

## Family Environment as Correlate of Socio Economic Status of Prospective Teachers

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### Abstract

The present study is conducted to find relationship between Family Environment and Socio Economic Status of prospective teachers. For this Descriptive survey method of investigation employed and Family Environment scale by Dr. Harpreet Bhatia Socio-economic status scale by Dr. Meenakshi were used. Sample of 150 B.Ed students of Moga district were taken. The sample was further categorized into gender(male & female) and locale(urban and rural). The results assessed that family environment and socio economic status of male rural and urban prospective teachers having Negative relationship. Family environment and socio economic status of female rural and urban prospective teachers having Negative relationship. Family environment and socio economic status of prospective teachers having Slightly Negative relationship.

**KEYWORDS:** Family Environment, Socio Economic Status, Prospective Teachers, correlation

### INTRODUCTION

In the era of science and technology, everybody needs comfortable and modern life style. Socio-economics status is fast changing, everybody needs computers and other latest home gadgets. There is a greater demand in the family for more of luxuries of life. The basic unit of our family structure is also changing. Parents are a child's first educator. A child's family and home environment has a strong impact on his/her language and literacy development and educational achievement. This impact is stronger during the child's early years but continues throughout their school years. Many background variables affect the impact of the family and home environment such as socio-economic status, level of parental education, family size etc.

### FAMILY ENVIRONMENT

The process of birth brings the individual into an environment. It stands for all those circumstance, Which exert their influence on the child since conception to the death. Consciously and unconsciously environment effect the attitudes, altitude, study, habits, hobbies, personality and interest of the child. Innate abilities of the child are modified by the circumstance. It consists of physical, intellectual, social, economic, political and cultural forces.

Family environment refers to the climate prevailing in the family. This varies from culture to culture, society to society and family to family. It can be define as the aggregate of all those physical and psychological conditions that determine growth and development of an individual. The components that may constitute home may be socio-economic status of the family, Physical facilities available at home, type of family, attitude of parents etc.

Basic social unit consisting of persons united by ties of marriage (affinity),

"blood" (consanguinity), or adoption and usually representing a single household. The essence of the family group is the parent-child relationship, whose outline very widely among cultures. Consisting of the marital pair living with their offspring in a separate dwelling. While some scholars believe this to be the oldest form, other point to the inconclusive prehistorically record and the widespread existence of other forms such as the polygynous family (a husband, two or more wives, and their offspring) and the extended family (including at least parents, married children, and their offspring). The family as an institution provides for the rearing and socialization of children, the care of the aged, sick or disabled, the legitimating of procreation, and the regulation of sexual conduct in addition of supplying basic physical, economics, and emotional security for its members.

The success of an individual child in school or college depends on family environment. Family environment refers to the climate prevailing in the family is the most important place where a child inhales his first fragrance of care and sympathy through playful learning activities. Favourable family environment is the procedure of better society.

By nature, man is bound to strive for his proper adoption and adjustment with himself and also with his environment. The environment situation of a family, where the individuals are lucky enough to get adequate facilities for satisfaction of basic needs, work as a stimulating factor to flourish their potentialities and propensities.

Family Environment plays a very pivotal role in providing congenial atmosphere to the child to focus his style of life and basic pattern of behavior. It enables the child to establish fundamental relationship with parents and other adults. In the family, the child comes in the contact with parents and other members of family.

Families are important to the well being of each of us, and to the strength of society. They are best place where we can receive the essential human support and sense of purpose. Each family is unique and no one set of rules will work in every family but there are several things that families have in common:-

Kindness, Appreciation, Communication, Values and Standards.

**New Webster Dictionary (1995)**, "Family environment includes all the physical, social or cultural factors and conditions influencing the existence or development of family i.e. the act of being surrounded by family".

**According to Tiwari (1998)**, "Family environment is the most important agent that influences the child relationship with family".

**According to Clare (2003)**, "By family we mean a system of relationship existing between parents and children".

## **SOCIO-ECONOMIC STATUS**

The term socio-economic status implies many factors in the life of an individual, including factors as social, economic or educational which influences the development of the child for time being or permanently.

Socio-economic status is the state, condition or standing of a person. It

involves the social environment that is provided to children factors such as occupation, qualification, income, cultural influence, religious beliefs, political setup, family relationship, living standards etc.

The reciprocal linkage between the Socio Economic Status and education is also equally importance some of the fifth generation studio in this field try to show how in the low income countries educational development is likely to be negative. In a micro level setting the less advance social status was also found to be related the lower educational status of the individual. The educational backwardness of the schedule castes and schedule tribes populations brought out by a number of studies is illustrative of such linkage. In the same way the educational backwardness of the blacks in the united state and of the economically less developed countries in the African subcontinent are taken as cases of evidence of such a correlation between the social economic status on the one hand, educational development on the other hand.

Socio Economics status may refer to the individuals past and involve as study over a period of time concerning the socio-economic conditions of his home. Socio economic status refers to social and economic standing. A person who has high standing in the community has good income and lives in a well furnished house of good quality.

**Hollingshed (1953)**, developed a scheme to determine the social status of a person. This index of social position utilized three factors.

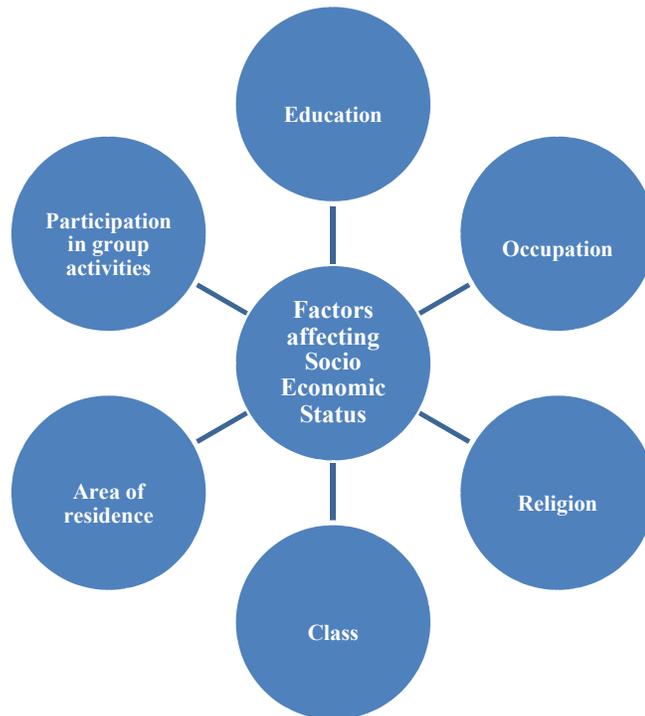
(1) Occupation            (2) Education    (3) Ecological area of residence.

**Stephen (1958)**, defines Socio economic status as a cluster of factors which include occupation, income and cultural features of home.

**Page and Thomas (1977)**, defined Socio economic status as a person's position in any given group, society or culture as determined by health occupation, education and social class.

**According to haw & Hawes (1982)**, "Socio-economic status is the background or standing of one or more persons in the society on the basis both of social class and financial situation".

### 1.2.1 FACTORS AFFECTING SOCIO-ECONOMICS STATUS



**Education:** Education is the one of the factors which effect socio economic status. High educated family provides a better facility to their children as compared to low educated family. Due to this high educated family student may get more oppourtunities to develop their socio economic status.

**OCCUPATION:** Occupation is also a status symbol, more increase yielding is the occupation, and the better is the status. Administrative jobs may be distinctively higher status. Today political position, state wise or in the central government, is a great socio economic symbol. Therefore, birth and worth both are determinants of status.

**RELIGION:** Religion is another factor which is prevalent in society. Inter-religion marriage are rare and people of one religion prefer to interact with their religion only. Hence in the society one's status is also depend on whether belongs to the one's religion or not.

**CLASS:** Socio economic status refers to social and economic standing. A person is assigned a position in the social class hierarchy more in terms of such factors as income, occupation, location of the home, ancestors, group membership and education. If a person's parents are highly educated and their occupation is of high level with large income and material possession is of superior quality then the socio-economic status is indicated as high, otherwise is of low socio economic status.

**AREA OF RESIDENCE:** Urban student have high socio economic status as compared to the rural students. Urban students get more facilities as compared to rural students. Urban students get the better environment for the study as compare to rural students.

**Participation in group activities:** This is also a factor to effect the socio-economic status because if any student participate in any group activities like seminars, paper presentations etc. then they get more knowledge and experience. So they can go in their relative fields, due to this they can increase their social circle. Due to participation in group activities, they meet to their relative people for discussion etc. That's why they may get another experience for their better future which help to improve their socio economic status in their life.

**According to Good (1973),** "Social- Economic status is the level indicative of both social and economic status of and individual or a group".

**Taneja (1981)** Socio-economic status according to him 'refers to person's position in any society and culture'.

### **Reviews of Related Literature**

The review of related literature is an important pre-requisite to actual planning and the execution of any research work.

### **Reviews related to Family Environment**

**Aractic (2005)** found that members of siblings, father's occupation and family income has significant positive influence on family environment of adolescents. **Guofang (2007)** examined how different family variables such as family physical, human and social capital affect immigrant children's second language acquisition in the families of four Chinese immigrant families in Canada. Specifically, the study analyzes the relationships between family, physical capital and family investment in second language learning, between parental human capital and levels of parental involvement, and between family social capital and access to familial and community resources. The analysis demonstrates that parental educational backgrounds, their occupational choices and chances, and their adaptation and integration into Canadian society had a significant impact on the 'families' accumulation and activation of family capital to support their children's second-learning. **Sam,D. & joly,M. (2009)** revealed that the family who had previously reported reading to their child 1 to 3 time for week differed from those who had reported reading daily in resources. Existence of book reading routines, a predictable daily development of these measures and their use with allergen and more about family life can contribute to interventions designed to improve the quantity and quality of family book reading. **Thompson & Richard (2007)** found that vulnerable family environment is an important predictor of person's mental needs. **Bergeron, Julie, Chouinard, Roch, Janosz, Michel (2011)** administered the study to 2,360 French Canadian secondary students between 12 and 15 years old during the spring of 2005. Results showed that most predictors of dropout intention acted similarly for both socio economic status.

### **Reviews Related to Socio Economic Status**

**Jonathan,T. (1997)** indicated that middle-class parents rated self-direction higher and control and discipline lower, than working-class parents and were less likely to be concerned with spoiling their children by giving attention than were working-class parents. **Munoz Marco A. (1999)** found that students socio-economic status was a more accurate predictor of educational outcomes than level of spending. The percentage of students receiving free lunch was the best predictor of student academic

scores, followed by percentage of black students and economic status of the region surrounding the school. **Ritzhaupt, Albert D. Liu, Feng; Dawson, kara; (2008)** concluded that digital divide between low and high socio economic status, white and non-white, and female and male students on all measures of the ST. specifically, high-socio economic status, white, and female students outperformed their counterparts. The results provide compelling evidence of a digital divide within Florida Schools. **Eroglu Susran Erikan (2009)** found that there was a significant difference between the life satisfaction and Socio Economic Status of the respondent students. **Leonad, Ed; Box, Jennifer A.L. (2009)** revealed that socio economic status is significantly related to aggregate student achievement. Schools with higher numbers of low socio economic status students were more likely to receive lower accreditation ranking while schools with lower numbers of low socio economic status students were more likely to receive higher accreditation rankings. **Karaarlan, Guliz; Sungur, Semra (2011)** examined grade level and gender difference with respect to elementary students, economic status (socio economic status) and self-efficacy. A total of 150 prospective teacher participated in the study. Self efficacy towards Science and technology scale was used to collect the data. While results showed that there was no significant difference across grade level and gender, positive relationships were found between number of books in home, frequency of buying a daily newspaper, and income as indicators of socio economic status and self-efficacy.

#### **OBJECTIVES OF THE STUDY**

1. To study the family environment of male(rural and urban) prospective teachers.
2. To study the family environment of female(rural and urban) prospective teachers.
3. To study the relationship between family environment and socio economic status of prospective teachers.

#### **Hypothesis:**

1. There will be no significant relationship between family environment and socio economic status of male rural and urban prospective teachers.
2. There will be no significant relationship between family environment and socio economic status of female rural and urban prospective teachers.
3. There will be no significant relationship between family environment and socio economic status of prospective teachers.

#### **DELEMITATIONS OF THE PROBLEM**

1. The present study was delimited to Moga District only.
2. The study was delimited to 150 students only.
3. The study was delimited to prospective teachers only.
4. The study was delimited to find out the relationship between family environment and socio economic status of prospective teachers.

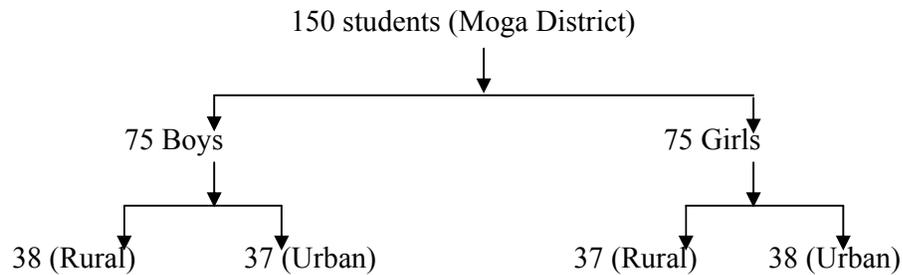
Sample

**SAMPLE SIZE**

The present study will be conducted on 150 students of B.Ed class.

**DESIGN OF THE STUDY**

The present study will be descriptive survey, which will be conducted on 150 of Moga District. Diagrammatic representation of the design's given below:-



**TOOLS TO BE USED**

1. Family Environment scale by Dr. Harpreet Bhatia
2. Socio-economic status scale by Dr. Meenakshi

**Results and Discussions:**

**HYPOTHESIS 1:** “There will be no significant relationship between family environment and socio economic status of male rural and urban prospective teachers.”

**Table showing mean scores of family environment and socio economic status of male rural and urban prospective teachers.**

Sr. No.	Variable	N	Correlation r
1.	Rural Male	75	-0.605
2.	Urban Male	75	

\*\* Non Significant at both 0.01 level and at 0.05 level of confidence

Table Shows the co-efficient of correlation (r) between Family environment and socio economic status of male rural and urban prospective teachers. The coefficient of correlation of family environment and socio economic status is 0.605 which is significant at both the levels of confidence i.e. 0.05 is 0.217 as well as 0.01 is 0.283 because calculated r value is less than the tabulated value at the both the levels of confidence. This shows that there exists significant correlation between Family environment and socio economic status of male rural and urban prospective teachers.

It means that Family environment and socio economic status of male rural and urban prospective teachers having Negative relationship. Hence hypothesis 1 " There will be no significant relationship between family environment and socio economic status of male rural and urban prospective teachers." Stands accepted.

**HYPOTHESIS 2:** “There will be no significant relationship between family environment and socio economic status of Female rural and urban prospective teachers.”

**Table showing mean scores of family environment and socio economic status of Female rural and urban prospective teachers.**

Sr. No.	Variable	N	Correlation r
1.	Rural Female	75	-0.715
2.	Urban Female	75	

\*\* Non Significant at both 0.01 level and at 0.05 level of confidence

Table Shows the co-efficient of correlation (r) between Family environment and socio economic status of female rural and urban prospective teachers. The coefficient of correlation of family environment and socio economic status is 0.715 which is significant at both the levels of confidence i.e. 0.05-0.217 as well as 0.01-0.283 because calculated r value is less than the tabulated value at the both the levels of confidence. This shows that there exists significant correlation between Family environment and socio economic status of female rural and urban prospective teachers.

It means that Family environment and socio economic status of female rural and urban prospective teachers having Negative relationship. Hence hypothesis 2" There will be no significant relationship between family environment and socio economic status of female rural and urban prospective teachers." Stands accepted.

**HYPOTHESIS 3:** “There will be no significant relationship between family environment and socio economic status of prospective teachers.”

**Table showing mean scores of family environment and socio economic status of prospective teachers.**

Sr. No.	Variable	N	Correlation r
1.	Family Environment	150	-0.020
2.	Socio Economic Status	150	

\*\* Non Significant at both 0.01 level and at 0.05 level of confidence

Table Shows the co-efficient of correlation (r) between Family environment and socio economic status of prospective teachers. The coefficient of correlation of family environment and socio economic status is 0.020 which is significant at both the levels of confidence i.e. 0.05-0.217 as well as 0.01-0.283 because calculated r value is less than the tabulated value at the both the levels of confidence. This shows that there exists no significant correlation between Family environment and socio economic

status of prospective teachers.

It means that Family environment and socio economic status of prospective teachers having Slightly Negative relationship. Hence hypothesis 3 "There will be no significant relationship between family environment and socio economic status of prospective teachers." Stands accepted.

### **Major Findings of the Study**

Essential conclusion drawn are:

1. There exist no significant relationship between family environment and socio economic status of male rural and urban prospective teachers.
2. There exist no significant relationship between family environment and socio economic status of female rural and urban prospective teachers.
3. There exist no significant relationship between family environment and socio economic status of prospective teachers.

Educational Implications:

- 1) The dealing of parents with their adolescents should be co-operative and friendly so that the adolescents share their feelings, secrets, ideas with their mothers without any hesitation and fear.
- 2) Parents should encourage them to attend different social functions, festivals and allow them to express their views to make them socially intelligent.
- 3) Parents due to lack of time should try to spend much time with them & give focused attention to their problems and inculcate in them co-cooperativeness, confidence, tactfulness, responsibility, understand & manage human relations, good decision making tolerance, self control of strong emotions and impulse, so that they can handle the difficult situations in their life.
- 4) Parents & teachers should make an effort to know the abilities & capabilities of adolescents in personnel as well as social perspective and provide favourable atmosphere to the adolescents inside as well as outside the home and school.
- 5) The youth of today are leaders of tomorrow. If they are maladjusted in society & at home, they will never be able to work properly in different area of life. Their success in life depends much on their Family environment and socio economic status.

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