

Role of family, teachers and peer groups in the interaction pattern of high school students: A sociological analysis

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Abstract

Socialization is the process through which we learn to live in a society and learn the values of society and the ways of thinking, doing and living that are deemed to be desirable. The school is of vital importance in the socialization of children. High school students come in contact with wider sections of students, teachers who belong to heterogeneous sociological background. Students cannot interact and behave as they have socialized in their families. They have confused and find it difficult to moving around with people. The purpose of the study is to assess the interaction pattern of high school students regarding selected issues affecting their family and school relationships and the influence of their teacher relationships and their peer relationships.

Keywords: socialization, interaction pattern, family

Introduction

Education is a powerful instrument used by the society to shape the future and mould the next generation. The aim of education is to facilitate process of national development through its manifold task of generation, dissemination, utilization and expansion of knowledge, fostering the spirit of national integration, international understanding, social responsibility, encouraging scientific temper, instilling innovative ideas. Thus, education is one of the significant cultural activities of life. It motivates self-assurance and provides the things which need to partake in today's world. It makes the people more independent and aware of what is going on in the today's world, along with the awareness of opportunities and rights. It offers a greater understanding of one's capability and potential as well.

Of all the stages of education namely, kindergarten, primary to secondary, secondary education plays an important and crucial role in the meaningful development of a child. Secondary education is a period of education planned especially for the young approximately from twelve to seventeen, in which the emphasis is on the basis of learning, expression, wider range of interaction, areas of thought, understanding, and in exploring information, concepts, intellectual skills and attitudes.

This is the stage of adolescence period and hence has a tremendous change in the attitude and in the interaction pattern of this age group between parents, teachers and peer groups. It is a period of physical development. Therefore this age group is the most sensitive and creative age of the students. High school students come in contact with wider sections of students, teachers who belong to heterogeneous sociological background. Students cannot interact and behave as they have socialized in their families. They have confused and find it difficult to moving around with people. So the researcher has selected them for the present study. Furthermore, Eighth and Ninth standard students in secondary schools in India do not have the board examinations. This also enabled the researcher to carry out the research work

without much tension and fear of interferences which would have been occasioned by board examinations.

Review of the literature

Misra, (1983) ^[1], brought out relationship of home and school environment to school adjustment and intellectual performances. This investigation was an attempt to explore the relationships between school adjustment and various aspects of home and school environment. This sample is consisted of 98 girls studying in classes XI, XII School situated in Mampur, Agra and Kanpur districts. And also Jalot's group test of home environment inventory and school environment inventory. A stratified random sampling helped to select 600 students (300 boys and 300 girls) studying in the classes of VIII in Andhra Pradesh. The results showed a high and positive correlation between academic adjustment and scholastic attainment of the school children. The sex differences were significant with respect to academic adjustment favoring boys. For girls the differences were significant with regard to their intelligence and the socio-economic status of their families.

Olga *et al.*, (2013) ^[13], conducted a research on adolescent autonomy in Parent-Child relations. The aim of the present study was to investigate the development of personality autonomy in adolescence in the context of social situation. The task of the study is various because of the lack of psycho diagnostic methods of autonomy research. One of the big tasks was to develop the test for the study of autonomy within the emotional, cognitive, behavioral and value components. Another task was to interconnect the specificity of the parent-child relationship in adolescents with the development of the autonomy. The participants were 9th grade students (250) and 10th grade students (255) of Moscow public schools. The mean age was 15 years and 4 month there were adolescents from complete families. The sample is representative of adolescents in large cities and metropolitan areas in Russia. Results showed that the interrelation between the development of autonomy in its components emotional,

cognitive, behavioral, and value with features of parent- child relationships of adolescents as characteristics of the social situation of adolescents. The findings of the study reveal that the psycho-analytic assumption that a high level of development is connected with more distance in the child-parent relationship seems untenable. Adolescents indicating an emotional distance from parents reveal themselves as the least autonomous adolescent in the study.

Poole & Sunder Berg, (1982) ^[2], done a study on three groups of 167 Indian, 135 American and 160 Australian of ninth grade children completed a questionnaire concerning their own autonomy and the control exerted by other family members over their actions and plans. American children showed the greatest amount of autonomy and maximum influence in family decision making and the Indian children the least contrary to expectations. No sex differences were found. Australian females saw their mothers as less controlling than Indian and American counterparts. The influence of the father and others outside family was greatest in India.

Singh *et al.*, (1989) ^[9], also investigated school adjustment in relation to social and familial variables such as education and occupation of father and number of children, stable and unstable economic conditions and place of dwelling. The sample consisted of 250 high school students in Mizoram in India. They were classified as high and low groups based on their performance in the High School Adjustment Inventory (HSAI). Findings indicated that the predictors of good school adjustment were higher education and occupational status of fathers, small family size, stable home conditions and higher economic status. Rural Urban dwelling made no differences.

Singh *et al.*, (1989) ^[9], found out the relationship between socio- economic status and perception of parental behavior by students. The study was an attempt to understand the influence of socio - economic status on the parent's behavior towards their children. Two hundred and fifteen male students were in the age range of 13-17years, studying from a secondary school in North Bihar, form the sample. The instrument employed was parent- child relations questionnaire which measured six specific observable parental child rearing behaviors. The result indicated that socio- economic status is not good predictor of parental behavior.

Harme *et al.*, (2001) ^[8], conducted a study on student, teacher relationship, and home school relationship. This study examined the relationship of three relatively small school districts with regard to what they have to say about their relationship with teachers within their schools. The primary research interest was to explore the way students describe their relationships with teachers in public schools. The primary method of obtaining information was the on-line, open ended survey, utilized to access the perspective of each student. The raw data was down loaded and later organized into major and minor themes. Participants were 443(52.6% male, 47.4 % female ethnically diverse of 3 school districts in Texas. Result shows that a positive connection with a teacher does promote their desire to learn, there was a significant number that also took ownership for their learning. This study offers the voice of the students as a contributing factor in ways to not leave any child behind, and concludes with recommendations for superintendents, principals and teachers. Students sense of social relatedness at school is a key construct in contemporary theories of academic

motivation and engagement (CampisiL *et al.*,) ^[4].When students experience sense of belonging at school and supportive relationship with teachers and classmates, they are motivated to participate actively and appropriately in the life of the classroom. Recent research suggests that children's social relatedness in the primary grades may establish pattern of school engagement and motivation that have long- term consequences for their academic motivation and achievement. Inamullah, M (2005) ^[7], conducted the research to explore patterns of classroom interaction at secondary and tertiary level in the North West Province of Pakistan using Flanders Interaction Analyses system. This study was significant because its findings and conclusion may stimulate teachers to improve their teaching behavior in order to maximize students learning. Fifty observations were carried out each in one classroom, using F I A system to secure the data. To do this sampling each classroom was observed for 810 seconds in a 45-mts class. After obtaining and encoding the data, it was tabulated, analyzed and interpreted by using percentages, means, standard deviation, and t-test. The result shows that the students talk time at secondary and tertiary level differed in favor of secondary level where students talk time was greater than tertiary level. The talk time of teacher at tertiary level was greater than that of the teacher's at secondary level. Silence time at secondary level was significantly greater than at tertiary level.

Pheasanty AR, (2003) ^[6], did a study on Classroom Interaction and the Effectiveness of Teaching Learning English as a Local content subject at the elementary school. The objective was to identify the characteristics of the classroom interaction in the elementary school to identify the English mastery of the elementary school students. And also to find out whether there are any significant differences in the effectiveness of teaching learning process among classes with different percentage of classroom interaction characteristics. This study involved the 5th grade students and the English teachers of some schools as the subjects. The observation used Flanders Interaction Analysis to identify the classroom interaction. While the English mastery test were analyzed by using one way ANOVA. The result of the Analysis showed that the dominant characteristics of classroom interaction in elementary school are the student participation. The inferential analysis shows that there are significant differences in the effectiveness of teaching learning English among classes which have different percentages of characteristics of classroom interaction.

Stuhlman HA, (2004) ^[5], did a study on Teacher- student relationship and academic outcomes, 300 high school students in Tehran, Iran. The participants ranged in age between 15 and 18 yrs. Researcher in this study used an adapted questionnaire. Results showed that both emotional intelligence and teachers involvement in high school students. Similarly, there were significant positive relationship between teachers and parental support also discussed. They were again found higher score on age appropriate concepts (i.e. Size, time, and classification). Further support for the importance of teacher - student relationship quality and school achievement is documented in findings. Student's gains in reading scores were related to better relationship with teachers. High levels of teacher support can influence student success by promoting the student's adoption of classroom norms and goals that a teacher values. Children experienced

higher academic achievement in classrooms where teachers offered more emotional support. High quality relationships with teachers may improve academic success because the relationship promotes a more independent and cooperative style of classroom participation.

Campisi L *et al.*, (2002) ^[4], has done a study to measure peer interactions using the adolescent social interaction scale. A structured diary was used to collect information about the informal peer interactions of 536 children in their final year at a nine primary school, and the findings compared with those from a previous survey of 328 children in their first year at four high schools. Measures of self concept, self control and social avoidance were also collected for both groups. Factors analysis of the data across the two samples produced the same four factors. These were labeled self concept, scope and enjoyment of social interaction. There were few differences across samples on measurement of self concept. Although the older children reported greater social avoidance and higher scores on measures reflecting the scaled of their peer interactions.

Crooks, (2003) ^[3], Study designed to explore the importance of parent - peer support in middle childhood and early adolescence across two time periods. This study affirm the need for a more contextual approach to research examining completing and compensatory effect on adolescent development. More recently (Thomas Berndit's, 2004) ^[15], study described four types of support that friend provide for each other. Informational support, instrumental support, companionship support and esteem support. Informational support refers to guidance and advice in personal problems with parents, romantic relationships, teacher or other friends. Instrumental support refers to help on any type of task such as homework. Companionship support refers to reliance on friends to do things with such as someone to eat lunch or to go with dance etc. Esteem support refers to the encouragement friends provide both when life is going well e.g. congratulating each other and when life does not go as one hoped e.g. consoling in the face of failure. In general as individuals move from childhood to adolescence, they spend more time with their peers and less time with their family. There is less adult supervision when they are with their and increasingly they have more friends of the opposite sex. In addition, individual's conceptions of friendship changes as they progress through childhood and adolescence.

The purpose of the study

The purpose of the study is to assess them "interaction pattern" of high school students regarding selected issues affecting their family and school relationships. The issues involved in the research included inquiry about family life, their parental relationships, the influence of their teacher relationships and their peer relationships. From pre- historic times to the present daily newspapers, news reports, radio and television, lectures, books and general group conversations are constantly bringing to our attention of the family, social, personal and peer pressure problems faced by individuals, groups especially high school students. Several research studies have focused on the critical situation of the existing problem both in academic institutions and outside where interaction pattern of high school students are of great concern. Samples for the present study are collected from an

aided secondary school of Malappuram District of Kerala State.

Material and methods

The study was undertaken with the objectives of, to explore the nature of interaction with the parents, teachers and peer groups, to understand the student's utilization pattern of school infra-structure facilities, to bring out the expectations of the students about school, teachers and peer groups with the sample of one hundred and twenty student, twelve to seventeen year of age students from an aided Secondary School, Malappuram District, Kerala. Questionnaire and personal interview schedule were used for collection of primary data by incorporating items like, socio-economic status of students, particulars about interaction with parents, particulars about interaction with their siblings, particulars about interaction with teachers, nature of understanding the peer relationships.

Findings and discussion

This study comprises 42% of Male and 58% of Female and also 68% come from Christian based communities. Three fourth of them are coming from nuclear families. Most of their parents are below under graduate level. It is found that only 39% are salaried and the remaining are wage laborers. Thus, there is a homogeneous background of the respondents. They have given a varied response for insufficiency at the family level either by crying, shouting and not talking with parents. Female students watch T V during their leisure time at home whereas Male students play and also watch TV programs. Number of students in helping their parents or sharing their house works is very less. This culture is decreasing day by day. More than half of them interact only with mother, whereas only 10% interact with father. Since joint family is less, interaction with grandparents is lastly reported. Thus interaction in the primary group is reducing. Two third of the respondents receive gift from the parents on birth days, for being good, for getting good marks and obeying parents etc. which gives the message how the parents act as teachers of socialization by way of positively interacting with children. This enriches the human relationships at the family level. And also give physical punishments for fighting with brother or sister, doing wrong things, coming late home after playing from the play ground. Only few are reported that they received physical punishment for telling lies and getting less marks in exam. They have also reported that out of curiosity they do certain mischievous things for which parents get angry and give physical punishments.

School programs are attended by the parents except a few who are out of state or unwell. 58% students reported having friends at school and another 37% reported friendship in their residential place. Thus, the nature of friendship is decided by the school and the home. The response for the question of choosing their friends a clear majority (68%) voted for good character, which is followed by good in studies, helping mind etc. All the students positively responded that there is a mutual help in between the friends, help them on the occasions of doing home work, helping when they are in trouble, for completing the projects, sharing food, carrying bag etc.

Similarly, they also helped their friends mostly doing home works, giving moral supports, sharing chocolates and pocket money, helping them in trouble and consoling them during tragic events etc.

It is reported that all names of games are starting from cricket and ending with computer game including chess, foot ball, Kabaddi etc. All of them are happy with their friends, who also reported sometimes quarreled with them for various reasons. An important finding of this study is that they are consoling when the friend is in need, 29% (surprise finding) followed by a good friend (17.5%) and sincerity (14%) the other behaviors and qualities are faithfulness, helping mind, keeping secrets, proper understanding, loyalty, innocence, truthfulness, kindness etc.

This finding is an appreciable one which shows the engravement of concepts in the young minds. However, this may be further strengthened in their later life. The atmosphere in the school is fully appreciated. There is a different opinion on the toilet facilities of the school. It ranges from excellent to worst. More than 63% are giving positive comments about the toilet facilities. A similar trend is found on the playground and playing equipments in the school. The furniture in the class room was appreciated by 85% of the students. This is very important for the good support of the students and later parents. Similarly, drinking water, library facilities, utilization of library books, school building and computer facilities are impressed by the student's satisfaction.

Quite surprisingly the Mathematics teacher is liked by one third of the students, followed by the science teacher, and English teacher etc. Normally this is other way. Why the social science teacher and Malayalam teachers are lagging behind is another question to be answered. But the point is it is not the subject of the teacher but the personality, commitment, hardworking nature and dedication to the profession. Thus not only in India, but throughout the world the importance of teacher in the teacher-learning process has been very well recognized. The teachers are liked for their hard work (67%) and loving nature (26%). The other reasons are role model, proper understanding of the students etc.

The term education is literally means to bring up or 'to bring forth'. The idea of education is not merely to impart knowledge to the pupil in some subjects but to develop in him those habits and attitudes with which he can successfully face the future. Peter Worsely says a large part of our social and technical skills are acquired through deliberate instruction which we call education. It is the main waking activity of children from the ages of five to fifteen and often beyond. In the recent years education has become the major interest of some sociologists. As a result a new branch of sociology called Sociology of Education has become established.

The concepts of socialization and learning are related to each other or in fact often inseparable from the concept of education. The main function of the educative process is to pass down knowledge from generation to generation- a process that is essential to the development of culture. Formal education is primarily designed to inculcate crucial skills and values central to the survival of the society or to those who hold effective power. Inherent in education, in all period of man's history is a stimulus to creative thinking and action which accounts in part for cultural change, and itself being a powerful stimulus to further innovation

This study brings out the fact that high school children are very conscious about their social environment. They thoroughly analyze their relationship with their parents. They appreciate goodness and contempt for unsocial behaviors. They understand their parents and teachers on the basis of their commitment, loyalty, truthfulness etc. This study gives a strong impression that children cannot be taken for granted and education plays a great role in their understanding the society. They have a clear picture of what is right and what is wrong. Develop a good friendship of sharing their happiness and sorrows appreciating good teachers for their dedication to their profession.

The students expect a lot from the teachers which also goes along with the nobility of the teaching profession. They want efficiency in teaching (16%) giving freedom (13%) to the students, no partiality, giving importance to the students, avoiding unnecessary punishments, good mannerisms, gentleness, friendliness, motivating confidential etc. However, this study also brought out what are the basic facilities to be unconditionally offered by the parents at home and management at school. In this school most of them are from middle class families. Respondents are closer with teachers of pleasing personality. And it is also found, the respondents are away from teachers of morose personality.

Conclusion

This study brought out some issues of school children as on the tip of the ice berg. Many more information's to be discovered through the interaction with the respondents, (Parents, Management, Peer group and the Teachers). The world of a child is too huge, but it must be brought out to the academic settings. Mathematics teacher is found popular among the sample respondent. There was no criticism on the facilities in the school and management. This is an evidence of interest shown on the children. Since the students are fond of teachers who love the children and move with them friendly, this process help the students to learn the subjects naturally. Teachers should not select bright students purposively but it has to be randomly. Hence, the study points out that in teaching training apart from the technical details, the teachers must also get training in communicating with the children.

In addition, the teachers must learn social responsibilities of identifying less privileged children namely, those who do not get care from the father, those who do not get the care from the mother, those who are isolated by one social reason or the other, those who feel inferiority complex in terms of physical appearance, mental clarity and writing skills etc. The Management should also initiate the process by way of giving incentives to those teachers and minimize their working load according to their contribution to the institution and also reward for the same, to the students who belong to the adolescent mind set to must develop positive socio- emotional behaviors. They must develop the habit of positively interact with parents and teachers; otherwise there is a chance of diverting from the main stream and misguided by the illiterate people like auto rickshaw drivers, petty shopkeepers, drop outs, and enter into anti- social activities such as the drug addiction and use of other substances,

Above all, the Management should think in terms of developing a balanced personality targeted towards children.

Because mere grades do not decide the pattern of life, but it is the socialization process of children to learn how to interact with parents, neighbours, co-workers and with general citizens of the society. Though this may not be the actual work of the teachers, but the students must remember the school and teachers not on their actual work but on their specialty. They will remember the school and teachers only on their special programs and special traits of personality, the government has to initiate this process by appointing educationalist cum sociologist in their school education committee to ascertain such programs and monitor student's free education system.

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