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Effect of Family Environment on the Learning Performance of Senior Secondary Students

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Abstract

The family is universally recognized as the first and most influential institution in a child's life. It serves as the primary socializing agency where values, behaviours, discipline, emotional security, and attitudes toward education are cultivated. The present study explores the effect of family environment on the learning performance of senior secondary students, with particular reference to students studying in Government Higher Secondary Schools of Durg district, Chhattisgarh. The study investigates how parental involvement, socio-economic status, emotional climate, educational support, and family structure influence academic achievement. A descriptive survey method was employed, and data were collected from 120 senior secondary students selected through stratified random sampling from rural and urban schools. An adapted Home Environment Questionnaire based on Dr. Karuna Sankar Mishra's Home Environment Scale was used for data collection. Statistical tools such as Mean, Standard Deviation, Critical Ratio, and t-test were utilized for analysis. The findings indicate that supportive family environments significantly enhance students' academic performance, while unsupportive or unstable family conditions negatively affect learning outcomes. The study also reveals that locality plays a considerable role, with urban students generally performing better than rural students due to better educational resources and home support systems. Gender differences, however, were found to be comparatively less significant. The research emphasizes the importance of strengthening parental awareness, family-school cooperation, and educational support systems to improve student performance. The paper further contributes to educational research by integrating theoretical perspectives, comparative review, statistical evidence, and practical recommendations for policymakers, educators, and families.

Keywords: Family Environment, Learning Performance, Academic Achievement, Senior Secondary Students, Home Environment, Parental Support.

Introduction

Education is one of the most powerful instruments for individual development and national progress. It is a lifelong process that shapes personality, knowledge, social values, and economic opportunities. At the senior secondary stage, students experience significant academic, psychological, and social transitions that directly influence their future educational and professional pathways. This period is marked by increasing academic pressure, career planning, identity development, and emotional sensitivity. Therefore, understanding the factors that

contribute to students' learning performance at this stage is crucial for educational planning and intervention.

Among the many variables affecting academic achievement, family environment occupies a central position. Family is the child's first school, and parents are the first teachers. Before formal schooling begins, children acquire language, habits, discipline, values, and attitudes within the family setting. The emotional atmosphere, educational support, discipline, socio-economic resources, and communication patterns within the family significantly shape students' attitudes toward learning. A supportive family environment fosters motivation, confidence, discipline, and educational aspiration, whereas a disturbed or neglectful home environment can contribute to poor concentration, low self-esteem, anxiety, and reduced academic performance.

Family environment encompasses multiple dimensions including parental education, income level, parenting style, emotional relationships, availability of study resources, family size, family structure, and home discipline. Students raised in homes where education is valued, emotional support is available, and learning resources are accessible are more likely to perform better academically. Conversely, children from families marked by conflict, economic hardship, substance abuse, neglect, or lack of educational guidance often face greater barriers to learning success.

The importance of family environment has become even more prominent in contemporary education due to changing social structures, urbanization, digital distractions, and widening socio-economic disparities. In developing regions, educational inequalities often reflect differences in family support systems. In India, where family structures range from traditional joint families to modern nuclear households, the home environment continues to shape children's educational outcomes significantly.

In the Indian context, particularly in semi-urban and rural districts, disparities in family support systems can significantly impact educational outcomes. Durg district in Chhattisgarh provides a meaningful context for examining these relationships due to its combination of urban industrial areas and rural communities. This study therefore seeks to examine how family environment affects senior secondary students' learning performance, considering differences based on gender and locality.

Review of Related Literature

A substantial body of research has highlighted the relationship between family environment and academic achievement.

Indian Studies

Studies conducted across India indicate a strong positive correlation between family support and academic performance. Researchers such as Praveen and Shafeeq (2019) found that family environment significantly influences senior secondary students' educational achievement. Periasamy (2022) reported that supportive home environments improve motivation and learning consistency. Chacko and Goswami (2024) emphasized that emotional stability, parental education, and educational encouragement significantly contribute to better academic performance.

Seema, Lalita, and Mann (2023) identified strong relationships among family environment, psychological well-being, and academic success. Devender (2023) confirmed that home environment directly affects educational performance at the senior secondary level.

Indian rural-urban comparative studies reveal that urban students often benefit from better parental awareness, improved educational facilities, and stronger home learning environments compared to rural students.

International Studies

International research also confirms the significance of family environment. Marchant, Paulson, and Rothlisberg (2001) established that parenting style and family support directly influence student achievement. Huang, Li, and Liu (2023) found that family involvement and socio-economic resources strongly predict academic success. Santos et al. (2016) concluded that family involvement programs significantly improve student educational outcomes.

Research from Africa and Asia similarly indicates that parental support, home discipline, and emotional climate are essential determinants of learning performance.

Critical Review Analysis

Across the literature, common themes emerge:

- Family support positively influences academic achievement.
- Parental education correlates with student performance.
- Emotional stability enhances concentration and motivation.
- Socio-economic resources improve educational opportunities.
- Family conflict negatively affects academic outcomes.

Research Gap

Although numerous studies have explored family environment and academic achievement, limited research specifically addresses senior secondary students in Durg district with balanced rural-urban and gender comparisons. This study seeks to fill that gap by focusing on localized educational realities.

Need and Significance of the Study

The present study is significant because senior secondary education is a critical stage in shaping students' higher education opportunities and career choices. Performance during this period often determines college admissions, vocational pathways, and professional aspirations.

Understanding the impact of family environment can help:

- Parents create supportive learning conditions.
- Schools develop stronger parent-teacher collaboration.
- Policymakers design interventions for disadvantaged families.
- Educators address socio-emotional barriers affecting academic success.
- Counsellors provide targeted family guidance.

In regions like Durg district, where socio-economic diversity exists across rural and urban areas, this research provides practical insights for improving educational equity.

Furthermore, this study contributes academically by enriching educational sociology, developmental psychology, and policy discourse.

Objectives of the Study

1. To study the effect of family environment on the learning performance of senior secondary students.
2. To compare the learning performance of boys and girls with respect to family environment.
3. To compare the learning performance of rural and urban senior secondary students.
4. To identify the relationship between supportive home conditions and academic achievement.
5. To examine educational implications of family environment for school development.

Hypotheses of the Study

1. H01: There is no significant difference in learning performance due to family environment.
2. H02: There is no significant difference between boys and girls in learning performance due to family environment.
3. H03: There is no significant difference between rural and urban students in learning performance due to family environment.

Methodology

Research Method

The descriptive survey method was employed for this study, as it is appropriate for collecting systematic information from a representative sample and analyzing social-educational variables.

Population

The population consisted of senior secondary students studying in Government Higher Secondary Schools of Durg district, Chhattisgarh.

Sample

A sample of 120 students was selected from four government schools including two urban and two rural schools has been taken. Equal representation of boys and girls are selected for the study.

Sampling Technique

Stratified random sampling was used to ensure balanced representation across gender and locality.

Variables

Independent Variable: Family Environment **Dependent Variable:** Learning Performance

Demographic Variables: Gender, Locality

Tool of Data Collection

An adapted questionnaire based on Dr. Karuna Sankar Mishra's Home Environment Scale was used. The questionnaire included dimensions such as: Parental support, Emotional climate, Communication, Discipline, Socio-economic support, Study environment, educational aspiration.

Statistical Tools Used

The following statistical tools were used to conduct this research such as mean, standard deviation, critical ratio, t-test.

Analysis and Interpretation of Data

Hypothesis 1: Supportive vs Non-Supportive Family Environment

Group	N	Mean	SD	CR
Supportive family	60	86.67	8.5	8.34
Non-supportive family	60	72.40	10.2	

Interpretation:

The calculated CR value (8.34) is much higher than the standard significance level, indicating a statistically significant difference. Therefore, the null hypothesis is rejected. Students from supportive family environments perform significantly better academically.

Hypothesis 2: Boys vs Girls

Group	N	Mean	SD	CR
Boys	60	79.50	9.8	0.98
girls	60	81.20	9.2	

Interpretation:

The CR value indicates no major statistically significant difference. Thus, family environment affects both genders similarly.

Hypothesis 3: Urban vs Rural Students

Group	N	Mean	SD	CR
Urban	60	84.10	8.7	5.58
Rural	60	74.30	10.5	

Interpretation:

The significant CR value indicates that locality substantially influences learning performance, with urban students performing better

Major Findings

- Family environment significantly influences learning performance.
- Supportive family conditions lead to better academic achievement.
- Gender differences are comparatively minor.
- Urban students generally perform better than rural students.
- Emotional support, parental encouragement, and educational resources are key contributors.
- Socio-economic status indirectly shapes learning through resource availability.
- Family-school cooperation is essential for improved outcomes.

Discussion

The results strongly affirm that family environment is a major determinant of academic performance among senior secondary students. Supportive families create psychological safety,

educational discipline, and motivational reinforcement. Parental involvement emerges as a particularly powerful predictor.

Urban-rural disparities suggest that educational inequality is partly rooted in family resource differences. Rural families may face challenges such as lower parental literacy, limited resources, and reduced academic guidance.

The absence of significant gender differences indicates that family influence transcends gender boundaries when opportunities are equitable.

These findings align closely with national and international literature and reinforce ecological and social learning theories.

Conclusion

The study conclusively demonstrates that family environment plays a decisive role in shaping the learning performance of senior secondary students. Students raised in supportive, disciplined, emotionally stable, and educationally encouraging homes exhibit higher academic performance, better motivation, and stronger educational aspirations.

Parental involvement, socio-economic stability, and emotional climate are major determinants of educational success. Educational institutions alone cannot ensure student excellence without complementary family support.

Therefore, promoting healthy family environments, increasing parental educational awareness, strengthening school-family partnerships, and addressing socio-economic disadvantages are necessary steps for enhancing student learning outcomes.

The study reinforces the view that educational reform must include family-centred strategies.

Educational Implications

- Parent counseling programs should be strengthened.
- Schools should organize family engagement workshops.
- Rural educational support systems require expansion.
- Socio-economically disadvantaged families need educational assistance.
- Educational policy should integrate family development programs.
- Teacher training should include family engagement strategies.

Recommendations

- Increase parental awareness regarding academic involvement.
- Provide structured guidance services for families.
- Encourage school-community collaboration.
- Improve rural educational resources.
- Strengthen counseling and mentorship programs.
- Promote literacy and awareness among parents.
- Conduct larger longitudinal studies.

Suggestions for Further Research

- Comparative state-level studies
- Private vs government school comparison
- Longitudinal studies on family influence

- Psychological variables and academic resilience
- Digital learning and family environment interaction

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