Chapter 1

Introduction

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I-INTRODUCTION

1.2 THE PROBLEM

The world is becoming more and more competitive and quality of performance is the key factor for personal progress. Excellence particularly, in academics and generally in all other areas has been seen as an important aspect. Parents desire that their children climb the ladder of performance to as high level as possible. This desire of a high level of achievement puts a lot of pressure on students, teachers, institutions and the educational system itself in general. In fact it appears as if the whole system of education revolves around academic achievement of the students, though various other outcomes are also expected from the system. Thus, a lot of time and efforts of the schools are utilised in helping students to achieve better in their scholastic endeavours. The importance of scholastic achievement has raised several important questions for educational researchers. What factors promote achievement of students? How far do the different factors contribute towards academic excellence? The answer to such questions is not easy because of intricate human personality. Hence, efforts have always been made to find out strategies and mechanism to improve excellence. Therefore, many factors have been hypothesised and researched by the researchers. They come out with different results, at time, complementing each other but at times contradicting each other.

A complete and comprehensive picture of academic achievement still seems to elude the researchers. The search, therefore, continues and educational researchers all over the world are still seeking a breakthrough in elucidating this phenomenon. In the present investigation it is presumed that students’ academic achievement is determined by Family climate, Mental health, Study habits and Self-confidence and this is the reason why, the aim of the present investigation was to study the “Impact of Family Climate, Mental Health, Study Habits and Self Confidence on the Academic Achievement of Senior Secondary Students.”
1.3 FAMILY CLIMATE AND ACADEMIC ACHIEVEMENT

“The family is the only socially recognised relation for child bearing and the essential agency for child rearing, socialization, and introducing the child to the culture of the society, thereby shaping the basic character structure of our culture and forming the child’s personality.” (Frank, 1948)

The infant begins his life under the fostering affection and care of his parents and other near and dear ones who are associated with the family. As he grows, he receives the first lesson of life in his family and tries to imbibe the habits, ideals and patterns of behaviour of his family members. In this way, family continuously influences him throughout his life. For the upbringing of the child, there is no better institution than the family. All the members of the family act and react and this process of give and take teaches many things to the child. In brief, each member of the family has an important role to influence the personality of the child.

It is in the family, where the foundation of a healthy or unhealthy personality is laid down. It is the family which satisfies most of the basic human needs physical, psychological and social. A child needs to have a sense of security not only physical but also emotional. He needs to be able to take for granted complete affection from all members of the family but also be able to express his love in various ways. Only then a sense of being wanted develops. Happy and harmonious relationship between children and parents and other members of the family contribute to the development of sense of security. Through this, child develops a sense of belongingness. He needs to have a place in the family structure and be recognised as an individual and must be respected. Child’s needs and feelings should neither be taken for granted or ignored.

Every child just like an adult needs recognition for his achievement and success from the members of his family. Praise, encouragement, attention and recognition need to be given truly and frequently. The family provides opportunities to the child to experience success. The experience of success by
itself immensely contributes to the growth and development of a child.

Parents with higher levels of education will have children who are better educated (Black, Devereux, and Salvanes, 2003; Oreopolous, Page, and Stevens, 2003). Since family climate and parent involvement has been shown to be a very important positive force in a child's life, one would expect that during Adolescence which is a critical and demanding phase the two most important environments in child development, home and school, would increase their collaboration. The opposite though is true: As children progress through school, parent involvement declines dramatically (Zill & Nord, 1994). To be successful in school and in life, adolescents need trusting and caring relationships. They also need opportunities to form their own identities, engage

**Figure- 1.1 Processes of Family Involvement and Adolescent Outcomes**  
(*Kreider et al, 2007*)

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in autonomous self-expression, and take part in challenging experiences that will develop their competence and self-esteem (Roeser, Eccles, & Sameroff, 2000). Adolescents desire autonomy, independence, and time with peers, but at the same time, they continue to rely on guidance from parents and other family members (Eccles, 1999). In brief, we can say that family involvement in academics and learning remains important in the adolescent years.

1.2.1 Parenting of Adolescents:

Parenting is the family involvement process that consists of parents' attitudes, values, and practices in raising adolescents. The parenting styles used to engage adolescents, the quality of parent–child relationships, and the ways parents monitor their behavior collectively and uniquely influence adolescent achievement.

- **Parenting style and parent–youth relationships.** Warm, responsive parenting in adolescence is related to school success and positive social and emotional outcomes (Mandara, 2006). Adolescents with supportive parents exhibit higher rates of self-reliance, identity formation, school performance, and positive career-planning aspirations, as well as lower rates of depression and delinquency (Simpson, 2001). Youth who share trusting relationships with their parents—characterized by mutual and sustained bonds and open communication—have higher achievement and better physical health and are more likely to disclose information to their parents that will keep them out of trouble (Pong, Hao, & Gardner, 2005).

Different parenting styles are associated with different patterns of adolescent development. Many studies suggest that an authoritative style, which is responsive, warm, and firm but democratic, is associated with more positive educational outcomes than an authoritarian style, which is characterized by strictness and unilateral parental decision making (Steinberg, Bradford, & Dornbusch, 1996). The nature of the parent–youth relationship is not only important for individual student
outcomes such as academic achievement, but also for participation in out-of-school time activities that can benefit youth academically, socially, and emotionally.

- **Monitoring** - Monitoring represents a parent's—or another close adult's—attempts to know what is going on in an adolescent's life. Monitoring of social activities, such as being aware of an adolescent's whereabouts, decreases school problems, substance use and delinquency, and promotes social competence and good grades (Rodriguez, 2002). By monitoring adolescents' academic and social lives, parents can prevent emerging problems from becoming big ones, foster identity achievement, and promote academic growth (Catsambis, 2001). Parental monitoring is also linked with youth's prosocial competency, fewer problem behaviors, and school adjustment and engagement; the latter refers to whether or not students pay attention in class, take school seriously, and want to do well in school (Rankin & Quane, 2002). Parental monitoring is most effective for academic motivation and achievement when adolescents perceive their parents as truly invested in their well-being and caring about them (Spera, 2006). However, the effect of parental monitoring might differ for girls and boys. For at-risk inner-city boys, school engagement was greater when parental monitoring was high, but for girls, school engagement depended on both high parental monitoring and high family cohesion (Annunziata, Hogue, Faw, & Liddell; 2006).

### 1.2.2 Home–School Relationships:

Home–school relationships are the formal and informal connections between the family and school. Home–school relationships seem to be just as important for adolescents as they are for younger children. Although home–school relationships tend to wane during or even before children reach adolescence, such relationships continue to play an important role in youth outcomes.
Aspects of home–school relationships include communicating with teachers and school personnel, attending school events, volunteering at school, and participating in parent–teacher organizations and leadership groups. The extent to which parents attend and volunteer at school functions, for example, has a consistent positive impact on adolescent academic achievement (Jeynes, 2005). There are several reasons why home–school relationships matter in middle and high school. Involvement and presence at school helps parents monitor their youth's academic and social progress, acquire information they need to make decisions about their children's academic future, and foster positive relationships with school staff (Hill & Taylor, 2004). Home–school relationships also increase student achievement by conveying to both teachers and students parents' beliefs about the importance of education and appropriate behaviors for adults in society (Cooper, Jackson, Nye, & Lindsay, 2001).

1.2.3 *Responsibility for Learning Outcomes:*

In adolescence, responsibility for learning is an aspect of parenting that places emphasis on homework management, educational expectations, and encouragement for college.

- *Homework management*- Parents are less likely to be directly involved in the homework content of middle and high school students as compared to younger children. Nonetheless, parental encouragement and concrete help in managing homework supports adolescents' learning, helping them to complete homework more accurately, so that when they study on their own, they can do so with fewer problem behaviors. Such help can also decrease conflict over homework and raise grades (Toney, Kelley, & Lanclos, 2003).

- *Educational expectations*- High parental expectations also improve student outcomes (Catsambis, 2001; Jeynes & Trusty, 2003). For instance, parental expectations for students' success and high expectations for achievement stand out as the most significant influences on high school seniors' achievement growth, high school credits completed, and enrollment in extracurricular academic high
school programs (Catsambis, 2001). High maternal expectations for educational achievement are directly associated with higher student maths and reading scores (Zhan, 2006). When adolescents perceive that their parents have high educational goals, they have more interest in school, greater academic self-regulation, and higher goal pursuits (Spera, 2006).

One explanation for why this aspect of responsibility for learning is so important is that parents' aspirations and expectations affect student aspirations and expectations of themselves, and this, in turn, affects students' achievement (Hong, & Ho, 2005, Patrikakou, 2004). For example, when students perceive that their parents value education, they are also more likely to feel competent and motivated in their schoolwork (Marchant, Paulson, & Rothlisberg, 2001). In fact, the academic encouragement parents provide is even more powerful than the support provided by friends (Sands, & Plunkett, 2005).

- **Encouragement for higher education**- Parents' constant encouragement and discussions about school and higher education also promote students' college aspirations and preparation (Catsambis, 2001; McCarron & Inkelas, 2006). When parents encourage college enrollment and youth perceive parents' interest in their school success, youth sign up for academic tracks in high school associated with college access, participate in out-of-school time programs that may prepare students for college environments and develop aspirations to attend college (Swail, Cabrera, & Lee, 2004).

Studies supporting the importance of parental involvement and the home environment have shown the positive influence of the family on students’ achievement, and have identified characteristics and behaviours of parents and extended family members that support student learning (Rutter, 1990). The need for care and affection is critical throughout childhood and adolescence. Masten et al. (1990) noted that families:
nurture mastery, motivation and self – esteem as well as physical growth. Parents provide information, learning opportunities, behavioural models and connections to other resources. When these transactional protective processes are absent or are severely limited for prolonged periods, a child may be significantly handicapped in subsequent adaptation by low self – esteem, inadequate information or social know – how, a disinclination to learn or interact with the world, and a distrust of people as resources.

(Masten et al., 1990, p. 438)

Summarizing findings from a series of studies, Rutter (1990) further suggested that positive, intimate family relationships correlate with a positive self – concept and competence under stress. Research indicates that variables such as the physical environment of the home, the emotional and verbal responsiveness of the parents, parental expectations and their aspirations for the academic achievement of their children, and family cohesiveness and harmony play major roles in enhancing school learning.

Not only Family Climate, child’s academic achievement depends upon a complex of factors within the child like intelligence, frustration, stress, attitude etc. And factors external to child like teachers, curriculum, methods of teaching & evaluation & school environment etc.

1.3 MENTAL HEALTH AND ACADEMIC ACHIEVEMENT

According to Healthy People 2010 (a statement of national health objectives developed in part by the U.S. Department of Health and Human Services):

“Mental health is sometimes thought of as simply the absence of a mental illness but is actually much broader. “Mental health is a state of successful mental functioning, resulting in productive activities, fulfilling relationships, and the ability to adapt to change and cope with adversity. Mental health is indispensable to personal well-being, family and interpersonal relationships, and one’s contribution to society.”
It has long been acknowledged that a variety of psychosocial and health problems affect learning and performance in profound ways. Such problems are exacerbated as youngsters internalize the debilitating effects of performing poorly at school and are punished for the misbehaviour that is a common correlate of school failure.

Due to these reasons schools have come under enormous pressure in recent years to demonstrate academic gains and to address deeply rooted disparities among students’ of different races, ethnic groups, and income levels. Clearly, boosting academic achievement should be a top priority. Over the past decade, research studies and reviews have consistently concluded that student health status and achievement is deeply connected. Evidence has been mounting that meeting the basic developmental needs of students — ensuring that they are safe, drug-free, healthy, and resilient — is central to improving their academic performance (Allensworth, Lawson, Nicholson, & Wyche, 1997; Marx, Wooley, & Northrup, 1998; Mitchell, 2000).

1.3.1 Mental Health and Students-

The students enter the educational institution with certain explicit and implicit expectations from the school and schooling and are endowed with certain characteristics at the point of entry. Thus, the family environment, the personality make-up and other dispositions (e.g., aptitude, interest, abilities), assets and liabilities of a learner prepare him or her uniquely to interact with the school or college in healthy and productive or unhealthy and destructive ways. Considerable individual differences do exist in these characteristics. Health problems may arise due to incompatibility between the demands of the educational system and the characteristics of learners, or between learners’ expectations and the educational process, or both. Such incompatibilities are becoming more and more salient in the context of increasing competition in the job market, increased pressure for achievement from parents, uncertain future, and parental aspirations and their desire for compensation through their progeny. Failure in
examination, underachievement, and the resulting frustration are becoming prominent features of educational life at school as well as the higher educational levels, leading to a wide range of health problems having far reaching consequences for individual as well as societal well-being. This is reflected in a recent analysis of suicide among children and adolescents. Shah, Parkar, and Maheshwari, (1993) noted that failure in love affairs, failure in examination, and unemployment constitute the major causes of suicidal behavior.

The incidence of mental and emotional health issues continues to increase on college campuses and has more of a negative effect on student success than do physical health issues, students continue to engage in risk-taking behaviours that impact their physical health and may be a direct result of the increasing prevalence of mental and emotional health issues.

Administrators are called upon daily to deal with a growing number of issues on campus that affect not only individual students’ health but the broader campus community as well. These issues include alcohol, tobacco and other drug use, violence, suicidal ideation, depression, stress, and eating disorders. While not every student who attends class on a college campus will be affected directly by these issues, most will be indirectly impacted by the consequences of such problems.

1.3.2 The Educational Process and Mental Health:

The functioning of the educational process itself may become a source of stress and strain and ill health for its participants. This partly may be due to lack of the necessary aptitude and attitude in the learner and the instructor or in the features of the educational process (e.g., course content, teaching method, interaction pattern, climate, rewards and punishment, evaluation system). The problems related to these features often-times vary with the developmental stage of the learner. For instance, the load of the school bag has been recently an issue of deep concern for the educationists (MHRD 1993). It has been felt that small children are unnecessarily subjected to physical exertion by asking
them to carry greater weight, both mental and physical, than what they can manage. Teaching strategies and behavioral styles of teachers are also potential source of stress and strain if they do not respond adequately and effectively to the needs of the children. This point has been effectively demonstrated in a study by Roy, Sinha, and Hassan (1994) who found that under the nurturant task style of headship, the socio emotional climate was better than under the democratic and authoritarian styles. The students showed more mischievous activities under the authoritarian style and were more studious under the nurturant task style. In addition, the mode of classroom interaction, the social milieu and the physical environment of the institution play an important role in healthy regulation of the teaching process.

The health problems in the educational setting are multiplicative in nature. The components described above do not operate in isolation. Often times the different features reinforce each other and make the adaptive demands more complex. As a study by Verma and Gupta (1990) has shown, the academic stress among adolescents was caused chiefly by the examination system, the burden of home work, and the attitude of parents and teachers. Their stress symptoms encompassed all the three areas, i.e., physiological, psychological and behavioural.

A representative study that followed adolescents longitudinally found that approximately 15 percent of middle and high school students reported recurrent health problems and that these self-reported health problems were associated with school failure (Needham, Crosnoe, & Muller 2003). This association between physical health and academic progress was largely explained by the greater likelihood of adolescents with health problems to experience absenteeism, trouble with homework, and emotional distress. Evidence suggests that students in elementary school through high school perform better academically when they are physically active. Studies have demonstrated that physical activity is connected to physiological aspects of cognitive functioning (Sallis et al. 1999; Shephard 1997).
Other research suggests that physical exercise increases neural connections and cerebral blood flow (Jensen 1998). Physical activity can also increase academic performance indirectly by improving emotional health, self-esteem, and alertness—all of which are related to improved academic performance (Tremblay et al., 1998). It also is associated with nutrient intake, which in turn can improve student learning.

Data from social surveys indicate that youths who engage in moderate to high levels of physical activity tend to perform better in school (Dwyer, Sallis, Blizzard, Lazarus, & Dean 2001; Field, Diego, & Sanders 2001; Pate, Heath, Dowda, & Trost, 1996). More significantly, several experimental studies examining the academic consequences of participation in physical education programs have found that increases in physical education time concomitant with reductions in academic instruction time have favourable effects on students’ academic achievement (Dwyer, Coonan, Worsley, & Leitch 1979; Shephard et al. 1984; Sallis et al. 1999; Shephard 1997; Tremblay et al. 1998). These studies prove that schools that attempt to increase academic instructional time at the expense of physical education time will experience reductions in student learning and academic performance.

### 1.3.3 Criteria for mentally healthy person-

- Adaptability and resident mind i.e. individuals who are adaptable to the changing conditions of his environment receptive and not rigid in their behavior.
- Socially adaptable- Mentally healthy person is socially awakened, he participates in social activities and his personality functions properly under strains and stress of emotional disturbance.
- Emotionally satisfied- The emotions of mentally healthy person are well trained and controlled; he is free from persistent emotional tension in his life.
- Desires are in harmony with socially approved goals i.e. the mentally healthy person does not indulge in anti social activities; his goals of life
are in accordance with society. He fulfills his objectives in harmony with other people.

- The mentally healthy person has insight into his conduct. He self evaluates his behaviour and improves his conduct on the basis of self examination.

- They are enthusiastic and reasonable, and have good habit and also they are not easily annoyed. A mentally healthy person has his own philosophy of life and he develops definite attitudes towards value of life.

Healthy children have a desire to acquire more and more information and skills that will give them better control over their environment. Recent research studies have proved that learning is not the activity of single, but is bound up with total personality of learner. Mental health is an essential to the learning process as intelligence. In short we can say that mental health is an inseparable part of education. For education sound mental health is the first condition. If children are not in sound mental health, they cannot concentrate in learning and retain knowledge received in the classroom. Therefore learning is dependent on sound Mental health.

1.4 STUDY HABITS AND ACADEMIC ACHIEVEMENT

Learning is highly complex process in education. Different psychologists have tried to explain this in their own ways. The Oxford English Dictionary (2007) defines “Learning” as knowledge got by study; to get knowledge by study. Longman Dictionary of Contemporary English (2004) defines “Learning” as knowledge gained through reading and study. On the other side “Habit” is defined as something that you do regularly or usually, often without thinking about it because you have done it so many times before”.

Above definitions suggests that learning is the end point of study. In other words we can say that, learning involves the development of proper study habits and skills and habits are not innate abilities like intelligence, but they are generally formulated, acquired, cultivated and fixed by repeated efforts.
“Poor habits of study not only retard school progress but develop frustration, destroy initiative and confidence and make prominent the feeling of worthlessness towards himself and the subject of study whereas effective methods ensure success, happiness and sense of accomplishment” — Smith, Sammuel and Field (1948).

Study habits are habitual way of exercising and practicing the abilities for learning. These are techniques, which a student employs to go about his or her studies, which are consistent and have become stereotyped as a result of long application or practice. It is one of the major factor effecting academic achievement of the students. Psychologists and educationists believe that good study habits are the gateway of knowledge and wisdom. It is one of the effective means of systematic development of knowledge, language and personality of the individual. There are many factors like concentration, motivation, keen observation, adjustment in school, networking etc. which influence the proper development of study habits.

According to Husen and others in the International Encyclopaedia of Education (1994) defines the term study habit as “study habits and strategies refer to activities carried out by a learner during the learning process for the purpose of improving learning”.

Rao (1965) is of the opinion that a well formed study habit furnishes its own source of motivation. In fact a good study habit gives the learner a chance to study more. More study gives better learning performance in schools that again motivates the learner to study more which in turn results in improvement in the performance level. Thus, Study Habits not only help in promotion of better academic work but also influences students’ morale and sense of satisfaction.

Thus, it can be concluded that certain mechanical procedures and abilities are significant contributors to achievement in the various fields and dimensions of learning. Study habit of the students is the one and probably a very important predictor of high achievement. Efficient learning depends upon the development of efficient study-habits and skills (Jamuar, 1961). According to

The task of learning is not related to the teacher alone but it also requires many things on the part of the learners, like his ability to schedule his time, the plan of the study, concentration, note taking, mental review, mass and part learning etc. and therefore, “Study is self-directed education” but this does not mean that the student should be left entirely to his own devices in his search for knowledge.

According to Secondary Education Commission (1952-53):

“The underachievers need some form of special help or remedial education and guidance to overcome their difficulties and achieve up to the maximum of their potential. To plan remedial education and guidance programme for underachievers we need to know about the factors related to and their possible contribution towards underachievement.”

Therefore, study is a complex operation and hence educators tend to regard study habits and attitudes as important variables in helping to determine academic success or failure, because we have already observed study is the process by which knowledge is acquired. Study habits might be the result of several factors affecting the individual. Good and poor study habits may be the result of a set of common factors.

1.5 SELF CONFIDENCE AND ACADEMIC ACHIEVEMENT

Life is full of challenges and surprises and it is intelligence and self-confidence which prepares us for facing these challenges and accepting these surprises as successfully as possible. Self-Confidence is the conviction that one is generally capable of producing desired results. Self-confidence is related with success. A confident attitude, a belief and a faith in oneself and one’s ideas are essential in getting ahead but it should also be remembered that self-confidence grows with success that means it is desirable to develop those qualities within
oneself that makes for success. It has been found that the child who perceives himself to be able, confident, adequate and a person of worth has more energy to spend on academic achievement and will use his intelligence to be utmost, on the other hand, the child who perceives himself as worthless incapable and less confident may not come up to the optimum level of attainment.

Self-confidence is an individual’s characteristic (a self-construct) which enables a person to have a positive or realistic view of themselves or situations that they are in (Sieler, 1998). It refers to a person’s expectation of his or her ability to achieve a goal in a given situation and is a very influential factor in ensuring a person’s potential is realised (Stevens, 2005). In other words, a person with a high self-confidence has a realistic view of themselves and their capability which makes them persistence in their endeavours. According to Neill (2005), self-esteem and self-efficacy in combination is what constitute self-confidence. Neill (2005) defines self-esteem as a general feeling of self-worth or self value. A person with low self-esteem believes that he or she is worthless or inadequate while a person who has high self-esteem believes otherwise. Self-efficacy on the other hand is the belief in one's capacity to succeed at tasks.

Self-efficacy is defined as the levels of confidence individuals have in their ability to execute certain courses of action or achieve specific outcomes (Bandura, 1977, 1982, 1997). The strength of people’s firm belief in their own effectiveness is likely to affect whether they will even try to cope with given situation. At this initial level, perceived self-efficacy influences choices of behavioural actions. The latest research of Bandura (1999) showed that the stronger the belief in self-efficacy, the better the subsequent performance. Their results also indicated that causal attributions could influence achievements strivings; however, the effect is mediated almost entirely through changes in perceived self-efficacy (Weiner & Graham, 1999). The stronger the self-efficacy, the more active the effort, and that results in better performance. This positive link between self-efficacy and performance is widely reported and much research has been conducted in a range of different settings (Panjares,
1996; Sadri & Robertson, 1993; Stajkovic & Luthans, 1998), although a number of conditions appear to influence the effect size. Thus, by giving appropriate skills and adequate incentives, self efficacy and performance can be increased.

1.5.1 Bandura’s self-efficacy theory:
Self-efficacy is a situation specific self-confidence (Bandura, 1986), a belief that one is competent to handle the task at hand. People with high self-efficacy - that is, those who believe they can perform well - are more likely to view difficult tasks as something to be mastered rather than something to be avoided. According to the theory, self-efficacy is enhanced by four factors: enactive attainment (successful performances), vicarious experiences, verbal persuasion, and psychological state (emotional arousal).

This means that:
- Successful past experiences lead to higher mastery expectations, while failures lower them
- Observing other people perform activities successfully can lead to the observers into believing that they also can improve their performance as they learn from watching others.
- People can be persuaded through suggestion into believing that they can cope successfully with specific tasks
- The individual's emotional states influence self-efficacy judgments with respect to specific tasks. Emotional state such as anxiety can lead to negative judgments of one's ability to complete a task

In education, Vrugt, Lanereis and Hoogstraten (1997) introduce the concept of academic self-confidence which refers to a person’s self-confidence in the context of academic achievement which is different from the general self-confidence. Academic self-confidence is easily influenced by situational elements differentiating it from the general self-confidence which is not easily influenced by situational elements Zokina and Nalbone (2003).

1.5.2 Role of parents in developing self confidence:
Many factors affect the development of self-confidence. Parents' attitudes are crucial to the way children feel about themselves, particularly in their early years. When parents provide acceptance, children receive a solid foundation for good feelings about themselves. If one or both parents are excessively critical or demanding, or if they are overprotective and discourage moves toward independence, children may come to believe they are incapable, inadequate, or inferior.

However, if parents encourage a child’s moves toward self-reliance and they are not overly critical when the child makes mistakes, the child will learn to accept herself, and will be on the way to developing self-confidence.

A lack of self-confidence is not necessarily related to a lack of ability. A lack of self-confidence is often the result of focusing too strongly on the unrealistic expectations of others, especially parents and friends. The influence of friends can be more powerful than those of parents in shaping the feelings about one's self.

1.5.3- Characteristics of a Self-Confident Personality:

The following are the nine characteristic traits and behaviours of a self confident person (Given by Oldham & Morris, 1995 in their book, The New Personality Self-Portrait).

- **Self-regard.** Self-Confident individuals believe in themselves and in their abilities. They have no doubt that they are unique and special and that there is a reason for their being on this planet.

- **The red carpet.** They expect others to treat them well at all times.

- **Ambition.** Self-Confident people are unabashedly open about their aspirations and possibilities.

- **Politics.** They are able to take advantage of the strengths and abilities of other people in order to achieve their goals, and they are shrewd in their dealings with others.
- **Competition.** They are able competitors, they love getting to the top, and they enjoy staying there.

- **Stature.** They identify with people of high rank and status.

- **Dreams.** Self-Confident individuals are able to visualize themselves as the hero, the star, the best in their role, or the most accomplished in their field.

- **Self-awareness.** These individuals have a keen awareness of their thoughts and feelings and their overall inner state of being.

- **Poise.** People with the Self-Confident personality style accept compliments, praise, and admiration gracefully and with self-possession.

Now, it is important to find out how self-confidence and other factors taken in this research would influence academic achievement. If a positive relationship is found between these variables (family climate, mental health, study habits and self-confidence) and academic achievement, it will be of immense importance to the most important social institutions concerned with the education of child – family and school. Thus family and teachers must be helped to realize the importance of positive family & school environment, mental health, good study habits and role of confidence for the academic excellence of its younger members. Also, what measures one can undertake to improve academic achievement.

1.6 STATEMENT OF THE PROBLEM

In this investigation researcher aimed to study the “**Impact of Family Climate, Mental Health, Study Habits and Self Confidence on the Academic Achievement of Senior Secondary Students.**”

1.7 DEFINITION OF THE TERMS USED

1.7.1 **FAMILY CLIMATE:**

New **Websters Dictionary (2004)** defines ‘Climate or Environment’ as the aggregate of all external and internal conditions affecting the existence, growth, and welfare of organisms.

The family climate refers to the physical, social and emotional surroundings that the child focuses in a family. In fact, family climate refers to the “sum total of the conditions which surrounds man” from the very beginning of his life.

On the basis of various definitions many sub dimensions have evolved of Family climate. Therefore, Family climate can be defined in terms of sub dimensions like: Cohesion, Expressiveness, Conflict, Acceptance & caring (Relationship dimensions), Independence, Active recreational orientation (Personal growth dimensions), Organization, Control (System maintenance dimensions).

Family Climate in this study has been taken as the total scores secured by the students on various dimensions of FES (Family Environment Scale) developed by Bhatia & Chadha in the year 1993.

**1.7.2 MENTAL HEALTH:**

“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.”

*(Cutts and Moslay, 1941)*

“Mentally healthy person is one who is happy, lives peacefully with his neighbours, makes his children healthy citizens and after fulfilling such basic responsibilities is still empowered with sufficient strength to serve the cause of the society in any way.”

*(Lewkan, 1949)*

“Mental Health is the full and harmonious functioning of the whole personality”.

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Mental health is described by WHO (2005) as:

“a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community.”

On the basis of various definitions many sub dimensions have evolved of Mental health. Therefore Mental health can be defined in terms of sub dimensions like: Emotional stability, Overall adjustment, Autonomy, Security insecurity, Self concept and Intelligence.

Mental Health in this study has been taken as the total scores secured by the students on various dimensions of MHB (Mental Health Battery) developed by Singh & Gupta in the year 2008.

1.7.3 STUDY HABITS:

Dictionary of education, Good (1973) defines ‘Study Habits’ as the basic features involved in the application of the mind to a problem or subject; the characteristic pattern which an individual follows in learning about things and people.

Websters Dictionary (2004) defines ‘Study’ as ‘to apply the mind in acquiring knowledge’ and ‘Habit’ as ‘a tendency toward an action or condition, which by repetition has become spontaneous.’

Study habits mean the habits that an individual might have formed with respect to his learning activities. Study Habits in this study has been taken as the total scores secured by the students on various dimensions of SHI (Study Habits Inventory) developed by Palsane & Sharma in the year 2003.

On the basis of various definitions many sub dimensions have evolved of Study
habits. Therefore Study habits can be defined in terms of sub dimensions like: Reading habits, Learning technique, Memory, Time schedule, Physical conditions for study, Examination, Evaluation etc.

1.7.4 SELF CONFIDENCE:

Dictionary of education, Good (1973) defines “Self confidence as faith in one’s own abilities.”

New Websters Dictionary (2004) defines self confidence as “confidence in oneself or on one’s own unaided powers, judgement, etc.”

Thus, a self confident kind of person is a man who strikes us, very sure of himself, he is relatively unworried, is not hypersensitive and is usually in good spirits. Self-confident people trust their own abilities, have a general sense of control over their lives, and believe that, within reason, they will be able to do what they want to do.

Self Confidence in this study has been taken as the total scores secured by the students in SCI (Self Confidence Inventory) developed by Agnihotri in the year 1993.

1.7.5 ACADEMIC ACHIEVEMENT:

Achievement is defined as “the measure of what and how much an individual has learnt. It may be the quality or quantity of learning attained by an individual in a subject of study after a period of instruction.”

According to Eyeseneck & Arnold, in the Encyclopaedia of Psychology (1972), Achievement is defined as “General term for the successful attainment of goal requiring certain effort”.

The dictionary of Education, Good (1973), defines Academic achievement as accomplishment or proficiency of performance in a given skill or body of knowledge.
Thus, Academic achievement is an end product of learning whose level and performance are affected by various conditions existing at the time of learning and its use.

Academic achievement in this study has been taken as the total marks secured by the students in their XII class board examinations.

1.7.6 SENIOR SECONDARY STUDENTS:

Senior secondary students are those students who are studying in class XI and XII of secondary schools.

1.8 JUSTIFICATION AND SIGNIFICANCE OF THE PROBLEM:

Forecasting performance of the school or college students is a problem of obvious importance in education. Educationists, researchers and guidance workers always look for an instrument useful in predicting academic achievement, such an instrument is helpful in identifying the students who, if provided with necessary guidance, can be developed to the maximum heights. Many attempts have been made in this direction using intelligence test scores and other intellectual factors as predictors of academic success but were found to be of very limited use. Today, there is a growing realization that other factors like sociological, non-cognitive, cognitive, & environmental factors must be assessed in order to diminish the margin error in the prediction of academic achievement. Therefore, the present study makes a humble attempt to trace the impact of Family climate, Mental health, Study habits and Self confidence on the Academic achievement of senior secondary students.

A perusal of the related literature further reveals that only countable number of studies had been conducted in India on U.P. Board students related to the dimensions undertaken in the present study viz., Family Climate, Mental Health, Study Habits and Self Confidence. However, no researcher has focused on the relationship of academic achievement and the above mentioned variables. Also no one has attempted to use these variables as possible predictive indices of academic achievement at senior secondary stage of
education.

The present study is therefore, justified on the grounds that it is the first plan of its kind, designed to explore the relationship of four independent factors viz., Family Climate, Mental Health, Study Habits and Self Confidence to Academic Achievement which might significantly contribute to the prediction of the academic achievement of the senior secondary stage.

The present study will be useful for educators in general and teachers in particular because the knowledge of the relationship of these factors under study will enable the educators and teachers to plan their educational programme keeping in view these factors. The present study will provide an insight to the parents to deal effectively with their children so that they will be able to develop an understanding of the importance of family climate, mental health, study habits & self confidence. This understanding will also assist the teachers to create a more affectionate, harmonious, warm and democratic emotional atmosphere in inculcating good study habits at school. And also proper training and guidance may be given to the children accordingly. Moreover, on the basis of the findings of the study, teachers may help the students to modify their behaviour with regard to Familial factors, Mental health related problems, Study habits and Self confidence.

Educational administrators, curriculum planners, counsellors and guidance workers may also be benefitted by the results of this study. The information yielded by this work may be of great practical use for the purpose of training programme of teachers and guidance personnals. Findings of the study may be utilized at the time of admission of the students in various academic and professional courses of study. Researchers may also discover in it new challenges or new domains for further exploration. The present study is thus envisaged to serve a multidimensional cause in the vast field of education.

1.9 OBJECTIVES OF THE STUDY

8. To study the relationship between criterion variable (i.e. academic achievement) and various predictor variables that is (family climate,
mental health, study habits and self confidence).

9. To study the contributory role of various predictor variables (i.e. family climate, mental health, study habits and self confidence) on criterion variable (i.e. academic achievement).

10. To study the contributory role of various predictor variables (i.e. family climate, mental health, study habits and self confidence) on criterion variable (i.e. academic achievement) for the students of science stream.

11. To study the contributory role of various predictor variables (i.e. family climate, mental health, study habits and self confidence) on criterion variable (i.e. academic achievement) for the arts stream group.

12. To establish regression equation for the prediction of the criterion variable in relation to science stream group.

13. To establish regression equation for the prediction of criterion variable in relation to arts stream group.

14. To study the nature of the distribution of scores of criterion variable (i.e. academic achievement) and predictor variables (i.e. family climate, mental health, study habits and self confidence).

1.10 SUBSIDIARY OBJECTIVES

Following subsidiary objectives have been formulated for the present study-

4. To compare the academic achievement of students of two faculties that is science and arts.

5. To compare the criterion variable (i.e. academic achievement) and predictor variables (i.e. family climate, mental health, study habits and self confidence) of male and female students of science stream group.

6. To compare the criterion variable (i.e. academic achievement) and predictor variables (i.e. family climate, mental health, study habits and self confidence) of male and female students of arts stream.
1.11 HYPOTHESES

The following hypotheses are undertaken in this investigation:

5. There is significant relationship between criterion variable (i.e. academic achievement) and various predictor variables (i.e. family climate, mental health, study habits and self confidence).

6. Each predictor variables (i.e. family climate, mental health, study habits and self confidence) will significantly contribute in determining the criterion variable (i.e. academic achievement).

7. Each predictor variable (i.e. family climate, mental health, study habits and self confidence) will significantly contribute in determining the criterion variable (i.e. academic achievement) for the students of science stream.

8. Each predictor variables (i.e. family climate, mental health, study habits and self confidence) will significantly contribute in determining the criterion variable (i.e. academic achievement) for the students of arts group.

1.12 SUBSIDIARY HYPOTHESES

1. There will be no statistically significant difference in the mean of the academic achievement of students of two faculties i.e. science and arts.

2. There will be no statistically significant difference between the mean of male and female respondents of science stream in relation to their criterion variable i.e. academic achievement and predictor variables (i.e. family climate, mental health, study habits and self confidence).

3. There will be no statistically significant difference between the mean of male and female respondents of arts stream in relation to their criterion variable i.e. academic achievement and predictor variables (i.e. family climate, mental health, study habits and self confidence).

1.13 DELIMITATIONS

1. As India is a vast country it is difficult to cover the entire geographical area
in a single study like the proposed one. Therefore, the sample has been selected from U.P. Board Schools of Aligarh and Etawah city.

2. The study is conducted only on the XII th class Senior Secondary Students of Science and Arts streams.

1.14 PROCEDURE IN OUTLINE

The investigator in order to arrive at meaningful generalizations selected the representative sample of the population under study. Then, the investigator, selected the suitable and appropriate tools for measuring family climate, mental health, study habits and self confidence, keeping in view the age and grade levels of the students. For measuring variable Academic achievement, marks obtained by the respondents in XII class (of U.P Board) were obtained from the school records. The investigator sought the permission from the chairperson of the department and then approached different schools selected for the study. After seeking approval from the concerned heads of the institutions, the researcher approached the subjects and explained them the instructions provided in the manuals. The investigator after establishing rapport with the subjects administered the above mentioned tools. The responses to items of each of the four tools were scored as per the method recommended by the constructors of the tests. Thus, the obtained scores were transformed into tabular form for the purpose of analysis. Analysis of the data was done with the help of suitable statistical techniques. The whole procedure in outline is given in the chart as under:
Representative sample of 865 students studying in various senior secondary schools of U.P. Board, Allahabad were selected from two districts of U.P. viz. Etawah and Aligarh.

Appropriate tools to measure Family climate, Mental health, Study habits & Self confidence were employed. Marks obtained by the students in their XII class board examinations were recorded from the school.

Administered the tools on the students.

Response provided by 865 subjects were scored and tabulated.

Appropriate statistical techniques were employed to analyse the data.