

A Study on Cultural Determination and Family Environment of Secondary School Students

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Abstract— Cultural determinants include ethnicity, race, and country of origin, language, nonverbal communication, acculturation, gender, age, sexual orientation, values, behavior norms, rules, manners, social grouping and relationships, religious and spiritual beliefs, socioeconomic class and education. Cultural determinants represent features by which basic differentiation of cultures is possible. Thus, various internal and external factors are involved in influencing towards of secondary school students in to cultural determination and Family Environment of human. Nowadays, students are mostly affected by societal changes. And for this study, secondary school students are taken into consideration for the study. The samples were collected using Random sampling technique. The present investigation consists of 800 secondary school students in Cuddalore district of Tamandu state. Out of the 800 samples, in which 310 were male secondary school students and 490 were female secondary school students. Cultural Determination Scale (CDS) developed and validated by Chauhan and Sharma (1977). Statistical Analysis: Mean, SD (Analysis of Variance) and Correlation were calculated. Conclusions: There is significance difference in the cultural determination of secondary school students based on father's education, mother's education, parent's occupation and type of family and further it is found that there is no significance difference in the cultural determination of secondary school students based on gender and type of school.

Index Terms— Cultural determination, Family Environment secondary school students

I. INTRODUCTION

Cultural determination in psychology posits that an individual's personality, thoughts, emotions, and behaviors are primarily shaped by their cultural upbringing, rather than innate biology. It emphasizes

that social environments and cultural norms define identity, directing how people interact, view themselves, and perceive societal roles. Varying cultural and national identities have had a clear impact on formal education and different societies have different informal child-rearing and adult-initiation practices. Formal education is itself socially created and generally only becomes universal with the rise of the urban industrial dwelling. Different societies have different perceptions of authority and respect for elders, different perceptions of freedom (especially for children) and different assumptions about gender roles and gender relationships, all of which have a significant influence on educational practices. Even within a single society these assumptions change over time and within subgroups, and lead to changes in educational practices.

II. STATEMENT OF PROBLEM

Through the present study, the researcher has tried to know that the cultural determination within the institution and outside the institution effects the education system in the Cuddler District and how cultural determination and Family Environment.Hence, the researcher has selected the title of the present study or problem in the following manner "Attitude towards Moral Values among Secondary School Students in relation to Cultural Determination and Family Environment".

III. RATIONALE OF THE STUDY

The pattern of cultural activity interaction which are healthy for betterment of a school environment mostly used by the learners, teachers and management within

the institution and outside the institution. It may be defined as the Components in an institutional set up which we used to face and having an experience during the regular activity of any institution which causes betterment of that institution either within the institution or outside the institution for academic betterment by means of practicing culture. Culture is defined that those customary beliefs and values and practices in an institutional set up which helps to develop a supportive institutional set up to promote education which leads to academic enhancement.

3.1 Sample Design

In this study the total size of the sample was 800. The samples were collected using Random sampling technique. Out of the 800 samples, in which 310 were male secondary school students and 490 were female secondary school students.

3.2 Objectives of The Study

The following objectives have been formulated by the investigator for the present study,

1. To study the cultural determination of secondary school students.
2. To study the family environment of secondary school students.
3. To study whether there is any significant difference between the cultural determination of secondary school students based on Gender, Locality of school, Medium of instruction, Residence of area, Type of school, Father's education, Mother's education, Parent's occupation, Annual income of family and type of family.
4. To study whether there is any significant difference between the family environment of secondary school students based on Gender, Locality of school, Medium of instruction, Residence of area, Type of school, Father's education, Mother's education, Parent's occupation, Annual income of family and type of family.
5. To study the relative influence of independent variables namely cultural determination and family environment on the dependent variable attitude towards moral values of secondary school students.

3.3. Hypotheses of the Study

The following hypotheses have been formulated by the investigator for the present study,

1. The cultural determination of secondary school students is high.
2. The family environment of secondary school students is high.
3. There is no significant difference between the cultural determination of secondary school students based on Gender, Locality of school, Medium of instruction, Residence of area, Type of school, Father's education, Mother's education, Parent's occupation, Annual income of family and type of family.
4. There is no significant difference between the family environment of secondary school students based on Gender, Locality of school, Medium of instruction, Residence of area, Type of school, Father's education, Mother's education, Parent's occupation, Annual income of family and type of family.
5. There is no relative influence of independent variables namely cultural determination and family environment on the dependent variable attitude towards moral values of secondary school students.

3.4 Tool Used for the Present Study

1. Cultural Determination Scale (CDS) developed and validated by Chauhan and Sharma (1977).
2. Family Environment Scale (FES) - Constructed and standardized by Shaloo Saini and Prof. (Dr.) Parminder Kaur (1938).

3.5 Operational Definition of Key Terms

The key terms used in the study have been defined to attain greater precision and clarity the operational definitions of such terms are given below:

3.6 Cultural Determination

Culture determination is determining the behavior and in the development of personality. Cultural determination refers to knowledge, beliefs, behaviour, art, morals, law customs capabilities and habits, power of thoughts. Operationally it is score obtained by subjects as perceived by them on the general process undertaken by the cultural factors.

3.7 Family Environment

Family is considered as a basic integrated and functional unit of any society. There are multiple ways in which one can define family like based on structure or functions etc. APA dictionary of psychology defines 'family' as "a kinship unit consisting of a group of individuals united by blood or by marital, adoptive, or other intimate ties. Although the family is the fundamental social unit of most human societies, its form and structure vary widely.

IV. CULTURAL DETERMINATION SCALE

Description and scoring procedure of cultural determination scale

Cultural determination scale was developed and standardized by Chauhan a Sharma, (1977). This scale consists of 25 items with a seven-point scaling. The revised scale has been enlarged to have 45 items after a try out by Chauhan et al. (1982). This scale, too, has seven alternative responses for each item as Fully, Too much, Much, Average, Less, very less, not at all. Scoring value is 7,6,5,4,3,2, and 1 respectively. The actual range 45 of scores for cultural determination tool was found to be 1 to 315.

Differential analysis

Table 1, Mean, Standard Deviation, and t-Test Scores of Cultural determinations of secondary school students with respect to Gender

Gender	N	Mean	SD	't' Value	Level of significance
Male	310	202.18	50.68	0.006	NS
Female	490	205.49	56.29		

Significant at 0.05 level 1.96

The table above shows that the mean scores for male (202.18) and female (205.49) secondary school students. The mean score for the male is higher than that of the female secondary school students. The calculated t-value (0.006) is lesser than the critical

value of 1.96, which is not significant at the 0.05 level. Therefore, the hypothesis is accepted. It can be concluded that there is no significant difference in the cultural determination at the secondary school students of Cuddalore district, based on the gender.

Table: 2, F. Value of type of school on the cultural determination of secondary school students

Type of School	Sum of Squares	Mean Squares	df	'F' Value	Remarks
Between Groups	3201.344	1600.972	2	0.545	NS
Within Groups	2342585.955	2939.255	797		
Total	2345787.299		799		

It is evident from the Table: 2 the calculated 'F' value is 0.545, which is not significant at 0.05 level. Hence, the framed null hypothesis is accepted and research hypothesis is rejected. It is inferred that there is no

significant difference among sub samples of type of school of secondary school students with respect to their cultural determination.

Table: 3, F. Value of father's education on the cultural determination of secondary school students

Father's education	Sum of Squares	Mean Squares	df	'F' Value	Remarks
Between Groups	16386.713	8193.356	2	2.803	S
Within Groups	2329400.586	2922.711	797		
Total	2345787.299		799		

It is evident from the Table: 3 the calculated 'F' value is 2.803, which is significant at 0.05 level. Hence, the framed null hypothesis is rejected and research hypothesis is accepted. It is inferred that there is

significant difference among sub samples of father's education of secondary school students with respect to their cultural determination.

Table: 4, F. Value of mother’s education on the cultural determination of secondary school students

Mother’s education	Sum of Squares	Mean Squares	df	‘F’ Value	Remarks
Between Groups	24145.121	12072.561	2	4.144	S
Within Groups	2321642.178	2912.976	797		
Total	2345787.299		799		

It is evident from the Table: 4 the calculated ‘F’ value is 4.144, which is significant at 0.05 level. Hence, the framed null hypothesis is rejected and research hypothesis is accepted. It is inferred that there is

significant difference among sub samples of mother’s education of secondary school students with respect to their cultural determination.

Table: 5, F. Value of Parent’s Occupation on the cultural determination of secondary school students

Parent’s Occupation	Sum of Squares	Mean Squares	df	‘F’ Value	Remarks
Between Groups	14149.903	7074.952	2	2.418	S
Within Groups	2331637.395	2925.517	797		
Total	2345787.299		799		

It is evident from the Table: 5 the calculated ‘F’ value is 2.418, which is significant at 0.05 level. Hence, the framed null hypothesis is rejected and research hypothesis is accepted. It is inferred that there is

significant difference among sub samples of parent’s occupation of secondary school students with respect to their cultural determination.

Table 6, Mean, Standard Deviation, and t-Test Scores of Cultural determinations of secondary school students with respect to type of family

Type of family	N	Mean	SD	‘t’ Value	Level of significance
Nuclear	510	207.07	54.08	1.98	S
Joint	290	199.16	54.08		

Significant at 0.05 level 1.96

The table above shows that the mean scores for nuclear (207.07) and joint (199.16) secondary school students. The mean score for the nuclear is higher than that of the joint type of family of secondary school students. The calculated t-value (1.98) is greater than the critical value of 1.96, which is significant at the 0.05 level. Therefore, the hypothesis is rejected. It can be concluded that there is a significant difference in the cultural determination at the secondary school students of Cuddalore district, based on the type of family.

V. FINDINGS OF THE STUDY

- 1) There is no significant difference in the cultural determination at the secondary school students of Cuddalore district, based on the gender.
- 2) There is no significant difference among sub samples of type of school of secondary school students with respect to their cultural determination.

- 3) There is significant difference among sub samples of father’s education of secondary school students with respect to their cultural determination.
- 4) There is significant difference among sub samples of mother’s education of secondary school students with respect to their cultural determination.
- 5) There is significant difference among sub samples of parent’s occupation of secondary school students with respect to their cultural determination.
- 6) There is a significant difference in the cultural determination at the secondary school students of Cuddalore district, based on the type of family.

VI. SUGGESTIONS FOR THE FURTHER RESEARCH

- 1) The current study was carried out on a cohort of 800 secondary school students. Further investigations using larger samples are

recommended in order to obtain more dependable and accurate findings.

- 2) The study was investigated on secondary school students. The research should be expanded to include lower primary and higher secondary students and in higher education and professional courses, in order to gain a comprehensive understanding of development of cultural determination.
- 3) The similar study can be conducted on diverse group of students like orthopedically handicapped students, delinquent students or specially-abled students.

VII. CONCLUSION

Cultural determination shapes the development of respective cultural socialization, including interactions between biological and environmental factors, with environmental sensitivity moderating the impact of cultural socialization. For better understanding the development of moral values, it is necessary to study the cultural development of the self in relation to the cultural determination and its ongoing changes. This includes studying the cultural meaning of socialization conditions for promoting the internalization of culturally prioritized towards society. The key roots of the multicultural education system support the collaborative practices and constant evaluative process in the educational system.

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