Family background and Classroom Climate correlates of students' achievement in Science in Kalkudah Educational Zone, Batticaloa District, Sri Lanka.

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Abstract

This study was carried out to find the impact of family background and classroom correlates on students' achievement in science. The sample used for the study was selected from ten secondary type II schools in Kalkudah Educational Zone, Batticaloa district. The 15 students were randomly selected among the grade 9 (early adolescent) and to make a total of 150 respondents and a science subject teachers from each school that constituted the sample for this study. The schools consist of 4 semi- urban and 6 rural schools was selected for this study.

The main instrument for collecting data, was a questionnaire. In an attempt to get the different views of subjects used in the study, questionnaire format titled family background; it's for students' questionnaire. The two observation format for teacher. First one is Classroom Observation Schedule (CROS) and second one is Classroom Interaction Questionnaire (CRIQ) was used to evaluate the classroom climate for this study. The students' questionnaire was also grouped into section A and B. Section A elicited the personal information about the students while section B was related to family background (economic status of the parents and parents' educational attainment level) developed on five point Likert attitudinal scale. Academic achievement in science subject was taken as the percentage of the marks obtained in school level. The grade 9 Students' achievement was assessed on the overall performance at the final examination (2012, November) in school level. Three null hypotheses were postulated and tested at 0.05 level of significance to the impact of family background and classroom climate correlates on students' achievement in science. The data collected were analysed using SPSS package which include simple regression analysis. The results showed that, family background (economic status and achievement r=0.147, p=0.011; parental educational attainment and achievement r=0.096. p=0.019) and classroom climate (classroom climate and achievement r=0.451, p=0.024) correlates have significant influence on students' achievement of science subject. The implications for enhancing students' achievement are discussed. Some general application for teachers, students, curriculum planners and administrators are proposed.

Keywords: *Achievement of science, Family background, Socio-economic status, Classroom climate, Secondary type II school, Early adolescent.*