



A study of the family's educational environment of upper primary school children in relation to type of family and gender

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Abstract:

The purpose of the present study was to study the educational environment of the child's family in terms of the child's gender and family type. Parents of 100 children from Saurashtra Upper Primary School were randomly selected for the purpose of study. The educational environment measurement tool was used to measure the family's educational environment. In which the data was analyzed by the "t" test. At the end of the present study, it was found that the educational environment of the girls' family was better than the educational environment of the boys' family. The educational environment of a joint family and the nuclear family was not different.

Key words: - Family, educational environment, child

1. Introduction

Family is the pioneer unit of the Indian society. The child starts learning from the family. The child tries to learn from the family members. Thousands of years of experience gained by the society and the nation are instinctively acquired by the child in the family. Through the family he learns the culture of his own society. The foundation of a child's physical, mental, social and spiritual development is laid in the family. The child's character, skills, habits, the each and every thing in life are cultivated in the family. The family is the child's first school so it is very important that every family maintains this specialty and characteristic of the Indian family.

The family educational environment is very important for the holistic development of the child. The child's educational and mental development will take place only if he has to provide a proper educational environment. Chauhan, Shraddha Singh (2016) studied the influence of family environment and mental health of secondary school students on their academic achievement. At the end of the study, the researcher concluded that there was no significant difference between the family environment of secondary school students on the basis of area while there was a significant difference between the family environment of secondary school students on the basis of caste. Which shows how much the family environment affects a child's mental health and academic achievement. In the present study family educational environment of Gujarat has been studied. As per Joeli Nabuka [1984] study concluded that the interest of family members, support and their psychological stimulation towards their children significantly affect their academic achievement. In brief, Indian students performed better in different subjects than their Fijian counterparts. Home educational environment plays important role, it was revealed in the results of the study by Lawrence A. Kurdek [1988] that the students with single parents or step father or mother were poor in academic achievement and have problematic behavior. Each and every factors of home environment affects the student's performance at school. Cherian V.I. [1990] found that there is a significant negative

relationship between scholastic achievement and punishment of child at home. The results prove that if we punish the child at home frequently his academic performance suffers a lot. Further, Hine [1991] find out the factors affecting the achievement of the students. He found the factors like efforts of language development, aspiration given by members, family support system, optimism of family members and family bondage are the factors which affect achievement of children.

Perception of students to their family climates is related to their achievement. Ethel L Jones [1996] found in his research that there is positive relationship between academic achievement and students' perception of their family environment. Further there is a relationship between student's perception of the family climate and achievement. The perception of mother and mathematics' achievement is also significantly related. James L. Rodriguez [2002] has done Regression analyses to know the relationship between family environment and student's grade in three generation. It is found that family involvement is predictor of student's achievement in all the three generation.

From the above study it is revealed that there is a relationship between family / home environment is important in performance of students at school. The present study is aimed to study the home environment of student in relation to their gender and type of family.

2. Research Objectives

The objectives in the present research are as follows.

1. To study the educational environment of the family.
2. To study the educational environment of the family in the context of the child's gender.
3. To study the educational environment of the family in terms of family type.

3. Research Hypothesis

H₀₁ There will be no significant difference between the scores of boys and girls obtained on "Family Educational Environment Measurement" scale

H₀₂ There will be no significant difference between the scores of children with joint family and children with nuclear family obtained on the "Family Educational Environment Measurement" scale

4. Variables included in the research

The following variables were related in the present research.

4.1 Dependent variable

The educational environment of the family

4.2 Independent variables

Gender — Boys / Girls

Type of family - Joint / nuclear

5. Research Method

In the present study educational environment of the family has been studied. The study has been conducted in relation to gender of the student and type of family of the student. To reach the objective data has been collected. Data was collected from the sample. The details of the selection of the sample has been given in the next part of the chapter. The method of the present study was survey. Other details of the study are given below.

6. Population and Sample

Here the family of Gujarati medium upper primary school going children of Saurashtra region was a

population of the research. From them 4-4 Gujarati medium primary schools was randomly selected. Among them 2 rural and 2 urban schools were randomly selected, parents of 25 children from each school were randomly selected. Thus, a total of 100 parents were selected as samples.

7. Tool

The objective of the present study was to study family educational environment. To meet the objective data of family educational environment was needed. To collect the data family educational environment tool has been constructed. The five-point scale items were chosen for the tool. There were 50 items in the tool.

8. Testing of Hypothesis

To test the hypothesis the data was analyzed by t- test. The details of the statistical techniques are given below.

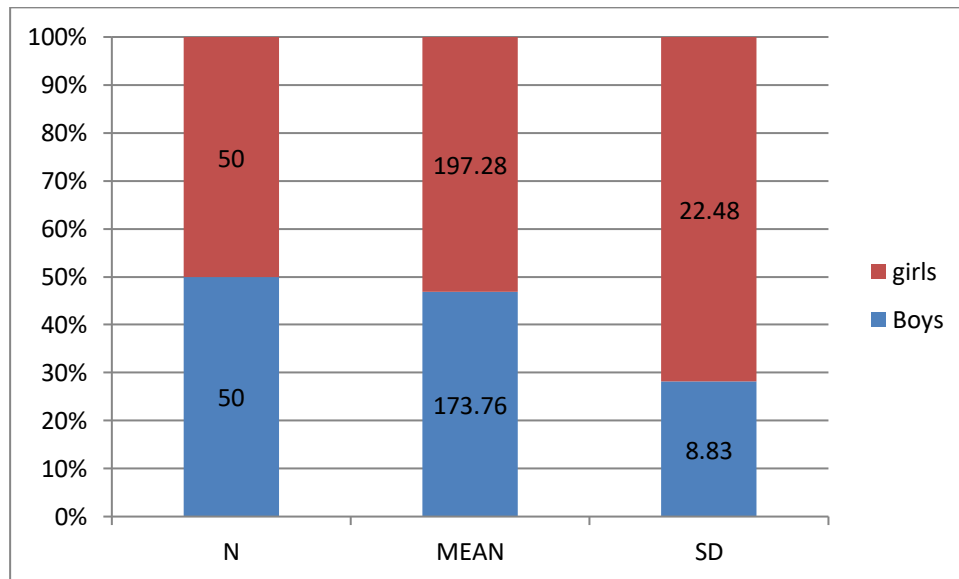
9. Effect of Gender

Hypothesis -1

There will be no meaningful difference between the scores of boys and girls obtained on "Family Educational Environment Measurement" scale.

Table 1: Result of family educational environment measurement test by gender

	N	MEAN	SD	SED	MEAN DIF.	t VALUE	CONFIDENT LEVEL
BOYS	50	173.76	8.83	3.42	23.52	6.89	0.01
GIRLS	50	197.28	22.48				



Form the table No. 1 and the graph it can be seen that the mean scores of boys and girls are 173.76 and 197.28 respectively. The standard deviation is 8.83 and 22.43 respectively. The value of t test is 6.89. the obtained value is greater than the table value at 0.01 level of significance. Thus, the hypothesis H01“There will be no meaningful difference between the scores of boys and girls obtained on "Family Educational Environment Measurement" scale is rejected. It can be said that the educational environment of the girls' family is better than the educational environment of the boys' family.

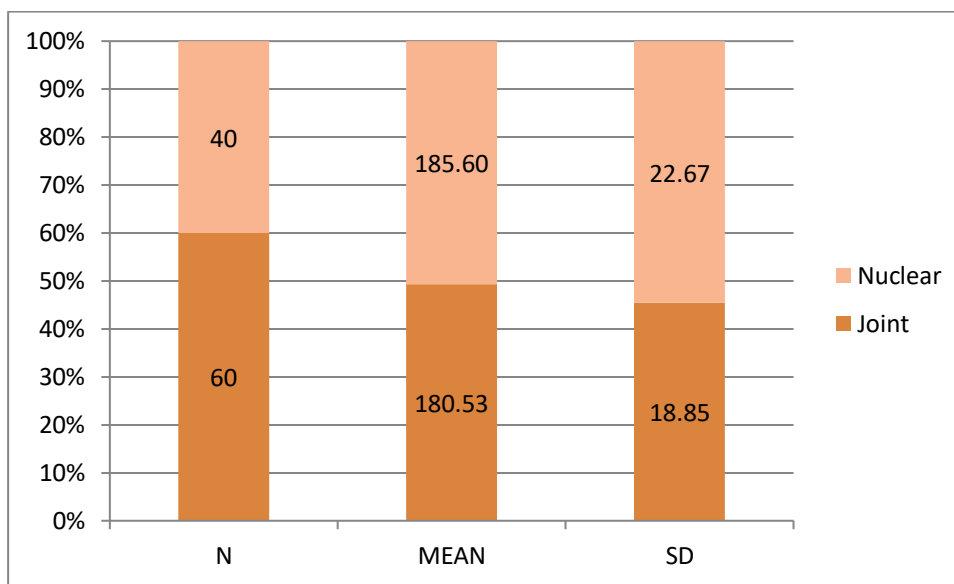
10. Effect of type of family

Hypothesis-2:

There will be no significant difference between the scores of children with joint family and children with nuclear family obtained on the "Family Educational Environment Measurement" scale.

Table 2: Result of family educational environment measurement test according to type of family

	N	Mean	SD	SED	Mean Dif.	t value	Confident Level
Joint	60	180.53	18.85	4.33	5.07	1.17	N. S.
Nuclear	40	185.60	22.67				



Form the No. 2 and the graph it is found that the mean scores of a joint family and a nuclear family is 180.53 and 185.60 respectively. The standard deviation is 18.85 and 22.67 respectively. The “t” value for the difference between them is 1.17. Thus, the hypothesis H02“There will be no significant difference between the scores of children with joint family and children with nuclear family obtained on the "Family Educational Environment Measurement" scale” is not rejected. It can be said that there is no significant difference between the educational environment of a family with a joint family and the educational environment of a family with a nuclear family.

11. Findings and discussion

At the end of the presented research it was found that gender affects the family educational environment of the child. The educational environment of a girl's family is better than the educational environment of a boy's family. The type of family does not affect the educational environment of the child's family. The educational environment of a family with a joint family and the educational environment of a family with a nuclear family were the same. The researcher realized from the results of her research that gender affects the educational environment of the family so there is still a need to improve the educational environment in the boy’s family for which the member of family should undertake different steps. Form the results of board examination we can see that girls get more numbers. The result of the present study gives the reason of the situation. It can be said form the study that due to educational environment of the family girls get more numbers in the exam. The result of the present study in regard to educational environment of the

different types of family is different form the study of Lawrence A. Kurdek [1988]. Further study is need to study relation between the family educational environment and type of family.

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