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Socialization and Family Environment among Adolescent School Children

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Abstract

The current research was carried out to find out the effect of family environmental variables on the socialisation of adolescent school students. This study was conducted with social acceptance (socialisation) as the dependent variable. Social acceptability of the adolescent school students were quantitatively identified by the socio-metric score of each adolescent respondent who took part in the socio-metric procedure conducted. Socio Economic Status of the parents of the adolescent, their home environment and their family climate were the independent variables. The chief objective of the enquiry was to discover the effect of socio economic status, family climate, and home environment on social acceptability of adolescent school students. The research was designed to test the null hypotheses set for the study. Karl Pearson's product moment co-efficient of correlation was utilised to compute the correlation of each of the independent variable up on the dependent variable. The study revealed that there was no ample link between social acceptability and Socio-economic status of the adolescent sample and also through family physical environment. It was identified that there were significant relationship between social acceptability with family climate as the sub sample of girls were considered, but no significant relationships found in between social acceptability and family climate as for the sub sample of boys and the whole sample taken for this study.

Keywords: Socio-metric score, Social acceptability, Adolescent students, Family climate, Family physical environment, Socio economic status.

Introduction

Family try to provide the most appropriate environmental situations to the adolescent in order to aid them grow appropriately among all dimensions through the course of formal and in-formal education. School and family are the two significant agencies of edification. It is at the home that the basics of education are being positioned. Later on the school and

the educators, work on it. Thus the family at all times has been renowned as one among the notable primary social institutions.

While family is typically thought of as an expressive or emotional social unit (Goode. 1994), it functions as an instrumental agency for the greater social organisation and all supplementary institution and organisations depend upon its assistances. The role behaviour educated within the family converts the model or prototype for behaviour obligatory in other sections of the society.

Whatever each family affiliate does is partially moulded by the rights and responsibilities of each individual to one another, and still further by all the impacts each can practise to change other family affiliates towards required acts. Parents attempt to impart among their children what the society opinions as required to behave effectively later on as a mature social human being.

Acceptance

From the analysis of happiness and unhappiness at diverse periods during the childhood, it is apparent that three essential stands out. They are affection, acceptance, and achievement. (Hurlock). Acceptance denotes not only the acceptance by other people but also self-acceptance. Nevertheless, they in general go hand in hand. Adolescent children who are accepted by the other finds it easy to be liked and accepted by themselves. Thus they become well-attuned person who are popular among both peers and adults. Adolescent children who involve in focussed, sympathetic and caring social actions are likely to be given similar conducts in return.

Effects of Social Acceptance

Adolescent child who is well accepted are content and secure. They would cultivate favourable self-concepts since others admire them. These adolescent children will have openings to acquire socially acceptable configuration of behaviour and societal skills which help their locus in social conditions. The adolescent will be psychologically free to fit their attention externally and help them to become fascinated in people and stuffs external to themselves. Adolescent children who turn to be well accepted adapt to group anticipations and do not scorn social tradition. (Harlock).

Positive relationships with family, friends and school staff are consistently linked with health and wellbeing during adolescence, though fewer studies explore how these micro-systems interact to influence adolescent health. The study by Moore, G.F., Cox, R., Evans, R.E. *et al* (2018) tests the independent and interacting roles of family, peer and school relationships in predicting substance use, subjective wellbeing and mental health symptoms among 11–16 year olds in Wales. It presents cross-sectional analyses of the 2013 Health Behaviour in School-aged Children survey, completed by 9055 young people aged 11–16 years. Multilevel logistic regression analyses are used to test associations of family communication, family support, and relationships with school staff, school peer connectedness, and support from friends, with tobacco use, cannabis use, alcohol use, subjective wellbeing and mental health symptoms. 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.

The World Health Organisation (WHO) in 2011 (cited in Dunkley, J. 2013) studied the protective and risk factors in the adolescent's societal environment and established that as the individuals, members of the extended family, and the school have an significant role in supporting the youth, it is really their parents who eventually play the significant role which is important in the adolescents' growth and development.

They type of personal and social modifications the adolescent child make is prominently predisposed by the degree to which their age-mates find adequate. Therefore the impression of social acceptance is prodigious. (Rapier, 1972). As the child grow older, the adolescents who are excluded or neglected, not only irritate their fellow mates by their conduct but also they try to make a fuss of their pleasurable moments. They suffer from the mental state of inferiority and will have no sense of being appropriate. The child is more likely to take in more personality disruption, than the accepted adolescent children. Recurrently, they sense much frustration and that they turn out to be defiantly antagonistic to grownups in authority or to other adolescent children who perform leadership roles. No matter how tough they try, they unescapably sense that they have botched. Such a hostile self-concept will lead to poor modifications and disappointing social relations. In addition, the adolescent undermine children's self-confidence and self-respect. (Gardener 1972)

The present work was an effort to discover the co-relation amongst the family environment variables and social acceptance of adolescent school children. Identifying the necessity of acceptance among the adolescent peers, an ordinary class room teacher, to attain her/ his objectives in the teaching learning process at the fullest level has to recognise the different aspects which sway the degree of acceptance of her/ his adolescent child in the classroom. Comparable is the case of the adolescent child's parents, who also have to identify the different aspects or variables which would be having straight relationships with social acceptance of the adolescent child.

In this research socio-metric technique was used to identify the level of social acceptability of adolescent children in an intact class room. Socio- metric status score obtained was a consistent score concerning the particular individual participating in it.

Busk et-al (1975) have conveyed that socio-metric status converts to be constant by the time children reach the sixth grade. They had stressed the datum that adolescent child who create poor social tuning, due to poor personal and social regulations when they were young, tend to linger to create pitiable social adjustments as they go on to maturity. Social acceptance scores are nearly as persistent as intelligence-and achievement test marks. The

adolescent child's acceptance score in a particular group is a dependably precise index of whatever the acceptance score in every comparable group would be.

The personality physiognomies and social adjustment of parentally rejected and accepted children were researched by Symonds (1939). The two cohorts were strictly matched on all other features but rejection and acceptance. After filling out the check sheets describing each child and his family by the respondents, the following explanations were given of those children who stayed rejected: emotionally unsteady, impatient, overcharged, given to trouble creating, aggrieved of authority, more tending to steal and argumentative. The accepted child was styled as more-co-operative, sociable, steadfast, straight forward, emotionally steady, composed, cautious, enthusiastic and joyful. It seemed to be clear that the eminence of the parent-child relationship would have a direct demeanour not only on the conduct of the child but also on her/his view of the kind parent she/he has.

Pillai (1987) has explored certain environmental variables producing under-achievement in the learning of mother tongue among secondary school students. The sample consisted of 830 students studying in standard IX of twenty secondary schools in five revenue districts in Northern and Central part of Kerala. The tools utilised for data collection were 'kerala University group test of intelligence' (Nair, Pillai and Amma), 'Letter metrics test of intelligence', (Nair), 'Kerala University Test of Achievement in Malayalam' (Nair and Easo) and 'Family Environment Inventories and Rating Scales' by Nair and Nirmala Devi. The investigation found that the socio-economic status of parents, family cultural level, family environment circumstances, home learning conveniences, Caste, affiliations and family size, are the conceivable source of achievement in the mother tongue ; Malayalam of the school children.

Song and Hattie (1984) steered a study on Self-concept, Home Environment, and academic achievement. The study took a sample of 2297 Korean students reaching in age in the middle of 14 and 15 years. The outcome of the study indicated that even though Home environment and self-concept has an effect on the academic achievement it is the academic self-concept which has the utmost effect on academic achievement.

Sekhar (1980) piloted an investigation to find out the connection between creativity and home environmental features selecting a sample of subjects 13-26 years of age. The study displayed that the factors of cordial parental relationship, democratic attitude of the parents, encouragement given by the parents and relationship with younger sibling in the family exhibited a direct positive relationship with creativity.

Pushpavathi Amma (1980) has studied the impact of social deprivation on cognitive styles of primary school children. The study had a sample of 265 pupils of Grades, I, III and V age ranging from 5 to 13. The significant finding of the research was that the residential accommodation, home environment, economic sufficiency, food, clothing, parental characteristics, interaction with parents and recreational experiences were found to be the most noteworthy aspects each of which would make a child socially disadvantaged.

Methodology

The drive of the present study stood as to identify the correlation of home environment variables on social acceptability of adolescent school students. The study was titled as Socialization and family environment among adolescent school children

The objectives

1. To find out the correlation between the family climate and social acceptability scores of adolescent school children.
2. To find out the correlation between the family physical environment and social acceptance scores of adolescent school children
3. To find out the correlation between the socio economic status of the family and social acceptance scores of adolescent school children.

Hypothesis

1. There will be no significant correlation between socio-economic status and social acceptance scores of adolescent school children.

2. There will be no significant correlation between family climate and social acceptance scores adolescent school children.

3. There will be no significant correlation between home physical environment and social acceptance scores of adolescent school children.

Concepts

Socio-metric. (Nicholas, & Bryan, Truner., 1984).

It is an effort to study small group social relationship using Socio-grams and is derived by the Social Psychologist J.L Moreno. Socio-gram is the diagrammatic demonstration of the relationship amongst the members of a particular group, which designs, for example, who intermingles with whom and who are the operational leaders and so on.

Social acceptability score

It is the score attained by a person taking part in the Socio-metric technique. The total number of individuals who pick him/ her as their friend or total quantity of responses in support of him/her etc gives the Social acceptability score of the person in the particular group which has under taken the Socio-metric technique. This score designates the degree of acceptance of the individual in the cluster.

Home Environment

The word 'home environment' such as a Synonym of fractional child varying conducts has been utilised by numerous researchers at work in different fields.

Many researchers have acknowledged the succeeding features of home environment readiness to dedicate time to the child, Parental supervision, Parental ambition for achievements, Requirements for the child's intellectual desires, affective incentive, denial of privileges, secureness, power attainments demands, emotional punishment, ethical

discipline, neglect, conformism, independence, dependence, etc. In this study the subsequent variables were selected to establish 'home environment'

Variables

1. Total Socio - economic status. Which comprised of income, educational, and professional status of parents

2. Home Physical environment.

3. Home climate; Democratic family environment and Authoritarian family environment.

Population and sample

The study entitled as 'Socialization and family environment among adolescent school children' considered the adolescent school children of the educational district of Thiruvalla in Pathanamthitta district of Kerala state as the population. Two intact class room students of standard 10 of DBHSS Thiruvalla were taken. Both the classes together gave 65 tenth standard students as a sample for the study. Non-probability Sampling procedure were used. Due to administrative limitations in randomly selecting individuals as sample educational researchers often use available classes as the sample especially when socio-metric technique is used for data collection. However the use of available samples may restrict generalizations to similar populations.

In the current study socio-metric technique was utilised to define the strength of acceptance of adolescent school children in the 10th standard of the school. Intact classrooms were to be chosen and the acceptance level of children of a stable group was to be determined. The tenth grade adolescent students whose age comes between 15to16 is the ideal representation of adolescent school children because they are well into the adolescent age group.

Data collection

Primary data was derived using the tools which shall be explained later on. The data were collected from the adolescent school children using interview schedules for primary data. Secondary data were taken from the school records about the parent's status such as occupation, economic status and so on. This was necessary since some of the respondents interviewed were incapable of providing correct responses regarding some of the questions put forth.

Tools

The tools used consisted of

1. Socio-economic status scale
2. Family climate Index Inventory
3. Family Environment Inventory
4. Socio metric technique.

Socio-Economic Status Scale. (Bindu, C., 1996).

The researcher utilised the 'Kerala Socio-economic scale' developed and standardized by Nair (1976) (With necessary modification in scoring) to measure the socio-economic status of the respondents. The data for the scale was derived from the entry done by the respondents in the general data sheet administrated.

Socio-economic status utilised in the current study measured three parts, income, educational level and occupation of the head of the family. Each one of the variables in the scale had been separated into classifications on the basis of the Scoring Scheme, reviewed on the basis of the opinion of specialists. The revision was necessitated since the Scoring of income levels were created on an old classification which was based on the salary configuration in vogue nearly 30 years back. The revised categorisations were worked out on the basis of the then Present salary pattern and Cost of Living Index.

Family climate Index Inventory (Bindu, C., 1996).

The family climate Index Inventory formed by John Clock (1972) was referred and twenty items were selected to collect Information concerning the family climate of the adolescent school students.

Family Environment Inventory (Pereira, Celine. 1982).

This tool was made by Dr. Celine Pereira and its major aim was to collect particulars about the physical environment of the adolescent students' home.

Even though the Inventory mainly aimed at knowing about the physical environment and amenities delivered at home to boost the adolescent learning, question associated with those psychological and social environment were also incorporated because the researcher sensed the importance of their role to be played in education.

Socio-metric Methods (Freeman, Frank, S. (1965).

The score of all individuals on Social acceptability were consigned to them from the scores gained by each one in the Socio-metric technique. J.L. Moreno is recognised to be the inventor of Socio-metric technique. It may be explained as a technique for illuminating and assessing the social status of a cluster from end to end measurement of the occurrence of acceptance or non acceptance amongst the persons who set up the group. It is a method in the problem of studying interactive relationship. This technique permits the examination of each person's location and status inside the group, with respect to a specific condition.

In the current study the occurrence of acceptance among the individuals of the 10th standard adolescent students were taken. The condition used was to name the learner in their class with whom he/ she would like to sit down together in the class and write down their names in the order of first and second preference. An individual's socio-metric score is just the quantity of mentions she/he obtains from the peers in the group.

Data collection

The study used a pre tested interview schedule. After collecting the data, both straight from the adolescent schoolchildren and from the school records, the researcher asked the respondents to write down on paper the two individual's name they adored most to sit

along with them in their classroom studies, in the order of their personal preference. Then the response from the girl's class were collected, which consisted of 30 students. Similarly from each student of the class of boys. From the socio-matrix which was drawn captivating the responses gained, the socio-metric score -or in other words- the score of social acceptability of each respondents were identified.

All the pertinent data related to each respondent's test scores in the situation of independent variables and the demographic details like age, sex, name of school, class with division, place of residence etc were arrived distinctly on precisely planned response sheets. Only those respondent's, from whom, the complete data was obtained were taken for analysis.

Data analysis were done to derive the relationship between each of the independent variables; family physical environment, family climate, socio economic status of the parents, with social acceptability score or socio-metric score of adolescent school children for the total sample and for the sub samples such as the boys and girls.

Correlation Analysis

'Karl Pearson's Product moment Co-efficient of correlation' was utilised to compute the correlations amongst the dependent and independent variables.

Interpretation

The first hypotheses set for the present study, there will be no significant correlations between socio economic status and social acceptability scores of the sample and both the sub sample of girls and boys. Analysis of the relevant data is inferred that, for the total sample the correlation co-efficient acquired were not significant at 0.05 level. Hence there is no significant relationship between socio-economic status of the family and socio metric score of the adolescent school children, for the whole sample and both girls and boys as sub sample.

The second hypotheses established for the current study as follows, there will be no significant correlations between family climate and social acceptability score of the total sample and for both sub samples (boys and girls). From the outcomes of the analysis of the related data it was implicit that, for the whole sample and for the boys as sub sample the correlation coefficients found are not significant at the 0.05 level. While for the girls as sub sample the correlations coefficient was found to be significant at 0.05 level and not at the level of 0.01. It was establish that there was no significant relationship among family climate and socio-metric scores for the entire sample. Likewise it was found that there was no significant relationship amongst family climate and socio-metric score for boys as sub samples. But in the case of girls students as sub sample it was established that there was a significant relationship amongst the family climate and socio-metric score.

The third hypothesis fixed for the current study that there will be no significant correlations amongst home physical environment and social acceptability scores of the total sample and for both sub samples- boys and girls. From the outcomes of the analysis of the pertinent data it could be understood that, for the entire sample the correlation coefficients found were not significant at 0.05 level. There was no significant relationship

amidst the family physical environment and socio-metric scores of the adolescent children of the total sample and also for boys and girls as sub samples.

The research delivers enough suggestion to resolve the validity of the null hypothesis set for it. The study point to the inference that correlations between socio economic status of the parent and socio-metric score of the adolescent children of the entire sample, and the sub samples of boys and girls were not of any significance.

There was no significant relationship found between family climate and socio-metric score for boys as sub samples. But in the case of adolescent girl students as sub samples it was found that there was significant relationship between family climate and socio-metric score.

Correlation between family physical environment and socio-metric score of the children of the whole sample, boys and girls was found no to be of significance.

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