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Family Environment as a Determinant of Behaviour Orientation among Adolescents of Bathinda District

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Abstract :

In every walk of life we face or observe diversities, not only in our country but in whole world. Psychology says, "No two persons are alike; this is true in social life also." We are at the beginning of a new century. The main purpose of education is the balanced development of many dimensions of human behaviour. The whole purpose of education is to realize the inner dignity of man. Human behaviour depends upon individual differences among children which are based on two factors i.e. heredity and environment. In case of heredity, the inherited qualities play a major role. In case of environment, there are number of extraneous factors which influence the individuals to great extent.

The country is success in various field of life depends on the proper education of adolescent and proper adjustment in family. Towards this, the family environment always functions as the feeding sources. The present study is undertaken to find out the family environment as a determinant of behaviour orientation among adolescents.

Lastly no such type of study has been conducted in Bathinda district with special reference to adolescents. That's why the investigator has given much more important for the present piece of study.

Keywords : family environment, behavior orientation, adolescents

1. Introduction

We are at the creation of a new era, but behavior and environment are not observed the same way as they were earlier. The unabridged student has become the center of a concern, not only his reasoning capacities, but also his creativity, emotions and interpersonal skills. The main purpose of education is the sensible development of many dimensions of human behavior.

The entire purpose of education is to comprehend the inner dignity of man, which ultimately clues to primary development of personality. If such a concept could be successfully transformed into reality, no power of terror will work, no world war will take place and peace will conquer on this earth.

The differences in behavior hinge on individual differences among children which are based on two factors i.e. Heredity and Environment. In case of heredity, the genetic qualities play a key role. In case of environment, there are number of superfluous factors which impact the individuals to great level.

1.1. Family

Family promises are perhaps the strongest words in human life. Family always has a distinct place in every one's heart. The people exclusively those living away from family run-through an urge with in them to get back to his kinsfolks. There are many social concerns related to family.

One of the main role of a family is to copy and collect. In each and every family parents be real. Without parents an entity is not complete. Parents are the governing beams. They display the path of alive to the offspring. They escort us, instruct us and inform us about life, and its many complexities.

- Burking Faso (1997) express as, "A family is a domestic group of people or a number of domestic groups linked through descent from a common ancestor marriage or adoption".
- Anita Dhawan (2003) defines, "Family is the fundamental unit in the entire social structure".
- AR Dictionary (2006) give details as "Family is a group comprising body of person who lives in house and under one head or manager."

1.2. Environment

The word environment in educational and social sciences comes into prominent widespread usage during late 1950. It has been known as a complex system of situational, dimensions that exerts an influence upon participating individuals. Situational dimensions may be factors of social, physical, emotional and intellectual significant.

The word environment is derived from the French word “Environ”. The meaning of the French word is somewhat related to “encompass”, “encircle” etc. It is believed to have been introduced into the subject by biologist “Jacob Van Erkul” in the early 1900s.

- According to Wood Worth (1949) said, “Environment covers all the outside factors that have acted on the individual. Since he began life”.
- According to Bisanj and Bisanj (1951), “Environment is the sum total of all living and non-living factors that compose the surroundings of man”.
- According to Bloom (1964), “Characterized environment as the conditions, forces and eternal stimuli which impinges on the individuals. They are may be physical, social as well as intellectual forces and conditions.”
- According to Mitchell (1969) viewed the term environment as, “The instructional treatment presented to the students.”

1.3. Family Environment

Afterward to school, family is an imperative support for development of values and attitudes. “Family is the eternal school of life.” It is one and only component of society. “From it, the attitudes and behavior habits that set the pattern for social development and adjustment.” So, it is proper to say that as is the family, so shall be the society.

It is only institution which is an indispensable provision for the child nurture socialization and for familiarizing the child to the culture of the society, thereby shaping the basic character structure of our culture and forming the child’s personality.

Family as the first teacher edifies the child in his health habit, speech pattern, basic ideas and the manifold attitudes towards himself and associates. The family provides the foundation on which the future super structure of the child’s education is constructed. It’s family environment that learns child honesty, truth and disciplined.

- According to All word Dictionary (2006), “The family environment was based on social, physical and biological sciences and humanity.
- According to Maclver and Page (2006), “The family environment is a group defined by sex relationship sufficiently precise and enduring to provide for the procreation and upbringing of children.”
- According to Clark (2007), “By family environment, we mean a system of relationship existing between Parents and children.”

1.4. Components Of Family Environment

Family environment can be viewed as comprising four components:-

Physical Component.

Intellectual Component.

Social Component.

Moral component.

- Physical Component - Physical care of the child is the chief responsibility of the family .The home provides such chucks as food, clothing, shelter and the medical care of the child.
- Intellectual Component - “Sound mind in sound body.” is an age old adage with in the home, the family helps the child in his early intellectual (cerebral) development.
- Social Component - Home is said to be foundation of all social virtues. The child receives his first lesson in good social comportment with in the home According to Mizzini, (1965) “The child learns the first lesson of citizenship between Mother’s Kisses and Father’s caress.”
- Moral Component: - A happy family is the best manuscript which the child should recite for evolving moral virtues. Parents, by virtues of their position, can do a lot to influence their children morally.

1.5. Behaviour

Behavior (U.S) or Behaviour (U.K.) refers to the movements or feedback of an object or organism, usually in relation to the environment. Behavior can be conscious or unconscious, overt or covert and voluntary or involuntary.

Humans appraise the suitability of behavior using social norms and regulate behavior by means of social control. In sociology, behavior is considered as having social behavior, which is more unconventional action as social behavior is behavior explicitly directed at other people. The tolerability of behavior is gauged relative to social norms and regulated by various means of social control.

- According to Skinner (1962): - “By response or behaviour is meant all forms of processes, adjustments, activities and experience of the organism”.
- According to James Drover (1963): - “Behaviour is the total response which man or animal makes. Behaviour is both mental as well as physical.
- According to Compbell (1965):- Defines Behaviour as. “Consistency in Responses to social object”.
- According to Jung (1971):- “Behaviour as readiness of the psyche to act or react in certain way.”

There are some factor affecting Behavior

- Genetics - Affects and golems the individual's tendencies toward certain directions.
- Attitude - The degree to which the person has a favorable or unfavorable evaluation of the behavior in question.
- Social norms - The influence of social pressure that is perceived by the individual to perform or not perform a certain behavior.

1.6. Orientation

Orientation means the act of placing. It is a combined set of attitudes and beliefs. It is a sequence announcing a new situation on environment.

Orientation permits man to grasp the realities of his current temporal, spatial, geographical and bio-graphical setting and to make himself at home in it. Orientation is thus a pre-requisite for adaptation and practical existing in common. The distinction between a relatively stable, practical orientation, which is reflected in behavior and a more labile, theoretical orientation is important when assessing functional deficits.

- According to W.H. Charter (1987), "An Orientation is the adjustment or alignment of one self or One's ideas to surrounding or circumstances."
- According to S Kumar (2002), "An orientation is a person's awareness of self with regard to position and time and place and personal relationship."
- According to Deluca, Helona Michele (2003), "An orientation means they will tell you all the rules and regulation and they will discuss all to you."
- According to U.S. National library of Medicine (2005), "Not being lost, knowing where one is; being aware of one's setting in time and place, and of the realities of one's person and situation."

1.7. Behaviour Orientation

Ultimate behavior orientation is a theory of inter personal relation, introduced by William Schutz in 1958. This theory mainly explains the interpersonal relation underneath world of a small group. This theory is based on the belief the people get together in a group.

Behaviour orientation basically involves helping an individual think more effectively ways to this concept the notion that our feeling are influences to a large extent by the ways in which we view life events. By changing one's thought or thinking process, it is possible to change consequential feelings as well.

The behaviour of individuals is rumored to be governed by contingencies. Behaviour that is rewarding or reinforcing will be continual and the individual will learn from experience.

- According to Thurstone (1996):- Behaviour Orientation as "the degree of positive or negative effect associated with some Psychological Object."
- According to Triandis (1971):- Behaviour orientation as "An idea charged with emotion which predisposes a class of action particular class or social situation."
- According to Robinson (1983):- "Behaviour Orientation is a measure to directly rate the Behaviour as having occurred."
- According to Robert L. Munroe (2004):- "Behaviour Orientation among adolescents is the social offences committed by a young person for a number of times."

1.8. Adolescence

Adolescence is a captivating stage of development filled with many physical, cognitive, social and emotional changes. It is a biosocial evolution between childhood and adulthood. The adolescent has enormous potential physical, social and intellectual. At the same time, he is faced with great challenges on account of his rapid physical growth as well as falling ideals, his growing sexual desires and delicate emotions. All those issues and problems make the adolescence Period as the period of "stress and storm."

- Jersiled (1967):- states that, "Adolescence is that spen of years during which boys and girls move from childhood to adulthood, mentally, emotionally, socially and physically."
- According to Biggie and Hunt (1968):- describes, "The one word which best characterizes adolescence is 'change'. The change is the physiological, sociological and psychological."
- Jitendera Mohan (2000):- viewed, "Adolescence is period of transition turbulence and tension unmatched for its energy and impact on the rest of life".

It is highly vibrant period of physical, psychological and social changes in individual. But it cannot be repudiated that this is the most significant period in the life of every child. There are various aspects which influence the life of every child such as academic achievement, adjustment, family environment and school environment.

1.9. Need And Importance of the Study

The all God's creatures is becoming more and more competitive. In this era of antagonism, the level of achievement is become key feature for progress in personal, educational and social life of an individual.

Sometimes, we discern people who are intellectually superior but abortive. They have hitches in family or in relationship but cannot improve the status quo. According to some psychologists, the source of difficulties may be Behaviour. So Behaviour Orientation is necessary for proper adjustment of adolescents to their family, peer group, society and school environment.

The adolescent's period is a critical period of human life as it mostly determines a person's future. In this period, equilibrium of physical, mental and social forces is lost, and the result is that the adolescents become maladjusted in school and family. The country's success in various fields of life depends on the proper education of adolescent and proper adjustment in family. Towards this, the family environment always functions as the feeding source. The present study is undertaken to find out the family environment as a determinant of Behaviour orientation among adolescents.

1.10. Statement of the Problem

"Family Environment as a Determinant of Behavior Orientation among Adolescents"

1.11. Objectives of the Study

The study was piloted keeping the following objectives in view:

- To study the Family Environment of adolescents of Bathinda district.
- To study the Behaviour Orientation among adolescents of Bathinda district.
- To find out the relationship between Behaviour Orientation and Family Environment among adolescents of Schools of Bathinda district with respect to gender.
- To find out the relationship between Behaviour Orientation and Family Environment among adolescents of Bathinda district with respect to type of Family.

1.12. Hypotheses of the Study

The following were the hypotheses of the study:

- There exists significant difference in mean scores of family environment among adolescents of Nuclear and Joint families of Bathinda District.
- There exists significant difference in mean scores of family environment among male and female adolescents of Bathinda District.
- There exists significant difference in mean scores of Behaviour orientation among adolescents of Nuclear and Joint Families of Bathinda district.
- There exists significant difference in mean scores of Behaviour orientation among male and female adolescents of Bathinda District.
- There exists significant relationship between Behaviour Orientation and family environment among adolescents of Nuclear families of Bathinda district.
- There exists significant relationship between Behaviour Orientation and family environment among adolescents of Joint families of Bathinda district.

1.13. Delimitations of the Study

The following were the delimitations of study:

- The sample study was drawn from adolescents of schools of Bathinda district.
- The sample study was delimited to 60 adolescents of schools of Bathinda district.
- It was further delimited to 30 male and 30 female adolescents of Schools of Bathinda district.
- Out of 30 male and 30 female adolescents sample, it was further delimited to 15 adolescents from nuclear families and 15 adolescents from joint families of Bathinda district.

1.14. Operational Definition of the Terms Used

For the convenience of precision and to avoid any Ambiguity, the operational definitions of the term included in the present study are given below

- Family Environment: Family environment is the relationship, personal growth, system, maintenance between different members of the family.
- Behaviour Orientation: Behaviour Orientation is a measure of deceitful belief and attitude of an individual in interpersonal relationship.

2. Review of Related Literature

The review of related literature is one of the most important steps in the research design. To develop a better understanding of the topic and also to know what type of work has already been in the field, the knowledge of related literature review not only helps to make aware of the pitfalls that have been experienced by reviewer but it widens the investigations outlook, knowledge, insight and experience with regard to the subject. So here too humble effort is being made a review the related literature. So, as to profit by findings of the other workers who carried out similar investigation. It helps in delimiting the research problems and defining it better. Every type of information, which in some way or the other is connected with the problem of research, is called related literature.

The survey of related literature plays a vital role in the field of research. It is like a light house in the sea, which guides the path of the sailing ships. Without reviewing the related literature, it is very difficult to select a problem. It is critical aspect in the planning of new study. Reviewing the related literature is a time consuming process but it is very essential.

According to Scot and Martheimer (1984) – “Review of related literature may serve to avoid unnecessary work out problems and may help to make progress towards selection of new ones.”

2.1. *Studies Related To Family Environment*

- Giraudo, S.M. (1990) Studied the relationship between family environment and school performance among 5-6-7th grade students and indicated that there exist a relationship between family environment variables and a child’s academic achievement.
- Kulshrestha (1992) investigated the effect of family environment on adjustment, habits and achievement of children and reported no difference in emotional and total adjustment scores of the various groups.
- Niebuihi (1994) considered the effect of motivation on the relationship of school climate, family environment and students’ characteristics to academic.
- Bhatnager (1995) observed that unique quality of the environment largely depends upon specific ways the pupils are treated in family. He defined the concept of “treatment environment” as the product of the interactions between family and society.
- Addington, Duard G. (1997) calculated effect of the family climate on mathematics at eighth, tenth and twelfth grades. The result suggests that parental involvement in students’ academic leaves a powerful influence on students’ mathematics achievement.

2.2. *Studies Related To Behaviour Orientation*

- Leonde (2001) inspected, “An explorative analysis of the links between learning behaviour and change orientation”. This article presents an explorative study on the links between learning behaviour and change orientation of individuals. When reading literature on how to develop students and organizations, it strikes one how less focus there is on learning and change needs of individuals. The results explored the inter connections between these two individual developmental characteristics.
- Andrew Goddar (2003) in his study attempted to establish the contingent relationship between culture and budget related behavior. Multiple aspects of culture were investigated including national, corporate professional and hierarchical components. The paper is the fourth in a series investigating the relationship in three local government organizations in the U.K. British Canada, and French Canada.
- Edna Maria Macturano (2003) examined, “Development of complex patterns of behaviours orientation to social and physical, stimuli in kindergarten children.” Result shows that dependency relations b/w motor areas do not change from the first to seventh month and that behaviours orientation to physical stimuli are organized in two broad patterns which remains unchanged. Behaviour directed to peers are the most subject to changes during the school year and tend to overlap with work behaviours in mixed partners.
- Jari-Erik Nurmi, (2004) scrutinized how do adolescents see their future? A review of the development of future orientation and planning research on how adolescents see their future is reviewed with reference to the three basic processes involved in orientation to the future: motivation, planning, and evaluation. The results suggest that adolescents’ goals and interests concern the major development tasks of late adolescence and early adulthood, reflecting anticipated life-span development. The review also showed that the levels of planning and internality concerning the future increase with age. Family context was also found to influence adolescents’ future-oriented interests, plans, causal attributions, and effects.
- Li Wanxian (2006) conduct a study on “A demographic study on citizenship behaviour as in role orientation. The results of the study suggest that the student’s age, position and to some extent gender are important antecedent of organizational citizenship behaviour in role orientation.
- Al-Emadi (2009):- steered a study on “Relationship among achievement, goal orientation and study strategies”. The mastery goal was postulated as a positive predictor or deep processing but a negative predictor of disorganization; the performance goal was posited as a positive predictor of surface processing and deep processing and a negative predictor of disorganization. The results show that the performance avoidance goal focused on the avoidance goal of incompetence relative to others, and the mastery goal focuses on development of competence.

2.3. *Studies Related To Family Environment As A Determinant Of Behaviour Orientation Among Adolescents.*

- Kevin Marjoribanks (1984) discovered “Ethnicity, family environment and adolescents aspirations: A follow up study.” The study indicated that an examination on was made of relations between the family environment and cognitive performance of adolescent children also the results suggested that if teachers are concerned about construction school contexts that will assists in the formation of adolescents.
- Hurtig Tuula (1986) explored “Attention and Behavioural problems among adolescents living in different family environment.” The study indicated that attention and Behaviour problems are common among addescents these living in distrupted families.
- Redney Clark (1991) disclosed “Examining relationship between family environment and resting mean arterial pressure in African-American youth.” The study indicated the emulative risk associated with family environment was predicated of resting mean arterial pressure.

- Jeffery (1997):- reported about family environment by research exploring four areas namely atmosphere, ambience, tone and climate that provide the particular setting. It is noteworthy from the outset to recognize that family environment is human environment. He also focused on the physiological dimensions of the environment.
- Kaur, Mnadeep (1999) concluded that the family environment of gifted students reflected more cohesive, expressiveness, independence, organized achievement in both gifted to partially correlate with the family environment in both gifted and average groups.
- Row left (2000) and Raman (1997) in their separate studies settled that family environment is environment that has been found to influence achievement, attitude, behavior and future aspiration.
- Lau, Lai-Kuen (2001) conducted a study, "Relationship of family environment to adolescents' depression and self-concept." The studies aimed at examine the relationships among family environment, depression and self-concept of adolescents in Hong Kong. Results showed that all the three domain of family environment (relationship, personal growth and system maintenance) correlated significantly with the three depression aspects (Emotionally, lack of positive experience and physiological irritation).
- Lisa N. Legrand (2008) examined "Parental smoking and adolescent problem behaviour: An adoption study of gender and specific effects." The study indicated that an environmentally mediated pathway by which parental smoking increases risk specifically for substance use in adolescent offspring.
- Michelle L. Kelley (2009) managed a study on "family environment and parent child relationships as related to executive functioning in children." Results suggest the importance of positive family environment and parenting practices in the development of executive functions in normally developing children.

3. Method and Procedure

3.1. Design of the Study

In the present study, descriptive survey method of investigation was employed, which was conducted on 60 adolescents of schools of Bathinda district. The study was conducted in different phases.

- PHASE-1: The investigator classified the sample into two groups by randomly selecting equal number of adolescents from Nuclear and Joint families of Bathinda District.
- Phase-II: In the second phase of study, the investigator measured family environment among adolescents in regard to their Behaviour Orientation. Significance between means was worked out to know the sex difference and difference between nuclear and joint families of adolescents, t-ratio and coefficient of correlation was calculated.

3.2. Sampling of the Study

The random sampling technique was employed in the study due to heterogeneous characteristics of the population according to the purpose of study. In present study keeping the limited source of time and money only 60 adolescents from schools of Bathinda District were randomly selected.

Out of nominated adolescents, 30 were male adolescents and 30 were female adolescents. Out of 30 male adolescents, 15 male from nuclear families were selected and 15 male from joint families were selected. Similarly, out of 30 female adolescents, 15 Female from nuclear families were selected and 15 female from joint families were selected.

3.3. Tools Used

- In the present study the investigator used the following tools to collect the required data:
- Family Environment Scale (FES) by Dr. Harpreet Bhatia and Dr. N. K. Chadha (1993).
- Behaviour Orientation Scale (BOS) by Dr. Parveen Kumar Jha.

3.4. Statistical Techniques Used

- 1.Descriptive statistical techniques namely, mean and S.D. was done to see the normality of distribution and for seeking the family environment and behaviour orientation scores.
- t-ratio was calculated.
- Coefficient of correlation 'r' was calculated.

4. Analysis and Interpretation of Data

Analysis and interpretation of data require and adequate knowledge of techniques be applied, interpretation is thus by no means a mechanical process. It calls for a critical examination of the analysis of data score conclusions. Hence analysis and interpretation being a significant core of research must be given due weight age. Total 120 students were selected from different schools and sample was taken randomly. The family environment and behaviour orientation scores were taken.

- Hypothesis I: Mean Scores of Family Environment among adolescents of Nuclear and Joint Families of Bathinda District.

N	Groups	Mean	SD	S.Ed.	t-ratio
30	Nuclear Families	210.23	11.95	2.39	0.14
30	Joint Families	209.9	14.11		

Table 1

Table 1 shows mean scores of family environment among adolescents of nuclear and joint families of Bathinda Districts. The mean scores of adolescents of Nuclear and joint families are 210.23 and 209.9 respectively. SD of adolescents from nuclear and joint families are 11.95 and 14.11 respectively.

The value of t-ratio is 0.14 which is not significant at both level of confidence i.e. 0.05 and 0.01. Thus there exists no significant difference in mean scores of family environment among adolescents of nuclear and joint families of Bathinda District.

Hence Hypothesis (1) stating, "There exists significant difference in mean scores of family environment among adolescents of nuclear and joint families of Bathinda District." stands rejected.

- Hypothesis II: Mean Scores of Family Environment among male and female adolescents of Bathinda District.

N	Groups	Mean	SD	S.Ed.	t-ratio
30	Male	212.65	13.00	2.39	2.16*
30	Female	207.48	13.15		

Table 2 (* Significant at 0.05 level)

Table 2 shows mean scores of family environment among male and female adolescents of Bathinda District. The mean scores of male and female adolescents are 212.65 and 207.48 respectively. SD of adolescents are 13.00 and 13.15 respectively. The value of t-ratio is 2.16 which is significant at 0.05 level of confidence but not significant at 0.01 level of confidence. Thus there exists significant difference in mean scores of family environment among male and female adolescents of Bathinda District. Further it was observed that mean scores of male adolescents is more favorable than those of female adolescents. This may be due to the fact that male get more exposure, more opportunities escape from conflicting situation.

Hence Hypothesis (2) Stating, "There exists significant difference in mean scores of Family Environment among male and female adolescents of Bathinda District" stands accepted.

- Hypothesis III: Mean scores of Behaviour Orientation among adolescents of Nuclear and Joint families of Bathinda District

N	Groups	Mean	S.D.	S.Ed	t-ratio
30	Nuclear Families	116.58	15.72	2.69	2.79
30	Joint Families	123.88	13.72		

Table 3

(*Significant at 0.05 and 0.01 level)

Table 3 shows that mean scores of Behaviour Orientation among adolescents of Nuclear and Joint families of Bathinda District. The mean scores of adolescents of Nuclear and Joint families are 116.58 and 123.88 respectively. SD for adolescents of Nuclear and Joint families of is 15.72 and 13.72. The value of t-ratio is 2.71 which is significant at both level of confidence i.e.0.05 and 0.01. Thus there exists significant difference in mean scores of behaviour orientation adolescents of nuclear and joint families of Bathinda district.

Further it is observed that mean scores of behaviour orientation adolescents of Joint families are more favorable than those of Nuclear families. This indicate that Joint families have high behaviour orientation scores as compared to Nuclear families. High behaviour orientation means a high mechivallian Score i.e. ability to manipulated others. Hence in case of Joint families adolescents have ability to manipulate others and have low inter personal relationship. Thus Behaviour Orientation is more in Joint families of Bathinda district.

Hence the Hypothesis of (3) stating, " There exists significant difference in mean scores of Behaviour orientation among male and female adolescents of nuclear and joint families of Bathinda district", accepted.

- Hypothesis IV: Mean scores of Behaviour Orientation among male and female adolescents of Bathinda District

N	Groups	Mean	SD	S.Ed	t-ratio
30	Male	118.1	13.12	2.69	1.56
30	Female	122.3	16.22		

Table 4

Table 4 shows that mean scores of Behaviour Orientation among male and female adolescents of Bathinda district. The mean scores of adolescents are 118.1 and 122.3 respectively. SD of adolescents are 13.12 and 16.22. The value of t-ratio is 1.56 which is not-significant at either level of confidence i.e. 0.05 and 0.01. Thus there exists no significant difference in mean scores of Behaviour Orientation. among male and female adolescents of Bathinda district.

Hence Hypothesis (4) stating, “ There exists significant difference in mean scores of Behaviour Orientation among male and female adolescents of Bathinda District” stands rejected.

- Hypothesis V: Coefficient of correlation between Behaviour Orientation and Family Environment among adolescents of Nuclear Families of Bathinda District

N	r
30	-0.12

Table 5

Table 5 represents coefficient of correlation between Behaviour Orientation and Family Environment among adolescents of Nuclear Families of Bathinda District. The value of coefficient of correlation is -0.12 which is not significant at both level of confidence i.e. 0.05 and 0.01. This indicates that there exists significant between Behaviour Orientation and Family Environment among adolescents of Nuclear Families of Bathinda District.

Hence Hypothesis (5) stating, “ There exists significant relationship between Behaviour Orientation and Family Environment among Female adolescents of Nuclear Families of schools of Bathinda District” stands rejected.

-Ve value of “r” depicts low Machiavellian score which means better orientation and hence better interpersonal relationship.

- Hypothesis VI: Coefficient of correlation between Behaviour Orientation and Family Environment among adolescents of Joint Families of Bathinda District

N	r
30	-0.17

Table 6

Table 6 represents coefficient of correlation between Behaviour Orientation and Family Environment among adolescents of Joint Families of Bathinda District. The value of coefficient of correlation is -0.17 which is not significant at both level of confidence i.e. 0.05 and 0.01. This indicates that there exists significant between Behaviour Orientation and Family Environment among adolescents of Joint Families of Bathinda District.

Hence Hypothesis (6) stating, “ There exists significant relationship between Behaviour Orientation and Family Environment among adolescents of Joint Families of schools of Bathinda District” stands accepted.

-Ve value of “r” depicts low Machiavellian score which means better orientation and hence better interpersonal relationship.

5. Conclusions And Educational Implications

On the basis of results the underneath mention implications can be drawn.

The study has revealed significant difference between behaviour Orientation as well as family environment among adolescents with respect to gender and type of family. Therefore there is a dire need for the educators and parents to take into account the factors causing behaviour.

The family can be guided to provide congenial environment at home and understand their children at intellectual as well as motional level.

The present study will help the teacher in evaluating the behaviour of the students in the light of their family environment and behaviour Orientation. The problem has practical implications likewise. It will give clues in understanding the behaviour peculiarities of the students. Thus it can play crucial role in nourishment of harmonious, personality of the individual.

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