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PROBLEMS OF PUPIL TEACHERS IN RELATION TO FAMILY ENVIRONMENT

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Introduction

A family is regarded as the oldest determinant institution and roles a pivot role in shaping of human behavior. In this context , a family is a group of people affiliated by consanguinity, affinity or residence. Family provides the experience and adaptability for child for suitable to the society, that is called socialization. The role of family in human 's Life, is incredible. Sydney E. Gold rightly said, "Family is the the cradle in which the future is born and nursery in which new democratic social order is being Fashioned .The family is related to past through tradition but it is also related to the future through social responsibility and traits" According to Mac Iver , "Family is a group defined by a set relationship sufficiently precise and enduring to provide for the procreation and upbringing of children". According to Summer and Keller family is a miniature social organization ,including at least two generations and is characteristically formed upon the blood bond. Environment consists of surroundings and influences, whatsoever that are present when an event occurs .it refers to those forces ,situations stimuli that effect the individual from outside .Environment is, thus not a simple but a complex phenomenon consisting of numerous factors under one umbrella. Woodsworth and Marquis (1948) "Environment covers all the outside factors that have acted on the individual science he began life ." In the words of Grouter "Environment is any event or condition outside the organism that is presumed to influence or be influenced by person's development " The family environment possess certain consistency so that the impact of the same basic values ,individuals and materials and objects is felt over and over . Parental influence may not be felt in specific situation but the attitudes and ideas expressed day after day inevitably leave their mark . Family environment consists of family members, their attitude ,their personality their behavior, their inter-relationship etc. It is also comprises of the physical appearance of home ,home facilities ,ventilation ,quality of nutrition, family hygiene, parental education, occupation, their income and living standard etc. Family Environment Defined Newman and Newman 1981, Family environment is the first and perhaps the most enduring context for growth ,adjustment within the family means ,identifying with models, accepting values and playing out family roles ."Mos and Mos (1986) Family environment consists of 10 workings viz, cohesion, Expressiveness, Conflicts, independence, achievement, orientation, moral religious emphasis, organization and control." Ranhotra Kirandeep, S. (1996) Family environment is the complex of social and cultural conditions ,the combination of external extrinsic physical conditions that effect and influence the growth and development of the family ."

Consists the Extent of Existence the Three following Dimensions in Family Environment

- A) Relationship Dimension** (i) **Cohesion** – Degree of commitment ,help and support of family
(ii) **Expressiveness** – Extent to which family members are encouraged to act openly and express their

feelings and thought directly. (iii) **Conflict** – Amount of openly expressed aggression and conflict among the family members. (iv) **Acceptance and caring** – Extent to which members are in conditionally accepted and the degree of which caring is expressed in the family .

b) Personal Growth Dimension (i) **Independence** – Extent to which family members are assertive and independent to make their own decisions. (ii) **Active-Recreational Orientation** – Extent of participation in social and recreational activities .

(c) System Maintenance Dimension – (i) **Organizations** – degree of importance of clear organization structure in planning family activities and responsibilities. (ii) **Control** – degree of setting with in a family.

Need and Significant of the Study

Family Environment is one of the significant factors which decides the future of ETT students .Family Environment is one of the significant and important factors which decides the future of the pupil teachers. .Earlier studies were done on this area by various researchers some are described here . Thompson(2007) Found that Vulnerable Family Environment (poor family Functioning low social support and care give psychological stress)is an important predictor of personal's mental health needs. It also predicts them not having these needs met . Heiman (2008) found that there is need for additional social support for person with special need and accentuated the importance of developing awareness and invention programmes to facilitate persons copying abilities and their family interactions. Mohan, D. and Gnanadevan, R. (2009) Found that there is a significant relationship between family environment and professional ethics of teachers .The mail and female teachers differ significantly in their family environment . The family environment of female teachers is better than male teachers. Kaur Amandeep (2010) in her study revealed that there is a significant relationship between teacher effectiveness and family environment of secondary school teachers. Rani Geeta (2012) in her study there is a significant difference between social intelligence and family environment of male and female college students. Hence , it is a dominant factor. So the research of the family environment of pupil teachers becomes essential.

Demographic Variables used in the Study

The following were demographic variables used in the study.

1. Sex : Male and Female.
2. Residential Area : Urban and Rural.
3. Day Scholar / Hostellers.

Objectives

1. To study if there is any difference in the family environment of male and female pupil teachers.
2. To study if there is any difference in the family environment of pupil teachers from the urban areas and rural areas.
3. To study if there is any difference in the family environment of pupil teachers.

Hypotheses

1. There is significant difference in the family environment of male and female pupil teachers.
2. There is significant difference in the family environment of pupil teachers of the urban areas and in the rural areas.
3. There is significant difference in the family environment of pupil teachers of hostellers and day scholars.

Sample

Simple random sampling technique was used in the selection of the sample of as many as 100 pupil teachers. The sample was taken from the Colleges of Education District Moga.

Method

Normative survey method has been used in the present investigation to collect data from the pupil teachers studying in the B. Ed., M. Ed. and ETT (D. Ed.) courses in Education colleges of Moga. This method has been chosen as it seeks to obtain precise information concerning the current status of phenomenon and to draw valid conclusions from the facts discovered. Also, this method of research attempts to describe and interpret what exist at present in the form of conditions, practices, processes, trends, effects and attitudes. In brief, it is an attempt to analyze, interpret and repeat the present status of social institution or group. Hence normative method found to be the suitable method.

Tool Used

The family environment scale which was constructed and validated by Harpreet Bhatia and Chadha N. K. (1993) has been used in the study. This scale consists of 69 items in the forms of statements, some (41) are positive statements or some (28) are Negative. Every item has five options, namely 'Strongly Agree' 'Agree' 'Undecided' 'Disagree' 'Strongly Disagree'. The responses of the subjects were scored by assigning numerical values or arbitrary weight to the two sets of items. The positive statements had the scoring as 5,4,3,2,1 for 'Strongly Agree' to 'Strongly Disagree', it had been reversed for the negative statement i.e.1,2,3,4,5. An individual is the sum of all the score of 69. the score ranged from 69 to 345. The scale used in this study in order to measure pupil teachers' family environment has construct validity. Also, the intrinsic validity found by the authors of this tool was 0.90 (Bhatia Harpreet and Chadha N. K., 1993) the reliability was found to be 0.81 by the split-half technique, the investigator had also found the reliability of the tool as 0.85 and the intrinsic validity as 0.92. thus the family environment has validity and reliability.

Statistical Techniques :

The description of the statistical techniques used in the present work has been given as under Description Analysis – it involves computing of measures of central tendency such as the Mean and the measures of variability such as Standard deviation. Differential Analysis in order to realize the formulated objectives for the family environment of the pupil teachers, the of significant was used. The suitable null hypotheses and all null hypotheses are tested at 0.05 and 0.01 both levels of significance.

Limitation of the Study

The study has been limited only B. Ed., M. Ed. and ETT (D. Ed.) teachers trainees. The area was also restricted only Moga District of Punjab Province in India. The study did not include distance mode pupil teachers it is limited only Face to face mode Programme .

Table 1. Showing the Mean Scores of Home Environment between Male and Female Pupil Teachers

Group	N	Mean	S.D	t- value	Level of significance
Male Pupil Teachers	50	56.16	4.36	1.19	Not significant
Female Pupil Teachers	50	54.03	7.54		

Table 1 indicates that the mean scores of home environment of 100 male and female pupil teachers are 56.16 and 54.03 . The calculated t- value of home environment between male and female pupil teachers was 1.19. Table value for r at 0.05 level was 2.01 and at 0.01 level was 2.68, as calculated value 1.19 was very less than table value. Therefore difference was insignificant at 0.05 level So Hypothesis 5 "There will be no significant difference of home environment between male and pupil teachers" is rejected.

Table 2. Mean Scores of Home Environment between Urban and Rural Residing Pupil Teachers

Group	N	Mean	S.D	t- value	Level of significance
Urban Pupil Teachers	50	55.16	9.98	1.13	
Rural Pupil Teachers	50	54.23	7.06		

Table 2 indicates that the mean scores of home environment of 100 urban and rural residing pupil teachers are 55.16 and 54.23. The calculated t- value of home environment between urban and rural residing pupil teachers was 1.13. Table value Table value for r at 0.05 level was 2.01 and at 0.01 level was 2.68, as calculated value 1.13 was very less than table value. Therefore difference was insignificant at 0.05 level So Hypothesis 5. "There will be no significant difference of home environment between urban and rural pupil teachers" is rejected.

Table 3. Mean Scores of home environment between hostellers and day scholar pupil teachers.

Group	N	Mean	S.D	t- value	Level of significance
Hostellers Pupil Teachers	50	56.02	6.86	1.21	
Day scholars Pupil Teachers	50	54.13	8.54		

Table 3 indicates that the mean scores of home environment of 100 hostellers and day scholar pupil teachers are 56.02 and 54.13. The calculated t- value of home environment between hostellers and day scholar pupil teachers was 1.21. Table value for r at 0.05 level was 2.01 and at 0.01 level was 2.68, as calculated value 1.21 was very less than table value. Therefore difference was insignificant at 0.05 level So Hypothesis 5 "There will be no significant difference of home environment between hosteller and day scholar pupil teachers." is rejected.

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