FAMILY ENVIRONMENT OF SENIOR SECONDARY STUDENTS IN RELATION TO ACHIEVEMENT WITH SPECIAL REFERENCE TO SCHOOL RELATED VARIABLES

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ABSTRACT

School environment describes the school psychological environment or what others have referred to as ‘the school ethos’, ‘school culture’ or ‘the school climate’. The physical environment of the school affects the behaviour and the development of both children and adults who function within it. Hence, school environment involves both the socio-psychological and physical dimensions and both exercise reciprocal effect on each other. The main objectives of the present study are to find out the school environment among senior secondary students; and find out the relationship between school environment and achievement among senior secondary students. The population for the present study has been identified as the among senior secondary students who are studying in various types and categories of schools in Medchal-malkajigiri and Medhak districts of Telangana state. Using simple random procedure from the list of schools the researcher collected 600 senior secondary students from Medchal-malkajigiri and Medhak districts of Telangana state. Differential study regarding family environment shows that significant differences are found among the sub groups of medium of instruction, type of school and stream of education. One of the significant findings of the study is the family environment is positively correlated with achievement of senior secondary students. Further studies can be carried out through replication of a similar study to other states in India to have a broader scope in terms of generalization of the study findings.

Keywords: Family environment, achievement, senior secondary students.

I. INTRODUCTION

Family Environment

Family is the primary and immediate environment of a child in its interaction with the world beyond. Each family, as the fundamental unit of the human society acts as the most significant place for the development of the child, laying the foundation for nurturing values and principles. Alongside, the family too contributes in the making of holistic individuals, as the child learns the first lessons at home. The nourishment received equips and prepares the individual for performing tasks in humanity. Consequently, it is the atmosphere of the home that shapes the behaviour, personality and emotion, and the level of wellbeing of the individual. The home environment includes all those instances which have their influence on the child since birth. Since the home environment forms the basis for the inculcation of values and roles in the society; the perception of the individual’s home environment could affect the levels of emotional skill factors required to solve the various psycho-social and emotional conflicts.

Need and Significance of the Study

A child who belongs good family environment shows good scholastic performance. Many researchers found that parental attitude and family environment mainly responsible for mouldings and shaping the personality of child to enable him to regulate in school. Family environment is one of the most important factors, which exert influence on the academic achievement of a student. Within the family, education of a child takes place right from the time of his birth and continues so long as he lives within his family from the period of outset to the primary stage more particularly to the secondary stage, the role of parents and guardians in rearing, providing facilities for all round development like physical, mental, emotional, educational, social, moral, aesthetic etc. are most important. Parental involvement can have a positive or negative effect on academic achievement. Parents who set good example are a source of inspiration to their children. The influence, which
the home makes on academic achievement, is important. Relationship between the home-environment and academic achievement are not only relevant to teachers, they are relevant to parents. Hence, the researcher selected the topic as "Family Environment on Achievement of Senior Secondary Students with Reference to School Related Variables".

Title of the Study
The title of the present study is entitled as “Family Environment on Achievement of Senior Secondary Students with Reference to School Related Variables”.

Objectives of the Study
The following are the objectives of the study
1. To find out the significant difference between among the various group of demographic variables of the senior secondary students in the mean scores of family environment.
2. To find out the correlation between family environment and achievement of senior secondary students.

Hypotheses of the Study
The following are the hypotheses of the study.
1. There is no significant difference between boys and girls of senior secondary students in the mean scores of family environment.
2. There is a significant difference among the various medium of instruction groups of senior secondary students in the mean scores of family environment.
3. There is a significant difference among the various type of school groups of senior secondary students in the mean scores of family environment.
4. There is no significant difference among the various nature of school groups of senior secondary students in the mean scores of family environment.
5. There is a significant difference among the various stream of education groups of senior secondary students in the mean scores of family environment.
6. There is a significant difference between rural and urban schools of senior secondary students in the mean scores of school environment.
7. There is a significant correlation between family environment and achievement of senior secondary students.

Limitation of the Study
There are several limitations on the scope of this study. The findings of the study are of limited generalizability in many respects with regard to the population generalizability. The subjects for the study are the senior secondary school students studying in all types of schools of various districts in the state of Telangana, India. The findings are applicable to similar background. The temporal generalizability, the result of this study shall not be generalized in future. The data were collected from the senior secondary students during 2020 – 2021. In a near future, due to policy of the government the change may happen among the variables which had been included in the study. Hence these results might be invalid across time. The result is also limited to the specific psychological tests. Constraint of money and time the investigator limit the samples only in selected districts, using simple random sampling, consisting of 600 senior secondary students.

Delimitations of the Study
The study was delimited to senior secondary school students of Medchal-malkajgiri and Medhak districts of Telangana state. A sample of 600 students only has been selected from senior secondary schools. The study was restricted to a particular region and the results may be different if the participants are selected from a larger population or in a multi-cultural context. Only family environment was considered to have a major influence on the achievement of senior secondary students was considered. Conclusions of the study may not
be generalized beyond this population. The investigator conducted the study with only 6 variables such as gender, medium of instruction, type of school, nature of school, stream of education and locality of school.

II. RESEARCH METHODOLOGY

Research Method
The descriptive survey has been applied for the present study. The main objective of the present study is to investigate about the school environment and achievement among the senior secondary students. The investigator has adopted quantitative normative survey method in view of realizing the objectives of the study.

Population of the Study
In the present investigation population means all the students studying in senior secondary schools of Medchal-malkajigiri and Medhak districts of Telangana state. The process of using a part, as a basis of an estimate to the whole, is known as sampling. To gather the requisite information, the researcher utilized a proper sample to think about the concerned population, as it was unrealistic to cover the whole population. Generalizations are made and conclusions are drawn on the basis of sample.

Sample and Sampling Technique
In the present study, descriptive survey method was used to collect data on a sample of 600 senior secondary school students in the state of Telangana. Simple random sampling technique was used. The school sample was drawn from representative government, aided and self-finance schools from Medchal-malkajigiri and Medhak districts of Telangana state. The logical statistical inferences of random sampling were initially employed to satisfy the real effort in survey research.

Tools Used for the Study
The tool on family environment questionnaire was developed and standardized by Rubella Jayarani and Periasamy (2019) was used by the investigator in the present study.

Procedure of Data Collection
The investigator received the responses from each unit of the sample in person. The investigator obtained permission from the principals of government, aided and self-finance senior secondary schools from Medchal-malkajigiri and Medhak districts of Telangana state for data collection from students. The investigator has selected 12 senior secondary schools and also established rapport with the respondents and assured them that their responses would be kept strictly confidential and would be utilized for the research purposes only. The investigator also assured them that under no circumstance information provided by them will be revealed to anybody individually. The report of the study will contain only summarized data. So, they were asked to provide information related to their personal information and family environment without any hesitation. The investigator also explained the purpose of the data collection to the subjects. After establishing rapport with the respondents, all four questionnaires were administered to subjects one by one in the class room settings. The data was collected in small groups. The investigator provided the family environment questionnaire along with the personal information sheet to the randomly selected students. The procedure for filling the questionnaire was dictated and doubts were cleared. Thus, the data were collected. The collected data were properly tabulated and calculated using appropriate statistical technique.

Statistical Techniques for Data Analysis
The Statistical Package for the Social Sciences (SPSS) version 26.0 was used to analyse the collected data and all the hypotheses were tested at 0.05 and 0.01 levels of significance. The Mean, Standard Deviation, ‘t’ test, ‘F’ test, and bivariate correlation statistical techniques were used for the analysis of the data.

III. ANALYSIS AND INTERPRETATION OF DATA

Null Hypothesis - 1
There is no significant difference between boys and girls of the senior secondary students in the mean scores of family environment.
Table 1 Test of significant difference between boys and girls of the senior secondary students in the mean scores of family environment

<table>
<thead>
<tr>
<th>Background Variables</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t – value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys</td>
<td>326</td>
<td>305.2822</td>
<td>23.83404</td>
<td>0.703</td>
<td>Not Significant</td>
</tr>
<tr>
<td>Girls</td>
<td>274</td>
<td>306.5730</td>
<td>21.11048</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the table 1, the obtained 't' value 0.703 is less than the table value (1.96) at 0.05 level. It is clear that there is no significant difference between the boys and girl’s senior secondary students in their family environment. Hence, the stated null hypothesis is retained. It is concluded that the mean scores of boys and girls do not differ in family environment. The mean scores of family environment of girl senior secondary students are higher than the boy students.

Null Hypothesis - 2
There is no significant difference in the mean score of family environment among the various groups of senior secondary students with respect to medium of instruction.

Table 2 Test of significant difference in the mean score of family environment among the various groups of senior secondary students with respect to medium of instruction

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F ratio</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>12718.214</td>
<td>2</td>
<td>6359.107</td>
<td>12.921</td>
<td>Significant</td>
</tr>
<tr>
<td>Within Groups</td>
<td>293812.904</td>
<td>597</td>
<td>492.149</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>306531.118</td>
<td>599</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the table 4.7, indicates that the obtained 'F' is 12.921 which is greater than the critical value (3.03) at 0.05 level. It is concluded that there is a significant variance among Telugu medium, English medium and both medium of instruction senior secondary students in their family environment. Hence the stated null hypothesis is not retained. It is inferred that there is a significant difference among the groups of senior secondary students with reference to medium of instruction in their mean score of family environment. The group of senior secondary students with Telugu medium possesses the highest level of mean score in family environment. Other groups such as English medium and Telugu and English medium of instruction have lesser mean scores.

Null Hypothesis - 3
There is no significant difference in the mean scores of family environment among the various groups of senior secondary students with respect to type of school.

Table 3 Test of significant difference in the mean score of family environment among the various groups of senior secondary students with respect to type of school

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F ratio</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>11744.423</td>
<td>2</td>
<td>5872.211</td>
<td>11.892</td>
<td>Significant</td>
</tr>
<tr>
<td>Within Groups</td>
<td>294786.695</td>
<td>597</td>
<td>493.780</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>306531.118</td>
<td>599</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the table 3, indicates that the obtained 'F' is 11.892 which is greater than the critical value (3.03) at 0.05 level. It is concluded that there is a significant variance among government school, aided school and self – finance senior secondary school students in their family environment. Hence the stated null hypothesis is not retained. It is inferred that there is a significant difference among the groups of senior secondary students with reference to type of school in their mean score of family environment. The group of self-finance senior
secondary students possesses the highest level of mean score in family environment. Other groups such as government and aided senior secondary school students have lesser mean scores.

**Null Hypothesis - 4**

There is no significant difference in the mean scores of family environment among the various groups of senior secondary students with respect to nature of school.

**Table 4** Test of significant difference in the mean score of family environment among the various groups of senior secondary students with respect to nature of school

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F ratio</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>2446.912</td>
<td>2</td>
<td>1223.456</td>
<td>2.402</td>
<td>Not Significant</td>
</tr>
<tr>
<td>Within Groups</td>
<td>304084.206</td>
<td>597</td>
<td>509.354</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>306531.118</td>
<td>599</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the table 4, indicates that the obtained 'F' is 2.402 which is less than the critical value (3.03) at 0.05 level. It is concluded that there is no significant variance among boys only, girls only and co-education school students in their family environment. Hence the stated null hypothesis is retained. It is inferred that there is a significant difference among the groups with reference to nature of school in their mean score of family environment. The group of co-education senior secondary students possesses the highest level of mean score in family environment. Other groups such as girls' school and boys' senior secondary students have lesser mean scores.

**Null Hypothesis - 5**

There is no significant difference in the mean scores of family environment among the various groups of senior secondary students with respect to stream of education.

**Table 5** Test of significant difference in the mean score of family environment among the various groups of senior secondary students with respect to stream of education

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F ratio</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>14987.672</td>
<td>2</td>
<td>7493.836</td>
<td>15.345</td>
<td>Significant</td>
</tr>
<tr>
<td>Within Groups</td>
<td>291543.446</td>
<td>597</td>
<td>488.347</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>306531.118</td>
<td>599</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the table 5, indicates that the obtained 'F' is 15.345 which is greater than the critical value (3.03) at 0.05 level. It is concluded that there is a significant variance among academic, arts and vocational streams school students in their family environment. Hence the stated null hypothesis is not retained. It is inferred that there is a significant difference among the groups of senior secondary students with reference to stream of education in their mean score of family environment. The group of academic stream senior secondary students possesses the highest level of mean score in family environment. Other groups such as arts stream and vocational stream senior secondary students have lesser mean scores.

**Null Hypothesis - 6**

There is no significant difference in the mean scores of family environment between the groups of senior secondary students with respect to locality of school.
Table 6 Test of significant difference in the mean score of family environment between the groups of senior secondary students with respect to locality of school

<table>
<thead>
<tr>
<th>Background Variables</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t - value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Locality</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rural</td>
<td>254</td>
<td>306.9882</td>
<td>22.7593</td>
<td>1.034</td>
<td>Not Significant</td>
</tr>
<tr>
<td>Urban</td>
<td>346</td>
<td>305.0520</td>
<td>22.5176</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the table 6 the obtained ‘t’ value 1.034 is less than the table value (1.97) at 0.05 level. It is clear that there is no significant difference between the rural school and urban senior secondary school students in their family environment. Hence, the stated null hypothesis is retained. It is concluded that the mean scores of rural school and urban school groups do not differ in family environment. The mean scores of family environment of rural senior secondary students are higher than the urban senior secondary school students.

Null Hypothesis – 7

There is no significant correlation between family environment and achievement of senior secondary students.

Table 7 Test of significant correlation between family environment and achievement of senior secondary students

<table>
<thead>
<tr>
<th>Background Variables</th>
<th>Family environment</th>
<th>Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pearson Correlation</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>600</td>
</tr>
<tr>
<td>Family environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>0.482**</td>
<td>1</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>600</td>
<td></td>
</tr>
</tbody>
</table>

The above table 7 shows that there is a positive correlation between family environment and achievement. Hence the stated null hypothesis is not retained. It means the family environment influences the academic achievement of senior secondary students. The school education administrators to improve the family environment for students’ scholastic achievement.

Major Findings of the Study

Following are the major findings of the study.

1. There is no significant difference between boys and girls of senior secondary students in the mean scores of family environment.
2. There is a significant difference among the various medium of instruction groups of senior secondary students in the mean scores of family environment.
3. There is a significant difference among the various type of school groups of senior secondary students in the mean scores of family environment.
4. There is no significant difference among the various nature of school groups of senior secondary students in the mean scores of family environment.
5. There is a significant difference among the various stream of education groups of senior secondary students in the mean scores of family environment.
6. There is a significant difference between rural and urban schools of senior secondary students in the mean scores of family environment.
7. There is a significant correlation between family environment and achievement of senior secondary students.
Recommendations of the Study

The investigator prescribes the following recommendations based on the findings.

The state and central government should facilitate more policies to the economically weaker section of the society to improve their socio-economic status. So that they can provide the better and healthy family environment to their children and reduce the academic stress by providing more facilities at their home.

Parents play a significant role in inculcating social qualities among children. There is a need that they themselves act as role models. It is the duty of the parents to keep check on the needs and demands of children. Parental control helps the children to develop the appropriate behaviour. Parents should involve their children in the social activities of home. Such participation will bring maturity and efficiency in their social relationships. Active participation and observation at home will inculcate social intelligence among them.

Parents should provide a generous family environment to adolescent students of secondary school then they surpassed in academic situation.

A significant and positive correlation found between family environment and academic achievement. Therefore, it is necessary to family members, they maintain better relationship to each other in family. It can be helpful in the improvement of the level of academic achievement of secondary school students.

IV. CONCLUSION

It is concluded from the study that there was a strong significant positive correlation between family environment and achievement of senior secondary students. This study giving practical guidelines for school management committees should give teachers incentives when pupils have posted excellent results in their individual subject as a form of appreciation. Such motivation will assist in improving teacher morale as well as lead to high pupils’ academic achievement; and parents teachers associations should ensure schools environment is conducive learning. This is because ample teaching and learning facilities have positive impact on teacher morale and boosts students’ academic achievement. Further studies can be carried out through replication of a similar study to other states in India to have a broader scope in terms of generalization of the study findings.

V. REFERENCES


