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A study of family climate and Academic Achievements of tribal secondary school students in Seraikela -Kharaswan district of Jharkhand

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Abstract: ***India's newly formed state Jharkhand (15 Nov 2000) is identified by its tribal population. In which Jharkhand is ranked sixth in the country. Our Jharkhand is a green state full of minerals and rich communities. Despite this, our state is a backward state. The purpose of this study was to determine whether there is a connection between the family climate and academic achievement in tribal secondary school students. With reference to their gender and locality. Further, it was also intended to find out the difference between the boy and girl students in terms of academic achievement. The researcher adopted a correlational research design for the study. 80 tribal secondary school students of class X consisting of 40 boys and 40 girls from rural and urban areas were taken as a sample by random sampling technique. The research tools used for the study were Family Climate Scale and the student's academic achievement scores. data were analyzed by using Mean, standard deviation, Person product- moment correlation and t-test. The findings showed that gender and location were positively correlated with the family climate of tribal secondary school students as well as their academic success. Moreover, the family climate of boy and girl tribal students at secondary school did not different significantly.***
Keywords: Family climate, Academic Achievement, Tribal people, Secondary school students

I. INTRODUCTION

Education is the key component for determining the progress of the nation. The main purpose of education is to educate the people within society. The more people become educated in society the more they can contribute to the development of the nation. So, it is the responsibility of society to provide good education to its member as it helps in their self-development and to contribute to their family as well as society invarious aspects. Good education is the product of the teaching-learning process with the efforts of the teacher, school, students and also the family environment. Family being the first agency of socialization plays an important role in influencing the child. One can incorporate all the good habits and good manners from his family. In the teaching-learning process also family circumstances are determining the learning abilities of the child and lead the academic performance in different stages. The true knowledge and skill acquired by the students in the school subject are generally known as academic achievement. The academic achievement of the students is affected by various family variables. Family climate plays a key role in the academic achievement of their children.

Jharkhand is the 28th state of India. It comes on function on November 15, 2000. Before it was the part of Bihar state. Jharkhand comes into existence by Bihar reorganization Act on the birth anniversary of the legendary Bhagwan Birsa Munda Jharkhand, state of India located- it is in the northeastern part of the country. Jharkhand is bordered by the states of Bihar to the north, West Bengal to the east, Odisha to the south, Uttar Pradesh to the northwest and Chhattisgarh to the west . Ranchi is the capital of Jharkhand. Jharkhand, one of India's newest state. Statehood of Jharkhand was the culmination of a long struggle carried on primarily by the Adivasis, or Scheduled Tribes (an official term applied primarily to indigenous communities that fall outside the predominant Indian caste hierarchy). Jharkhand has area of 28,833 square miles (74,677 square km) and a population of 32,988,134 (2011). The 'Jharkhand' literal meaning 'Jhar' means trees and 'Khand' means a piece of land and together Jharkhand means 'a piece of land covers by forests'. Chadhuri (1982) describe the livelihood of tribals as food gatherers and hunters, shifting cultivators, pastoralists, artisans, industrial labourers etc. The Fifth Schedule in Indian Constitution covers the state of Jharkhand as a Schedule Area. It is constituted with the clear objectives to assist the tribal existence without any hindrance by others and to develop, protect and promote their interest.

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Jharkhand has numbers of tribal communities since time immemorial. There are 32 different tribal groups, namely Asur, Baiga, Banjara, Bathudi, Bedia, Binihia, Birhor, Birjia, Chero, Chick- Baraik, Gond, Gorait, Ho, Karmali, Kharwar, Khond, Kisan, Kora, Korwa, Lohra, Mahali, Mal-Paharia, Munda, Oraon, Parhaiva, Santhal, Sauria-Paharia, Savar, Bhumij, Kol and Kanwar. The major tribes are in Jharkhand are Santhal, Oraons, Mundas, Hos and Kharia. Most of the tribes depend on agriculture and allied activities for their livelihood. The demographically and economically heterogeneity differentiates them by socially and educationally. Jharkhand was earlier part of Bihar and has witnessed migrants from the land joining areas of Bihar, West Bengal and Odisha from several decades. The heterogeneous population of Jharkhand divided into tribals and non tribals. The non-tribals divided into two groups as Dikus and sadaans .'Dikus' are non tribal who means outsider and exploiter and saddans are immigrants. They come from the northern part of Bihar, West Bengal and Odisha and threaten the socio economic and cultural security of tribal in group. There are several tribal revolts but the common features of these revolts were all specifically against the outsiders. Historically, tribal of Jharkhand follow Sarna (animist) Dharma (religion) which is signification of worship nature. And from many decades they follow Sarna Dharmas a religion. Christianity had come in Chotanagpur region in 1845 and after that a good number of tribal adopted Christianity as a religion. The total population of the country, as per the 2011 census is 10.42 crore, constituting 8.6% of the total population, where Jharkhand holds 8.29% of Tribal Population. The Scheduled tribe population of Jharkhand State is as per 2011 census is 8,645,042 (including Sarna 4,012,622 and Christian 1,338,175) of the total population (32,988,134) of the state. District-wise distribution of tribal shows Gumla district has highest (68.94 percent) Lohardaga (56.89 percent) and Pashchimi Singhbhum district has (67.31 percent) whereas Ranchi has (35.76 percent) Pakur district has (42.01 percent) Kodarma district (0.96 percent) preceded by Chatra district by (4.37 percent) has lowest proportion of tribal population. Article 46 of the Indian Constitution stress to promote the scheduled tribes and scheduled caste people with special care in the educational and economic establishment.

II. REVIEW OF RELATED LITERATURE

1) Suri (1984) conducted a study on academic achievement and family size. The main findings of the study were :

- Academic achievement was dependent upon family size and socio-economic status.
- Smaller families and high socio-economic status adolescents were found to be high achievers.

2) Kumari (2019) conducted a study on academic achievement of High School students in relation to family climate. The major findings were

- There is a significant difference in academic achievement of boys and girls high school students. Girls' students had better academic achievement than the boys' students.
- It was found that there is no significant difference in the family climate of boys and girls high school students.
- It has been found that there is significant difference in the academic achievement of high school students who have a favourable family climate and unfavourable family climate. Students who have a favourable family climate have better academic achievement than who have an unfavourable family climate.

3) Rajput K.S. [2017] considered the instructive goal and Academic Achievement of optional school understudies in connection to impact of certain family factors. The outcomes uncovered that the scholastic goal of the understudies all in all was impacted decidedly by their parental consolation. The instructive goal of understudies having high and medium family condition was altogether higher than that of understudies having lower family condition. The SES of aggregate understudies had no impact on their instructive goal. The urban understudies were affected by their family condition asfar as their Academic Achievement than the rustic understudies in every one of the gatherings.

4) Hasan arslan and Helena Maria Sabo [2017] depicted Academic Achievement and state of mind of center school understudies to science as far as sex and grade contrasts. The point of this investigation was to decide if there existed a noteworthy contrast amongst female and male students demeanours toward science. This exploration was outlined as unmistakable research. Understudies of sixth, seventh and eighth graders were enlisted to "State of mind Survey toward Mathematics". The discoveries of this exploration demonstrated that demean or of the understudies toward science and Academic Achievement had a critical distinction as far as their sexual orientation and grade levels. Female understudies performed more inspirational dispositions towards science than that of their partner male understudies. The female understudies were observed to be preferred in grades over male understudies.

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III. RATIONALE OF THE STUDY

The rationale of the study is that on one hand there is a revolution in education in our society, on the other hand tribal students are kept away from education. Education is considered to be a plan for preparing for future career. Which generally requires adequate guidance and information. This study shows that I will try to know the effect of family environment and socio-economic status on the educational achievement of tribal students. Due to fear of society, hesitation and inferiority, parents are depriving them of education. When our government has provided all kinds of facilities, by taking advantage of which one can make their future happy.

IV. STATEMENT OF THE PROBLEM

" A study of family climate and Academic Achievement of tribal secondary school students. "

V. NEED AND SIGNIFICANCE OF THE STUDY

The aim of the study was to find out the correlation between the family environment and educational achievement of tribal secondary school students. In the present situation, families have become more mechanical in social attitude. Tribal parents keep their children away from studies and give them priority in work. Due to which the family environment becomes a factor affecting their educational achievement. The researcher's objective was to investigate the reason behind all these factors.

VI. OBJECTIVE OF THE STUDY

1) To findout the difference in family climate of male and female tribal secondary school students.
2) To findout the difference in family climate of Government and private tribal secondary school students.
3) To findout the relationship family climate and academic achievement of tribal secondary school students.

VII. HYPOTHESIS OF THE STUDY

1) There would be no significant difference in family climate of male and female tribal secondary school students.
2) There would be significant difference in family climate of Government and private tribal secondary school students.
3) There would be significant relation between family claim and academic achievement of tribal secondary school students.

VIII. OPERATIONAL DEFINITION OF THE TERMS USED

A. Family Climate

Family climate usually refers to the environment both physical and emotional and the state of the family whether it is good bad days functional etc.

B. Academic Achievement

Academic Achievement is the progress made towards the goal of acquiring educational skills, materials, and knowledge, usually spanning a variety of disciplines.

C. Tribal Students

As per the Indian Constitution tribal students are known as Scheduled Tribes. In India the tribes are known by various names such as primitive tribes, jungle people, adivasis, aboriginals, original inhabitants of India and soon. Gandhiji called them as Harijans. They live in hills and forest areas, sharing a common culture, religion, dialect etc and usually occupying a specific geographical area and having a recognised leader. In the present study tribal students of class X belonging to Santhal, Ho, Birhor, Urav, Gond and Shabar tribes of Seraikella-Kharsawan district has been treated as tribal students.

D. Secondary School

Students of Class IX and X of CBSE, ICSE and JAC Board are considered as secondary school students

IX. DELIMITATION OF THE STUDY

1) The present study has been limited in the following-
2) The study is limited to Two measure variable i.e Family climate and Academic achievement .
3) The study is on class 10 travel secondary school students government and government aided studying under the board of JAC.
4) The study is limited to only saraikela-kharswan district of Jharkhand .
5) The study is limited to scheduled tribe students (class 9&10)

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X. METHODOLOGY OF THE STUDY

For this data analysis, Descriptive Research as well as inferential statistics were employed in this study. The descriptive statics of mean, standard deviation and Pearson product- moment correlation while the inferential statistics of t-test were used for analysing the data.

A. Design of the Study

In the present study, The Correlational Method has been implemented in order to determine the relationship between family climate and student achievement at high school

B. Population of the Study

All X standard secondary school students in the Seraikela-Kharwsan districts in Jharkhand made up the population for this study. In the current study, a sample of 80 students from 4 block's (2 Govt. and 2 Non Govt. schools) X standard, including 40 males and 40 girls, was selected using a simple random sampling.

C. Tools and Technique used

The investigator has used the following tools in the presented study-
1) Family climate Scale by Dr.Beena Shah (2023) English version
2) Academic Achievement score

D. Instrument

The research tool used in the present study was the 'Family Climate Scale' prepared and standardized by Shah (2023) and academic achievement scores i.e, marks of previous examinations of secondary school's students. Family Climate Scale consisted of 90 items of which 42 items were positive and 48 were negative. This is a three-point scale which used always, sometimes and never as response options. Validity and Reliability This scale's reliability was examined in comparison to the opinions of 20 judges. The items were chosen based on the opinions of specialists, and the highly significant discriminative indices of every item retained in the FCS final formulation verified the validity of the scale. The dependability coefficient's values were all highly significant (P.001) at all times. As a result, the FCS was a trustworthy too.

XI. PROCEDURE OF DATA COLLECTION AND INTERPRETATION

For collecting their required data, there investigator personally visited the field with the prior permission of the authority concerned. The investigator met the respondents explained to them the purpose of the study and collected the data. After collecting the data, she conveyed her thanks to the respond .

Table 1 – Correlation between Family Climate and Academic Achievements of tribal secondary school students.

Variables	No. of Students	Correlation 'r'	Level of signifance
Family Climate Academic Achievement	40	0.468	Significant at 0.05 level of significance

According to table 1 - There is a substantial correlation between Boys family climate and academic achievement. Therefore, the Null hypothesis is disproved. This suggest that there is is a between Boys family climate and Academic Achievements at the tribal secondary school students.

Table 2 –Correlation between family climate and Academic Achievements of tribal secondary school girls students.

Variables	No. of Students	Correlation 'r	Level of Significance
Family Climate Academic Achievement	40	0.25	Not significant at 0.05 level of significance.

According to table 2:-The 'r' value of the above table is 0.25 level of significant at a 0.05 level of significance.Therefore,It concludes that a positive correlation exists between Family Climate and Academic Achievements.The Null hypothesis is rejected because there is no significant relationship between Family Climate and Academic Achievements.

Table 3 :-The relationship between Family Climate and Academic Achievement of Tribal Secondary School students in rural areas.

Variables	No. of students	Correlation 'r'	Level of significance
Family Climate Academic Achievement	40	0.426	Significant at 0.05 level of significance

According to Table 3 - There is a Null Hypothesis being disproved. This shows a positive relationship between the Academic success of rural tribal secondary school students and their family climate.

Table 4-Relationship between the Family Climate and Academic Achievements to tribal secondary school students in urban areas.

Variables	No. of students	Correlation 'r'	Level of significance
Family Climate Academic Achievement	40	0.625	Significant at 0.05 level of significance

According to table 4- There is significance level of 0.05 . Therefor accepted is the Null hypothesis.

Table 5-Comparison of mean Score between Boys and Girls students concerning their Family Climate .

Group	No. of Students	Mean	S.D	t-value	Level of significance
Boys	40	94.16	12.8	0.64	significant at 0.05 level of significance
Girls	40	97.80	18.2		

According to table 5 -The comparison of average scores between male and female students on their family climate. The data show that the 't' value is 0.64 at a 0.05 level of significance, the calculated 't' Value is not significant . Therefore, there is no significant difference in the family climate between male and female students. Here, Null hypothesis is accepted.

Table 6 –Comparison of mean Score between Boys and Girls students concerning their Academic Achievements.

Group	No. of Students	Mean	SD	t-value	Level of Significance
Boys	40	63.83	12.4	0.25	Not Significant at 0.05 level of significance
Girls	40	62.86	12.5		

According to table 6 - Comparison of the academic achievement of male and female students. The data show that the 't' value is 0.25 at a 0.05 level of significance, the calculated 't' Value is not significant. Based on of the above data. It can be concluded that boy and girls are similar in their academics. Therefore, Null hypothesis to be accepeted .

XII. DISCUSSION

According to the findings of the study, there is a significant relationship between the educational achievement of tribal secondary school students and their family environment. Irrespective of their gender or region. There is no clear average difference between the gender of students in terms of the family environment of tribal students. Therefore, boys and girls in tribal secondary school are equally successful academically, as no significant difference is evident. Most of the relevant literature (Gartia 2012, Sharma 2013, Punia 2017, Govind Rajan 2019, Kaur and Naushad 2022) have arrived at such a conclusion. Related literature reviews have found no significant relationship between family environment and educational achievement. Yunus 2014, Pappattu Al-Taallu 2017, Marulasiddappa 2022).

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XIII. CONCLUSION

On the basis of above conclusion it can be said that good family climate is very important for the improvement of academic achievement of tribal secondary school students of Seraikela Kharsawan District, still a lot is left to be done for the improvement of academic achievement .Education is a critical input in human resource development and is essential for the country's economic growth. According to the present study, the academic performance of secondary school children and home environment are significantly correlated. Therefore, to promote their academic achievement, the quality of home environment should be improved, which requires parents to give their full attention to their children. There are many obstacles that students currently have to overcome in order to fully participate in modern society. Children's motivation to deal with those challenging situations is greatly influenced by their parents, family, and teachers

XIV. RECOMMENDATIONS

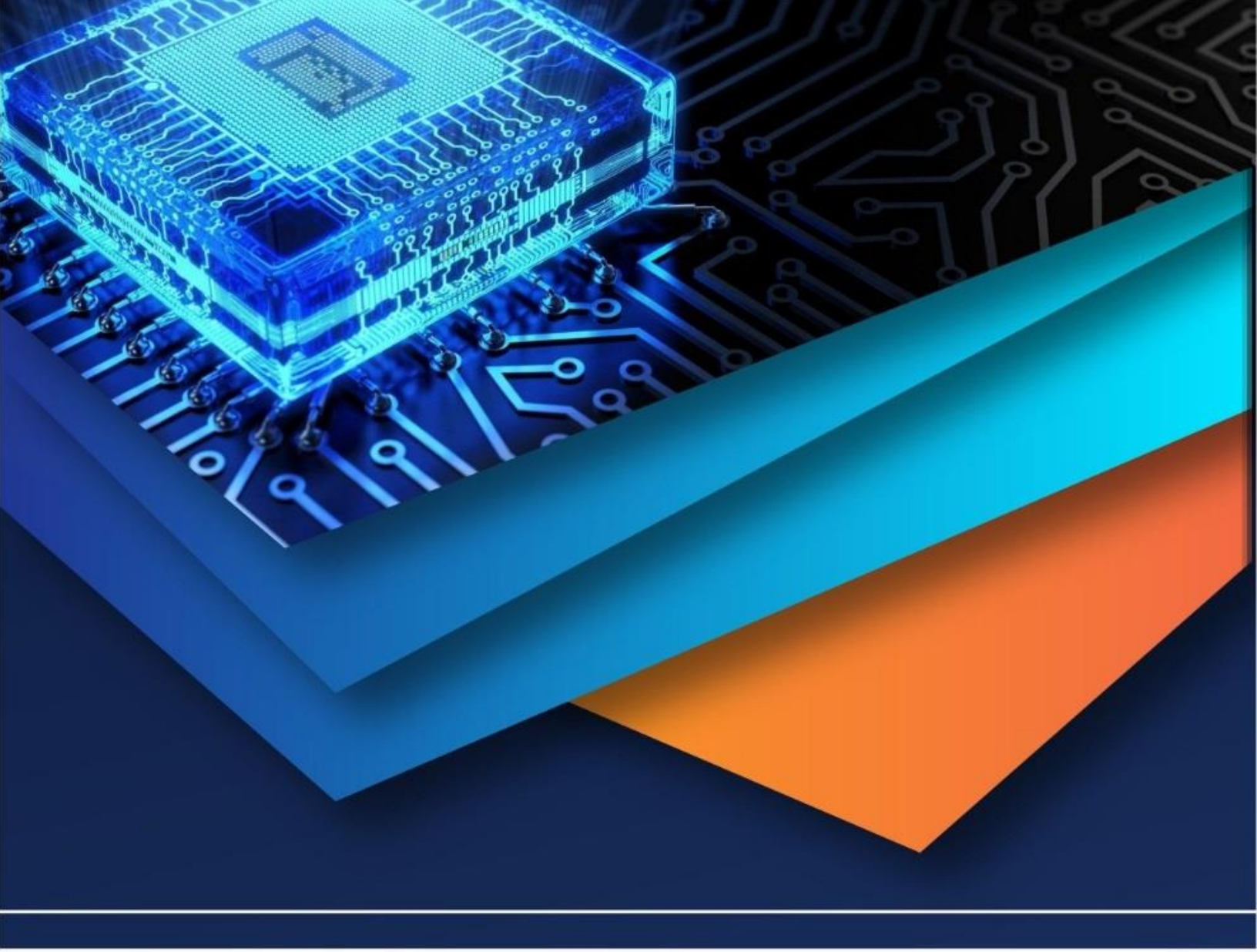
Various relevant recommendations can be made keeping in mind the level and quality of education in Seraikela-Kharsawan district. A fully functioning school is a positive sign that indicates development in the village. The infrastructure of the school was in a dilapidated condition, only a few classes were fit for teaching. The infrastructure of the school should be renovated with the help of the government. The learning environment of the school was conducive but the problem of shortage of teachers should be addressed and the headmaster should request the state government authorities to recruit teachers. Another thing to be recommended is that English should be taught to the tribal students at least to some extent as it will be beneficial in the future.

More number of tribal teachers should be appointed in the school so that they use motivational and permissive approach to teach the tribal students of the village. The school should also start classes that provide skills and modern information on agriculture, poultry, forestry and carpentry. The school needs to ensure that the education given to the tribal students is at par with the non-tribals. There is an attitudinal change taking place among the tribals regarding the importance of primary and secondary education and this change must be encouraged to its true potential.

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