

Academic Performance as Function of Parental Acceptance and Academic Climate among Adolescents

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Abstract: The study aimed at to find out the effect of parental acceptance and academic climate on academic performance of adolescents. It was hypothesized that parental acceptance and academic climate significantly affects academic performance of adolescents. 180 students studying at 10th class in various schools of Sangli and Kolhapur districts of Maharashtra State, India were selected by random sampling method. 2 X 2 factorial research design was employed. Two- way ANOVA was used to analyze the collective data. The findings of the study revealed that parental acceptance and academic climate strongly and significantly affects academic performance of adolescents.

Keywords: Academic Performance, Parental Acceptance, Academic Climate and Adolescents

1. Introduction

Academic performance or achievement is related to the acquisition of principles and generalizations, and the capacity to perform efficiently, certain manipulation of objects, symbols and ideas (Narayan Rao, 1991)[1]. Academic achievement is generally measured on the basis of examination scores or by standardized test scores. According to Good (1993) [2] Academic achievement means knowledge attained or skills developed in the school subjects, usually designated by test scores or by marks assigned by teachers or by both. Family component has been a key theme in children's education (Fantuzzo, Tighe and Childs, 2000) [3]. In other words family is the most essential factor for any development process of any person. It influences our personality, attitude, thoughts and beliefs, social skills and achievements. Adolescent students spend most of their time in attending school and doing home works. Academic climate strongly contributes to the academic achievement of students. Academic climate influences overall development through the academic demands of formal curricula and through exposure to teachers who emphasize academic achievement (Newman and Newman 1986) [4]. Perry (1908) [5] was the first educational leader, strongly stated that school climate significantly affects the students' academic performance. A series of studies have shown that academic climate is directly related to academic achievement (Brookover, 1978[6]; Rutter, et. al., 1979[7]; Edmonds, 1979[8]; Academic climate is the cluster of various elements viz. environmental, structural, teaching and learning culture, teacher- student relationships, various activities and moral norms etc. (Cohen, 2006[9]; Freiburg, 1999) [10].

2. Literature Review

Heaven and his colleagues (2002) [11] have conducted a study on family relationship, school climate and personality and revealed that the personality traits were consistently related to attitudes to school and the parental factors (care and overprotection). Stephen J. Ceci and his colleagues (1997) [12] proposed that parental acceptance lead to academic performance. Children who are successful and well developed came from families where positive relationship existed between them and their parents, where as children, who were discouraged and rejected at home they fail to get success in academic achievement (Bowlby, 1967) [13]. Several other researchers concluded that, parental acceptance has significant impact on academic performance of adolescents (Epstein, 1989[14]; Hoover - Dempsey and Sandler, 1997[15]; Rayn and Adams, 1995) [16].

3. Materials and Methods

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3.1. Objectives

- To find out the effect of parental acceptance on academic performance of adolescents.
- To investigate the influence of academic climate on academic performance of adolescents.
- To examine the interactional effect between parental acceptance and academic climate on academic performance of adolescents.

3.2. Hypotheses:

- Parental acceptance will significantly affect on academic performance of adolescent students.
- Academic climate will significantly affect on academic performance of adolescent students.
- Parental acceptance versus academic climate factors interaction will affect on academic performance of adolescents.

3.3. Sample:

Three hundred students studying in 10th class from various high schools in Sangli and Kolhapur city were selected by random sampling method. They varied in age range from 14-15 years. The ratio of high and low parental acceptance as well as excellent and poor academic climate was kept as 1:1. Out of 300 students only 180 students were taking consideration for analyze the data.

3.4. Tools:

Research was conducted using the following psychological standardized tools.

3.4.1. Family Relationship Inventory (FRI):

It is prepared by Sherry and Sinha on the basis of Brunken and Crites's Family Relationship Inventory in the Indian situations. The inventory is intended to identify the individuals who feel emotionally accepted, over protected or rejected by their parents. In other words it measures the acceptance, concentration and avoidance tendency of parents. However in the present study, only acceptance tendency is considered. FRI includes 150 items with true false alternatives. This inventory has high reliability and validity. A high score in each area shows high degree of one's feeling of his being accepted, concentrated and avoided by his or her parents.

3.4.2. Academic Climate Description Questionnaire (ACDQ):

This scale is developed by Shah and Shah. It consists 84 items based on four dimensions viz. Physical, material, Interpersonal trust, school provisions and Academic provision the reliability of ACDQ is .85 and validity is quite high. A high score shows high academic climate while low score shows low academic climate.

3.4.3. Academic Achievement Score:

Academic performance is measured through Academic achievement scores. It is usually defined in two ways - the grades earned in school and score achieved on standardized tests of academic achievement. In the present study for the consideration of academic achievement, the percentage scores of 10th class students were collected.

3.5. Design of the Study:

2 X 2 Factorial research design was employed for the present study. Academic performance is dependent variable while parental acceptance and academic performance are independent variables, which were studied at two levels, viz respectively high-low and excellent-poor. Two-way ANOVA was conducted to see the effect of independent variables of dependent variable.

3.6. Procedure:

The headmasters of the various high schools were contacted and permission was sought from them to conduct a research on their students. After seeking permission, psychological tests were administered one by one with a short rest in a group of 25 to 30 students at a time. Annual percentage of marks for their previous year examination was collected from school recodes.

4. Results

Table 1: Summary of Two-way ANOVA on Academic Achievement score of High school Students

Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
A=Parental Acceptance	1227.222	1	1227.222	7.247	0.01**
B=Academic Climate	2538.756	1	2538.756	14.992	0.01**
PA X AC	142.222	1	142.222	0.84	NS
Error	29804.044	176	169.341		
Total	1152988	179			

** Significant at 0.01 level of Alpha, NS: Not Significant

5. Results and Discussion:

It may observe from table 1 that the main effect 'A' which represents the factor Parental Acceptance (PA). The F ratio of Parental Acceptance (PA) was also found to be significant at 0.01 level of alpha. It means that Parental Acceptance significantly affect on Academic Performance of adolescent students. This result supports first hypothesis of the study. The same results were found in study conducted by Emmer and his colleagues (1979) [17]. However the main effect 'B' which represents the factor Academic Climate (AC) is also significant at 0.01 level of alpha. It means Academic Climate (AC) is also significantly affect on Academic Performance of adolescent students. This result also supports second hypothesis of the study. School climate promotes the students ability to learn properly, hence their Academic Achievement (AA) is increased (Kerr, 2004) [18]. It could be seen from table 1 that F ratio for two-way interaction A X B was not significant (F=0.84, df = 1 & 176, P > 0.05). It means that Parental Acceptance (PA) and Academic Climate (AC) factors are functioning independently. This result does not supports third hypothesis of the study.

6. Conclusion

The findings of the study revealed that parental acceptance and academic climate strongly and significantly affect academic performance of adolescent students but their interactions were not.

7. References

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