

# PSYCHO-SOCIAL FACTORS INFLUENCE FAMILY ENVIRONMENT OF SECONDARY SCHOOL STUDENTS

**\*Shalini Jaiswal, \*\*Prof.(Dr.) Chetlal Prasad**

*\*Research Scholar, \*\*Supervisor*

*Sai Nath University, Ranchi*

---

## ABSTRACT:

*School is the work environment of teachers and the learning environment of pupils. During school hours, teachers and pupils are in constant interaction with each other, so it is plausible that their well-being is inter-related. This study examines the association between pupil-related psychosocial factors, the school setting, and teacher sick leave. The general framework is based on work stress models that propose that psychosocial factors affect health when demands of the psychosocial work environment exceed the resources of the employee. The results of this study suggest that pupil-related psychosocial factors, such as pupils' problem behavior, school dissatisfaction, and violent or threatening situations in schools, affect teacher health as reflected by their taking sick leave. Attention should focus on teacher well-being, especially in schools characterized by such stressors. A positive psychosocial school environment helps to create a conducive environment for effective teaching and learning. It relates to 'the dynamic relationship between psychological aspects of our experience (our thoughts, emotions, and behaviours and our wider social experience our relationships, family and community networks, social values, and cultural practices. Students' social and emotional experiences influence learning processes and in turn affect learning outcomes (UNESCO MGIEP, 2020). Schools that prioritize students' well-being have a higher chance of improving their academic achievements (UNESCO 2017). Numerous variables related to school climate have been positively associated with better student performance in reading in OECD countries e.g. growth mindset of students, greater support from teachers, teacher enthusiasm, greater co-operation among peers, students' sense of belonging at school (OECD, 2019). Attending to the social and emotional needs of students and teachers is key, especially in the aftermath of the COVID-19 pandemic, as many students have missed out on social interactions and support from teachers and peers.*

**Key-Words:-** UNESCO, OECD, COVID-19

## INTRODUCTION:

The study investigated the psychosocial factors Predicting Secondary School students attitudes, academic self-efficacy and interaction of secondary schools students. Key elements contributing to the psychosocial school climate include the quality of personal relationships at school, methods used in the process of learning, classroom management and discipline, students' and teachers' well-being, prevalence of school-based violence, and social and emotional learning. Psychosocial factors like attitude, self-efficacy and social interaction of students plays a great role in student's academic

performance and are essential for the delivery of high quality teaching and learning process. They remain the key determinant of student academic performance (Fishbein, 1967; Bandura, 1986 & Brophy, 2001). There is also general belief that human behavior and actions are influenced by attitudes whereby attitudes are seen as the cause and behavior as the effect (Chepchieng, 2004). This could be attributed to the fact that lecturers contact with a students in or out of the classroom is very crucial in student's motivation and involvement in all facets of life. Whereas negative psychosocial factors distort teaching and learning techniques,

positive psychosocial factors facilitate academic performance positively and outright expression of both lecturer and student intelligence because Universities or Colleges have no any value without students or lecturers as they are the greatest paramount quality for any educational institution. The development of any society is directly connected with students' academic performance (Mushtaq et al., 2012). Student academic performance plays a crucial role in bringing qualitative citizens who will move a country to the right path in the near future.

### Statement of Problem

Psycho-social factors like as attitude, academic self-efficacy & interaction influence family environment of secondary school students.

### Research Problem

Psycho-social factors such as attitude, academic self-efficacy & interaction that influence academic performance of secondary level school student's.

### Research Objective

The objective of the research is to examine the effect of psycho-social factors of family environment secondary school students.

### HYPOTHESIS OF RESEARCH

Psychosocial factors such as attitudes, academic self-efficacy and interaction are factors in which directly contribute to students' academic performance and it effects the family environment of secondary level students.

**01. Pithva, K. P. and Jogsan, Y. A. (2015)** Aim of present research was to find out the level of job stress and family adjustment in vidhyasahayak and permanent teachers. For this purpose total 60 vidhyasahayak and permanent teachers were taken as a sample. For data collection Bell adjustment inventory and Srivastava and Sing's job stress scale were used. For data analysis 't' test was used. The result reveled that significance differences were indicated regarding job stress in vidhyasahayak and permanent teachers and no significance difference were indicated regarding family adjustment in vidhyasahayak and permanent teachers.

**02. Sinha, C. (2016)** The study conducted with the objectives to differences in adjustment of working women in relation to age and job status. The study was conducted on 150 married working women in teaching and medical professions. The data was analyzed by t-test. Result shows that there was significant different. In adjustment of working women relation to age and no significance differences was fund in relation to job status. The reason might be lack of time, decreasing social network, losing contact with friends and family members. Shortly review of related literature is present on following table with the name of Author / Authors, Title, Year specially with family adjustment.

**03. Kaji, S. M. (2013)** The aim of present research was to find out the difference of adjustment between male and female aged people living in Ahmadabad City. For this purpose total 240 aged people were taken as a sample. For the purpose of research Shamshad Josbir Old Age Inventory was used. 't'-test was applied for data analysis. The result shows that there were no significance differences in family adjustment, social adjustment, marital adjustment and financial adjustment, significance differences were found in health adjustment, emotional adjustment and overall adjustment.

**04. Gohil, A. J. and Parmar, V. P. (2015)** The present study focuses on individuals suffering from HIV positive diagnosis. Aim of research was to understand the level of family and social adjustment. 240 samples were selected from Ahmadabad and Bhavnagar regions out of them 120 (60 male and 60 female) were from urban area and 120 (60 male and 60 female) were from rural area. Who were suffering from HIV positive diagnosis. Bell adjustment inventory and Tiwari's depression scale were used for assessment. The data was analyzed by 't'-test. Result indicate that there is better adjustment levels in family and social aspects and reduced levels of depression after counseling.

**05. Jogsan, Y. A. (2017)** Insecurity and adjustment among students of joint and divided family. The purpose of present research was to find out the insecurity and adjustment among students of joint and devided family. For this total 320 sample were taken. Sample mbelonging with sex, residence are

and types of family. Bell adjustment inventory and Dr. Bina Shah's insecurity scale were used. To check impacts of independent variable on dependent variable ANOVA method was used. For check correlation between insecurity and adjustment Karl Pearson correlation method was used. In adjustment not significant difference was seen. In insecurity sex and residence of area variable was significant difference at 0.01 level. -0.63 negative correlation was found between insecurity and adjustment.

**RESULT AND DISCUSSION:**

The result of this study corroborates Busch (1995) who found that self-efficacy is an important predictor of career choice. If there is no aspiration, there may be no high academic self-efficacy of students. This has been established by the research works e.g. Charmers (2001) who found that self-efficacy was related to both academic performance and study habit, Pintrich & Degroot, (199)) also noted that self – efficacy have positive effect on student motivation to study for high achievement. It is surprising to observe from the study that parental involvement contributed the least to academic self – efficacy, since the Beta value 0.028 was not significant at alpha level of .05. The result runs contrary to early works of researchers e.g. Adeyemo (2006) who found a relationship between parental involvement and academic self-efficacy, he explained that the significant impact of parental involvement on academic self-efficacy is best understood when it is discovered that parents have greater expectations for their children. With low academic self-efficacy and low academic performance today, many parents need to be

involved in the academics of their children to help raise the standard. The prevalence of school violence (physical, psychological, and sexual), as well as bullying both in-person and online, is a key obstacle to a positive psychosocial school environment (UNESCO, 2017). School violence has a significant impact on the physical and mental well-being of learners, their ability to learn and their educational outcomes. Victims and witnesses of school violence are more likely to miss school, have lower grades, and/or drop out of school entirely. School violence also contributes to their lower self-esteem, depression, anxiety, and other mental health issues (Global Education Monitoring Report team and UNGEI, 2015; UNESCO, 2017; Attawell, 2019). PISA 2018 and TIMSS 2019 data demonstrate that greater exposure to bullying was associated with lower performance in reading and mathematics and science respectively (OECD, 2019; Mullis et al., 2019).

**Compare the students with healthy and unhealthy family environment will differ significantly on family environment scale-**

There will significant difference between the mean score of students of healthy and unhealthy family environment at secondary level was depicted under following heading:

The students both male and female were compared on the basis of healthy and unhealthy family environment, the scores of family environment were computed. The mean and SD of students with healthy and unhealthy family environment along with t-value testing significance of mean difference has been given in table-4.4.1.

Group	Mean	S.D	N	D	df	t-Value		Level of Sig.	Result
healthy family environment	235.9	11.36	100	41.0	198	CV	TV	0.05	Significant Difference
unhealthy family environment	194.9	14.55	100			22.28	1.97		

From the table no. 4.4.1, it is found that the mean score of healthy family environment group is 235.9 and unhealthy family environment group is 194.9. The standard deviation of the healthy family

environment group is 11.36 and unhealthy family environment group is 14.55. It is also found that calculated value (CV) of t-value is 22.28 which is significant difference at 0.01 and 0.05 level of

Significance . Finding of the study revealed that healthy family environment have better family environment than the unhealthy family environment at Deoghar. Hence, Hypothesis 1 stating “There will be significant difference between the mean score of students of healthy and unhealthy family environment at secondary level is accepted. It means the family environment of different secondary schools at Deoghar district who achieved high Mean score that secondary schools environment are treated as healthy family environment than low achieved mean score of secondary school environment. secondary school family environment depends on certain situation of the school environment.

### RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

The study is limited to secondary schools in Deoghar District of Jharkhand State. Further study should consider using more states in the federation and probably beyond Nigeria to cover a fuller horizon of different variables, before inferences are drawn or generalization made. This research work is limited to secondary schools in Lagos State. Other higher level schools can be used for further study. Based on the result of this research work, the following recommendations were proffered: The independent variables contributed jointly to the students' academic self-efficacy and relatively too. It is recommended that the study habit of students should be enhanced by the teachers and parents. Government should also provide enabling study environment for students and adequately fund academic institutions. Students should be encouraged to aspire for greater heights as this has been discovered to boost the confidence in them and eventual high academic performance. It is also

recommended that other variables that can influence academic self-efficacy of students should be studied further. Guidance counselors in schools should counsel students, other personnel, and parents, on the need to build the academic self-efficacy of the students for high academic performance in Colleges of Education, Polytechnics and Universities. Other variables not investigated in this study can also be investigated e.g. birth-order, family size, socio – economic status, etc. Further study can also be carried out on students' academic achievement.

### CONCLUSION:

Schools that prioritize students' well-being have a higher chance of improving their academic achievements. Numerous variables related to school climate have been positively associated with better student performance in reading in OECD countries e.g. growth mind-set of students, greater support from teachers, teacher enthusiasm, greater cooperation among peers, students' sense of belonging at school (OECD, 2019). Attending to the social and emotional needs of students and teachers is key, especially in the aftermath of the COVID-19 pandemic, as many students have missed out on social interactions and support from teachers and peers This result is very important because it explains the positions of the examined independent variables (study habit, career aspirations and parental involvement) on students' academic self-efficacy. The result of the study (as indicated in tested hypothesis one) shows that a combination of study habit, career aspiration and parental involvement contribute to the academic self-efficacy of students. The result showed that 52.9% of the academic self: efficacy was accounted for by the independent variables.

### REFERENCES:

1. Mangla, S. (2001). *Teacher Education: Trends and Strategies*. New Delhi: Radha Publications.
2. Mehta, L. M. (1998). *An Evaluation of In-service Teacher Training*. Media Research Group: New Delhi, in Ed. CIL (2001) *Research Abstracts in Primary Education (1994-2000)*, New Delhi: Ed.CIL.
3. Mohanty, J. (2003). *Teacher Education*, New Delhi, Deep & Deep Publications Pvt. Ltd.
4. Mysore State Association of Teacher Educators (1973). *The sixth Conference of Teacher Educators of Mysore State*. Bangalore: Mysore State Association of Teacher Educators.
5. Neshia. (1988). *In-service Education*, in Kundu, C.L. (Ed) (1988). *Indian Year Book of Teacher Education*. New Delhi: Sterling Publisher Pvt. Ltd.

6. NIEPA. (1992). A Study of Identifying the Strength and Weaknesses of DIET in Hariyan, in Jha, M. (1996). A Study of District Institutions of Education and Training of Baroda with special reference to secondary school.
7. MHRD. (1992). National Policy on Education. New Delhi: Govt, of India.
8. NCERT. (1992), Fifth All India Educational Survey. New Delhi: NCERT.
9. Jindal, S. K. (1988). In-service Teachers Training: Retrospect and Prospect, in Kundu, C.L. (Ed) (1988) Indian Year Book of Teacher Education. New Delhi: Sterling Publisher Pvt. Ltd.
10. Kerlinger, F. N. (1973). Foundations of Behavioral Research. New York: Holt, Rinehart and Winston, Inc.
11. Kishore, L. (1998) In-service Training Area Preferences of Primary Teachers. The Educational Review, CIV (12), 13-15.
12. Koul, L. (2000). Methodology of Educational Research. New Delhi: Vikash Publication.
13. Kundu, C.L. (1988). Indian Year Book of Teacher Education. New Delhi: Sterling Publisher Pvt. Ltd.
14. Kundu, C.L. (1989). Implementation of PMOST in Haryana: An Evaluation. Kurukshetra: Kurukshetra University.