



Impact of Different Factors on Family Environment among Adolescents

Tumpha Deb, Research Scholar, Assam University Silchar, tumpadeb7@gmail.com

Dr. Remith George Carri, Assistant Professor, Dept. of Education, Assam University Silchar, remithcarri@gmail.com

ABSTRACT- Family environment is any condition which contributes to the overall development of individual and thus the need to foster favorable family environment is the need of an hour and more especially the need of favorable family environment is for adolescents. Adolescence is a period of stress and storm. It is also a period of self identity therefore adolescence at this stage need a family which can support, help and emancipates them. There are several factors like gender, locale and category which impact family environment. Various studies conducted on family environment provided the evidence of different factors which impact the family environment. Therefore, after reviewing various studies the researcher felt the need to conduct more study on this area. The researcher intended to study on impact of different on family environment among adolescents. For studying this, the researcher used field survey method. The population of the present study is adolescents students studying in class 11 selected from Kohima District of Nagaland. The sample of the study is 300 students of 11 standards. For measuring family environment, Family environment scale of Harpreet Bhatia and Dr. N.K. Chadha(1993) was used. For analysing data t-test was used. The present study found that gender has no impact on family environment, whereas locale and category of students have significant impact on family environment.

Keywords: Family, Family environment, Adolescents, Family Functioning, Overall development

I. INTRODUCTION

Family is the institution where a child is born and therefore, its impact in the overall development of child is immense as accepted by almost all schools of thought of psychology (Kumar & Lal, 2014). The family is a social institution which is strongly connected by bonds of attachment, care, support, control and discipline (Sharma, 2014). It is in the family where a child learns to use their mental faculties (Kalapriya, 2016). There are variations in family structure and functioning and accordingly this variation can be seen in the child's attitude, interest and achievement (Mishra & Veena, 2012). A positive family environment i.e parental support, parental control, cooperation etc contributes towards child's proper growth and development and achievement in various field of life. On the other hand, it also claimed that various structure of family environment like poor socio-economic condition, crowding etc can stand as a barrier in the child's achievement and other related factors (Halawah, 2006). Fowler (1981) studied cohesion, conflict, organization and control dimension of family environment which measures the relationship and activities of the family and it revealed that the mentioned dimension are related to the cognitive development of child. A study by Forman & Forman (2010) revealed that family functioning and family structure contributes significantly in child behavior and child behavior varies accordingly to the structure and functioning of the family. A study tested the parenting behavior i.e warmth, hostility, monitoring, parental involvement and characteristics of family environment i.e quality of parental relationship, positive family values, maternal and paternal depression etc and found that various characteristics of family environment contributes positively to the development of child's self-esteem (Krauss, Orth, & Robins, 2020). A study suggest that even within the same family, two different child are brought up in two different ways and thus the family environment for these two different child differs from each other (Daniels, Dunn, Furstenberg, & Plomin, 1985). Barnes & Farrell (1992) revealed that parenting style and monitoring is an important factor which contributes towards child's behaviour and mostly the factors like age, gender, family structure and family environment contributes significantly in child's development. Deckard, Fulker, & Plomin (2008) revealed that shared and cooperative family environment affect positively in the child development and non-shared family

environment affect negatively in the child's family environment. A study by Palos & Drobot(2010) states that the family structure, parental support and care, values and attitudes etc influence the child's development and achievement in various field of life(Palos & Drobot, 2010). Individual difference in individual personality is due to family environment. A study highlighted two negative family type i.e psychological over control and behavioral under control impact negatively in the child's external and internal growth (Barber, 1992). Another study by Aluja, Barrio, & Garcia(2005)revealed that children from aggressive, over-protective and less warm family environment experienced rejection whereas children from responsible, sensitive and supportive family environment availed success in life (Aluja, Barrio, & Garcia, 2005). Yet another study suggested that various factors of family environment like financial capital, family interaction, family roles and family structure contributes to child's success, academic aspiration, self- efficacy and expectation (Bryant, Zvonkovic, & Reynolds, 2006). A study by Shek (2010) reveals that adolescent psychological well-being and positive mental health depends on the parenting style, family functioning and family environment. Family environment is found to be effective factor which contributes to the child's achievement in various field of life(Kumar & Lal, 2014). A study by Gibson, Donna, Jefferson, & Rennee (2006) reveals that adolescent self concept was influence by the parental involvement, parenting care and support. Another study by Vahadi & Nikdel(2011) revealed that parents involvement and participation act as an effective factor for child's achievement. Jean & Buehler(1991) revealed that poor parenting is one important indicator of potential risk factor of problem behavior among youth. Another study by Kronenberg & Thompson(2010) revealed that three factors of family environment contributes significantly both positively and negatively in the child's overall development and they are support, control and conflict. Higher supportive factor helps a child to develop properly on the other hand conflict factor leads to problem behavior in the child(Kronenberg & Thompson, 2010). Problematic behavior like drug abuse, alcohol abuse and risky social behavior of adolescent are indicative of adolescent belonging to troubled family environment (Kim, Min, Min, Jin, & Yoo, 2018). Partridge & Kotler(2007) revealed that adolescent from disturbed family perform poorly in various activities of life in comparison to adolescent from intact families.Hudson, Dodd, & Bovopoulos(2011) revealed that various family environment factors like maternal anxiety, parenting and attachment are associated with behavioral inhibition of children. Further it state that poor family environment affect adversely the behavior of children. Dubois, Eitel, & Felner(1994) revealed that there is significant relationship between family organization, parent-child relationship and adjustment.

From the above review it becomes clear that family environment is an important factor which contributes to the overall development of child. Many studies has been conducted in the field of family environment linked with some other variables and in most of the studies it was revealed that family environment is linked with almost all the developmental factors of humanbeing. Studies also revealed no two family environment, family functioning and family structure is same and accordingly the contribution towards the child's growth varies. The child's mental, moral, social development is mostly emphasised by the types of family environment, family functioning and family structure. Most of the studies revealed that positive family environment helps a child to develop proper psycho-somatic structure, social functioning and proper behavior. On the other hand negative family environment is mostly responsible for child's problematic behavior. Studies on family environment also reveals that family environment is also closely related with achievement and adjustment of students. A positive and healthy family environment is required for success in every aspect of life. Therefore studies on family environment is need of all time, as family environment can decide the future of every generation. A proper and healthy family environment can contribute to success of child and a disturbed family environment can hamper the child's growth and development. Therefore, more studies should be conducted on every possible area of family environment with relation to other variables and specifically on various aspect of family environment in various societies. The researcher after reviewing various literature felt the need of study on this area.

The researcher intends to study on family environment among the higher secondary school students of Dimapur district of Nagaland, because the researcher did not come across any study on family environment among higher secondary school students of Dimapur district of Nagaland. The researcher felt the need of this study because the society of this area is very different from other areas, it holds uniqueness in itself. Although it is a patriarchal society, but it emphasised on equality in upbringing and rearing of children. This pattern is mostly depicted on the family environment. Therefore, to understand the uniqueness of family environment of this part of society and its contribution in the child developmental and other process of life this study is important.

II. METHODOLOGY

For undertaking this study field survey method was used by the researcher. The population of the study is higher secondary school students of Kohima district of Nagaland. The researcher used random sampling method to collect data. The researcher has randomly selected 14 higher secondary schools from Kohima district of Nagaland and from all these selected school one section was taken as intact group. Thus the sample of the study is 300 students of class 11 standards. For measuring family environment, Family environment scale of Harpreet Bhatia and Dr. N.K. Chadha(1993) was used. This scale consist of 3 dimensions i.e relationship, personal growth and system maintainance dimension. In total there are 69 items in this scale.

III. RESULT

In this paper both descriptive and inferential statistics was performed. Descriptive analysis like mean, median, standard deviation, skewness and kurtosis was performed and inferential statistics like t- test was performed according to the objectives as the data was found out to be normal.

Table1: Descriptive Statistics of Family Environment Statistics

Total Family environment Score		
N	Valid	300
	Missing	0
Mean		247.52
Median		246.00
Mode		242
Std. Deviation		24.211
Skewness		-.054
Kurtosis		.605

From the descriptive statistics it was found that the mean (247.52) and median (246.00) of the family environment scores are closer to each other. 242 is the mode value which indicates it is the most repeated value in family environment score. Standard deviation of 24.211 depicts deviation from the mean score. The value of skewness (-.054) is less than the normal value of zero indicating that the distribution is slightly negatively skewed and the value of kurtosis (.605) is peaker than the normal and thus it is leptokurtic.

Table 2: Analysis of Impact of Gender Factor on family environment

Group Statistics

	Gender of the students	N	Mean	Std. Deviation	t	p
TotalFamilyenvironmentscore	Male	148	246.39	23.273	-.801	.424
	Female	152	248.63	25.118	-.801	.424

From the above table it can be interpreted that the obtained p value is .424 which is greater than 0.05 and hence the null hypothesis is not rejected. Therefore we accept the null hypothesis that is there is no impact of gender on family environment among adolescents that is male and female adolescents have similar family environment.

Table3: Analysis of Impact of Locale Factor on Family Environment

	Locality of the students	N	Mean	Std. Deviation	t	p
TotalFamilyenvironmentscore	Urban	171	244.77	25.471	-2.284	.023
	Rural	129	251.17	22.001		

From the above table it can be interpreted that the obtained p value is .023 which is less than 0.05 and hence the null hypothesis is rejected. Therefore we accept the alternative hypothesis that is there is significant impact of locale on family environment that is urban and rural adolescents have difference in family environment.

Table 4: Analysis of Impact of Category Factor that is Tribal and Non-tribal Factor on Family Environment

	Category of the students	N	Mean	Std. Deviation	t	p
TotalFamilyenvironmentscore	Tribal	196	250.31	22.901	2.767	.006
	Non-tribal	104	242.27	25.809	2.667	.008

From the above table it can be interpreted that the obtained p value is .006 which is less than 0.05 and hence the null hypothesis is rejected. Therefore we accept the alternate hypothesis that is there is significant impact of category on family environment that is tribal and non-tribal adolescents have difference in family environment.

IV. DISCUSSION

The present study found that there is no significant difference in family environment with respect to gender. The finding of the study is also supported by some previous studies. Chanchal(2016),Halawah (2006), Yashoda & Devi (2016)& Pappattu & Vaitha(2017)found in their study no significant difference in family environment among higher secondary school students with respect to gender, whereas Kumar & Lal(2014)&Shafiq & Khan(2016) found there is significant difference in family environment among higher secondary school students with respect to gender.

This study also revealed there is significant difference in family environment with respect to locale i.e urban and rural. This finding is supported by some previous studies.Kumar S.(2014)&(Devi, 2014) also found that there is significant difference in family environment with respect to locale, whereas Pappattu & Vaitha(2017) found there is no significant difference in family environment among higher secondary school students with respect to locale of the students

The study also found that there is significant difference in family environment with respect to tribal and non-tribal higher secondary school students.

V. CONCLUDING REMARK

The researcher titled the study as “Impact of Different Factors on Family Environment among Adolescents”. The objective of the study was to find out the impact of different factors on family environment among adolescents. The findings of the study revealed gender have no impact on family environment among adolescents but locale and category have significant impact on family environment among adolescents. So, in light of findings of the study the researcher would like to put forth some suggestions. Although, the study revealed gender have no impact on family environment still for further improvement of family environment the researcher would like to suggest parents and other family members to create a favorable environment for children where the children can find scope to develop themselves, where the child can freely exchange their feelings and opinion, where the child can feel supportive. A positive family environment can help child to develop properly. The study also revealed locale of the adolescents has significant impact on family environment. The researcher in the light of this finding would like to put forward some suggestion. The rural family environment is a bit primitive and they live in the old days, where children grow advanced so it can be found that there lays a gap between the parents and children ways of dealing with life. The child without proper guidance and knowledge follows some advanced ways of living which lead them to some problems and the parents fail to understand the problems of the children. Thus there is need of proper guidance for parents, other family members and children regarding the changing demands of life of both parents and children and the importance of support of family to live a happy and proper life. The findings of the study also

revealed category of the adolescents have significant impact on family environment and this might be because tribal and non-tribal people follows ways of living which is very different from each other. The tribal people have specific norms, regulation of living which is different from non-tribal people. In the light of this findings it can be suggested that tribal people should emphasized more on their value system of living and should preserve and practice their cultural practices and family system which is very unique in itself but with this they also focused on the changing demands and technological demands of the society to provide a better environment for their children. For non-tribal can be seen that the value system of the family, cooperation and support within the family is now less seen within the family. Families are now less seen together. In non-tribal mostly nuclear family system is practiced and mostly both the parents are engaged in their professional life as a result the child is left alone. The child in such environment finds no way then to search for company outside the family which may not always be favorable for the child. Therefore, there is need of proper guidance for both parents and children regarding the ways of creating favorable and positive environment.

REFERENCES

1. Aluja, A., Barrio, V. d., & Garcia, L. F. (2005). Relationships between adolescents' memory of parental rearing styles, social values and socialisation behavior traits. *Personality and Individual Difference* , 903-912.
2. Barber, B. K. (1992). Family, Personality and Adolescent Problem Behaviors. *Journal of Marriage and the Family* , 69-79.
3. Barnes, G. M., & Farrell, M. P. (1992). Parental support and control as predictors of adolescent drinking, delinquency, and related problem behaviors. *Journal of Marriage and the Family* , 763-776.
4. Bryant, B. K., Zvonkovic, A. M., & Reynolds, P. (2006). Parenting in relation to child and adolescent vocational development. *Journal of Vocational Behavior* , 149-175.
5. Chanchal, B. (2016). *Mental Health of Adolescents in Relation to Emotional Maturity and Family Environment*. Punjab: Guru Kashi University.
6. Chanchal, B. (2017). *Mental Health of Adolescents in Relation to Emotional Maturity and Family Environment*. Punjab: Guru Kashi University.
7. Daniels, D., Dunn, J., Furstenberg, F. F., & Plomin, R. (1985). Environmental Differences Within the Family and Adjustment Differences . *Wiley* , 764-774.
8. Deckard, K. D., Fulker, D. W., & Plomin, R. (2008). A Genetic Study of the Family Environment in the Transition to Early Adolescence. *The Journal of Child Psychology and Psychiatry* , 769-775.
9. Devi, P. (2014). *A study of academic achievement of 10 1 students in relation to their metacognition self confidence and family environment*. Haryana: Maharshi Dayanand University.
10. Devi, P. (2015). *A study of academic achievement of 10 1 students in relation to their metacognition self confidence and family environment*. Haryana: Maharshi Dayanand University.
11. Dubois, D. L., Eitel, S. K., & Felner, R. D. (1994). Effects of Family Environment and Parent-Child Relationships on School Adjustment during the Transition to Early Adolescence. *Journal of Marriage and Family* , 405-414.
12. Forman, S. G., & Forman, B. D. (2010). Family Environment and its Relation to Adolescent Personality Factors. *Journal of Personality Assessment* , 163-167.
13. Fowler, P. C. (1981). Maximum likelihood factor structure of the family environment scale. *Journal of Cliinical Psychology* , 160-164.
14. Gibson, D. M., Jefferson, & R. N. (2006). he Effect of Perceived Parental Involvement and the Use of Growth-Fostering Relationships on Self-Concept in Adolescents Participating in GEAR UP. *Eric* .
15. Halawah, I. (2006). The Effect of Motivation, Family environment and Student Characteristics on Academic Achievement. *Journal of Instructional Psychology* , 91-100.
16. Halawah, I. (2006). The effect of motivation, family environment, and student characteristics on academic achievement. *Journal of Instructional Psychology* .
17. Hudson, J. L., Dodd, H. F., & Bovopoulos, N. (2011). Temperament, Family Environment and Anxiety in Preschool Children. *Journal of Abnormal Child Psychology* .
18. Jean, M. G., & Buehler, C. (1991). Multiple Risk Factor in the Family Environment and Youth Problem Bahaviors. *Journal of Marriage and Family* , 343-361.

19. Kalapriya, C. (2016). Family Variables and Academic Achievement among Adolescents. *International Journal of Advanced Research* , 32-36.
20. Kim, H. J., Min, J. Y., Min, K. B., Jin, T. L., & Yoo, S. (2018). Relationship among family environment, self-control, friendship quality, and adolescents' smartphone addiction in South Korea: Findings from nationwide data. *Plos One* .
21. Krauss, S., Orth, U., & Robins, R. W. (2020). Family environment and self-esteem development: A longitudinal study from age 10 to 16. *Journal of Personality and Social Psychology* .
22. Kronenberg, W. G., & Thompson, R. G. (2010). Dimensions of Family Functioning in Families With Chronically Ill Children: A Higher Order Factor Analysis of the Family Environment Scale. *Journal of Clinical Child Psychology* , 380-388.
23. Kumar, R., & Lal, R. (2014). Study of Academic Achievement in Relation to Family Environment among Adolescents. *The International Journal of Indian Psychology* | , 147-155.
24. Kumar, R., & Lal, R. (2014). Study of Academic Achievement in Relation to Family Environment among Adolescents. *Journal of Indian Psychology* .
25. Kumar, S. (2014). Emotional Maturity of Adolescent Students in Relation to Their Family Relationship . *International Research Journal of Social Sciences* , 6-8.
26. Mishra, S., & V. B. (2012). Impact of Family Environment on Academic Achievement of Secondary School Students in Science. *International Journal of Research in Economics & Social Sciences* , 42-49.
27. Palos, R., & Drobot, L. (2010). The impact of family influence on the career choice of adolescents. *Procedia Social and Behavioral Sciences* , 3407-3411.
28. Pappattu, J., & Vaitha, J. (2017). A study o Family Environment and its Effect on Academic Achievement in Science among Secondary School Students. *International Journal of Research Granthalayah* , 428-436.
29. Partridge, S., & Kotler, T. (2007). Self-esteem and adjustment in adolescents from bereaved, divorced, and intact families: Family type versus family environment. *Australian Journal of Psychology* , 223-234.
30. Shafiq, M., & Khan, R. (2016). Emotional Maturity among Adolescents: A comparative Study of nuclear and Joint Families. *Researchpaedia* , 19-25.
31. Sharma, V. (2014). Family Environment and Peer Group Influence as Predictors of Academic Stress among Adolescents . *International Journal for Research in Education* , 1-9.
32. Shek, D. T. (2010). Family Environment and Adolescent Psychological Well-Being, School Adjustment, and Problem Behavior: A Pioneer Study in a Chinese Context. *The Journal of Genetic Psychology* , 113-128.
33. Vahadi, M., & Nikdel, H. (2011). Emotional intelligence, parental involvement and academic achievement. *Procedia - Social and Behavioral Sciences* , 331-335.
34. Yashoda, K., & Devi, T. K. (2016). Influence of Home Enviroment and Type of School on Emotional Maturity of Adolescennts. *Iternatioal Journal of Environmental Ecology* , 9-14.
35. Yashoda, K., & Kalyani, T. (2016). Influence of Home Enviroment and Type of School on Emotional Maturity of Adolescennts. *Iternatioal Journal of Environmental Ecology* , 9-14.