A STUDY ON FAMILY ENVIRONMENT OF SECONDARY SCHOOL STUDENTS

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Abstract
The present study investigated the family environment of secondary school students. The sample consisted or 200 students in district of Guntur of Andhra Pradesh state. They were selected by the simple random sampling method. The investigator adapted the family environment scales developed by Dr. Harpreet Bhatia & Dr. N.K. Chaddha (2002) to collect the data. The data was analysed using t-test. The results revealed not significant influenced the gender, locality and medium of instruction. The study also revealed the significant influenced by the type of institute.

Key Words: Family, Environment, Secondary school students

Introduction
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. According to Merriam-Webster Online Dictionary- ―the basic unit in society traditionally consisting of parent(s) rearing their children‖ where children refer to the young dependent member(s) and parent(s) refer to the adults taking care of the children. 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.

Need and Significance of the Study
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.

Review of Related Literature

Doley (2018) investigation to determine the impact of home environment on the academic output of the adolescents. Objectives of the study were to determine the impact of home environment, parental involvement, parental expectation, parental encouragement and academic stimulation on the academic achievements of school students. Survey method was used in this study. The study reveals that the positive correlation was found between the family environment and academic achievement of the students.

Tosten,Han and Anik (2017) conducted a study on the effect of family environment especially behavior of the parents on problem solving skill of the students. The objective of the study was to determine the impact of parental attitudes on problem solving skills of high school students. The sample consisted of 326 high school students selected randomly from Silvan district of Turkey. He found that the level of student's problem solving skills is medium. It was also found that significant relationship do not exist between authoritarian attitudes of the mothers and problem-solving skills of high school students.

Alam (2016) conducted study on home environment and academic self concept as predictor of career maturity among adolescent. This study concluded that demographic characteristic have significant correlation with career maturity of school student. The study also found a statistically significant difference between the home environment, academic self concept and career maturity of the boys and girls and rural and urban students.

Llomo and Chawanga (2015) conducted study to find out the influence of home environment on student's academic performance in selected secondary school in Arusha. The finding revealed that student's performance depends on student's home environment

A.O.E. (2014) conducted a study on influence of home environment on academic achievement of secondary school students in agriculture science in Adamawa state, Nigeria". This study used ex-post factor and correlation survey to investigate the influence of home environment on academic achievement of senior secondary school student in Adamawa state. The finding of this study accomplished, that parental educational situation, economic status, profession and home environment are correlated with and have significant influence on student's academic achievement.

Statement of the problem

The statement of the problem is family environment of secondary school students.
Operational Definitions of key Terms:
Family environment: The existing physical, psychological conditions and the atmosphere in the family.
Secondary school pupils: Pupils who are studying VI to X standard.

Objectives of the Study:
The following objectives were proposed for the present research study.
1. To find the impact of family environment on secondary school students
2. To find the impact of different dimensions of the family environment on the secondary school students.
a. Relationship dimensions
b. Personal growth dimensions
c. System maintenance dimension

3. To find the influence of the family environment of secondary school students in the following variables
a) Gender   : Boy/ Girl
b) Residence   : Rural/ Urban
c) Type of management   :Govt/ Private
d) Medium of instruction: Telugu/ English

Hypotheses of the Study:
The following hypotheses were formulated in the present study. They were formulated in null form.
1. There would be no significant difference in the family environment of boys and girls.
2. There would be no significant difference between rural and urban students on their family environment.
3. There would be no significant difference in the family environment of government and private school students.
4. There would be no significant difference between English and Telugu medium students on their family environment.

Scope of the study
The scope of the demographic variables is Gender Locality type of institute and medium of instruction

Delimitations of the study:
* The study is limited to the 200 secondary school students in Guntur district only.
* The study is also limited to demographic variables like Gender and Locality type of institute and medium of instruction only.

Method of the Study:
Normative survey method was used in the present study.

Sample and Sampling:
200 secondary school students were selected by using Simple Random Sampling Technique.

Tools of the Study:
Family Environment Scale (F.E.S.) was developed by Dr. Harpreet Bhatia & Dr. N.K. Chaddha (2002) of department of Psychology, University of Delhi, in the year 1993. This family environment scale is based on the family environment scale developed by Moos (1974) This scale consists of three dimensions which are taken from Moos scale although the concept of dimensions are taken from Moos scale all the subscales in each dimensions are operationally defined with certain modifications of original three of the original subscales were dropped and one subscales was added. The reliability coefficient 'r' was found to be 0.74

Data Collection:
The researcher personally visited the secondary schools in Guntur district and got permission from the secondary school headmasters to collect the data from VIII class students. Good rapport was established with the students before administering the tools.

Statistical Techniques used:
Mean, S D, % of mean, 't' value and 'r' value are calculated.
Analysis of the Data:

Objective -1: To find the impact of family environment on secondary school students and to classify them.

Table-1 : showing mean, % of mean, S.D of the secondary school students

N	Mean	% of mean	S.D
200	129.61	80.006	16.92

1. The percentage of mean   value is 80.006
2. Present day secondary school students are having above average of family environment.

Discussion:

Family environment supports a child to maintain a good mental health and uncongenial home environment forces to develop several unpleasant mental conditions, like, tension, anxiety, stress etc.,
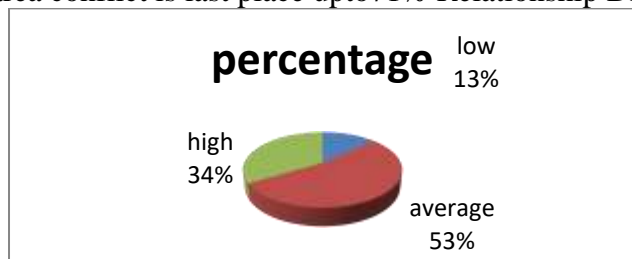
Area Wise Analysis in Family Environment:

Objective – 2: To find the impact of different dimensions of the family environment on the secondary school pupils. i.e. Relationship dimensions, Personal growth dimensions and System maintenance dimension

Table 2: shows the Different dimensions of the family environment on the secondary school students

.No	Subscale	Mean	SD	% of mean	Rank
1	**Relationship Dimensions**				
a.	Cohesion	22.04	2.94	78.71	IV
b.	Expressiveness	19.5	1.92	81.25	III
c.	Conflict	13.46	1.96	70.84	VIII
d.	Acceptance & Caring	22.69	1.98	84.03	II
2.	**Personal Growth Dimension**				
e.	Independence	14.09	1.59	74.15	VII
f.	Active recreational orientation	24.18	2.88	89.55	I
3.	**System Maintenance Dimensions**				
g.	Organization	4.3	1.97	74.66	VI
h.	Control	9.35	1.68	77.91	V

From the above table it is interpreted that the

The researcher very interesting the finding in the area Active recreational Orientation is very high upto 90% personal growth dimension of secondary school students.The researcher also found the area conflict is last place upto71% Relationship Dimensions of secondary school students.

Variable Wise Analysis in Family Environment:

Objective - 3.To find the influence of the family environment on the secondary school students in the following variables i.e. Gender, Residence , Type of management , Medium of instruction,

Hypothesis -1: There would be no significant difference in the family environment of boys and girls.

Table – 3: showing mean, S.D. and 't' values of boys and Girls sample of secondary school students.

Gender	N	Mean	SD	SEd	't' value
Boys	125	125.32	16.02	1.166	0.754^{NS}
Girls	75	126.20	16.64		

NS – Not significant at 0.05 level

The table value 1.96 at 0.05 level and 2.58 at 0.01 level

- The calculated 't' value is 0.754 is less than the table value 1.96 at 0.05 level. There is no significant difference in the family environment of boys and girls. Hence the hypothesis – I is accepted.

Hypothesis – II: There would be no significant difference between rural and urban students on their family environment.

Table – 4: showing mean, S.D. and 't' values of rural and urban secondary school students on their family environment

Residence	N	Mean	SD	SEd	't' value
Rural	120	127.931	16.52	1.19	0.799^{NS}
Urban	80	126.98	16.78		

NS – Not significant at 0.05 level

The table value 1.96 at 0.05 level and 2.58 at 0.01 level

- The calculated 't' value is 0.799 is less than the table value 1.96 at 0.05 level. There is no significant difference in the family environment of rural and urban secondary school students. Hence the hypothesis – II is accepted.

Hypothesis- III: There would be no significant difference in the family environment of government and private school students.

Table – 5 : showing mean, S.D. and 't' values of Government and private secondary school students on their family environment

Type of Management	N	Mean	SD	SEd	't' value
Government	75	120.39	16.61	1.18	4.169**
Private	125	125.47	16.75		

** – Significant at 0.05 and 0.01 levels

- The calculated 't' value is 4.169 is greater than the table value 1.96 at 0.05 level and the table value 2.58 at 0.01 level. There is significant difference in the family environment of government and private secondary school students. Hence the hypothesis – III is rejected

Hypothesis – IV: There would be no significant difference between English and Telugu medium students on their family environment.

Table – 6 : showing mean, S.D. and 't' values of English and Telugu secondary school students on their family environment

Medium of instruction	N	Mean	SD	SEd	't' value
English	110	120.24	16.62	1.183	3.372**
Telugu	90	126.25	16.69		

**– Significant at 0.05 level and 0.01 level.

- The calculated 't' value is 3.372 is greater than the table value 1.96 at 0.05 level and 2.25 at 0.01 level. There is significant difference in the family environment of English and Telugu medium secondary school students. Hence the hypothesis – IV is rejected.

Findings

- From the above table it is observed that 68% of adolescents are well social intelligence.
- The variables like Gender, Locality and Medium of instruction are not significantly influencing the family environment of secondary school students .
- The variable like type of institute are significantly influenced the family environment of secondary school students.

Educational Implications

- 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.
- They should provide conducive home environment. Outdoor and indoor activities should be provided. Parents should be involved with the children. They should be role models to the children.
- Parents should allow the children to enhance their hobbies and their interests. Opportunities should be provided so that their hidden capabilities get exposure.
- Parents should help their children in their studies and keep in touch with the teacher's also.

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