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A STUDY OF FAMILY ENVIRONMENT OF 10+1 STUDENTS IN RELATION TO GENDER, LOCALE AND TYPE OF SCHOOL

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Short Profile

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ABSTRACT:
The present study is related to family environment of 10+1 students in relation to gender, locale and type of school. The sample of the study comprises of 800 students selected randomly from four districts of Haryana. Data was collected by using Family Environment scale by Bhatia and Chadha (1993). The findings of the study indicates that there exists significant mean difference between male-female and rural-urban 10+1 students but there exists no significant mean difference between students of 10+1 studying in government and private schools on family environment.

KEYWORDS
Family environment, 10+1 Students, Gender, Locale, Type of School .

INTRODUCTION

Human beings are born and grown in a socio-physical environment and are positive assets and precious natural resources, which needs to be cherished, nurtured and developed with care and dynamism. Education is an important factor that helps in bringing about various changes in human beings and also to the society. Academic achievement has been considered an important factor in life. In this rapidly changing world and with the growing advancement in science and technology the role of education has become vital. The family is one of the primary groups of society concerned with face to face relationship. A child's earliest education is received in his family. It is here that his basic ideas, ideals as well as many attitudes towards himself and his associates are initiated which determine his later achievements. The economic status, attitudes and behavioural experiences of parents and family environment, all influence the child's behaviour and attitudes, both directly and indirectly.

FAMILY ENVIRONMENT

The family is the oldest and the most important of all the institutions that man has devised to regulate and integrate his behaviour as he strives to satisfy his basic needs. The family is basically a unit in which parents and children live together. Its key position rests on its multiple functions in relation to overall development of its members, their protection and overall well-being.

Family environment refers to the climate prevailing in the home, which varies from culture to culture, society to society, family to family. Family environment is influenced by a number of factors like the nature of family constellation; number of children in the family; marital relationship between husband and wife; parental employment; and socio-economic and religious background of the family.

10+1 Students

Students studying in class XI of schools of Board of School Education Haryana.

Gender

Gender is the range of characteristics pertaining to, and differentiating between, masculinity and femininity. Depending on the context, these characteristics may include biological sex i.e. the state of being male or female. Gender is the state of being male or female; typically used with reference to social and cultural differences rather than biological ones (Oxford Dictionary). In the present study gender is used for male and female.

Locale

A Locale object represents a specific geographical, political, or cultural region. Here locale means schools situated in rural and urban areas.

Type of School

In the present study type of school indicates government and private schools recognized by Board of School Education Haryana.

OBJECTIVES OF THE STUDY

1. To study and compare Family Environment of Male and Female 10+1 students.
2. To study and compare Family Environment of Rural and Urban 10+1 students.
3.To study and compare Family Environment of 10+1 students studying in Government and Private Schools.

HYPOTHESES OF THE STUDY

1. There exists no significant mean difference between Family Environment of Male and Female 10+1 students.
2. There exists no significant mean difference between Family Environment of Rural and Urban 10+1 students.
3. There exists no significant mean difference between Family Environment of 10+1 students of Government and Private Schools.

REVIEW OF RELATED LITERATURE

Agarwal (1986) designed a study to understand the effect of parental encouragement upon educational development of secondary school students. Findings of the study revealed that the high achieving girls got greater parental encouragement in the urban areas but in the rural areas the middle achieving group received more parental encouragement. The urban boys received greater parental encouragement than the rural ones. The urban girls got greater parental encouragement than the rural ones.

Arati & Prabha (2005) conducted a study to find out the influence of different family variables on family environment of adolescents. Correlation test was done to find out the influence of selected family variables on family environment of adolescents. The results showed that the number of siblings, father's education, father's occupation and family income had significant positive influence on family environment of adolescents.

Khanam (2006) studied the relationship between Family climate and Academic achievement of the male and female students at the secondary school level. The investigator did not obtain any significant relationship between the family climate and the academic achievement. The achievement of the male and female students was independent of the influence of the type of family climate (favorable, unfavorable).

Jafri (2011) conducted a study on "Impact of Family Climate, Mental Health, Study Habits and Self Confidence on the Academic Achievement of Senior Secondary Students". Findings of the study were revealed that there exists a significant & positive relationship was found between Family Climate and Academic Achievement for total number of students. A significant difference was found between

male and female respondents of science stream. The mean value of females on the variable of Family Climate is higher than the mean value of males. No significant difference was found between Male and Female respondents of Arts stream on the variable of Family climate.

Rais (2011) studied impact of family climate and parental encouragement on academic achievement among adolescents (14-17 years). Results revealed that significant differences existed among male and female adolescents with regard to family climate. As far as parental encouragement was concerned, some social variables showed significant differences while some did not. As far as academic achievement among male and female adolescents was concerned some social variables showed significant differences while some did not. Family climate and parental encouragement were found to be related among adolescents. Family climate had positive and significant impact on academic achievement of adolescents. As the parental encouragement increased the academic achievement decreased among males.

RESEARCH METHODOLOGY

Variables

Independent Variables: Gender, Locale and Type of School
Dependent Variable: Family Environment

Method

In the present study descriptive survey method has been used. This method is useful in finding out the facts of the present situation in a most precise way. In this study the investigator enquired about the family Environment of 10+1 students of senior secondary schools of Haryana Board of Secondary Education in relation to gender, locale and type of school.

Sample

The present study was conducted among students studying in 10+1 in senior secondary schools of Haryana Board of School Education in four districts of Haryana namely Kaithal, Rewari, Hisar and Rohtak. Out of the total population, a sample of 800 students was selected using multi-stage and stratified random sampling technique.

Tool of the Study

Family Environment scale by Bhatia and Chadha (1993).
Statistical Techniques
Mean, standard deviation and t- test were used for the purpose of analysis of data.

ANALYSIS AND INTERPRETATION OF THE DATA

In order to verify the objectives and to test the null hypotheses of the study in hand, the data

have been analyzed using t-test. The treatment has been done objective wise to make the findings lucid and simple in their interpretation.

Table 1: Mean, S.D., SED and t- value of Male and Female 10+1 Students on Family Environment

Variable	Group	N	Mean	S.D.	SED	t- value
Family Environment	Male	400	249.49	24.59	1.688	3.74**
	Female	400	255.80	23.15		

** Significant at the 0.01 level of significance

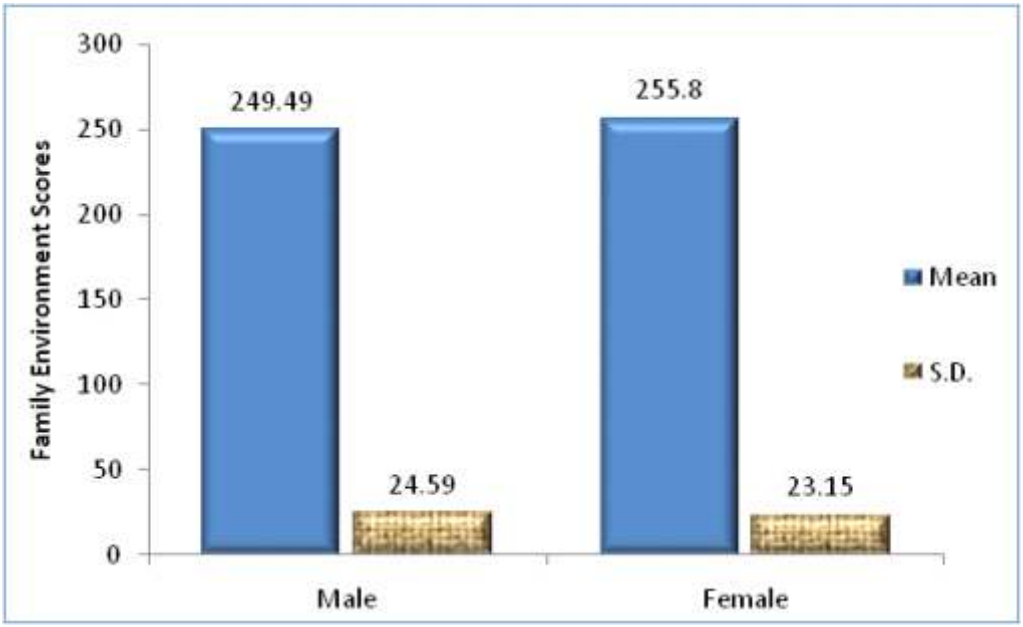

Table 1 show that calculated t- value is 3.74 which is significant at 0.01 level of significance. There exists significant mean difference between male and female students on family environment. The mean scores of family environment of male and female students are 249.49 ± 24.59 and 255.80 ± 23.15 respectively. When results are compared in the context of the mean scores, it is found that mean scores of the male students is lower than the mean score of female students. Thus, the hypothesis stating that "There exists no significant mean difference between Family Environment of Male and Female 10+1 students" stands REJECTED at 0.01 level of significance.

Table 2: Mean, S.D., SED and t- value of Rural and Urban 10+1 Students on Family Environment						
Variable	**Group**	**N**	**Mean**	**S.D.**	**SED**	**t-value**
Family Environment	Rural	400	255.09	22.81	1.69	2.89**
	Urban	400	250.20	25.07		

** Significant at the 0.01 level of significance

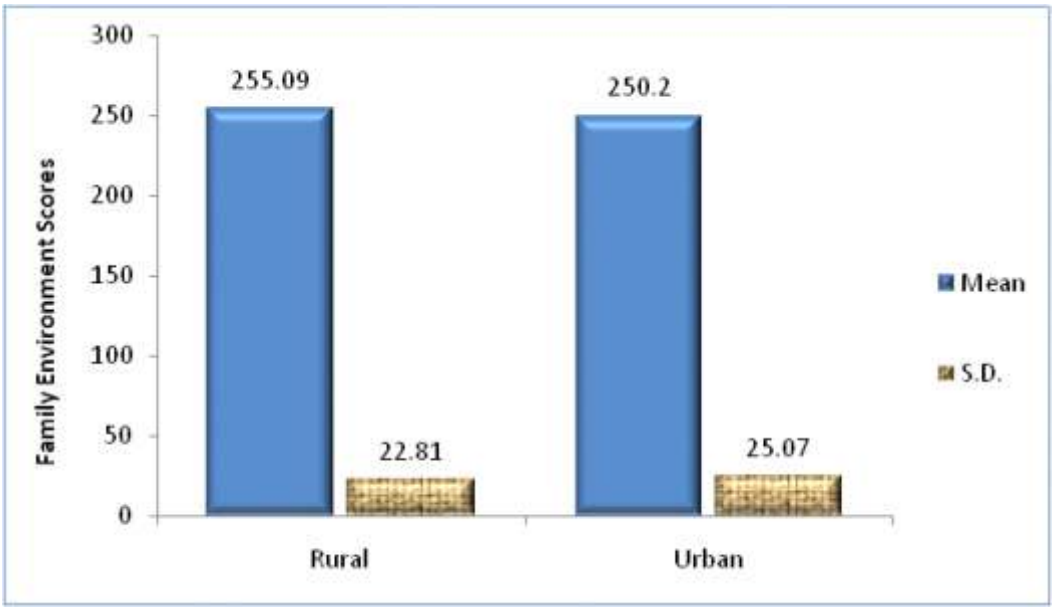

Table 2 shows t-ratio between mean scores of rural and urban 10+1 students on family environment. The calculated t-value is 2.89 which is significant at 0.01 level of significance. Thus there is significant mean difference between rural and urban students on family environment. The mean scores of family environment of rural and urban students are 255.09 ± 22.81and 250.20 ± 25.07 respectively. Thus, the hypothesis stating that "There exists no significant mean difference between Family Environment of Rural and Urban 10+1 students" stands REJECTED.

Table 3: Mean, S.D., SED and t- value of 10+1 Students of Government and Private schools on Family Environment						
Variable	**Group**	**N**	**Mean**	**S.D.**	**SED**	**t-value**
Family Environment	Govt.	400	253.36	22.03	1.70	0.84
	Private	400	251.93	25.97		

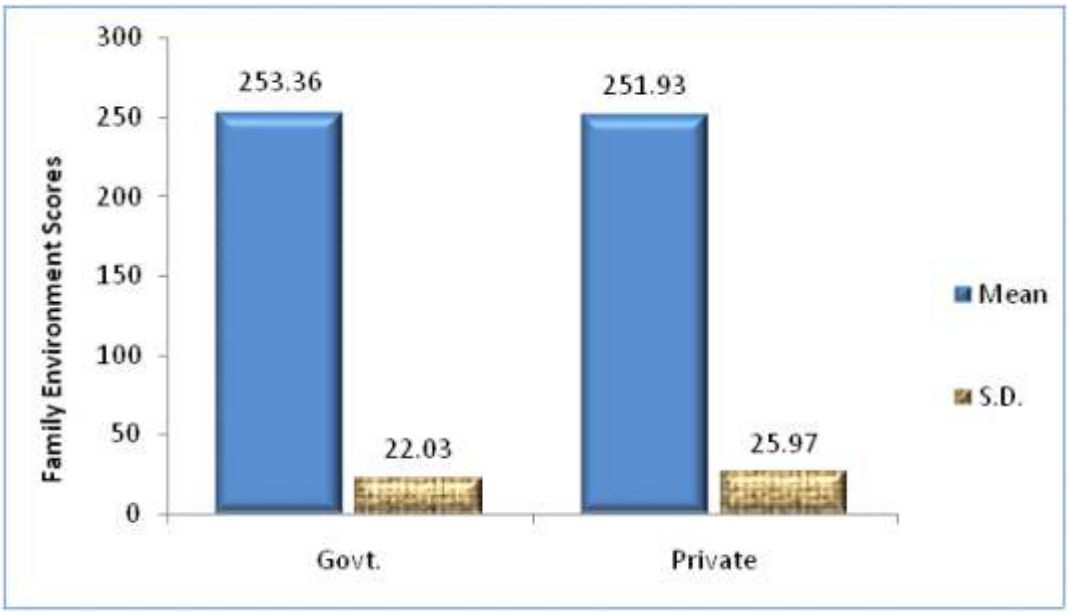

Table 3 shows t-ratio between mean scores of 10+1 students studying in government and private schools on family environment. The calculated t-value is 0.84 which is not significant. Thus there exists no significant mean difference between students studying in government and private schools on family environment. The mean scores of family environment of government and private school students are 253.36 ± 22.03 and 251.93 ± 25.97 respectively. Thus, the hypothesis stating that "There exists no significant mean difference between Family Environment of 10+1 students of Government and Private Schools" is RETAINED.

FINDINGS AND DISCUSSIONS

1. There exists significant difference between mean scores of male and female 10+1 students on family environment. Both male and female students have average score on family environment but mean scores of female students are higher than those of male students. This indicates that female students have favorable family environment than male students.
2. There exists significant mean difference between family environment of rural and urban students. When the results are compared in the context of the mean scores, it was found that mean scores of urban students is lower than rural students. It indicates that rural students have better family environment than urban students.
3. There exists no significant difference between students studying in government and private schools on family environment.

CONCLUSIONS

From the above said findings we can conclude that female students have favorable family environment than male students. The results also show that the rural students have better family environment than urban students i.e. rural students have helping and supportive family members, low

conflicts in the family, unconditional acceptance and organized family structure where as urban students have nuclear families, parents have no time for their children. Also, no significant difference was found between family environment of government and private school students.

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