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## COMPARATIVE STUDY OF FAMILY CLIMATE, EMOTIONAL MATURITY AND ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL BOYS AND GIRLS

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### ABSTRACT:

**E**ducation brings about considerable changes in the individual relating to his physical, intellectual and emotional conditions. It becomes the responsibility of everyone concerned with education to prevent failure and wastage and ensure proper academic achievement and success on the part of students. The development of children occurs to a large extent within the particular climate and subculture of the family of which they are a part.

**KEYWORDS:** physical, intellectual and emotional conditions.

### INTRODUCTION:

Within a particular family system, the child learns when and how to express feelings, manage conflict, and



negotiate differences. The general climate of the family will teach the child certain norms, values and interpersonal skills which will be of more or less benefits to interact in the larger environment outside the family. Perhaps equally important to the development of the child, as the general climate of the family, is the child's particular place or role in the family system.

### FAMILY CLIMATE:

The family climate concept has special importance in the understanding of family systems with mildly handicapped children . Family social climates can be portrayed according to the Interpersonal relationships among the family members, the directions of the personal growth which are emphasized in the system and the family basic's organizational structure.



**Dr. Ashokkumar B. Surapur**

**EMOTIONAL MATURITY:**

Emotional Maturity is one of the vital components of personality which characterizes multi-trait non-cognitive psychological concept. According to Walter D. Smitson (1994), Emotional maturity is a process in which the personality is continuously striving for greater sense of emotional health both intra-psychically and intra-personality. Emotional Maturity or stability might be considered as a potential factor in any field of life.

**STATEMENT OF THE PROBLEM :**

Comparative study of Family climate, Emotional maturity and academic achievement of secondary school boys and girls.

**OBJECTIVES OF THE STUDY:**

- 1.To study the family climate of girls and boys.
- 2.To study the emotional maturity of boys and girls.
- 3.To study the academic achievement of boys and girls.

**HYPOTHESES OF THE STUDY:**

- 1.There is no significant difference between family climate of girls and boys.
- 2.There is no significant difference between emotional maturity of girls and boys.
- 3.There is no significant difference between academic achievement of girls and boys.

**Variables of the study:****Independent variables of the study:**

Family climate, emotional maturity, Academic achievement.

**Dependent variables of the study:**

Gender.

**METHODOLOGY:**

Secondary schools students were the target group of the study. Stratified random sampling technique is adopted for the study. Totally 400 students were selected from the Vijayapura district among 400 students 200 were boys and 200 were girls. Questionnaire is prepared by consulting experts and senior most English and regional language teachers from various schools and colleges. The students were asked to furnish the details provided in the questionnaire and fill up the questionnaire with their self knowledge. They were informed about the intention of the study and the information furnished will be kept confidential and utilized for the study. Descriptive statistics is adopted for the study.

**Result and Discussion:**

t- test ( paired t- test )

**Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	family climate of boys	20.4963	401	3.00510	.15007
	family climate of girls	21.8479	401	2.13876	.10680
Pair 2	emotional maturity of boys	19.1097	401	1.26013	.06293
	emotional maturity of girls	22.9052	401	.99800	.04984
Pair 3	academic achievement of boys	70.6833	401	7.73123	.38608
	academic achievement of girls	86.1820	401	9.15856	.45736

It is observed from the table-1 that Family climate of boys found to be 20.496 ±SD 3.0 while family climate of girls found to be little bit more (21.87 ± SD 2.1) when t test is applied to see the significance difference between boys and girl student with respect to Family climate there is significant difference found (t=5.97 df=400 P= <.05) at 5% of level of significance. Hence null hypothesis is rejected alternative hypotheses accepted indicating that family climate is more among girl students as compared to boys.

**Paired Samples Correlations**

		N	Correlation	Sig.
Pair 1	family climate of boys & family climate of girls	401	-.540	.000
Pair 2	emotional maturity of boys & emotional maturity of girls	401	.332	.000
Pair 3	academic achievement of boys & academic achievement of girls	401	-.518	.000

**Paired Samples Test**

		Paired Differences				t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference	Mean	Std. Deviation	Std. Error Mean
Pair 1	family climate of boys - family climate of girls	-1.35162	4.53305	.22637	-1.79664 - .90660	-5.971	400	.000
Pair 2	emotional maturity of boys - emotional maturity of girls	-3.79551	1.32215	.06603	-3.92531 -3.66571	-57.486	400	.000
Pair 3	academic achievement of boys - academic achievement of girls	-15.49875	14.73230	.73570	-16.94507 -14.05244	-21.067	400	.000

It can be interpreted from the table that emotional maturity of boys found to be 19.1097 ±SD 1.2 while emotional maturity of girls found to be little bit more (22.9052 ±SD .99) when t test is applied to see the significance difference between emotional maturity there is significant difference found (t=57.486 df =400 p=<.05) at 5% level of significance. Hence null hypothesis is rejected alternative hypotheses accepted, indicating that emotional maturity is more among girls student compared to boys.

It can be interpreted from the table that academic achievement of boys found to be  $70.6833 \pm SD 7.73123$  while academic achievement of girls found to be little bit more ( $86.1820 \pm SD 9.15856$ ). When t test is applied to see the significance difference between boys and girls with respect to academic achievement there is significant difference found ( $t=21.067$ ,  $df=400$   $p<.05$ ) at 5% level of significance. Hence null hypotheses is rejected alternative hypotheses is accepted, indicating that academic achievement is more among girls as compared to boys.

### EDUCATION IMPLICATIONS :

- 1) Teacher should teach the values of brotherhoodness and self-discipline and co-operation.
- 2) Teachers and parents should identify the problems of the students very soon and immediate remedial measures should be provided to the students for the betterment of their lives.
- 3) Parents healthy nourishing ways will meet the needs of the children for well adjustment in the school and outside the school.
- 4) Parents should behave with the students as friends so that the children can share the problems without any hesitation and find the solution for the problems.
- 5) Parents should narrate the moral stories to their wards so that they can grow up healthily.
- 6) Curriculum should be constructed keeping in view the needs of the students.
- 7) Teaching –Learning procedures should be regenerated so that the students should feel free to express the feelings.
- 8) Teachers personality should influence the students in such a way that they can solve their problems which cause the anxiety and stress.
- 9) The students must be motivated to resolve the conflicts which arise due to various problems.
- 10) Students should be encouraged to participate in the co-curricular activities to overcome the academic anxiety and academic phobia.

### CONCLUSION:

Children are the future citizens of the country. Children are the greatest resource of the nation. The children are required to adopt certain behavioral standards for the integration of the society. Family also plays an important role in the personality development of adolescence. Adolescent period is associated with notable changes in mood sometimes known as mood swings. Cognitive emotional and attitudinal changes which are characteristic of adolescence, often take place during this period, and this can be a cause of conflict, stress and depression and positive personality development on the other.

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