Analysis will be used.

##### Descriptive Analysis

**Table 1:** Showing the Mean, and S.D of Family Climate of secondary school students with respect to Gender, Types of school, Locality and Medium of Instruction

Variables	N	Mean	SD
Family Climate	300	69.95	11.35
Boys	163	70.82	11.70
Girls	137	69.11	10.61
Government	100	68.92	13.33
Aided	100	71.55	10.25
Matriculation	100	69.37	10.11
Rural	150	69.91	11.15
Urban	150	69.98	11.58
Tamil Medium	200	70.23	11.93
English Medium	100	69.37	10.11

**Table 2:** Showing the Mean, and S.D of Emotional Maturity of secondary school students with respect to Gender, Types of school, Locality and Medium of Instruction

Variables	N	Mean	SD
Emotional Maturity	300	86.25	10.08
Boys	163	85.5	9.77
Girls	137	87.13	10.4
Government	100	87.24	10.68
Aided	100	86.72	9.64
Matriculation	100	84.79	9.82
Rural	150	88.07	9.19
Urban	150	84.42	10.62
Tamil Medium	200	86.98	10.15
English Medium	100	84.79	9.8

**Table 3:** Showing the Mean, and S.D of Academic Achievement of secondary school students with respect to Gender, Types of school, Locality and Medium of Instruction

Variables	N	Mean	SD
Academic Achievement	300	366.57	47.54
Boys	163	365.73	46.81
Girls	137	367.56	48.52
Government	100	358.11	46.90
Aided	100	368	49.52
Matriculation	100	373.6	45.24
Rural	150	360.48	46.76
Urban	150	372.66	47.67
Tamil Medium	200	363.05	48.36
English Medium	100	373.6	45.24

##### Differential Analysis

**Table 4:** Showing the Mean, S.D and 't' values of Family Climate of secondary school students with respect to Gender, Types of school, Locality and Medium of Instruction

Variables	N	Mean	SD	't'	's'
Boys	163	70.82	11.70	.0.0001	NS
Girls	137	69.11	10.61		
Government	100	68.92	13.33	0.119	NS
Aided	100	71.55	10.25		

Government	100	68.92	13.33	0.788	NS
Matriculation	100	69.37	10.11		
Aided	100	71.55	10.25	1.63	NS
Matriculation	100	69.37	10.11		
Rural	150	69.91	11.15	0.96	NS
Urban	150	69.98	11.58		
Tamil Medium	200	70.23	11.93	0.512	NS
English Medium	100	69.37	10.11		

**Table 5:** Showing the Mean, S.D and ‘t’ values of Emotional Maturity of secondary school students with respect to Gender, Types of school, Locality and Medium of Instruction

Variables	N	Mean	SD	‘t’	‘s’
Boys	163	85.5	9.77	0.16	NS
Girls	137	87.13	10.4		
Government	100	87.24	10.68	0.718	NS
Aided	100	86.72	9.64		
Government	100	87.24	10.68	0.092	NS
Matriculation	100	84.79	9.82		
Aided	100	86.72	9.64	0.162	NS
Matriculation	100	84.79	9.82		
Rural	150	88.07	9.19	0.0016	NS
Urban	150	84.42	10.62		
Tamil Medium	200	86.98	10.15	0.073	NS
English Medium	100	84.79	9.8		

**Table 6:** Showing the Mean, S.D and ‘t’ values of Academic Achievement of secondary school students with respect to Gender, Types of school, Locality and Medium of Instruction

Variables	N	Mean	SD	‘t’	‘s’
Boys	163	365.73	46.81	0.739	NS
Girls	137	367.56	48.52		
Government	100	358.11	46.90	0.148	NS
Aided	100	368	49.52		
Government	100	358.11	46.90	0.404	NS
Matriculation	100	373.6	45.24		
Aided	100	368	49.52	0.018	NS
Matriculation	100	373.6	45.24		
Rural	150	360.48	46.76	0.026	NS
Urban	150	372.66	47.67		
Tamil Medium	200	363.05	48.36	0.064	NS
English Medium	100	373.6	45.24		

**Table 7:** Showing a relationship between Family Climate, Emotional Maturity and Academic Achievement

Variables	N	r	p
Family Climate and Emotional Maturity	300	0.427	S
Family Climate and Academic Achievement	300	0.082	NS
Emotional Maturity and Academic Achievement	300	0.155	S

## 6. Findings, Suggestions and Conclusions

### 6.1 Findings

#### Descriptive Analysis

##### Family Climate

- The level of Family climate of secondary school students seems to be high. Mean score of boys’ Family climate is greater than the girl’s students.
- The students studying in Aided schools are at a higher level than the students studying in Government schools with respect to Family climate.

- The students studying in matriculation schools are at a higher level than the students studying in Government schools with respect to Family climate.
- The students studying in Aided schools are at a higher level than the students studying in Matriculation schools with respect to Family climate.
- Mean score of urban school student Family climate is greater than the rural schools students.
- Mean score of Tamil medium school students Family climate is greater than the English medium schools students.

##### Emotional Maturity

- The level of Emotional Maturity of secondary school students seems to be high level.
- Mean score of girls’ Emotional Maturity is greater than the boy students.
- The students studying in Government schools are at a higher level than the students studying in Government schools with respect to Emotional maturity
- The students studying in matriculation schools are at a higher level than the students studying in Government schools with respect to Emotional maturity.
- The students studying in Aided schools are at a higher level than the students studying in Matriculation schools with respect to Emotional maturity.
- Mean score of urban school students Emotional Maturity is greater than the rural schools students.
- Mean score of Tamil medium school students Emotional Maturity is greater than the English medium schools students.

##### Academic Achievement

- The level of Academic Achievement of secondary school students seems to be high level.
- Mean score of girls’ Academic Achievement is greater than the boy students.
- The students studying in Aided schools are at a higher level than the students studying in Government schools with respect to Academic achievement.
- The students studying in matriculation schools are at a higher level than the students studying in Government schools with respect to Academic achievement.
- The students studying in Aided schools are at a higher level than the students studying in Matriculation schools with respect to Academic achievement.
- Mean score of urban school students Academic Achievement is greater than the rural schools students.
- Mean score of English medium school students Academic Achievement is greater than the Tamil medium schools students.

##### Differential Analysis

##### Family Climate

- There is significant difference between boys and girls with respect to Family climate among secondary school students.
- There is no significant difference between Government and Aided with respect to Family climate among secondary school students.

- There is no significant difference between Government and matriculation with respect to Family climate among secondary school students.
- There is no significant difference between Aided and matriculation with respect to Family climate among secondary school students.
- There is no significant difference between rural and urban school with respect to Family climate among secondary school students
- There is no significant difference between Tamil and English Medium school with respect to Family climate among secondary school students.

### Emotional Maturity

- There is no significant difference between boys and girls with respect to Emotional Maturity among secondary school students
- There is no significant difference between Government and Aided with respect to Emotional Maturity among secondary school students.
- There is no significant difference between Government and matriculation with respect to Emotional Maturity among secondary school students.
- There is no significant difference between Aided and matriculation with respect to Emotional Maturity among secondary school students.
- There is no significant difference between rural and urban school with respect to Emotional Maturity among secondary school students.
- There is no significant difference between Tamil and English Medium school with respect to Emotional Maturity among secondary school students.

### Academic Achievement

- There is no significant difference between boys and girls with respect to Academic Achievement among secondary school students.
- There is no significant difference between Government and Aided with respect to Academic Achievement among secondary school students.
- There is no significant difference between Government and matriculation with respect to Academic Achievement among secondary school students.
- There is no significant difference between Aided and matriculation with respect to Academic Achievement among secondary school students.
- There is no significant difference between rural and urban school with respect to Academic Achievement among secondary school students.
- There is no significant difference between Tamil and English Medium school with respect to Academic Achievement among secondary school students.

### Correlation Analysis

- There is a significant relationship between Family climate and Emotional maturity of secondary school students.
- There is no significant relationship between Family climate and Academic achievement of secondary school students.
- There is a significant relationship between Emotional maturity and Academic achievement of secondary school students.

### Delimitations of the Study

- Delimitation are those conditions that can be controlled by the investigator during the research.
- The study deals with IX standard students only.
- This study is limited to schools located only in sivangai district.

### Suggestion for the Further Research

- The investigator has offered the following suggestions for further study.
- Influence of family support of secondary level students.
- Effect of the family support on the academic achievement of the secondary level students.
- Effect of family constrains and learning difficulties of the rural girls students.
- A comparative study of family climate and academic achievement.
- A comparative study of family climate and academic achievement.
- A comparative study on the family climate and rural urban areas.

### 6.2 Conclusion

From the above findings, it is concluded that there is no significant difference in Family Climate, Emotional Maturity and Academic Achievement of Secondary School Students. And also there is a significant relationship among the variables Family Climate, Emotional Maturity and Academic Achievement of Secondary School Students in Sivangai Educational District.

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