

## The Impact of Family Climate on Academic Performance: A Predictive Analysis of Middle School Students

الإسهامات التنبؤية لعوامل المناخ الأسري في الأداء الأكاديمي لدى تلاميذ التعليم المتوسط

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**Abstract:** This study investigates the influence of family environment factors on academic performance among middle school students, while also examining the characteristics of the family climate in the Algerian context. The research involved a sample of 80 fourth-year middle school students from Batna, Algeria. Data were collected using a family climate scale developed by the researcher, alongside school records to measure academic achievement.

Statistical analysis of the data indicated that the family climate in Algerian society is relatively positive, characterized by emotional support, affection, and acceptance. Key dimensions such as personal growth, family relationships, responsibility allocation, and the overall home atmosphere were found to significantly contribute to academic performance. The study underscores a strong positive relationship between these family climate factors and students' academic success.

**- Keywords:** Family Climate Factors; Academic Performance; Predictive Contribution; Middle School Students.

**الملخص:** هدفت الدراسة إلى معرفة الإسهامات التنبؤية لعوامل المناخ الأسري في الأداء الأكاديمي لدى عينة من تلاميذ مرحلة التعليم المتوسط بالإضافة إلى معرفة طبيعة المناخ الأسري السائد في البيئة الجزائرية، وقد أجريت الدراسة على عينة قوامها (80) تلميذ وتلميذة من السنة الرابعة متوسط بمتوسطة مدينة باتنة تم اختيارهم بطريقة عرضية، وقد تم استخدام مقياس المناخ الأسري من إعداد الباحثة، كما تم الاستعانة ببعض السجلات المدرسية لمعرفة الأداء الأكاديمي وبعد المعالجة الإحصائية للبيانات توصلنا إلى أن مستوى المناخ الأسري عال نسبيا وانها توفر لأبنائها التلاميذ جو من الدعم العاطفي والحب والتقبل وهذا لبروز العوامل التي تبين ذلك كالنمو الشخصي والجو العام وتوفير الاحتياجات، كما توصلنا لأهم العوامل المساهمة في التنبؤ بالأداء الأكاديمي للتلميذ من خلال المعادلة التنبؤية والقيم الإحصائية المتعلقة بها.

**الكلمات المفتاحية:** المناخ الأسري؛ الأداء الأكاديمي؛ الإسهامات التنبؤية؛ تلاميذ التعليم المتوسط.

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**Introduction :**

The family is the first entity to embrace the child after birth, ensuring their proper development, satisfying their biological, psychological and social needs, forming his or her personality, and refining their skills, interests and emotions. These emotional patterns vary in their forms according to the family's principles, philosophy and the nature of their relationships, are responsible for the socialization of the child.

Indeed, "a family climate characterized by warmth and stability may be an attributable factor for individual facing the pressures of life. In contrast, a troubled family climate may indirectly incite an individual to breach and disobey standards" (Hassan, 2001, p263)

The family climate in the household affects the behavior of children. According to Meyssa Ahmed Mr. Ahmed Al Basouni 2015, "the children are affected by the family environment. If the family neglects its functions and its turn towards its children, it destroys the foundational blocks upon which social existence relies" (Missa Ahmed Ahmed Al Basouni, 2015, p 03)

After the family, the most critical social setting for the child is the school, in which they try to prove themselves and satisfy their needs of belonging and self-esteem through the academic performance. This was affirmed by Baayri Hassan and Brachilia Abdul Ghani 2021 in her study, where they found a correlation between the family climate and school success and praised their positive and direct impact on academic performance.

Similarly, Sharif Mohammed Abdel-Aal Ismail and Khalid Abdulrahman Yassin Ahmed focused their study on the psychological and environmental variables affecting academic performance and concluded that the level of academic performance is affected by the type of family climate.

**1- Problems of study:**

The educational system is closely linked to many factors that contribute the success of the educational learning process. The members of the educational

community also play a pivotal role in its success and achieving the philosophical objective. In order to improve the educational quality and achieve its aims and objectives, the academic performance of the pupil must be upgraded; however, this performance is influenced by various factors such as the school environment, curriculum and teaching method... Yet, the most significant influence comes from the primary social environment of the student-the family.

The family climate contributes significantly to academic performance. as familial factors are among the most powerful determinants of educational performance; These factors can have either a positive or negative effect on the child, Husam Moarej & Moamen Al-Naas 2016 asserted that the following factors: educational environment and family environment have a fundamental impact on the academic performance of the students of the accounting department (Husam Moraejee & Moamen Al-Naas, 2016).

Family climate factors are one of the determinants that contribute to the high or low level of academic performance. Since the climate is stable and together and satisfies the needs of children whenever their mental health increases and thus better academic performance. Sharif Mohammed Abdulaal Ismail and Khalid Abdulrahman Yassin Ahmad pointed out in 2018 that family psychological and environmental variables affect academic performance positively (Sharif Mohamed et al,2018)

Through our study, we are trying to identify the factors of the family climate and their contribution to predicting academic performance among middle school students.

And through the previous presentation, the study's problem can be summarized in the following questions:

### **2- Study Questions:**

- What is the level and nature of the family climate prevailing in Algerian families?
- What is the relationship between family climate and academic performance among middle school students?

- What factors in the family climate contribute to predicting academic performance in middle school students?

**3- Objectives of the study:** The present study aims to:

- Recognize the level and nature of the family climate prevailing in Algerian families.
- Reveal the relationship of the family climate to the academic performance of middle school students.
- Determine the extent to which family climate factors contribute to predicting the level of academic performance of middle school pupils.

**4- The importance of the study:**

- The importance of this study stems from the importance of the family climate and the degree to which it affects the learning process at the intermediate level of education and all members of the educational community and the extent to which its factors contribute to predicting the academic performance of pupils.
- Presenting a scientific asset about the prevailing family climate in Algerian families.
- Leveraging the results of the study and making it a basis for other studies.

Guide family institutions on the most important factors affecting the pupil's behaviour and academic performance.

The importance of the study in the preparation and design of the family climate scale is due to Algeria's environment, which can be used in research on similar samples in the future.

**5- Study terms:**

**5-1- Family Climate:** The majority of scientists agree in defining a concept of the family climate. It is the character of each family. It is a set of characteristics and qualities perceived by family members of the general nature of the family life system. However, they differ in the set of characteristics and of each family. Mohammed Biomi Khalil (2000) goes on to present it as the general nature of family life, giving each family its general family personality and specifying its characteristics in the

following elements: (providing security, sacrifice, cooperation, clarity of roles and determination of responsibilities

Forms of restraint, the system of life as well as the way of satisfying human needs, the nature of family relations, and the family's spiritual and moral lifestyle (Mohammed Mohammed Yumi Khalil,2000, p16)

Sofiane Abu Njilah in the other side emphasizes that family characteristics that distinguish and describe a family and differentiate it from any other one. These characteristics, through the interaction of the constituent members of the family, affect the behaviour of its members and have a reflection on their motivations and actions and the degree of their satisfaction. (parenting methods, physical and physical possibilities) home, furniture, hardware, satisfying basic and psychological needs, family relationships, marital and moral lifestyle, recreational activities and social relations. (Abungeele,2014, p55)

Procedurally, these are indicators and factors that determine the quality of family life from personal development, family relations, clarity of roles and determination of responsibilities, satisfying the needs of family members, discipline and order within the family, the spiritual life of the family, the general family atmosphere, materialism as obtained by the pupil in the family climate questionnaire designed by the researcher

**5-2- Academic Performance :** Scientists disagreed in giving a uniform concept of academic performance, Bettal (2001) assumed that "It is knowledge gained as a result of teaching and measured through achievement tests aimed at measuring past learning in different fields of study such as reading and writing" (Sri Asa'ad Jamil& Azahar Mohammed Majid al-Sabab, 2020,p364) Thus, Bettal links academic performance with one aspect: cognitive skills acquired at various stages of school life and evidenced by the achievement tests.

Elliot & Dipera (2002). They focused on a multidimensional concept with two main areas: internal factors, which Elliot & Dipera termed academic skills, both simple

and complex for the learner. (such as reading, writing, calculation and critical thinking) and external factors, which are the academic auxiliary factors of interpersonal skills, motivation, study skills, participation and the concept of academic subjectivity. (2007) Long et al. He explained that the two areas of school work are both within and outside the school context as well as teachers' estimates, tests, class performances and teamwork (Arafa Hosni Abdul Hafiz Hassan et al,2022, p334)

Through previous definitions, academic performance is a complex and multidimensional concept, the outcome of education and its outputs, the extent to which a pupil achieves his or her educational goals as evidenced by the level of academic progress.

It is the indicators and achievements in the various subjects during the entire school year that are recorded in the pupils' collection records

#### **6- Some previous studies:**

**\* Study by bayeri Hassan and Prachleya Abdul Ghani (2021): Al-Mseela:** aimed at knowing the importance of family and parental follow-up in improving the academic performance of children. This is a theoretical analytical study that shows that there is a relationship between the family community and school success and the important role and profound impact of the family. It also emphasizes that stability and family cohesion are a key factor in the development of children's personality because of their direct positive impact on academic performance. Therefore, the child's achievement is high whenever he is surrounded by attention, care and equal treatment, social, economic and cultural factors and affecting the family and his mental development.

**\*The study of Sharif Mohammed Abdulaal Ismail and Khalid Abdu rahman Yassin Ahmed 2018:** aimed at knowing some family variables and their relationship to the level of academic performance of students "University of Alexandria model." To verify family variables that can be associated with the low level of academic performance of Alexandria University students; Family psychological variables were restricted to (the level of parental control and guidance, the level of family marital

status and the level of family emotional compatibility). Family environmental variables were (the size of the family, the student's residence, his or her arrangement between his or her brothers, the level of parental education, the family's economic situation, the nature of parental care). A questionnaire containing a number of comprehensive terms of these variables was applied to a sample component 240.

And a student from scientific disciplines (Faculty of Science) disciplines for the theory of (education and arts) and produced results

Study on:

- There is a positive relationship and statistical function (between high academic performance and some family variables) the level of control and parental guidance - the emotional compatibility of the family - the family's social status among students of the University of Alexandria.
- There are statistically significant differences in high academic performance and differences have been in favour of students of a large size and small families, students belonging to families with high incomes, and students living under the care of both parents.

Finally, a general conclusion was reached that there was a correlation between the (general) family climate and the schooling teenager's educational excellence.

**\*The study of Husam Al- marajea Al-Mu 'min Al-Na'aas and Khalil Aqob Al-Sagheer December 2016:** This study was aimed at identifying the factors affecting the academic performance of the students of the Accounting Department of the Faculty of Economics of the University of Tobruk, a descriptive study using descriptive statistical methods on a sample of 202 students studying in the Accounting Department. (Educational environment, family environment) has an intrinsic impact on the level of 5% indication of academic performance of Accounting Department students and the study showed that there are no differences in the impact of these factors due to gender and marital status.

By reviewing previous studies dealing with the variables of the study "Family Climate - Academic Performance", academic performance is a fairly modern concept, and in all studies, to the extent that the researcher knows the same word, but the family climate change is multiple. (The importance of the family and parental follow-up, family variables) The proportion of the school sample was students of the university. In the present study, the students of the middle level of education; The pupil at this critical stage needs to be followed up and accompanied by the family. The sample was selected in both studies in a random manner. This is consistent with our current study. Previous and current studies have agreed in terms of the appropriate descriptive approach to analysis and description and study differences based on the family variables questionnaire. Studies have focused on the impact and role of the family and the family climate in the academic school success of the pupil. All studies have found the positive impact and effective role of the family and its communication interactions in improving the academic performance of the pupil. The family climate according to these studies provides care, attention and cohesion whenever the pupil's personality is balanced and thus a positive concept of self-understanding of the academic self.

**7- Theoretical framework:** The family climate has a major impact on building children's personality through socialization in the family environment. It refers to the emotional, interactive and communicative environment within the family. family climate is influenced by several factors, including the nature of family relationships family interactions, communication pattern, ways of interacting with different emotions and attitudes, The family climate can be supportive and encouraging when there is healthy communication and mutual respect among family members.

**7-1- Family climate patterns:** There are several patterns of family climate that reflect the nature of relationships and dynamics within the family, including but not limited to the following:



**7-1-1-Healthy Family Climate:** "It is the appropriate family climate that is dominated by compassion, empathy, non-differentiation and distinction between children, no preference for either sex over the other, and mutual respect between children and parents, all of which lead to the achievement of a family climate that is equal" (Mansur Sharpeny,2000, p186)

In this type, relations between family members are healthy together and balanced, with respect and mutual appreciation among their members, as well as balanced, internal peace and effective communication, where ideas and emotions are openly and respectfully exchanged. And there is mutual support among family members in good or difficult times and the family has strong ties and strong relationships among its members, encouraging the self-development and personal development of each individual. Shared values and mutual understanding among its members, which helps to resolve conflicts in constructive and effective ways, also characterize it.

A healthy family climate contributes to creating a supportive and stimulating environment for children's development and promotes a sense of belonging and security within the family

**7-1-2- Uneven Family Climate:** In 2011 Rahal was defined by an unsolved climate: "It indicates a range of erroneous contacts and psychological processes that characterize the interaction between family members: inhumanity, integration, fusion, closure, interventions, divisions, alliances and conflicts, cracks, deviations, role problems, contradictions, including (blind, false exchange, double association). "(Hani Mohammed,2018, p.167)

It is a climate characterized by instability, weakness and fragility of its borders, resulting in negative effects on its members. Family interactions are characterized by intolerance, aggressive violence, provocation, hostility and, in general, cruelty to the family. There is no clear definition of authority in this family.

## **7-2-Factors affecting the family climate:**

**7-2-1-Economic Factors:** One of the most important factors affecting the achievement of family stability and of great importance in family life is the material and financial aspect. The 2006 obstacle pointed out that "poor families suffer from the problem of feeling deprived, insufficient and unhappy as a result of the negative effects on children due to economic pressure" (Al-Akila,2006, p. 171). In exchange for high-level families, Al-Sharpini and Mansour 2000 suffer from a dysfunction in family relations, especially if their children do not realize the rationalization of expenditure and optimal financial exploitation (Mansour Al-Sharpeny,2000, p.113).

**7-2-2- Social factors:** It is the social environment of the family. Samar Osman 2009 pointed that is the set of circumstances surrounding the family and is linked to the pattern of family relations and interactions. It consists of the methods of the parental worker and the factors of the family environment (Samar Osman,2009, p55).

**7-2-3- Cultural factors:** It is a pot of socialization of values, customs and traditions. It is a way of life for children. Yonsi and Matteer Ayesha 2022 indicated that the family is a mirror that reflects the culture in which it contains its values, habits and trends. In its surroundings, the son derives the idea of right and wrong. The family translates the culture of society into a culture that the son tells directly. The cultural medium that transmits the children is their surrounding culture (Yonsi & Matir Aisha,2022, p241).

### **7-2-4- Psychological factors:**

- **Mental cognitive organization:** which relates to special intelligence and abilities; For example, conceptualization, imagination and remembrance, acquired mental skills.
- **Emotional organization:** It includes the foundations of human behaviour, motives, emotions, tendencies and trends (Sayed Sobhy, 2002, p. 67).

The psychological and emotional atmosphere of the family is one of the factors and components that help it to maintain its cohesion and stability. Emotional integration depends on the availability of emotional connections between the whole family in everyday family life. These linkages are one of the factors that achieve the

goal and meaning of housing, security and reassurance, and that couples and children enjoy a life of love (Samar Osman,2009, p. 67)

### **7-3-Family climate and its impact on academic performance:**

The family climate can have a significant impact on individuals' academic performance. This is what has come from previous studies.

Sherif Mohamed Abdulaal Ismail and Khalid 2018 found a correlation between the family climate and the academic excellence of the educated adolescent, even Husam Muammad Al-Na'aas, 2016 confirmed that the educational environment and family environment have a fundamental impact on academic performance

On the other hand, a negative family climate, which suffers from a lack of emotional support or persistent tensions and conflicts, may negatively affect academic performance. Pressure and instability at home can cause a person to become preoccupied with family problems, affecting their focus and ability to absorb and learn.

Understanding family climate dynamics and their impact can help create the necessary support and an enabling environment to stimulate academic performance.

### **8- Field framework:**

**8-1-Study approach:** A researcher's dependence on a method depends solely on the nature of the topic, which imposes itself on the researcher and which determines the most appropriate way of doing so. In this current study, we have used the descriptive approach because it is appropriate for it.

### **8-2- Sample study:**

- **Description of the study sample:** To achieve the study's objectives, a sample of 80 students was relied upon (Males, females) selected in an occasional manner from the fourth-year pupil's average. The characteristics of the sample study as shown in Table 1.

**Table N°1 shows the distribution of the study sample members based on the gender variable and academic performance level.**

Social Type "Sex"	Repetition	Percentage
Male	33	%41.25
female	47	%58.75
Total	80	100%

**8-3-Study tools:** relied on the following:

- **Records:** The school results record.
- **Family Climate Scale:** designed by the researcher consists of (86) phrase spread over (8) axes:

**Table N°2 Household Climate Scale Axes**

Axes	Item Numbers	Positive	Negative
Personal growth	1_20	1--3-7-8-17-18	2-4-5-9-10-11-12--12--14-15-16--19-20
Family relations	21_29	21-22-23-26	24-25-27--28-29
Clarification of roles and identification of responsibilities	30_38	30-31-32--36--38	33-34-35-37
Stratifying the needs of family members	39_52	41-42-44-45--46-47-50	39-40-43-48-49-51-52
Discipline and order within the family	53_60	53-54-55-56-57-58--59-60	
Spiritual life of the family	61_68	61-62-64-65-66-67-8-68	63
. General Family Atmosphere	69_79	75-76-77	69-70-71-72-73-74-78-79
Material	80_86	80-84-85	81-82-83-86

**8-3-1-Scale psychometric characteristics:** The psychometric characteristics were calculated on a survey sample of 50 fourth-year pupils in which the distribution of males and females was equal. The results were as follows:

- **Believe the tool:** It has been calculated in three ways:

**a- Verification of the arbitrators:** The preliminary picture of the questionnaire was presented to professors interested in measurement, evaluation, education science and psychological guidance in order for it to be judged to disclose the appropriateness of the answer instructions and the belonging of the paragraphs to the dimension to be measured, Also to judge alternatives to the answer and their suitability for drafting paragraphs and the arbitrators referred to several observations that allowed some clauses to be amended between agreeing that most clauses were appropriate.

**B-Sincerity of internal consistency:** the internal consistency of the questionnaire was verified by calculating Pearson's correlation factor between the grades of each of the dimension paragraphs and the overall degree of dimension to which they belong. All the correlation factors were functional and ranged from 0.40 to 0.85 showing the correlation factors between each of the dimension paragraphs and the overall degree of the dimension. Which means the scale enjoys the sincerity of internal consistency.

**c. Discriminatory truthfulness:** the individual's ability to distinguish between high and low in the questionnaire, calculated by disparity between higher and less than 30% for the current sample of study, for each single of the metric vocabulary. This is using a TT test. All of the values are indicative, meaning that all the vocabulary is distinctive and enjoys discriminatory honesty.

- **Consistency:** Consistency indicates. The consistency of the questionnaire has been calculated in the following ways:

**A-Calculation** of the stabilization factor in the Alpha Cronbach method:

**Table N°3 Calculation of the stabilization factor in the Alpha Cronbach method**

Dimension	Value Of alpha cronbakh	Average correlation
Personal growth	0.80	0.22
Family relationship	0.73	0.34
Clarification of roles and identification of responsibilities	0.66	0.28

Stratifying the needs of family members	0.65	0.33
Discipline and order within the family	0.77	0.29
Spiritual life of the family	0.54	0.31
General Family Atmosphere	0.79	0.27
Material	0.60	0.35
Total	0.83	0.32

We note from the Table N°3 that the overall persistence factor of the study axes is high at 0.83 for the total items of the scale, while the persistence of the axes ranged from 0.54 minimum to 0.80 maximum. This indicates that the questionnaire has a high degree of stability.

#### **B -Calculation of the binding coefficient in the mid-retail method:**

The correlation coefficient was calculated in half-way, so the results showed that the Pearson coefficient = 0.84, and after correcting the length with the brown coefficient became = 0.91, which is a high value, so the questionnaire has constant.

Through high value honesty and stability, we can say that our study scale is applicable and valid in the basic study.

#### **9- Presentation and discussion of results:**

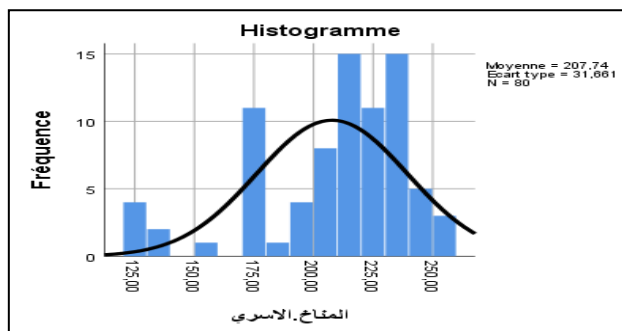
**9-1-Presentation and discussion of the results of the first question:** which stipulates What is the level and nature of the family climate in Algerian families?

In order to reach the results of the question, we will first review the general level and then the salient areas in order to answer the question of what the level and characteristics are:

**a-General level:** This is done through descriptive statistics on the overall degree of family climate prevailing in Algerian families. They are shown in the following Table N°4:

**Table N°4, which represents the descriptive statistic of the level of family climate prevailing in Algerian families**

Arithmetic average	Madian	Standard deviation
207.73	216.00	31.66



The format N°1 shows the previous results

Through Table N°4, which represents the descriptive statistic of the level of family climate prevailing in Algerian families and the return to the hypothetical areas of the scale: [86-144] Low / [ 203-145] Medium / [ 258-204] High.

We can therefore judge the prevailing household climate level as an average that tends to rise slightly because the computational average is equal to (207.73) and is located in the third area. The broker supports this with a score of 216.00. The value of the standard deviation indicates a difference factor of up to 25%, indicating significant variation, variations in responses and homogeneity in the sample.

This result indicates that the level of the family climate among the members of the sample is relatively high. This shows the positive of Algerian families and explains that the pupils lived in families that achieved healthy psychological and social growth. social interaction and participation in life, thus achieving personal independence, cohesion and stability and receiving social upbringing based on the customs, traditions, religious and moral trends and values prevailing in society.

**B- Remarkable dimensions:** The average dimensions are calculated and arranged according to them:

**Table N°5, which represents the The average dimensions**

Dimension of the Prevailing family Climate	N	Arithmetic average	deviation
Personal growth	80	47.22	7.04
Family relationship	80	32.57	6.57
General needs	80	26.20	6.28
Family needs	80	22.62	4.57
Spiritual life	80	22.12	2.19
Selecting needs	80	20.68	3.83
Discipline	80	18.25	3.85
Materials	80	18.05	3.22

Through Table N°5, Personal development is the most visible, followed by family needs and the general atmosphere while relationships, spiritual life and the determination of responsibilities are at the same level as discipline and material are the most prominent dimensions. They try to present the best version of themselves with the aim of achieving their goals and achieving internal satisfaction and personal balance and having reached the same understanding s needs to ensure a healthy and supportive family climate, especially in emotional and social terms. He then demands that his family create a positive, comfortable, supportive, emotional and understanding environment, which is the factor in the public atmosphere. This is what I agreed with the study of Baa'iri and Brachel 2021, which concluded that (Performance) is high if it is surrounded by interest and equal treatment, relations, spiritual life and the determination of responsibilities It was less important based on the context and circumstances of the family, i.e. the philosophical system of the family. This shows us the conflicting attitude of the pupil at this stage of development and education. He focused his attention on educational challenges. By judging the sensitivity of the pupil's stage, he focused more on love and emotional support rather than imposing order and discipline. With interest in strengthening family ties rather than seeking material gains



**9-2-Presentation and discussion of the outcome of the second question:** which provides for: What does the family climate relate to the academic performance of middle school students. 5

We calculated the correlation between each dimension and academic performance as follows: the morality prevailing in society.

**Table N°6 represents the calculation of the correlation between each dimension and academic performance**

	Correlation coefficient
Personal growth	0.31 ** (sig at 0.01)
Family relationship	0.24* (sig at 0.05)
General needs	0.39** (sig at 0.01)
Family needs	0.275** (sig at 0.05)
Discipline	0.14 not sig
Spiritual life	0.14 not sig
overall atmospheer	0.265* (sig at 0.05)
Materialist	0.182 not sig

Through Table N°6, we find a positive correlation between academic performance and both personal growth and relationships, determination of responsibilities, family needs and general atmosphere, while materialism, spiritual life and discipline were inconsistent with performance.

This can be explained by the fact that the coherent family climate, which provides a healthy and interactive atmosphere that achieves the pupil's developmental demands and thus a resilient and healthy personal development and the structure of his interactive relationships, communicative and widespread feelings of love, reassurance, tolerance and enhanced self-confidence, all of which increase his overcoming the obstacles he faces as a result of both education and development. This makes them accept study, performance, academic success and work with a self-generated internal desire. The results of this study are consistent with the study of Husam and Moamen 2016, where it was pointed out that educational and family factors affect the level of academic performance. Ba'iri and Rachalia 2021 concluded

that the social, economic and cultural conditions surrounding the family affect the child's mental and emotional development and course of study

### 9-3-Presentation and discussion of the outcome of the third question:

What factors in the family climate contribute to predicting academic performance in middle school students?

To find out the predictive relationship and the amount of predictive contribution we used multiple regression analysis after confirming its statistical requirements. Based on the previous question about the relationship, we have chosen for the predictive study only variables that have a correlative relationship and the excluded variables that have no relationship. The Table N°7 below shows the variables involved in predictive analysis in society.

**Table N°7 shows the variables involved in predictive analysis in society**

Independent Variable	Dependant variable	Model
Academic performance	Overall atmosphere personal growth selecting responsibilities Family needs	1

**Table N°8 shows us the binding coefficient and the square binding coefficient of any determining**

Correlation coefficient				
Model	R coeffi	R-two	R-two adjust	Standard error
1	0,434 <sup>a</sup>	0,188	0,109	2,80431

From Table N°8 we note that the value of the multiple association was 0.43, which is average, whereas the binding box or determining factor was equal to 0.18, in other words, these factors from the family climate explain 18% of academic performance in that 82% is explained by factors other than the family climate

**Table N°9 differential analysis**

Model	Sum of sequares	Ddl	Medium sequare	F	Sig.
Regression	131,365	7	18,766	2,386	,030 <sup>b</sup>
D Student	566,219	72	7,864		
Total	697,584	79			

Through Table N°9 we note that the P value was a function at 0.05 which means that the regression model has a moral indicative value and achieves the requirement of calculating the regression equation, i.e. there is at least one regression factor different from zero. Based on this table we can calculate the regression transaction table in the relationship.

This is shown in Table 10below, which presents predictive relationship transactions and values.

**Table N°10 below presenting predictive relationship transactions and values**

Coefficients <sup>a</sup>						
Modèle		Coefficients not standardized		Standandized coefficients	T	Sig.
		B	Standard Errors	Bêta		
1	(Constante)	4,097	4,574		,896	,373
	Personal growth	,099	,088	,235	1,121	,266
	Family relationship	-,229	,153	-,353	-1,499	,138
	determination	,416	,154	,536	2,698	,009
	Responsibilities	,054	,109	,120	,500	,619
	Family needs	-,084	,123	-,178	-,682	,497

Through Table N°10 the value of Constant Regression a is equal to 4.57. The value of the B1 regression factor for personal growth is 0.09. The B2 regression factor for family relations is 0.22. The value of the B3 regression factor defining responsibilities is 0.41. The B4 regression factor is 0.05. The value of the B5 slope coefficient is 0.08.

And so, both personal growth and family relationships and determination. Responsibilities and needs. Family and atmosphere. The year contributes to the prediction of academic performance according to the prediction equation:

$$Y = 4.57 + 0.09 (X1) - 0.22 (X2) + (0.41(X3) + 0.05(X4) + 0.08 (X5)$$

Academic performance = 4.57 + 0.09 (personal growth) - 0.22 (family relationships) + 0.41 (determination Responsibilities) + 0.05(Family) + 0.08 (General atmosphere)

The study revealed that the family environment encompasses factors that significantly contribute to predicting academic performance at varying levels. Among these, personal growth stands out as a primary predictor, as it fosters self-awareness, builds the student's character, and promotes a positive self-image, ultimately enhancing focus and academic achievement.

Following this, supportive, positive, and emotionally stable family relationships provide students with security and emotional support, motivating them to perform and achieve. Furthermore, when students learn to manage their time, organize their tasks, and take responsibility for their academic and personal lives, high academic performance becomes a likely outcome. Meeting the basic needs of the family, such as financial and emotional stability, also plays a crucial role. These factors provide a sense of security and reassurance for students, which positively reflects on their academic performance. Lastly, a family environment characterized by comfort, encouragement, love, and continuous support fosters positivity and significantly enhances academic outcomes.

### **Conclusion:**

At the conclusion of the study on the predictive contributions of family climate factors to pupils' academic performance, we concluded that the family environment plays a vital role in pupils' success. A positive family climate, characterized by emotional support, love and acceptance, contributes significantly to improving academic performance. Factors such as personal development, strong family relationships, identification of responsibilities and meeting basic needs are some of the key indicators that improve this performance.

The findings revealed that each element of the family climate contributes differently to predicting academic success. Personal development plays a pivotal role

in shaping a student's self-awareness and positive self-image, enhancing their ability to focus and excel academically. Supportive and emotionally stable family relationships provide students with a sense of security and encouragement, boosting their motivation to achieve success. Furthermore, when students learn to take responsibility and manage their time effectively, these skills positively influence their academic performance. Meeting the family's basic needs—such as emotional and financial stability—offers students a sense of safety and reassurance, which reflects positively on their achievements. Lastly, a home environment filled with comfort, love, encouragement, and guidance fosters positivity and supports academic growth.

Therefore, achieving a balance between academic performance, personal development, and family interactions is essential for comprehensive success. This balance requires a deep understanding and the adoption of practices that integrate these dimensions to support the student's academic and psychological development.

Based on the study's findings, the researcher offers the following recommendations:

- 1-Enhance family awareness by organizing awareness programs that highlight the importance of psychological and emotional support and its direct impact on academic success.
- 2- The study recommends the necessity of involving the family in the educational process by developing effective partnership mechanisms between the school and the family, which include regular communication and participation in academic and behavioral support activities.
- 3-Train social and psychological specialists to assess the family climate, enabling the provision of early and effective interventions.
- 4-Design family intervention programs aimed at improving communication skills within the family, resolving conflicts, and organizing responsibilities, thereby enhancing the psychological stability of children.

5-Invite researchers to study the relationship between family climate and various school factors.

6-The necessity for families to adopt their children's personal projects and assist them in achieving them, as this is considered a significant motivator for increasing their motivation to study.

7-Activate various mechanisms that contribute to improving academic performance, such as diverse clubs at the institutional level, field trips, extracurricular activities, and follow-up and guidance committees, with a focus on supporting and nurturing students.

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