
An exploration of family environment of students studying in senior secondary schools of Allahabad

Anupama Singh* & Prof Marion Mathew C.J**

*Research scholar, Department of Teacher Education, Allahabad school of Education, SHUATS, Allahabad

**Head and Dean, Allahabad school of Education, SHUATS, Allahabad

ABSTRACT

This paper investigated the “An exploration of family environment of students studying in senior secondary schools of Allahabad”. Descriptive survey method was used to achieve the objectives of the study. The sample of the study is comprised of 527 students of senior secondary schools of Allahabad. Home Environment Inventory developed by Karuna Shankar Mishra has been used to measure the values 9th class students. Findings showed that It was found that male and female are indicating similar family environment conditions. There was significant difference in the components (Protectiveness, Punishment, Conformity, Social Isolation, Reward, Deprivation of Privileges, Rejection and Permissiveness) of family environments of government and private senior secondary students of Allahabad and the direction of difference in these component of family environment was in favour of private school students. Students studying in private senior secondary school perceives high level of Protectiveness, Punishment, Conformity, Social Isolation, Reward, Deprivation of Privileges, , Rejection and Permissiveness in their family environment in comparison to their counterparts i.e., students studying in Govt. senior secondary schools. There was significant difference in the components Other components ((Reward, Protectiveness and overall) of family environment of students) of family environments of rural and urban senior secondary students of Allahabad and the direction of difference in these component of family environment was in favour of Urban senior school students. There is difference in the family environment of senior secondary students studying in Allahabad was found in favour of urban area students.

Key Words: family environment, secondary school student

INTRODUCTION:

It will be necessary to know which factors of the home environment appear to make the major influence on children behavior and their future orientation. The home-environment is a most powerful informal learning situation in which the families, more especially parents, act as educators. Taylor (1984) states that the family is a place in which the whole ranges of human experiences take place. Bloom (1984) demonstrates that, it is what parents do in the home that counts for learning development of children, It goes without saying that lack of encouragement, low quality of parents' language and lack of stimulating activity in the home will reduce the home's effectiveness as a learning environment. According to Bradley (1985) home-environment shows generally stronger relation to cognitive development. This holds true because Scarr and Weinberg (1976) examined test performance of black American

children of educationally average parents. These children were adopted by educationally advantaged American white families. Researchers found that the adopted black American children scored as highly on IQ tests as did white children. They attributed this finding to the added home stimulation provided by the white homes. They speculated that if all black American children have environments such as those provided by the adoptive families; IQ scores would be higher than the scores under poor living situations. Burns and Homel (1985) support the assertion that stimulating environment of the home has an influence on the intellectual development of the children.

REVIEW RELATED TO HOME ENVIRONMENT:

Studies reviewed provided ample evidence about the family environment of students. After going through related literature, it is obvious that most of the studies were done in western countries. These studies were conducted on family environment, values, perception of teachers teaching in primary and secondary schools. Very few studies were conducted on values and family environment of children. The present study is quite different from the studies reviewed above in its tools, samples and variables used. In this study family environment students studying in higher secondary schools were compared on mentioned variable. Thus it is clear from the above description that the present study is quite different from the other studies and it may probe into the causes of difference among the students studying in secondary schools with respect to family environment.

Rashmi (2016) Relationship between Family Environment and Academic Achievement .Today's modern society expects everyone to be a higher achiever. The key criterion to judge one's true potentialities and capabilities is perhaps academic achievement. Academic achievement has become an index of child's future. Therefore it is putting a great pressure on the mind of children and their parents. Home environment has a great influence on the overall development of a child. Family is the first to affect a child. It has an immense influence on an individual. The present study deals with the relationship of family environment and academic achievement of students at secondary level. For this purpose 160 students were randomly selected from Govt. and Non-Govt. schools. To study family environment, Harpreet Bhatia and N.K.Chaddha's family environment scale has been used. The findings of the study reveal that there is a positive correlation between the family environment and academic achievement. As the cohesion increases the academic achievement of the students also increases.

Malsawmtluanga, Lallianzuali Fanai (2018) A study on relationship between home environment and academic achievement among secondary school students of Champhai town, Mizoram. The study was conducted to find out the relationship between Home environment and Academic Achievement among Secondary School Students of Champhai town, Mizoram. Simple random sampling method was adopted by selecting 210 students from Secondary schools of Champhai town as the sample of the study. A standardized questionnaire called Home Environment Scale developed by Aaliya Akhtar & Dr Shail Bala Saxena was used to find out the level of Home environment. The examination result was also recorded to find out the level of Academic Achievement. It was found that there was no correlation between Home environment and academic achievement among Secondary school students. However, very weak correlation was found between Home environment and Academic Achievement among Female students and

Private School students and negatively weak correlation was found among Government school students.

Mahmood Alam (2017) The present study was conducted to investigate the impact of family on the adjustment of adolescents. Findings of the study revealed that (i) there is significant difference between adolescents from nuclear and joint families on the measure of emotional adjustment (ii) there is significant difference between adolescents from nuclear and joint families on the measure of social adjustment (iii) there is significant difference between adolescents from nuclear and joint families on the measure of educational adjustment.

Lily Doley,(2018) The Impact of Home Environment Factors on Academic Achievement of Adolescents The aim of the study is to examine how home environment influence adolescents academic performance. The main objective of the study is to analyze how home environment, parental expectation, parental involvement, academic stimulation and parental encouragement significantly effect secondary school student's on their academic achievement. Descriptive survey method was used in which data from 210 respondents collecting using Home Environment scale, developed by A. Akhtar and S.B. Saxena (2011). Students from the higher secondary level are chosen from the Arts stream. Entire samples are divided on the basis of sex, location and management of the schools for further study. The total no obtained by students in the Higher Secondary Examination (HS) conducted by Assam Higher Secondary Educational Council (AHSEC) in the year 2013- 2014 were taken as the score of Academic achievement. The data collected is subjected to statistical analysis namely; mean, median, standard deviations, 't'- test and Karl Pearson's Correlation of Co-efficient 'r'. Results show a positive significant correlation between home environment and academic achievement of the students.

Objective: To study the family environment of students studying in senior secondary schools of Allahabad.

Hypothesis: There will be no significant difference in the family environment of students studying in senior secondary schools of Allahabad.

Home Environment Inventory (HEI)

The term home environment may be considered to be a measure of the quality and quantity of social, emotional and cognitive support that has been available to the child within the home. Home environment can be synonymously denoted as family environment. The human family, as we have discussed earlier, in its most common form is a life-long commitment between a man and woman who feed, shelter and nurture, their children until they reach maturity. The family consists of a complex network of bidirectional relationship between parents and their children. In the present research terms, home environment and family environment are taken synonymously. Both terms denote the social network where parent and child interact with each other. The present home environment inventory is an instrument designed to measure psycho social climate of home as perceived by children. It provides a measure of quality and quantity of the cognitive, emotional and social support that has been available to the child within the home. HEI has 100 items belonging to the ten dimensions of home environment. These dimensions are: (A) Control (B) Protectiveness (C) Punishment (D) Conformity (E) Social Isolation (F) Reward (G) Deprivation of Privilege (H) Nurturance (I) Rejection (J) Permissiveness

Secondary School Students: The students of 9th class including boys and girls studying in senior secondary schools of Allahabad which follow UP board syllabus.

RESEARCH METHOD

The present study belongs to the category of descriptive field survey type of research and includes composite characteristics of causal comparative survey research.

Population, Sample and sampling procedure of the Study

A population can be defined as including all people or items with the characteristic one wish to understand. Because there is very rarely enough time or money to gather information from everyone or everything in a population, the goal becomes finding a representative sample (or subset) of that population. The population of the study comprised of all the adolescents studying in class IX in secondary schools of Allahabad. Following table showing sample distribution of the study

Sample Characteristics (527)			
Gender	Male	271	51%
	Female	256	49%
Area	Urban	298	57%
	Rural	229	43%
School Type	Government	244	46%
	Private	283	54%

Observation of the above table indicates that 527 students (244; 46% from government and 283; 54% from private schools) have taken as the sample of the study. The sample was selected by stratified random sampling. The sample consists of 271 (51 %) male and 256 (49%) female .Out of total 527 students', 298 (57%) from Urban schools and 229 (43%) from rural school.

Tools used: Home Environment Inventory developed by Karuna Shankar Mishra was used.

DATA ANALYSIS AND INTERPRETATION:

Objective: To study the family environment of students studying in senior secondary schools of Allahabad.

Hypothesis: There will be no significant difference in the family environment of students studying in senior secondary schools of Allahabad.

Objective of the study was to study the family environment of students studying in senior secondary schools of Allahabad. In order to find out whether there exists any significant difference in family environment (Control, Protectiveness, Punishment, Conformity, Social Isolation, Reward, Deprivation of Privileges, Nurturance, Rejection and Permissiveness) among students studying in studying in senior secondary schools of Allahabad, family environment index was calculated for whole sample and description is given in the following table 1.

Table1: 1 descriptions of family environment index or preferences

	Control	Protectiveness	Punishment	Conformity	isolation	Reward	Deprivation of privileges	Nurturance	Rejection	Permissiveness	FE index
Low (0-0.2)	234	231	158	155	224	244	277	163	179	153	325
	44%	44%	30%	29%	43%	46%	53%	31%	34%	29%	62%
below Average (0.2-0.4)	214	266	331	338	201	255	224	257	275	222	192
	41%	50%	63%	64%	38%	48%	43%	49%	52%	42%	36%
Average (0.4-0.6)	45	23	35	31	92	27	24	41	33	85	7
	9%	4%	7%	6%	17%	5%	5%	8%	6%	16%	1%
Above Average (0.6-0.8)	21	0	2	1	9	0	0	16	25	36	2
	4%	0%	0%	0%	2%	0%	0%	3%	5%	7%	0%
High (0.8-1.0)	13	7	1	2	1	1	2	50	15	31	1
	2%	1%	0%	0%	0%	0%	0%	9%	3%	6%	0%

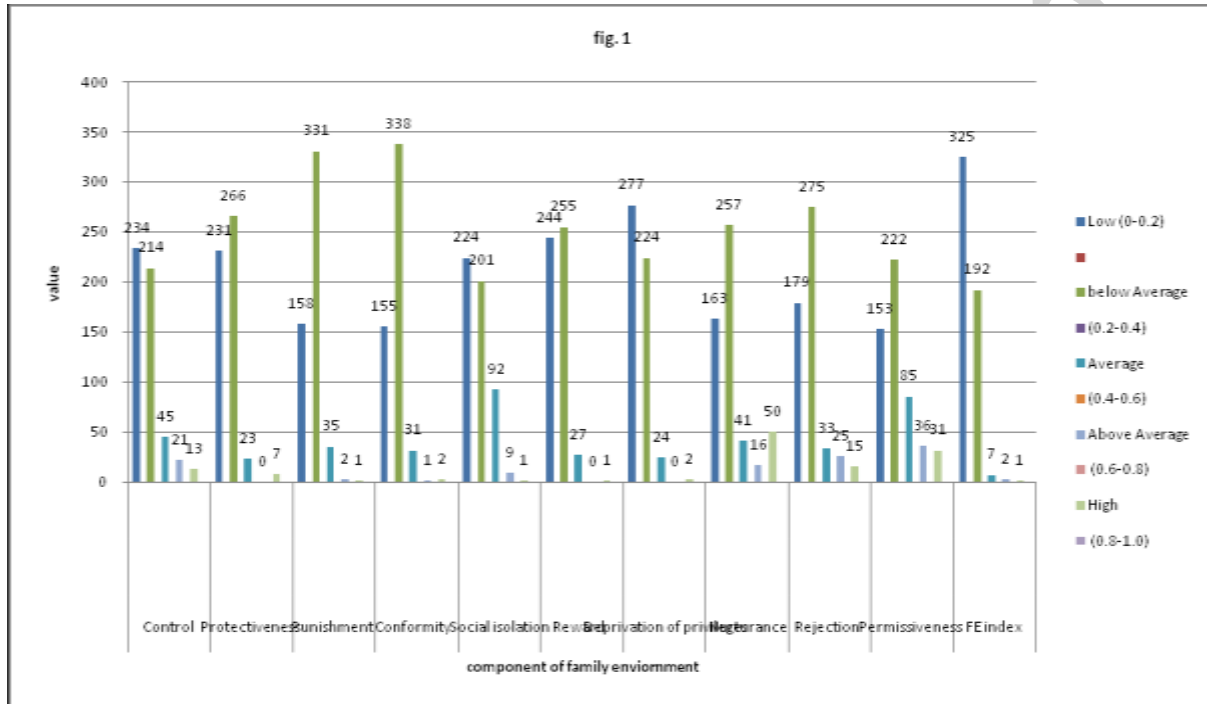
The objective of the study was to study the family environment (Control, Protectiveness, Punishment, Conformity, Social Isolation, Reward, Deprivation of Privileges, Nurturance, Rejection and Permissiveness) of students studying in senior secondary schools of Allahabad. The numerical data from the sample was analyzed and family environment indeed of each component was calculated. These family environment indexes was categorized in to five sub category viz; Low (0-0.2), below Average (0.2-0.4), Average (0.4-0.6), Above Average (0.6-0.8) and High (0.8-1.0).

Above description also indicates that control component of family environment of 94% of students' are showing low or average while only 6% showing that they have above average and high preference on control. It also revealed that preferences on Protectiveness component of family environment of 98% of students' are showing low or average on Protectiveness component of family environment and only 2% of their parents showing that they have above average and high preference on Protectiveness component of family environment by their parents and other elders. It also revealed that preferences on Punishment, Conformity, Social Isolation, Reward and Deprivation of Privileges component of family environment of all of students' are showing low or average on Punishment, Conformity, Social Isolation, Reward, Deprivation of Privileges, component of family environment by their parents and other elders.

It also revealed that preferences on Nurturance component of family environment of 91% of students' are showing low or average on Nurturance component of family environment and only 9% of their parents showing that they have above average and high preference on Nurturance component of family environment by their parents and other elders.

It also revealed that preferences on Rejection component of family environment of 97% of students' are showing low or average on Rejection component of family environment and only 3% of their parents showing that they have above average and high preference on Rejection component of family environment by their parents and other elders.

It also revealed that preferences on Permissiveness component of family environment of 94% of students' are showing low or average on Permissiveness component of family environment and only 6% of their parents showing that they have above average and high preference on Permissiveness component of family environment by their parents and other elders.



Thus from the above description, we can conclude that there is difference in the preference of family environment of students by descriptive analysis, to confirm the difference data was further analysis and results are given in the following tables 2 to 4.

Table 2: Comparison of family environment of male and female students studying in senior secondary schools of Allahabad

Variables	Family Environment	Male		Female		t- value
		Mean	S.D.	Mean	S.D.	
A	Control	14.94	4.48	14.70	4.97	0.59
B	Protectiveness	13.84	3.65	14.16	3.31	1.07
C	Punishment	13.70	2.85	13.57	2.24	0.62

D	Conformity	13.86	2.95	13.82	2.70	0.16
E	Social Isolation	13.11	2.78	13.24	2.58	0.58
F	Reward	13.08	3.04	12.90	2.60	0.75
G	Deprivation of Privileges	13.48	3.23	13.23	2.98	0.90
H	Nurturance	16.81	7.09	16.50	6.18	0.53
I	Rejection	15.23	4.55	15.23	4.83	0.01
J	Permissiveness	17.50	6.32	17.55	6.75	0.08
Total or overall		145.55	18.18	144.91	13.71	0.46

* Significant at 0.05 Level

**Significant at 0.01 Level

Observation of the table shows that there exists no significant difference between Male and Female on Control, Protectiveness, Punishment, Conformity, Social Isolation, Reward, Deprivation of Privileges, Nurturance, Rejection and Permissiveness) of students studying in senior secondary schools of Allahabad in their family environment. The obtained value of t- is values are less than the table values for 525 D.F. It indicates that there exists no significant sex difference on these dimensions of family environment.

The first sub objective of the study was to find out gender difference on family environment among male and female students studying in senior secondary schools. To study this objective, statistical analysis was done in respect of family environment, between Male and Female studying in various secondary senior secondary schools of Allahabad. It was found that male and female are indicating similar family environment conditions. The probable reason for this finding may be attributed to the openness of society and parents and their education and changed thinking towards girls'. The government policy and awareness programmes are also one of the tentative reasons for these results. This findings contradicts the finding of Singh (1984) who found sex difference in respect of permissive, loving protecting and rejecting behaviour of father; restrictive and rejecting behaviour of mother. Controlling to this, the finding is contradictory to the finding obtained by Kang, Sibia and Gill (1995), who found that Female shared a more positive relationship with their parents than Male, whereas Sewak (2004) found in his study that Female and Male did not differ significantly with respect to their family environment. In the present study, it was also found that on perception of protectiveness, conformity, social isolation, reward, deprivation of privileges and nurturance in their family environment, Male and Female did not differ significantly. Female and male, both are provided more or less equal treatment, as the Female are also being academically in a position equal to Male. Female are also performing better and coming forward to acquire responsibilities that were linked only to Male previously. Parents are also aware of the fact that if they provide equal atmosphere and give same opportunity to both, then both of them can perform better. The awareness campaign organized by Governmental and non-governmental organization through various media may also be making aware the parents that they should provide equal atmosphere to both Male and Female in home. It is depicted in the figure 2.

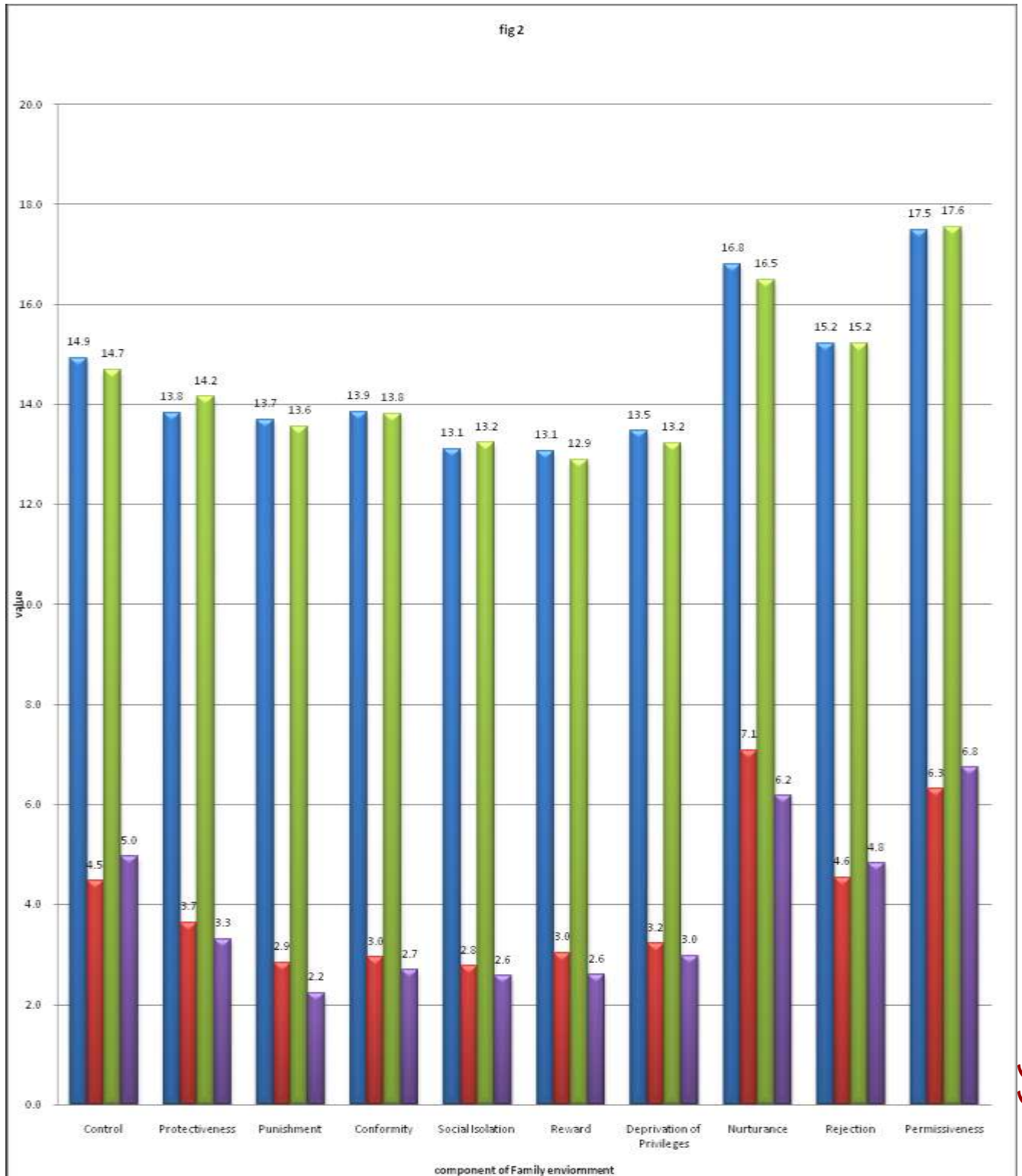


Fig. 2: Comparison of family environment of male and female students studying in senior secondary schools of Allahabad

Table 3 Comparison of family environment of students studying in government and private senior secondary schools of Allahabad

Variables	Family Environment	Government		Private		t- value
		Mean	S.D.	Mean	S.D.	
A	Control	14.68	4.72	14.95	4.73	0.64
B	Protectiveness	13.71	2.64	14.24	4.07	1.73*
C	Punishment	13.82	2.41	13.48	2.70	1.54
D	Conformity	13.30	2.76	14.30	2.80	4.11**
E	Social Isolation	12.86	2.24	13.45	2.99	2.52**
F	Reward	12.74	2.64	13.21	2.98	1.90*
G	Deprivation of Privileges	13.11	2.96	13.57	3.23	1.72*
H	Nurturance	16.37	6.00	16.92	7.18	0.94
I	Rejection	14.56	4.02	15.81	5.13	3.07**
J	Permissiveness	18.11	6.63	17.02	6.41	1.92*
Total or overall		143.27	13.14	146.94	18.21	2.62**

* Significant at 0.05 Level

**Significant at 0.01 Level

Observation of the table shows that t-values of components (Control, Punishment and Nurturance) family environment of students studying in government and private senior secondary schools of Allahabad was less than the table value at 525 degree of freedom. Thus there exists no significant difference on Control, Punishment and Nurturance) of students studying in government and private senior secondary schools of Allahabad in their family environment. The t- values of other components Other components (Protectiveness, Punishment, Conformity, Social Isolation, Reward, Deprivation of Privileges, Rejection and Permissiveness) of family environments of government and private senior secondary students of Allahabad was greater than the table values for the said degree of freedom. *Thus there was significant difference in the components (Protectiveness, Punishment, Conformity, Social Isolation, Reward, Deprivation of Privileges, Rejection and Permissiveness) of family environments of government and private senior secondary students of Allahabad and the direction of difference in these component of family environment was in favour of private school students.*

It indicates that students studying in private senior secondary school perceives high level of Protectiveness, Punishment, Conformity, Social Isolation, Reward, Deprivation of Privileges, , Rejection and Permissiveness in their family environment in comparison to their counterparts i.e., students studying in Govt. senior secondary schools. Therefore, the hypothesis that there

exists no significant difference on family environment among students studying in Government and private senior secondary schools is partially accepted. It is depicted in the figure 3.

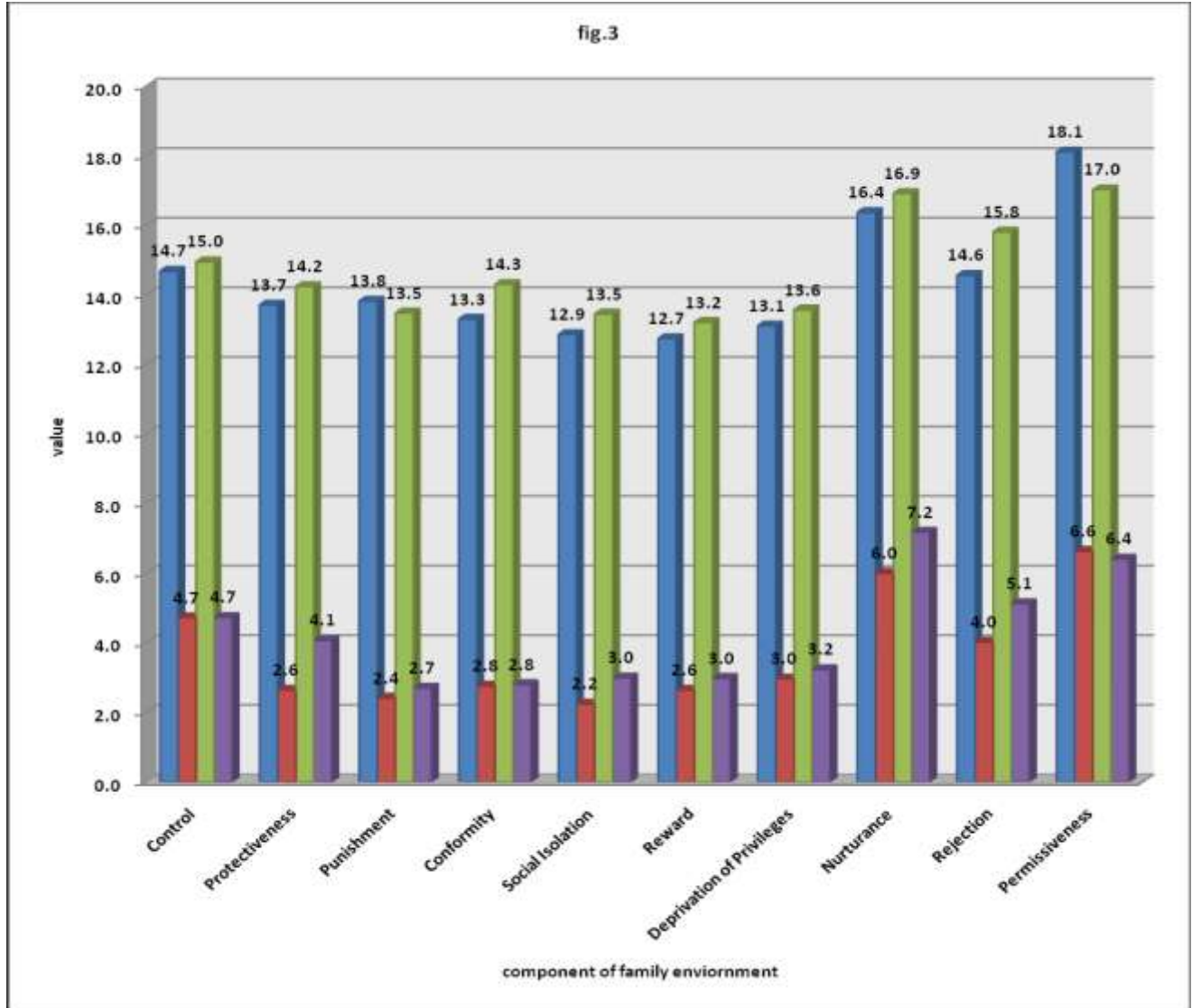


Fig. 3 mean and SD of family environment of students studying in government and private senior secondary schools of Allahabad

Table 4 Comparison of family environment of students studying in rural and urban senior secondary schools of Allahabad

Variables		Family Environment	Rural		Urban		t-value
			Mean	S.D.	Mean	S.D.	
A		Control	14.61	4.36	15.11	5.16	1.22
B		Protectiveness	13.66	2.90	14.43	4.10	2.53**
C		Punishment	13.65	2.33	13.62	2.87	0.10

D			Conformity	13.70	2.60	14.03	3.09	1.32
E			Social Isolation	13.06	2.70	13.31	2.66	1.06
F			Reward	12.76	2.54	13.30	3.16	2.19**
G			Deprivation of Privileges	13.25	2.89	13.49	3.39	0.88
H			Nurturance	16.30	6.37	17.14	7.00	1.43
I			Rejection	15.23	4.65	15.23	4.74	0.00
J			Permissiveness	17.64	6.61	17.38	6.43	0.46
			total or overall	143.85	14.48	147.04	17.98	2.26**

* Significant at 0.05 Level

**Significant at 0.01 Level

Observation of the table shows that t-values of components (Control, Punishment, Conformity, Social Isolation, Deprivation of Privileges, Nurturance, Rejection and Permissiveness) family environment of students studying in rural and urban senior secondary schools of Allahabad was less than the table value at 525 degree of freedom. Thus there exists no significant difference on Control, Punishment, Conformity, Social Isolation, Deprivation of Privileges, Nurturance, Rejection and Permissiveness) component of family environment of students studying in rural and urban senior secondary schools of Allahabad in their family environment. The t-values of other components (Reward, Protectiveness and overall) of family environments of rural and urban senior secondary students of Allahabad was greater than the table values for the said degree of freedom. *Thus there was significant difference in the components Other components ((Reward, Protectiveness and overall) of family environment of students) of family environments of rural and urban senior secondary students of Allahabad and the direction of difference in these component of family environment was in favour of Urban senior school students.*

It indicates that students studying in *Urban* senior secondary school perceives high level of Reward, Protectiveness and overall in their family environment in comparison to their counterparts i.e., students studying in rural senior secondary schools. Therefore, the hypothesis that there exists no significant difference on family environment among students studying in rural and urban senior secondary schools is partially accepted. It is depicted in the figure 4.

Overall, there is difference in the family environment of senior secondary students studying in Allahabad was found in favour of urban area students. Thus, the hypothesis that there will be no significant difference in the value of students studying in senior secondary schools of Allahabad is partially accepted.

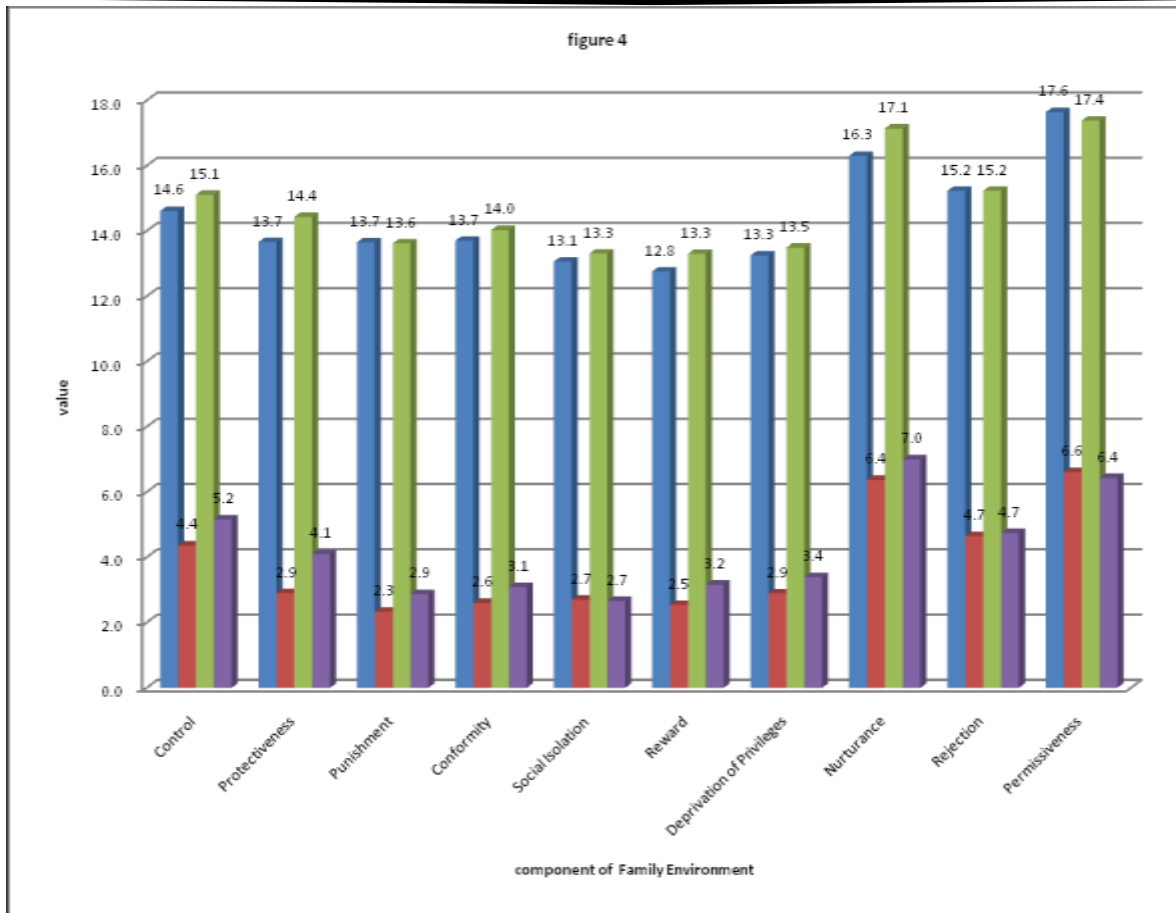


Fig 4 mean and SD of family environment of students studying in rural and urban senior secondary schools of Allahabad

MAIN FINDINGS OF THE STUDY:

It was found that male and female are indicating similar family environment conditions. There was significant difference in the components (Protectiveness, Punishment, Conformity, Social Isolation, Reward, Deprivation of Privileges, Rejection and Permissiveness) of family environments of government and private senior secondary students of Allahabad and the direction of difference in these component of family environment was in favour of private school students. Students studying in private senior secondary school perceives high level of Protectiveness, Punishment, Conformity, Social Isolation, Reward, Deprivation of Privileges, , Rejection and Permissiveness in their family environment in comparison to their counterparts i.e., students studying in Govt. senior secondary schools. There was significant difference in the components Other components ((Reward, Protectiveness and overall) of family environment of students) of family environments of rural and urban senior secondary students of Allahabad and the direction of difference in these component of family environment was in favour of Urban senior school students. There is difference in the family environment of senior secondary students studying in Allahabad was found in favour of urban area students.

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