



Family And Peer Relationship Among High School Students

G.S. Murugan Research Scholar, Centre for Educational Research, Madurai Kamaraj University, Madurai.

Dr. R. Annadurai Assistant Professor, Director, I/C, Centre For Educational Research, Madurai Kamaraj University, Madurai.

Abstract

Families are defined as special variants of intimate relationship systems for which the maintenance of boundaries, privacy, closeness, and permanence are crucial, albeit empirically more or less variable, defining elements. It takes into account the dynamic nature of the co-developing individual-family unit by explicitly considering the possibility that a person might be part of a series of quite different intimate relationship system across his or her life course. There is ample evidence that people living in a long-term relationship are, on average, physically and psychologically healthier than single, divorced, or widowed person. In some cases the family itself may become a health risk. In Western societies this is especially true for children and women, increasingly also for older family members, whose personal integrity can be violated by physical maltreatment and sexual abuse. The expression and definition of domestic violence is different from country to country; the same holds true for corresponding laws, criminal statistics, and estimated numbers of unknown cases. The number of possible relationship within a family increases exponentially with the number of individual family members.

Keywords: Family, Peer relationship, School Students

Introduction

The care and socialization of children are among the most important societal tasks that, to a great extent, are entrusted to the family. Theoretical models to explore the determinants, concomitants and consequences of parenthood have increasingly become more complex by addressing not only specific parent child interactions, but also by looking at contextual and systemic influences such as heredity, child temperament, the parents' personality and relationship history, couple

relationship, workplace, social support and economic resources. In addition, theoretical advances, especially using attachment and social-learning approaches, have shown some convergence concerning the development of competent behavior in children and adolescents. Family is very important because from it he inherits the cultural traditions. From this viewpoint family becomes more important for man. It is generally seen that if one is deprived of family protection, his development remains incomplete. Therefore for the desirable development of the child the family has to hold certain responsibilities.

Need for the Study

Socialization is the process by which a person develops from a mere biological organism, as at birth to an adequate adult human person. Socialization means learning the ways of a culture. No human is regarded as fully-growth until learns to display a measure of the prevailing adult attitudes, values, beliefs and knowledge of the subculture to which he belongs.

Socialization requires moving through a series of age-related subcultures. At any given time in the life of a growing child or youth we may refer to the dominant thought patterns of his age mates as his peer culture. This statement should be qualified with the observation that until a child is old enough to become a member of neighborhood playgroup, or a nursery school group, he has no true peer culture. During the first two or three years of life the only culture he knows is that part of the adult culture which his parents and adult relatives teach him, or the peer culture which older siblings transmit.

The nature of peer culture changes continuously as children grow older. For any given age level, the peer culture changes with the passage of time. This change is very conspicuous, for example, in the case of teen-age jargon and teen-age clothing, eating, and dating habits. Adults rarely understand child and youth peer culture. They see the surface of it, but with childish wisdom youngsters realize that it saves trouble to keep a part of the peer culture hidden from adult view.

Man is aware of himself. He can think of himself. Biologically self-awareness is an evolutionary novelty. So the problem is how the neonate who has no awareness whatever develops into an adult with self-awareness.

Objectives of the Study

1. To find out the Level of Family Relation among High School Students.
2. To find out the Level of Peer Relation among High School Students.
3. To find out the significant difference between male and female High Students on their Family Relation.

4. To find out the significant difference between male and female High School Students on their Peer Relation.
5. To find out the significant difference between high school student from nuclear and Joint family on their Family Relation
6. To find out the significant difference between high school student from nuclear and Joint family on their Peer Relation.
7. To find out the significant difference between rural and urban high school students on their family relations.
8. To find out the significant difference between rural and urban high school students on their peer relation.
9. To find out the significant difference between Tamil and English medium high school students on their family relation
10. To find out the signification difference between Tamil and English medium high school students on their peer relation.
11. To find out the significant difference among High School students of different age groups on their family relation.
12. To find out the significant difference among High School Students of different age groups on their Peer Relation.
13. To find out the significant difference among High School Students of different type of management on their Family Relation.
14. To find out the significant difference among High School Students from different Type of management on their Peer Relation.
15. To find out the significant different among High School Students of different Parental Qualification in their Family Relation.

Variables of the Study

- | | | | |
|--------------------------|---|-----------------|----------------|
| 1. Gender | : | Boys / | Girls |
| 2. Age | : | 13 yrs / | 14 yrs/ 15 yrs |
| 3. Type of School | : | Un-aided / | Aided / Govt. |
| 4. Medium of Instruction | : | Tamil/ | English |
| 5. Locate | : | Rural / | Urban |
| 6. Type of Family | : | Nuclear family/ | Joint family |

Methodology of the Study

Tools and Techniques

To test the hypotheses framed, the following tool has been used:

- Index of Family Relations by Walter W. Hudson.
- Index of Peer Relation by Walter W.Hudson.

Sample

The sample population consisted of 300 IX and X standard students. The samples were taken from three schools in Madurai District. There were 100 samples from each school. The three schools are one Government school, one Aided school and Private School.

Statistical Techniques used:

The data collected was subjected to statistical calculations and the hypotheses formulated have been verified. The statistics used are the following:

1. Descriptive statistics to understand the nature of Family and Peer Relationship
2. 'f' test to find out the significance of difference between the students based on Age, Type of school, fathers' Qualification types of family, Mothers Qualification and Family Income.
3. 't' test to find out the significance of difference between the students based on Type of Family, Medium of Instruction and Location of the School.
4. Correlation to find out the relationship between Family and Peer Relationship.

Hypotheses Verification

Hypothesis III & IV

There is significant difference between Male and Female High School Students on their Family Relation Family Relation and Peer Relation

Variable	Gender	N	Mean	SD	SEM	CR	LS
Family Relation	Male	184	51.13	7.17	.53	1.016	NS
	Female	116	50.32	6.45	.60		
Peer Relation	Male	184	50.24	6.92	.51	0.698	NS
	Female	116	49.63	7.65	.71		

There is no significant difference between Male and Female High School Students on their Family Relation Family Relation and Peer Relation. Hence, the Hypothesis is rejected.

Hypothesis V & VI

Mean scores of Family Relation of High School Students based on Type of Family Relation and Peer Relation

Variable	Gender	N	Mean	SD	SEM	CR	LS
Family Relation	Nuclear	210	50.65	7.08	.49	.672	NS
	Joint	90	51.21	6.47	.68		

Peer Relation	Nuclear	210	49.74	7.52	.52	1.020	NS
	Joint	90	50.61	6.40	.67		

There is no significant difference between Male and Female High School Students on their Family Relation Family Relation and Peer Relation. Hence, the Hypothesis is rejected.

Hypothesis VII & VIII

There is significant difference between Rural and Urban High School Students on their Family Relation Family Relation and Peer Relation.

Variable	Locate	N	Mean	SD	SEM	CR	LS
Family Relation	Rural	150	50.51	7.77	.63	.778	NS
	Urban	150	51.13	5.91	.48		
Peer Relation	Rural	150	52.7	7.82	.64	.649	NS
	Urban	150	49.73	6.55	.53		

There is no significant difference between Rural and Urban High School Students on their Family Relation and Peer Relation. Hence the Hypothesis is rejected.

Hypothesis IX & X

There is significant difference between Tamil and English medium high school students on their Family Relation Family Relation and Peer Relation.

Variable	Medium	N	Mean	SD	SEM	CR	LS
Family Relation	Tamil	200	50.41	6.79	.48	1.444	NS
	English	100	51.64	7.08	.71		
Peer Relation	Tamil	200	49.71	6.89	.49	957	NS
	English	100	50.59	7.80	.78		

There is no significant difference between Tamil and English medium high school students on their Family Relation and Peer Relation. Hence the Hypothesis is rejected.

Hypothesis XI & XII

There is significant difference among high school students of different age group on their Family Relation Family Relation and Peer Relation.

Variable	Group	Sum of Squares	Df	Mean Squares	F-value	LS
Family Relation	Between group	76.457	2	38.228	.802	NS
	Within group	14154.460	297	47.658		
	Total	14230.917	299			
Peer Relation	Between group	125.956	2	62.978	1.215	NS
	Within group	15391.041	297	51.822		
	Total	15516.997	299			

There is no significant difference among high school students of different age groups on their Family Relation and Peer Relation. Hence the hypothesis is rejected.

Hypothesis XIII & XIV

There is significant difference among high school students of different types of management on their Family Relation Family Relation and Peer Relation.

Variable	Group	Sum of Squares	Df	Mean Squares	F-value	LS
Family Relation	Between group	103.487	2	51.743	1.088	NS
	Within group	14127.430	297	47.567		
	Total	14230.917	299			
Peer Relation	Between group	51.627	2	25.813	.496	NS
	Within group	15465.370	297	52.072		
	Total	15516.997	299			

There is no significant difference among high school students of different types of management on their Family Relation and Peer Relation. Hence the hypothesis is rejected.

Hypothesis XV & XVI

There is significant difference among high school students of different father qualification in their Family Relation Family Relation and Peer Relation.

Variable	Group	Sum of Squares	Df	Mean Squares	F-value	LS
Family Relation	Between group	62.704	2	31.352	.657	NS
	Within group	14168.212	297	47.704		
	Total	14230.917	299			
Peer Relation	Between group	13.688	2	6.844	.131	NS
	Within group	15503.309	297	52.200		
	Total	15516.997	299			

There is no significant difference among high school students of different father qualification in their Family Relation Family Relation and Peer Relation. Hence the hypothesis is rejected.

Hypothesis XVII & XVIII

There is significant difference among high school students of different Mother Qualification in their Family Relation Family Relation and Peer Relation.

Variable	Group	Sum of Squares	Df	Mean Squares	F-value	LS
Family Relation	Between group	45.937	2	22.969	.481	NS
	Within group	14184.980	297	47.761		
	Total	14230.917	299			
Peer Relation	Between group	42.267	2	21.133	.406	NS
	Within group	15474.730	297	52.103		
	Total	15516.997	299			

There is no significant difference among high school students of different Mother Qualification in their Family Relation and Peer Relation. Hence the hypothesis is rejected.

Hypothesis XIX & XX

There is significant difference among high school students of different Parent Annual Income on their Family Relation and Peer Relation.

Variable	Group	Sum of Squares	Df	Mean Squares	F-value	LS
Family Relation	Between group	70.593	2	35.296	.740	NS
	Within group	14160.324	297	47.678		
	Total	14230.917	299			
Peer Relation	Between group	81.517	2	40.758	.784	NS
	Within group	15435.480	297	51.971		
	Total	15516.997	299			

There is no significant difference among high school students of different Parent Annual Income on their Family Relation and Peer Relation. Hence the hypothesis is rejected.

Hypothesis XXI

There is significant relationship between family relation and peer relation of high School students

Correlation Co-efficient and level of significance for the variables Family Relations and Peer relationship.

Variable	Correlation Co-efficient	LS
Family Relationship Vs Peer Relationship	0.1726	0.05

From the above table it is observed there is relationship between Family Relation and Peer Relation among the High School Students and so the hypothesis is retained.

Major Findings

1. It is found that there is good Family Relation among high school students.
2. It is found that there is good peer relation among High School students
3. It is found that there is no significant different between male and female high school students of their family relation

4. It is found that there is no significant different between male and female high school students of their peer relation
5. It is found that there is no significant different between nuclear and joint family high school students on their family relation
6. It is found that there is no significant different between nuclear and joint family high school students on their peer relation.
7. It is found that there is no significant different between rural and urban high school students on their family relation
8. It is found that there is no significant different between rural and urban high school students on their peer relation.
9. It is found that there is significant difference between Tamil and English medium high school students on their family relation.
10. It is found that there is no significant difference between Tamil and English medium high school students on their peer relation.
11. It is found that there is no significant difference among high school students of different age groups on their family relation.
12. It is found that there is no significant difference among high school students of different age groups on their peer relation.
13. It is found that there is no significant difference among high school students of different type of management on their family relation.
14. It is found that there is no significant difference among high school students of different types of management on their peer relation
15. It is found that there is no significant difference among high school students of different father qualification on their family relation
16. It is found that there is no significant difference among high school students of different father qualification on their peer relation
17. It is found that there is no significant difference among high school students of different mother qualification on their family relation.
18. It is found that there is no significant different among high school students of different mother qualification on their peer relation.
19. It is found that there is no significant difference among high school students of different parent annual income on their family relation.
20. It is found that there is no significant difference among high school students of different parent annual income on their peer relation.
21. It is found that correlation there is significant relationship between family relation and peer relation of high school students.

Educational Implications

Very frequently schools criticize parents for sending children to them who are untrained and parents in turn criticize schools for not doing a good job. Negative blaming is not useful in raising children. Cooperation between the home and the school can greatly benefit all concerned. When a partnership exists between teachers and parents and if they use similar successful methods then children prepare for life and their academic achievement will be meritorious. Hence, the most important educational implication is that of cooperation and mutual support and encouragement between teachers and parents.

Conclusion

Parents and friends generally play a role in shaping the behavior and beliefs of an individual through parent expectations or peer pressure. Therefore, the people who tend to become the greatest influencers in our lives tend to be those closest to us our friends and family. Peer relationships provide a unique context in which children learn a range of critical social emotional skills, such as empathy, cooperation, and problem-solving strategies. Parents and friends generally play a role in shaping the behavior and beliefs of an individual through parent expectations or peer pressure Positive peer relationships make critical contributions to healthy social-emotional development. Children benefit from the social and emotional support that friends offer, and they learn important social skills by interacting with peers. Peers are more important in human growth and development but the parents have more responsibility them. Children should transform into adults through the careful hands of the parents and the reasonable influence from the peers.

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