

# AN INVESTIGATION INTO THE INFLUENCE OF FAMILY ENVIRONMENT ON THE ACADEMIC PERFORMANCE OF SECONDARY-LEVEL STUDENTS

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## Abstract:

The present study is a study of the effect of family environment on the educational achievement of secondary level students. In this study, a comparative study of the educational achievement of students from high, middle and low family environment has been done. In the present study, survey method has been used under descriptive research. In the population, students studying in secondary schools located in the urban area of Ajmer district have been considered as the population. The secondary schools have been selected using an objective method, after which 100 boys and 100 girls studying in it, i.e. a total of 200 students, have been selected using a stratified random method. In the instrument, the 'Family Environment Schedule' prepared by K.S. Mishra and the marks obtained by the students in the class 10 examination have been kept as the educational achievement. For the analysis of the data, the method of variance (ANOVA) and t-ratio statistical method have been used. In the course of the present study, it has been found that there is an effect of family environment on the educational achievement of secondary level students, i.e. the educational achievement of students with high, middle and low family environment is different from each other.

**Key words:** Secondary level, Students, Educational achievement, Family environment

## 1.1 Introduction

Family is a sacred and useful institution in which the basis of all-round development of human beings is cooperation, help and mutuality. This feeling is the power on the basis of which man has progressed from the primitive savage state to the present civilized state. The feeling of cooperation has been the main reason for the progress of human race. The cooperative power of unity, sociality, friendship etc. has taken human civilization to a higher level today. Along with the personal behavior of the parents, the environment of the family also plays an important role in the development of children and members. In families where there is fighting, quarreling and rivalry day and night, the children and other members of that family cannot understand the value of mutual cooperation. Selfishness and discord will become dominant in them. Through the medium of family, Manumay should also move towards self-improvement. Socialism, citizenship and above all, feelings for the welfare of world humanity should be awakened in him. He should develop the spirit of sacrifice and empathy for other humans like him.

Being accustomed to harmony and intimacy. The narrow mindedness of the individual should go away and his soul should develop comprehensively, this is the highway to self-improvement. The individual should be able to understand the pain and suffering of others and sympathize with them, and be ready to serve and help them, these are the symptoms of self-advancement.

Manumay's all-round development is possible only through family life. Family is such a shelter for a person where he is completely free to express all his feelings and desires. Civilized society cannot be imagined without family. Every member of the family lives in cooperation while performing his duty towards each other. Family members are not only blood relatives but are also emotionally bound to each other. Previous studies have shown that family environment has a positive effect on educational achievement as parents' educational qualification, economic status, occupation and location of home were found to have a significant and associated effect on performance in morphology of secondary school students (Igunshola, 2014). Parental economic status was found to have a positive effect on students' achievement in English

language (Og Vimudia M.I. and Ayesha, M.V. 2013). Parents who are illiterate are unable to follow the educational activities of their children (Singh, Amarvir and Singh Jaipal 2014). There was a positive relationship between family environment and educational achievement of higher secondary level students (Kakkar, Nidhi 2016). A significant correlation was found between living environment and academic achievement of higher secondary level students (Ommen, Nimmi Maria 2015). There was a significant relationship between the academic achievement of 11th class students and their living environment (Deshwal, Y.S., Rekha Rani and Ahlawat Savita 2014). There was a significant relationship between different categories of living environment of students and their achievement in mathematics (Singh, Parminder 2016). The academic achievement of students is affected when their parents supervise their academic activities after they leave school (Oveta, Anthony 2014). The size and type of family was found to have a significant effect on the academic performance of students. The theme of the study was “A study of the effect of family environment on the academic achievement of secondary level students.”

### 1.2 Objectives:

**The following objectives have been studied in the present study:**

1. To study the effect of family environment on the educational achievement of secondary level students.
2. To do a comparative study of the educational achievement of students from high, middle and low family environment.

### 1.3 Hypotheses:

The following hypotheses have been tested in the present study:

1. Family environment has no significant effect on the educational achievement of secondary level students.
2. There is no significant difference in the educational achievement of students from high, middle and low family environment.

### 1.4 Research Methodology

In the present study, survey method has been used under descriptive research. The population is considered to be the students studying in secondary schools located in the urban area of Ajmer district. The selection of secondary schools has been done by objective method and then 100 boys and 100 girls studying in it, i.e. a total of 200 students have been selected by stratified random method. As tools, the 'Family Environment Schedule' prepared by K.S. Mishra and the marks obtained by the students in class 10 examination have been kept as educational achievement. For the analysis of data, the variance method (ANOVA) and t-ratio statistical method have been used.

### 1.5 Analysis and Interpretation of Data

1. To study the effect of family environment on the educational achievement of secondary level students.  
H01 Family environment has a significant effect on the educational achievement of secondary level students.  
H02 Emotional intelligence has no significant effect on the educational achievement of secondary level students.

**Table No. 1:** F-Ratio showing the difference in family environment on educational achievement of secondary level students

Source		SS	MS	F	Table Values
Between Groups	2	33832.92	16916.46	9.76*	F.05(2,198)=3.04
Within Groups	198	343138.20	1733.02		
Total	200	376971.12	18649.48		

\*Significant at .05 level of significance

From the observation of Table No. 1 it is evident that the value of F-ratio is 9.76, which is more than the value of 3.04 at .05 level of significance.

The non-zero hypothesis is rejected. On the basis of this significant F-ratio, it can be said that there is a difference in the educational achievement of students of high, medium and low family environment at secondary level.

**Table No. 2:** T-ratio of the difference between the mean values of educational achievement of high, medium and low family environment at secondary level

Sr. No.	Variables	Sample	Mean	Sigma D	D	T Value	Significance level
1.	high	48	404.54	7.96	31.55	3.96	Significant
	medium	101	372.99				
2.	high	48	404.54	9.13	63.64	6.97	Significant
	low	51	340.90				
3.	medium	101	372.99	7.80	32.09	4.11	Significant
	low	51	340.90				

It is evident from the observation of Table 1 that the mean t-values of educational achievement of students of high, medium and low family environment at secondary level are 3.96, 6.97 and 4.11 respectively. It is evident from the significant paired comparison that the educational achievement of students of high family environment is higher than that of students of medium and low family environment whereas the educational achievement of students of medium family environment is higher than that of students of low family environment. It is evident from the table that there is difference in the educational achievement of students of high, medium and low family environment. The result can be concluded that there is a significant difference in the educational achievement of students from high, middle and low family environment.

The following is the finding of the present study that there is an effect of family environment on educational achievement of secondary level students i.e. educational achievement of students from high, middle and low family environment is different from each other.

### 1.6 Conclusion and Future Work

The findings of this study highlight the significant role of family environment in shaping the academic performance of secondary-level students. The home environment, including parental involvement, support, and overall family dynamics, directly influences students' motivation, learning attitudes, and ability to adapt to educational demands. Students with supportive and nurturing family environments tend to exhibit better academic performance, demonstrating the critical link between familial factors and educational outcomes. This research underscores the importance of fostering positive family dynamics to create an environment conducive to academic success. On the basis of Atarun Karma, it can be said that parents should have a sense of freedom and independence with their children and should not stop the self-expression of the adolescent boys and girls, along with that they should listen to their words and pay attention to them so that they can freely share their thoughts with their parents, which will not affect their personality development and emotional intelligence. Parents should provide maximum encouragement to those creative activities with children which will help in the development of the inner personality of the students and can develop transformative characteristics in them related to social sensitivity and human consciousness.

Future research can expand on these findings by exploring the impact of specific family factors, such as socioeconomic status, parental education level, and cultural influences, on academic performance. Additionally, longitudinal studies could provide deeper insights into how family environment influences students over time. Researchers might also investigate interventions aimed at enhancing family support systems and their effectiveness in improving academic outcomes. By addressing these aspects, future

studies can contribute to developing strategies that ensure holistic growth and success for students in diverse educational settings.

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