

SCHOOL AND HOME ENVIRONMENT OF PRE-ADOLESCENTS WITH SINGLE PARENTS

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INTRODUCTION

Adolescence is a crucial period between childhood and adulthood. During this period, an individual is seen neither as a child nor as an adult. The family is the first mini society of the child nor it has a great influence on the child's physical, mental and moral development. (Hanson, S.1986). The parents are mainly responsible for the educational and career development of their Children. A child from intact homes where the both parents, father and the mother are present will provide good care in the best way possible. Such a child is likely to achieve self-actualization later in life [McLanahan, S., & Sandefur, G. 1994]. But the environment is quite different in single parenting homes. Single parenting can be defined as a situation in which one of the members either father or mother is responsible for upbringing of the child. Children from single-parent homes are likely to suffer deprivation and denial of some rights and opportunities.

The correlation study between mothers and adolescent relationships revealed that girls perceive their mothers more positively in terms of acceptance and lack of discipline enforced by the mother with in the home (Kaur gill 2013). The poor single mothers do not much care about their wards. The children having high freedom in the younger period leads to juvenile delinquency (Fry Ps 1984).

The family structure is playing a positive role on juvenile delinquency both single parenting family and double parenting family (Sing and Kiran 2016) 54 percentage of single parent on teenage care are facing insecurity feel sad, scared and isolated. (Mecco gersindaraju 2016). The financial problem was the main stressor for majority of the single mothers and they felt lonely helpless, hopeless and lack confidence. (Bharathi Prabakar 2017)

There is a significant difference between single parenting and double parenting adolescents in their academic achievement. The double parenting adolescents performed well than single parenting adolescents (ochonogor 2017) Single working mothers adopted creative coping mechanism in order to ease their problems by social support system provided by NGO either

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in the form of material aid (or) in the form of counseling was useful for them (Sitirafiah and Sakinah salleh 2013).

There is no significant difference between single parenting family and double parenting family children in their academic achievement. There is no difference in academic achievement in gender of single parenting and double parenting children. (Lim huiyaw 2016). The parent child relationship and parental monitoring have significant positive influence on children academic achievement (Benjamin Malczyk 2017).

NEED AND SIGNIFICANCE OF THE STUDY

India is a holy country and very popularized in the world for intact or combined family system. In contradiction, now the family system has been changing to suit for modern socio economic trends. The increasing divorces, separation of a partner due to mental frustration, death of a family member are the various reasons for the single parenting system. The purpose of this study is to investigate the influence of single parenting on the academic achievement of adolescent students in Panchayat union middle Schools in Thirumanur block in Ariyalur district. This study was conducted to find out whether is there any difference in academic achievements of single - parenting pre adolescents and pre adolescents from intact homes. The study reviewed so far, reveals that there are some studies related to single parenting problems and family related issues. But no study was reported related single parenting pre adolescents and academic achievement. So, the investigator has decided to study the single parenting pre adolescents and academic achievement.

OBJECTIVES OF THE STUDY

1. To know the school environment, home environment, self-confidence of the single parenting pre adolescents.
2. To know the home environment and self-confidence of the single parents.
3. To know the attitude of the teachers regarding single parenting pre adolescents.

RESEARCH QUESTIONS

1. How for the school environment, home environment is supportive to single parenting pre-adolescent?
2. Can single parents provide resource support to their wards?
3. Do the teachers provide learning support to the single parenting preadolescents?

METHODOLOGY

Normative survey method was employed in this research study. The questionnaire for students, parents and teachers were developed by the investigator. The validity and reliability of the questionnaire were established. Each questionnaire consists of thirty statements [30] on four point scale. The academic achievement of all students was collected from schools.

Research Sample

Purposive sampling method was adopted for this study. There are twenty two middle schools in the Thirumanur block Ariyalur District Tamilnadu. A total number of 878 students are studying in seventh and eighth grades among them 80 are single parenting respondents. In order to minimize the huge difference between the single parenting pre adolescents and double parenting pre adolescents the class strength which has no single parenting students are deleted. So, 189 students were not taken for this present study. So 689 students are with double parents and 80 students have single parents students. Among the 80 single parenting students 43 were females and 37 were males The father (or) mother of the single parenting students selected as sample and 68 parents co-operated for this study. The academic achievement scores of all the students were collected from the Head teachers of the schools.

Construction of Tools

The researcher has taken 3 dimensions in student's questionnaire such as Self-confidence School Environment, Home environment. The parent questionnaire had two dimensions which are home environment Self-confidence. 40 items and 60 items were framed for parent questionnaire student questionnaire respectively. The experts validated the questionnaire and established the content validity. Finally, 30 items for student questionnaire and 20 items for parent questionnaire were arrived. The irrelevant items were removed based on the jury opinion. The content validity was established by the researcher. The reliability of the questionnaire was established by split half method. The reliability was found to be 0.82 for student's questionnaire and 0.86 for parent questionnaire. So both the tools possess adequate reliability. The positive statements were given the score 4 for always, 3 for often, 2 for sometimes and 1 for never and reverse pattern of scoring for negative statements. Thus, the possible range of score obtained by an individual will be 20-120.

ANALYSIS AND INTERPRETATION OF THE DATA

Percentage analysis was employed. Statistical technique mean, median, standard, deviation, student ‘t’ test were calculated using SPPSS package version 20.0

Table 1. Percentage analysis of responses on School environment

Sl. No.	Statement	Always		Often		Some times		Never	
		Nos	%	Nos	%	Nos	%	Nos	%
1	Classmates avoid me	54	67.5	13	16.2	7	8.8	6	7.5
2	Subject Teachers Motivation	1	1.3	6	7.5	6	7.5	67	83.7
3	Clarify doubts with Teachers	0	0	9	11.2	9	11.2	62	77.5
4	Like Classroom teaching	3	3.8	4	5	4	5	69	86.2
5	Got Govt. free byes	3	3.8	5	6.3	7	8.8	65	81.2
6	Teacher motivation	1	1.3	5	6.2	2	2.5	72	90
7	Peers help in doubt clarification	4	5	13	16.2	16	20	47	58.8
8	Disparity of teachers	13	16.2	5	6.3	6	7.5	56	70
9	Like-co-curricular activities	3	3.8	15	18.8	19	23.7	43	53.8
10	Difficult in understanding Science concepts	11	13.7	4	5	16	20	49	61.3

N = 80

From the above table it is observed that 67.5 percentage of respondents are being neglected by their classmates and 83.7 percentage of respondents conveyed that the subject teachers did not motivate the students effectively, regarding the doubt clarification 77.5 percentage was reported that the respondents are unable to clarify their doubts from subject teachers and no one student was agreed (zero percentage) the statement that the teachers clarified their doubts.

On considering classroom learning activities, 86.2 percentage of respondents don't like class room learning activities. But the same time 81.2 percentage of respondents have satisfied with government free byes. Regarding motivation 90 percentage of respondents conveyed an opinion that the class teacher did not motivate them.

The doubt clarification with the help of peers, only 5 percentage of respondents agreed that they can clarify their doubts with the help of peers. The disparity of teachers 70 percentage of respondents has agreed that the subject teachers did not show partiality on students. 53.8 percentage of respondents have interest on co-curricular activities. In the difficulty in science concepts 61.3 percentage of respondents agreed that they don't have any problems in understanding the science subject. So, the school is providing very good atmosphere for learning of students.

Table 2. Percentage analysis of responses on home environment

Sl. No.	Statement	Always		Often		Some times		Never	
		Nos	%	Nos	%	Nos	%	Nos	%
1	Helping for parents	13	16.2	10	12.6	44	55	13	16.2
2	Strictness of parents	9	11.3	26	32.5	12	15	33	41.2
3	Face problems with single parent	33	41.2	29	36.3	5	6.3	13	16.2
4	Parent Motivate me	7	8.7	1	1.3	13	16.2	59	73.8
5	Work for earn money	1	1.2	4	5	10	12.5	65	81.3
6	Unable to study parent watch TV	2	2.5	4	5	14	17.5	60	75
7	Not to be frank with parent	13	16.2	12	15	26	32.5	29	36.2
8	No domestic work while study	18	22.5	28	35	9	11.3	25	31.2
9	Share class activities with parent	4	5	32	40	12	15	32	40

10	wellness able to send school	15	18.7	30	37.5	10	12.5	25	31.3
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N = 80

It is observed from the table that 16.2 percentages of respondents spend most of the time in helping for their parents. Regarding the strictness 41.2 percentage of respondents agreed that their parents don't have much control over the children. The problems with single parent 41.2 percentage of pre adolescents have conveyed an opinion that they feel hesitation and unable to share all their feelings with single parents. Regarding motivation 73.8 percentage of pre adolescents conveyed an opinion that their parents did not motivate their wards. The work for earn money, 81.3 percentage of pre adolescents agreed that their parents were not allowing them to work as labourer during holidays. Regarding watching TV statement 75 percentage of pre adolescents agreed that their parents did not watch television programmes during study time.

The frankness of children 16.2 percentage of pre adolescents conveyed an opinion that they were unable to discuss freely about their studies with parents. Regarding domestic work 31.2 percentage of pre adolescents conveyed an opinion that the parents are giving house work for them during study time. And 40 percentage of pre adolescents never share the classroom activities with their parents. The final statement 31.1 percentage of pre adolescents hope that their parents don't have good monetary condition to carry out the education of their wards.

Table 3. Percentage analysis of responses on Dimension1 Self confidence

Sl. No.	Statement	Always		Often		Some times		Never	
		Nos	%	Nos	%	Nos	%	Nos	%
1	Interest in study	12	15	8	10	23	28.8	37	46.2
2	Get up Early Morning	4	5	26	32.5	17	21.2	33	41.3
3	Maths learning difficult	31	38.7	28	35	14	17.5	7	8.8
4	Need Tuition	25	31.2	20	25	14	17.5	21	26.3
5	Spend more time in play	11	13.7	46	57.5	13	16.3	10	12.5

6	Think self-ambition	6	7.5	8	10	12	15	54	67.5
7	More interest on sports than study	24	30	34	42.5	15	18.7	7	8.8
8	Need Guidance and Counselling	16	20	21	26.2	8	10	35	43.8
9	Unable to score in English	29	36.2	28	35	13	16.3	10	12.5
10	Compare with others	7	8.7	12	15	25	31.3	36	45

Regarding interest in study 15 percentages of preadolescent's does not have interest on the study. 41.3 percentage of respondents agreed that they did not get up in the early morning for study. But only 5% of respondents get up in the morning 6 am for study. Regarding the third statement 38.7 percentage of respondents conveyed an opinion that the maths subject is very difficult for them. About the tuition 31.2 percentage of respondents have an opinion that they need private tuition for academic improvement. On spending time in play 57.5 percentage of respondents agreed that spend most of the evening time in playing.

Regarding self-ambition 67.5 percentage of respondents have no negative attitude about single parenthood. On interest in sports 42.5 percentage of respondents expressed the willingness of more interest on sports than study. 46.2 percentage (Always 20% + often 26.2 %) of respondents need motivational guidance programme. The English learning 36.2 percentage of respondents agreed that they are not able to score good marks in English. The statement compares with others 31.3 percentage of respondents feels that they are having inferiority complex over good academic achievers in the class.

EDUCATIONAL IMPLICATIONS

Most of the single parenting adolescents are suffering from poverty. They lost the one earning member in the family. So there is a special scholarship given to them. Some students are facing problems in their study. Proper guidance and counselling should be given to their parents and teachers in schools to improve their academic achievement. From this study the following recommendations are drawn.

1. The teachers should be trained to handle the single parenting children.
2. Each school should have the data of single parenting children. Census should be taken by the educational department

3. Periodic guidance and counselling should be given to the single parenting students and their parents.

CONCLUSION

Even though the single parenting families are run by single man (or) woman the parents are not having the intention of sending their children to work as labourer during the holidays. It has to be appreciated. Most of the single parents and their children are unaware about the importance of education and they need periodical guidance and counselling because, most of the single parents are illiterate.

Even though the Government of Tamilnadu is providing free byes for the student's education, the family economical condition of the single parenting students is not up to the mark of other family in the society. So the single parents as well as their children are expecting more financial support from the Government. There is a orientation training should be given to school teachers to handle the single parenting pre adolescents. The teachers must know the students economic back ground. The teaching process is not only end with class rooms. The teacher-student rapport should be maintained even after the school. A separate data about the single parenting students should be maintained by the district educational officials. Though scholarship and education is given to the target pre-adolescents from broken homes, their deep sense of loss of their parent lingers for quite some time. This invariably affects learning.

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