

Family Environment of Male and Female Adolescents Studying In Government School

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Abstract— Adolescence is characterized by rapid changes in physical, cognitive and social development, beginning with puberty and ending in the acquisition of adult roles and responsibilities. With this emerging independence and new physical and cognitive abilities, adolescence is also characterized by experimentation and risk taking, sometimes with behaviors that may derail current and future health and wellbeing. The present study entitled “Family environment of male and female adolescents studying in government school” was conducted to assess the family environment of adolescents in Tura of Meghalaya. An explorative research design was adopted and Tura city of Meghalaya was selected purposively. The survey method was selected by using random sampling technique. Tura town of Meghalaya was selected purposively for the present study. A total sample of 100 youths comprising of 50 boys and 50 girls of Tura town of Meghalaya were selected and 20 respondents from each government sector were selected through stratified random sampling techniques from various schools. Family Environment Scale developed by Saini and Kaur (2015) was used to Family Environment of adolescents government schools in Tura town of Meghalaya. It is concluded from the study that majority of the respondents belonged to 15-17 years of age group in government school and were having educational qualification 10th grade in government school. The finding pointed that the maximum numbers of female and male respondents was having average congenial level of family environment who are studying in government school. Results revealed a non-significant difference in the family relationship of male and female adolescents studying in government school.

Keywords: Adolescents, Government School, Family Environment

I. INTRODUCTION

Adolescence is a phase of maturation. It is the period of transition between childhood and adulthood. It includes some big changes to the body, and the way a young person relates to the world (Allen and Waterman 2019). Adolescence is usually associated with the teenage years, but its physical psychological or cultural expressions may begin earlier and end later. It is a period of multiple transitions involving education, training, employment, and unemployment as well as transitions from one living circumstances to another.

Emotionally, adolescence is also a period of emotional transition, marked by changes in the way individuals view themselves and in their capacity to function independently. As adolescents mature intellectually and undergo cognitive changes, they come to perceive themselves in more sophisticated and differentiated ways. For most adolescents, establishing a sense of autonomy, or independence, is an important part of emotional transition out of childhood as is establishing a sense of identity. During

adolescence, there is a movement away from the dependency typical of childhood toward the autonomy typical of adulthood. For example older adolescents do not generally rush to their parents whenever they are upset, worried or in need of assistance. Being independent however means more than merely feeling independent. It also means being able to make decisions and to select a sensible source of action. This is especially important capability in contemporary society, where many adolescents are forced to become independent decision makers at an early age. Many parents wonder about the susceptibility of adolescents to peer pressure. Specifically, adolescents are more likely to conform to their peers opinions when it comes to short-term, day-to-day, and social matters styles of dress, taste in music and choices among leisure activities.

Family plays a vital role in everyone's life. The environment and emotional connection with family affect the person's behavior and personality. Family is one of nature's masterpieces. In the initial stages of life, the family is the one who takes care of the children's welfare, needs, and wants. A right family environment can lead to good development and growth of the child. It will have a positive impact on the child. For a child, learning starts at home; they try to capture, analyze, understand, and copy the behavior of the people around them. The wellbeing of the family has a direct effect on the child. The child learns about specific values, principles, dos, and don'ts, and they grasp it easily when they see how their family behaves with each other and try to inculcate the same in their life. The child can mould to be a good human being with the help of the family. Learning for a child is of utmost importance. A child's future depends on learning and upbringing at a younger age.

A. Justification

The family interactions play an important role in the development of an individual. The effectiveness of family functioning in conditioning the children's personality and social development has an outstanding importance. The family environment is the nucleus of all other social institutions. The healthy functioning of these interaction patterns enhances the mental well-being of an individual. Children life is shaped by their parents from birth through adulthood. In adolescence, the friends and peers group have great pressure on various decisions of adolescents. Positive parents-adolescents relationship, good parenting skills, shared family responsibilities, and optimistic parent role modeling all have well-documented effects on adolescents' health, growth, and development. These are the areas where the parent can make choices to make positive changes in the behavior of their children.

With these backdrops, the researcher ventured into studying the importance home environments on shaping the behaviors' of adolescents.

B. Objective

To assess the family environment of male and female adolescents studying in government school in Meghalaya.

II. METHODOLOGY

The research proposal entitled “To study the family environment of male and female adolescents studying in government school in Meghalaya” was conducted using the following methodology based on the nature of problem and the objectives.

Based on the nature of the study explorative research design was adopted to collect the data so that an unbiased representation of the population can be achieved. The study was conducted in Tura town of Meghalaya as the researcher was acquainted and familiar with the place. The lists of different schools of Tura town of Meghalaya was collected. Among the schools, five government higher secondary schools were selected randomly for data collection.

Tura town of Meghalaya was selected purposively for the present study. A total sample of 100 youths comprising of 50 boys and 50 girls of Tura town of Meghalaya were selected and 10 respondents from every school of government sector were selected through stratified random sampling techniques from various schools. Before collecting the data, the researcher needs to take permission from the principle or head of the schools. From each schools respondents was selected through stratified random sampling techniques which constitutes of 10 males and 10 females respondents. Then the questionnaires i.e family environment scale was distributed to each students and proper instructions was given to them before filling.

Sl. No	Name of the government schools	No. of girls	No. of boys	Total number of students
1	Rongrengri Government Higher Secondary School	10	10	20
2	Government Boys Higher Secondary School	10	10	20
3	Rootland School	10	10	20
4	Greenwood School	10	10	20
5	Bookmark Secondary School	10	10	20
	Total	50	50	100

Criteria for selection of respondents

- They had intermediate as minimum qualification.
- They were between the age group of 15 to 17 years.

A general information schedule was prepared for the collection of information concerning age, education, source of family income, marital status, personal income, family size, type of family. The specific information schedule was consisted of questions related to family environment .Family Environment Scale developed by Saini and Kaur (2015) was used for assessing the Family Environment of adolescents. This scale was helpful in assessing the psychotherapy and counseling needs of individuals or family as a whole. Moreover, the scale was also very useful for the educationists and researchers in devising the Family environment and

studying the influences of family environment on the various aspects of the personality of individuals. This scale consists 45 items divided into Nine Constructs–I. Communication, II.Encouragement of the Individuals, III. Commitment to Family, IV. Religious Orientation, V.Social Connectedness, VI. Ability to Adopt, VII. Expressing, Appreciation, VIII. Clear Roles, IX.Time spent together.

III. RESULT

A. Distribution of the respondents according to their general information

This section defines the percentage distribution of respondents based on general information like age and education qualification. .

General information studying in government school				
Category	Government			
	Age			
	Male		Female	
	F	P	F	P
18-20	15	30	14	28
15-17	35	70	36	72
Total	50	100	50	100
Education				
9 th standard	5	10	4	8
10 th	35	70	36	72
11 th	7	14	6	12
12 th	3	6	4	8
Total	50	100	50	100

F=Frequency, P=Percentage

Table 4.1: Distribution of percentage and frequency of respondents according to their age and educational qualification studying in government school

Background information of the respondents presented in (table and figure 4.1) clearly shows that maximum (72%) of the female respondents studying in government school belong to 15-17 years of age group followed by 70 per cent of the male respondents belong to the age group of 15-17 years, whereas 30 per cent of the male respondents studying in government school were falling under 18-20 years of age group followed by minimum (28%) of female respondents who belong to 18-20 years of age group.

So it is evident from the table and figure 4.1 that maximum number of respondents studying in government school belong to 15-17 years of age group.

Results with regard to the education presented in (Table 4.1.2) clearly shows that, maximum (72%) of the female respondents and (70%) of the male respondents studying in government school were in 10th grade respectively. Whereas 14 per cent of the male respondents and 12 per cent male respondents were studying in 11th grade in government school.

It is noted that from the above table that, 10 per cent male and 8 per cent female respondents were studying in 9th grade in government school and a minimum percentage of respondents (8%) in both male and female category were studying in 12th grade in government school.

So it is evident from the table and figure 4.1.2 that, maximum numbers of respondents studying in government school were in 10th grade.

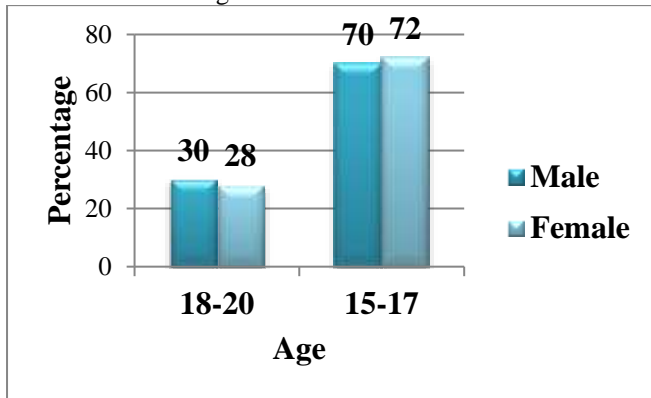


Fig: 4.1: Percentage distribution of the respondents studying in government school on the basis of age

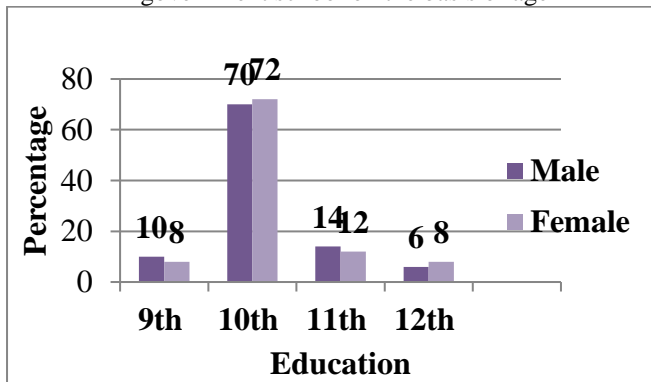


Fig: 4.1.2: Percentage distribution of the respondents studying in government school on the basis of education qualification

B. Comparison of male and female adolescents studying in government school on the basis of family environment

These section compare and describe the percentage and frequency distribution of male and female adolescents studying in government school on the basis of family environment

Range	Level	Male (n=50)		Female (n=50)	
		F	P	F	P
199 & above	Extremely Congenial	1	2	1	2
175 to 198	Highly Congenial	1	2	1	2
152 to 174	Above Average Congenial	2	4	3	6
120 to 151	Average Congenial	27	54	18	36
96 to 119	Poor	8	16	15	30
73 to 95	Highly Poor	10	20	8	16
72 & below	Extremely Poor	1	2	4	8
	Total	50	100	50	100

F=Frequency, P=Percentage

Table 4.2: Comparison and percentage distribution of male and female adolescents studying in government school on the basis of family environment

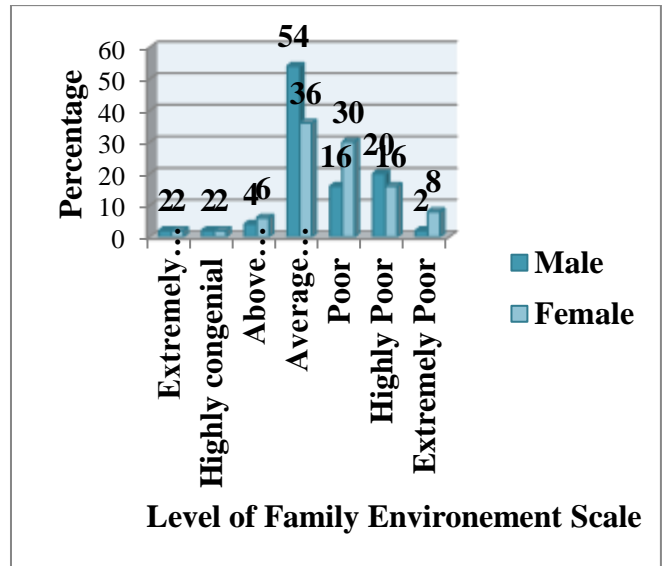


Fig 4.2: Percentage distribution of male and female adolescents studying in government school on the basis of family environment

The above (table and figure 4.2) depicts and compare the distribution of male and female respondents studying in private school on the basis of family environment scale. It is evident from the table that maximum of (54%) male falls in average congenial level of family environment followed by 36 per cent of female respondents under the average congenial level of family environment.

The is pointed that 30 per cent of female respondents comes at poor level of family environment, whereas 16 per cent of male respondents have fallen under poor level of family environment . It is showed that 20 per cent of male respondents comes at highly poor level of family environment followed by 16 per cent of female under highly poor level of family environment .

The above figure and table pointed that, 8 percent of female respondents has shown extremely poor level of family environment followed by (2%) of male respondents that falls at extremely poor level of family environment. It is showed that, 6 per cent of female respondents comes above average congenial level of family environment whereas 4 per cent of male respondents have fallen above average congenial level of family environment. The table and figure (4.2) pointed that minimum (2%) of both female and male respondent’s falls under extremely congenial and highly congenial level of family environment.

So, it is clear from the above table that the maximum number of male and female respondents was having average congenial level of family environment.

This may be due to the fact that if family relationship has been good the adolescent will develop into a well-adjusted individual. The parent –adolescent relationship should encourage warmth and support. It should be supportive environment where an adolescent feels comfortable enough to share and discuss any issues or concern in their lives, without the fear of judgement or punishment because of that adolescents face average congenial level of family environment. The above findings of the study are in accordance with the findings of Sharma and Sangwan (2016) conducted a study on “impact of family

environment on adolescents aggression to find out the level of family environment among adolescents and the relationship of adolescents aggression with family environment. The results of study indicated that adolescents of Hariyana had a moderate level in most of the family environment dimensions. Aggression had positive and significant correlation with conflict dimension while negatively and significantly correlated with cohesion, expressiveness, acceptance and caring, active recreational organization, independence and control dimension.

C. Comparison of gender disparities among males and females studying in government school based on their family environment

This section contains the statistical analysis of the data to identify the difference in between family environment of male and female adolescents studying in government school.

Areas	Private school				Cal. Value	Tab. Value
	Male		Female			
	Mean	S.D	Mean	S.D		
Family environment	118.3	26.98	120.84	31.28	0.4347	1.984

*Significant $P < 0.05$, NS Non significant $P \geq 0.05$

Table 4.3: Comparison of gender disparities among males and females studying in government school based on their family environment

Table and figure 4.3 respectively show the comparative analysis of family relationship of male and female adolescents studying in government school. The table clearly depicts a non-significant difference in the family relationship of male and female adolescents studying in government school as the calculated value of 't' were found to be 0.434 which was less than the tabulated value of 't' (1.984) at 5 percent probability level signifying that although there is difference exist in the risk family relationship of male and female adolescents studying in government school. But it is non-significant for both the group, which might be due to the reason that parents of male and female adolescents studying in government school put equal emphasis on their children and they did not show any discrimination towards the female counterparts. The lack of parental care and support leads to an unsafe environment at home and also affect the learning environment of the child. Apart from home and school environment, apparent social support from parents, peers, teachers and others helps to achieve the academic activities.

The findings of the study are in accordance with the findings of Moore *et.al.*, (2018) who explored to tests the independent and interacting roles of family, peer and school relationships in predicting substance use, subjective wellbeing and mental health symptoms it presents cross-sectional analyses of the 2013 Health Behavior in School-aged Children survey. Positive relationships with family and school staff were consistently associated with better outcomes. Support from friends was associated with higher use of all substances, while higher school peer connectedness was associated with better subjective wellbeing and mental health. Better relationships with school staff were most strongly associated with positive subjective wellbeing, and

fewer mental health symptoms where pupils reported less family support. Support from friends was associated with higher cannabis use and worse mental health among pupils with lower family support. Relationships with family and school staff may be important in protecting young people against substance use, and improving wellbeing and mental health. Interventions focused on student-staff relationships may be important for young people with less family support. Interventions based on peer support should be mindful of potential harmful effects for pupils with less support from family.

IV. CONCLUSION

It is concluded from the study that majority of the respondents belonged to 15-17 years of age group in government school and were having educational qualification 10th grade in government school. The finding pointed that the maximum number of male and female respondents was having average congenial level of family environment who are studying in government school. The result also revealed that the maximum numbers of female and male respondents studying in government schools were having low risk taking behavior. Results revealed a non-significant difference in the family relationship of male and female adolescents studying in government school.

V. RECOMMENDATIONS

Adolescence is a period of rapid development and is occupied with many changes both in physical and psychological nature. It is the period when the child moves from dependency to autonomy. It demands significant adjustment to build up a wholesome personality and based on the findings of the study, it is recommended that

Family plays a pivotal role in providing the most congenial atmosphere in which the child forms his style of life and basic patterns of behavior. Most of the children who are successful and well-adjusted come from homes where a wholesome relationship existed between them and their parents. So steps should take to strengthen the family bonds with consultation with the parents to provide a congenial environment for the children.

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