A Study of the Family's Educational Environment of Upper Primary School Children

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Abstract:

The purpose of the present study was to study the educational environment of the child's family in terms of the child's type of school and area. Parents of 300 children from Central Gujarat Upper Primary School were randomly selected for the purpose of study. The educational environment measurement tool was used to measure the family's educational environment. In which the data was analyzed by the "t" test. At the end of the present study, it was found that the educational environment of the urban family was better than the educational environment of the rural family. While the educational environment of the family of the child studying in the self-finance school was found to be better than the educational environment of the family of the child studying in the government school.

Keywords: *Family, Educational environment, Child*

1. Introduction

The basic unit of Indian social structure is the family. Thousands of years of experience gained by the society and the nation in the family are instinctively acquired by the child. Through the family he learns the culture of his own society. The foundation of a child's physical, mental, social and spiritual development is laid in the family. The child's character, skills, habits, the smallest things in life are planted in the family. The family is the child's first school so it is very important that every family maintains this specialty and characteristic of the Indian family.

In today's modern century, there is a great need for education to prepare future citizens. The child and the environment around him is a very important factor in the present times. Research on this topic has shown that if care is not taken in raising a child, it can lead to bad results in the future. There is an urgent need for family environment, family education, responsibility of family members, supervision of children before going to school and keeping the child in harmony with the school. Cherian V.I. [1990] found that there is a significant negative relationship between scholastic achievement and punishment of child at home. The results prove that if we punish the child at home frequently his academic performance suffers a lot. Further, Hine [1991] find out the factors affecting the achievement of the students. He found the factors like efforts of language development, aspiration given by members, family support system, optimism of family members and family bondage are the factors which affect achievement of children. The effect of the child's learning environment on the child's education is seen in the family. The child will imitate the behavior of the family members, so if the parents want to improve the child's habits, they must first deal with the child. The educational development of a child will happen only if he has to participate in education. In which Jetpariya, Asmita M. (2015) conducted a study on the design and validation of a test to measure the behavior of the parents towards the child at the end of which the researcher concluded that the re-test score was higher than the previous test in the behavior of the parents towards the child. In addition, there is no significant difference in the behavior of the parents with respect to the gender of the parents. And the attitude of educated parents towards the child is more constructive in urban areas than in rural areas and compared to uneducated parents, which shows that the family environment affects the behavior of the child.

From the above study it is revealed that there is a relationship between home environment is important in performance of students at school. The present study is aimed to study the home environment of student in relation to their area and type of school.

2. Research Objectives
The objectives in the present research are as follows.
1. Study the educational environment of the family.
2. To study the educational environment of the family in the context of the child's area.
3. To study the educational environment of the family in terms of the child's school type.

3. Research Hypothesis
Ho_1 There will be no significant difference between the scores of families living in rural area and urban area on "Family Educational Environment Measurement" Scale.

Ho_2 There will be no significant difference between the scores of children studying in government schools and self-financed schools on the "Family Educational Environment measurement" Scale.

4. Variables included in the research
The following variables were related in the present research.

5. Dependent variable
The educational environment of the family

6. Independent variable
Area - Urban / Rural
Type of School - Government / Self finance

7. Research Method
In the present study educational environment of the family has been studied. The study has been conducted in relation to area of the student and type of school of the student. To reach the objective data has been collected. Data was collected from the sample. The details of the selection of the sample has been given in the next part of the chapter. The method of the present study was survey. Other details of the study are given below.

8. Population and sample selection
Here the family of Gujarati medium upper primary school going children of central Gujarat region was a population of the research. From them 4-4 Gujarati medium Upper primary schools was randomly selected. Among them 1 urban government, 1 rural government and 1 urban self-finance and 1 rural self-finance were randomly selected, Parents of 75 children from each school were randomly selected. Thus, a total of 300 parents were selected as samples.

9. Tool
The objective of the present study was to study family educational environment. To meet the objective data of family educational environment was needed. To collect the data family educational environment tool has been constructed. The five-point scale items were chosen for the tool. There were 50 items in the tool.
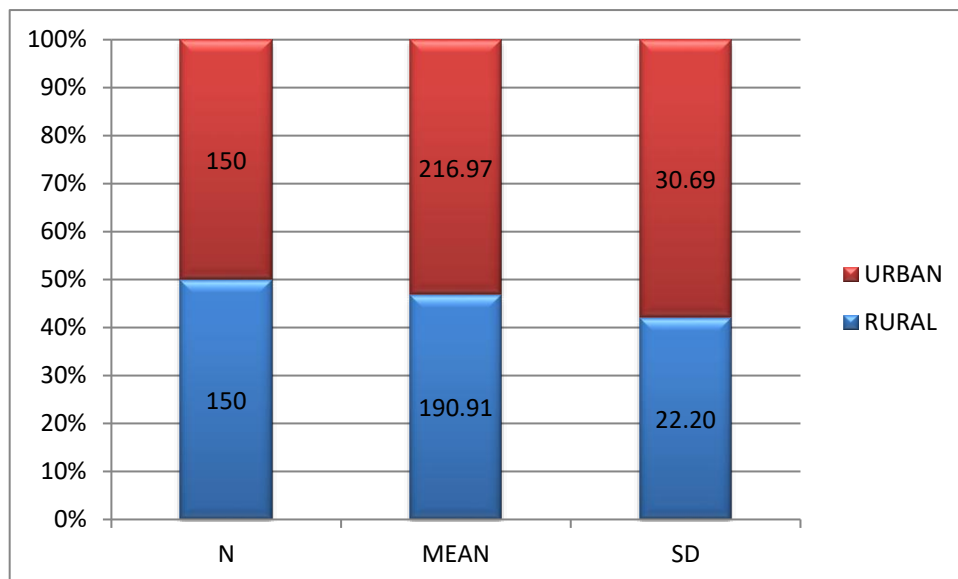
10. Testing of Hypothesis
To test the hypothesis the data was analyzed by t– test. The details of the statistical techniques are given below.

10.1 Effect of Area
Ho_1: There will be no meaningful difference between the scores of rural area and urban area obtained on "Family Educational Environment Measurement" Scale.

Table 1: Result of family educational environment measurement test by area

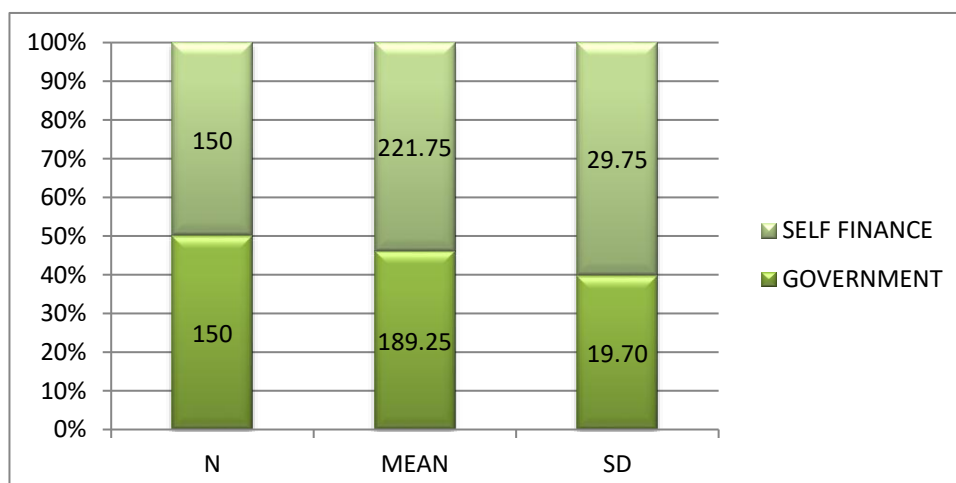| Area	N	Mean	S.D.	SED	Mean dif.	t Value	Confident Level
Rural	150	190.91	22.20	3.09	26.06	8.43	0.05
Urban	150	216.97	30.69				

Form the table No.1 and the graph it can be seen that the mean scores of urban and rural are 190.91 and 216.97 respectively. The standard deviation is 22.20 and 30.69 respectively. The value of t test is 8.43. the obtained value is greater than the table value at 0.05 level of significance. Thus, the hypothesis Ho_1 "There will be no meaningful difference between the scores of urban area and rural area obtained on "Family Educational Environment Measurement" scale is rejected. It can be said that the educational environment of the urban area was better than the educational environment of the rural area.

10.2 Effect of type of school

Ho_2: There will be no significant difference between the scores of children studying in government schools and self-financed schools on the "Family Educational Environment Measurement" Scale.

Table 2: Result of family educational environment measurement test according to type of school

Type of School	N	Mean	S.D.	SED	Mean dif.	t Value	Confident Level
Government	150	189.25	19.70	2.91	32.50	11.16	0.05
Self finance	150	221.75	29.75				

Form the table No.2 and the graph it is found that the mean scores of a government and self finance school are 189.25 and 221.75 respectively. The standard deviation is 19.70 and 29.75 respectively. The value of t test is 11.16. the obtained value is greater than the table value at 0.05 level of significance. Thus, the hypothesis Ho_2 There will be no significant difference between the scores of children studying in government schools and self-financed schools on the "Family Educational Environment measurement" Scale. is rejected. It can be said that the educational environment of the self-financed schools was better than the educational environment of the government schools.

11. Findings and discussion
At the end of the presented research, it was found that the educational environment of the family in the urban area was better than in the rural area. Educational environment of self-financed school was better, whereas educational environment of the Government school was not so good. The researcher realized from the results of her research that area affects the educational environment of the family so there is still a need to improve the educational environment in the rural area. In this regard, this research can provide guidance for the families in the rural area. At the end of the research, it was found that the educational environment of the families of children studying in government schools was not good. Therefore, steps should be taken to improve the educational environment of the families of children studying in government schools. The result of the present study in regard to educational environment of the different types of area is different form the study of Chauhan, Shraddha Singh (2016). Further study is need to study relation between the family educational environment and type of family.

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