CHAPTER 5

In this final and concluding chapter the investigator tried to provide a brief summary of this study followed by conclusions, discussion, educational implications and at the end of the chapter some suggestions are furnished for the prospective researchers. All these are categorized in the following subheadings.

5.1 Summary with findings
5.2 Conclusion and educational implications
5.3 Suggestions for practice and further research
5.4 Limitation of this study

5.1 Summary with findings

5.1.1 Summary:

This study was undertaken to provide the empirical evidence that could be of some utility to throw light over the problems of adolescent learners related to their adjustment with family, society, school and their academic motivation which ultimately affect their academic achievement at this stage. Adolescence is a stage of revolutionary change in human life. It is the most important and crucial period of human life. Though, this period is full of challenges, but potential among adolescents is also far greater. In this regard family is an important socio-biological unit that exerts the greatest influence on the individual’s behavior. It is the home which sets the patterns for their child’s attitude towards people and society, aids intellectual growth and supports his aspirations and achievement. At this stage positive academic motivation helps a child to succeed in school and also him to see that learning is rewarding and important in all aspects of life. At this stage adolescents have an additional worry adjusting his personality in changing surroundings and according to the demands of society. This further affects his academic achievement.

Therefore, it is the duty of parents/guardian and school to provide adolescents favourable family climate and motivate them for better academic achievement in this cut throat competition era. This is the responsibility on the shoulders of parents,
guardian, teachers and policy makers to mould the adolescent mind into resourceful, responsible and growth oriented citizens, so that they can significantly contribute to the national development to the maximum. There are so many factors which affect academic achievement of adolescents directly or indirectly, and the investigator was motivated to take up this study to find out contribution of some important factors such as family climate, academic motivation and adjustment in academic achievement of adolescents along with some demographic variables i.e., gender, location and type of family. The study aimed to achieve the following objectives:

1. To study the level of family climate, academic motivation, adjustment and academic achievement of adolescents.

2. To study the impact of family climate on the academic achievement of adolescents.

3. To study the impact of academic motivation on the academic achievement of adolescents.

4. To study the impact of adjustment on the academic achievement of adolescents.

5. To study the relative contribution of family climate, academic motivation and adjustment to academic achievement of adolescents.

6. To study the difference in family climate, academic motivation, adjustment and academic achievement of adolescents in relation to some demographic variable such as –
   (1) Gender (Male / Female)
   (2) Location (Rural/ Urban)
   (3) Type of family (Nuclear /Joint)

In order to supplicate this study Agra district was selected as the study area because of the investigator’s familiarity to Agra. The descriptive survey research method was adopted to complete this study. A sample of 920 secondary school students was selected for the study. For the assessment of different variables standardized tools were administered over the selected students Family Climate Scale (FCS), Academic Motivation Scale (AMS) and Adjustment Inventory for School Students (AISS).
5.1.2 Findings- The Major Findings Related to Objectives of This Study are as Follows.

5.1.2.1 Finding related to the status of family climate, academic motivation, adjustment and academic achievement of adolescents.

In order to find out status of Family Climate, Academic Motivation, Adjustment and Academic Achievement of Adolescents descriptive statistical analysis was done. Beside this the status was also studied on the basis of interpretation of of raw scores. This section revealed following important findings-

Family Climate:

1. It was found that the overall estimated mean score in respect of dimension one (restriction Vs freedom) of family climate in the population of secondary school students, was found to be 11.67 score points with a maximum sampling error of 1.54%, as measured in terms of 99% confidence interval (Table 4.1.1).

2. The overall estimated mean score in respect dimension second (indulgence Vs avoidance) of family climate in the population of secondary school students (Table 4.1.1), was found to be 11.72 score points with a maximum sampling error of 1.96% as measured in terms of 99% confidence interval.

3. It was found that the overall estimated mean score in respect of dimension third (partiality Vs fairness) of family climate in the population of secondary school students, was found to be 12.65 score points with a maximum sampling error of 1.58% as measured in terms of 99% confidence interval (Table 4.1.1).

4. The overall estimated mean score in respect of dimension fourth (attention Vs negligience) of family climate in the population of secondary school students (Table 4.1.1), was found to 11.30 score points with a maximum sampling error of 2.21% as measured in terms of 99% confidence interval.

5. It was found that the overall estimated mean score in respect of dimension fifth (acceptance Vs rejection) of family climate in the population of secondary school students, was found to be 12.21 score points with a maximum sampling error of 2.13%, as measured in terms of 99% confidence interval (Table 4.1.1).
6. The overall estimated mean score in respect of dimension sixth (attention Vs negligence) of family climate in the population of secondary school students (Table 4.1.1), was found to be 12.87 score points with a maximum sampling error of 1.58 %, as measured in terms of 99% confidence interval.

7. It was found that the overall estimated mean score in respect of dimension seventh (trust Vs distrust) of family climate in the population of secondary school students, was found to be 11.03 score points with a maximum sampling error of 1.72 %, as measured in terms of 99% confidence interval (Table 4.1.1).

8. The overall estimated mean score in respect of dimension eighth (dominance Vs submissiveness) of family climate in the population of secondary school students (Table 4.1.1), was found to be 10.33 score points with a maximum sampling error of 1.74 %, as measured in terms of 99% confidence interval.

9. It was found that the overall estimated mean score in respect of dimension (expectance Vs hopless) of family climate in the population of secondary school students, was found to be 11.88 % score points with a maximum sampling error of 1.43 %, as measured in terms of 99% confidence interval (Table 4.1.1).

10. The overall estimated mean score in respect of dimension tenth (open communication Vs closed communication) of family climate in the population of secondary school students (Table 4.1.1), was found to be 10.82 score points with a maximum sampling error of 2.3 %, as measured in terms of 99% confidence interval.

11. It was found that the overall estimated mean score of family climate in the population of secondary school students, was 116.22 % score points with a maximum sampling error of 1.16 %, as measured in terms of 99% confidence interval (Table 4.1.1).

**Academic Motivation:**

1. The overall estimated mean score in respect of dimension I (achievement in examination) of academic motivation in the population of secondary school
students (Table 4.1.2), was found to be 20.92 score points with a maximum sampling error of 0.8 %, as measured in terms of 99% confidence interval.

2. It was found that the overall estimated mean score in respect of dimension II (study habit) of academic motivation in the population of secondary school students, was found to be 20.58 score points with a maximum sampling error of 0.9 %, as measured in terms of 99% confidence interval (Table 4.1.2).

3. The overall estimated mean score in respect of dimension III (academic goal) of academic motivation in the population of secondary school students (Table 4.1.2), was found to be 218.28 score points with a maximum sampling error of 0.87 %, as measured in terms of 99% confidence interval.

4. It was found that the overall estimated mean score in respect of dimension IV (interest in study) of academic motivation in the population of secondary school students, was found to be 20.94 score points with a maximum sampling error of 0.86 %, as measured in terms of 99% confidence interval (Table 4.1.2).

5. The overall estimated mean score in respect of dimension V (attitude to study) of academic motivation in the population of secondary school students (Table 4.1.2), was found to be 21.02 score points with a maximum sampling error of 0.76 %, as measured in terms of 99% confidence interval.

6. It was found that the overall estimated mean score in respect of dimension VI (regularity in study) of academic motivation in the population of secondary school students, was found to be 21.40 score points with a maximum sampling error of 0.79 %, as measured in terms of 99% confidence interval (Table 4.1.2).

7. The overall estimated mean score in respect of dimension VII (extracurricular activity) of academic motivation in the population of secondary school students (Table 4.1.2), was found to be 11.18 score points with a maximum sampling error of 12 %, as measured in terms of 99% confidence interval.

8. It was found that the overall estimated mean score in respect of academic motivation in the population of secondary school students, was to be 134.28
score points with a maximum sampling error of 0.6 %, as measured in terms of 99% confidence interval (Table 4.1.2).

Adjustment:

1. The overall estimated mean score in respect of dimension I (emotional adjustment) of adjustment in the population of secondary school students (Table 4.1.3), was found to be 3.43 score points with a maximum sampling error of 0.7 %, as measured in terms of 99% confidence interval.

2. It was found that the overall estimated mean score in respect of dimension II (social adjustment) of adjustment in the population of secondary school students, was found to be 6.85 score points with a maximum sampling error of 2.5 %, as measured in terms of 99% confidence interval (Table 4.1.3).

3. The overall estimated mean score in respect of dimension III (educational adjustment) of adjustment in the population of secondary school students (Table 4.1.3), was found to be 3.59 score points with a maximum sampling error of 0.6.1 %, as measured in terms of 99% confidence interval.

4. It was found that the overall estimated mean score in respect of adjustment in the population of secondary school students, was found to be 13.87 score points with a maximum sampling error of 3.8 %, as measured in terms of 99% confidence interval (Table 4.1.3).

Academic Achievement:

1. The overall estimated mean score in respect of academic achievement in the population of secondary school students (Table 4.1.3), was found to be 71.08 score points with a maximum sampling error of 1.5 %, as measured in terms of 99% confidence interval.

5.1.3 Findings related to Impact of Family Climate, Academic Motivation and Adjustment on Academic Achievement of Adolescents

In order to find out impact of Family Climate, Academic Motivation and Adjustment on Academic Achievement of Adolescents multiple regression analysis was done. This section revealed following important findings-
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Findings Conclusion & Suggestions

1. The total academic achievement of adolescents score by any an individual not included in this sample can be predicted by on the basis of family climate dimension score by using the following regression equation

\[ Y = 0.882X_1 + 0.631X_2 + 0.441X_3 + 0.389X_4 + 43.267 \]

Where, \( Y \) = Academic achievement
\( X_1 \) = Indulgences Vs Avoidance,
\( X_2 \) = Attention Vs Negligence,
\( X_3 \) = Acceptance Vs Rejection,
\( X_4 \) = Partiality Vs Fairness.

The multiple regression analysis suggests that out of the ten dimensions of family climate only four are the most potent predictor of the academic achievement of adolescents, with the predictability strength of (17.6 %). The maximum variance is shared by Indulgences Vs Avoidance (13.1 %) followed by Attention Vs Negligence (3.4%), Acceptance Vs Rejection (0.07 %) and Partiality Vs Fairness (0.04%).

2. The total academic achievement of adolescents score by any an individual not included in this sample can be predicted by on the basis of academic motivation dimensions score by using the following regression equation

\[ Y = 1.487X_1 + 0.947X_2 + 0.587X_3 + 0.521X_4 + 14.088 \]

Where, \( Y \) = Academic Achievement,
\( X_1 \) = Extracurricular Activity,
\( X_2 \) = Academic Goal,
\( X_3 \) = Study Habit,
\( X_4 \) = Attitude to Study.

The multiple regression analysis suggests that out of seven dimensions of academic motivation only four are the most potent predictor of the academic achievement of adolescents, with the predictability strength of (14.9 %). The maximum variance is shared by extra-curricular activity (9.3 %) followed by academic goal (4.1%), study habit (1.1 %) and attitude to study (0.5%).
3. The total academic achievement of adolescents score by any an individual not included in this sample can be predicted by on the basis of adjustment dimensions score by using the following regression equation

\[ Y = -1.616X_1 + 76.846 \]

Where, \( Y \) = Academic Achievement,

\( X_1 \) = Educational Adjustment

The multiple regression analysis suggests that out of three dimensions of adjustment only one is the most potential predictor of the academic achievement of adolescents, with the predictability strength of (10.5 %).

4. The total academic achievement of adolescents score by any an individual not included in this sample can be predicted by on the basis of dimensions of three independent variables namely family climate, academic motivation and adjustment score by the using following regression equation

\[ Y = 0.781X_1 + 0.758X_2 + 1.04X_3 + 0.606X_4 + 0.667X_5 + 33.835 \]

Where, \( Y \) = Academic achievement

\( X_1 \) = Indulgence Vs Avoidence

\( X_2 \) = Educational Adjustment

\( X_3 \) = Extracurricular Activity

\( X_4 \) = Attention Vs Negligence

\( X_5 \) = Academic Goal.

The multiple regression analysis suggests that out of twenty dimensions of all the three predictor variables only, indulgence Vs avoidance is the strongest predictor which explains 13.1% variance in academic achievement. The predictor, educational adjustment emerged as the second and most significant predictor of academic achievement and contributed 5.3% variance in the academic achievement. In the same way, Extra-curricular Activity 2.4%, Attention Vs Negligence 1.9% and Academic goal contributed 0.7% variance in academic achievement.
5.1.4 Finding Related to Relationship of Selected Demographic Variables with Family Climate:

In this section adolescents were compared to find out if their Family Climate varies with their sex, residential background and type of family to which they belong. This section revealed following important findings-

1. With regard to the relationship of Family Climate to gender difference, it was not found to be significantly related to the Family Climate of Adolescent students. It means adolescents of both sexes have the same kind of family climate.

2. The location or rural/urban background of adolescents was found to be significantly related with family climate. Adolescents belonging to urban family were found to have better family climate than the adolescents belonging to rural area.

3. The type of family i.e. single and joint family was found to be significantly related with family climate of adolescents. The adolescents belonging to nuclear family (117.75) were having a better family climate than the adolescents who live in joint family (114.46).

4. The interactional effect of gender and location variation on the family climate of adolescents was found to be statistically significant. The further analysis revealed that female students (120.47) belonging to urban area possess better family climate than the female students (111.53) residing in rural area. While the male students (117.12) of urban area possess better family climate than the male students (112.84) of the rural.

5. The interactional effect of gender and type of family on the family climate score of the total sample was found to statistically insignificant, indicating that there was insignificant interactional effect of gender and type of family on family climate of adolescents.

6. The interactional effect of location and type of family on the family climate score of the total sample was found to statistically insignificant, indicating that
there was insignificant interactional effect of location and type of family on family climate of adolescents.

7. The three way interaction, i.e., gender X location X type of family was found to statistically insignificant, indicating that there is no interactional effect of gender, location and type of family.

5.1.5 Findings Related to Relationship of Selected Demographic Variable with Academic Motivation

In this section adolescents were compared to find out if their academic motivation varies with their sex, residential background and type of family to which they belong. This section revealed following important findings-

1. Gender was not found to be significantly related with Academic Motivation. Adolescent boys and girls have similar levels of academic motivation.

2. Location variation was significantly related with academic motivation of adolescents. Urban students’ possess (136) better academic motivation than rural (131.67) counterpart.

3. The main effect of the type of family on academic motivation of adolescents was found to be statistically insignificant, indicating that type of family variation has no significant effect on academic motivation of adolescents.

4. The interactional effect of gender and location variation on the academic motivation of adolescents was found to be statistically significant. The further analysis revealed that female students (137.35) of urban areas possess better academic motivation than the female students (131.30) of the rural areas. While the male students (134.64) of urban area possess better academic motivation than the male students (132.03) of the rural areas.

5. There was insignificant interactional effect of gender and type of family on academic motivation of adolescents.

6. The interactional effect of location and type of family on the academic motivation score of the total sample was found to statistically insignificant,
indicating that there was insignificant interactional effect of location and type of family on academic motivation of adolescents.

7. The three way interaction, i.e., gender X location X type of family was found to statistically insignificant, indicating that there was no interactional effect of gender, location and type of family.

5.1.6 Findings Related to Relationship of Selected Demographic Variable with Adjustment

In this section adolescents were compared to find out if their adjustment varies with their sex, residential background and type of family to which they belong. This section revealed following important findings-

1. With regard to the relationship of adjustment to gender difference, it was not found to be significantly related to the adjustment of adolescent students. It means adolescents of both sexes have the same kind of adjustment.

2. The location or rural/urban background of adolescents was found to be significantly related with adjustment. Adolescents belonging to urban family were found to be have better adjustment than the adolescents belonging to rural area. Urban students’ possess (12.91) better adjustment score than rural (15.33). (Low mean on adjustment inventory (AISS) shows better adjustment and high mean shows poor adjustment).

3. The main effect of the type of family on adjustment of adolescents was found to be statistically insignificant, indicating that type of family variation has no significant effect on adjustment of adolescents.

4. The interactional effect of gender and location variation on the adjustment of adolescents was found to be statistically significant. Female students (12.10) of urban areas possess better adjustment than the female students (15.41) of the rural areas. While the male students (13.75) of urban areas possess better adjustment than the male students (15.12) of the rural areas.

5. The interactional effect of gender and type of family on the adjustment score of the total sample was found statistically insignificant, indicating that there
was insignificant interactional effect of gender and type of family on family climate of adolescents.

6. The interactional effect of location and type of family on the adjustment score of the total sample was found statistically insignificant, indicating that there was insignificant interactional effect of location and type of family on adjustment of adolescents.

7. The three way interaction, i.e., gender X location X type of family was found statistically insignificant, indicating that there was no interactional effect of gender, location and type of family.

5.1.7 Findings Related to Relationship of Selected Demographic Variable with Academic Achievement

In this section adolescents were compared to find out if their academic achievement varies with their sex, residential background and type of family to which they belong. This section revealed following important findings-

1. With regard to the relationship of academic achievement to gender difference, it was found to be significantly related to the academic achievement of adolescent students. Adolescents girls possess (73.15) better academic achievement score than adolescent males (69.19).

2. The location or rural/urban background of adolescents was found to be significantly related with academic achievement. Adolescents belonging to urban were found to have better academic achievement than the adolescents belonging to rural area. Urban students’ possess (72.90) better academic motivation score than rural (68.22).

3. The type of family i.e. single and joint family were found to be significantly related with academic achievement of adolescents. The students’ belonging to nuclear family possess (72.09) better academic achievement than students belonging to joint family (69.85).

4. The interactional effect of gender and location variation on the academic achievement of adolescents was found to be statistically significant. The female students (76.013) of urban areas possess better academic achievement
than the female students (68.49) of the rural areas. While the male students (69.56) of urban areas possess better academic achievement than the male students (68.36) of the rural areas.

5. The interactional effect of gender and type of family on the academic achievement score of the total sample was found to statistically insignificant, indicating that there was insignificant interactional effect of gender and type of family on academic achievement of adolescents.

6. The interactional effect of location and type of family on the academic achievement score of the total sample was found to be statistically insignificant, indicating that there was insignificant interactional effect of location and type of family on academic achievement of adolescents.

7. The three way interaction, i.e., gender X location X type of family was found to statistically insignificant, indicating that there was no interactional effect of gender, location and type of family.

5.2 Conclusions and their Implication:

Based on the findings of this study some major conclusions could be drawn. Here in this section an attempt has been made to draw some major conclusions. Their after each conclusion has been discussed with the intention of drawing the implication of the conclusion for theory/practice and further research in the field of education.

Conclusion 1

“Family climate of adolescents play important role in their academic achievement.”

Discussion and Educational Implication:

This conclusion was related with to study of the impact of family climate on the academic achievement of adolescents. Family climate in the present study was assessed through ten dimensions. Out of these ten dimensions, four dimensions (Indulgence Vs Avoidance, Attention Vs Negligence, Acceptance Vs Rejection and Partiality Vs Fairness) were found to be the significant and the most powerful predictors of academic achievement. All these dimensions were significant at 0.01 level of confidence. Adolescents who were allowed to do the work according to their
views, perform best according to their capabilities and wherever their views or ideas are not considered they become de-motivated and their performance are not up to the mark. No doubt the adolescents of this age are filled with great zeal and zest; therefore, these dimensions (Indulgence Vs Avoidance, Attention Vs Negligence, Acceptance Vs Rejection and Partiality Vs Fairness) are the base for building personality of the individual, hence, best scholastic achievement. Therefore, parents should respect, indulge, pay attention and be fair to ensure the adolescents that they possess enough confidence to deliver things in a better way. These findings were in line with the findings of the studies like; Agarwal, (1986); Cherian and Malehase, (1998); Fulgini, (1997); Chouhan, (1993); Sharma, (2002); Shankar and Rachel (2005).

Academic achievement is the summative outcome of the total educational process within a school. It is dependent on a variety of dimensions that are cognitive or non-cognitive in nature. Besides this there are various other environmental factors that affect the achievement of the adolescents. In this study family climate emerged as the most significant predictor of adolescents school achievement with a total predictability strength of (17.6%); indicating that parents should take care of the adolescents at home; Interactive, appreciating, and motivating family climate helps adolescents students in achieving high in academics. Adolescents should be provided with an opportunity to mix and interact with social milieu, they should be rewarded for good behaviors and aversive behaviors should be rectified through positive and constructive criticism. Such, kind of nurturance will definitely enhance their scholastic achievement.

Conclusion 2:

“Academic Motivation given to adolescents helps a lot in increasing their Academic Achievement.”

Discussion and Educational Implication:

This conclusion was related with the study of impact of academic motivation on the academic achievement of adolescents. Academic motivation in the present study was assessed through seven dimensions. Out of these seven dimensions, four (extracurricular activity, academic goal, attention to the study and study habit)
dimensions were found to be the positive and significant predictors of academic achievement of adolescents. Extracurricular activity mainly include, all those activities other than the curricular activities like games, debate, drama, essay competition etc and it is well said that a sound mind fits in a sound body indicating that extracurricular activities indirectly enhances the academic achievement of these adolescents. Academic goal also emerges as a significant contributor of the scholastic achievement of the adolescents, Pintrich and Zusho, (2002;) referred academic goal to internal process that instigates and sustain activities aimed at achieving specific academic goal. Adolescents infused with sound academic goals usually achieve higher heights in their academic fields. These findings are in line with the findings of Haider, Syed Adnan et al. Also the third predictor that is the attitude of the students in this study is accessed as the overall view of a child towards their studies. In this study it has been candidly cleared that adolescents which have a good attitude towards their studies escalates in their scholastic achievement. These findings are in line with the findings of Brima Gegbe, Abubakarr Sheriff & Sheik (2015). Study habit is the last predictor of academic achievement among the seven dimensions of academic motivation. Habit of dealing with the study material entitled to achieve higher goals in the academic endeavor is attributed to study habit. Thus a sound study habit usually leads to achieve a better scholastic achievement. These findings are in line with the findings of Deb, and Grewal (1990), Riaz, Kiran and Malik (2002).

It has been found that positive parent-child relationship forms an important background for academic motivation. Letting a child know the value of schooling and the importance of the efforts lead by the parents in educating the child. They play an important role in motivating the child to learn and achieve better in academics. The findings of the present study reveal the importance of extracurricular activity, academic goal, attention to the study and study habit in the context of academic achievement of adolescents. Therefore school authorities should organize such programs that can motivate the students which further have a positive impact on their academic achievement.

**Conclusion 3 :**

“Educational adjustment is closely related to academic achievement of adolescents”

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Discussion and Educational Implication:

This conclusion is based upon the findings pertaining to the objective where the impact of adjustment was examined as the determinant of academic achievement of adolescents. It was accessed under three dimension i.e., emotional, social and educational adjustment. Among these three dimensions only educational adjustment emerged as the most significant predictor of the academic achievement of the adolescents. The remaining two dimensions although found to be better predictors of academic achievement of the adolescents, but, in the present study these could not trace their impact statistically significant on the criterion variable. Therefore, no decision can be taken in this regard. Educational adjustment has been found as the capacity of an individual to withstand against the unwanted situations during the teaching learning process. Therefore more the children are educated and well adjusted, higher is their scholastic achievement. These findings are in line with the findings of Rosenbalm (2006), Sarika (2008), Aggarwal and Bhalla (2012).

The findings of the present study necessitate that the educational adjustment should ensure better academic achievement of adolescents. There is a clear need to improve the educational environment so that adolescents can be made better academic achiever. The school authorities should organize special welfare programs for adolescents’ well being and positive changes should be done in the method of teaching by using audio visual-aids and activity based teaching

Conclusion 4 :

“Family climate, academic motivation and adjustment all contribute to academic achievement of adolescents learners.”

Discussion and Educational Implication:

All three variables were found to contribute in academic achievement of adolescents learning. Out of the three predictors, family climate (indulgence Vs avoidance and attention Vs negligence) was found to be the strongest and most significant predictor of the academic achievement of the adolescents with a predictability strength of 15%, Educational adjustment contributes 3.5%. followed by academic motivation (Extra-curricular Activity and Academic goall) that contributes 3.1% of variance in academic achievement. These findings reveal that family climate is an essential and statistically
significant predictor of school achievement of adolescents. Thus, steps should be
taken to create that should produce a congenial family climate which will ultimately
lead to better academic achievement of adolescents. These findings are in line with
Daulata Pee Meena Siwach (2008); Kaur (2009); Sharma and Khatoon, (2011) and
Chawla; (2012). Stakeholders should organize various programmes and competitions
for the arousal of better academic motivation among the adolescents. Guidance and
counselling programs, and organization of lectures, by profound dignitaries should be
organised that will focus on culturing better academic motivation among the
adolescents. These findings are in line with Shevatekar (2012). For the adjustment of
the adolescents’ psychological counselling, value education and story telling will help
the students to adjust in this throat cut competition. So that they will feel secure and
adjust well in the educational environment, consequently enhancing their academic
achievement. These findings is in line with Chodhary (2015).

Academic achievement is the summative outcome of the total educational process
within a school. It is dependent on a variety of dimensions that are cognitive or non-
cognitive in nature. Besides this there are various other environmental factors that
affect the achievement of the adolescents. In this study all the three predictor variables
were found to be the significant predictors of academic achievement of adolescents,
but vary in their degree of predictability. Out of these three, family climate emerged
as the significant predictor of adolescents school achievement, indicating that familial
climate should be taken care. Parents should interact, appreciate, and motivate the
adolescents to set and achieve higher goals in their life so that they can out shine in
their academic endeavours in a lucid manner. They should provide them with an
opportunity to mix and interact with social milieu, reward them for good behaviors
and aversive behaviors should be rectified through positive and constructive criticism.
Such, kind of nurturance will definitely lead to enhance their scholastic
achievement. schools should organise teacher parent meetings and should try to
provide better counselling for the betterment of their family climate.

The second and third contributor of academic achievement i.e., adjustment and
academic motivation also emerge as the significant contributor, but their contributory
strength is very small, although significant. Teachers should organise debates, essay
writing competition, dramas so as to provide an environment of seeking adjustment
and try to motivate children’s academic motivation. That will help to enhance the school achievement of these students.

**Conclusion 5:**

“Family climate of urban and nuclear families is better than rural and joint families.”

**Discussion and Educational Implication:**

The adolescents of urban areas possess better family climate than their counterparts in rural areas. It has been found that urban families have congenial family climate and they provide a lucid atmosphere to their wards to develop in a better way than rural families. These findings are in line with Agarwal (1986) The main effect of type of family reveals a statistically significant effect on the family climate of adolescents, with nuclear families exercising lucid family climate than the joint families. It has been found that the decision making and control on their children has been found higher in nuclear families than in joint ones. These findings are in line with Fulgini, (1997), Chauhan, (1993), Cherian. The interactional effect of gender and locations has also been found to be statistically significant, with urban females enjoying the lucid family climate followed by urban males. It has been found that the urban females belong to socially and economically better families, thus enjoying the best family climate. These findings are in line with the findings of Gerry-eze, Omaze afemikhe the interaction effect between gender and type of family, location and type of family and the three way interaction of gender, location and type of family revealed no statistically significant difference.

In present study urban students enjoys a better family climate than rural adolescents, so there is a need to talk and consult parents through organizing various programme for rural adolescents. Nuclear type of family possess better family climate than joint family because there is abundant availability of recourses and less interference in the activity of adolescence, such kind of facility should also be provided for joint family to adolescents for their betterment. In case of joint family it is the responsibility of parents that they should provide stress free environment, friendly and cooperative family climate to their children.
Conclusion 6:

“ Adolescents residing in urban area are more academically motivated. Female adolescents belonging to urban areas are academically more motivated than urban male adolescents.”

Discussion and Educational Implication:

Urban adolescents possess better academic motivation than their rural ones. This conclusion corroborates with the finding of Mukhopadhyaya (1991) that urban female have better academic motivation followed by males of the same location. whereas, rural males possess better academic motivation than rural females.

Urban adolescents possess better academic motivation than the rural ones as they are acquainted with the benefits of education and they are also aware of their goals and are motivated to achieve them, whereas, most adolescents belonging to rural areas are first generation learners have less exposure and less family support so they are less motivated. So, there is a need to make special provisions for the rural adolescents by the government and other concerned stakeholders in order to motivate them to pursue better goals and work harder to achieve them. The schools should also introduce formal programmes that encourage motivation like drama, science fair, lectures and healthy debates, etc. Parents should also motivate their children whether they succeed or not. Though monetary benefits play a crucial role in motivating the adolescents, but it has been discovered that one of the best ways to motivate the adolescents to praise and recognition of their outputs.

Conclusion 7:

“ Adolescents in general are better adjusted and female adolescents belonging to urban areas are more adjusted than male counterparts”

Discussion and Educational implication:

The conclusion that urban adolescents possess better adjustment than their rural ones (reciprocal scoring) is in line with the findings of Yellah (2012), further urban females were better adjusted than the males of the same location. Where as, rural males possess were better adjusted than rural females. These findings is in line with
Chapter 5  Findings Conclusion & Suggestions

Prajapati (2012) all other interactions were found to be statistically insignificant; therefore no decision can be taken in this regard.

The findings of the study are also calls for all the concerned stakeholders to make special provisions for the better adjustment of rural and male urban adolescents, because of the fact that only the well adjusted adolescents are more likely able to express his full capabilities so, achieving higher goals. The results of the study reveal that the urban adolescents are better adjusted than their rural ones, the fact for this may be that in urban societies the social scenario more or less is changing and the adolescents over there are habitual for adjustment with respect to the latest change. While as in rural setting the change with respect to social scenario is not so much rapidly visualized. Thus, they are in one way used to daily routine life which has remained as such since year.

Conclusion 8:

“Academic Achievement of girls is higher than male adolescents. The adolescents belonging to nuclear family and of urban location have better academic achievement.”

Discussion and Educational Implication:

Girls were found to have better academic achievement than boys. These results are obvious as girls in most of the cases are found to pay a lot of heads towards their studies than boys thus enhancing their scholastic achievement. These findings is in line with the studies of Sood’s (2012). The location variations candidly reveal that the urban sample has better academic achievement than the rural sample, as the urban students has easy access to a variety of resources like, internet, coaching, study material etc. than the rural students, Easy access to these avenues help them to have better academic achievement. Coleman (1991) also find the same results. Type of family reveals that the students of nuclear family possess better academic achievement than the joint ones. As in nuclear family there is least disturbance, more control and lot of avenues and time available for a child to study thus helping in achieving better. These findings are in line with Gupta, Devi and Pasrija (2012). Female urban sample has higher academic achievement followed by the males of the same location. As most of the females these days are more aware and more conscious for their education this helps them to escalate their academic achievement.
This fact may be because of the reason that girls pay more attention and depute more time for their studies and take their studies on priority basis. In urban settings the adolescents have access to a lot of resources that help them to achieve higher. Therefore, provisions should be taken to provide all the basic necessities available for the rural students too. Facilities like common library, internet, e-learning material, etc, should be made available to them free of cost so that they too can excel in their studies as their urban parts. Provisions should be taken to provide a better environment to rural students and better facilities should be made available to them so that these students can dream and acquire higher goals.

5.3 Suggestions for Further Research:

1. This study was limited to the Agra district of Utter Pradesh, thus, can’t be generalized to the whole Indian population. So, same study could be taken with a larger sample in different parts of our country, so as to generalize the major findings.

2. This study was confined to only secondary school students. Research could be conducted on the students pursuing primary and tertiary education too.

3. In the present study, the investigator has selected only three independent variables, viz., family climate, academic motivation and adjustment. Researchers can incorporate various other psychological variables in order to discover other predictors of academic achievement.

4. The sample size of this study was confined to 920 because of time and financial constraints, further investigators may extend the area and the size of the sample.

5. In this study academic achievement was taken as the total marks obtained by the students in their previous examination, a standardized test can be used to obtain a standard score of academic achievement.
5.4 Limitations of this Study

The present study had the following major limitations which must be kept in mind while interpreting the findings of the study.

1. The study is done on the secondary school students of Agra district of Utter Pradesh only.

2. Out of the total 1050 respondent only 920 questionnaires were found to be usable. A response rate of 87.61% was obtained by the researcher. Hence the findings of this study should be interpreted in this light.

3. SES, Intelligence and Values are also important component of academic achievement of adolescents who were not included in this study. These factors should be kept in mind while interpreting the findings of this study.