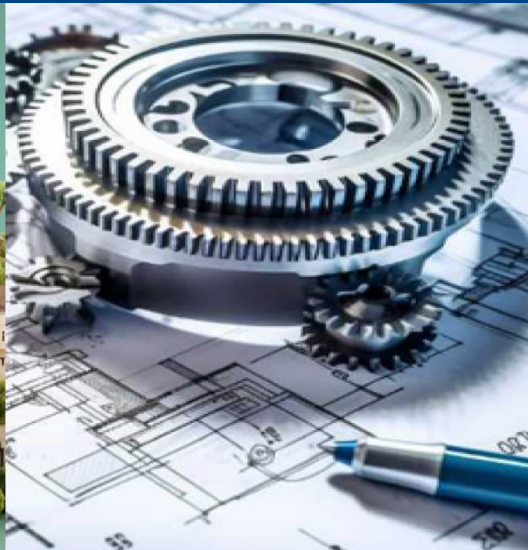
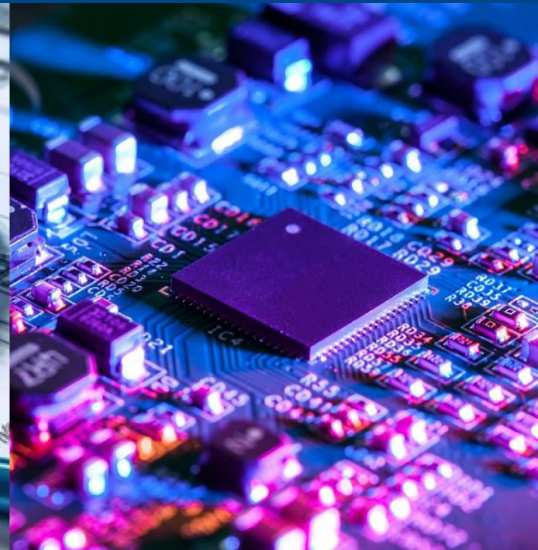
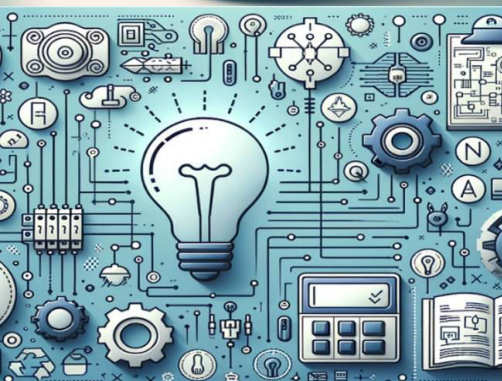




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# Family Environment of Secondary School Students from Monogamous Families in Doimukh Block, Arunachal Pradesh: A Comparative Study

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**ABSTRACT:** Family environment has a significant role in shaping a child's development or outcomes. Family always regarded as the first school of every child, a kind support, values and emotional climate that a child experience at home which helps them in shaping their educational progress, personality and adjustment in schools. In recent years, our Indian education system has witnessed several reforms which focusing on skill development, holistic development and inclusivity. However, some of the development area that often missed or unexplored is influence of family environment on student's learning and well-being. Arunachal Pradesh is a culturally diverse state, where family structure, customs and traditions plays a unique role in shaping the children development. Doimukh, with its mix of APST and Non-APST populations, presents an interesting context for studying how Monogamous Family setting different to provide guidance, support and discipline which all thing directly affect the academic performance and adjustments in school. This paper aims to study the family environment of secondary school students belonging to monogamous families in Doimukh, Arunachal Pradesh which highlights the importance of family environment among secondary school students in shaping and improving in teaching- learning process. Therefore, the present paper will examine the family environment of secondary school students in Doimukh Block based on primary data.

**KEYWORDS:** Family Environment, secondary school students, Doimukh block, Arunachal Pradesh

## I. INTRODUCTION

Education is considered as a continuous process of gaining knowledge, skills and values through formal, informal and personal development learning, which aims to developed individual growth. Through schooling and a home environment, a child experiences and learns significant growth in intellectual and social aspects. Schooling focuses on intellectual growth and social training necessary for future success, whereas the home environment of a child fosters them with emotional well- being, moral, values and interpersonal understanding that help them in overall development.

Family is the first institution where a child learn, it plays the most important role in child's development process; it is the institution where the foundation of personality, values and attitudes is formed. A child learn the basics of education from its family, a supportive environment will provide the emotional security, values, morals and encouragements for academic growth as well as help them in child's overall development. A supportive family environment values the education which creates a positive foundation for a child's ongoing academic achievements. According to Kaushal and Malaviya (2016), study revealed that children from supportive home environment show higher intellectual development. Similarly, Mishra and Shanwal (2014), reported that adolescents with positive family environment showed greater self- efficacy. Panor (2021) observed that adolescents in East Siang District with positive family relationships demonstrated higher academic achievements. Furthermore Koshy et al., (2022), revealed that factors such as maternal education and socio economic status significantly influence the quality of the home environment, which in turn affected early childhood development.

Monogamous families, is characterized by the two parents, often provide a consistent and supportive environment for a healthy environment for a child. Such family structures offer consistent guidance to their children, give emotional



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security and a role model to children for health development. Research indicates that a child with two parents often gives better psychological well-being, higher self-esteem and improved emotional regulations. According to Ete and Lourembam (2014), monogamous families provide more stable and supportive environment to their children.

The present study focuses on the family environment of secondary school students from monogamous families in Doimukh block, Arunachal Pradesh. The state has a unique socio-cultural landscape where the traditional and cultural values co-exist with modern educational initiatives. Here the schools in this region, including both government and private secondary schools, where the students belonging from different backgrounds including Arunachal Pradesh Schedule Tribe (APST) and Non Arunachal Pradesh Schedule Tribe (Non- APST) communities. To understand the family environment setting in this region is essential, as the cultural practices, their community norms and family structures shape the children academic development, emotional growth, values and morals

### II. OBJECTIVES OF THE STUDY

- 1) To study the family environment of secondary school students from monogamous families.
- 2) To compare the family environment of APST and Non- APST of secondary school students from monogamous families in Doimukh Block, Arunachal Pradesh.
- 3) To compare the family environment of government and private secondary schools students from monogamous families in Doimukh Block, Arunachal Pradesh.

### III. HYPOTHESES OF THE STUDY

- 1) There is no significant difference between the family environment of APST and Non- APST of secondary school students from monogamous families in Doimukh Block, Arunachal Pradesh.
- 2) There is no significant difference between the family environment of government and private secondary schools students from monogamous families in Doimukh Block, Arunachal Pradesh

### IV. METHODOLOGY

The details of the present study are presented in the following:

**4.1 Method:** As the present study is based on descriptive cum survey method.

**4.2 Sample of the Study:**

The target population of the study comprised of all the class X students belongs to monogamous family, studying in the four (4) sample secondary schools in Doimukh block during the academic session 2025-2026. Out of the target population the researcher selected 40 students as a sample by adopting purposive sampling technique. The details of the further bifurcation of sample students are provided in the table 1.1.

**Table 1.1**  
Showing the sample of the study

| Sl. no.     | Name of the Block | No. of schools |         | No. of students |           |         |           |
|-------------|-------------------|----------------|---------|-----------------|-----------|---------|-----------|
|             |                   | Government     | Private | Government      |           | Private |           |
|             |                   |                |         | APST            | Non- APST | APST    | Non- APST |
| 1           | Doimukh           | 2              | 2       | 10              | 10        | 10      | 10        |
| Grand Total |                   | 4              |         | 40              |           |         |           |

**4.3 Tool to be used:** Family Environment Scale developed by Shaloo Saini and Prof. Parminder Kaur (2017) had been used to collect the information in family environment of secondary schools students from monogamous families. The scale consists of 45 statements in total and nine dimensions.



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### V. DELIMITATIONS OF THE STUDY

The present study was delimited to:

- 1) Doimukh Block, Papum-pare District Arunachal Pradesh
- 2) 40 Class X students studying in four (4) sample Secondary schools during the academic session 2025-26
- 3) Variables such as family environment, race, and management types of schools.

### VI. RESULT AND INTERPRETATION

The Objective-wise results, along with the interpretation of the present study are as follows:

#### 6.1 Analysis of the Family Environment of Secondary School Students from Monogamous Families in Doimukh Block, Arunachal Pradesh.

**Table 1.2**

Showing the Summary of the Results of the Status of Family Environment of Secondary School Students from Monogamous Families in Doimukh, Arunachal Pradesh

| N  | MEAN  | SD   | Remark            |
|----|-------|------|-------------------|
| 40 | 139.5 | 22.1 | Average Congenial |

The table 1.2 indicates that the mean family environment score of secondary school students came out as 139.5. This mean score falls within the classification range of 120-151, as given on the Family Environment Scale developed and standardized by Prof. Kaur and Saini (2017) for the interpretation of family environment scores, which mean average congenial. It means the family environment of secondary school students belong to monogamous families in Doimukh is averagely congenial.

#### 6.2 Analysis of the Family Environment of APST and Non- APST of Secondary School Students from Monogamous Families in Doimukh Block, Arunachal Pradesh.

**H<sub>01</sub>**: There is no significant difference between the family environment of APST and Non- APST of secondary school students from monogamous families in Doimukh Block, Arunachal Pradesh.

**Table 1.3**

Showing the Summary of the Results of the Status of Family Environment of APST and Non-APST Secondary School Students from Monogamous Families in Doimukh, Arunachal Pradesh

| Race     | N  | Mean | SD    | D | SE <sub>d</sub> | Computed 't' value | Critical 't' value | Remark   |
|----------|----|------|-------|---|-----------------|--------------------|--------------------|----------|
| APST     | 20 | 143  | 23.7  | 7 | 6.9             | 1.01               | 2.024 at 0.05      | Accepted |
| Non-APST | 20 | 136  | 19.81 |   |                 |                    |                    |          |

The table 1.3 reveals that the estimated t-value for the difference between the family environments mean scores of APST and Non- APST of secondary school students from monogamous families in Doimukh block, came out as 1.01, which is lesser than the criterion t-value 2.024 at 0.05 level of significance for 38 df. Therefore, the null hypothesis "**H<sub>01</sub>**": There is no significant difference between the family environment of APST and Non- APST secondary school students from monogamous families in Doimukh Block, Arunachal Pradesh, is accepted.



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In addition, the mean family environment scores that came out as 143 and 136 for APST and Non-APST of secondary school students from monogamous families, respectively, falls under the average congenial level. It also shows that the family environment of APST students are slight above than the family environment of Non-APST students.

### 6.3 Analysis of the Family Environment of Government and Private Secondary School Students from Monogamous Families in Doimukh Block, Arunachal Pradesh.

**H<sub>02</sub>:** There is no significant difference between the family environment of government and private secondary schools students from monogamous families in Doimukh Block, Arunachal Pradesh.

**Table 1.4**

Showing the Summary of the Results of the Status of Family Environment of Government and Private Secondary School Students from Monogamous Families in Doimukh, Arunachal Pradesh

| Types of School Management | N  | Mean | SD    | D | SE <sub>d</sub> | Computed 't' value | Critical 't' value | Remark   |
|----------------------------|----|------|-------|---|-----------------|--------------------|--------------------|----------|
| Government                 | 20 | 141  | 24.95 | 3 | 6.87            | 0.43               | 2.024 at 0.05      | Accepted |
| Private                    | 20 | 138  | 17.96 |   |                 |                    |                    |          |

The table 1.4 reveals that the estimated t-value for the difference between the family environment mean scores of government and private secondary school students from monogamous families in Doimukh block, Arunachal Pradesh, came out as 0.43, which is lesser than the criterion t-value 2.024 at 0.05 level of significance for 38 df. Therefore, the null hypothesis "**H<sub>02</sub>**": There is no significant difference between the family environment of government and private secondary school students from monogamous families in Doimukh Block, Arunachal Pradesh, is accepted.

Further, the mean family environment scores that came out as 141 and 138 for government and private secondary school students from monogamous families, respectively, falls under the average congenial level. It also shows that the family environment of government secondary school students are slight above than the family environment of private secondary school students.

## VII. FINDINGS

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Objective wise findings of the present study are as follows:

**7.1 Objective 1:** To study the family environment of secondary school students from monogamous families in Doimukh block, Arunachal Pradesh.

- **Findings:** The secondary school students from monogamous families in Doimukh, Arunachal Pradesh, have an average congenial family environment. (Table 1.2)

**7.2 Objective 2:** To compare the family environment of APST and Non- APST of secondary school students from monogamous families in Doimukh Block, Arunachal Pradesh.

- **Findings:** APST and Non-APST secondary school students from monogamous families do not differ in their family environment. (Table 1.3)

**7.3 Objective 3:** To compare the family environment of government and private secondary school students from monogamous families in Doimukh Block, Arunachal Pradesh.

- **Findings:** Government and private secondary school students from monogamous families in Doimukh block, Arunachal Pradesh, do not differ in their family environment. (Table 1.4)

## VIII. CONCLUSION

To conclude, analysis of the family environment of secondary school students belong to monogamous families in Doimukh block, Arunachal Pradesh, reveals that they have averagely congenial family environment. Further race and management types of schools do not significantly influence the family environment of the secondary school students in the study area. However, race and types of school management do not significantly influence the family environment



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of the secondary school students in the area. This may be due to the presence of emotional support, mutual understanding, parental care and healthy relationship within the families, which help them to maintain a balance and supportive family environment among the students from monogamous families.

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