ANALYZING IMPACT OF FAMILY ENVIRONENT ON STUDENTS

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ABSTRACT

Students' academic performance and adjustment difficulties among first-year students at a health technology school are evaluated in this study. The 168 participants in the research ranged in age from 16 to 20 years old and came from four different school districts. It was an all-female group, with just 77 men in attendance. There is no difference in school adjustment or academic accomplishment between male and female students, and this holds true for students' academic performance as well. School performance suffers as a result of difficulties at home. Studies have examined the connection between kids' home environments and their academic achievement in secondary school. Students' academic achievement and family relationships were examined to see how they interacted. The study's participants were all students in high school. A variety of statistical methods were used to analyse the acquired data. Many respondents said that they lacked dedicated study spaces in their houses and had little opportunities for social connection with family and friends when it came to issues of their living quarters, but the majority of them said they were happy with their living arrangements.

KEYWORDS:Performance, Academic, Secondary, Gender

INTRODUCTION

Several elements affect the family environment, such as the kind of family structure, the number of children, the nature of the marriage between the husband and wife, the nature of the mother's or father's work, and the family's socioeconomic and religious background. Consistency in the home setting ensures that the same core values, persons, and material items have an influence on the child again and over again. Even if a father's impact isn't immediately apparent, the attitudes and beliefs he expresses on a daily basis have a lasting impression. It is not by coincidence that a child receives a good education. Efforts made by the instructor, the school, students, parents, and their various home settings all contribute to its success. Teachers and school administrators bear the most of the blame for kids' poor academic achievement. The education of our children seems to be overlooked by the vast majority of individuals in our society. Several parents seem to believe that their children's performance in school is not up to snuff, and they do not appear to be fulfilling their job of providing advice and encouragement. Some individuals believe that the widespread success or failure of schools may be traced back to the personnel in charge, such as teachers and administrators. Researchers have shown that pupils' achievement is a result of both the school and their parents working together in varied family situations.

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LITERATURE REVIEW

IbrahimaNaite et.al (2021) Studying how parents' engagement in their children's education is influenced by their own demographic characteristics is a major objective of this research. Additionally, prior studies have examined the relationship between parental involvement and children's academic achievement. Crescent International School in Bangkok, Thailand, was the site of the study. The responses of 12 parents whose children are currently enrolled in secondary school were considered in this study. The Intensity Sampling Method was used in this investigation. Surveys and interviews were conducted in order to understand more about the characteristics of parents who were interviewed for this research. Assessing a student's level of achievement in school was done by looking at their test results.

Shana L. Pribeshet.al (2020) To a large extent, the abilities, resources, and mindsets students bring to school are shaped by their home environments. Because of greater resources, less stress, or different selection patterns, children who live with opposite-sex biological parents do better academically than those who live in alternative family configurations. Socioeconomic position has a significant impact on family structure, with more instability in lower-income households. By lowering a resource critical to those outcomes: parental engagement, we argue that changes in and out of family structures reduce the effect of family structure on children's academic success. If this is implemented, it might worsen the already large class differences in academic achievement. Family stability and transitions from birth to age 10/11 years are examined in connection to parental engagement and educational results, adjusted for resources, stressors, and selective factors, using data from the Growing Up in Australia: Longitudinal Study of Australian Children.

H. Harju-Luukkainenet.al (2020) Parents' educational level, attitudes, and expectations may have a substantial influence on a child's early abilities and educational results. With the help of parents and other learning contexts, children are exposed to a wide range of mathematics and early literacy concepts. Parental knowledge, book consumption, attitudes toward mathematics and science, early assessments of a child's abilities by parents, and subsequent academic success are all examined to see how they connect to one another. This is being investigated in detail based on results from the 2015 TIMSS (Trends in International Mathematics and Science Study). The results are presented as a result of a geographic method called as Kriging. A child's future mathematical aptitude is influenced by a child's familial history, according to the research. The findings show that certain places in Finland are better at 'levelling the playing field' for children and limiting the impact of family-related determinants on educational performance than others.

Jefri Kurniawan et.al (2018) By looking at students' low performance in accounting class, we came to this conclusion. Students who lack the will to study and who have a negative school and home environment are to blame. 75 pupils from Bismen, Tanah Datar (SekolahMenengahKejuruan Negeri—SMKN) participated in this descriptive associative research. The random sampling approach was utilised since there were 64 students in the sample. We utilised a survey form to ask a series of questions to acquire this data. The data was analysed using path analysis. Students' motivation and learning results are directly linked to their school and household environments. There was a substantial correlation between student motivation and school climate, as well as between school and home settings, according to the research. Students' learning results were also shown to be significantly impacted by these three findings.

Dr. Md. Mahmood Alam et.al (2017) We wanted to find out how families affect adolescent adjustment, thus we conducted this study to find out Personal information questionnaire produced by the investigator and the Adjustment Inventory developed by Sinha and Singh were used to gather data in a descriptive survey approach. (1971). A total of 120 high school students from Darbhanga town (60 from nuclear families and 60 from joint families) were randomly recruited for the research (Bihar). The means of the various groups were compared using descriptive and inferential statistics. A considerable difference in emotional adjustment and a significant difference in social adjustment were discovered by the researchers in their research of teenagers from nuclear and combined households, respectively. A big gap exists between teenagers from nuclear and combined households when it comes to their educational outcomes.

METHODOLOGY

The Family Environment Scale-Chinese Version (FES-CV)

Chinese translation of the FES developed by Moss and Moos in 1994 (Wang and Wang, 2012) based on the FES (Moos and Moos, 1994). (Wang et al). The scale comprises a total of nine items for each of the 10 dimensions, for a total of 90 things (cohesion, expressiveness, conflict, independence, achievement orientation, intellectual-cultural orientation, active-recreational orientation, moral-religious emphasis, organization, and control). There is a scale item for each dimension. For each entry, there is a True or False choice. The higher the family's ranking, the more prominent the qualities of the family are in a certain area. According to the findings, family life is negatively impacted by conflict and control, while other factors were shown to be positively linked to it. This scale has been shown to have good structural, content, and extra-personal validity when employed on the Chinese population (Phillips et al., 1998). Coherence, expressiveness, and conflict were all examined in our study of this measure.

Statistical Analysis

FESCV and GSES scores were compared using an independent sample t-test and an independent sample Kruskal-Wallis test. Spearman correlations were used to examine the relationships between the scores on various metrics. These characteristics were grouped into independent and dependent variables: cohesiveness (cohesion), expressiveness (conflict), or self-efficacy (intermediate).

It was a quantitative investigation. Study participants' familial environments (X) were examined for their impact on their ability to study social studies (Y).

Researchers employed basic linear regression analytic methods to assess the impact of each variable. Researchers used this method of study in order to determine the extent to which the home environment (X) affects students' social studies learning outcomes (Y), as well as how much of an impact it has on the latter.

Sampling Technique Sam mop

Researchers collected data by administering written assessments to students and their parents to ascertain their social studies backgrounds and learning goals, respectively. The documentation approach is frequently used by researchers to gather information on schools and their students.

DATA ANALYSIS

Research result

After the model testing is completed, a statistical test will be conducted to determine the impact of family environment on student learning results. There will be a series of exams, as follows:

a.   Hypothesis Determination

Ho : 0 βi= = there is no influence of independent variables on student learning outcomes

H1 : 0 βi≠ = there is an effect of independent variables on student learning outcomes

α : 5%

b.   Determination of the level of significance

The significance level (alpha) for this research is 5 percent, which corresponds to a 95% level of confidence.

c.   Determination of test criteria

The test conditions are determined by comparing the t-value to the t-table. If the t-value is more than the t-table value, Ho is rejected; however, if the t-value is less than the t-table value, Ho is accepted. The alpha value used to define the test conditions may also be used to compare the significance value for the t-count. That is to say, if the significance value is less than or equal to the alpha value, the hypothesis "Ho" is rejected; otherwise, it is accepted.

Table 1 Hypothesis Test Results t

Variable	Regression Coefficient	Standard Error	t-count	Sig
Constant	5,068		13,630	.000
Family environment	.080	.354	1,813	.003

There were two groups: one with anxiety symptoms (GAD-7 score > 4) and the other without (GAD-7 score 4). We investigated the significance of the differences between the two groups' scores on the FES-CV and GSES scales. PHQ-9 scores (depressive symptoms: PHQ-9 score > 4; no symptoms: PHQ-9 score 4) were used to divide the subjects into two groups. Like with anxiety symptoms, we investigated the significance of the FES-CV and GSES scale scores between the two groups. There are statistically significant differences between the groups shown in Table 2.

Table 2 "Differences in scores of the family environment and self-efficacy under different emotions (N = 645)".

Variables	Anxiety symptoms			Depressive symptoms		
	Yes	No		Yes	No	
	M (SD)/M (P25, P75)		t/Z	M (SD)/M (P25, P75)		t/Z
FES-CV						
Cohesion	7.05 (2.25)	8.12 (1.35)	6.76***	6.64 (2.31)	8.20 (1.28)	9.09***
Expressiveness	5.34 (1.79)	5.97 (1.49)	4.66***	4.90 (1.78)	6.11 (1.42)	8.57***
Conflict	2 (1.3)	3 (2.5)	−6.12***	2 (1.3)	3 (2.5)	−6.12***
GSES	2.53 (0.56)	2.76 (0.55)	5.15***	2.47 (0.54)	2.76 (0.55)	6.26***

$P < 0.001$. FES-CV, The Family Environment Scale-Chinese Version; GSES, The General Self-Efficacy Scale.

CONCLUSION

According to this research, a pleasant home environment may have a favourable effect on the mental well-being of teenage females. Adolescent girls need their families, particularly their parents, to spend quality time with them and establish an environment where they may feel comfortable and unrestrained. In this way, they are able to maintain both their mental well-being and the safety of their surroundings. Educators and parents must be provided with the proper tools to deal with teenage females and improve their mental health. Health and other accomplishments of future generations may be traced straight back to the current period of time's physical and intellectual circumstances. On the dimension of relationships, i.e. cohesiveness, expressiveness, control, and acceptance and care there is no substantial difference in the views of men vs women. No substantial differences exist between the sexes in terms of personal development as well.

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