



A STUDY ON INFLUENCE OF SOCIO-ECONOMIC STATUS, FAMILY CLIMATE AND SOCIO-EMOTIONAL-SCHOOL CLIMATE ON SECONDARY SCHOOL ADOLESCENT GIRLS' EMPOWERMENT

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ABSTRACT

Education is never ending process, which is intricately interwoven with life, enriching the individual with a variety of experience, kindling the flames of knowledge with constant probing into the mysteries of life, within and without. Each educational institution should produce educated, intelligent individual who can think independently not a mass which can be manipulated. For this, the emphasis in education should shift from cramming information to stimulating analytical thinking. The 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 Girl students with higher Socio-Economic Status, good Family climate and low Socio-Emotional School climate



KEYWORDS: Socio-Economic status, Family climate, Socio-Emotional school climate..

INTRODUCTION

Education is never ending process, which is intricately interwoven with life, enriching the individual with a variety of experience, kindling the flames of knowledge with constant probing into the mysteries of life, within and without. Each educational institution should produce educated, intelligent individual who can think independently not a mass which can be manipulated. For this, the emphasis in education should shift from cramming information to stimulating analytical thinking.

DEFINITIONS OF VARIABLES CONSIDERED FOR THE STUDY:

i) Socio - Economic Status

Socio-Economic Status is an economic status is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position in relation to others based on income, education and occupation.

* 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".

ii. 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. Since family is made up of different individuals in a different setting. Each family climate is unique.

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.

iii. Socio-Emotional School climate:

Social and emotional school climate refers to the psychological aspects of students' educational experience that influence their social and emotional 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).

iv. 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."

3.2 Statement of the Problem

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

OBJECTIVES OF THE STUDY

The present study was designed with the following specific objectives in view:

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

Rationale for the Study - Empirical Evidences for the Selected Variables

The rationale for the study is briefly presented in the following headings:

The research studies conducted so far in the area of Socio-Economic Status, Family climate, Socio-Emotional School climate and Adolescent girls empowerment form the basis for setting objectives and hypotheses for the present study. Thus, the critical appraisal of the related studies is presented below;

i. Socio-Economic Status

Veenu khurana and Neeraj gohan (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.

ii. Family Climate

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' correlated 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.

iii. Socio- Emotional School Climate

Extremera , Fernandez ,Berrocal (2003) found that students with higher level of emotional intelligence displayed higher emotional and psychological wellbeing concluding that non-academic individual characteristics have an important influence of school performance.

Sundaram (2000) in his study Growth of work opportunities in India argues that rural women should be given an opportunity to learn while working. According to him it is essential to increase the earning activities of the rural women by providing them earning education. To him learning while

earning is the best means of empowerment of woman. This method helps the women to gain education as well as financial independence.

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.

1. 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 600 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. In All Samples Consists of 300 Girl Students from Government Secondary Schools And 300 Girl Students from Private Secondary Schools.

2. Collection of Data:

In order to collect the necessary data pertaining to Girl students' Socio-Economic Status, Family climate, Socio-Emotional School climate and Adolescent girls empowerment, readily available research tools were used. Hence, it was decided to use Socio-Economic Status scale constructed by Dr, Meenakshi (2002); Family climate scale 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).

Considering the objectives and research hypothesis following null hypothesis were framed .

H_{01} : There is no significant difference between the effects of higher and lower Socio-Economic Status of students in terms of their influence on Adoloscent girl empowerment.

H_{02} : There is no significant difference between the effects of good and poor Family climate of students in terms of their influence on Adoloscent girl empowerment.

H_{03} : There is no significant difference between the effects of high and low Socio-Emotional School climate of students in terms of their influence on Adoloscent girl empowerment.

H_{04} : There is no significant difference between the effects of Socio-Economic Status X Family climate of students in terms of their influence on Adoloscent girl empowerment.

H_{05} : There is no significant difference between the effects of Socio-Economic Status X Socio-Emotional School climate of students in terms of their influence on Adoloscent girl empowerment.

H_{06} : There is no significant difference between the effects of Family climateX Socio-Emotional School climate of students in terms of their influence on Adoloscent girl empowerment.

H_{07} : There is no significant difference between the effects of Socio-Economic Status X Family climateX Socio-Emotional School climate of students in terms of their influence on Adoloscent girl empowerment.

Statistical Techniques Used

Comparison of means of all possible groups of entire sample(total girl students) - Scheffe's Simultaneous Confidence Intervals

Sl. No.	Comparison of groups		Corresponding means		Simultaneous Confidence Intervals		p-value	Significance
1	a ₁ c ₁	a ₁ c ₂	56.68	53.89	2.27	3.31	<0.05	S
2	a ₁ c ₁	a ₂ c ₁	56.68	50.23	5.84	7.06	<0.05	S
3	a ₁ c ₁	a ₂ c ₂	56.68	46.37	9.79	10.84	<0.05	S
4	a ₁ c ₂	a ₂ c ₁	53.89	50.23	2.98	4.33	<0.05	S
5	a ₁ c ₂	a ₂ c ₂	53.89	46.37	6.92	8.12	<0.05	S
6	a ₂ c ₁	a ₂ c ₂	50.23	46.37	3.19	4.55	<0.05	S
7	b ₁ c ₁	b ₁ c ₂	56.34	51.65	4.18	5.19	<0.05	S
8	b ₁ c ₁	b ₂ c ₁	56.34	50.58	5.21	6.30	<0.05	S
9	b ₁ c ₁	b ₂ c ₂	56.34	48.60	7.15	8.31	<0.05	S
10	b ₁ c ₂	b ₂ c ₁	51.65	50.58	0.50	1.65	<0.05	S
11	b ₁ c ₂	b ₂ c ₂	51.65	48.60	2.44	3.66	<0.05	S
12	b ₂ c ₁	b ₂ c ₂	50.58	48.60	1.34	2.62	<0.05	S
13	a ₁ b ₁ c ₁	a ₁ b ₁ c ₂	59.15	55.59	2.93	4.19	<0.05	S
14	a ₁ b ₁ c ₁	a ₁ b ₂ c ₁	59.15	54.21	4.30	5.57	<0.05	S
15	a ₁ b ₁ c ₁	a ₁ b ₂ c ₂	59.15	52.19	6.13	7.79	<0.05	S
16	a ₁ b ₁ c ₁	a ₂ b ₁ c ₁	59.15	53.52	4.82	6.43	<0.05	S
17	a ₁ b ₁ c ₁	a ₂ b ₁ c ₂	59.15	47.72	10.74	12.13	<0.05	S
18	a ₁ b ₁ c ₁	a ₂ b ₂ c ₁	59.15	46.95	11.33	13.08	<0.05	S
19	a ₁ b ₁ c ₁	a ₂ b ₂ c ₂	59.15	45.02	13.41	14.85	<0.05	S
20	a ₁ b ₁ c ₂	a ₁ b ₂ c ₁	55.59	54.21	0.65	2.10	<0.05	S
21	a ₁ b ₁ c ₂	a ₁ b ₂ c ₂	55.59	52.19	2.50	4.30	<0.05	S
22	a ₁ b ₁ c ₂	a ₂ b ₁ c ₁	55.59	53.52	1.19	2.94	<0.05	S
23	a ₁ b ₁ c ₂	a ₂ b ₁ c ₂	55.59	47.72	7.09	8.65	<0.05	S
24	a ₁ b ₁ c ₂	a ₂ b ₂ c ₁	55.59	46.95	7.70	9.58	<0.05	S
25	a ₁ b ₁ c ₂	a ₂ b ₂ c ₂	55.59	45.02	9.77	11.37	<0.05	S
26	a ₁ b ₂ c ₁	a ₁ b ₂ c ₂	54.21	52.19	1.12	2.93	<0.05	S
27	a ₁ b ₂ c ₁	a ₂ b ₁ c ₂	54.21	47.72	5.72	7.28	<0.05	S
28	a ₁ b ₂ c ₁	a ₂ b ₂ c ₁	54.21	46.95	6.32	8.21	<0.05	S
29	a ₁ b ₂ c ₁	a ₂ b ₂ c ₂	54.21	45.02	8.40	10.00	<0.05	S
30	a ₁ b ₂ c ₂	a ₂ b ₁ c ₂	52.19	47.72	3.52	5.42	<0.05	S
31	a ₁ b ₂ c ₂	a ₂ b ₂ c ₁	52.19	46.95	4.16	6.33	<0.05	S
32	a ₁ b ₂ c ₂	a ₂ b ₂ c ₂	52.19	45.02	6.21	8.14	<0.05	S
33	a ₂ b ₁ c ₁	a ₂ b ₁ c ₂	53.52	47.72	4.88	6.73	<0.05	S
34	a ₂ b ₁ c ₁	a ₂ b ₂ c ₁	53.52	46.95	5.51	7.64	<0.05	S
35	a ₂ b ₁ c ₁	a ₂ b ₂ c ₂	53.52	45.02	7.56	9.45	<0.05	S
36	a ₂ b ₁ c ₂	a ₂ b ₂ c ₂	47.72	45.02	1.85	3.55	<0.05	S
37	a ₂ b ₂ c ₁	a ₂ b ₂ c ₂	46.95	45.02	0.92	2.93	<0.05	S

Note:

- 1) Comparisons of other groups of sample were found to be not significant.
- 2) Higher the mean scores indicate higher influence of independent variable on dependent variable.

Table 2: reveals the following:

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

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

EDUCATIONAL IMPLICATIONS.

1. The teachers, parents and guidance workers can play an important role in the nourishment of all round development of school environment. The teacher should make new strategies to develop empowerment among adolescent girls which is helpful for increasing empowerment of adolescent girls.
2. Development of the school environment is one of the important aims of education. Therefore teachers, educators should put maximum efforts for the development of school environment of the girls by providing them enrichment programmes and remedial measures respectively. School environment is to process good social skills and communication skills.
3. Lot of opportunities should be provided in the curriculum to the girl students so that they can develop themselves fully.
4. Adolescent girls, especially belonging to lower strata of society, can be made more aware and made to realize their being an integral part of society.

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