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FAMILY ENVIRONMENT OF HIGHER SECONDARY SCHOOL STUDENTS

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Abstract

Family is the basic primary group and the natural matrix of personality. Family environment plays very subjective role in the society but how those concepts are taking crisis in the present society. The family environment is very important for child's mental and physical development. In the educational scenario the study on family environment, will have the mixture of general and specific types is found to be the part of individual students personality make up. It is necessary to understand the higher secondary school students, family environment. This study is significant to understand the family environment of higher secondary school students. The sample consists of 300 higher secondary students. Family Environment was standardized by Dr. Harpreet Bhatia and Dr. N. K. Chandha (1993). Survey method was employed to describe and interpret what exists at present. The findings reveal that higher secondary students differ in their family environment based on gender, type of family and locale; did not differ based on their group of study and medium of instruction.

Keywords: Family environment, Higher secondary students.

INTRODUCTION

“According to Maclver and Page (1956), Family is the most important primary group in the society. The Family is a group defined by a close relationship, sufficiently precise and enduring to provide for the production and upbringing of children”.

Family is the basic primary group and the natural matrix of personality. Broadly speaking, Family is a single unit of people who live together and share life's basic day-today functions. Human demonstrate the need for such a core group and the need for each individual to grow. These dual sometimes, contrasting, human needs create the paradox of the family unit, in which exist struggle for separateness and togetherness, difference and similarity, protection and freedom, support and independence. It is the responsibility of every family that it should teach the children and give them good education. It should see that none is illiterate. In fact family is one of the important educational agencies. The child gets the first lesson only in the family. In addition to several educations, a family provides and arranges for vocational education of its members as well.

NEED AND IMPORTANCE OF THE STUDY

Family environment plays very subjective role in the society but how those concepts are taking crisis in the present society. The family environment is very important for child's mental and physical development. In the educational scenario the study on family environment, will have the mixture of general and specific types is found to be the part of individual students personality make up. It is necessary to understand the higher secondary school students, family environment. This study is significant to understand the family environment of higher secondary school students.

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OBJECTIVES OF THE STUDY

9. To find out the level of family environment of higher secondary students
10. To find out the significant difference in the family environment of higher secondary students based on gender, group of study, medium of instruction, type of family and locale.

HYPOTHESES OF THE STUDY

7. The level of family environment of higher secondary students is moderate in nature.
8. There is no significant difference in the family environment of higher secondary students based on gender, group of study, medium of instruction, type of family and locale.

METHODOLOGY

Method: Survey Method is used for the study

Sample: The investigator, in the present study used the stratified random sampling technique. The samples selected for the study were higher secondary school students from Vellore district of Tamil Nadu state. The sample was stratified on the basis of gender (Male and Female) and randomly selected. The size of sample was 300 students.

Tool Used: Family environment scale was standardized by Dr. Harpreet Bhatia and Dr. N. K. Chandha (1993). This scale consists of 69 items with the response category of strongly agree, agree, neutral, disagree and strongly disagree.

ANALYSIS AND INTERPRETATION OF THE DATA

Table 1. Level of Family Environment of Higher Secondary Students

Variable	Levels	Frequency	Percent
Family Environment	Bad	75	25.0
	Good	149	49.7
	Better	76	25.3
	Total	300	100.0

From the above table it is observed that the level of family environment among higher secondary students is good in nature. Hence the null hypothesis is accepted.

Table 2. N, Mean, S.D. and t- value of Family Environment of Higher Secondary Students based on their Gender, Group of Study, Medium of Instruction, Type of Family and Locale

Sl. No.	Variable	N	Mean	Std. Deviation	t- value	Level of significance	
1	Gender	Boys	150	210.46	32.136	10.869	0.01
		Girls	150	243.17	18.047		
2	Group of study	Arts	130	225.28	28.872	0.756	Not Significant
		Science	170	227.99	32.139		

3	Medium of Instruction	Tamil	200	225.95	30.543	0.691	Not Significant
		English	100	228.55	31.227		
4	Type of Family	Nuclear	142	221.08	31.813	3.107	0.01
		Joint	158	231.97	28.893		
5	Locale	Rural	150	228.78	29.804	1.108	0.01
		Urban	150	224.85	31.635		

From the above table it is observed that there is no significant difference in the family environment of higher secondary students with respect to their group of study and medium of instruction. Hence the null hypothesis is accepted.

Similarly, it is also found that there is significant difference in the family environment of higher secondary students based on their gender, type of family and locale. Hence the null hypothesis is rejected.

DISCUSSION

The finding of study clearly states that there is no significant difference in the family environment of higher secondary students with respect to their group of study and medium of instruction. Similarly, there is significant difference in the family environment of higher secondary students based on their gender, type of family and locale. The girls' students have higher family environment than the boys' students. While considering the family environment based on type of family and locale, the students from urban area have more mean score in their family environment than the students from rural area.

CONCLUSION

Family and school differ from each other in their priorities, in the demands and expectations that they try to meet, in their organization of space and time, in their distinctive ways of relating to children, in their formality, and in some cases, in their culture and language. Further, families differ from each other on a variety of characteristics; some of the variation is related to their location. The present study is very much useful to understand the concept of family environment.

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Miscellany

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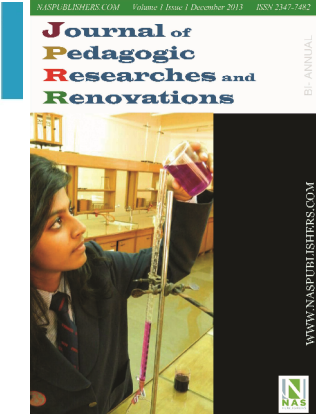
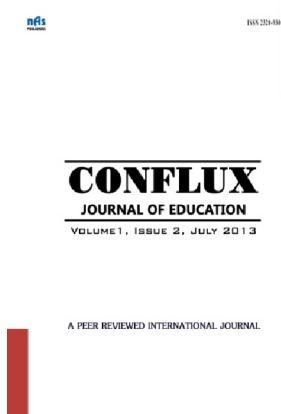
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