RELATIONSHIP AMONG SCHOOL ENVIRONMENT, FAMILY ENVIRONMENT AND ACHIEVEMENT OF SENIOR SECONDARY STUDENTS

Dr. R. PERIASAMY, Assistant Professor,
Department of Education and Management,
Tamil University, Thanjavur – 613 010.

Abstract

The main objectives of the present study are to find out the relationship among school environment, family environment and achievement of 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-malkajgiri and Medhak districts of Telangana state. Using simple random procedure from the list of schools the researcher collected 768 senior secondary students from Medchal-malkajgiri and Medhak districts of Telangana state. Descriptive analysis regarding school environment, family environment and achievement shows that the levels of school environment, family environment and achievement. All the three variables are in average level. One of the significant findings of the study is the school environment, family environment and achievement is positively correlated with one another. 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.

Key Words: School environment, family environment, achievement, senior secondary students

I – INTRODUCTION

School Environment

School condition might be characterized as psycho-social atmosphere of the school as seen by the students. It gives the quality and quantity of the subjective, passionate and social help available to the students during their school life in term of physical facilities, teaching methods and teacher-pupil interactions. The present study the school environment will be quoted here in terms of six dimensions namely, cognitive encouragement, creative encouragement, acceptance, permissiveness rejection and control.

Family Environment

Family environment relates to the quality and quantity of the cognitive, emotional and social support available to the child with in the family. It means the psychological environment of family as perceived by adolescents. Family environment refers to the psycho-social climate of home as perceived by the students in family. It includes ten dimensions such as acceptance, cohesion, conformity, control, independence, nurturance, permissiveness, protectiveness, recreational orientation and reward.

Achievement

Achievement is the degree and level of success and proficiency attained in the academic field. In the present study, it refers to the scores obtained in the annual examination of class XI. Academic achievement in the present study refers to the level of performance in school subjects of an individual measured by the half yearly marks obtained in 11th class.

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 "**Relationship among School Environment, Family Environment and Achievement of Senior Secondary Students**".

Title of the Study

The title of the present study is entitled as **"Relationship among School Environment, Family Environment and Achievement of Senior Secondary Students".**

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 high level of the mean scores of school environment among the senior secondary students.

2. There is no high level of the mean scores of family environment among the senior secondary students.

3. There is no high level of the mean scores of achievement among the senior secondary students.

4. There is no significant correlation among school environment, 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 768 senior secondary students.

Delimitations of the Study

The study has been delimited to senior secondary school students of Medchal-malkajgiri and Medhak districts of Telangana state. A sample of 768 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. 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-malkajgiri 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 768 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-malkajgiri 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 school environment and family environment questionnaire was developed and standardized by 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-malkajgiri 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 two questionnaires were administered to subjects one by one in the class room settings. The data was collected in small groups. The investigator provided the school environment and 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, and correlation statistical techniques were used for the analysis of the data.

III – ANALYSIS AND INTERPRETATION OF DATA

Null Hypothesis - 1

There is no high level of the mean scores of school environment among the senior secondary students.

Table 1 The levels of school environment among the senior secondary students

Variable	N0.	Low		Average		High	
		No	%	No	%	No	%
School Environment	768	101	13.2	571	74.3	96	12.5

Table 1 shows that the obtained levels of school environment are 13.2%, 74.3% and 12.5% for the low, average and high levels respectively. The students are expected to have optimum level of school environment. The data show that they possess only 12.5% of high level of school environment. The levels are proved to be unequal. There is urgent need to take measures to enhance higher level of school environment among them. The least level of human rights may have negative impact on learners.

Null Hypothesis - 2

There is no high level of the mean scores of family environment among the senior secondary students.

Table 2 The levels of family environment among the senior secondary students

Variable	N0.	Low		Average		High	
		No	%	No	%	No	%

Family Environment	768	120	15.6	563	73.3	85	11.1

Table 2 shows the obtained levels of family environment, the maximum percentage 73.3% falls on average level, followed by high level 11.1% and 15.6% for low level. The culture of the school is bench mark for learning environment. Though there is least level of family environment among the students, the high level of family environment is not in appreciable limit. There are so many factors which have direct and indirect impact upon family environment. Researches need to be undertaken to pin point the flaw in nurturing family environment among the students.

Null Hypothesis - 3

There is no high level of the mean scores of achievement among the senior secondary students.

Table 3 The levels of achievement among the senior secondary students

Variable	**N0.**	**Low**		**Average**		**High**	
		No	**%**	**No**	**%**	**No**	**%**
Achievement	768	112	14.6	533	69.4	123	16.0

Table 3 shows the obtained level of achievement of the senior secondary students. The data reveal that more percentage is accumulated in category of average level of achievement. Sum of 69.4% is shared by average level. Only least percentage is shared by low level (14.6%) and high level (16.0%) of achievement. Achievement is treated as one of the factors affecting the outcome of the learners. Therefore, scheme should be designed to increase the high level of achievement among the students.

Null Hypothesis – 4

There is no significant correlation among school environment, family environment and achievement score among senior secondary students.

Table 4 Test of significant correlation among school environment, family environment and achievement score among senior secondary students

Background Variables		**School Environment**	**Family Environment**	**Achievement**
School Environment	Pearson Correlation	1	0.516**	0.502**
	Sig. (2-tailed)		.000	.000
	N	768	768	768
Family Environment	Pearson Correlation	0.516**	1	0.511**
	Sig. (2-tailed)	.000		.000
	N	768	768	768
Achievement	Pearson Correlation	0.502**	0.511**	1
	Sig. (2-tailed)	.000	.000	
	N	768	768	768

**. Correlation is significant at the 0.01 level (2-tailed).

The above table 4 shows that there is a positive correlation between school environment and family environment; school environment and achievement score; family environment and achievement. There is a positive correlation between family environment and achievement scores. Hence the stated null hypothesis "There is no significant correlation among school environment, family environment and achievement score among senior secondary students" is not retained. The multiple correlation is 0.586 also reveals that there is a positive correlation among the school environment, family environment and achievement of senior secondary students. It means school environment and family environment influences the student's academic achievement and their performance.

Major Findings of the Study
Following are the major findings of the study.

1. There is no high level of the mean scores of school environment among the senior secondary students.

2. There is no high level of the mean scores of family environment among the senior secondary students.

3. There is no high level of the mean scores of achievement among the senior secondary students.

4. There is a significant correlation among school environment, family environment and achievement of senior secondary students.

Recommendations of the Study
The investigator prescribes the following recommendations based on the findings.

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.

Teachers and parents should give utmost care in dealing with the children so as to reduce academic stress among them. A carefully organized programme of guidance and counselling should be made available to all students especially for the economically weaker section adolescents.

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.

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.

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.

IV - REFERENCES

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