

Effect of Family Climate, Mental Health on Students' Academic Achievement: An Empirical Study

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ABSTRACT:

Family is the basic entity of existence for an individual. It forms the foundation during the formative stage of life which imprints live along with us. Mental Health of an individual gets determined by its overall surroundings, family is one of the biggest predictor of the status of mental health. Both family climate and mental health have a direct bearing on students' academic achievement. All parents and teachers are concerned about students' academic performance. In the present study 200 class XII (Science stream) students in Delhi are studied to examine the effect of students' family climate i.e. Independence and healthy climate along with students' mental health - Emotional stability and Intelligence on their achievement in XII Exams. The results confirmed significant contribution of both the variables on students' performance.

Keywords: *Mental Health, Family Climate, Academic Achievement, Emotional stability, Intelligence, healthy climate*

I. INTRODUCTION

Academic achievement is the deciding factor in this highly competitive era. Parental and societal expectations has exceeded due to cut throat competition. Excellence in academic and co curricular areas have become the most important aspect in student's life. Parents desire to see their ward at the peak of excellence, while climbing the ladder students faces many problems which influence mental health of the students. Family climate get tensed because of gap between desires and deserve. Student's prone to lot of expectations from teachers and parents, so they succumb to pressure and their mental health gets disturbed. Thus Family climate and mental health is crucial for academic achievement. "Mental health is the state of an individual with high emotional stability, intelligence

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,well adjustment in the society, adequate perception of reality, self concept, integrated personality and environmental competencies” (Bhargava and Raina, 2011). It is found that students coming from synergetic family have sound mental health .Mentally unhealthy children are found to be coming from Family with stress.

Geographical, physical, economical & emotional state of the family comprises the family climate. It leaves a lasting impression on the mind of a child. Most of the habits, attitude, behavior formed during this state lasts forever in an individual. Lifelong intimate experience gets formed during the hours of living together and each of the family climate components explained above exert deep & persistent influence on the mind of a child. Success or failure in life can also be contributed to some extent to the family climate apart from many other dynamics. Family can be functional & dysfunctional which can make & mar the life of a person. Success saga of many people has established that their family climate was sound where all sustained their relationship with each other very well. Aspirations of a child get influenced by family, they inspire to achieve success due to the behavioral aspects of family climate. Intellectual stimulation, physical growth can easily be contributed to this family climate which further leads to academic achievement.

This research is an empirical research on class XII (Science stream) students in Delhi to examine the effect of students’ family climate i.e. Independence and healthy climate along with students’ mental health - Emotional stability and Intelligence on their achievement in XII Exams

II. REVIEW OF LITERATURE

Gaitan (2004) emphasizes parental involvement & children education. He Writes, that parents are required to actively engaged in academic achievement of children & must not relinquish parenting responsibilities to the school.

Patrikakou et al. (2005) involve parenting leads children to develop as healthy, responsible adults. Parent involvements crucial & strong predictor of academic achievement even for high school students.

Arabian A.etal (2005) highlighted that a positive effect of self efficacy on mental health. However he found that academic achievement is not significantly related to self efficacy and mental health .

Laxmi and Arora (2006) found that encouragement and acceptance by parents have a positive relation with success in academics and competence. Adolescents were performing well whose parents were more receptive towards them than the parents having Hostile Psychological controlling, restrictive attitude.

Khanam (2006) suggests that family climate and academic achievement are not significantly related .

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Tinkew et al. (2006) study the predictors of first delinquency and substance use and examined father child relation and parenting style as an important pointer in this context.

Ayodhya (2007) surveyed class X students and found high emotional problems within students in secondary school .He further also analysed the stressors behind the emotional problems and found significantly positive relation between family scores and academic achievement. He found that groups with high family climate got higher success than groups with low and middle family climate

Daniel E.etal (2009) examined the effect of mental of mental health on college students' academic success. The study revealed that mental health particularly depression results in lower academic performance and higher drop outs.

Bhan (2012) conducted research and found that unstable mental framework, unhealthy mental health was responsible for deterioration in studies and other activities.1300 post graduate (Arts & Science) were surveyed

Abplghasemi A. and Javanmirry L.(2012) examined the relationship between mental health, self efficacy and social desirability along with their impact on academic achievement among students , normal and gifted. Results of the study showed that all three mental health, self efficacy and social desirability impact academic achievement.

Hasan .T.etal (2012) studied relationship between mental health , emotional intelligence and academic achievement . The results showed that that mental health , emotional intelligence and academic achievement are significantly related

Zohreh A etal(2013) investigated the relation between mental health ,satisfaction with major and academic achievement in university student. Results showed that mental health and satisfaction with major are negatively related with academic achievement

Sarker (2014) conducted study by randomly selected middle class 400 school going children (212 boys & 188 girls).He studied relationship between mental health & family characteristics

Pennsylvania Cyber Charter School (2015) describes involvement of parents as, "Parent involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities including ensuring that (a) parents play an integral role in assisting their child's learning; (b) parents are encouraged to be actively involved in their child's education at school; and (c)parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child".

O'Malley et al. (2015) showed that academic achievement was higher among students studying in schools with positive climate irrespective of their family structure. Young individual with a single parent, both parents and homeless showed linear improvement in academic achievement as improvement in climate is witnessed.

Anita and Vijaylaxami (2017) studied the effect of family environment on competence of class 9th and 10th students. Results showed that students who are rejected at home, socially isolated, living in highly controlled environment have lower competence in terms of stress management, decision making skills, problem solving and emotional control. On the other hand students with high nurturance, reward, permissiveness, and protectiveness are found to have better competence in terms of self awareness, critical thinking, empathy, interpersonal relations and coping with stress.

Shay.M et al (2019) revealed that academic achievement in middle and high school students is associated with school climate. The research mentioned that by rightly identifying the function of various aspects of climate in schools may provide support in terms of right delivery ways and methods.

2.1 OPERATIONALIZATION OF STUDY VARIABLES

Family Climate

Climate is defined as aggregate conditions including internal and external affecting our existence as defined by New Webster's Dictionary (2004). Bhatia and Chadha developed Family Environment scale which explained basics of psychological parameter. Family climate can be evaluated with the help of this scale. Family climate is the sum total of physical, social and emotional surroundings in which we have been born and conditioned to. Healthy environment, Independence, Cohesion, Expressiveness etc can be considered as the sub dimensions of Family Climate. FES (Family Environment Scale) can also be used for empirical study which was developed by Harpreet Bhatia & Dr N.K Chadha in 1993.

Mental Health

Hadfield. 1952 opines "Mental Health is the full and harmonious functioning of the whole Personality". Cutts and Mosley, (1941) defines "Mental Health is the ability to adjust satisfactorily to the various strains of the environment; we meet in life and mental hygiene as the means we take to assure this adjustment". Lewkan, 1949 suggested that mentally healthy person lives happily peacefully and fulfill responsibilities gracefully towards children and society. Mental health defined by WHO (2005) as individual well-being in which individual full potential gets realized and they work productively to contribute towards society as well. Mental health has various sub dimensions like Emotional stability and intelligence etc.

OBJECTIVES

The Research aims to achieve following objectives:

1) To examine the effect of students' family climate - Independence and healthy climate. on students' achievement in XII Exams.

2) To examine the effect of students' mental health - Emotional stability and Intelligence. on students' achievement in XII Exams.

3) To examine the effect of students' family type (joint and nuclear) on students' achievement in XII Exams

HYPOTHESES

The study aims at studying following Hypotheses:

H1: Achievement in XII exams is affected by students' family climate - Independence and healthy climate.

H2: Achievement in XII exams is affected by students' mental health – Emotional stability and Intelligence

H3: Significant difference exists in XII Exams achievement on the basis of family type- nuclear and Joint.

III. RESEARCH METHODOLOGY

The research is descriptive in nature whereby 200 class XII (Science stream) students in Delhi , chosen conveniently were the target respondents. The data is gathered using structured questionnaire. The data is checked for reliability and further analyses is done using statistical techniques.

IV. RESULTS AND FINDINGS

The results as depicted in table 6.1 highlight that 't' values are significant for both the variables under study defining mental health i.e. intelligence and emotional stability. Further results in table 6.2 highlight that "t" values are also significant for both variables of Family Climate i.e. healthy environment and independence .Thus both the hypotheses H1 and H2 are accepted whereby concluding that achievement in XII exams is affected by students' family climate - independence and healthy climate and Mental health – emotional stability and intelligence

Mental Health	XII Exam Achievement				Level of Significance
	Beta	R-square	Simple r	t-value	

Intelligence	.32232*	11.05	.3811*	9.792	Significant
Emotional stability	.09346*	00.76	.2301	2.787	Significant

* = significant at .01 level.

Table 6.1

Family Climate	XII Exam Achievement				Level of Significance
	Beta	R-square	Simple r	t-value	
healthy environment	.10837*	01.84	.2188*	3.145	Significant
Independence	.08721*	00.59	.2201*	2.321	Significant

Table 6.2

Regarding H3 the results as depicted in table 6.3.reveal that a significant difference exists in students' XII Exams achievement on the basis of family type- nuclear and joint family as 't' value 2.27 is found to be significant at 5% level of significance .Thus Hypothesis H3 is accepted.

Achievement in XII Exam	Family Type	N	Mean	S.D	t-value	Level of Significance
	Joint family	100	29.24	4.8	2.27*	Significant
	Nuclear family	100	25.73	6.13		

*Significant at 5%,

Table 6.3

V. CONCLUSION

Academic achievement is a matter of concern not only for student but also teachers and parents. It deserve attention in view of mental health and family climate Most of the research conducted worldwide as identified in the literature review supports the need for further research. Various stakeholders including parents and teachers are concerned with identifying important pointers on which students can be guided, directed to achieve excellence. The research findings may help them to modify their behavior and maintain family climate which affect students' performance along with help students in maintaining their mental health. The findings of the research are of practical significance for teachers' and counseling personnels' training programmes.

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