
A Comparative Study of Family Environment of Secondary School Students of Chaka Block of Allahabad

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ABSTRACT:

The present study titled “A comparative study of Family Environment of Secondary School Students of Chaka block of Allahabad”. The present study aims at finding out the family environment of secondary school students. The normative survey method has been used in the study. Family environment scale standardized by Harpeet Bhatia and Chandha. N.K. (1993) was used to collect the data in the present study. Random sampling technique has been used by the investigators to select 200 secondary school students in Chaka block of Allahabad District. Important findings of the study are as: Thus family environment of secondary students of Chaka block of Allahabad District are average level. 2. It is found that the male and female secondary school students differ significantly in their family environment. The direction of difference is in favour of male students. 3. It is found that the joint family and nuclear family secondary school students do differ significantly in family environments; the direction is in favor of joint family.

INTRODUCTION

Education is the most important instrument used in the process of developing the members of the society to the next high standard of living. This instrument is initially used in the first social institution viz. family which is influencing the individual in modifying the social behavior. It is essential for a healthy living irrespective of the age of the individual. The adolescence is a period of storm and stress, intense moodiness and preoccupation with the self. The families in general and parents in particular, have often been deemed to the most important support system available to the child. It is the strongest factor in molding of students' personality. If his parents love him with a generous and possessive affection his chances of developing normally is well and good. But if they diverge from this, the child's development may be distorted (Cox & Cox, 1979), Therefore, the investigators felt the need to study the family environment of higher secondary students. In exploring how students' family background may influence the formation of supportive student-teacher relationships at school, many studies have pointed to the importance of students' family cultural environment. These studies have focused on how family environment may influence the standards that educators use to evaluate students and their parents (Kingston 2001; Lareau and Weininger 2003; Reay 2004). Using data from a central-city urban Southwestern school district, Farkas et al. (1990) conducted a study of cultural resources and social interaction in educational stratification. The study looked at differences in school achievements across gender, ethnicity, and SES groups by examining the informal academic standards that teachers used to reward

more general skills, habits, and styles of students. The authors found that school rewards were based upon the teachers' judgment of student's non-cognitive traits, such as study habits and appearance, as well as their cognitive performance.

Students' cultural resources, represented by their skills, styles, and habits, served as signals; teachers, as gatekeepers, perceived such signals and conferred appropriate rewards. Students' conduct was in turn shaped by teachers' rewards. Other studies have conceptualized home cultural environment and skills that child can bring from home to include parents' having difficulty helping with homework (Smrekar 1999); the sense of confidence and entitlement students feel when interacting with teachers (Lareau and Horvat 1999); how comfortable students feel approaching teachers (Blackledge 2001); language styles used at home; clothing styles; and styles of interaction between students and teachers (Carter 2003). These studies have measured children's home cultural environment in different ways, but they all taps on the evaluative standards that teachers use to evaluate students beyond students' academic achievement. Research on the impact of family background on student-teacher relationships emphasize limited resources at home and the lack of skills children may bring to school. The above-cited studies indicate that teachers' perceptions should also be taken into consideration when examining factors that may influence student-teacher relationships in general, and teachers' evaluations and educational expectations in particular. Keeping in view the above evidences family environments are the important distracters of students personality and their school out comes following statement has been made.

STATEMENT OF THE PROBLEM

"A comparative study of Family Environment of Secondary School Students of Chaka block of Allahabad District"

OBJECTIVES OF THE STUDY

The study has the following objectives.

1. To find out the level of the family environment of secondary school students with respect to Gender and types of family.
2. To find out the significant difference between the male and female higher secondary school students on their family environment.
3. To find out the significant difference between the joint and nuclear higher secondary school students on their family environment.

Hypotheses

In the light of the above, the following hypotheses have been formulated.

1. Family environment of secondary school students is high.

2. There will be no significant difference between the male and female secondary school students on their family environment.
3. There will be no significant difference between the joint and nuclear secondary school students on their family environment.

REVIEW OF RELATED LITERATURE

Senthilnathan (2008) conducted “A study of self- regulated learning of higher secondary students in relation to their family environment” and found that self-regulated learning of higher secondary students is closely related to their family environment.

Venkatesan (2008) conducted a study on “academic achievement of IX standard students in relation to their family environment” and found that there is a significant relationship exists between the IXth standard students’ academic achievement and their family environment.

METHOD OF STUDY

The present study aims at finding out the family environment of secondary school students. The normative survey method has been used in the study.

TOOLS USED

Family environment scale standardized by Harpeet Bhatia and Chandha. N.K. (1993) was used in the present study.

SAMPLE OF THE STUDY

Harpeet Bhatia and Chandha. N.K. Family environment scale (1993) has used to collect the sample after adoption on the present sample. Random sampling technique has been used by the investigators to select 200 secondary school students in Chaka block of Allahabad District.

STATISTICAL TECHNIQUES USED

Descriptive analysis and inferential analysis were used in the present study to test the hypotheses and interpret the data.

STATISTICAL ANALYSIS AND INTERPRETATION OF DATA

(i) Descriptive Analysis of Family Environment

The investigators divided the students in to three group’s namely high, average and low based on family environment scores by applying normal curve technique. In this study, based on normal curve students secured scores in between 220.30 to 280.10 may be classified as student with average family environment.

The first objective of the study was to find out the level of the family environment of secondary school students with respect to Gender and types of family. To achieve this objective mean of the family environment has been calculated. Description of analysis of data is shown in the table 1.

Table-1 Showing the mean values of family environment of secondary students studying in Chaka block of Allahabad District.

S. No	Variables	Sub variable	Number	Mean	Level of family environment
1.	Gender	Male	100	249.41	Average
		Female	100	247.23	Average
2.	Types of family	Joint	78	259.57	Average
		Nuclear	122	257.26	Average

Observation of the table 1 shows that data are categorized on the basis of gender and types of family. The average of family environment of male and female are 249.41 and 247.23 respectively which comes under average. Thus level of family environment of male and female is average.

Similarly 78 students come under joint family and 122 are nuclear family. Mean of family environment are 257.26. It also comes under average family environment. Thus family environment of secondary students of Chaka block of Allahabad District are average level. The calculated mean values are less than 280.10. Therefore it is found that higher secondary school students irrespective of their gender family type and birth order have average family environment.

(ii) Inferential Analysis of Family Environment

The second and third objective of the study was to find out the significant difference between the male and female higher secondary school students on their family environment. To find out the significant difference between the joint and nuclear higher secondary school students on their family environment. To achieve the second and third objective of the study inferential statistics has been applied and the description of data s shown in the table 2.

Table 2. Showing mean and SD of family environment of secondary students

S. No	Variables		Number	Mean	SD	t-value
1.	Gender	Male	100	249.41	23.28	2.18*
		Female	100	247.23	21.27	
2.	Types of family	Joint	78	259.57	21.08	2.56*
		Nuclear	122	257.26	22.30	

* Significant at .05 level

Observation of the table- 2 shows, the mean, standard deviation and 't' values for the family environment scores of the secondary school students based on their gender and family types. The 't' value calculated for the male and female students is 2.18 which is higher than the table value of 1.96 to be significant at 0.05 level of significance. Therefore, it is found that the male and female secondary school students differ significantly in their family environment. The direction of difference is in favour of male students although the male and female students family environment are at average level compare the mean value of female student is slightly higher than the male.

Observation of the Table – 2 further reveals that ‘t’ value calculated for the joint family and nuclear family students is 2.56 which is higher than table value of 1.96 to be no significant at 0.05 level of significance. Therefore, it is found that the joint family and nuclear family secondary school students do differ significantly in family environments; the direction is in favor of joint family although their family environment score is at average level. Thus the hypotheses 2 and 3 are rejected. Same is depicted in the fig.1

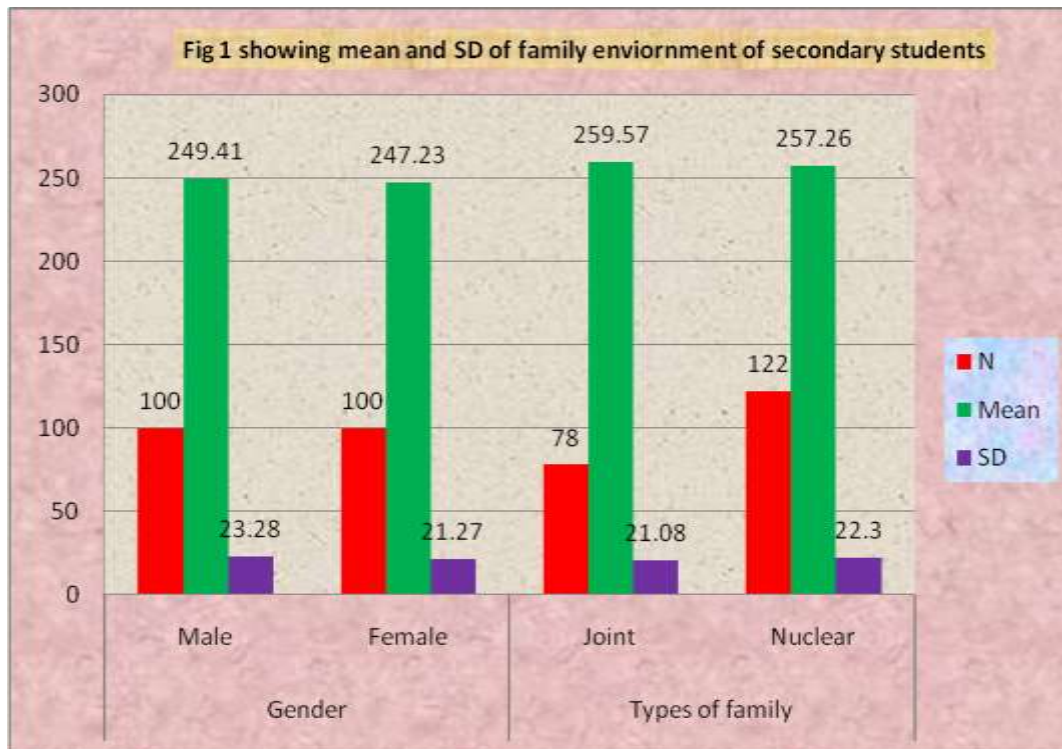


Fig 1 showing mean and SD of family environment of secondary students

FINDINGS

On the basis of data analysis and discussion of results, following are the main findings of the study.

1. Thus family environment of secondary students of Chaka block of Allahabad District are average level.
2. It is found that the male and female secondary school students differ significantly in their family environment. The direction of difference is in favour of male students.
3. It is found that the joint family and nuclear family secondary school students do differ significantly in family environments; the direction is in favor of joint family.

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