



## Family and Peer Relationship among High School Students: A Study

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### ABSTRACT

*Families are defined as special variants of intimate relationship systems for which the maintenance of boundaries, privacy, closeness, and permanence are crucial, albeit empirically more or less variable, defining elements. The number of possible relationship within a family increases exponentially with the number of individual family members. Despite declining birthrates in industrialized countries, the sibling relationship still contributes substantially to the process of individual and family development. Beside the more structural properties of sibling constellations (i.e., spacing, distribution of sexes) and their impact on intra and extra familial relationships, more fine-grained behavioral analyses have shown that differential parental treatment is strongly related to the quality of sibling relationships. Siblings who are treated differently by their parents tend to develop poorer and more conflict relationships among themselves and also show more adaptation problems as adolescents (Dunn and Stocker 1989). The child's first education begins in the family. The making or unmaking of his future life depends on his early experiences in the family. The mother influences the child immensely. After the mother, the father and sisters and brothers, guests, servants and casual visitors leave their impact on the child. The parents have to understand the specific interests, aptitudes and capacities of children particularly when they reach the puberty stage. The child must not be encouraged to prepare itself for a particular vocation.*

**Keywords : behavior- influence-immensely-heredity-temperament-personality -relationship**

### Introduction

Families are defined as special variants of intimate relationship systems for which the maintenance of boundaries, privacy, closeness, and permanence are crucial, albeit empirically more or less variable, defining elements. In addition, it takes into account the dynamic nature of the co-developing individual-family unit by explicitly considering the possibility that a person might be part of a series of quite different intimate relationship system across his or her life course.

### The Family and Health

There is ample evidence that people living with long-term (usually marital) relationship are, on an average, physically and psychologically healthier than single, divorced, or widowed person. Moreover, clinically diagnosed personality dysfunctions (e.g., anxiety, depression) are also more likely to be found among unmarried group.

### Family Relations

The number of possible relationship within a family increases exponentially with the number of individual family members. In a four-person family, for example, there are 11 groupings of family members. In addition, relations among relationship (e.g., between the couple and the parent-child system) must be taken into account. These complex patterns of relationships should be kept in mind as some of the major types of relationships within the family are briefly reviewed.

### Parent-Child Relations

The care and socialization of children are among the most important societal tasks that, to a great extent, are entrusted to the family. Theoretical models to explore the determinants, concomitants and consequences of parenthood have increasingly become more complex by addressing not only specific parent child interactions, but also by looking at contextual and systemic influences such as heredity, child temperament, the parents' personality and relationship history, couple relationship, workplace, social support and economic resources.

### Peer Group Relationship

#### Peer Groups

These are groups in which most members are of equal age and of similar social status. People of all age levels form peer groups of their own. However, here, peer groups among children and youth are considered. While the world of the very young child is largely that of the parents and the home, older children and youth live in the dual world of their peer and adults. While a child at the primary school level is strongly family-oriented, the high school student is much more influenced by his peer group.

#### Peer Relations and Development

A peer system refers to the interactions, relationships and group structures involving persons in a group of nearly the same developmental level. Age level is often used as an indicator for peer status. However, in many instances age mates are not peers. Class group are often homogeneous on a number of characteristics, such as age level, achievement level, learning difficulties, and so on. The goal of this entry is to describe the relevance of peer relations in school classes for children's social, emotional, and personality development.

#### Peer Relations and Learning

Children's communication with their peers has qualities that differ from the qualities of adult-child communication. For example, peer dialogues are usually more equal than conversations between adult and child: children usually listen more respectfully to adults than to peers for information and guidance. Such differences have serious implications for learning.

There are three main types of peer learning that have been introduced into classrooms by educational researchers. These have been called "peer tutoring," "cooperative learning," and "peer collaboration" (Damon and Phelps 1989). There are a variety of cooperative learning techniques now in use. All begin by dividing classrooms into small "teams" of no more than four or five children. These teams are generally heterogeneous with respect to students' abilities. The teacher presents a task to the team, and the team sets out to master it. All

cooperative learning methods rely on team solidarity and the motivation that it engenders.

**Objectives of the Study**

- ☐ To find out the Level of Family Relation among High School Students.
- ☐ To find out the Level of Peer Relation among High School Students.
- ☐ To find out the significant difference between male and female High School Students on their Family Relation.
- ☐ To find out the significant difference between male and female High School Students on their Peer Relation.

**Design of the Study**

The study, nature and selection of sample, a brief description of the tools of investigation and the criteria for their investigation. It also gives a description of the procedure adopted for the collection of data; scoring and classification, finally the proposed statistical treatment of the data for testing the hypotheses that were formulated are explained.

**Tools and Techniques**

To test the hypotheses framed, the following tools have been used:

- ☐ Index of Family Relation by Walter W. Hudson
- ☐ Index of Peer Relations by Walter W. Hudson.

**TABLE: 1**  
**Showing the Nature of Statements in the Index of Family Relations**

Sl. No	Nature of Statements	Item Numbers	Marks				
			Never	Very Rarely	Some times	Often	Always
1.	Positive	1, 4, 5, 8, 14, 15, 17, 18, 20, 21, 23	5	4	3	2	1
2.	Negative	2, 3, 6, 7, 9, 10, 11, 12, 13, 16, 19, 22, 24, 25	1	2	3	4	5

**Interpreting the Score**

Students who score between 30-100 are comfortable with their present family relations. A high score on this test indicate a low level of family satisfaction. Students who score from 0 to 29 often report significant problems in relating to their family relations.

**Reliability Coefficient of Family Relations**

To compute the reliability of Index of Family Relations for the sample shown, the Crookback Alpha Reliability Formula Method was used. The reliability was computed and it was found to be 0.83.

**Index of Validity of Family Relation**

The validity of Index of Family Relations was found out by computing the square root of the reliability co-efficient which worked out to be 0.91. As part of the development of a "clinical measurement package" for use in social work, Dr. Hudson designed the Index of Peer Relations. The test presents a series of straightforward statements, which ask about ones feelings toward those people who may be included in ones, own peer group.

**Table: 2**  
**Showing the nature of statements in the Index Peer Relations**

Sl. No	Nature of Statements	Item Numbers	Marks				
			Never	Very Rarely	Some times	Often	Always
1	Positive	1, 4, 7, 8, 11, 12, 15, 16, 17, 18, 21, 22	5	4	3	2	1
2	Negative	2, 3, 5, 6, 9, 10, 13, 14, 19, 20, 23, 24, 25	1	2	3	4	5

**Interpreting the Score**

Students who score between 0 and 30 are comfortable with their present peer group. A low score on this test indicate a high level of satisfaction. Students who score from 31 to 100 often report significant problems in relating to their peer group.

**Pilot Study**

A pilot study was conducted to determine the suitability of the tools used in the present investigation. A random sample of 30 students was selected for the study to establish the reliability and validity.

**Selection of the Sample**

A stratified random sampling technique was adopted for the selection of sample. The schools selected for this study is divided into different strata, namely Government, Government Aided and Un-Aided schools. The random sampling technique was adopted to select the sample. 300 students were taken for the study. 100 students were drawn from Government school, 100 from Un-Aided and 100 from Government Aided schools.

**Table: 3**  
**Showing the composition of the sample selected for the study: Gender, Type of School, Medium of Instruction, Locate, Age and Type of family wise**

Variables	Categories	Number	Percentage
Gender	Boys	184	61.3
	Girls	116	38.7
Age	13 yrs	40	13.3
	14 yrs	95	31.7
	15 yrs	165	55
Type of School	Un-aided	100	33.3
	Aided	100	33.3
	Govt.	100	33.3
Medium of Instruction	Tamil	200	66.7
	English	100	33.3
Locate	Rural	150	50.0
	Urban	150	50.0
Type of Family	Nuclear family	210	70
	Joint family	90	30

**Statistical Techniques**

Suitable descriptive and inferential statistical techniques were used in the interpretation of the data to draw out a more meaningful picture of results from the collected data.

**ANALYSIS OF THE DATA**

This study presents the results obtained from the analysis of data collected from the three schools in Erode District, on two variables, namely Family Relation and peer relation. The data has been subjected to various descriptive and inferential statistics. Co-efficient of correlation was also computed for the variable.

**Analysis of the Data**

**Hypothesis-I**

**There is good Family relation among high school students**

**Table: 4**  
**Showing frequency and percentage of students with respect to the Family Relation**

Category	Frequency	Percentage
Satisfaction	1	0.33%
Good	299	99.67%
Total	300	100%

From the above table it is clear that more number of students lies in above average (99.67%) is having good family relation. Hence, the hypothesis is accepted.

**Major Findings**

- ☐ It is found that there is good Family Relation among high school students.
- ☐ It is found that there is good peer relation among High School students
- ☐ It is found that there is no significant different between male and female high school students of their family relation.

**Conclusion**

The purpose of the present investigation was to family relation and peer relationship. The study is sore to find some usefulness in the field of Education and Findings of the study conserve as a database for further research.

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