

Family environment of higher secondary students

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Abstract

The present study was taken up to find out the family environment towards the higher secondary students. The study also aimed to find out whether significant difference towards sex, type of school, locality of school, medium of school, nature of school, parental education, parental occupation, birth order and type of family. Survey method was adopted for the study, 300 higher secondary students of government, aided and private of schools of vellore district of tamilnadu state were selected by random sampling. FES by Harpreet Bhatia and Chadah NK (1993) was the tool used for data collection. Result revealed that there is no significant difference towards sex, type of school, locality of school, medium of school, nature of school, parental education, parental occupation, birth order and type of family of higher secondary students towards family environment.

Keywords: Family environment, higher secondary students, locality of school

1. Introduction

The family is the first to influence every individual. It is the family which gives the experience of living. The influence of the family on the individual is immense. The influence of other agencies, although indispensable, must build upon the ground work furnished by the family. The family environment possesses certain consistency so that the impact of the same basic values, individuals, materials and objects is felt over and over. Parental influence may not be felt in a specific situation but the attitudes and ideas expressed day after day inevitably leave their mark. Family environment denotes the extent of existences of the tree following dimensions in family.

a) Relationship Dimension

- i. **Cohesion:** Degree of commitment, help and support of family members towards one another.
- ii. **Expressiveness:** Extent to which family members are encouraged to act openly and express their feelings and thoughts directly.
- iii. **Conflict:** Amount of openly expressed aggression and conflict among the family members.
- iv. **Acceptance and Caring:** Extent to which the members are in conditionally accepted and the degree of which caring is expressed in the family.

b) Personal growth dimension

- i. **Independence:** Extent to which family members are assertive and independent to make their own decisions.
- ii. **Active – Recreational Orientation:** Extent of participation in social and recreational activities.

c) System maintenance dimension

- i. **Organization:** Degree of importance of clear organization structure in planning family activities and responsibilities.
- ii. **Control:** Degree of setting with in a family.

1.1 Need and importance

Family Environmental is one of the significant factors which decides the future of the higher secondary students. Earlier, studies were done on this area by various researchers and some are described here, Kopperunde, N (2006) ^[4] has conducted a study of the influence of pupils family environment on their academic achievement in IX standard in Tamilnadu, India and found that the parental education and family size do not show any significant differences in respect to their family environment. Padma Prabha (2006) ^[6] conducted a study of the self- disclosure of junior college students in Bangalore district in relation to their family environment in India and showed that better the family environment higher the level of self-disclosure. Philomina (2006) ^[7] conducted a study on the relationship between study habit and family environment of X standard students of Krishnagiri district of Tamilnadu state in India and found that the sex of the students belong to type of school he students are studying the locality of the school the students are residing and the locality of the students are residing in shows no significant differences in respect of their family environment. Hence, it is a dominant element, so the measurement of the family environment of the family environment becomes essentials.

1.2 Statement of the Problem

The problem chosen for the study may be stated as “A Study of family environment of higher secondary students.

1.3 Sample

Simple random sampling technique was used in the selection of the sample of as many as 300 higher secondary students in vellore district.

1.4 Method

Normative survey method has been used in the present investigation to collect the data from the higher secondary students studying in the vellore district of Tamilnadu state.

1.5 Statistical Techniques Used

The investigator used the statistical techniques, Mean, SD, 't' test and 'F' test to accept or reject hypotheses.

1.6 Operational Definitions of Key Term Used

Family is a biological unit whose members have common dwelling place, and the parents are bound together by institutionalized social relationships.

1.7 Tool Used In the Present Study

Family Environment Scale (FES) Developed by Harpreet Bhatia and Chadah NK (1993)

The scale consists of 69 statements; each statement has five options, Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree. The statements had the scoring as 5,4,3,2 and 1. The scores ranges from 69 to 345.

2. Objectives of the Study

1. To find out the significant difference if any between the male and female of higher secondary students in respect of their family environment.
2. To find out the significant difference if any between the type of school towards higher secondary students in respect of their family environment.
3. To find out the significant difference if any between the Locality of school towards Rural and urban of higher secondary students in respect of their family environment.
4. To find out the significant difference if any between the Medium of school towards higher secondary students in respect of their family environment.
5. To find out the significant difference if any between the Nature of School towards higher secondary students in respect of their family environment.
6. To find out the significant difference if any between the Parental educations towards higher secondary students in respect of their family environment.
7. To find out the significant difference if any between the Parental Occupation towards Monthly income and self-employed of higher secondary students in respect of their family environment.
8. To find out the significant difference if any between the birth order towards higher secondary students in respect of their family environment.
9. To find out the significant difference if any between the type of family towards higher secondary students in respect of their family environment.

Table 2: 'F' test among the sub sample of Type of school with respect to family environment

Type of school	Sum of squares	Mean square	DF	F Value	LS
Between the groups	802.98	401.49	2	0.056	N.S
Within groups	2141234.33	7209.54	297		
Total	2142037.32		299		

It is evident from the table 2, the calculated 'F' value is 0.056 which is not significant at 0.05 level. Hence the framed null hypothesis was accepted. It is inferred that there is no significant difference among the sub-sample of type of School with respect to family environment.

2.1 Hypothesis of the study

1. There is no significant difference between the male and female of higher secondary students in respect of their family environment.
2. There is no significant difference between the Type of School towards higher secondary students in respect of their family environment.
3. There is no significant difference between the locality of the school towards higher secondary students in respect of their family environment.
4. There is no significant difference between the Medium of school towards higher secondary students in respect of their family environment.
5. There is no significant difference between the nature of school towards Higher secondary students in respect of their family environment.
6. There is no significant difference between the Parental education towards higher secondary students in respect of their family environment.
7. There is no significant difference between Parental Occupation towards Monthly income and self-employed of higher secondary school students in respect of their family environment.
8. There is no significant difference between Birth order towards higher secondary students in respect of their family environment.
9. There is no significant difference between the Type of Family towards higher secondary students in respect of their family environment.

2.2 Differential Analysis-Family Environment Gender and Family environment

Table 1: 't' test among the sub sample of gender with respect to family environment

Gender	N	Mean	SD	t-value	L.S
Male	148	196.61	86.16	0.394	NS
Female	152	192.75	83.36		

From the table 1, it may infer that the calculated 't' value is 0.394 is less than the table (1.97) at 0.05 level. Hence the framed null hypothesis was accepted. Hence there exists no significant difference between male and female students among higher secondary students with respect to their family environment.

2.3 Type of school and family environment

2.4 Locality of school and family environment

Table 3: 't' test among the sub sample of locality of school with respect to family environment

Locality of School	N	Mean	SD	t-Value	L.S
Rural	168	191.45	86.92	0.604	NS
Urban	132	197.38	82.81		

From the table 3, it may infer that the calculated 't' value is 0.604 is less than the table (1.97) at 0.05 level. Hence the framed null hypothesis was accepted. Hence there exists no significant difference between rural and urban Students

among higher secondary students with respect to their family environment.

2.5 Medium of school and family environment

Table 4: 't' test among the sub sample of medium of school with respect to family environment

Medium of School	N	Mean	SD	t-Value	L.S
Tamil	140	192.84	88.31	0.347	NS
English	160	196.25	81.53		

From the table 4, it may infer that the calculated 't' value is 0.347 is less than the table (1.97) at 0.05 level. Hence the framed null hypothesis was accepted. Hence there exists no significant difference between Tamil and English medium

higher secondary students with respect to their family environment.

2.6 Nature of school and family environment

Table 5: 'F' test among the sub sample of Nature of school with respect to family environment

Nature of School	Sum of squares	Mean square	DF	F Value	LS
Between the groups	37135.78	18567.893	2	2.620	N.S
Within groups	2104901.53	7087.211	297		
Total	2142037.32		299		

It is evident from the table 5, the calculated 'F' value is 2.620 which is not significant at 0.05 levels. Hence the framed null hypothesis was accepted. It is inferred that there is no

significant difference among the sub-sample of nature of school with respect to family environment.

2.7 Parental Education and family environment

Table 6: 'F' test among the sub sample of parental education with respect to family environment

Parental education	Sum of squares	Mean square	DF	F Value	LS
Between the groups	17703.69	5901.23	3	0.822	N.S
Within groups	2124333.62	7176.80	296		
Total	2142037.32		299		

It is evident from the table 6, the calculated 'F' value is 0.822 which is not significant at 0.05 level. Hence the framed null hypothesis was accepted. It is inferred that there is no

significant difference among the sub-sample of parental education with respect to family environment.

2.8 Parental Occupation and family environment

Table 7: 'F' test among the sub sample of parental occupation with respect to family environment

Parental occupations	Sum of squares	Mean Square	DF	F Value	LS
Between the groups	1593.17	1593.17	1	0.222	N.S
Within groups	2140444.14	7182.69	298		
Total	2142037.32		299		

It is evident from the table 7, the calculated 'F' value is 0.222 which is not significant at 0.05 level. Hence the framed null hypothesis was accepted. It is inferred that there is no

significant difference among the sub-sample of parental occupation with respect to family environment.

2.9 Birth order and family environment

Table 8: 'F' test among the sub sample of birth order with respect to family environment

Birth order	Sum of squares	Mean square	DF	F Value	LS
Between the groups	26325.40	13162.70	2	1.848	N.S
Within groups	2115711.91	7123.60	297		
Total	2142037.32		299		

It is evident from the table 8, the calculated 'F' value is 1.848 which is not significant at 0.05 level. Hence the framed null hypothesis was accepted. It is inferred that there is no significant difference among the sub-sample of birth order with respect to family environment.

2.10 Type of Family and family environment

Table 9: 'T' test among the sub sample of type of family with respect to family environment

Type of Family	N	Mean	SD	t-Value	L.S
Joint	146	188.57	84.96	1.213	NS
Nuclear	154	200.42	84.20		

From the table 9, it may infer that the calculated' value is 1.213 is less than the table (1.97) at 0.05 level. Hence the framed null hypothesis was accepted. Hence there exists no significant difference between Joint and Nuclear family of higher secondary students with respect to their family environment.

3. Major Findings of the Study

1. There is no significant difference between Male and Female higher secondary students with respect to family environment.
2. There is no significant difference between Government, Aided, and Private higher secondary students with respect to family environment.
3. There is no significant difference between Rural, and Urban higher secondary students with respect to family environment.
4. There is no significant difference between Tamil and English higher secondary students with respect to family environment.
5. There is no significant difference between Boys, Girls, and Co-Education higher secondary students with respect to family environment.
6. There is no significant difference between Uneducated, School Education, College Education, and Diploma higher secondary students with respect to family environment.
7. There is no significant difference between Monthly income and Self Employed higher secondary students with respect to family environment.
8. There is no significant difference between 1st, 2nd, and 3rd employed higher secondary students with respect to family environment.
9. There is no significant difference between Joint and Nuclear employed higher secondary students with respect to family environment.

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