



## FAMILY ENVIRONMENT AMONG COLLEGE STUDENTS IN RELATION TO GENDER

JIGNASA M. ROHIT

(Ph.D. Student) Hemchandracharya North Gujarat University, Patan, North Gujarat

**ABSTRACT:** The purpose of the present study is to find out the difference in the Family Environment among College students in relation to Gender in Ahmedabad District. The sample consisted of 120 college students. Out of which 60 were Boys students and 60 were Girls students. For this purpose of study "Family Environment Scale" (2010) by Dr. Harpreet Bhatia and Dr. N.K. Chadha was used. The obtained data was analyzed through 't' test to know the mean difference between Boys students and Girls students in relation to the Expressiveness, Acceptance Caring, Active Recreational Orientation and Organization. And there is no significant difference between the mean score of Boys students and Girls students in relation to the Cohesion, Conflict, Independence and Control.

**Key words:** Family Environment, Boys, Girls, College, Expressiveness, Acceptance Caring, Active Recreational Orientation, Organization, Cohesion, Conflict, Independence, Control

### INTRODUCTION:

The family is the oldest and the most important of all the institutions that man has devised to regulate and integrate his behavior 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 over all well-being. Therefore, it would emerge that not only the social and physical well-being of the individual is taken care of by the family, but the psychological well-being as well.

### Connecting Family Environment:

The Family Environment is influenced by a number of factors like the nature of family constellation; number of children in the family; marital relationships between husband and wife; maternal (paternal) employment; and socio-economic and religious background of the family.

The Family Environment possesses a certain consistency so that the impact of the same basic values, individuals, material objects etc., is felt over and over. Parental influence may not be felt in a specific situation, but the attitudes and ideas expressed day after day inevitably leave their mark.

In certain ways the influence of the family can be negative. All too often, members of the family take out all their frustrations on each other. Moreover, "instead of being a

readymade source of friends, the family is too often a readymade source of victims and enemies, the place where the cruelest words are spoken..."

In the present study researcher try to measure the Family Environment among College students in relation to Gender.

### REVIEW OF LITERATURE:

**M. Rajkumar and DR. M. Soundararajan (2012)**, Asst. Professor, Department of Education, Annamalai University, Annamalai Nagar, A study on higher secondary students family environment and achievement in economic in Tirunelveli District. The aim of this study is to find out the Family Environment and Achievement in Economics of higher secondary students in Tirunelveli District. 1060 Higher secondary students were taken as sample. The tool used to find out the Family Environment is constructed and standardized by Harpeet Bhatia and N. K. Chnadha (1993). The Academic achievement in Economics was found out using the tool constructed by the investigator. The mean value of Family Environment scores 226.45 (65.63%) indicates that the higher secondary students are having good Family Environment, The mean value of Achievement in Economics scores (M=75.47) indicates that the higher secondary students are having high Achievement in Economics. There is significant difference between male and female, rural and urban Higher Secondary

students with respect to their Family Environment. There is no significant difference between Day scholar and Hostel staying, Government and Aided Higher Secondary school students with respect to their Family Environment. There is significant difference between male and female Higher Secondary students with respect to their Achievement in Economics. There is no significant difference between rural and urban, Day scholar and Hostel staying, Government and Aided Higher Secondary school students with respect to their Achievement in Economics.

**Dr. Yogesh A. Jogsan (2012)**, Assistant Professor, Department of Psychology, Saurashtra University, Rajkot, A Study of Family Environment and Depression among Drug User and Non-User Adolescents. The main purpose of this research was to find out a family environment and depression among drug users and non-users. The 40 drug users and 40 non-users were taken as a sample. The research tool for family environment was measured by Joshi and Vyas (1987). While the tool for depression Beck depression inventory (1961) was used. Here 't' test was applied to check the significance of family environment and depression in drug users and non-users. Results revealed that significant difference in factors of family environment and depression with respect to both drug user and non-user.

**Bhatia, Gunjan, (2012)**, A study of Family relationship in relation to emotional intelligence of the students of secondary levels, International Journal of Scientific and Research Publications, Volume 2, Issue 12, December 2012, page no. 1 to 5. The present research aims at studying the emotional intelligence of the students in relation to their family relationship. It attempts to show the effect of family relationship on the emotional intelligence of the adolescents. Emotional intelligence is defined in the terms of self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self-development, value orientation, commitment, and altruistic behavior and family relationship is defined in terms of

parental attitude acceptance, concentration and avoidance. The findings reveal that healthy family relationship greatly influences emotional intelligence of the adolescents. Family is the environment where the children learned to use their faculties and understand and cope with the physical world. It is a time when they don't bother with trivial things, such as the family relationship, because they know they are the kingpin of their family. It is the place, where they learn how family relationships work, by observing their parents, grandparents, siblings and rest of the family members deal with each other. They enjoy meeting them on family vacations and family reunions and exchanging Family reunion gifts with them.

#### **OBJECTIVES OF THE STUDY:**

- (1) The purpose of the present study is to find out the difference related to the Cohesion among College students in relation to their Gender.
- (2) The purpose of the present study is to find out the difference related to the Expressiveness among College students in relation to their Gender.
- (3) The purpose of the present study is to find out the difference related to the Conflict among College students in relation to their Gender.
- (4) The purpose of the present study is to find out the difference related to the Acceptance Caring among College students in relation to their Gender.
- (5) The purpose of the present study is to find out the difference related to the Independence among College students in relation to their Gender.
- (6) The purpose of the present study is to find out the difference related to the Active Recreational Orientation among College students in relation to their Gender.
- (7) The purpose of the present study is to find out the difference related to the Organization among College students in relation to their Gender.
- (8) The purpose of the present study is to find out the difference related to the

Control among College students in relation to their Gender.

(8) There will be no significant difference between the mean score of the Control among College students in relation to their Gender.

**HYPOTHESIS OF THE STUDY:**

- (1) There will be no significant difference between the mean score of the Cohesion among College students in relation to their Gender.
- (2) There will be no significant difference between the mean score of the Expressiveness among College students in relation to their Gender.
- (3) There will be no significant difference between the mean score of the Conflict among College students in relation to their Gender.
- (4) There will be no significant difference between the mean score of the Acceptance Caring among College students in relation to their Gender.
- (5) There will be no significant difference between the mean score of the Independence among College students in relation to their Gender.
- (6) There will be no significant difference between the mean score of the Active Recreational Orientation among College students in relation to their Gender.
- (7) There will be no significant difference between the mean score of the Organization among College students in relation to their Gender.

**METHODOLOGY OF THE STUDY:**

**(A) SAMPLE:**

In present study sample will be selected randomly. Research will take 60 Boys students and 60 Girls students in Ahmedabad District. So total 120 samples were selected for this study. Approximately 160 samples were selected in each category for the research study. After disposing off incomplete and unclear details total of 120 samples were selected for this study.

**(B) TOOL:**

In the present study to measure the Family Environment among college students, researcher was used “Family Environment Scale” (2010) by Dr. Harpreet Bhatia and Dr. N.K. Chadha was used. The reliability of the scale is 0.95 and validity is also very high.

**TECHNIQUE FOR DATA ANALYSIS:**

‘t’ test was applied to know the significant differences between Family Environment levels of Boys students and Girls students.

**RESULT AND DISCUSSION:**

**Table : 1: Mean, S.D. and ‘t’ value of the Cohesion of Boys students and Girls students**

Group	N	Mean	S.D.	‘t’ Value	Level of sig.
Boys	60	35.71	6.11	0.79	NS
Girls	60	34.93	4.68		

The above table shows the Cohesion level of Boys students and Girls students for Boys students mean is 35.71 for Girls students mean is 34.93 and S.D. is 6.11 and 4.68 for both group ‘t’ level value is 0.79 which is not significant. It means Boys students and Girls

students are not significantly different with each other in relation to the Cohesion and the hypothesis, “There is no significant difference between the mean score of the Cohesion among College students in relation to their Gender” is accepted.

**Table : 2: Mean, S.D. and ‘t’ value of the Expressiveness of Boys students and Girls students**

Group	N	Mean	S.D.	‘t’ Value	Level of sig.
Boys	60	40.10	7.76	3.03	0.01
Girls	60	35.63	8.35		

The above table shows the Expressiveness level of Boys students and Girls students for Boys students mean is 40.10 for Girls students mean is 35.63 and S.D. is 7.76 and 8.35 for both group 't' level value is 3.03 which is significant at 0.01 level of

significant. It means Boys students have more Expressiveness in comparison of Girls students and the hypothesis, "There is no significant difference between the mean score of the Expressiveness among College students in relation to their Gender" is Rejected.

**Table : 3: Mean, S.D. and 't' value of the Conflict of Boys students and Girls students**

Group	N	Mean	S.D.	't' Value	Level of sig.
Boys	60	43.40	8.54	0.59	NS
Girls	60	42.53	7.59		

The above table shows the Conflict level of Boys students and Girls students for Boys students mean is 43.40 for Girls students mean is 42.53 and S.D. is 8.54 and 7.59 for both group 't' level value is 0.59 which is not significant. It means Boys students and Girls

students are not significantly different with each other in relation to the Conflict and the hypothesis, "There is no significant difference between the mean score of the Conflict among College students in relation to their Gender" is accepted.

**Table : 4: Mean, S.D. and 't' value of the Acceptance Caring of Boys students and Girls students**

Group	N	Mean	S.D.	't' Value	Level of sig.
Boys	60	39.72	8.54	4.02	0.01
Girls	60	33.65	7.98		

The above table shows the Acceptance Caring level of Boys students and Girls students for Boys students mean is 39.72 for Girls students mean is 33.65 and S.D. is 8.54 and 7.98 for both group 't' level value is 4.02 which is significant at 0.01 level of significant.

It means Boys students have more Acceptance Caring in comparison of Girls students and the hypothesis, "There is no significant difference between the mean score of the Acceptance Caring among College students in relation to their Gender" is Rejected.

**Table : 5: Mean, S.D. and 't' value of the Independence of Boys students and Girls students**

Group	N	Mean	S.D.	't' Value	Level of sig.
Boys	60	42.17	7.50	1.34	NS
Girls	60	43.88	6.48		

The above table shows the Independence level of Boys students and Girls students for Boys students mean is 42.17 for Girls students mean is 43.88 and S.D. is 7.50 and 6.48 for both group 't' level value is 1.34 which is not significant. It means Boys

students and Girls students are not significantly different with each other in relation to the Independence and the hypothesis, "There is no significant difference between the mean score of the Independence among College students in relation to their Gender" is accepted.

**Table : 6: Mean, S.D. and 't' value of the Active Recreational Orientation of Boys students and Girls students**

Group	N	Mean	S.D.	't' Value	Level of sig.
Boys	60	33.85	7.49	8.71	0.01
Girls	60	45.83	7.00		

The above table shows the Active Recreational Orientation level of Boys students and Girls students for Boys students mean is 33.85 for Girls students mean is 45.83 and S.D. is 7.49 and 7.00 for both group 't' level value is 8.71 which is significant at 0.01

**Table : 7: Mean, S.D. and 't' value of the Organization of Boys students and Girls students**

Group	N	Mean	S.D.	't' Value	Level of sig.
Boys	60	43.00	7.47	6.75	0.01
Girls	60	33.52	7.92		

The above table shows the Organization level of Boys students and Girls students for Boys students mean is 43.00 for Girls students mean is 33.52 and S.D. is 7.47 and 7.92 for both group 't' level value is 6.75 which is significant at 0.01 level. It means

**Table : 8: Mean, S.D. and 't' value of the Control of Boys students and Girls students**

Group	N	Mean	S.D.	't' Value	Level of sig.
Boys	60	35.70	7.63	0.49	NS
Girls	60	36.33	6.37		

The above table shows the Control level of Boys students and Girls students for Boys students mean is 35.70 for Girls students mean is 36.33 and S.D. is 7.63 and 6.37 for both group 't' level value is 0.49 which is not significant. It means Boys students and Girls students are not significantly different with each other in relation to the Control and the hypothesis, "There is no significant difference between the mean score of the Control among College students in relation to their Gender" is accepted.

**CONCLUSION:**

- (1) There was no significant difference between the mean score of the Cohesion among College students in relation to their Gender.
- (2) There was a significant difference between the mean score of the Expressiveness among College students in relation to their Gender.
- (3) There was no significant difference between the mean score of the

level. It means Girls students have more Active Recreational Orientation in comparison of Boys students and the hypothesis, "There is no significant difference between the mean score of the Active Recreational Orientation among College students in relation to their Gender" is rejected.

Boys students have good Organization in comparison of Girls students and the hypothesis, "There is no significant difference between the mean score of the Organization among College students in relation to their Gender" is rejected.

- (4) Conflict among College students in relation to their Gender.
- (4) There was a significant difference between the mean score of the Acceptance Caring among College students in relation to their Gender.
- (5) There was no significant difference between the mean score of the Independence among College students in relation to their Gender.
- (6) There was a significant difference between the mean score of the Active Recreational Orientation among College students in relation to their Gender.
- (7) There was a significant difference between the mean score of the Organization among College students in relation to their Gender.
- (8) There was no significant difference between the mean score of the Control among College students in relation to their Gender.

**REFERENCES:**

- Alodia, D.G. (2015), "*The Cohesion and Family Environment of fourth year teacher education students of the Bulacan state University*", *Journal of Social Sciences & Humanities Research*, 1(1).
- Anand, A.K. and others, (2014), "*Impact of different factors on Family Environment of adolescents of Coed-School*", *International Research Journal of Social Sciences*, Vol. 3(11), 17-19.
- Chapra, Harpreet (1991), "*Impact of rehabilitation programme on Conflict and family environment of Schizophrenics*", Unpublished Doctoral thesis, University of Delhi, Delhi, India.
- DAmato, M.R. (1977), "*Experiment psychology*", Kogakusha MC GrowHill.
- Garet, H.E. and R.S Woodworth (1981), "*Statistics in Psychology in education*", 10<sup>th</sup> Indian reprint, Vakils, Seffer and Simonds Ltd. Bombay. Ch- 6, 8, 14 Page 122-125, 97-201 and 371-374
- Jonson and others. (2004), "*Impact of rehabilitation programme on social maturity and family environment of schizophrenics*", Page no- 67 – 69.
- Kaur, Navdeep (2015), "*Study of Family Environment of senior secondary school students in relation to their socio-economic status*", *International Journal in Management and Social Science*, Vol.03 Issue-02, 870-879.
- Moos, Rudolf, H. (1974), "*Manual for Family environment scale (form R)*", Consulting Psychologists Press Inc., California.
- Shivane, Dilip, (2010), "*To study of family environment and mental health of the tribal and urban secondary students*", Page no. – 103-105.
- Sing, Ramendrakumar and others. (2010), "*Role of family environment in alcohol dependence*", Page no. 75 – 77.
- Sujata and others. (2000), "*Working women's perception of their self and family environment in relation to job and life satisfaction*", Page no – 53-56.
- Wagde1, Amit and others, (2013), "*Study on Family Environment and Coping Strategies among the Students Pursuing Rehabilitation Studies*", *International Journal of Science and Research (IJSR)*, Volume 2 Issue 8, 451-457.

-----