



RESEARCH ARTICLE

Family Environment in Relation to Student's Attitude towards Education: A Survey Study from Different Schools in Ferozepur

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ABSTRACT

The present study was conducted on study of Family environment in relation to student's attitude towards education. In this study consists of data from different schools in Ferozepur. The data were collected through mailing, questionnaire and personal visits. The discipline statistical technique was used for analysis of the data. Result of study revealed that there was a significant difference between the family environments of student's of literate and illiterate parents and significant difference between the attitude towards education of students of literate and illiterate parents.

Key words: Family, Environment, Education, Students

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INTRODUCTION

In all the civilized societies existing on this planet, the institution of family is deemed as the single most significant influence in the development of children. From their birth to their maturity, children remain under the direct and personal influence of their parents. The child initially experiences and learns the meaning of meaningful behavioral patterns from his/her parents. As children interact in the family, they tend to initialize the values and habit patterns of their parents. It is the parents who sow the seeds for the development of personality traits in children. Serving as the first socializing agents, parents facilitate the learning of manifold activities around which the human life revolves. Children observe and imitate the behavior of significant adults in life and surely parents are in the category of most significant personalities for them. Parents are universally acknowledged as first teachers for children. They consciously and unconsciously provide basic education to children with regard to social sensitivities, values and ideals.

Family pattern in our society are undergoing a rapid change. The basic unit of our family structure is also changing. The old institution of joint family system has lost its lustre and is being rapidly replaced by that of the nuclear family. This invariably has direct effect on intra-family relationships and psychological behaviour of the adolescents. But somehow, in the city life, literate parents have positive impact on family relations and also on the adolescent children

OBJECTIVES

1. To study family environment of senior secondary school students
2. To study attitude towards education of senior secondary school students.
3. To compare family environments of senior secondary school students of literate and illiterate parents.
4. To compare attitude towards education of senior secondary school students of literate and illiterate parents.
5. To find correlation of family environment and attitude towards education of senior secondary school students.

HYPOTHESES

1. There exists no significant difference between family environments of senior secondary school students of literate and illiterate parents.

2. There exists no significant difference between attitude towards education of senior secondary school students of literate and illiterate parents,
3. There exists no significant correlation between family environment and attitude towards education of senior secondary school students.

DELIMITATIONS OF THE STUDY

1. The study will be conducted in senior secondary school students of Ferozpur district.
2. The study will be limited to 200 senior secondary school students.
3. Only two variables Family environment and attitude towards education will be studied.

FAMILY

The family is basically a unit in which parents and children live together and family gives the child his first experience of living. Family is important to the well being of each of us and to the strength of society. It is the best place where we can receive the essential human care, support and a sense of purpose. According to New Webster's Dictionary (2004), Family is a group of persons, consisting of parents and their children. According to Noor (2014), Family consisted of a man and women with a child or children and servants. Family is a biological social unit, more or less durable association of husband, wife and children?

ENVIRONMENT

Environment is a process under which suitable conditions change the shape of a raw material. Right from birth till his death, an individual is immersed in some or the other kind of environment. Among various environmental factors 'family' or 'home' is the most important factor, which directly or indirectly affects the child's development. The word environment is derived from the word Environ or environed meaning to surround, to encompass, to encircle. Environment is the surroundings or the condition influencing the development or growth which can be understood as a system which includes all living and non living things.

Webster's dictionary (2001) defines environment as the aggregate of all conditions affecting the existence, growth and welfare of an organism or a group of organisms. Environment covers all the outside factors that have acted on the individual since he began life. Akem (2008) defined the environment as a place where the child functions. This includes home, the school, the peer group, the classroom, the totality of the child's upbringing including his spiritual life, tissue needs, social needs, psychological needs it is defined not to mean only the place in which the child lives (physical) but also the people with which he comes in contrast with (social)

Ogbemudia and Aiasa (2013) define an environment as the immediate surroundings in which the pupils find themselves. It is also referred to as the physical and psychological conditions that affect children.

THE FAMILY ENVIRONMENT

The family environment "involves the circumstances and social climate conditions within families. Since each family is made up of different individuals in a different setting, each family environment is unique.

Job (2003) defined family environment as the general emotional atmosphere or tone in a family. At times, the emotional climate may be difficult to perceive as it, truly exists, because of a facade created by others. To determine the family environment, there is an interpersonal relationship among family members on the directions of personal growth emphasized in the family and on the organization or structure of the family. Family environment mainly measures the three domains of the family climate. The relationship dimension, personal growth or goal orientation dimension and system in maintenance and change dimension.

ATTITUDE

Virtually any response of an individual toward an object when it is reliably associated with the respondent's tendency to evaluate the object in question is called attitude. It is the result of combined beliefs and feelings that a person holds with regard to that object. Person who is

outgoing or reclusive, honest or dishonest, dominant or submissive; that she or he opposes or favours education, likes or dislikes a subject is reflected through his thinking and behavior. These traits are not part of a person's physical characteristics, nor do we have direct access to the person's thoughts and feelings. Thus, personality traits and attitudes are latent, hypothetical characteristics that can only be inferred from external, observable clues. The most important such cues are the individual's behavior, verbal or non-verbal and the context in which the behavior occurs.

Attitudes were defined in many different ways. The most influential definition was put forward by Gordon Allport (1935) who defined an attitude as: "a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence, upon the individual's response to all objects and situations with which it is related

SIGNIFICANCE OF THE STUDY

Attitudes play a major part in determining a person's personality. This is because attitude affects the way people perceive and act towards people, objects or events that they encounter. Besides that, attitudes can also have an effect on one's social interactions. That is why it is important to know what attitude is, how it is developed and its impact on people.

The main tasks of the teacher is-

1. To develop in students proper social attitude i.e. a desirable attitude towards the society and the other people.
2. To check and modify undesirable attitudes by applying suitable stimuli the teacher can achieve these tasks only if he himself studies the attitude of students and understands the factors influencing their attitude.

A lot of research work is done on relation family environment and academic achievement. The present study is proposed to find the relation of family environment and attitude towards education and to understand in what ways and to what extent, family environment influences students' attitude towards education which will further lead teachers to guide parents to provide appropriate environment to students according to their need so that they can develop positive and healthy attitude towards education.

STUDIES RELATED TO FAMILY ENVIRONMENT

Daine Liu & Howard (2000) conducted a research on the family structure and parental involvement in intergenerational Parallelism of school adversity. Results revealed the existence significant relationship between mothers. Lau and Lwok (2000) concluded that cohesive, orderly and achieving family environment was conducive to more positive development among adolescences Muller (2009) states: 'Family-school and community partnerships are re-defining the boundaries and functions of education. They enlarge parental and community capacity; they create conditions in which children learn more effectively. In these ways they take education beyond the school gates'.

Olatoye and Agbatogun (2009) studied parental involvement as a correlate of pupils' achievement in mathematics and science in Ogun State, Nigeria. The study revealed significant difference in the parental involvement of public and private primary school pupils and found private school pupils enjoy more parental involvement than their counterpart's in the public schools. The results showed that parental involvement was an important predictor on mathematics and science achievement.

Muola (2010) carried out a study on the relationship between achievement motivation and home environment among pupils of standard eight. A significant positive relationship was found between six of the home environmental factors and achievement motivation. These correlations, though low, showed that pupils' achievement motivation to do well in academic work was to some extent dependent on the nature of their home environments

Jud, Olabisi and Abiola (2011) investigated the impact of family type on secondary school students' academic performance. The results showed that family type significantly influenced academic performance of secondary school students. On the bases of the findings, it is suggested that parents

should be given adequate training on how best they can assist their children to attain maximum success. Based on the findings of the study by Egunsola AOE (2014), it was concluded that parental educational qualification, economic status, occupation and home location are correlated with and have significant influences on students' academic performance in schools.

STUDIES RELATED TO ATTITUDE

Abu-Hilal (2000) made a study on learner's attitudes towards subjects, academic aspiration and achievement. The analysis revealed that attitudes to school subjects influence achievement but only indirectly. Level of aspiration had significant direct effect on achievement and mediated between attitudes and achievement.

McCoach and Siegle (2001) made a comparison of high and low achievers attitudes and academic self perceptions. The comparison of the scores of high and low achievers on attitude towards school, attitude towards teachers and academic self-perceptions, revealed large differences between high achievers and low achievers on these variables.

Fun (2001) studied the relationship between students' attitude towards Social Studies and academic achievement. The findings indicated that the main factors which students perceived as having an influence on their attitude towards Social Studies were the usefulness of the subject, the degree of interest or boredom in the subject, the ability level of the students in dealing with the subject and specific teaching methods. The study revealed that there was significant and low but positive correlation between attitude towards Social Studies and academic achievement.

Sarwar (2004) conducted a study on relationship of Study Attitude and academic performance of students at secondary level in Punjab. It was found that study attitude was positively related to the academic performance. The study attitude scores of females were more closely related with academic performance as compared to males. Similarly, study attitude scores of rural students are more closely related with academic performance as compared to urban students. Furthermore, the mean scores of low and high academic-achievers were compared and it was found that high achievers and low achievers differ in their study attitudes.

Sua (2007) tried to study a relation between attitude and achievement orientations of 'students towards learning of Science and Mathematics in English. The inter-correlations between the students' attitudes and achievement orientations towards learning of science and mathematics in English showed that the policy could not achieve its objectives. The significant and positive inter-correlations between attitudes and achievement orientations towards learning of science and mathematics further confirmed the causal relationship between these two important dimensions of learning.

Brown and Oturiuku (2007) studied Tongan students' attitude towards their subjects in New Zealand in relation to their academic achievement. This study examined the self-efficacy and liking of subjects of students and analyzed the relationship of attitudes towards academic performance in mathematics, writing and reading by self-reported ethnicity. Tongan and Pacifica students had positive attitudes but their mean scores were not significantly different to other ethnic groups except in writing for Tongan students. Further, the data suggested that "school effects" were most likely explanations for this relationship, rather than lack of attachment, opposition, or deficiency theories.

Assefa (2008) conducted a study on students' attitude towards their mother tongue instruction as a correlate of academic achievement. As the result indicated students of 7th and 8th grades had positive attitude towards their vernacular language instruction without sex differences, and attitude was identified as a vital predictor of Sideman language achievement.

Olatunde (2009) studied student's attitude towards mathematics and academic achievement in secondary schools of south western Nigeria. The Study showed that the method of teaching and personality of the teacher affected students' attitude towards mathematics and concluded that without interest and personal effort in learning mathematics by the students they could hardly perform well in the subject. The results showed that the students' attitude towards mathematics was positive and they believed that mathematics is worthwhile and necessary subject which could help them in their future career.

Fakcye (2010) conducted a study on students' personal variables such as attitude and academic ability and their achievement in English Language. The result showed that there was a positive relationship between students' attitude and their academic achievement in English Language. It also showed a significant difference in the academic ability of inland female students with male students having higher academic ability

Arslan, Canh and Sabo (2012) described academic achievement and attitude of middle school students to mathematics in terms of gender and grade differences. The findings of this research indicated that attitude of the students towards mathematics and academic achievement had a significant difference in terms of their gender and grade levels. Female students performed more positive attitudes towards mathematics than that of their counterpart male students. The female students were found to be better in grades than male students. In above stated review, family environment and attitude are related with academic achievement and it is clear that attitude is positively related to academic achievement of students. Surrounding environment plays much role in developing favorable attitude among students. Maximum work is done on relation of attitude and academic achievement and family environment and academic achievement but in present investigation, family environment and attitude are studied that how family environment influences attitude of students towards education.

ANALYSIS AND INTERPRETATION OF DATA

The data pertaining to various objectives and corresponding hypotheses of the study were obtained in accordance with the procedure described in Chapter-III. These data would have remained merely a meaningless heap of facts had this not been statistically processed and analyzed. So, in order to give the present study a meaningful and scientific hue, a desired shape and direction, the data were subjected to appropriate statistical procedures. The present Chapter elaborates how the data were processed. On the basis of these results one can easily infer whether the objectives of the present study have been achieved or not, and if achieved to what extent they have been achieved; what is presented below the result systematically obtained and presented in juxtaposition with objectives of the study;

1. Comparison of Family Environment of Senior Secondary School Students of Literate and Illiterate Parents:

The corresponding hypothesis for this objective was: there exists no significant difference in family environment of senior secondary school students of literate and illiterate parents. The results relating to this objective are presented in Table 1. In this table, the mean scores in respect of Family Environment of students belonging to groups of literate and illiterate parents are presented along with the standard deviations and Z-value.

Table 1: Mean, S.D. and Z-value of Family Environment scores for students of Literate and Illiterate parents

S.No	Group	N	M	S.D	S.Ed	Z-value	Level of Significance
1	Literate Parents	100	249.88	37.10	5.86	9.92	S
2	illiterate Parents	100	191.74	45.42			

S > Significant at 5% and 1% levels of significance.

A perusal of Table 1 reveals that Mean and SD obtained in respect of 100 students of Literate parents on Family Environment are 249.88 and 37.10 respectively whereas in respect of 100 students of Illiterate parents the Mean and SD obtained are 191.74 and 45.42. The z-value is found to be 9.92, which is significant at both 5% and 1% levels of significance.

2. Comparison of Attitude towards Education of Senior Secondary School Students of Literate and Illiterate Parents:

The corresponding hypothesis for this objective was: there exists no significant difference in attitude towards education of senior secondary school students of literate and illiterate parents.

The results relating to this objective are presented in Table 2. In this table, the mean scores in respect of attitude towards education of students belonging to groups of literate and illiterate parents are presented along with the standard deviations and z-value.

Table 2: Mean, S.D. and Z-value of Attitude towards Education scores for students of Literate and Illiterate parents

S. No	Group	N	M	S.D	S.Ed	z-value	Level of Significance
1	Literate Parents	100	94.79	6.89	1.16	14.12	S
2	Illiterate Parents	100	78.41	9.34			

S>Significant at 5% and 1% levels of significance

A perusal of Table 2 reveals that Mean and SD obtained in respect of 100 students of Literate parents on attitude towards education are 94.79 and 6.89 respectively whereas in respect of 100 students of illiterate parents the mean and SD obtained are 78.41 and 9.34. The Z-value is found to be 14.12, which is significant at both 5% and 1% levels of Significance.

Table 3: Mean, S.D. and r-value of Family Environment and attitude towards education scores for students of Literate and Illiterate parents

Category	Variable	N	Mean	S.D.	r	z-value	Level of Significance
Literate Parent	Family Environment	100	249.88	37.10	0.90	1.47	IS
	Attitude Towards Education	100	94.79	6.89			
Illiterate Parent	Family Environment	100	191.74	45.42	0.91	1.53	IS
	Attitude Towards Education	100	78.41	9.34			

S > Insignificant at 5% and 1% levels of significance

The results in table 3 clearly represent the positive correlation between family environment and attitude towards education of students of literate parents as well as illiterate parents. Correlation coefficient of students belonging to group of literate parents is 0.90 and that of illiterate parents are 0.91. The r-value of .90 is equivalent to Fischer's z-value of 1.47 and that of .91 is equivalent to 1.53. Since both z-values (1.47 and 1.53) are smaller than 1.96 (at 5% level of significance) and 2.58 (1% level of significance), hence both the results are insignificant at 5% and 1% levels of significance.

MAJOR FINDINGS OF THE RESEARCH

1. There exists a significant difference between the family environments of student's of literate and illiterate parents.
2. There exists a significant difference between the attitude towards education of students of literate and illiterate parents.
3. There exists no significant correlation between family environment and attitude towards education of senior secondary school students.

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