



“A STUDY OF FAMILY CLIMATE, EMOTIONAL INTELLIGENCE, PERSONAL ADJUSTMENT AND ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS IN DAVANAGERE DISTRICT”

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Abstract:

The main aim of this paper was study of family climate, emotional intelligence, personal adjustment and academic achievement of secondary school students of davanagere district. The research is based on relationship between the multiple intrinsic objects. For this researcher shall be use the descriptive survey method to find out the correlation ship exists between the intrinsic objects. The tools used were Personal adjustment scale by A.K.P. Sinaha and R.P.Singh, Bell's Adjustment Inventory developed by Dr. R.K. Ojha (1999) and Family Environment scale by Bhatia and Chadha (1993) used for data collection. The investigator selected 1200 sample from secondary school students in Davanagere district based on Stratified random sampling technique. The study reveals that there is significant difference between mean emotional intelligence scores of boys and girls and there is significant difference between mean academic achievement scores of boys and girls.

Key words: FAMILY CLIMATE, EMOTIONAL INTELLIGENCE, PERSONAL ADJUSTMENT AND ACADEMIC ACHIEVEMENT

1. Introduction:

Today the world is becoming more and more competitive. Quality of performance has become the main goal in all endeavors throughout life. Parents' expectation on their wards performance is as high a level as possible. This desire for a high level of achievement creates a lot of pressure on their wards, teachers, and schools and in general, on the total education system itself. In fact, the whole education system seems to revolve around the academic achievement of students, though various other outcomes are also expected from the system. So, most of the schools spend a lot of time and energy by adapting different strategies to help the students to achieve better in their scholastic performance.

Educational researchers raise a number of questions on the academic achievement namely what are the factors improving the achievement in students? How far these identified factors contribute towards scholastic achievement? Many researches to find out answer to these and similar questions, obtained results at times complementing each other, but at times contradicting each other. A complete clear-cut solution has not been given so far by the researchers. There are many factors which are affecting on academic achievement, about them every teacher has to take care. In this study researcher studied the factors like family climate, emotional intelligence and personal adjustment affecting on academic achievement of secondary school students.

2. Emotional Intelligence:

Emotional intelligence is also called *EI* or *EQ*, it is described as an ability, capacity, or skill to perceive, assess, and manage the emotions of one's self, of others, and of groups. It means how intelligently we can control our emotions. Emotional Intelligence doesn't mean being soft – it means being intelligent about emotions – a different way of being smart. Emotional intelligence is a combination of two words i.e. emotions and intelligence.

3. Academic Achievement:

Academic achievement has been considered as an important factor in the educational life of students. It encourages the students to work hard and learn more. It is the status or level of a person's learning and his ability to apply what he has learned (Pressey & Robinson, 1944). Academic achievement, in general, refers to the scores obtained in the annual examination or refers to the degree or level of success or proficiency attained in some specific area, concerning scholastic or academic work. Academic or educational age, accomplishment quotient or achievement quotient are the most commonly used means to interpret the level of academic achievement of pupils in general or in a specific given subject matter.

"Achievement encompasses student ability and performance; it is multi-dimensional; it is intricately related to human growth and cognitive, emotional, social and physical development; it reflects the whole child; it is not related to single instance but occurs across time and levels, through a student's life in school and on into post secondary years and working life" (Steinberger, 1993). Thus achievement refers to knowledge and skills gained from experience, an achieved level of expertise or performance in a specific domain.

4. Family Climate:

The Family Status, size and relationship with the children are the most significant aspect influencing on secondary school students, family income parents education level number of family members, structure of the family and their relationship with other parental hospitality all these aspects are influencing on students emotional intelligence and on academic achievement. The healthy family will strongly build emotional security; school adjustment and emotional intelligence both are interrelated influencing on academic achievements.

5. Personal adjustment:

The term adjustment is a very important thing in student life because student has to be adjust with many fields adjustment with the family to maintain the family relationship, adjust with the Peer to maintain the social relationship and adjust with the school for their academic achievement Starting school has been identified as a major challenge facing secondary school students in their early years students development and adjustment as they commence schooling is critical for their future development. Research has suggested that social and emotional difficulties in the early years of schooling can predict risk of educational and social problems at the secondary school level. Students development and adjustment in the early years is influenced by a variety of personal and family characteristics, societal and family trends and contextual and life experience. With increasing numbers of children receiving non-maternal and non parental child care, nuclear, joint, and divorced families, concern has been raised about the impact different personal nature on children's development and progress in secondary school students at Davanagere District.

6. Need of the Study:

The first purpose of this study was to compare the school experiences and cognitive abilities of Secondary school students based on their family climate, Personal adjustment and Emotional intelligence the experience of abilities leads to the academic achievements. In the present situation families become more mechanic than the social parents kept distance between child in the name of study, Family security, intelligence and personal adjustments are the factors influencing on their academic achievements. Family security intelligence and personal adjustments are they in real since have any impact on academic achievements of Secondary school students. The researcher intended to investigate the reason behind all these factors.

7. Objectives of the study:

1. To Study the Level of family climate, Emotional Intelligence, personal adjustment and Academic achievement among the male and female secondary school students
2. To Study the Level of family climate, Emotional Intelligence, personal adjustment and academic achievement among the government and private secondary school students.

- 3 To Study the Level of family climate, Emotional Intelligence, personal adjustment and academic achievement among the Urban and rural secondary school students.
- 4 To Study the relationship of Academic Achievement with family climate, Emotional Intelligence and Personal adjustment,
- 5 To study the Interactional Effect of Family climate on Academic achievement of secondary school Students,
- 6 To study the Interactional Effect of Emotional Intelligence on Academic achievement of secondary school Students,
- 7 To study the Interactional Effect of personal adjustment on Academic achievement of secondary school Students,

8. Hypothesis:

1. There is no significant difference between mean scores of academic achievement of male and female students,
2. There is no significant difference between mean scores of Emotional Intelligence of male and female students,
3. There is no significant difference between mean scores of Family climate of male and female students,
4. There is no significant difference between mean scores of personal adjustment of male and female students,
5. There exists no significant difference between mean score of Academic Achievement and Family Climate of secondary school students,
6. There exists no significant difference between mean score of Academic Achievement and Emotional Intelligence of secondary school students,
7. There exists no significant difference between mean score of Academic Achievement and personal adjustment of secondary school students,
8. There exists no significant relationship between Academic Achievement and Emotional Intelligence of secondary school students,
9. There exists no significant relationship between Academic Achievement and personal adjustment of secondary school students,
10. There exists no significant relationship between level of Academic Achievement and Family Climate of secondary school students,
11. The researcher will be use the method of random stratified sampling from secondary school students' in Davanagere District.

9. Design of the study:

The research is based on relationship between the multiple intrinsic objects the researcher shall be use the descriptive survey method to find out the correlation ship exists between the intrinsic objects. The tools used were Personal adjustment scale by A.K.P. Sinaha and R.P.Singh, Bell's Adjustment Inventory developed by Dr. R.K. Ojha (1999) and Family Environment scale by Bhatia and Chadha (1993) used for data collection. The investigator selected 1200 sample from secondary school students in Davanagere district based on Stratified random sampling technique. Mean, S.D., t-test and ANOVA statistical techniques were used for data analysis.

10. Analysis of data on the basis Objectives:

10.1.Objective-1: To Study the Level of family climate, Emotional Intelligence, personal adjustment and Academic achievement among the male and female secondary school students:

Table-10.1:

Mean, S.D., SED and t- value of academic achievement, family climate, emotional intelligence and personal adjustment scores between male and Secondary school Students.

Sl. No.	Variable	Gender	N	Mean	S.D.	t-value
1	Academic achievement	Male	600	450.1	64.11	204.19
		Female	600	252.7	50.82	
2.	Emotional Intelligence	Male	600	223.4	25.43	89.56
		Female	600	132.5	35.36	
3.	Family Climate	Male	600	145.8	17.97	203.68
		Female	600	86.4	17.49	
4.	Personal Adjustment	Male	600	51.4	17.44	-215.48
		Female	600	111.5	19.06	

Note: ** denote significant at 1% level

* denote significant at 5% level

Hypothesis-1 was formulated stating that no significant difference between mean scores of academic achievement of male and female students. The calculated t- value, 204.19 greater than table value at 0.01 and 0.05 level, it hence reveals that boys and girls differ in academic achievement. It shows that there is significant difference between mean academic achievement scores of boys and girls. Therefore above null hypothesis was rejected and alternative hypothesis accepted.

Hypothesis-2 was formulated stating that no significant difference between mean scores of emotional intelligence of male and female students. The calculated t- value, 89.56 greater than table value at 0.01 and 0.05 level, it hence reveals that boys and girls differ in emotional intelligence. It shows that there is significant difference between mean emotional intelligence scores of boys and girls. Therefore above null hypothesis was rejected and alternative hypothesis accepted.

Hypothesis-3 was formulated stating that no significant difference between mean scores of family climate of male and female students. The calculated t- value, 203.68 greater than table value at 0.01 and 0.05 level, it hence reveals that boys and girls differ in family climate. It shows that there is significant

difference between mean family climate scores of boys and girls. Therefore above null hypothesis was rejected and alternative hypothesis accepted.

Hypothesis-4 was formulated stating that no significant difference between mean scores of Personal Adjustment of male and female students. The calculated t- value, 203.68 greater than table value at 0.01 and 0.05 level, it hence reveals that boys and girls differ in Personal Adjustment. It shows that there is significant difference between mean family climate scores of boys and girls. Therefore above null hypothesis was rejected and alternative hypothesis accepted.

10.2. Objective-2: To Study the Level of family climate, Emotional Intelligence, personal adjustment and Academic achievement among the government and private secondary school students:

Table 10.2.

Mean, S.D., SED and t- value of academic achievement, family climate, emotional intelligence and personal adjustment scores between Govt and Private Secondary school Students

Sl. No.	Variable	Gender	N	Mean	S.D.	t-value
1	Academic achievement	Govt.	600	380.1	114.40	65.30
		Private	600	322.6	107.10	
2.	Emotional Intelligence	Govt.	600	193.8	49.74	30.81
		Private	600	162.1	55.29	
3.	Family Climate	Govt.	600	124.2	34.59	59.73
		Private	600	107.9	32.65	
4.	Personal Adjustment	Govt.	600	73.5	33.68	-63.93
		Private	600	89.4	34.85	

Hypothesis-9 was formulated stating that there is no significant difference between mean scores of academic achievement of Govt. and Private school students. The calculated t- value, 65.30 greater than table value at 0.01 and 0.05 level, it hence reveals that Govt. and Private school student differ in academic achievement. It shows that there is significant difference between mean academic achievement scores of Govt. and Private school students. Therefore above null hypothesis was rejected and alternative hypothesis accepted.

Hypothesis-10 was formulated stating that there is no significant difference between mean scores of emotional intelligence of urban and rural school students. The calculated t- value, 30.81 greater than table value at 0.01 and 0.05 level, it hence reveals that Govt. and Private differ in emotional intelligence. It shows that there is significant difference between mean emotional intelligence scores of Govt. and Private school students. Therefore above null hypothesis was rejected and alternative hypothesis accepted.

Hypothesis-11 was formulated stating that there is no significant difference between mean scores of family climate of Govt. and Private school students. The calculated t- value, 59.73 greater than table value at 0.01 and 0.05 level, it hence reveals that boys and girls differ in family climate. It shows that there is significant difference between mean family climate scores of Govt. and Private school students. Therefore above null hypothesis was rejected and alternative hypothesis accepted.

Hypothesis-12 was formulated stating that there is no significant difference between mean scores of Personal Adjustment of Govt. and Private students. The calculated t- value, -63.93 greater than table value at 0.01 and 0.05 level, it hence reveals that Govt. and Private differ in Personal Adjustment. It shows that there is significant difference between mean family climate scores of Govt. and Private. Therefore above null hypothesis was rejected and alternative hypothesis accepted.

10.3. Objective-3: To Study the Level of family climate, Emotional Intelligence, personal adjustment and academic achievement among the Urban and rural secondary school students.

Table 10.3.

Mean, S.D., SED and t- value of academic achievement, family climate, emotional intelligence and personal adjustment scores between Urban and rural Secondary school Students.

Sl. No.	Variable	Gender	N	Mean	S.D.	t-value
1	Academic achievement	Urban	600	399.2	109.71	100.01
		Rural	600	303.6	97.95	
2.	Emotional Intelligence	Urban	600	197.8	49.22	39.59
		Rural	600	158.1	53.12	
3.	Family Climate	Urban	600	131.0	31.26	105.96
		Rural	600	101.1	31.12	
4.	Personal Adjustment	Urban	600	65.6	30.72	-122.71
		Rural	600	97.2	32.13	

Hypothesis-5 was formulated stating that no significant difference between mean scores of academic achievement of urban and rural school students. The calculated t- value, 204.19 greater than table value at 0.01 and 0.05 level, it hence reveals that urban and rural school student differ in academic achievement. It shows that there is significant difference between mean academic achievement scores of urban and rural school students. Therefore above null hypothesis was rejected and alternative hypothesis accepted.

Hypothesis-6 was formulated stating that no significant difference between mean scores of emotional intelligence of urban and rural school students. The calculated t- value, 89.56 greater than table value at 0.01 and 0.05 level, it hence reveals that boys and girls differ in emotional intelligence. It shows that there is significant difference between mean emotional intelligence scores of urban and rural school students. Therefore above null hypothesis was rejected and alternative hypothesis accepted.

Hypothesis-7 was formulated stating that no significant difference between mean scores of family climate of urban and rural school students. The calculated t- value, 203.68 greater than table value at 0.01 and 0.05 level, it hence reveals that boys and girls differ in family climate. It shows that there is significant difference between mean family climate scores of urban and rural school students. Therefore above null hypothesis was rejected and alternative hypothesis accepted.

Hypothesis-8 was formulated stating that no significant difference between mean scores of Personal Adjustment of male and female students. The calculated t- value, 203.68 greater than table value at 0.01 and 0.05 level, it hence reveals that boys and girls differ in Personal Adjustment. It shows that there is significant difference between mean family climate scores of boys and girls. Therefore above null hypothesis was rejected and alternative hypothesis accepted.

10.4. Objective-4: To Study the relationship of Academic Achievement with family climate, Emotional Intelligence and Personal adjustment.

With an objective of finding out the significance of relationship of Academic Achievement with family climate, Emotional Intelligence and Personal adjustment, Pearson's Product Moment Correlation was employed.

Table-10.4.

Coefficient of correlation between Academic Achievement and other aspects of Secondary school Students.

Sl. No.	Variable	N	Mean	Coefficient of Correlation (r)
1	Academic achievement	1200	351.4	
2.	Family Climate	1200	116.1	0.936** (1and 2)
3.	Emotional Intelligence	1200	178.0	0.982** (1and 3)
4.	Personal Adjustment	1200	081.4	- 0.980** (1and 4)

**Significant at the 0.01 level of significance

Table 10.4 presents the coefficient of correlation between academic achievement and Family Climate of secondary school students. The calculated value of coefficient of correlation is 0.936 which is significant at 0.01 levels of significance. It shows that Family Climate and academic achievement of secondary students are positively and significantly related to each other. Thus the hypothesis (H₀₁) stating that "There exists no significant relationship between Academic Achievement and Family Climate of secondary school students" stands rejected at 0.01 level of significance.

Table 10.4. presents the coefficient of correlation between academic achievement and Emotional Intelligence of secondary school students. The calculated value of coefficient of correlation is 0.982 which is significant at 0.01 levels of significance. It shows that Emotional Intelligence and academic achievement of secondary students are positively and significantly related to each other. Thus the hypothesis (H₀₁) stating that "There exists no significant relationship between Academic Achievement and Emotional Intelligence of secondary school students" stands rejected at 0.01 level of significance.

Table 10.4, presents the coefficient of correlation between academic achievement and personal adjustment of secondary school students. The calculated value of coefficient of correlation is -0.980 which is significant at 0.01 levels of significance. It shows that personal adjustment and academic achievement of secondary students are negatively and significantly related to each other. Thus the hypothesis (H₀₁) stating that "There exists no significant relationship between Academic

Achievement and personal adjustment of secondary school students” stands rejected at 0.01 level of significance.

10.5. Objective-5: Interactional Effect of Family climate on Academic achievement of secondary school Students:

Table 10.5.

Analysis of Variance for Family climate on Academic achievement of secondary school Students

Variable	Sum of Squares	Sum of Squares	df	Mean Squares	F- Ratio
High Academic Achievement	Between Groups	1158515.63	2	579257.81	2507.86
Average Academic Achievement	Within Groups	276478.34	1197	230.97	
Low Academic Achievement	Total	1434993.97	1199		

From Table 10.5, the result of interaction analysis exhibits that the interaction between family climate and level of academic achievement ($F=2507.86$) is significant at 0.01 level of significance. It means that family climate affects on the academic achievement of secondary school students. Therefore the null hypothesis “There exists no significant relationship between level of Academic Achievement and Family Climate of secondary school students” stands rejected at 0.01 level of significance.

10.6. Objective-6: Interactional Effect of Emotional Intelligence on Academic achievement of secondary school Students:

Table -10.6.

Analysis of Variance for Emotional Intelligence and Academic achievement of secondary school Students.

Variable	Sum of Squares	Sum of Squares	df	Mean Squares	F- Ratio
High Academic Achievement	Between Groups	2911367.10	2	1455683.55	2475.85
Average Academic Achievement	Within Groups	703778.48	1197	587.95	
Low Academic Achievement	Total	3615145.59	1199		

From Table 10.6 the result of interaction analysis exhibits that the interaction between Emotional Intelligence and levels of academic achievement ($F=2475.85$) is significant at 0.01 level of significance. It means that Emotional Intelligence affects on the academic achievement of secondary school students. Therefore the null hypothesis “There exists no significant relationship between levels

of Academic Achievement and Emotional Intelligence of secondary school students” stands rejected at 0.01 level of significance.

10.7. Objective-7: Interactional Effect of Personal adjustment on Academic achievement of secondary school Students:

Table - 10.7.

Analysis of Variance for Personal adjustment and Academic achievement of secondary school Students.

Variable	Sum of Squares	Sum of Squares	df	Mean Squares	F- Ratio
High Academic Achievement	Between Groups	1221319.97	2	610659.98	2786.16
Average Academic Achievement	Within Groups	262353.41	1197	219.17	
Low Academic Achievement	Total	1483673.39	1199		

From Table 10.7, the result of interaction analysis exhibits that the interaction between Personal adjustment and levels of academic achievement ($F=2475.85$) is significant at 0.01 level of significance. It means that Personal adjustment affects on the academic achievement of secondary school students. Therefore the null hypothesis “There exists no significant relationship between levels of Academic Achievement and Personal adjustment of secondary school students” stands rejected at 0.01 level of significance.

11. Major findings:

1. There is significant difference between mean scores of academic achievement of male and female students,
2. There is significant difference between mean scores of Emotional Intelligence of male and female students,
3. There is significant difference between mean scores of Family climate of male and female students,
4. There is significant difference between mean scores of personal adjustment of male and female students,
5. There exists significant difference between mean score of Academic Achievement and Family Climate of secondary school students,
6. There exists significant difference between mean score of Academic Achievement and Emotional Intelligence of secondary school students,
7. There exists significant difference between mean score of Academic Achievement and personal adjustment of secondary school students,
8. There exists significant relationship between Academic Achievement and Emotional Intelligence of secondary school students,
9. There exists significant relationship between Academic Achievement and personal adjustment of secondary school students,
10. There exists significant relationship between level of Academic Achievement and Family Climate of secondary school students,

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