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A Study of The Effect of The Family Environment to The Development of The Values Among The Students

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A STUDY OF THE EFFECT OF THE FAMILY ENVIRONMENT TO THE DEVELOPMENT OF THE VALUES AMONG THE STUDENTS * Jaya Agrawal, Researcher, M.Ed. Scholar Pragati College, Raipur, Chhattisgarh **Dr. Swati Srivastava, Guided, Assistant Professor, Pragati College, Raipur, Chhattisgarh ABSTRACT India is passing through a critical phase of its history.

The worst erosion of values we can see in the form of crime, corruption and violence. Distortion of values is partially due to imbalance between ancient values and explosion of knowledge in war field technology. As a result of continuous exposure to mass media avenues especially the visual and printed media such as T.V.,

ABSTRACT

India is passing through a critical phase of its history. The worst erosion of values we can see in the form of crime, corruption and violence. Distortion of values is partially due to imbalance between ancient values and explosion of knowledge in war field technology. As a result of continuous exposure to mass media avenues especially the visual and printed media such as T.V., motion pictures, sensational literature, young people are losing sensitivity to aesthetic, cultural and moral values. Fall in values is mainly due to non-conductive environment present in our school. School education well definitely plays a vital role in molding and nurturing the future life of an individual. Lack of essential facilities and resources in school, imbalance teacher and student ratio, increase of mechanical book, faulty evaluation scheme, faulty policies of government, worst type of political influences in school, wrong attitude of teachers towards their professional and teaching, aimless student communities, students uninterested in studies, loaded curriculum without values are responsible for losing the importance of value education. Home environment refers to the climate prevailing in the home, which varies from culture to culture, society to society and family to family. It is well known that home is most important place where a child gets the love, care and sympathy through playful learning activities. Home environment is giving appropriate atmosphere which is helpful in child's proper development and forming basic patterns of behavior. The warmth of relationships between parents and children and siblings is the most important factor of home-environment. Home

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environment affects the various spheres of one's life- intelligence, personality, learning ability, adjustment behavior, life style, emotions, habits, attitudes of children. The parents provide affection and love to child which helps the child to explore himself, to learn and to develop right attitude and value which help for better adjustment in the social environment. The objectives of the present study were to the study of liberty and restriction given by parents to students and to study the attention and negligence given to the students for development. The present research study was only for the high school students of Raipur city. Only 8 CGBSE school were related to study. Out of eight schools only 200 students selected. The researcher related the sampling and data collection from eight schools. For the present study Simple. Random Sampling as has been used. 200 students (100 boys and 100 girls) of four Govt. and four Private CGBSE School have been randomly selected. Results revealed that there is insignificant difference between freedom and restriction given by parents in the development of the values among students and there is insignificant difference between attention and negligence given by parents in the development of the values among students.

KEYWORDS

Development, Students, Environment.

INTRODUCTION

The role of family and society is important in developing value in the children. Children devote maximum time with their family. The home environment is important in developing the value and personality of child. There is a face-to-face contact between the parents and children, which determine the personality and character of child and developing upon the status of parent's active relations and other social set up of home. The families are not only socially recognized relations for the child rearing, essential agency of child's socialization and introducing the child to the culture of society to which he belongs but family being the first and major agency of socialization has great influence and bearing on the development of different values of the child. It has been shown by various studies that most of the children who are successful, great achievers and well-adjusted come from the families where sustaining wholesome relationships exist. Therefore, it is the home, which sets the pattern for the Children's attitude towards people and society, aids intellectual growth in the child and supports his aspirations and good values. Roberts, Manolis and Tanner (2003) have demonstrated that people from divorced homes were more likely than those from intact homes to express values that view material possessions as a means of achieving happiness. Studies have revealed that high home environment groups achieved greater success than middle and low home environment groups (Jagannathan, 1986). Children are our future. Some people hear and believe the words of Whitney Houston, "Treat them well, and let them lead the way." Words written by many prominent observers tell us we are not treating the children of our nation very well at all. The home environments for children continue to change. Changes in the family culture affect the home environment. Studies (Baharudin & Luster, 1998; Featherstone & Cundick, 1992; Watkins, 1997) have shown that the home environment affects the students' moral values. Many people are raising children and looking to others for answers, whether it is day care centers, schools, evangelists, counselors, or the government. Shifting the blame for children's problems and decreasing parental responsibilities are becoming a societal norm. Traditionalists view these shifts as clear signs that we have lost our moral compass; that our society is doomed if we do not find our way back to what are called family values. Change in the home environment affects many aspects of family life.

Changing pattern of family factors reduce in developing value education among students. These include having a depressed parent, emotionally unavailable parents, parents who have high marital conflict, and parents with financial problem. Just as a lack of affection and emotional support, high control, and pressure for achievement by parent during adolescence are related to depression, such

combinations of family experiences are likely to show up as factor in suicide attempts. So Home Environment play significant role in maintain and developing value education among students.

The role of home, school and society cannot be neglected in the dig ration of values definitely the living style of parents, have deep impression in the minds of children. Usually every child virtues and vices of parents, petty quarrels at home between husband and wife, parents and children, elders and youngster, frequent use of vulgar language in socio economic backward families, bad habit of elders and poverty at home are responsible for dis-improvement of value system in our country. Lack of mutual concern between each other at home, disaffection and lack of security in families are other factors responsible for the erosion values.

Value cannot be developed in isolation of one another or even separate cluster. The home and school with the twin influence of parents and teacher have a role to meet and decide how to lead the child from darkness to light, from untruth to truth and from morality to immorality. People specially the young one confused about their values and value system, so they are facing value conflicts and dilemmas. This is due to the dramatic and far reaching socio-culture and political changes that are taking place in our country and in other parts of the world. At the same time there is new awareness among people about human dignity and rights. In the light of all these, it is but natural that people are confused about propose and sound value.

Home where caring for each other is the norms, where established that brings parents, children's and others together in a shared commitment to the common good are able to use the values of the life world in their work and as a result do surprisingly well in enhancing children's personality. It is the parents that must create the home environment in whichever way they want. To maintain healthy home environment, the parents will be committed to provide structure, resources, consideration, useful influence and professional support in a nonthreatening and non controlling manner. Parents must support their wards and provide opportunities for their wards to develop social rapport. Hence Home Environment play significant role in maintain and developing value education among students. So the main objectives of the study are to see the effect of home environment on different dimensions of value education of higher secondary school students.

Home Environment

Two environments namely, home and school environments, share an influential space in child's life, Family is the social biological unit that exerts the greatest influence on the development and perpetuation of their behavior.

Home environment refers to all sorts of moral and ethical values and emotional, social and intellectual climate set up by the family members to contribute to the wholesome development of an individual. Family with its physical, intellectual and emotional aspects shapes a child's life in his journey towards self-fulfillment. Individual differences owe their origin mostly to a number of variables created by home, which may hinder or help the progressive growth of the child. Tizard & Hughes (1984) found home as a powerful learning environment for a child with their presentation of concept such as: the encouragement of incidental learning as a natural reaction to their environment, individualized attention from adults and the close relationship between parent and child as an important factor in learning experiences. In her book, *Growing up Creative*, Amabile (1989) observes that there are several ways that parents can kill creativity in their children. She stresses the importance of the climate created and that coercion and pushing children into activities before they are ready can be detrimental to the child's creative growth. Home is the first and the closest environment for a child to come in contact with. The family, fundamental unit of human society lays the background for inculcation of values and is the most, significant place for the development of the child. Along with it, the family also contributes in the important task of creating wholesome individuals.

Value and Education

The entire educational system and educative process are manifestation, revelation and realization of values considered worthwhile by individual and society; from time to time aims of education curriculum etc are the expanded and explicit forms of values. Values are the beacons, the guiding principles, finding their culmination and consummation in the educative process. Values are life extended education; hence values and education have similarity of purpose both inspiring man towards a pre-determined goal. Education is a part of life, and help to develop a sense of discrimination or vivek which gives one an insight what is good or bad, right or wrong. The concept of right or wrong, good or bad may vary from time to time, place to place, people to people.

Value education then refers to helping children to acquire their virtues that will help them individually to live a good life and at the same time become productive contributing members of their communities. Only a handful of educational theories hold the view that if only the adult world would get out of way, children would siphon in to fully realized people. Most thinkers, educational practicers and parents acknowledge that children are born helpless and need care and guidance of adults into their teens often beyond. More specifically, children need to learn how to live harmoniously in society.

Importane of the Study

Now a day the falling of moral value is being come in the behavior of child, mostly parents are worried indiscipline, disable, and obstinacy, anger and disqualify is making habituated in youth. The name of modernity and liberty children are becoming bestial. They are disliking the enter fear of their parents and relatives. Their believe is being strong in their life, freely, non- violence, love, peace are defeating children aware the bad activities of other but they know about them but they become unknown. Modern science development of technology and industrial communication. Our moral values are facing many challenges. Life of student is being self centered. Source of communication are polluting children's mind. Competition, money, cheap populating and worldly, falsities are being source of pollution of atmosphere. The reason of pollution is scarily of commitment and involvement in human for dirty and responsible for pollution. In this way in many fields there is degeneration of dedication and faith fullness child. Being educated no combination between behaviors. New generation is victim of blind follow of western ration. By which they facing inferiority complex and becoming less confidence. In glory of India they have no faith. No respect for elders restrains and discipline. All are not seen in children after all who is responsible for his. Today's children are citizen of tomorrow and future of country depends upon them. To make them responsible person to in rich moral quality patriotism, self stream generosity and to remove inferiority in them and to develop philanthropist perspective etc. We should develop these all qualities in them value of education is necessary.

Review of Literature

R.R.Y.Oh, K.S.Fielding, L.T.P.Nghiem, C.C.Chang, L.R.Carrasco, R.A.Fuller (2021) Connection to nature is predicted by family values, social norms and personal experiences of nature. To achieve broad-based public support for conservation policies and actions, we need to understand what strengthens a person's connection to nature, since that has been shown to translate into environmentally protective attitudes and behaviour. We conducted a national survey in Singapore to investigate the associations of family values (biospheric, altruistic, and egoistic), social norms relating to spending time in nature, and experiences of nature, with three dimensions of connection to nature (measured using the nature-relatedness scale) – NR-Perspective (cognitive), NR Self(affective) and NR-Experience (experiential). We found that family values were significantly associated with all three dimensions of a person's connection to nature. Biospheric and altruistic family values had a direct and positive association with NR-Perspective, while egoistic family values had a direct but negative association. The relationship between biospheric values and the three dimensions of connection to nature was also mediated through

social norms of family and friends, and experiences of nature. Our findings indicate that family values, social norms and experiences of nature can variously explain different aspects of connection to nature, and that strategies focused on strengthening and/or appealing to biospheric family values, and the design of interventions that make spending time in nature with family and friends a social norm, could be useful in enhancing connection to nature in people.

S Vashisht & Rishipal (2019). Role of family environment, self-concept & personal values amongst children in conflict with law. Present research, studies the relationship between family environment, self-concept & personal values of Children in Conflict with Laws living with biological parents and the ones living with guardians. The population chosen for the study were delinquents (age range of 12 -18 years), at Kingsway Camp, observation home for boys, Delhi. From the selected population, a sample of 60 children was taken, using purposive sampling method. Selected sample was divided into two groups with the preset criteria, before involvement in the crime and their conviction, 30 of these Children had been living with their parents and rest 30 with their guardians. Research data was collected using questionnaire method. Three standardized tests of Family Environment, Self-Concept & Personal Values was used. Collected data was analyzed and findings revealed an established relationship between Self-concept & Family environment and Self-concept & Personal values. Also Family environment has a significant impact on Self-concept and Personal Values. Through the present study, it can thus be inferred that family environment plays a significant role in restricting and rescuing young kids from committing heinous crimes.

Thapar (2004), conducted a study on value profiles of parents and their offspring and generation gap of the Indian urban, middle class parents and their offspring. Rokeach's Value Survey (Form E) was administered. Results indicated that parents and the offspring had maximum concern for family, security, freedom, self respect, ambition, honesty, self control and helpfulness and least concern for values like salvation, mature love and pleasure, world of beauty, being imaginative and cheerful. While the value structures of the fathers and the mothers fitted well in their respective gender stereotypes, the children had imbibed an androgynous value profile, reflecting the respective role of both the parents in child rearing. Highly positive correlation amongst the three profiles substantiated the fact, that there existed no generation gap, and that the acquisition of values was basically a mutual two ways process between parents and their offspring.

Kaur (2005), conducted a comparative study of value patterns of science and arts students in relation to their socio economic status. A sample of 200 students [100 science stream students (50 boys and 50 girls) and 100 arts stream students (50 boys and 50 girls)] of class 10+2 was taken from different schools of Amritsar city. Tools used were Value Test by Dr. Raj Kumar Ojha and Students Socio Economic Status Scale by Kuppuswamy. Statistical techniques used were Mean, SD, t-test etc. Findings of study were (1) There was significant difference in the Theoretical, Economic, Aesthetic and Religious values of science and arts students, but no difference was found on Social and Political values (2) There was significant difference in Economic, Aesthetic and Religious values of students of science and arts stream of high socio economic status (3) Significant difference was observed in Theoretical, Economic, and Religious values of science and arts stream students of low socio economic status. (4) Boys and girls of science stream differed in their Economic and Social values (5) Boys and girls of arts stream differed their Theoretical value only.

Statement of the Problem

“A study of the effect of the family environment to the development of the values among the students.”

Functional Definition of the Problem

Values

In context of present research the definition of value is which is aspired, which is followed this elements means value is too developmental, Physical, mental, Social, Criteria and Social mergence can be executed and guidance for life value is related to culture of person.

Family Environment

In context of Present research the environment is the social environment characteristics of family and all.

Students

In context of Present research Students of class IX of Raipur city.

Objective of the Study

- (a) **Freedom V/S Restriction:** To the study of liberty and restriction given by parents to students.
- (b) **Attention V/S negligence:** To study the attention and negligence given to the students for development.

Hypotheses of the Study

- a. There will be no significant difference between the family effect co freedom and restriction given by parents to the students for the development of the value in students.
- c. There will be no significant difference between the attention and negligence given to the students for the development of the value in students.

Variables of the Problem

In this research independent Variable is "Family Environment".

In this research independent Variable is "Development of Value in (Boys and Girls)".

Delimitations of the Study

1. The present research study was only for the high school students of Raipur city.
2. In following research features of family atmosphere was studied.
3. Only 8 CGBSE school were related to study.
4. Out of eight schools only 200 students selected.
5. The researcher related the sampling and data collection from eight schools.

Selection of Research Method

Here the researcher has adopted Survey method in the various school of Raipur City to know the effect of the family environment to the development of the values among the students.

Selection of Sample Method

For the present study Simple. Random Sampling as has been used. 200 students (100 boys and 100 girls) of four Govt. and four Private CGBSE School have been randomly selected.

Selection of Tool

Due to these tools, the researcher receives the most difficult data very easily. The Present tool is questionnaire of "Dr. Beena Saha". The topic choose by the researcher is related to the present problem.

Statistical Analysis

Arithmetic Mean

It is the sum of a set of data divided by the number or size of the sample \bar{X} is the symbol of the arithmetic mean.

$$\text{Arithmetic Mean} : \bar{X} = \frac{\sum X}{N}$$

Standard Deviation

Standard deviation is the measure of dispersion of a set of data from its mean.

$$\text{Standard Deviation} : \sigma = \sqrt{\frac{\sum d^2}{N}}$$

Critical Ratio

$$\text{C.R.} = \frac{M1 - M2}{\sqrt{\frac{\sigma_1^2}{N1} + \frac{\sigma_2^2}{N2}}}$$

$$\text{t- Test: } t = \frac{M1 - M2}{SE_D}$$

Verification of Hypothesis

Hypothesis H₁

There will be no significance difference between freedom and restriction given by the parents to the students for the development of the value in students..

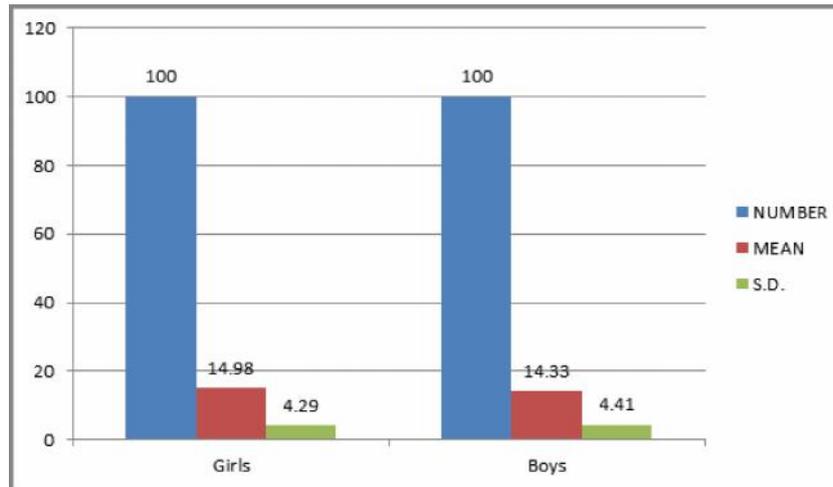
Table No. 01: Table of Mean and Standard Deviation of Students' values and Significance

STUDENTS	NUMBER	MEAN	S.D.	C.R.	SIGNIFICANT (INSIGNIFICANT)
Girls	100	14.98	4.29	1.72	Insignificant
Boys	100	14.33	4.41		

df =198

From the above table it has been clear that the average mean of the girls in the development of the values is 14.98 and the s.d. is 4.29. And the average means of the boys is 14.33 and s.d. is 4.41. In the development of the values girls gain more marks then the boys. For the significant between the girls and boys CR- values has been calculated, which is 1.72. And for the df 198 at .05 and .01 level including t-table is 1.91 and 2.59, which is more than calculated value. Hence our hypothesis "there will be no significance difference between freedom and restriction in the development of the values among students" is accepted.

Daigram 01: Graph of the mean and standard deviation of the students.



Hypthesis H₂

There will be no significance difference between attention and negligence given to the students for the development of the value in students.

Table No. 02: Table of Mean and Standard Deviation of Students’ values and Significance

STUDENTS	NUMBER	MEAN	S.D.	C.R-	SIGNIFICANT \ INSIGNIFICANT
Girls	100	24.68	9.15	1.5	Insignificant
Boys	100	22.71	9.21		

df =198

From the above table it has been clear that the average mean of the girls in the development of the values is 24.68 and the s.d. is 9.15. And the average means of the boys is 22.71 and s.d. is 9.21 In the development of the values girls gain more marks then the boys. For the significant between the girls and boys CR- values has been calculated, which is 1.5. And for the df 198 at .05 and .01 level including t-table is 1.91 and 2.59, which is more than calculated value. Hence our hypothesis “there will be no significance difference between attention and negligence in the development of the values among students” is accepted.

Daigram 02: Graph of the mean and standard deviation of the students.



Result

The effect of the family for the development of values was conducted for the maximum frequency of equal number for both responses. Thus, the expected probability of each answer "Always", "Sometimes" & "Never" is 0.5 in a sample of 200 students among which 100 students were boys and 100 students were girls, out of which 66 students were expected to respond always, 68 students were expected sometime and 66 students were expected to response never. Hence having a score of 1.97 or above our conducted to have effective development of value and a score 1.97 or low was considered to be insignificant development of value. In some hypothesis, there may be more or less than 5 questions so, I use to conclude my conclusions according to their level of difference. Thus, it is found that enter sample average and equal development of values of underachievers in secondary section student. There is no significant difference in the development of values in student. Girls and Boys both of equal development. Girls together shows better development of value than boys.

CONCLUSION

Research work will be incomplete with its result and conclusion. Through conclusion, we get new knowledge, principal and rules. Apart from it conclusion also help in for further suggestions.

According to the Hypothesis we can conclude that girls have more value than the boys. Infact, it cannot be thought of achieving a sustainable way of life without an appropriate educational system designed to interline the principles of sustainability in the life & work of our youth. Because the government and school initiative to make values an integral part of formal education through its National Curriculum Framework, considerable work is being done in the direction of integrating values concepts into the existing curriculum developing new strategies preparing institutional material for effective implementation of family environment in the development of values among students.

Suggestions

Effect of family environment in the development of values is effective and positive. But still there must be some improvement so that people should be more aware about it. For this in School not only moral values should be thought but also competition were to held i.e. essay competition, laboratory and separate period. If the family not participate or take care on the development of values, what were the problems students face were shown to the students through film, drama and reality.

Some of the Suggestions are:

1. In curriculum, main points and present problem should be discussed.
2. The production, purpose and are of value until be cleared.
3. New values must be included in curriculum.
4. Various books magazine were printed related to the values.
5. Various slogan, painting we can motivate them towards development.
6. Education's must be give to students equally.
7. By respecting the institute and universities who were in the development.
8. In villages and towns, in rural and urban area, proper education must be given.

For Students

Frobel – School is garden, students are plants and teachers are gardener.

1. Through moral education school student can be able to gain knowledge.
2. Equality acceptance trust were given to the students.

Suggestion for further studies

1. At High School and Higher Secondary School educations of value should be given.
2. Comparatively study on the develop of values among student.
3. Comparatively study of the students of various level.
4. Development of values can be study by grade system on student.
5. Development of value among student, can be studied through comparing board that C.G. Board, CBSE Board, ICSE Board Students.
6. On rural and urban areas students, also research will be done.
7. Regular and private student can be compare study may be done.
8. On present research only girls and boys were taken as sample but research may be done at teacher's and sirs.
9. Compare between English and Hindi medium Student.
10. Present research has been done in Raigarh city, but other city and are were also be selected.

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