

Relationship between Undergraduates Family Emotional Climate and Academic Performance of Undergraduates

Okoh Dorcas Ebube* Ebenuwa-Okoh E.E. Ph.D

Department of Guidance and Counselling, Delta State University, Abraka. Delta State Nigeria

Email: eduebenuwaokoh@yahoo.com

Abstract

This study examined the relationship between undergraduate family emotional climate and academic performances. To guide this study, five research questions were asked and five null hypotheses were formulated and tested at 0.05 level of significance. Purposive random sampling technique was used to select a sample size of 136 respondents' from the department of guidance and counseling. The instrument for the study is titled, undergraduates emotional climate and academic performance inventory. It has face and content validity index of 0.91. The findings of the research revealed that there is no relationship between family emotional climate and academic performance among undergraduates, males, females, 100 level and 400 levels. It was recommended that university management should create an enriched academic environment that will encourage the growth of cognitive, affective, and psychomotor activities that will enhance academic success among undergraduate.

Keywords: Family emotional climate, academic performance.

1. Introduction

People become university students specifically to acquire knowledge, skills and competence for personal and societal development. Acquired skills are assessed at some points of the programmed to ascertain whether learning has actually taken place. The final grading of the assessment is called academic performance. The assessment evaluates the cognitive, affective and the psychomotor demands of the students (Egbule&Egbule (2005). Results of the grades are influenced by factors surrounding the students. The factors range from school environment, through personal facility to the family (Ebenuwa-Okoh (2011) The family is the bedrock of the society. It is the first socialization agent of any individual. It provides avenue for intimacy, love tendencies, security, economic co-operation and meeting physiological and psychological needs of members (Ebenuwa-Okoh (2012). Emotions expressed in the family are complex response patterns characterized by arousal of physiological changes and feelings. These feelings are affections expressed in form of love, which symbolizes protection, care and approval. Sometimes affections are pleasurable or it can be painful states of mind that are aroused as a result of our sensation, memories or judgments of events in our environment. It is the support structure in our society today. Ebenuwa-Okoh (2011) Families are a source of help and support which bring about the emotional climate of the individual. Okobiah (2005) everybody, especially undergraduates, needs a warm, caring and organized family and emotional climate to function properly in academics. If the emotional climate of the family is hot, uncaring, tensed up and disorganized, an individual is likely to be affected in all areas of endeavors and may find it difficult to concentrate especially in the areas of academics (Safyanu, Ali, Ahmad (2012). Academic performance of students could be affected negatively because of the family emotional climate. Evidence from interaction showed how, in some families, women are subjected to abuse by their husbands. The abuses which involve marital rape, battery, physical and psychological abuses are meted on the women in the presence of their children. These children eventually find it extremely difficult to adjust to school work and other social activities especially with regard to concentration in their academics. Omebe (2002) Such situations affect their physiological and psychological homeostatic balance which further destabilizes the emotional climate and result to low grades or total failure in academics. On the other hand when parents over protect the children, lavish them with love and care without proper guidance, such children could be wayward and not take life seriously especially in the acquisition of knowledge. Family emotional climate affects the all round development of the individual student's personality i.e. socially, morally and otherwise. This could lead to undergraduates' malfunctioning psychologically and physiologically (Carperter& Stacks (2009; Humphrey, Houghton & Ellis (2008); McIntosh (2003).

Another factor that affects the academic performance of students is gender. Gender relates to the differences in dispositions and perception towards life and academic activities. Difference in gender affect ways of thinking as it borders on academic performance. Interaction between daily hassles and individual perception affects the general well-being of students; it is as a result of the family emotional climate of the students. Pessimistic students who think they cannot succeed due to their family's predicament are prone to poor performance in academics than optimistic students who aim at achieving high grades (Roibito, Apebende, \$ Ekefre(2011).

Level is considered as one of the factors that determine the academic performance of students. Cognitive development and maturity, which is associated with class is necessary for worthwhile performance of undergraduates. Egbule (2012) Class affects the changes that occur in individuals and every area of their

performance. When at a particular level, undergraduates try to cope with the academic task there, but when they have passed to a higher level, he or she finds such academic tasks at the former level, simpler and easier to understand (Udom, 2012).

2.STATEMENT OF THE PROBLEM

Academic performance, a characteristic notion which provides a standard for determining the outcome of any academic delivery has been the center of attention for some researchers. This phenomenon is often referred to as scholastic outcome or academic achievement (Ugoji, 2008).

Academic performance is a judgment of an individual's scholastic attainment and the description of intellectual abilities. Some research studies in academic performance have been associated with some psycho-physiological, socio-economic and demographic factors all in a bid to improve on students performance and harness their potentials intellectually. Researchers such as Eбенуwa-Okoh (2012), Udomi, (2001), Safyanu, Ali, \$ Ahmad (2012), Ugoji, 2008; and Riobito, Apebende, \$ Ekefre (2011) have looked at the factors that affect academic performance. There is dearth of information on the relationship between family emotional climate and academic performance among undergraduates. The problem of this study, therefore, is what the relationship between family emotional climate and academic performance of undergraduates is.

2.1 Research questions

The following research questions were asked to guide the study.

1. What is the relationship between family emotional climate and academic performance of undergraduates?
2. What is the relationship between family emotional climate and academic performance of female undergraduates?
3. What is the relationship between family emotional climate and academic performance of male undergraduates?
4. What is the relationship between family emotional climate and academic performance of final year undergraduates?
5. What is the relationship between family emotional climate and academic performance of first year undergraduates?

2.2 Research hypotheses

The following hypotheses were formulated for this study

1. There is no significant relationship between family emotional climate and academic performance of undergraduates.
2. There is no significant relationship between family emotional climate and academic performance of female undergraduates.
3. There is no significant relationship between family emotional climate and academic performance of male undergraduates.
4. There is no significant relationship between family emotional climate and academic performance of final year undergraduates.
5. There is no significant relationship between family emotional climate and academic performance of first year undergraduates.

2.3 Significance of the study

The study would be of great significance to students, counsellors, parents and educators. The findings of this study would be useful to students, in that it will enable them to understand the usefulness of their home to the generality of their academic lives and their all round development.

The findings would help counsellors to know the usefulness and importance of family emotional climate to the academic performance of undergraduates and would also make the family to understand how to make the home more hospitable for the members to boost their academic performance.

3.0 Methodology

The population of this study consists of all students in Delta State University. Purposive random sampling technique was used to select the sample size of 136 students from the Department of Guidance and Counseling, in the Faculty of Education. 67 students are selected from 100 level, while 69 students are selected from 400 level. The number of males 57 and females 79.

The instruments used to elicit information are two types. The first instrument is the cumulative grade point average for 400 and 100 level students while the second instrument is a questionnaire titled "Family Emotional Climate and Academic Performance". The questionnaire was divided into two sections: A and B. Section A consists of the respondents' bio-data while Section B discussed emotional climate of the home which express care, security, encouragement, healthy interpersonal relationships among other positive skills. It instructed the respondents to answer questions in the questionnaire by ticking either SA, A, D or SD as appropriate to the

questions.

The face and content validity of the instrument was achieved through several methods. An expert in educational evaluation assisted in evaluating the items for relevance, clarity and whether they were capable of eliciting the right responses and corrections were affected.

The reliability of the instrument was established using Cronbach alpha. Cronbach alpha measured internal consistency and is considered as the most appropriate reliability procedure for ascertaining the internal consistency of an instrument which has multiple choices. The reliability co-efficient obtained was 0.91. The value suggests that the instrument has a good reliability index and therefore was good for data collection. Mean, standard deviation and regression are statistical tools used to analyze the data obtained for the study.

3.2 Forecasting and Sizing

4. 1 Presentation of Results

A Regression Analysis Of Relationship Between Undergraduates Emotional Climate mp And Academic Performance (Sale= Males, Females, 400level And 100level).

TYPE OF SAMPLE	SOURCE	DEGREE OF FREEDOM	SUM OF SQUARES	MEAN-SQUARES	B	ANOVA SEB		R ²	R ² (adj)	F(ratio)	P
Undergraduates	Regression residual	1 134	.101 60.880	.101 .454	.41	.007	.041	.002	-.004	.222	.033
Females	Regression Residual	1 77	.002 34.786	.002 .452	.007	.009	.007	.000	-.013	.004	.948
Males	Regression Residual	1 55	.554 24.669	.554 .449	.148	.0119	.148	.022	.004	1.24	.271
4001 Level	Regression Residual	1 67	.584 25.242	.584 .377	.150	.015	.150	.023	.008	1.55	.217
100 level	Regression Residual	1 66	.99 34.456	.099 .530	.054	.010	.054	.003	-.012	.187	.667

NOTE: (1).B= Regression co-efficient P<0.05 level of significance.

(2). SEB= Standard Error B

(3). Ss = Sum of Squares.

(4). Dependent Variable = Academic Performance.

(5). Independent Variables = Family Emotional Climate.

Hypothesis 1: Table 1 shows that the computed $F = (1, 134) = .228, > .638$. The null hypothesis is, therefore, accepted. It implies that there exists no significant relationship between family emotional climate and academic performance. Thus the relationship between family emotional climate and academic performance of undergraduates is .041. The R (squared) value of 0.002 is a measure of strength of relationship. This means that family emotional climate accounted for 0% variance of undergraduate academic performance. The variable in the equation, only family emotional climate. Its partial regression co-efficient (B) 0.003 that was the measure of the influence of family emotional climate upon academic performance was divided by its standard error value of .007 and as a result the beta weight for family emotional climate variable was not found significant at $\beta = 0.41, t = .471, P > 0.05$. The significant constant t value (5.724) $P < 0.05$ is an indication that there are still some potent variables that were not investigated in this study. However, this is bivariate relationship, yet it is not enough to explain the dependent variable (undergraduate academic performance).

Hypothesis 2 table 1 model 2: Results shows that $F = (1, 77) = .004$ is $< .948$. The null hypothesis is, therefore, accepted. This implies that there is no significant relationship between family emotional climate and academic performance of female undergraduates. The table also shows that the relationship between family emotional climate and academic performance is .007 and the co-efficient of determination is .013 while the standard error is .67213. This means that family emotional climate contributed 0% variance to academic performance among female undergraduates. Its partial regression co-efficient (B) is .001 which is the measure of influence of family emotional climate on academic performance of female undergraduates. Academic performance was divided by its standard error value .009 and, as a result, the beta weight is .007, $t = .065$, at .948 level of significance. The significant constant, 4.407 < 0.05 is an indication that there are other potential variables that were not investigated in this study.

Hypothesis 3, Table 1 model 3: Results in table 1 show that $F = (1, 55) = 1.236 > .271$. The null hypothesis is, therefore, accepted. This implies that there is no significant relationship between family emotional climate and academic performance of male undergraduates. The table also shows that the relationship between family emotional climate and academic performance is .148 and the coefficient of determination is .004 while the standard error is .069. This means that family emotional climate contributed 0% variance to academic performance of male undergraduates. Its partial regression co-efficient (B) is .012 which is the measure of influence of family emotional climate on academic performance of male undergraduates. Academic performance was divided by its standard error value .011 and, as a result, the beta weight for family emotional climate variable was not found significant. Beta weight is .148, $t = 1.112$ at .271 level of significance. The significant

constant $3.080 P < 0.05$ is an indication that there are other potential variables that were not investigated in this study.

Hypothesis 4; Table 1 model 4 Results in table 1 show that $F = (1, 67) = 1.550$ is $< .217$. The null hypothesis is, therefore, accepted. This implies that there is no significant relationship between family emotional climate and academic performance of final year undergraduates. The table also shows that the relationship between family emotional climate and academic performance is $.150$ and the co-efficient of determination is $.008$ while the standard error is $.61380$. This means that family emotional climate contributed 0% variance to academic performance of final year undergraduates. Its partial regression co-efficient (B) is $.015$ which is the measure of influence that family emotional climate has on academic performance of final year undergraduates. Academic performance was divided by standard error value $.012$ and, as a result, the beta weight is $.150$, $t = 1.245$ at $.217$ level of significance. The significant constant $2.760 < 0.05$ is an indication that there are other potential variables that were not investigated in the study.

Hypothesis 5 Table 1 model 5 shows that $F = (1, 65) = .187$ is $> .667$. The null hypothesis is, therefore, accepted. This implies that there is no significant relationship between family emotional climate and academic performance of 100 level undergraduates. The table also shows that the relationship between family emotional climate and academic performance is $.054$ and the co-efficient of determination is $-.012$ while the standard error is $.72797$. This means that family emotional climate contributed 0% variance to academic performance of 100 level undergraduates. Its partial regression co-efficient (B) is $.005$ which is the measure of influence that family emotional climate has on academic performance of 100 level undergraduates. The Academic performance was divided by standard error value $.010$ and, as a result, the beta weight is $.054$, $t = .432$ at $.667$ level of significance. The significance constant $3.435 < 0.05$ is an indication that there are other potential variables that were not investigated in this study.

4.2 Discussion of findings

The study aimed at investigating the influence of family emotional climate on the academic performance of undergraduates in Delta State University, Abraka. The result from the analysis shows that there is no significant relationship between family emotional climate and academic performance of undergraduates. This finding is at variance with Riobito, Apebende, Ekefre (2011) whose findings showed that increased parental involvement in the amount of time spent for completing home work outside the classroom with their children relates positively to academic performance. The plausible reason for this is that undergraduates are out of their homes, so they see family involvement as not an index of academic performance. Rather school environment and people in it influence their academic performance.

Result on the second hypothesis shows that there is no significant relationship between family emotional climate and academic performance of female undergraduates. This finding is in agreement with Okoh (2013) whose finding revealed that acquired study skills assist female undergraduates in their academic performance rather than family involvement. Also, female undergraduates do not see family involvement as criteria for their academic performance, but see their relationship with the opposite sex, heterosexual relationship and peer pressure as what influence their academic performance.

Findings also show that there is no significant relationship between family emotional climate and academic performance of male undergraduates. This finding reveals that male undergraduates do not see their family emotional climate as an index of academic performance but values of their friends they keep and facilities provided by the academic community. This finding is at variance with Okoh (2013) who explained that family emotional climate focuses on healthy family functioning which becomes less important. It is the academic environment that enhances the desire to succeed academically than the emotional contribution from their family members.

Fourthly it was found that there is no significant relationship between family emotional climate and academic performance of 400 level undergraduates. This finding agrees with Okoh (2013) who opined as the students progresses in the academic journey to acquire more knowledge, practice the knowledge that is gained, observe generic skills of team work, communication becomes self-reliant and they have increased self-confidence among other environmental factors that affect their academic performance rather than family emotional climate. The above consummate into their cognitive ability and capability rather than family emotional climate.

Lastly, it was found that there is no significant relationship between family emotional climate and academic performance of first year undergraduates. The reason for this is that first year undergraduates face academic activity with a lot of enthusiasm and excitement having passed the hurdle of UTMC and POST UME. They become more determined to pass to the next level. The skills, educational facilities in the academic community and completion among focused classmates in the level spur them into intensive academic activities which lays the foundation for other levels. Here, family emotional climate are widely known, strong communication skills, positive self-esteem and healthy interpersonal relationship and family members which is a motivator to increased academic participation and success.

5. Conclusion

Based on the findings, it is concluded that there is no significant relationship between family emotional climate academic performance of undergraduates, class and gender notwithstanding.

The following recommendations are made:

1. University management should create an enriched academic environment by providing facilities that encourage the growth of cognitive, affective and psychomotor activities. This will enhance academic success.
2. The counseling department should organize seminars that will enhance the teaching undergraduates' effective interpersonal and mutual relationship which will enhance academic success.
3. Government should employ the active service of university counsellors and equip them adequately in order to help university undergraduates receive the best of information that can help them overcome problems that hinder academic success.
4. Government should improve the economic situation in the country, so as to enhance a better living for all.

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