



A Study on Family Environment of Secondary School Students of Mysuru District

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Abstract

The study purports to find out whether there is a significant difference in the Family Environment of secondary school students. 150 students from different schools were selected adopting a simple random sampling technique. The data was analysed adopting statistical technique t-test. It is found that there is no significant difference in the Family Environment of secondary school students with respect to their gender and type of school.

Key words: Family Environment, Secondary School Students, Government, Private.

I. Introduction

Education is the most responsible act of nation building; the progress of a country greatly has its dependency upon the education system. Not only the education system but the most important aspect is its quality. One of the most precious objects that a country can provide to its young generation is Education itself. The psycho-social environment of the child includes dimensions like protectiveness, control, conformity, punishment, social alienation, deprivation of family status, ignorance, rejection and permissiveness, submissiveness, nurturance etc. Psychological atmosphere of a family has four parts, which represents the four general combinations; Acceptance-control, Acceptance-autonomy, Rejection-control and Rejection- autonomy (Johnson & Medinnus, 1969). Good family environment encourages among the members a sense of love, care, mutual help, understanding, sharing of strong bonds and motivation among the children to develop themselves and improve their potentialities and capabilities. However, the loss or lack of such positive feelings in the family may affect the children negatively and hamper their personality development. They may feel abandoned, neglected and have low self-esteem.

The Family Environment is a system of relationship existing between Parents and children (Clark, 2007). The family is the main setting for the experiences of the child; particularly the young child (Vohra, S). It is a dynamic set of relationships among all the people who live in the "family." The Children's behavior, ideas, thoughts, and fantasies affect the lives of those with whom they live. The behavior, ideas, thoughts and fantasies of father and mother affect the lives of their children. This group has resources that are used to adjust in life.

Family is the first place an infant gets immediately after birth and it is the mainstay for him or her where he or she feels a sense of security, happiness and all other vibes necessary for the proper development in the close interaction of the members of family, especially with their parents. After that, his or her development is dependent on the interactions in school, neighborhood etc. The importance of the interaction, between family environment and the individual, and the neighbor etc., are crucial in understanding human development and determining the social intelligence and adjustment to society and school particularly.

The family environment is the most supportive agency to the child, impacting their academic performance. In most cases the students who struggle educationally highly avoid school, leading them to drop out of the school than those who are effective. Good academic performance of a child is the outcome of combined efforts made by effective teaching on the part of the teacher, school, parents, numerous home environments, and students' learning process. Often people always blame school authorities and teachers for the poor academic results of the students. Even some parents are so ignorant about their children's education that they submit their responsibilities of educational guidance and encouragement solely to the teachers.

II. Need for the study

The family environment “involves the circumstances and social climate conditions within families. Since each family is made up of different individuals in a different setting, each family environment is unique.

Family is the most important system for a child which fosters the growth and development. Ozcinar (2006) opined that —family is a primary socialization context and considered as an important factor influencing child development. Vanwell (2000) emphasized that —family members are very important factors influencing survival, thus, strong emotional bonds evolved to faster long term commitment among parents, children and relatives. Family cohesion and supportive relationships between family members are associated with adolescent psychological adaptation (Herman et al. 2007). The conducive family environment could contribute to a healthy personality development. Martinez-Monteagudo, Delgado, Ingles and Garcia-Fernandez (2019) indicated that a deteriorated family environment increases the probability of being both a victim and an aggressor of cyber bullying, whereas a favorable family environment decreases this probability. Brenoe and Lundberg (2018) ascertained that boys were benefited more from an advantageous family environment than do girls in terms of grade-school outcomes and also a very different pattern of parental influence on adult outcomes. The students at secondary level are at transition period whose family environment play important role in supports and enhancing the well balanced personality. Hence the present study was taken up with the purpose of finding out the family environment among secondary school students.

III. Objectives of the study

The study was undertaken with the following objectives:

1. To study the whether there is difference between the Family Environment of Male and Female students of secondary school.
2. To study the whether there is difference between the Family Environment of secondary school students of government and private schools.

IV. Hypotheses of the study

The following null hypotheses are framed

1. There is no significant difference between the Family Environment of Male and Female students of secondary school.
2. There is no significant difference between the Family Environment of secondary school students among government and private schools.

V. Variables of the study

Main Variable

- Family Environment

Background Variable

- Types of School - Government and Private schools
- Gender: Male and Female students.

VI. METHODOLOGY:

The researcher has used the survey type of descriptive research method.

VII. Sample of the study

The population of the present research is secondary school students of Mysore city. For the present study, the simple random sampling technique was used to select the sample. Mysore south zone schools are selected for the study. Sample of 150 students from different schools were taken. The sample comprised of male & female students studying in 9th standard in Government & Private schools of Mysore south zone. The questionnaire of family environment scale was used.

VIII. Statistical techniques used

t-test was used to analyse the data.

IX. RESULTS AND INTERPRETATION:

Objective 1: To study the difference between the Family Environment of Male and Female students of secondary school

Table 1: Summary of 't' test on difference between the Family Environment of Male and Female students from govt and private secondary schools

Family Environment	Gender	Mean	N	Std. deviation	df	t-value	Significance at 0.05 level
	Male	232.31	89	46.550	148	0.485	Not Significant
	Female	235.93	61	41.823			

From Table (1), it is inferred that the calculated t-value (0.485), is not significant at 0.05 level as it is lesser than the table t-value of (2.0). Therefore the null hypothesis is accepted and it is inferred that family environment of both Male and Female students do not differ significantly.

Objective 2: To study the difference between the Family Environment of secondary school students among Government and Private Schools.

Table 2: Summary of 't' test on family environment of secondary school students in government and private schools

Family Environment	Schools	Mean	N	Std. deviation	df	t-value	Significance at 0.05 level
	Government	230.30	71	47.723	148	0.436	Not Significant
	Private	239.07	79	36.708			

From Table (2), it is inferred that the calculated t-value (0.436), is not significant at 0.05 level as it is lesser than the table t-value of (2.0). Therefore, the null hypothesis is accepted and it is inferred that family environment of secondary school students of Government and Private Schools do not differ significantly.

X. Findings of the study

The findings of the study are.

- There is no significant difference between the family environment of male and female of secondary school students.
- There is no significant difference between the family environment of secondary school students among Government and Private schools.

XI. Educational Implications

The family environment is important in the life of the secondary school students not only to their education but also for lifelong education. They are the future promises in the developed society. Family being a primary group of society plays an important role on socialization of the child. A knowledgeable family contributes to development of the child, which directly affects the children's education. Hence the present study made an effort to know the family environment in order to explore the role of family in the development of secondary school students the future citizens of the nation.

XII. Conclusion

Awareness programmes, speech focus group discussion should be organized parent teacher meetings at the schools and at the community to parents to make them to have a knowledge of family its role and function importance in the educational development of children.

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