



## FAMILY ENVIRONMENT AND ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS

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### Abstract

*The present study aims to investigate the family environment of the secondary school student's with respect to gender, locality, management and to analyze the relationship between family environment and academic achievement of Secondary school students. The sample consisted of 100 students in Guntur division of Guntur district of Andhra Pradesh. The sample was selected by stratified random sampling method. The researcher adapted the family environment scales developed by Dr. Harpreet Bhatia & Dr. N.K. Chaddha (2002) to collect the data. The results revealed that there is no significant difference in the family environment of boys and girls secondary school students. There is no significant difference in the family environment of rural and urban secondary school students. There is no significant difference in the family environment of government and private secondary school students. There is strong positive relationship between Family Environment and Academic Achievement of Secondary school students.*



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### Introduction

Family environment is the basic and essential nurturing support system for all of us. Home, is the source of greatest satisfaction and security to its members. The relationships among the family members and their ways of behaviour play leading role in the adjustments of a child. Parental involvement in the educational process and parents attitude towards their child's education, highly influence the academic life of a student. Studies have also proved that a less physically crowded, environment, along with motivation and parental support, were associated with higher educational levels of children. We all want to live in a safe and healthy place, our neighborhoods, where we work and perhaps most importantly, our homes. Many of us view our homes as a safe haven, a place to reconnect with family and friends. Ironically, however, our home environment can be one of the places that is most likely to make us or our family sick. Every society or social structure is characterized by the basic unit i.e. family. These are the building blocks of social structure. They have a common motto, culture, rules and values. The key function of family is to preserve, protect and promote its

generation year after year. Elder members of the family are responsible for rearing their off springs. They make sure the fulfillment of basic needs of family viz. food, shelter and clothes. Even the traditional families whenever mentioned give us the impression of a bread winning father and a home making mother with two or more children. Academic achievement refers to outcome/performance of education. Thus it indicates the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments. As it includes multifaceted abilities of the learners it should be considered as the multifaceted construct that comprises different domains of learning. As a result of it, while defining academic achievement one is expected to observe the indicator used to measure it. Whatever may be the indicator used to measure academic achievement, the factors which have their influence on it are general intelligence, achievement motivation, recognition, interest, attitude, aptitude, Personality and family environment of the learner . Thus, individual's family environment effect academic achievement the students.

### **Statement of the problem**

*"Family Environment and Academic Achievement of Secondary School Students"*

### **Objectives of the Study**

The following objectives were proposed for the present research study.

- To find the family environment of Secondary school students due to variation in gender.
- To find the family environment of Secondary school students due to variation in locality.
- To find the family environment of Secondary school students due to variation in management.
- To find the relationship between the family environment of Secondary school students in relation the academic achievement

### **Hypotheses of the Study**

- There is no significant difference in the family environment of boys and girls.
- There is no significant difference between rural and urban students on their family environment.
- There is no significant difference in the family environment of government and private school students.
- There is no significant relationship between the family environment and academic achievement of secondary school students.

## Methodology of the Study

Normative survey method was used in the present study. A sample of 100 Secondary school students were selected by using stratified Random Sampling Technique. Family Environment Scale (F.E.S.) was developed by Dr. Harpreet Bhatia & Dr. N.K. Chaddha (2002) of department of Psychology, University of Delhi. The reliability coefficient 'r' was found to be 0.74. The researcher personally visited the secondary schools in Guntur division of Guntur district and got permission from the secondary school headmasters to collect the data from Secondary school students. Mean, S D, 't' value and 'r' value are calculated to analyze the data.

## Analysis of the Data

**Table – 1: Family Environment of Secondary school students - Gender - Mean - SD - C.R.**

Gender	N	Mean	SD	C.R.
Boys	50	124.73	15.21	0.27#
Girls	50	125.62	17.46	

# Not significant at 0.05 level

From the table-1, it is observed that the calculated C.R. Value is 0.27 is less than the table value 1.96 at 0.05 level. Hence the formulated hypothesis there is no significant difference in the family environment of boys and girls secondary school students is accepted.

**Table – 2: Family Environment of Secondary school students - Locality - Mean - SD - C.R.**

Residence	N	Mean	SD	C.R.
Rural	50	122.39	15.26	0.46#
Urban	50	123.89	16.87	

# Not significant at 0.05 level

From the table-2, it is observed that the calculated C.R. value is 0.46 is less than the table value 1.96 at 0.05 level. Hence the formulated hypothesis there is no significant difference in the family environment of rural and urban secondary school students is accepted.

**Table – 3: Family Environment of Secondary school students - Management - Mean - SD - C.R.**

Type of Management	N	Mean	SD	C.R.
Government	50	124.95	14.66	0.43#
Private	50	123.72	13.53	

# Not Significant at 0.05 level.

From the table-3, it is observed that the calculated C.R. value is 0.43 is less than the table value 1.96 at 0.05 level. Hence the formulated hypothesis there is no significant difference in the family environment of Govt. and private secondary school students is accepted.

**Table – 4: Correlation between Family Environment and Academic Achievement of Secondary school students**

Correlation	'r' value
Family Environment	0.88**
Academic Achievement	

\*\* Significant at 0.01 level.

From the table-4, the calculated r-value is 0.88, hence it can be said that there is strong positive relationship between Family Environment and Academic Achievement of Secondary school students. There is significant difference in the family environment of English and Telugu medium Secondary school students. Hence the hypothesis there is no significant relationship between the family environment and academic achievement of secondary school students.

### Findings

- There is no significant difference in the family environment of boys and girls secondary school students.
- There is no significant difference in the family environment of rural and urban secondary school students.
- There is no significant difference in the family environment of government and private secondary school students.
- There is strong positive relationship between Family Environment and Academic Achievement of Secondary school students.

### Conclusion

The study has its implications for the parents. As family environment influences the children parents should work to develop their children's innate qualities so that the child grows in such a manner which is socially desirable and acceptable. Parents should allow the children to enhance their hobbies and their interests. They should be role models to the children. Parents should help their children in their studies and keep in touch with the teacher's also. Opportunities should be provided so that their hidden capabilities get exposure. They should provide conducive home environment. Outdoor and indoor activities should be provided. Parents should be involved with the children.

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