



AN EFFECT OF SOCIO-ECONOMIC STATUS, FAMILY CLIMATE AND SOCIO-EMOTIONAL SCHOOL CLIMATE ON URBAN SECONDARY SCHOOL ADOLESCENT GIRLS EMPOWERMENT.

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ABSTRACT

Human knowledge as it exists today broadly consists of facts and theories. New facts, new concepts and new ways of doing things increased its quantum with the passage of time. This knowledge enables us to understand, comprehend, explain, control, predict, or cope with a given situation. The sources from which we obtain knowledge range from those that are highly reliable to those that are completely unreliable.

KEYWORDS: *facts and theories , control, predict.*

INTRODUCTION

The knowledge obtained from the unreliable sources is based on assumptions, beliefs, and untested generalizations. Such generalizations are usually accepted on faith, tradition, or authority and no effort is made to verify their validity. In contrast, reliable knowledge is based on objectives verification of generalizations.

DEFINITIONS OF VARIABLES CONSIDERED FOR THE STUDY:

1 Socio - Economic Status

The function of the teacher is not to cover the ground and follow crissped conventions. The duty of the school is not to take a predetermined body of content and trick it up to make Socio-Economic Status. Its true function is to organise both content and teaching-learning situation with a view to establishing vital Socio-Economic Status. The school and its teachers should do everything to develop significant Socio-Economic Status and follow a deliberate policy and intelligent planning to promote them.

* According to the Wiley Blackwell Encyclopedia of Health, Illness, Behavior and society.

“Socio-Economic Status (SES) is defined as a measure of one’s combined economic and social status and tends to be positively associated with better health”.

* According to American Psychological Association.

“Socio-Economic Status is the social standings or class of an individual or group. It is often measured as a combination of education, income and occupation”.

2. CONCEPT OF FAMILY CLIMATE:

The family climate becomes the primary agent of socialization as children lives are centered initially within their families. The family climate involves the circumstances and social climate conditions within families. .

DEFINTION OF FAMILY CLIMATE:

John scanzoni and Colleagues (1989) Defined Family climate as two parents and a child or children as the prevailing paradigm of the family.

Marci Hanson and eleanor Lynch (1992) Defined family as, any unit that defines itself as a family including individuals who are related by blood or marriage as well as those who have made a commitment to share their lives.

3 .SOCIO-EMOTIONAL SCHOOL CLIMATE:

Human thought and action are considered as products of a dynamic interplay among personal, behavioural, and environmental influences. Therefore, the basic assumption involved in the focus on socio-emotional aspects of learning is that learning situations are not purely cognitive situations but are also emotionally and motivationally loaded and situated within a social context.

According to National school climate council:

“A sustainable, positive school climate promotes students’ academic and social development.”

Amborse et. al. (2010) define classroom climate as “the intellectual, social, emotional, and physical environments in which our students learn. Climate is determined by a constellation of interacting factors that include faculty-student interaction, the tone instructors set, instances of stereotyping or tokenism, the course demographics (for example, relative size of racial and other social groups enrolled in the course), student-student interaction, and the range of perspectives represented in the course content and materials” (p.170).

4 .ADOLESCENCE:

The word Adolescence comes from the Latin word ‘adolescence’ which means “to grow” or “to grow to maturity”. This period is lying between childhood and adulthood (12 to 18 years of age) is a “ period of change.” It is a most important period of human life or development. Poets have described it as a spring of human being and important human era in the total life-span.

A.T.Jersild:

“Adolescence is a span of years during which boys and girls move from childhood to adulthood, socially, mentally, physically, emotionally, sexually and intellectual development.”

Jean Piaget:

He defines Adolescence as “age of great ideals and the beginning of theories as well as the time of simple adaptation to life.”

REVIEW OF RELATED LITERATURE:

1 Studies related to Socio-Economic Status and Adolescent girls empowerment:

Veenu Khurana and Neeraj gohlal (2013). In their research founded that empowerment of adolescent girls and their socioeconomic status have high correlation and they are significantly correlated.

Chandran M. (2012) studied the role of small help group linked micro enterprises in empowering the women in Tamilnadu. For this study 150 beneficiaries were chosen randomly from a total of 20 group micro enterprises. In this study an attempt was made to measure empowerment in four aspects of economic,

social, family and individual empowerment. The study finds that there is a significant increase in economic empowerment and the extent of social and family empowerment achieved by the beneficiaries were moderate and individual empowerment through micro enterprises of respondents were high. Finally, he stated that the group enterprises have succeeded in the socio economic empowerment of rural poor.

2. Studies related to Family climate and Adolescent girls empowerment.

Marami Goswami (2013) in her study found that women empowerment is a multidimensional process and it is related with different factors viz personal autonomy family decision making , domestic economic decision and political autonomy.

Iyyanpillai Rai and Theresa (2001) In their study ‘ Status Inside and Outside the Home’ co-related have identified women empowerment in terms of their ability to participate in decision making process, the levels of their political awareness, their psychological strength to face challenges in life, provision of credit and the quality of education they have received. According to them women empowerment should be holistic and multidimensional in nature.

2. Studies Related to Socio-Emotional School climate and Adolescent girls empowerment.

Willemsen (2016) found that boarding schools can reduce girls’ work burden and allow them to study more. They can also help girls from stronger relationships with teachers, which can build self-confidence and commitment to study.

Aruna Anand and Malkeet Kaur (2015) in their study revealed that there is a positive and significant interaction effect of leadership effectiveness and school environment on school satisfaction of adolescents.

CONCLUSION

Among the studies reviewed no study has investigated the interaction effect of Socio-Economic Status, Family climate and Socio-Emotional School climate on Adolescent girls empowerment. Therefore, the present research is of great significance.

Hence, there is a need to bring together greater number of factors influencing on Adolescent girls empowerment and to study their interaction effects. Therefore, the present study is an attempt to investigate the effect of students’ Socio-Economic Status, Family climate and Socio-Emotional School climate on Adolescent girls empowerment **Statement of the Problem**

“A study on influence of Socio-Economic Status, Family Climate and Socio-Emotional-School Climate on urban secondary school Adolescent girls empowerment.”

OBJECTIVES OF THE STUDY:

1. To study the effect of Urban school Girl students’ Socio-Economic Status on Adolescent girls empowerment.
2. To study the effect of Urban school Girl students’ Family climate on Adolescent girls empowerment.
3. To study the effect of Urban school Girl students’ Socio-Emotional School climate on Adolescent girls empowerment.
4. To study the interaction effect of Urban school Girl students’ Socio-Economic Status and Family climate on Adolescent girls empowerment.
5. To study the interaction effect of Urban school Girl students’ Socio-Economic Status and Socio-Emotional School climate on Adolescent girls empowerment.
6. To study the interaction effect of Urban school Girl students’ Family climate and Socio-Emotional School climate on Adolescent girls empowerment.
7. To study the interaction effect of Urban school Girl students’ Socio-Economic Status, Family climate and Socio-Emotional School climate on Adolescent girls empowerment.

Research Hypotheses

Keeping in view the above objectives, the following research hypotheses were framed:

1. Effects of higher and lower Socio-Economic Status of Urban school Girl students' differ significantly in terms of their influence on Adolescent girls empowerment.
2. Effects of good and poor Family climate of Urban school Girl students' differ significantly in terms of their influence on Adolescent girls empowerment.
3. Effects of high and low Socio-Emotional School climate of Urban school Girl students' differ significantly in terms of their influence on Adolescent girls empowerment.
4. Interaction effects of Urban School Girl students' Socio-Economic Status X Family climate differ significantly in terms of their influence on Adolescent girls empowerment.
5. Interaction effects of Urban school Girl students' Socio-Economic Status X Socio-Emotional School climate differ significantly in terms of their influence on Adolescent girls empowerment.
6. Interaction effects of Urban school Girl students' Family climate X Socio-Emotional School climate differ significantly in terms of their influence on Adolescent girls empowerment.
7. Interaction effects of Urban school Girl students' Socio-Economic Status X Family climate X Socio-Emotional School climate differ significantly in terms of their influence on Adolescent girls empowerment.

Variables Considered in the Study

1 Independent Variables

The independent variables considered in the present study were as follows:

- i. Socio-Economic Status (higher-lower).
- ii. Family climate (good- poor).
- iii. Socio-Emotional School climate (high-low).

2 Dependent Variable

Adolescent girls empowerment.

3 Moderator Variables

- i. Locality (Urban and Rural).
- ii. Types of management (Government and Private).

DESIGN OF THE STUDY

1. Method of Research:

Ex post Facto research design was used in the present study (Kerlinger , 1964,P.379).Ex post Facto research is a systematic empirical inquiry in which the investigator does not have direct control of independent variables because their manifestations have already occurred or because they are inherently not manipulable. Inferences about relations among variables are made without direct intervention from concomitant variation of independent and dependent variables.

2. Selection of Tools

Review of related testing materials revealed that, i) Suitable tools for the assessment of Socio-Economic Status, Family Climate, Socio-Emotional School climate and Adolescent girls empowerment scale are readily available. Hence, it was decided to use Socio-Economic Status scale constructed by Dr.Meenakshi (2002); and Family climate scale was constructed and standardized by Dr.Beena Shah(2005); Socio-Emotional School climate inventory constructed by Dr. Renuka Kumari sinha and Mrs. Rajani Bhargava (1994); Adolescent girls empowerment scale constructed by Dr.Devendra Singh sisodia and Dr.Alpana Singh (2005).

3.The Sample

The population for the present study is the girl students who were studying at the secondary schools in Vijayapura District. Sampling was covered by considering **school representation**, and the **girl student representation**. 60 secondary schools were selected using **random sampling technique** and 300 Girl students studying in IXth Standard were drawn among the Government and Private Secondary Schools in Urban and Rural area of Vijayapura District which is considered for the investigation under study.

4. Statistical Techniques Used

The purpose of the study was to investigate the main effects and interaction effects of three independent variables, namely Socio-Economic Status, Family climate and Socio-Emotional School climate, on the dependent variable, which is Adolescent girls empowerment. As there were three independent variables, it was decided to use 3-way Analysis of variance (ANOVA) in order to find out the main and interaction effects.

The present study has three independent factors – Socio-Economic Status (A), Family climate (B), Socio-Emotional School climate (C). Factor A, B, and C have a, b and c levels respectively. In the present study, Factor- A has two levels (a_1, a_2), Factor- B has two levels (b_1, b_2) and Factor-C has two levels (c_1, c_2).

Here a_1 of Factor-A indicates Higher Socio-Economic Status and a_2 Lower Socio-Economic Status; b_1 of Factor B indicates Good Family climate and b_2 Poor Family Climate; c_1 of Factor C indicates High Socio-Emotional School climate and c_2 Low Socio-Emotional School climate. Thus, in this case there will be 'abc' combinations giving rise to **8 groups** (three variables with two levels). Each case of the sample in the study is analyzed in terms of the above combinations and the subjects were fixed into their respective groups. For the convenience of the presentation, Factor B and C have been arranged on the horizontal axis and Factor-A has been arranged on the vertical axis. Adolescent girls empowerment scores were placed in the appropriate cell in the table as per the above referred procedure. This forms the layout of the 2x2x2 factorial design for the present study.

Secondly, if the groups differ significantly, it will not be clear from the findings that, which of the comparisons of the groups differ significantly in terms of their effect on Adolescent girls empowerment variable. Hence, to know this, multiple comparisons of means of all the Groups was carried out using scheffe's test (1959).

ANALYSIS OF DATA AND RESULTS

Null hypotheses

- 1) H_{01} : There is no significant difference between the effects of higher and lower Socio-Economic Status of Urban school Girl students in terms of their influence on Adolescent girls empowerment.
- 2) H_{02} : There is no significant difference between the effects of good and poor Family climate of Urban school girl students in terms of their influence on Adolescent girls empowerment.
- 3) H_{03} : There is no significant difference between the effects of high and low Socio-Emotional School climate of Urban school girl students in terms of their influence on Adolescent girls empowerment.
- 4) H_{04} : There is no significant difference between the effects of Socio-Economic Status X Family climate of Urban school girl students in terms of their influence on Adolescent girls empowerment.
- 5) H_{05} : There is no significant difference between the effects of Socio-Economic Status X Socio-Emotional School climate of Urban school girl students in terms of their influence on Adolescent girls empowerment.
- 6) H_{06} : There is no significant difference between the effects of Family climate X Socio-Emotional School climate of Urban school girl students in terms of their influence on Adolescent girls empowerment.
- 7) H_{07} : There is no significant difference between the effects of Socio-Economic Status X Family climate X Socio-Emotional School climate of Urban school girl students in terms of their influence on Adolescent girls empowerment.

To test the above stated null hypotheses the same 3-way analysis of variance technique was used.

Table 1: Summary table of ANOVA with respect to Adolescent girls empowerment of urban school girl students

Source variation	DF	SS	MSS	F- value	P - value	Sig n
Main effects						
Socio-Economic Status (A)	1	3269.76 98	3269.76 98	787.523 6	<0.01	S
Family climate(B)	1	1128.16 77	1128.16 77	271.719 0	<0.01	S
Socio-Emotional School climate (C)	1	535.877 9	535.877 9	129.066 1	<0.01	S
2way interactions						
S.Ec. Status x F. Climate (A x B)	1	0.0125	0.0125	0.0030	>0.05	NS
S.Ec. Status x Socio-Emotional School climate (A x C)	1	17.2685	17.2685	4.1591	<0.05	S
F. Climate x Socio-Emotional School climate (B x C)	1	90.1350	90.1350	21.7090	<0.01	S
3way interactions						
S.Ec. Status x F.ClimateX S.Em.S. Climate(A x B x C)	1	21.3330	21.3330	5.1381	<0.05	S
Error	29 2	1212.37 35	4.1520			
Total	29 9	6274.93 79				

NS-Not significant

FINDINGS

1. The Urban school girl students with higher Socio-Economic Status have more influence on Adolescent girls empowerment than the Urban school girl students with lower Socio-Economic Status.
2. The Urban school girl students with good Family climate have more influence on Adolescent girls empowerment than the Urban school girl students with poor Family Climate.
3. The Urban school girl students with high Socio-Emotional School climate have more influence on Adolescent girls empowerment than the Urban school girl students with low Socio-Emotional School climate.
4. There is no significant difference between the interaction effects of Urban school girl students' with higher/lower Socio-Economic Status and good/poor Family climate in terms of their influence on Adolescent girls empowerment.
5. There is a significant difference between the interaction effects of Urban school girl students' higher/lower Socio-Economic Status and high/low Socio-Emotional School climate in terms of their influence on Adolescent girls empowerment.
6. There is a significant difference between the interaction effects of Urban school girl students' good/poor Family climate and high/low Socio-Emotional School climate in terms of their influence on Adolescent girls empowerment.

7. There is a significant difference between the interaction effects of Urban school girl students' higher/lower Socio-Economic Status, good/poor Family climate and high/low Socio-Emotional School climate in terms of their influence on Adolescent girls empowerment.

Table 2.: Comparison of means of all possible groups of Urban school girl students-Scheffe's Simultaneous confidence intervals

Sl. No.	Comparison of groups		Corresponding means		Simultaneous Confidence Intervals		P-value	Significance
1	a_1C_1	a_1C_2	56.16	53.79	1.77	2.97	<0.05	S
2	a_1C_1	a_2C_1	56.16	49.53	5.93	7.32	<0.05	S
3	a_1C_1	a_2C_2	56.16	46.12	9.40	10.68	<0.05	S
4	a_1C_2	a_2C_1	53.79	49.53	3.48	5.02	<0.05	S
5	a_1C_2	a_2C_2	53.79	46.12	6.95	8.38	<0.05	S
6	a_2C_1	a_2C_2	49.53	46.12	2.61	4.21	<0.05	S
7	b_1C_1	b_1C_2	55.54	51.46	3.45	4.71	<0.05	S
8	b_1C_1	b_2C_1	55.54	50.16	4.77	6.00	<0.05	S
9	b_1C_1	b_2C_2	55.54	48.45	6.43	7.76	<0.05	S
10	b_1C_2	b_2C_1	51.46	50.16	0.63	1.98	<0.05	S
11	b_1C_2	b_2C_2	51.46	48.45	2.30	3.73	<0.05	S
12	b_2C_1	b_2C_2	50.16	48.45	1.00	2.41	<0.05	S
13	$a_1b_1C_1$	$a_1b_1C_2$	58.56	55.58	2.20	3.77	<0.05	S
14	$a_1b_1C_1$	$a_1b_2C_1$	58.56	53.76	4.07	5.52	<0.05	S
15	$a_1b_1C_1$	$a_1b_2C_2$	58.56	52.00	5.68	7.43	<0.05	S
16	$a_1b_1C_1$	$a_2b_1C_1$	58.56	52.52	5.08	6.99	<0.05	S
17	$a_1b_1C_1$	$a_2b_1C_2$	58.56	47.34	10.34	12.09	<0.05	S
18	$a_1b_1C_1$	$a_2b_2C_1$	58.56	46.55	11.04	12.98	<0.05	S
19	$a_1b_1C_1$	$a_2b_2C_2$	58.56	44.90	12.79	14.54	<0.05	S
20	$a_1b_1C_2$	$a_1b_2C_1$	55.58	53.76	0.96	2.66	<0.05	S
21	$a_1b_1C_2$	$a_1b_2C_2$	55.58	52.00	2.59	4.56	<0.05	S
22	$a_1b_1C_2$	$a_2b_1C_1$	55.58	52.52	2.00	4.10	<0.05	S
23	$a_1b_1C_2$	$a_2b_1C_2$	55.58	47.34	7.25	9.21	<0.05	S
24	$a_1b_1C_2$	$a_2b_2C_1$	55.58	46.55	7.96	10.10	<0.05	S
25	$a_1b_1C_2$	$a_2b_2C_2$	55.58	44.90	9.70	11.66	<0.05	S
26	$a_1b_2C_1$	$a_1b_2C_2$	53.76	52.00	0.83	2.70	<0.05	S
27	$a_1b_2C_1$	$a_2b_1C_2$	53.76	47.34	5.49	7.35	<0.05	S
28	$a_1b_2C_1$	$a_2b_2C_1$	53.76	46.55	6.19	8.24	<0.05	S
29	$a_1b_2C_1$	$a_2b_2C_2$	53.76	44.90	7.93	9.80	<0.05	S
30	$a_1b_2C_2$	$a_2b_1C_2$	52.00	47.34	3.60	5.71	<0.05	S
31	$a_1b_2C_2$	$a_2b_2C_1$	52.00	46.55	4.32	6.59	<0.05	S
32	$a_1b_2C_2$	$a_2b_2C_2$	52.00	44.90	6.05	8.16	<0.05	S
33	$a_2b_1C_1$	$a_2b_1C_2$	52.52	47.34	4.05	6.30	<0.05	S
34	$a_2b_1C_1$	$a_2b_2C_1$	52.52	46.55	4.78	7.17	<0.05	S
35	$a_2b_1C_1$	$a_2b_2C_2$	52.52	44.90	6.50	8.75	<0.05	S
36	$a_2b_1C_2$	$a_2b_2C_2$	47.34	44.90	1.39	3.50	<0.05	S

Note:

- 1) Comparisons of other groups of Urban school girl students were found to be not significant.
- 2) Higher the mean scores indicates higher influence of independent variable on dependent variable

Table 2. reveals the following:

- The Urban school girl students with higher Socio-Economic Status and high Socio-Emotional School climate have more influence on Adolescent girls empowerment than the Urban school girl students with higher Socio-Economic Status and low Socio-Emotional School climate.
- The Urban school girl students with higher Socio-Economic Status and high Socio-Emotional School climate have more influence on Adolescent girls empowerment than the Urban school girl students with lower Socio-Economic Status and high Socio-Emotional School climate
- The Urban school girl students with higher Socio-Economic Status and high Socio-Emotional School climate have more influence on Adolescent girls empowerment than the Urban school girl students with lower Socio-Economic Status and low Socio-Emotional School climate
- The Urban school girl students with higher Socio-Economic Status and low Socio-Emotional School climate have more influence on Adolescent girls empowerment than the Urban school girl students with lower Socio-Economic Status and high Socio-Emotional School climate
- The Urban school girl students with higher Socio-Economic Status and low Socio-Emotional School climate have more influence on Adolescent girls empowerment than the Urban school girl students with lower Socio-Economic Status and low Socio-Emotional School climate
- The Urban school girl students with lower Socio-Economic Status and high Socio-Emotional School climate have more influence on Adolescent girls empowerment than the Urban school girl students with lower Socio-Economic Status and low Socio-Emotional School climate.
- The Urban school girl students with good Family climate and high Socio-Emotional School climate have more influence on Adolescent girls empowerment than the Urban school girl students with good Family climate and low Socio-Emotional School climate.
- The Urban school girl students with good Family climate and high Socio-Emotional School climate have more influence on Adolescent girls empowerment than the Urban school girl students with poor Family climate and high Socio-Emotional School climate.
- The Urban school girl students with good Family climate and high Socio-Emotional School climate have more influence on Adolescent girls empowerment than the Urban school girl students with poor Family climate and low Socio-Emotional School climate.
- The Urban school girl students with good Family climate and low Socio-Emotional School climate have more influence on Adolescent girls empowerment than the Urban school girl students with poor Family climate and high Socio-Emotional School climate.
- The Urban school girl students with good Family climate and low Socio-Emotional School climate have more influence on Adolescent girls empowerment than the Urban school girl students with poor Family climate and low Socio-Emotional School climate.
- The Urban school girl students with poor Family climate and high Socio-Emotional School climate have more influence on Adolescent girls empowerment than the Urban school girl students with poor Family climate and low Socio-Emotional School climate.
- The Urban school girl students with higher Socio-Economic Status, good Family climate and high Socio-Emotional School climate have more influence on Adolescent girls empowerment than the Urban school girl students with higher Socio-Economic Status, good Family climate and low Socio-Emotional School climate.
- The Urban school girl students with higher Socio-Economic Status, good Family climate and high Socio-Emotional School climate have more influence on Adolescent girls empowerment than the Urban school

girl students with higher Socio-Economic Status, poor Family climate and high Socio-Emotional School climate.

- The Urban school girl students with higher Socio-Economic Status, good Family climate and high Socio-Emotional School climate have more influence on Adolescent girls empowerment than the Urban school girl students with higher Socio-Economic Status, poor Family climate and low Socio-Emotional School climate.
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- The Urban school girl students with lower Socio-Economic Status, good Family climate and high Socio-Emotional School climate have more influence on Adolescent girls empowerment than the Urban school girl students with lower Socio-Economic Status, good Family climate and low Socio-Emotional School climate.
- The Urban school girl students with higher Socio-Economic Status, good Family climate and high Socio-Emotional School climate have more influence on Adolescent girls empowerment than the Urban school girl students with lower Socio-Economic Status, poor Family climate and high Socio-Emotional School climate.
- The Urban school girl students with lower Socio-Economic Status, good Family climate and high Socio-Emotional School climate have more influence on Adolescent girls empowerment than the Urban school girl students with lower Socio-Economic Status, poor Family climate and low Socio-Emotional School climate.
- The Urban school girl students with lower Socio-Economic Status, good Family climate and low Socio-Emotional School climate have more influence on Adolescent girls empowerment than the Urban school girl students with lower Socio-Economic Status, poor Family climate and low Socio-Emotional School climate.

DELIMITATIONS OF THE STUDY

Keeping in view the objectives and hypotheses, the present study has been delimited as follows:

- 1) The study focused on the secondary schools of Vijayapura District.

- 2) Since the dependent variable is the Adolescent girls empowerment, only the students of IXth standard are involved in the study.
- 3) Keeping in mind the quantum of work involved in the study, the investigation was confined only to a particular class that is, IXth standard.
- 4) Adolescent girls empowerment of girl students is influenced by various factors. However, the present study is confined to certain selected variables like Socio-Economic Status, Family climate Socio-Emotional School climate

EDUCATIONAL IMPLICATIONS.

1. The study aspires to change the mental set up of the people towards adolescent girls.
2. Curriculum that promote critical thinking and problem-solving skills play an important role in empowerment processes for girls.
3. School mentors and counsellors apperes to play an important role as role models, building girl's self confidence and commitment to study.
4. Extra curricular life skills clubs open to girls help to develop greater aspirations and commitment to study.
5. It is evident that boys have taken the liberty to impose themselves on girls in and outside the classrooms. It is only proper that teachers and the school committees should be empowered to recognize any forms of harassment and deal with them accordingly. In addition, the school system should devise means of discouraging boys from any behavior which adversely affect girls in schools. This can be done by the ministry of education through the intensification of the gender sensitization programmes.
6. Inadequate facilities at the school limit the nature of activities that attract girls. The majority of girls in these areas are simply not interested in school. The provision of simple maturity, equipment and sports gear is imperative if the school is to appeal to girls.

SUGGESTIONS FOR FURTHER RESEARCH

- ☆ Similar study may be undertaken to investigate the interaction effect of Girl students' Socio-Economic Status, Family climate , Socio-Emotional School climate, at the primary level, +2 level and at the university level.
- ☆ Study may be undertaken to investigate the interaction effect of teachers' Socio-Economic Status, teachers' Family Climate, teachers' Socio-Emotional School climate on Adolescent girls empowerment.
- ☆ A study of interaction effect of student variables namely Socio-Economic Status, Family climate, Socio-Emotional School climate, may be undertaken keeping in view the residential schools like Morarji Desai Residential School, Jawahar Navodaya Vidyalayas, Sainik Schools etc.,
- ☆ A comparative study of girl students studying at primary, secondary, pre-university and university level may be undertaken with the same research design.

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