CHAPTER 1

Education is an important activity of every society and is regarded as a remedy to many complicated problems of our country. In a world based on science and technology, it is education that determines the level of prosperity, welfare and security of the people and on the quality and number of persons coming out of our schools and colleges, depends national development and the standards of living people. It is for this reason that **Education Commission (1964)** said that “the destiny of India, is now, being shaped in her classrooms” A Country’s progress, besides other things depends on the educational facilities provided by the country and academic achievement of students. If academic achievement of the students is not up to the mark, any effort of government or society to develop our country will go in vain. Education is the process of human development in a desirable fashion. It is the most effective and powerful instrument of social change. A good quality education makes an individual a right thinker, an independent decision maker, skilled worker and better citizen. It not only promotes the academic development but also explores vocational possibilities, self-motivation and better adjustment of individuals leading them for all round personality development.

Adolescence is the most important and crucial period of human life. It may be conceived as a product of interaction of biological, cultural and social factors upon the individual as he move from childhood into adulthood. Mostly, it is thought of as that period of life in which maturity is developed. It is the period of stress, strain and storm. Poets have described it as spring of life of a human being and an important era in the total lifespan. The word ‘adolescence’ came from a Greek word ‘adolescere’ which means ‘to grow towards maturity’. (Chauhan, 2013, p.75)

In the words of A.T. Jersild, “Adolescence is that span of years during which boys and girls move from childhood to adulthood, mentally, emotionally, socially and physically” Interestingly, the importance and significance of adolescence had been recognized right from the ancient times but the scientific study of behaviour of adolescence is very recent. (Chauhan, 2013, p 77). Education of adolescents among Egyptian, Jews and Greeks in pre-christian era carried memories of the rituals of primitive initiation ceremonies; and their expectations of uniform and sudden
maturing was re-echoed through many later centuries by writers who had little to say beyond an emphasis on the discreteness of the different periods of childhood. They believed that this was clearly defined and swift transition to adult status as some point at which wise admonition could profitably be directed by a parent to a child or by a teacher to a pupil (Chauhan, 2013, p.77).

Adolescence is known as a developmental period in which major changes in parents-adolescence, relationship occur and the adolescence partially shifts emotional investment and functions from parents to peers (Blos, 1962; Hazan, Hunt, Sturgeon, & Smollar, 1985). Adolescence involves the accomplishment of a number of critically important developmentally important tasks; adjustment to the changes of puberty that bring adult size appearance as well as reproductive capacity; the development of autonomy from parent and other caretakers, the establishment of effective social and working relationship with same and opposite sex peers, preparation for a vocation, and development of a system of values and a sense of identity, and a personal answer to the age-old question , “Who am I ?” The fact that in today’s world these tasks may be more complex, and that both parents and child have fewer consistent blueprints to guide them in their accomplishment, does not fundamentally alter the situation.

1.1 Personality of Adolescents:

The personality of the adolescents is greatly influenced by the various members of the family. Tense family atmosphere produce emotional instability in the adolescent. Too much strictness by the parents creates an urge of revolt in some adolescents and in some it develops an inferiority complex. On the basis of his researches, L.H. Stott (1939) has concluded that adolescents may be made a fine social being through inspiration, good atmosphere and good guidance by the members of the family. Those homes where members quarrel with each other never help healthy developments of the adolescent’s personality.

Two decades ago, most theorist of adolescent development described adolescence as a period in which the adolescent needs to cut off his or her connection to the family of origin (mostly parents) to assert himself or herself as an independent individual (Blos, 1979; Freud, 1958). However, today it is believed that adolescent and young adult can maintain connectedness (relatedness) to their parents while asserting their individuality and autonomy and that they become healthier and happier adult if they
do so (Campbell, Adoms, & Dobson, 1984; Grotevant & Cooper, 1986; Hoffman, 1984; Monyemayor & Hanson, 1985; Moo, 1987; Ryan & Lynch, 1989; K Sullivan & Sullivan, 1980). Thus, in accordance with the theory of attachment, individualization might be seen not as antithetical but rather as complementary (Ainsworth, 1989; Collins & Repinski, 1994).

Personality reflects the impact of the entire development of the individual. The modes of behaviour may be regarded as a mirror of one’s personality. Personality includes all the good and bad traits that an individual possess. It is through his behaviour that these good or bad traits are manifested. The development of personality is the result of interaction between heredity and environment factors.

1.2 Social Behaviour During Adolescence:

The human being is a social animal and possess a born desire to participate in social activities. The most notable phenomenon of adolescence is the emergence of marked importance of peer groups. He desires company and feels gloomy aloof. As he grows, he comes to rely heavily on the peer group for support. During adolescence the pace of development is rapid and the desire to participate in school activities is very strong. At this age the adolescence has an intense emotional tension and he takes comparatively longer time than a child and adult in overcoming it. It is the duty of the parents to properly teach social behaviour to children. An adolescent should not be treated like a child some consideration should be shown to his views. So a new approach is needed bearing in mind that society has great influence over the adolescents.

1.3 Adolescence: A Period of Transformation:

Adolescence is a stage of revolutionary change in human life. Adolescent gives up old habits and acquires new outlooks. He has to shoulder new responsibilities. He has an additional worry of adjusting his personality in a new surroundings. At the end of this age, he is able to establish his own personality, but before he is able to do so, there is a kind of instability in his behaviour. We generally find that an adolescent’s life full of extremes.

Adolescence is also a stage when young people extend relationships beyond their parents and family. It is a time of intense influence of peers, and the outside world in
the society. A desire to experiment and explore can manifest in a range of behaviours such as exploring sexual relationships, alcohol, tobacco and other substance abuse. The motivation, anxiety, and stress associated with achievement failure, lack of confidence, etc are likely to lead to depression, anger, violence and other mental health problems. Adolescents as they mature cognitively, the mental functioning process becomes analytic, capable of abstract thinking leading to articulation and independent ideology. These are truly the years of creativity, empathy, idealism and with the bountiful spirit of adventure. Thus, if nurtured properly adolescents’ can be mobilized to contribute significantly to national development.

One of the most important commitments that family, school, communities and countries can make is to safeguard the future economic, social, and political progress and stability of adolescents. This can be done only, if we provide sound education to our adolescence. Out of the various factors that affect learning and educational attainment is the family climate of the students.

1.4 Family Climate:

The family is traditionally seen as the basic foundation of society. Generally, family can be seen as a group of people who have biological, emotional or legal ties to each other (Mc. Daniel et al 1990). In different cultures the term “family” may mean different things and a wide variation of families, usually people of two generations and two genders are involved (Lidz 1983, Jallinoja 2000).

The concept of family has changed from the larger extended to smaller units, i.e. the nuclear family or intact family, and nowadays to even smaller single parent family. The variety of form a family may take includes nuclear family or intact parent family, single-parent family, extended family or childless Family. Among these form of family, the intact parents family and single-parents families are more commonly found.

It has been proved through researches that family climate plays very important role in personality development and adjustment of children. If there is feeling of mutual understanding in the family, it contributes significantly in improvement of educational achievement, forward thinking, proper adjustment and other required quality. On the other hand, in a disintegrated and quarrelsome family, negative characteristics like
frustration, depression, anxiety, and tension grow in personality of the children and in this way, it affects adjustment of the children. The adjustment quality of children gives them power to fight against odd things at various fronts of their life. Family provides most of the early environmental influence upon the personality which remains throughout the life. It is the greatest socializing agency in all contemporary cultures (Gaur and Gupta, 2004). In the family, it is the parents who play a major role in the overall development of the child by using different parenting styles. These parenting styles determine the personality development of the children. Thus, family has been the dominating institution both in the life of the individual and in the life of the community (Juyal and Gaur, 2007). In spite of the rapid changes within the modern family the home is still the most potent factors in regulating the behaviour of young people.

Family is the socio-biological unit that exerts the greatest influence on the development perpetuation of the individual’s behaviour. Various researches have identified the different characteristics of family climate (home environment or parental child rearing practices). The family of an individual is a continuous and universal social setting influencing the learning process of the child directly or indirectly. Family not only provides the primary needs of the individual, but is also an institution that looks after the child’s socialization and initial education. It is here, that his basic ideas and ideals are initiated, as well as attitudes towards himself and his associates that determines his later adjustment to school and other out of home situations are developed. In other words it can be said that out of the various aspects of the learning the influence of family upon the child’s ability to learn is very crucial. It is an established fact that family and family climate plays a significant and very crucial role in the development as well as educational and vocational attainment. Family serves as an enriching ground for early socialization and personality development, the healthy outcomes of which are the provision of unconditional love and acceptance, understanding, behavioural management and guidance, academic encouragement and assistance (Das gupta and Sanyal, 2008).

Family being the first and major agency of socialization has great influence and bearing on the development of the child. It has been shown by the various studies that most of the children who are successful /great achievers and well-adjusted come from the families where sustaining wholesome relationship exist. So, it is the home which
sets the pattern for the Childs’ attitude toward the people and society, aids intellectual
growth in the Childs and supports his aspirations and achievements. A significant
positive relationship between the variables of academic achievement and family
scores has been assessed (Shaha and Sharma, 1984)

**Definition of Family Climate:**

of parents and their children.

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

**Family Climate:** Family climate usually refers to the environment, both physical and
emotional, and the state of the family whether it is good, bad, dysfunctional etc.
(Knapp, 1993). Synonyms of family climate: Home environment, familial support,
home life, family life, family stability, family living, atmosphere of family, home
condition, family environment, living space, personal space, home setting, living
conditions, family atmosphere, home atmosphere, family characteristics, family
culture (Knapp, 1993).

It is important to understand the means by which learning focus is manifested in
learner’s life. Some key means by which this is operationalized are planning,
monitoring, study management, and persistence (Martin, 1998). In a study of self-
regulation and motivation; these constructs have been found to be predictive of
achievement and adaptive orientations to academic tasks (Martin, 1998; Martin et
al.2001a, 2001b in press). Thus academic motivation is other important factor which
affects academic achievement of learners

### 1.5 Academic Motivation:

Academic motivation is a student’s desire (as reflected in the approach, persistence
and level of interest) regarding the academic subject when the students’ competency
is judged against a standard of performance or excellence. Positive academic
motivation not only helps a child to succeed in school, but also helps him to see that
learning is rewarding and important in all aspects of life—school, work and
community. There are many things that a person can do to increase the student’s academic motivation. Motivation is the combination of an internally generated drive to achieve, an emotional commitment, (often called passion) to goals (both your own and the organizations’), a willingness to mobilize yourself and others to action, all the while placing an optimistic “spin” on challenges and setbacks you face.

Academic motivation, according to Pintrich and Zusho (2002), refers to internal processes that instigate and sustain activities aimed at achieving specific academic goals.

Academic motivation is a student's desire (as reflected in the approach, persistence, and level of interest) regarding academic subjects when the student's competence is judged against a standard of performance or excellence (Di Perna & Elliott, 1999; McClelland, 1961; Wigfield & Eccles, 2002).

An Adolescent with a positive academic motivation has a desire to learn, likes learning-related activities, and believes that school is important. Positive academic motivation not only helps a child succeed in school, but also helps the adolescents to see that learning is rewarding and important in all aspects of life – school, work and community. Academic motivation is not important in and of itself, but rather it is important because motivated students tend to engage in activities that help them to learn and achieve high in academic settings.

Motivation plays an important role in students’ interest and enjoyment of school and study, Motivation also underpins their achievement (Martin, 2001; Martin & Debus, in press; Martin, Marsh, & Debus, 2001a, 2001b in press; Meece, Wigfield, & Eccles, 1990; Schunk, 1990).

The term motivation is derived from the Latin word mover, meaning “to move.” Motivation can be broadly defined as the forces acting on or within a person which cause the arousal, direction, and persistence of goal directed, voluntary effort. Motivation can be conceptualized as students’ energy and drive to learn, work effectively, and achieve to their potential at school and the behaviour that follow from this energy and drive. Motivation theories cover a broad area of research. The particular area most relevant for course evaluation appears to be the motivation for
academic learning. Whether from internal sources (self-satisfaction) or external sources’ (peer approval, recognition, grades, and money) motivation appears critical to the expression of intelligence and gaining success.

Motivation may be influenced by the students’ general expectations towards learning. When a personal goal of studies is primarily vocationally oriented in the sense that the student expect practical knowledge, skill development and a goal preparation for the Job the student is extrinsically motivated. Learner acts because of the desired goals are in the center of interest. Students of such kind of aim to apply acquired knowledge directly to their jobs (e.g. Mutonen, Olkinuora, Tynjala & Lehtinen, 2008)

Intrinsic motivation is the self-desire to seek out new things and new challenges, to analyse one's capacity, to observe and to gain knowledge. Intrinsic motivation is defined in the means and end of action thematically match (Heckhausen, 1991; p.406). It means, if students are scientifically oriented and study because dealing with the topic itself, and thinking because of his own interest, then student is intrinsically motivated. Acting and the action goals are thematically corresponding.

A person with expectations towards vocational training as extrinsically motivated because the academic qualification mainly serves as a means to enter the market. In contrast expectations about dealing with scientific contests and the level of interest which leads to intrinsic motivation. Thus, academic motivation has intrinsic and extrinsic both aspects which do not stand in conflict with each other.

**Developing Academic Motivation:**

Children are naturally motivated to learn from the time they are born the early signs of motivation to learn can be seen in a baby struggle to reach a toy, learn to walk, or eat without help. Children whose learning and discovery is encouraged when they are infants and preschoolers’ will approach school related learning as a challenge, interesting, and rewarding. A learner with positive academic motivation believe that he or she can be successful if they try hard, work in order to master the material, and are motivated to improve their achievement rather than just do better than others. The good things are that there are many things that parents can do to enhance their child’s academic motivation. Positive parent-child relationship develop an important climate
for academic motivation. Letting your child know that you think school is important and providing recognition for their effort and success can motivate learning.

Keller (1983) recommended using principles from academic motivation theory to design an instructional strategy that will not only gain, but also sustain, learners’ attention throughout instruction, thereby maximizing the likelihood of gains in students’ achievement.

Bissonnette (1992) suggested that students who had a higher intrinsic motivation for academic activities persisted longer and finished the course.

Fortier and his Colleagues (1995) conducted a study to suggest that higher academic autonomous motivation, and the combination of intrinsic motivation and identified regulation, correlated to higher grades.

Societal changes brought about as a result of technological advancement have had a dramatic impact on academic achievement of adolescents in both developing and developed countries. This in turn has brought about a radical change in the roles of different members of the family and their role in adjustment and academic motivation to better outcomes. Academic achievement in terms which is largely affected by the individual capacity to adjust with the changing demand of family, school and society.

1.6 Adjustment:

Adjustment to fit, make suitable, adapt, arrange, modify, harmonize or make correspondent. The term adjustment is often used as a synonym for accommodation and adaptation. Adjustment is the process by which a living organism maintains a balance between the needs of the circumstances. It is used to emphasize the individual struggle to survive in his or her social and physical environment. Adjustment regards an individual’s adjusting capacity as the ability to meet and cope with stress and problems with a minimum of disruption to the ongoing process of life, considering both the immediate and longer term consequences of the behaviour.

Good (1959) states that- “Adjustment is the process of finding and adopting modes of behaviour suitable to environment”.
Shaffer (1961) emphasized that “Adjustment is the process by which a living organism maintains a balance of its needs, circumstances that influence the satisfaction of these needs”.

Generally the process of adjustment continues throughout the whole life. According to Mc Kinney (1967) “Everyone alive has troubles and problems, the most important consideration in determining personal effectiveness is not the amount trouble or misfortune (within limits) a person encounters but how he responds or adjusts to the challenges of life”.

In the dictionary of behavioural science by Wolman adjustment is defined as “the harmonious relationship with the environment involving the ability to satisfy most of one’s needs and meet most of the demands both physical and social, which put upon one”.

H. J. Eysenck and others (1972) defined adjustment as “A state in which the needs of the individual on the one hand and the claims of the environment on the other hand, are fully satisfied or the process by which this harmonious relationship can be attained”.

There is no organism that requires a longer period of adjustment than man. For nine months the child is in its mother’s womb. After birth it can continue to grow independently, but this independence has been restricted for some time. Of all of our behaviour–conscious or unconscious, voluntary or automatic, planned or unplanned, wise or foolish – represents our attempts to meet our need of the moments, or at least to meet these needs as we understand them. The simplest of our needs is physiological in nature, based upon primary, biological demand such as those for food, water and oxygen. Throughout life, our physiological and psychological demands are continually being aroused, and we engage in behaviour that reduces or satisfies our needs. This process of need arousal and satisfaction, in a broad sense, is the process of adjustment.

One of the most fundamental aspects of the personality of a child is his ability to adjust in any situation or circumstance. Adjustment is a process by which an individual attempts to cope with, master and transcend the challenges of life by utilizing a variety of techniques and strategies. It is a process of behaviour by which
man keeps equilibrium among his various needs and the obstacles. Adjustment implies a state of harmonious relationship between the problem and the individual under specific conditions. Adjustment refers to the adequacy of the behavioural patterns, the individual habitually satisfies his needs.

Piaget (1952) has studied the adjustive process from different angles. He uses the term accommodation and assimilation to represent the alternation of oneself or environment as a means of adjustment. A person who carries his values and standard of conduct without any change and maintains these in spite of major change in social climate, is called Assimilator. The man, who takes his standard from social context and changes his beliefs in accordance with the altered values of the society, is called accommodator.

**Factors Determining Adjustment:**

The quality of an individual’s adjustment is determined not only by the degree to which psychological needs are satisfied, but also by a number of other factors. Included among those factors is the capacity to tolerate delay in having needs satisfied, the degree to which a person continues striving to satisfy needs when they are not immediately satisfied.

Effectively adjusted individuals are able to tolerate some delay in the satisfaction of their needs. Those people who cannot tolerate delay of rewards, they are poorly adjusted. It is interesting to note that certain religions offer the salvation of heaven as a final reward, thereby stretching human capacity for delay in need gratification to its ultimate limits. It is important to understand that human capacity for delayed gratification, the ability to function according to the reality principle, is learnt as part of the socialization process.

Not only must humans learn to continue striving to have their needs, but they must also learn to continue striving to have their needs gratified. Obviously, if we are to abandon our efforts and give up our goals every time we encounter an obstacle to our striving for need gratification, we would accomplish little.

Effective adjustment is the person’s capacity to change or shift the sources of satisfaction. Human psychological needs are quite complex and difficult to catalogue, and we are frequently uncertain what needs are being gratified by different behaviors.
But it is clear that there are many avenues open to us for need gratification in our complex society, and that well-adjusted people flexible in finding ways to meet their needs.

All need gratification, and particularly the gratification of our psychological needs, occurs within a social context. The people with whom we live and work are closely involved with our needs and the way in which we gratify them, and they continually evaluate the legitimacy of our needs and behaviours, but it is a fact of life that other people continually pass judgment on them. Some needs such as achievement and nurturance (caring), are positively regarded; others, such as narcissism and sadism, are viewed negatively.

**Characteristics of a Well-adjusted Person:**

A well-adjusted person is supposed to possess the following characteristics:

An emotionally well-adjusted individual demonstrates a well-balanced emotional behavior. He is able to express desirable emotions in a proper amount as per the needs of the situation and his own well-being.

**Socially Adjusted:** a well-adjusted individual is a socially mature individual. He has the necessary development in terms of social competency and social obligations. He knows his social environment and has a desire and capability to adjust his self to the demands of the social life.

**Awareness of One’s Own Strengths and Limitations:** a well-adjusted person knows his strengths and weakness. He tries to gain from his assets in some areas while accepting limitations in the other.

**Respecting One’s Self and the Others:** disliking one’s self is a typical symptom of maladjustment. An adjusted individual has respect for one’s self as well as of others.

**Adequate Level of Aspiration:** his level of aspiration is neither too low nor too high in comparison to his own strengths and abilities. He does not try to reach for the stars and also not repent by selecting an easier course for advancement.

Adjustment as an achievement means how efficiently an individual can perform his responsibility in different circumstances. Business, military, education and other
social activities need efficient and well-adjusted men for the progress of the society. If we interpret adjustment as an achievement, then we will have to set the criteria to judge the quality of adjustment.

1.7 Academic Achievement:

Definition and Meaning

In the present scenario the world is becoming more and more competitive. Quality of outcomes has become the key factor for individual growth. Achievement assessment is the process measuring the terminal behaviour of the learner at the end of instruction. Thus, 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 Eysenck & 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”.

Academic achievement is the extent to which a student, teacher or institution has achieved their educational goals. It is commonly measured by examination or continuous assessment. However there is no general agreement on how it is the best tested or which aspects are most important –procedural knowledge such as skills or declarative knowledge such as fact. Though it is depends upon various factors and all of them affect in some way or other but in some way are most important and the effect of these cannot be overlooked at any cost. Family climate, academic motivation, adjustment, mental health, school environment etc, are some of the factors which affect academic achievement directly or indirectly.

Factors Influencing Academic Achievement:

In every system there are several factors that are responsible for high and low achievement of the students and these factors can be divided into three broad
categories: (i) psychological factors, (ii) environmental factors and (iii) personal factors.

(i) Psychological Factors: Psychological factors include intelligence, self-efficacy, academic motivation, learning styles, study skills, creativity, level of aspirations, self-concepts, interest learning ability etc.

(ii) Environmental Factors: These factors are related to the surroundings and environment of the individual and include socio-economic status, value system, teachers’ efficiency, school situation and environment, educational system, family climate, evaluation system.

(iii) Personal Factors: Under this category age, sex and health may be included as factors influencing academic achievement. These factors may affect the academic achievement both positively as well as negatively.

These Psychological, Environmental and Personal factors may affect the academic achievement both positively and negatively.

1.8 The Problem Context:

In our Indian society, academic achievement is considered as a significant criterion to judge one’s potentialities and possibilities. Hence, academic achievement occupies a very crucial place in education as well as in the learning process. Academic achievement is a leading factor in the present socio-economic and cultural context. At secondary school stage, great emphasis is placed on achievement right from the very beginning. Beside this every parent desires that their children climb the ladder of outcomes to as high level of achievement as possible. The desire for high level of achievement puts a lot of pressure on students, teacher, and school and in the general educational system itself. The main focus of the educative process is to improve the performance or learning of the students. The learning outcomes of the students measured with the help of their achievement or performance.

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.

Adolescents, are called real wealth and future of any nation. They are the real pioneer of knowledgeable, vibrating and intellectual society. Academic achievement of
adolescents is influenced by various factors like family climate, adjustment, motivation, study habit, intelligence and location etc. But among various factors which affect academic achievement, the most important factors are family climate, academic motivation and adjustment.

A review of empirical studies conducted in this area reveals that very few studies have been conducted in India and abroad to enable us to draw any meaningful inferences about family climate, academic motivation and adjustment and other factors affecting academic achievement of adolescents’. Some of the related studies have been mentioned here-

Trivedi (1984) designed an investigation to study the relationship between parental attitude, socio-economic status, feeling of security- insecurity and academic achievement of intermediate students with intelligence held constant. Wentzel, Feldman and Weinbergee (1991) carried out an investigation with a purpose to study the meditational role of socio-emotional adjustment on academic achievement in sixth grade. Anderson (1994) studied the effect of parental involvement on academic achievement. Addington (1997) studied the effect of parental involvement in mathematic achievement of eight, tenth and twelfth graders. Moline (1999) studied the parental involvement, students achievement link, to provide a scholarly basis for justifying and implementing parental involvement programs that produce significant and long-lasting effects on children’s academic outcomes. Thakur (2001) attempted to study the effect of home environment on intelligence and educational aspiration of senior higher secondary school students. Devi,s and Mayuri, k (2003) conducted a study on the family factors contributing to the academic achievement of IX and X class residential school children and to study the relationship between family and school factor with academic achievement. Jagpreet Kaur (2009) has taken “Home Environment and Academic Achievement as Correlates of Self-concept among Adolescents”. Mishra, Sandhya, Bamba, Veena (2012) study was aimed to investigate the impact of family environment on the academic achievement of a child. Kareer, Rosenbalm (2006) examined the relationship between parental monitoring and student adjustment and achievement of community college students. Sarika (2008) conducted a study locus of control in relation to academic achievement and adjustment, Indian social and psychological studies, Patna. Major purpose of the study was to examine the effect of locus of control over the pattern of adjustment of the respondents. Moly Kurvilla, P.,
Usha, (2009) studied the emotional adjustment, achievement motivation and academic achievement of the adolescent of working and non-working mothers. Nelakshi, A., Lavakare (2009) conducted a study on the background factor in adjustment of adolescents, this study tried to bring out the factors that influence the adjustment of adolescent. Gawali (2012) in “Academic stress and Adjustment among School student: A correlation study” found that there was a significant adjustment difference between male students and female students in themes of their home adjustment. Kumar, V (1984) designed a study of perception of classroom social climate with reference to perception of dimension of academic motivation of high school student. Mehta and Kumar (1985) studied the relationship between academic achievement and personality, intelligence, study habits, adjustment, and academic motivation. Mukhopadhyaya, Dulal (1991) attempted to make a cross-sectional study on the effect of academic motivation and scientific attitude on science aptitude of the students. Martin J Andrew et al (2009) attempted to study the role of interpersonal relationship in student academic motivation; encouragement and achievement. Brett D. Jones (2009) an article to present the model of academic motivation that can be used by the instructor to design courses which can be engaged students in school learning.

It is clear from the above review of related literature, that a little work has been done in this potentially important but less researched area of adolescence. Not even a single research incorporates the three variable viz. Family Climate, Academic Motivation and Adjustment. Moreover, in this era of high-grade, where every parent feels that their children should be high achiever in the field of education. The investigator was interested to take up this study and to investigate the impact of family climate, academic motivation and adjustment on academic achievement of adolescents.

In this specific context the present investigation was undertaken to specifically provide empirical answers to the following questions:

1. What is the role of family climate in academic achievement of adolescents?
2. How academic motivation is related with academic achievement of adolescents?
3. Is adjustment related with academic achievement of adolescents?
4. Whether the academic achievement of adolescents vary with the family climate, academic motivation and adjustment?
1.9 Statement of the Problem:

Incorporating the above raised questions the problem for this empirical study was given following formal title-

“Impact of Family Climate, Academic Motivation and Adjustment on Academic Achievement of Adolescents”

1.10 Objectives of Study:

The proposed study is aimed at achieving 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 differences in family climate, academic motivation, adjustment and academic achievement of adolescent in relation to some demographic variable such as –
   (1) Gender (Male / Female)
   (2) Location (Rural/ Urban)
   (3) Type of family (Nuclear /Joint)

1.11 Operational Definition of the Terms:

The terms which are used in the study have been defined operationally to carry following operational meaning in the study.

1. Family Climate:

Family climate means an interpersonal relationship between the parents and the child. Family climate of adolescents for this investigation has been taken as the score
obtained by students on a Family climate scale (FCS), as developed by Dr Beena Shah (2006).

2. Academic Motivation:

Academic motivation may be regarded as the present study as a student's desire to learn (as reflected in the approach, persistence, and level of interest) regarding academic subjects. Academic motivation of students for present study has been taken as the scores obtained by the students on Academic Motivation Scale (AMS) as developed by the researcher.

3. Adjustments:

Adjustment is an individual's ability to cope with all kinds of situations in his environment. In the present study, adjustment has been taken the scores obtained by students on an adjustment inventory for School Students (AISS) as developed by A K P Sinha and R P Singh (2012, reprinted.)

Academic Achievement:

The Academic Achievement in this study has been taken as the total marks obtained by the students in their final examination of class VIII.

Adolescents:

Boys and girls in the age group of 13-18 years studying in IX standard at selected government and private secondary schools, Agra. were considered as adolescents in the present study

1.12 Research Hypotheses:

HR1 Family climate, Academic motivation, Adjustment and Academic achievement of adolescent varies.

HR2 Family climate is related with academic achievement of adolescents

HR3 Academic motivation is related with academic achievement of adolescent.

HR4 Adjustment is related to the academic achievement of adolescents.
HR5  Family climate, Academic motivation and Adjustment have related contribution to the academic achievement of adolescents.

HR6.1  Gender, Location and Type of family are related with family climate.

HR6.1  Gender, Location and Type of family are related with academic motivation.

HR6.3  Gender, Location and Type of family are related with adjustment.

HR6.4  Gender, Location and Type of family are related with academic achievement.

1.13 Hypotheses of the Study:

Corresponding to the objectives of the study based on the given rationale the research hypotheses were translated into the following null hypotheses for empirical verification:

H1  The family climate, academic motivation, adjustment and academic achievement level of adolescents will not vary.

Ho2  There is no significant impact of family climate on the academic achievement of adolescents.

Ho3  There is no significant impact of academic motivation on the academic achievement of adolescents.

Ho4  There is no significant impact of adjustment on the academic achievement of adolescents.

Ho5  There is no relative contribution of family climate, academic motivation and adjustment on the academic achievement of adolescents.

Ho6.1  There is no significant difference in family climate, in relation to gender, location and type of family.

Ho6.2  There is no significant difference in academic motivation, in relation to gender, location and type of family.

Ho6.3  There is no significant difference in adjustment, in relation to gender, location and type of family.

Ho-6.4  There is no significant difference in academic achievement, in relation to gender, location and type of family.
Chapter 1

Introduction

1.14 Significance of the Study:

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. 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. As the three independent variables family climate, academic motivation and adjustment taken in the present study are based upon the expectation that they affect the academic achievement of adolescents, the relative contribution as well as individual contribution of these independent variables will provide empirical evidence as determinants of academic achievements of adolescents. It is hoped that the results of the present study will be of immense value for teachers and parents for raising the level of academic achievement of adolescents and ultimately their performance in different pursuits of life. The findings of this study is further expected to identify the contribution of these factors in academic achievement of adolescents and provide effective measure to enhance the academic achievement of secondary school students.

1.15 Delimitations of the Study:

The present study will be confined to the following parameters:

1. There are a number of factors that may affect the academic achievement of adolescents, but due to the limited resources and time available only the impact of family climate, academic motivation and adjustment has been studied.

2. The study will be confined to Agra district of Utter Pradesh only.

3. The study will be limited to Secondary level school student only.

4. The study will be confined to only few demographic variables such as age, gender, rural/urban and family status single/joint, etc.

5. A variety of statistical techniques are available for analyzing the data, but the investigator has employed only descriptive statistic, multiple regression analysis and analysis of variance.