

The relationship of Family affective atmosphere and functioning with enthusiasm and academic achievement in high school students in Rasht city

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The main purpose of the present study was to investigate the relationship between emotional climate and family performance with academic achievement and self-efficacy of secondary school students in Rasht. The present study was a descriptive and correlational one. The statistical population of the present study was all high school students of second grade of district one of Rasht city during the school year of 1398-1988 who were selected for this sample by using Morgan's table and according to Alfred B. Hill's (1964) family climate questionnaire, performance questionnaire. The McMaster Family (1960), the Wish, White, and Scholes (2011) School Questionnaire family and the Morgan-Jinks Student Self-Efficacy Scale (2002) questionnaire responded. Pearson correlation coefficient and stepwise regression were used for data analysis in SPSS 22 software. The results of Pearson correlation analysis showed that there is a relationship between emotional climate and academic yearning. There was no significant relationship between family functioning and educational attainment. There was no significant relationship between emotional climate and family functioning with academic self-efficacy. The results of stepwise regression analysis showed that communication, affirmation, intercourse, family functioning, behavior control, role, security, gifting, overall performance, experience, trust, anxiety, emotional compassion, and caring were able to hierarchically change educational attitudes. Significantly predict. Findings for education practitioners, considering the role of family orientations in self-efficacy and educational attainment, can be effective in enhancing the efficiency of education.

Keywords : Emotional climate, Family functioning, Passion, Academic self-efficacy.

