
A Comparative Study of Association between Different Variables of Two District of Haryana State

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Abstract

Adolescence refers to the period of development and adjustment during the transitional period between childhood and adulthood. The term adolescent means 'to emerge' or 'achieve identity.' India has largest adolescent population in the world. Family being the first and major agency of socialization has great influence and bearing on the development of the child. It is the home which sets the pattern for the Childs' attitude towards people and society, aids intellectual growth in the child and supports his achievements. Next to family, school is the most important experience process of child development. These two environments not only affect the educational aspiration of adolescents but also affect directly or indirectly on the academic achievement of children. The present study was done in Hisar and Bhiwani districts of Haryana State. For the study 200 girls and 200 parents (200 fathers and 200 mothers) were selected randomly from the selected schools and villages. The present work was done to find the association between different variables of school and family environment. It was found from the results that in urban area, majority of girls with functional environment somewhat preferred jobs (32%) followed by least preferred jobs (30%), while only 14 percent most preferred for jobs. It can be observed in rural area that majority of adolescent girls with bottom level (20%), mediocre level (22%) and top level (16%) self-managing had somewhat preferences for jobs.

Key words: Adolescence, rural, urban, association, environment, school

Introduction

Adolescence refers to the period of development and adjustment during the transitional period between childhood and adulthood. The term adolescent means 'to emerge' or 'achieve identity.' India has largest adolescent population in the world. According to the UNICEF's flagship (1987) 'World's Children report stated that country's adolescent constituted 20.0% of the world's 1.2 billion adolescents.

Adolescents carve out ambitious plans for their future. During this critical stage in the life cycle, a young person's social, economic, legal and political

status is transformed. Adolescence is a time of preparation for the adult roles of worker, citizen and community participant, spouse, parent, and household manager. Adolescence is also a time of gender differentiation.

Two environments, home and school share an influential space in individual's life and there exists a unique combination between the two. The family environment and the school environment have regularly been linked in the scientific literature to psychosocial and behavioural adjustment/problems in the adolescent period (Este'vez, *et al.* 2005;

Murray and Murray, 2004; Stevens *et al.* 2002). The quality of adolescent-parent, adolescent-peer and adolescent-teacher interactions influence and may determine, the way adolescents perceive themselves in relation to others, their attitudes and their behaviours (Lila *et al.* 2006; Werner, 2004).

Family being the first and major agency of socialization has great influence and bearing on the development of the child. It is the home which sets the pattern for the Childs' attitude towards people and society, aids intellectual growth in the child and supports his achievements. A highly significant positive relationship between the variables of academic achievement and family scores had been assessed.

Next to family, school is the most important experience process of child development. These two environments not only affect the educational aspiration of adolescents but also affect directly or indirectly on the academic achievement of children. Pupils immediate environment is the classroom where unique face-to-face group interaction marked by interpersonal relationships among its members. These interpersonal relationships essentially include teacher-student relationship and peer relationship. The general atmospheres within the academic activities that take place influence the social relationships. Two types of social interactions occur in the classroom Teacher vs. Students and students vs. students. First one is the most referred one in educational context. However, the interaction going on amongst students is equally significant from a psycho-social view point. The success or the failure of the students also depends on the quality of classroom's social climate (Sunitha, 2005).

Research shows a significant positive association between healthy school and family environments and adolescents' well-being and academic success, with studies indicating that positive family environments, strong parental involvement, and supportive school climates contribute to better emotional, social, and educational adjustment. Negative aspects in either environment can lead to challenges like poor self-esteem, anxiety, and impaired social functioning, highlighting the interconnected nature of these influential spheres in adolescent development.

Adolescence is a period of transition between childhood and adulthood. Individuals getting into adolescence undergo several changes. A young person should develop robust skills to manage these developmental changes. Resilience has been outlined as an individual's ability to perform aptly in the face of adversity or stress. Teens face daily challenges like unsatisfying test scores, sports losses, or relationship problems. A resilient adolescent is likely to bounce back from their life challenges and develop better ways of coping. It is widely known that the family environment has a greater influence on an individual's personality. Thus, this paper focuses on examining the relationship between adolescent family environment and their resilience. (Fernandez and Varghese, 2023)

Research consistently shows a strong, positive association between supportive family and school environments and adolescent well-being, including better academic achievement, emotional adjustment, and social functioning. A positive family environment, characterized by high parental involvement and emotional support, is a crucial factor for academic success, while a supportive school climate also plays a significant role in promoting positive outcomes. Studies demonstrate that supportive environments, whether at home or in school, can mitigate negative factors and foster overall positive development in adolescents. The foundation of many associated elements in the educational process, the home environment serves as an external support resource to guarantee teenagers' academic achievement. It serves as the foundation for children's socialization and the source of successful academic development.

Methodology

The study was conducted in Haryana state purposively. Two districts, Hisar and Bhiwani were selected randomly from Haryana state on the basis of rural female literacy rate i.e. in between 65%. The total sample of 200 adolescent girls and 200 parents (200 mothers & 200 fathers) were selected for the study, thus making a total sample of 600. Two variables were taken for the study i.e. Dependent and independent. Parents were taken as dependent variable and parent-child relationship was taken as

dependent variable. Association between dependent, situational and psychological variables was calculated with the help of structured performa.

Results and Discussion

Association between dependent, situational and psychological variables Association of adolescent girls' preference for job opportunities with family environment in Hisar district

Association of family environment with preference of job opportunities has been depicted in both the areas of Hisar district from Table 1. It can be observed that majority of adolescent girls with abusive environment, most preferred (36%) followed by somewhat preferred (22%) for jobs. Majority of distressed adolescent girls from rural Hisar least preference (16%) followed by somewhat preference (12%) for jobs, while all the adolescent girls belonging to functional environment in both the areas had least preference (14%) for jobs. The reason behind these findings might be that from functional family environment children feel more secure than distressed and abusive family environment. The calculated chi-square (c^2) values were found to be significant (39.05* for rural and 39.2* for urban areas). Thus, indicating that family environment was positively associated with preferences of jobs.

The result could be supported by Chope (2006) stated that supportive family environments with high expectations were associated with "high level educational and occupational aspirations". This could be supported by Navin (2009) found that parental attachment, defined as the extent to which one feels emotionally close to and supported by one's parents,

was positively related to career exploration. Positive correlation was of education and income with knowledge about job opportunities and job preferences for parents. Printed booklet on job opportunities for adolescent girls was found to be effective. Further, it revealed that media changed knowledge and job preferences of the respondents at a great extent. Positive relationship with education, income and material possession was observed while age, occupation, family environment etc. was negatively associated with knowledge and job preferences.

Scholars have focused on issues related to adolescents' cognitive and non-cognitive abilities (Adams, 2021), prosocial and problem behavior (Karmakar, 2017; Padilla et al., 2018), social development (Walters, 2013), and academic achievement (Zhang et al., 2020). One study found that successful and informed families support children's social and non-cognitive development, and that a positive family environment and parent-child relationships support the development of physical and mental health (Marcenaro and Lopez, 2017; Obimakinde et al., 2019). Parents may help children build their information literacy, raise their reading and arithmetic scores, and directly promote cognitive growth by talking to them, taking them to museums, or documenting their everyday experiences (Sibley and Dearing, 2014; Choe, 2020).

Association of adolescent girls' preference for job opportunities with family environment in Bhiwani district

Association of family environment with preference of job opportunities has been depicted in

Table 1: Association of adolescent girls' preference for job opportunities with family environment in Hisar district (n=200)

Family Environment	Preference for Job Opportunities							
	Rural				Urban			
	Least preferred	Somewhat preferred	Most preferred	Total	Least preferred	Somewhat preferred	Most preferred	Total
Abusive	0(0.00)	11(22.0)	18(36.0)	29(58.0)	0(0.00)	11(22.0)	19(38.0)	30(60.0)
Distressed	8(16.0)	6(12.0)	0(0.00)	14(28.0)	8(16.0)	5(10.0)	0(0.00)	13(26.0)
Functional	7(14.0)	0(0.00)	0(0.00)	7(14.0)	7(14.0)	0(0.00)	0(0.00)	7(14.0)
Total	15(30.0)	17(34.0)	18(36.0)	50(100.0)	15(30.0)	16(32.0)	38(38.0)	50(100.0)
		$c^2 = 39.05^*$				$c^2 = 39.2^*$		

Table 2: Association of adolescent girls' preference for job opportunities with family environment in Bhiwani district (n=200)

Family Environment	Preference for Job Opportunities							
	Rural			Total	Urban			
	Least preferred	Somewhat preferred	Most preferred			Least preferred	Somewhat preferred	Most preferred
Abusive	8(16.0)	10(20.0)	6(12.0)	24(48.0)	0(0.00)	0(0.00)	5(10.0)	5(10.0)
Distressed	0(0.00)	0(0.00)	12(24.0)	12(24.0)	0(0.00)	0(0.00)	7(14.0)	7(14.0)
Functional	0(0.00)	0(0.00)	14(28.0)	14(28.0)	15(30.0)	16(32.0)	7(14.0)	38(76.0)
Total	8(16.0)	10(20.0)	32(64.0)	50(100.0)	15(30.0)	16(32.0)	19(38.0)	50(100.0)
	$c^2=11.6^*$					$c^2=27.4^*$		

both the areas of Bhiwani district from table 2. It can be observed that in rural area, majority of adolescent girls with abusive environment had somewhat preference (20%) followed by least preference (16%), while adolescent girls with distressed environment (24%) and 28 percent with functional environment most preferred jobs.

In urban area, majority of girls with functional environment somewhat preferred jobs (32%) followed by least preferred jobs (30%), while only 14 percent most preferred for jobs. The calculated chi-square (c^2) values were found to be significant (11.6* for rural and 27.4* for urban areas). Thus, indicating that family environment was positively associated with preferences of jobs.

Association of adolescent girls' preference for job opportunities with school environment in Hisar district

Association of school environment with preference of job opportunities has been depicted in both the areas of Hisar district from table 3. It can be observed in rural area that equal number of adolescent girls with bottom level and top-level self managing had most preference (20%) for jobs followed by somewhat preferences (6%). Majority of adolescent girls with mediocre level self managing had somewhat preferences (20%) followed by least preferences (14%) for jobs.

In urban area, majority of girls with bottom level (20%) and mediocre level (28%) self managing had most preferences for jobs while top level self managing had somewhat preferences (16%) followed by least preferences (16%) for jobs.

The calculated chi-square (c^2) values were found to be significant (12.45* for rural and 14.83* for urban areas). Thus, indicating that school environment was positively associated with preferences of jobs.

Association of adolescent girls' preference for job opportunities with school environment in Bhiwani district

Association of school environment with preferences of job opportunities has been depicted in both the areas of Bhiwani district from table 4. It can be observed in rural area that majority of adolescent girls with bottom level (20%), mediocre level (22%) and top level (16%) self managing had somewhat preferences for jobs.

In urban area, similar trend was observed i.e. majority of girls with mediocre level (30%), bottom level (18%) and top level (14%) self managing had somewhat preferences for jobs. The calculated chi-square (c^2) values were found to be significant (5.04* for rural and 8.27* for urban areas). Thus, indicating that school environment was positively associated with preferences of jobs.

Kaur and kalaramna (2004) conducted a study to assess the existing levels of inter-relationship between family environment and socio-economic status and found that socio-economic status and family environment affected social environment. Study revealed that with the increase in socio-economic status, the level of recognition of social environment (0.324***), tactfulness (0.293***), sense of humour (0.254**) and memory (0.544***) also increased in males and the relationship was found

Table 3: Association of adolescent girls' preference for job opportunities with school environment in Hisar district (n=200)

Family Environment	Preference for Job Opportunities							
	Rural			Total	Urban			Total
Least preferred	Somewhat preferred	Most preferred	Least preferred		Somewhat preferred	Most preferred		
Bottom level self managing	0(0.00)	03(6.00)	10(20.0)	13(26.0)	0(0.00)	0(0.00)	09(18.0)	09(18.0)
Top level self managing	0(0.00)	10(20.0)	10(20.0)	20(40.0)	0(0.00)	8(16.0)	04(8.00)	12(24.0)
Mediocre level self managing	7(14.0)	10(20.0)	0(0.00)	17(34.0)	7(14.0)	8(16.0)	14(28.0)	24(48.0)
Poor level self managing	0(0.00)	0(0.00)	0(0.00)	0(0.00)	0(0.00)	05(10.0)	0(0.00)	05(10.0)
Total	07(14.0)	23(46.0)	20(40.0)	50(100.0)	02(4.00)	21(42.0)	27(54.0)	50(100.0)
	$\chi^2 = 12.45^*$	$\chi^2 = 14.83^*$						

Table 4: Association of adolescent girls' preference for job opportunities with school environment in Bhiwani district (n=200)

Family Environment	Preference for Job Opportunities							
	Rural			Total	Urban			Total
Least preferred	Somewhat preferred	Most preferred	Least preferred		Somewhat preferred	Most preferred		
Bottom level self managing	0(0.00)	10(20.0)	07(14.0)	17(34.0)	0(0.00)	09(18.0)	0(0.00)	09(18.0)
Top level self managing	0(0.00)	8(16.0)	05(10.0)	13(26.0)	0(0.00)	07(14.0)	04(8.00)	11(22.0)
Mediocre level self managing	0(0.00)	11(22.0)	0(0.00)	11(22.0)	7(14.0)	15(30.0)	05(10.0)	27(54.0)
Poor level self managing	0(0.00)	09(18.0)	0(0.00)	9(18.0)	0(0.00)	03(6.00)	0(0.00)	03(6.00)
Total	0(0.00)	38(76.0)	12(24.0)	50(100.0)	07(14.0)	34(68.0)	09(18.0)	50(100.0)
		$\chi^2 = 5.04^*$				$\chi^2 = 8.27^*$		

significant. Similar was the case as far as females were concerned but there was an inverse and significant relationship between socio-economic status and patience in females (-0.247**) and it was non-significant patience with socio-economic status of males. The other dimensions i.e. cooperativeness, confidence and sensitivity were non-significantly related with socioeconomic status of both males and females.

Conclusion

Adolescence is a time of preparation for the adult roles of worker, citizen and community participant, spouse, parent, and household manager.

Adolescence is also a time of gender differentiation. Two environments, home and school share an influential space in individual's life and there exists a unique combination between the two. The family environment and the school environment have regularly been linked in the scientific literature to psychosocial and behavioural adjustment/problems in the adolescent period. It is concluded from the results that majority of adolescent girls with abusive environment had somewhat preference (20%) followed by least preference (16%), while adolescent girls with distressed environment (24%) and 28

percent with functional environment most preferred jobs in Hisar District. In urban area, association of adolescent girls' preference for job opportunities was found that the majority of girls with mediocre level (30%), bottom level (18%) and top level (14%) self managing had somewhat preferences for jobs of Bhiwani district.

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