

A Study of Students Attitude Towards School and Family Environment

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ABSTRACT

The present investigation aimed to get an insight into Attitude towards School among adolescent boys and girls in relationship with Family Environment. The study was carried out in the schools of Chandigarh on a sample of 200 adolescents (100 Boys + 100 Girls) from four Schools were randomly selected. The tools used in the investigation were the socio-personal profile developed by the investigator, Raos School Attitude Inventory (Rao, 1992) and Family Environment (Vohra, 1998). The finding revealed irrespective of caste and religion and no significant difference existed between the mean score of boys and girls regarding attitude towards school. It was also found that highly significant difference existed between the two samples with regard to competitive framework, independence, recreational organization. Finding showed that a positive co relation with attitude towards school and family environment.

Key Words : Family environment, Students, Caste, Boys, Girls

INTRODUCTION

In psychology, an attitude is a psychological construct. It is a mental and emotional entity that inheres in or characterizes a person. It is an individual's predisposed state of mind regarding a value and it is precipitated through a responsive expression towards a person, place, thing, or event which in turn influences the individual's thought and action. The term "school attitude," representing a student's positive or negative feelings associated with school, describes students' subjective well-being in school. Positive attitude is the belief that good things will happen and that one's efforts will be crowned with success. Positive attitude is based on optimism, hope and belief that hard work is never wasted nothing gears up people to make whole-hearted efforts to perform some task as positive attitude (Myers, 2012). Students with positive orientation toward school show high measures of self-efficacy, lower level of depression, less likely to achieve alcohol, less likely to involve in socially deviant behaviour, more stable in employment, healthier, more active as a citizen. Students who are on the "right track,"

with little time or interest in engaging in destructive or problem behaviour. They also are found to have more positive relations with teachers and other adults (Jessor *et al.*, 1995).

Family is a small unit of society, scholastic system determining the performance of the child, child care and socialization. Child ability, skill, adjustment capacity, self esteem, safety, and behavioural activities are determining in family climate. These aspects enhance their learning performance. It is the primary institute where a child gets an opportunity to learn interact and socialize with other members. Studies (Baharudin and Luster, 1998) have shown that the home environment affects the academic achievement in children. The childhood experiences have a big influence in building child's personality. Good family environment can motivate children to develop themselves and improve their capabilities and potential. Meanwhile, when the family neglect their children, this condition gives negative effects on a child's personality. The loss sense of love and family causing bad result in education. They feel neglected and abandoned and thus it hinders its ability to foster a sense

of self-esteem that can benefit him/her and the community around it.

Objectives:

- To study the attitude towards school and home environment of 8th grade students.
- To find out gender difference, if any, in attitude towards school and home environment.
- To find out inter-correlation among various variables of the study.

METHODOLOGY

A comprehensive study was conducted in the selected Government Model and Private Schools of Chandigarh (UT). A list of all Government Model and Private Schools of Chandigarh was obtained. From this list, 2 Government and 2 Private schools were selected randomly. The selected schools were Government Model School, Sector- 10 Chandigarh, Government Model High School, Sector- 11 Chandigarh, Ankur Public School Sector- 14, Chandigarh and D.A.V. School Sector -8, Chandigarh. From each selected school, 25 Boys and 25 Girls were selected randomly from Class 8th, irrespective of their caste, creed, economic status and ordinal position. Thus, the final sample size comprised of 200 students 100 Girls and 100 Boys.

Psychological tool used:

The present study investigated to measure the attitude of students towards their school and the test used was developed for use with school children. For the present investigation, 'Rao's Study Attitude Inventory' constructed and standardised by Rao (1992) was used.

Family environment:

Family environment scale was developed as a means to get information about the family environment in a rapid, objective and standardized manner. The scale has no time bound. Total 98 statement based items are included in

the item sheet. Each statement has 2 possible answers. It is based on Seven (07) dimensions were covered. Competitive Framework (Cf), Cohesion (Co), Expression (Ex), Independence (In), Organisation (Or), Recreational Orientation (Ro).

Statistical analysis:

The data was analyzed. To find out the difference in mean scores of various variables in boys and girls, t-test was used. Karl Pearson's Coefficient of Correlation was applied to find out inter correlation among various variables of the study.

RESULTS AND DISCUSSION

Table 1 presents data regarding the percentage distribution of students with regard to attitude towards School.

The findings given in the Table 1 highlighted that majority of the boys and girls had neutral (59% and 55%, respectively) followed by positive attitude (41% and 45%, respectively) towards school.

Data related to percentage with regard to distribution of family environment of students has been furnished in Table 2.

A glance over Table 2 clearly highlights that a majority of boys and girls had high level of expression (66% and 69%, respectively) had moderate cohesion (55% and 54%, respectively) closely followed by high level (43% and 46%, respectively) and moderate organisation orientation (52% and 62%, respectively; high 43% and 38%, respectively). Their family had moderate level of independence (82% and 63%, respectively), moderate recreational orientation (78% and 66%, respectively).

The difference was found between the two type of sample with regard to competitive framework and moral orientation respectively. Boys had moderate level of competitive framework (70%) and moral orientation (51%) where as girls had high level of competitive framework (58%) and moral orientation (58%).

Table 1 : Percentage distribution of students with regard to attitude towards school

Variables	Categories	Students		Total Sample (%)
		Boys (%)	Girls (%)	
Attitude towards School	Positive	41.0	45.0	43.0
	Neutral	59.0	55.0	57.0
	Negative	0.0	0.0	0.0

Table 2 : Percentage Distribution of Sample with regard to Family Environment

Variables	Components	Categories	Students		Total Sample (%)
			N=200(100 Boys and 100 Girls)		
			Boys (%)	Girls (%)	
Family Environment	Competitive Framework	High	29.0	58.0	43.5
		Moderate	70.0	42.0	56.0
		Low	1.0	0.0	0.5
	Cohesion	High	43.0	46.0	44.5
		Moderate	55.0	54.0	54.5
		Low	2.0	0.0	1.0
	Expression	High	66.0	69.0	67.5
		Moderate	33.0	31.0	32.0
		Low	1.0	0.0	0.5
	Independence	High	14.0	32.0	23.0
		Moderate	82.0	63.0	72.5
		Low	4.0	5.0	4.5
	Moral Orientation	High	47.0	52.0	49.5
		Moderate	51.0	47.0	49.0
		Low	2.0	1.0	1.5
	Organisation	High	43.0	38.0	40.5
		Moderate	52.0	61.0	56.5
		Low	5.0	1.0	3.0
	Recreational Orientation	High	16.0	32.0	24.0
		Moderate	78.0	66.0	72.0
		Low	6.0	2.0	4.0
Total Family Environment	Poor	0.0	0.0	0.0	
	Moderate	39.0	32.0	35.5	
	Good	61.0	68.0	64.5	

On the whole, they perceived their family environment as good (Boys 61% and Girls 68%).

In order to find out the difference between boys and girls with regard to scores of various variables of the study- student problems and family environment of 8th class students, t- test was applied. Mean, standard deviation and t- values were calculated (Table 3).

No significant difference existed between the mean score of boys and girls regarding attitude towards school.

A glance over the Table- 4 clearly indicates that highly significant difference existed between the mean score of boys and girls with regard to competitive framework (t=5.281, p<0.01), and total family environment (t=2.804**, p<0.01) while significant differences existed between with regard to independence (t=2.058, p<0.05) and recreational orientation (t=2.352, p<0.05) . Girls as compared to boys were found to have

more competitive framework, independence, and recreational orientation

The present results showing higher competitive framework, independence, recreational orientation and positive family environment for girls than that of boys are in the lines findings of Makwana and Kaji (2014) and Latha (2014). They all revealed that there is no significant gender difference with regard to boys and girls in term of competitive framework and independence.

Girls as compare to boys perceived more emphasis given to competition in their families and they also perceived their family more positive as compare to boys. Significant difference between boys and girls were found with regard to independence, recreational orientation. Girls as compare to boys were found to perceive more of independent and emphasis given on recreational activities in their families.

Table 3 : Significance of mean difference between scores of boys and girls

Components	Categories	Mean	Std. Deviation	Std. Error of Mean	t-value	p-value
Attitude towards	Boys	97.6100	12.33857	1.23386	.895	.372
School	Girls	95.8700	15.01895	1.50189		

Table 4 : Significance of mean difference between boys and girls scores for family environment

Variable	Components	Categories	Mean	Std. Deviation	Std. Error of Mean	t-value
Family environment	Competitive Framework	Boys	6.7100	1.48593	.14859	5.281**
		Girls	7.7800	1.56589	.15659	
	Cohesion	Boys	7.1600	1.46832	.14683	1.416
		Girls	7.4600	1.52700	.15200	
	Expression	Boys	7.9000	1.79505	.17951	1.201
		Girls	8.1800	1.48650	.14865	
	Independence	Boys	5.8500	1.69384	.16720	2.058*
		Girls	6.4000	2.08409	.20841	
	Moral Orientation	Boys	7.3600	1.68487	.16849	.769
		Girls	7.5300	1.47244	.14316	
	Organisation	Boys	7.2700	1.75726	.17573	.269
		Girls	7.2100	1.37286	.13729	
	Recreational Orientation	Boys	5.8200	1.54645	.15465	2.352*
		Girls	6.3600	1.69682	.16968	
	Total Family Environment	Boys	48.0700	7.19463	.71946	2.804**
		Girls	50.9200	7.17836	.71784	

*Significance at 0.05 level

** Significance at 0.01 level

The present result revealing girls perceiving more emphasis on competitive framework, independence and recreational orientation as well as positive environment in their families as compare to boys could be due to the fact that parents have started giving their daughters more independence emphasis on competition as well as recreational activities because now they consider their daughter as par with sons and are interested in their holistic development.

Inter - correlation among Various Variables of the Study:

In order to find out the inter- correlations among various variables of the study of total sample, Karl Pearson's Coefficient of Correlations was used and the coefficient have been furnished in Table 5.

**Table 5 : Inter - correlations among various variables
N=200(100 Boys, 100 Girls)**

Variables	Attitude towards School	Family Environment
Attitude towards School	1	.161*
Family Environment		1

*Significance at 0.05 level

** Significance at 0.01 level

The present result also shows significant positive correlation between attitude towards school and family environment ($r=.161^*$, $p<0.05$). It also highlights that more positive will be the family environment, more positive would be the attitude towards school and *vice-versa*.

With regard to positive correlations between attitude towards school and family environment, the obtained results are in the lines with the findings of Benard (1971), Mulkey *et al.* (1992), Coleman *et al.* (1996), Lambron *et al.* (1999), Springer, Wright and Mc Call (2003) and Raj and Latha (2005).

The justification for the present result could be given in light of the fact that family environment which has enough cohesion among family members as well as where due to emphasis is given to promote independence, competitive framework and expressiveness is likely to show positive result in the life of children and in their school life too.

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