Family Relationship and Learning Behavior among Boys and Girls

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ABSTRACT
The main purpose of this research was to find out the family relationship and learning behavior among boys and girls. The sample consisted 40 boys and 40 girls were selected random sampling methods from the same area of the Amreli city (Gujarat). For this purpose of investigation family relationship scale developed by Dr. Alka. Devid (1997) in Hindi language. Gujarati translated by Y. A. jogsan (2013) and learning behavior scale developed by P.A. Mc Dermott, L. F. Green, J. M. Francis & D. S. Stott (1992) in Hindi language. Gujarati translated by Y. A. jogsan (2013). The obtained data was analyzed t-test to know the mean difference between boys and girls and Pearson correlation method was used. The result revealed that there are significant difference in family relationship among boys and girls and not significant difference in learning behavior among boys and girls. The correlation between family relationship and learning behavior is 0.23 which is positive correlations.

Keywords: Family Relationship and Social Behavior

Man is a social animal. The base of his social life is his home and his family. The personal development of a person is made possible through the family system. His primary personality is developed through his family. The family is an important for the origin and development of human personality. Psychologically, the family is more important the family is a small but nearest atmosphere of human being. Each child cultivates its personality in it. The changes which are found in his behaviour, nature or civilization are widely influenced by the role of the family.

The family is one of the most important socio economic institutions in our society, but the nature of links between family members varies dramatically across nationality. Family is environment where the children learned to use their facilities 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 it is the place where they learn how family relationship work by observing their parents grand-parents, sibling and rest of the family members deal with each other.

According to United Nation (1945) "The family is the natural and fundamental group unit of society and entitled to protection by society and state."

According to Rothausen (1999) "There are diverse types of families, many of which include people related by marriage or biology or adoption a well as people related through affection, obligation, dependence or cooperation”

Learning Behaviour emphasis the determinate the link between the way in which children and adolescents (young people) learn and their social knowledge and behaviour. In doing this the focus upon establishing positive relationships across three elements of self, others and course. The principles of learning behaviour have wide ranging implication for pupils, teachers, parents and other professionals. The principles can be applied to all children and adolescents at any age and not just those perceived as being “difficult to manage”. The apply as much to teachers and their relationship with children as much as they apply to the children and adolescents themselves. Pupils do his “learning behaviour through motivation, attention, attitude toward learning and Flexibility. Many of the learning behaviours studied were related to staying on task in group setting. Useful strategies related to the development of motivation attention on study.

Learning is key process in human behaviour. All living is learning. If we compare the simple basal ways in which a child feels and behaves, with the complex modes of adolescent behaviour his skills, habits thought and the like. We know what difference learning has made to the individual the individual is constantly interacting with and influenced by the environment. This experience makes him/her to change his/her behaviour in order to deal effectively with it. Therefore, learning is a change in behaviour, influenced by previous behaviour.
According to Stranirit North, Stranga & Champan (1973) “Learning may be defined as the process by which a relatively enduring change in behaviour occurs as a result of experience or practice.” According to Morgan, king, Weisz & Schlapar (1986) “Learning can be defined as any relative permanent change in behaviour that occurs as a result of practice or experience.”

**Review of Literature**

Jogsan, Y. A. and Zala, H. M. (2014). Family Relationship and Student Problems in Student. In addition, result indicates that study revealed significant difference in family relationship among boys and girls.

Jogsan, Y. A. & Ashra, B. K. (2013). Family Relationship and Social Behaviour in Children Relation to Their Birth Order. In addition, result indicates that study revealed significance difference in family relationship among boys and girls.

Jogsan, Y. A. & Dabhi, P. V. (2015). Problem and Learning Behavior in Handicap students. In addition, result indicates that study revealed not significance difference in learning behavior among boys and girls.

Jogsan, Y. A. & Ramani, D. J. (2013). Effect of Learning Behaviour on Academic Achievement Motivation among Children. In addition, result indicates that study revealed not significance difference in learning behavior among boys and girls.

**Methodology**

**Problem of research:**
Family Relationship and Learning Behavior among Boys and Girls

**Objective of research:**
The main objectives of this study were as under.
1. To examine the family relationship among boys and girls.
2. To examine the learning behavior among boys and girls.
3. To check the correlation between family relationship and learning behavior.

**Null-Hypothesis of research:**
To related objectives of this study, null hypothesis were as under.
1. There will be no significant difference between means of family relationship among boys and girls.
2. There will be no significant difference between means of learning behavior among boys and girls.
3. There will be no correlation between family relationship and learning behavior.

**Variables of research:**
Variables of the Present study as under:
1. **Independent variables**
   (i) Gender: Boys and Girls
2. **Dependent variables**
   (i) Score receive on family relationship scale.
   (ii) Score receive on learning behavior scale.

**Participants of research:**
According to the purpose of present study total 80 samples has been selected. There were 40 boys and 40 girls were taken as a sample from different area in Amreli city (Gujarat).

**Instrument of research:**
Following Instrument were used for data collection:
1. **Family Relationship Scale**
   To check the family relationship of subject here family relationship scale developed by Dr. (Smt.) Alka. Devid (1997) in Hindi language and translated into Gujarati by Dr. Yogesh A. Jogsan (2013). This scale has total 40 sentences which measured in good relation and poor relation. Each part has 20 sentences. This scale good relation sentence in which sentence number 5, 12, 13, 14, 15, 16, 19, 20, 21, 23, 25, 29, 32 35, 36, 37, 38 and 40 are good relation and other are poor relation. This is three point scales. Here in good relation sentence always, some time and never options were given scores 2, 1 and 0 and poor relation sentence always, sometimes and never option were given scores 0, 1, 2 respectively. Reliability of present scale. Checked by two methods in which 0.72 by half split and test-retest has 0.76. Validity 0.5 established by the Dr. G. Tivari.
2. **Learning Behaviour Scale**
   To check the learning behaviour of subject here learning behaviour scale developed by P.A. Mc Dermott, L. F. Green, J. M. Francis & D. S. Stott (1992) translated into Gujarati by Dr. Yogesh A. Jogsan(2013). This scale has 29 sentences which measured learning behaviour. This is three point scale, all are positive sentence.
Here in learning behaviour sentence never, sometime and always option were given scores 0, 1 and 2. This scale validity and reliability is very high.

Procedure of data collection:
In this study random sampling method was used. Initial meeting with the participants was made at different area in Amreli. Total 80 Participants (40 boys and 40 girls) were taken as a sample. They were informed about the purpose of the study. Upon initial meeting, each participants was also explained the nature of the study. Participants were informed about the confidentiality regarding information collected from them. A time for data collection was set up that was conducive for the participants. Before administering the scale, the purpose of the study was again explained to the participants. A good rapport was built with the participant for getting correct response. Some necessary instruction and guidelines were provided to them properly filling the scale. After this scale was provided to they and they were requested to fill up the scales as per the instructions given in the scales. After completion of the scale participants returned the scale and they were thanked for their participation and co-operation.

Research Design:
The aim of present research was to a study of family relationship and learning behavior among boys and girls. For these total 80 samples were taken with used random sampling method. To check significance between group t-test and Pearson product moment correlation method was used. Result and discussion of study is as under:

Results and Discussions:
The main objective of present study was to measure the family relationship and learning behavior among boys and girls. In it statistical t-test method and Pearson correlation method is used. Result discussion of present study is as under.

Table 1: Showing mean, S.D. and t-value score of family relationship among boys and girls

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Variables</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>t</th>
<th>Sig. Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Boys</td>
<td>40</td>
<td>60.7250</td>
<td>9.43</td>
<td>2.02</td>
<td>0.05</td>
</tr>
<tr>
<td>2</td>
<td>Girls</td>
<td>40</td>
<td>64.9000</td>
<td>10.17</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Significance Level: 0.05 = 1.99
0.01= 2.64
NS = Not significant

The table 1 indicates that the mean score of family relationship in boys are 60.72 and girls are 64.90. The standard deviations for both boys and girls are 9.43 and 10.17 respectively. It means value of girls is higher than boys in family relationship. The t-value was 2.02 which were significant at 0.05 levels. It means sex variable is effected factor of family relationship. So we can say that first hypothesis was rejected. Evidence was supported by Jogesan Y.A. and Zala, H.M. (2014), Jogesan, Y.A. and Aashra, B. K. (2013). They also found significant difference in family relationship of sex variable.

Table 2: Showing mean, S.D. and t-value score of learning behavior among boys and girls

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Variables</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>t</th>
<th>Sig. Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Boys</td>
<td>40</td>
<td>25.07</td>
<td>6.57</td>
<td>0.86</td>
<td>NS</td>
</tr>
<tr>
<td>2</td>
<td>Girls</td>
<td>40</td>
<td>26.22</td>
<td>5.28</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Significance Level: 0.05 = 1.99
0.01= 2.64
NS = Not significant

The table 2 indicates that the mean score of learning behavior in boys are 25.07 and girls are 26.22. The standard deviations for both boys and girls are 6.57 and 5.28 respectively. It means value of girls is higher than boys in learning behavior. The t-value was 0.86 which were not significant. It means sex variable is not effected factor of learning behavior. So we can say that second hypothesis was accepted. Evidence was supported by Jogesan Y.A. & Dabhi, P.V. (2015), Jogesan, Y.A. & Ramani, D.I. (2013). They also found significant not difference in learning behaviour of sex variable.

Table 3: Showing the correlation between family relationship and learning behavior.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Variables</th>
<th>N</th>
<th>Mean</th>
<th>R</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Family Relationship</td>
<td>80</td>
<td>62.81</td>
<td>0.23</td>
</tr>
<tr>
<td>2</td>
<td>Learning Behavior</td>
<td>80</td>
<td>25.65</td>
<td></td>
</tr>
</tbody>
</table>
According to table-3 the results obtained positive correlation between family relationship and learning behavior. It was 0.23 positive correlations between family relationship and learning behavior. It means family relationship decrease learning behavior decreases and family relationship increase learning behavior increases.

Conclusion:

We can conclude by data analysis as follows:

There were significant differences between the mean scores of family relationship in boys and girls. There were no significant difference between the mean scores of learning behavior in boys and girls. The correlation between family relationship and learning behavior is 0.23 which is positive correlations. It means family relationship decrease learning behavior decreases and family relationship increase learning behavior increases.

Limitation and future research:

This study had several limitations that can be addressed by future research. Firsts, the participants consisted only boys and girls of the different areas in Amreli city. So, it is not representative of all boys and girls. Hence, a more representative participant might yield different result; for example, a participant from different areas of Gujarat might show significant interaction effects of areas.

Suggestions:

Endeavour can be executed to analyze move them 80 data of sample with efficacy to attain better results. For the accumulation of information, variegated methods except questionnaires can be adopted. Selection of sample can be accomplished with the intake of different district from different state to ascertain in their family relationship and learning behavior. To crown the research work, other method of selecting sample can be appropriated.

Reference