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STUDY OF FAMILY CLIMATE OF SENIOR SECONDARY STUDENTS

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ABSTRACT

A Family consists of two or more people, one of whom is the householder, related by birth, marriage or adoption and residing in the same housing unit. Family carries the responsibility for the welfare of its members from cradle to grave. It is the first impression of the child that goes deeper and lasts longer and maintains the continuity of society by providing new individual in each generation and by passing on through new member's not only physical life but knowledge, custom, traditions, intellectual, emotional and spiritual endorsements. The structure of family is not fixed, it varies culture to culture. In family especially parents, play a fundamental role in forming the values of children. It is most influential primary agency investing in the cognitive, emotional and non-cognitive development of the children, adolescents and youngsters etc. The purpose of the present study is to study the family climate of senior secondary students.

KEYWORDS: *Family climate, student.*

CONCEPT OF FAMILY CLIMATE

Family climate is made up of two words 'family' and 'climate'.

FAMILY

Family is a group of interacting personalities, each of which has a definite role to play. The group is well united together. It consists of the parents and their off spring. Family carries the responsibility for the welfare of its members from cradle to grave. Family is the first impression of the child that goes deeper and lasts longer.

In model of the family as a social system parents affect infants, who affect each parent and the marital relationship. For child nothing is more important than the family. In his early and most impressionable years his world is virtually enclosed within it. As he grows and his horizons widens, his family has continuous and hopefully steading influence.

DEFINITIONS OF FAMILY

According to new Webster Dictionary (1975), "Family is the unit consisting of parents and their children or the group of persons who live in one household and under one head."

Encyclopedia Britannica (1978), "Family is everywhere identifiable as a social group characterized by common residence."

According to Coleman (1981) "Family carries due to responsibility for the welfare of its members from cradle to grave."

Goldstirs (1989), "Family is the cradle in which the future is born and a nursery in which new democratic social order is being fashioned. The family is related to the past through tradition, but it is also related to the future through social responsibility and traits."

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Mc Daniel (2005), "we define family as any group of people related either biologically, emotionally or legally. That is, the group of people that the patient defines as significant for his or her well being."

U.S.Census Bureau (2005), "A Family consists of two or more people, one of whom is the householder, related by birth, marriage or adoption and residing in the same housing unit. A Household consists of all people who occupy a housing unit regardless of relationship. A household may consist of a person living alone or multiple unrelated individuals or families living together."

So, it is clear that a family consists of interrelated persons who interact with in one another is different ways. Each family has its own distinct culture which is to be preserved and transmitted from one generation to another.

CLIMATE

The word climate is derived from Ancient Greek word "Klima" which means inclination. It is more comprehensive one. It includes within itself the word 'environment'. The human and non human elements around the child is called 'environment'. It embraces the social, physical and emotional activities of the family. All these combined together constitute the family climate. Consciously or unconsciously environment moulds the behavior and personality of the child. The abilities, aptitude, personality and self Confidence etc. all are affected by environment.

FAMILY CLIMATE

Family climate has great impact on the child. Family maintains the continuity of society by providing new individual in each generation and by passing on through new member's not only physical life but knowledge, custom, traditions, intellectual, emotional and spiritual endorsements. The structure of family is not fixed, it varies culture to culture. Family climate helps a lot in brings development among the children. Parental behavior affects a lot to the child at home, in the society and social group. Much of what we used to call heredity is actually the influence of the family in interpreting them to individual and group reactions, ways of thinking, ways of doing, ways of acting. Family Climate refers to all sorts of moral, emotional and social values as well as intellectual climate set up by the family members contribute to the wholesome development of the child. It is family climate where the child receives his first lesson of citizenship and moral discipline through face to face contact. Family is the cradle of all civic virtues and nursery of all democratic values.

DEFINITIONS OF FAMILY CLIMATE

According to Stephens (1958), "A Child living in a favourable environment for a long time becomes bright, if on the other hand, a child lives longer in an unfavourable environment falls behind the national norms."

According to Dinkemeyer (1967), "The family is major environmental influence and remains so throughout the life. It is the most pervasive of all influences."

According to Tiwari, Marbult and Kumar (1981), "Family climate is the most important socializing agent that influences the child's life."

According to Newman and Newman (1981), "Family environment is the first and

perhaps the most enduring content in personality of child."

According to Grouter (1983), "Environment is any event or condition outside the organism that is presumed influence or be influenced by the person's development."

According to Collins English Dictionary and Treasures, "Family climate means ambience, disposition, feeling, mood, temper, tendency and prevailing in the family."

OPERATIONAL DEFINITIONS OF THE KEY TERM USED

Family Climate : For the purpose of the present study, family climate has been defined operationally as the quality of the cognitive ,emotional and social support that has been available to the child with in the family are control , protectiveness, punishment, conformity and social isolation ,rewards ,deprivation of privileges,nurturance,rejection and permissiveness. Its measurement is the total scores on family climate scale by (Dr.Beena Shah, 1990).

Student: A Learner as any person, ranging from early childhood development to the adult education phases, who is involved in any kind of formal or non-formal education and training activity, any person who receives or, is obliged to receive education. The term 'learner' refers to person studying in ordinary, public school and replaces the term pupil and 'student'. A student is a person who is undertaking study at further or higher education level.

JUSTIFICATON OF THE STUDY

Family is the original social institution from which all other institutions develops. Family climate seem to exert tremendous effect on child's behaviour, growth, development, adjustment, self- concept, self confidence, attitude, habits, academic achievement, style of living etc. If the home environment is not appropriate according to the needs of the child, then it leads to maladjustment of child and results in frustration and aggression. So there is great need to understand the problems of child and provide facilities for minimizing their frustrations and aggression among adolescents, so that they can become good citizens of the country.

The family has direct effect on the children. In a family, children receive support, come to feel loved, valued and competent. In family especially parents, play a fundamental role in forming the values of children. The ability to cope with and adjust to life problems and demands is based upon the psychological foundations of early family experiences. It is most influential primary agency investing in the cognitive, emotional and non -cognitive development of the children, adolescents and youngsters etc. The purpose of the present study is to study the family climate of senior secondary students.

OBJECTIVES OF THE STUDY

1. To study the difference of family climate between general category and scheduled category among senior secondary students.
2. To study the difference of family climate between govt. and private schools among senior secondary students.

3. To study the difference of family climate between male and female among senior secondary students.

HYPOTHESES OF THE STUDY

1. There exists no significant difference of family climate between general category and scheduled category among senior secondary students.
2. There exists no significant difference of family climate government and private among senior secondary students.
3. There exists no significant difference of family climate between male and female among senior secondary students.

Hypothesis No.1

There exists no significance difference of family climate between general category and scheduled category among senior secondary students.

Table 1

Showing Mean, Standard Deviation, Standard error, t-value and Level of significance for the measure of family Climate between general category and scheduled category among senior secondary students (N=100).

Category	N	Mean	S.D.	S.E ₀	t-value	Level of significance
General category	100	102.2	69.5	7.06	0.25	Insignificant Difference at both levels
Scheduled category	100	100.4	12.33			

Table 1 shows that there is insignificant difference in the mean scores of family climate between general category and scheduled category among senior secondary students. It can be seen from table 1 that the mean score of general category students is 102.2 and scheduled category students is 100.4. The S.D. of both categories is 69.5 and 12.33 respectively.

The calculated t-value is 0.25, the tabulated t-values at 0.01 level and 0.05 levels are 2.58 and 1.96 respectively. Since the calculated value is less than the tabulated value at both the levels of significance. So the value is insignificant at both levels of significance. This indicates that there is insignificant mean difference between general category and scheduled category among senior secondary students.

Hence, The Hypothesis No. 1 There exists no significant difference of family climate general category and scheduled category among senior secondary students is accepted at both levels.

Hypothesis 2

There exists no significant difference of family climate government and private among senior secondary students.

Table 2

Showing Mean, Standard Deviation, Standard error, t-value and Level of significance for the measure of family climate between govt. and private among senior secondary students (N=100).

School	N	Mean	S.D.	S.E _D	t-value	Level of significance
Govt. School students	100	101.7	18.2	2.16	0.65	Insignificant Difference at both levels
Private school students	100	100.3	11.7			

Table 2 shows that there is insignificant difference in the mean scores of family climate between govt. and private among senior secondary students. It can be seen from table 2 that the mean score of Govt. School students and Private school students are 101.7 and 100.3. The S.D. of both categories is 18.2 and 11.7 respectively.

The calculated t-value is 0.65, the tabulated t-values at 0.01 level and 0.05 levels are 2.58 and 1.96 respectively. Since the calculated value is less than the tabulated value at both the levels of significance. So the value is insignificant at both levels of significance. This indicates that there is insignificant mean difference between Govt. School students and Private school students among senior secondary students.

Hence, The Hypothesis No. 2 There exists no significant difference of family climate between govt. and private among senior secondary students is accepted both levels.

Hypothesis No.3

There exists no significant difference of family climate between male and female among senior secondary students.

Table 3

Showing Mean, Standard Deviation, Standard error, t-value and Level of significance for the measure of family Climate between male and female among senior secondary students (N=100).

Group	N	Mean	S.D.	S.E _D	t-value	Level of significance
Male Students	100	98.7	13.7	2.29	2.01	Significant Difference at 0.05 level
Female students	100	103.3	18.3			

It can be seen from table 3 that the mean score of male and female students 98.7 and 103.3 are respectively. The S.D. of both male and female students 13.7 and 18.3 respectively.

The calculated t-value is 2.01; the tabulated t-values at 0.01 level and 0.05 level are 2.58 and 1.96 respectively. Since the calculated value is more than the tabulated value at 0.05 level of significance. Now the calculated value is less than the tabulated value at 0.01 level of insignificance. This indicates that there is significant and insignificant mean difference in male students and female students among senior secondary students.

Hence, The Hypothesis No. 3 There exists no significant difference of family climate among male and female among senior secondary students is rejected at 0.05 level.

MAJOR FINDINGS

1. There was insignificant difference of family climate between general category and scheduled category among senior secondary students.
2. There was insignificant difference of family climate government and private among senior secondary students.
3. There was significant difference of family climate between male and female among senior secondary students.

CONCLUSION

In the light of analysis and interpretations of data following conclusion were drawn from sample taken in the present study.
It was found that there is insignificant difference of family climate between general and scheduled category and government and private senior secondary students.

EDUCATIONAL IMPLICATIONS

1. Parents and teachers should teach emotional defense to the children.
2. Teachers should deal patiently with their students. Educating children takes time, but once they have learned, the lesson will stick. Teachers should repeat their lessons over and over in a consistent manner and be sure to live what you preach.
3. Parents should try their best to understand the needs, motives and urges of their children and help them to channelize their energy in positive actions.
4. Knowledge about the family climate of adolescents will help to develop proper environment for their upbringing, so that they develop as a well balanced human beings.

Findings of the present study will help the parents, teachers, administrators and guidance workers to prepare themselves to meet the needs of the students.

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