International Journal
of
Social Sciences
Arts and
Humanities

ISSN: 2321-4147
SJIF: 2.996
A Premier Publication of Center for Rural
Development Ecology and Environment
Protection
www.crdeepjournal.org
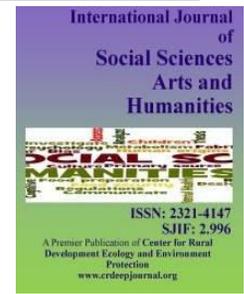
Review Paper

Influence of Socio economic Status of Parents' and other Family variables on Social acceptability of School children- A Sociological Enquiry

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ARTICLE INFORMATION	ABSTRACT
	The present study was undertaken to find out the influence of certain home environmental variables on the social acceptability of school students. The purpose of this study was to find out the correlations of certain home environment variables on social acceptability of school students. Two intact classes of Government High school, Thrikodithanam Changanachery, Kotayam district were taken .Both the classes together provided 65 fifth standard students as the sample for the study. It consisted of 30 girls and 35 boys' students. The study was designed with social acceptability as the dependent variable. Social acceptability of the school students was quantitatively detected by the sociometric score of each child who took part in the sociometric technique conducted. The following were the independent variables, socio economic status of parents of the students, home environment and the family climate. The major objective of the study was to find out the influence of socio economic status, family climate, and home environment variables on social acceptability of school students. The study was so designed as to test the null hypotheses set forth. Karl Pearson's Product moment Co-efficient of correlation was used to calculate the correlation of each of the independent variables on the dependent variable. The study reveals that 1. There is not much association between social acceptability and Socio economic status of the sample 2. There is not much association between social acceptability and family physical environment. 3. It was found that there was significant relationship between social acceptability and family climate for the subsample of girls. 4. No significant relationship was found between social acceptability and family climate for whole sample and sub sample of boys.

Introduction

Parents provide the most suitable environmental conditions to the child in order to help them grow properly in all dimensions through the process of socialisation (education). Parent child relationships take into account the fact that our nation have a variety of human ecologies in heterogeneous areas and sub cultures. These ecological differences indicate different approaches the parents use in interaction with their child (Khalakdina 2017).[1] Home and school are two important agencies of education. It is at home that the foundations of education are being laid. The school and the teachers, work on it. The family has always been recognized as one of the primary social institution. Family is an active agent that shapes social identities and invites the attention of scholars, activists, and policy makers towards family's role in the contemporary society (Jacob 2017).[2]As family is usually thought of as an expressive or emotional social unit, it act as an agency for the larger social structure. It is also clear that all other institution and agencies depend upon its contributions. The role behaviour learned within the family act as the model or prototype for behaviour required in other segments of the society.

What each family member does is partly shaped by the rights and obligations of each person to one another, and still more by all the influences each can use to move other family members towards desirable acts. Parents try to teach their children what

the society views as necessary to behave adequately later on as an adult.

Acceptance

From the analysis of happiness and unhappiness at different times during the childhood years, it is obvious that three essential stands out. They are acceptance, affection and achievement. (Hurlock. 1978)[3]Acceptance means not only acceptance by others but also acceptance by the self. Self- acceptance according to Hurlock (as cited in Pramono. 2017)[4] is the ability and willingness of an individual to live with all his characteristics. People who can accept themselves are defined as those with no trouble nor burden towards themselves, increasing their chance to adapt to their surroundings. However, they normally go hand in hand. Children who are accepted by others find it easy to like and accept them. They thus become well – adjusted persons who are popular with both age-mates and adults. Children who engage in attentive, approving and affectionate social acts are likely to receive similar behaviours in return.

Social acceptance

Children who are well accepted are happy and secure. They will develop favourable self – concepts since others approve them. These children will have opportunities to learn socially acceptable pattern of behaviour and social skills which facilitate their position in social situation. They will be mentally free to turn their attention outward and to become interested in people and things outside themselves. Children who are well accepted conform to group expectations and do not flout social tradition. (Hurlock. 1978) [3]

They kind of personal and social adjustments children make are greatly influenced by the extent to which their peers find them acceptable. Therefore the impact of social acceptance is great (Rapier, 1972).[5] As they grow older, children who are rejected or neglected not only antagonize their peers by their behaviour but they also try t o spoil their fun. They suffer from feelings of inferiority and lack any sense of belonging. They are more likely to have more personality disturbance, than accepted children. Frequently, they feel so frustrated that they become aggressively antagonistic to adults in authority or to other children who play leadership roles. No matter how hard they try they inevitably feel that they have failed. Such unfavourable self – concept leads to poor adjustments and unsatisfactory social relationships. In addition, they undermine children's self – confidence and self – respect. (Gardener 1972)[6]

The present study is an attempt to find the co-relation between the familial variables and social acceptance of primary school children. Recognising the need of acceptance an ordinary class room teacher if she is to attain her objectives of teaching to the fullest level has to know about the different factors which influence the degree of acceptance of her students in her classroom. Similar is the case of the Childs parents, they also have to know about the different factors or variables which have direct relations with social acceptance of the child.

Busk (1975)[7] have reported that socio – metric status becomes constant by the time children reach the sixth grade. They have stressed the fact that children who make poor social adjustment, owing to poor personal and social adjustments when they are young, tend to continue to make poor social adjustments as they grow older. Social acceptance scores are almost as constant as intelligence–and achievement test scores. The child's acceptance score in one group, therefore, is a reliability accurate index of what the acceptance score in any similar group will be.

The personality characteristics and social adjustment of parentally rejected and parentally accepted children were studied by Symonds (1939)[8]. The two groups were rigorously matched on all other characteristics but rejection and acceptance. After they were studied, the following descriptions were given of the children who were rejected: emotionally unstable, restless, overactive, given to trouble making, resentful of authority, more inclined to steal and quarrelsome. The accepted children were described as more–co-operative, friendly, loyal, straight forward, emotionally stable, calm, deliberate, enthusiastic and cheerful. It seems clear that the quality of the parent – child relationship will have a direct bearing not only upon the behaviour of the child but also upon his perception of the kind parent he has.

Pillai (1987)[9] has investigated certain environmental variables causing under achievement in mother tongue of secondary school pupils. The study found that the socio-economic status of parents family environment conditions, family cultural level, home learning facilities, Caste, affiliation and family size, are the possible cause of under achievement in Malayalam.

In the report ' Education in equalities at the school starting gate gaps, trends and strategies to address them Emma and Elaine(2017)[10] points out that children's social class is one of the most significant predictors—if not the single most significant predictor—of their educational success. Moreover, it is increasingly apparent that performance gaps by social class take root in the earliest years of children's lives and fail to narrow in the years that follow. That is, children who start behind stay behind—they are rarely able to make up the lost ground.

Sekhar (1980)[11] conducted a study to find out the relationship between creativity and home environmental factors selecting a sample of subjects 13-26 years of age. The study showed that the factors of cordial parental relationship, democratic attitude of the parents, encouragement given by the parents and relationship with younger sibling in the family showed a direct positive relationship with creativity.

Hypotheses

1. There is no significant correlation between socio-economic status and social acceptability scores.
2. There is no significant correlation between family climate and social acceptability scores.
3. There is no significant correlation between home physical environment and social acceptability.

Population and sample

The study entitled as 'Home environment and Social acceptability of primary school children' considered the primary school children of the educational district of Changanacherry as the population. Two intact class room students of standard five of Govt H.S Thrikodithanam were taken. Both the classes together

gave 65 fifth standard students as a sample to the study. Non-probability Sampling procedure was used. However the use of available samples may restrict generalizations to similar populations.

In the present study sociometry was used to determine the intensity of acceptance of school children. Intact classroom was to be selected and the acceptance level of children of a fixed group was to be determined. The fifth grade students whose age lies between 10 to 12 is the ideal representation of primary school children because they are well in between the pre primary level and upper primary level. Primary data were collected. The school children were interviewed for primary data. Secondary data were collected by taking the parent's status from the school records such as occupation, economic status etc of certain students. This was needed because some of the children who were interviewed were unable to provide correct responses regarding some of the questions put forth.

Tools
The tools used were.
1. Socio-economic status scale
2. Family climate Index Inventory
3. Family Environment Inventory
4. Socio metric technique.

1. *Socio-Economic Status Scale.* [12]
The investigator used the Kerala Socio-economic scale developed and standardized by Nair (1976) (With necessary modification in scoring) to measure the socio-economic status of the subjects. The data for the scale was obtained from the entry in the general data sheet administrated on the sample. Socio-economic status used in the present study measured in terms of three subdivisions, *viz,* income, educational level and occupation of the head of the family. Each variable in the scale has been divided into categories on the basis of the Scoring Scheme, revised on the basis of the opinion of experts. The revision in the Scoring Scheme was necessary since the Scoring of income levels etc, were based on an old classification which was based on the salary pattern in vogue nearly 30 years back. The revised classifications were worked on the basis of the then Present salary pattern and Cost of Living Index.

2. *Family climate Index Inventory* [12]
The family climate Index Inventory developed by John Clock (1972) was consulted and twenty items were chosen to collect Information regarding the family climate of the pupils.

3. *Family Environment Inventory* [13]
This tool was prepared by Dr. Celine Pereira the major aim of the Inventory was to collect details about the physical environment of the students' home. Even though the major aim of the Inventory was to know about the physical environment and facilities provided at home to enhance their learning, question related to the social and psychological environment were also included because the investigator felt that they have a very important role to play on education

4. *Socio-metric Methods* [14]

The score of each individual on Social acceptability was assigned to them from the scores obtained by each one in the Socio-metric method. J.L. Moreno is credited to be the innovator of Socio-metric method. It may be defined as a technique for revealing and evaluating the social status of a group through the measurement of the frequency of acceptance or non acceptance among the individuals who constitute the group. It is an approach to the problem of studying interpersonal relationship. This technique permits the analysis of each person's position and status within the group, with respect to particular criterion.

In the present study the frequency of acceptance among the individuals of the 5th grade students were taken. The criterion used was to name the pupil in their class with whom they would like to sit together in the class in the order of first and second choice. An individual's socio-metric score is simply the number of mentions he receives from others in the group.

Data collection
A pre tested interview schedule was used. After collecting the data, both directly from the students and from the records, asked the students to put down on paper the two persons they liked most to sit with them in their studies in the classroom, in the order of preference. The responses from the girl's class consisting of 30 students were collected. Also from each of the boy's of the other class. From the sociometrix which was drawn taking the responses collected, the socio-metric score or the score of social acceptability of each student were detected.

All the relevant data relating to each subject test scores in the case of independent variables and the demographic details like age, sex, name of school, class with division, place of residence etc were entered separately on specifically designed sheets of paper. Only those subjects, from whom, the complete data was available were retained for analysis.

Data Analysis
Analysis of the data was done to find out the relationship between each of the independent variables such as family physical environment, family climate, socio economic status of the parents etc with social acceptability scores or sociometric scores of primary school children for whole sample and for the sub samples such as the boys and girls.

Correlation analysis
Karl Pearson's Product moment Co-efficient of correlation was used to calculate the correlations between the dependent variables and independent variables.

Interpretation
The first hypotheses set for the present study was that, there will be no significant correlations between socio economic status and social acceptability scores of the sample and both the sub samples. From the results of the analysis of the relevant data it is interpreted that, for all the samples the correlation co-efficient obtained are not significant at 0.05 level. There is no significant relationship between socio-economic status of the family and socio metric score of the children, for the whole sample and both boys and girls as sub samples. The second hypotheses set for the present study was that, there will be no significant correlations

between family climate and social acceptability scores of the sample and both boys and girls are sub samples. From the results of the analysis of the relevant data it is interpreted that, for the whole sample and for the boys as sub samples the correlation coefficients obtained are not significant at 0.05 levels. For girls as sub samples the correlations coefficient is significant at 0.05 levels and not at 0.01 levels. It was found that there is no significant relationship between family climate and sociometric score for the whole sample. Similarly there is no significant relationship between family climate and sociometric score for boys as sub samples. But in the case of girls students as sub samples it was found that there was significant relationship between family climate and sociometric score.

The third hypothesis set for the present study was that there will be no significant correlations between home physical environmental variables and social acceptability scores of the total sample and for both boys and girls as sub samples. From the results of the analysis of the relevant data it can be interpreted that, for all the samples the correlation coefficients obtained are not significant at 0.05 levels. There is no significant relationship between family physical environment and sociometric scores of the children of the total sample and for boys and girls as sub samples.

The study provides evidence to decide the validity of the null hypothesis set for it. The study leads to the conclusion that correlations between socio economic status of the parent and sociometric score of the children of the whole sample, boys and girls was not of any significance. There is no significant relationship between family climate and sociometric score for boys as sub samples. But in the case of girls students as sub samples it was found that there was significant relationship between family climate and sociometric score.

Correlation between family physical environment and sociometric score of the children of the whole sample, boys and girls was found no to be of significance.

Major Findings
The relationship among the select variables for the whole sample and relevant sub samples, were explored by using the Karl Pearson's formulae for product moment correlation coefficient.

The major findings were as follows;
1. There was no considerable relationship between socio economic status and social acceptability.
2. There was no considerable relationship between Family climate and social acceptance in the case of the whole sample.
   But there was significant relationship between the Family climate and social acceptability of girl students as a sub sample.
3. There was no considerable relationship between Family Environment and Social acceptability.

Thus it was found that all the hypotheses except the one which states 'There will be no significant correlation between family climate and social acceptability of girls', were fully substantiated because the correlation coefficients except of the one pointed out here were found not to be of significance. It is suggested that both the parents and Teachers must try to be aware about these factors regarding acceptability of their child, which will be helping towards proper development of their wards.

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