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Effects of Intervention on Family Environment and Entrepreneurial Skills Development of Rural School Dropouts Young Women and Men

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ABSTRACT

For the implementation of intervention for improving family environment of rural young men and women as well as developing entrepreneurial skills, thirty rural school dropouts young men and women from operational village Daithana Dist. Parbhani were purposely selected in the age range between 20-30 years (15 females and 15 males). Their pre test was assessed by using standardized scales. Sixty per cent were belonged to nuclear families followed by joint families. Majority (60%) of sample belongs to medium size families while all the sample were under low SES category . After providing intervention post test was conducted .It can be concluded that relationships dimensions, expressiveness, reducing conflicts and accepting and caring behavior, mean score was recorded to be increased and highly significant improvement was observed with regard to the relationship dimension of their family environment. The similar trend of results were recorded in case of personal growth dimensions and discipline dimensions.

INTRODUCTION

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The family environment significantly influences individual development and well-being, particularly during adolescence. Research indicates that supportive family dynamics contribute to positive outcomes, while dysfunctional family environments, characterized by conflict or poor communication, can lead to adverse developmental trajectories (Mackova et al., 2019; Grasmeijer et al., 2024).These familial influences extend to critical areas such as academic achievement and overall psychological well-being (Harkonen et al., 2017; Rask, K., et al., 2003). In rural settings, these challenges are often compounded by socio-economic disadvantages and limited access to educational and developmental resources, which can exacerbate issues like school dropout rates among young individuals (Wilson et al., 2011; Sarraipa et al., 2016).

This study investigates the critical interplay between family environment and the development of entrepreneurial skills among rural school dropouts. It examines the effectiveness of a targeted intervention designed to enhance family dynamics and foster entrepreneurial capabilities in young women and men who have left the formal education system. The primary objective is to ascertain how such interventions can facilitate positive transformations in family environments and promote the acquisition of vital skills necessary for personal autonomy and economic participation.

Objectives

1. To enroll rural school dropouts young women and men for providing intervention for improving family environment and entrepreneurial skills development
2. To assess family environment of selected young women and men

Methodology

For the implementation of intervention for improving family environment of rural young men and women as well as developing entrepreneurial skills, thirty rural school dropouts young men and women in the age range between 20-30 years (15 females and 15 males) from operational village Daithana, district Parbhani were purposely selected after seeking their willingness to participate in this intervention. The socio economic status of the selected sample was assessed by administering revised SES scale developed by

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Kuppuswamy and their family environment was assessed by administering family environment scale developed by Dr. Harpreet Bhatia and Dr. N.K Chadha.

Findings

Table 1: Background information of the selected rural school dropouts young women and men

Background Variables	Percentages of the n-30
Gender	
Female	50 (15)
Male	50 (15)
Age range	
20-30	100 (30)
Type of family	
Nuclear	60 (18)
Joint	40 (12)
Sizes of family	
Small (1-4)	13.3 (4)
Medium (5-8)	60 (18)
Large (>9)	26.6 (8)
SES	
Low	100 (30)

Figures in parenthesis indicate percentages

Table 1 indicates that all the selected sample rural school dropouts young men and women belonged to low socio economic status. Sixty per cent of them belonged to joint and medium size families and all of them were in the age range between 20-30 yrs.

Table: 2 Comparison between the mean scores of family environment of pre and post tests of selected rural school dropouts young women and men

n-30

S. No	Dimensions	Pre test Mean ± SD	Post test Mean ± SD	't' values
I.	**Relationship Dimensions**			

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1.	Togetherness	43.06 ± 3.57	46.86±4.22	3.76**
2.	Expressiveness	28.43± 4.86	35.96±4.41	6.28**
3.	Conflict	43.63 ± 5.44	45.73 ±3.72	1.74^{NS}
4.	Acceptance and Caring	43.46 ± 4.28	46.06±5.52	2.03 ^{NS}
	Total	**158.16 ±8.08**	**174.4±9.05**	**7.33****
I.	**Personal Growth Dimensions**			
1.	Independence/ Liberty	31.46 ± 4.05	35.53±3.31	4.26**
2.	Recreational Orientation	28.43 ± 3.59	30.2 ±3.69	1.88^{NS}
	Total	**59.9±6.53**	**65.73±5.41**	**3.76****
III.	**Discipline Dimensions**			
1.	Organization	5.5 ± 1.50	7.96 ±1.21	7.02**
2.	Self Control	13.83 ± 2.16	14.36±2.45	1.06^{NS}
	Total	**19.33±2.96**	**22.33±2.84**	**4.05****
	Overall	**237.83 ±12.44**	**262.46±10.04**	**8.46****

**- Significant at 0.01 level NS – Non significant

Table 2 depicts the comparison between mean scores of family environment of pre and post tests of rural school dropouts young women and men. Prior to the implementation of need based intervention on relationships dimensions, mean score was recorded to be 158.16 ± 8.08, after receiving intervention on various aspects of it like togetherness, expressiveness, reducing conflicts and accepting and caring behavior, the mean score raised to 174.4 ± 9.05. After implementation of the intervention, highly significant improvement was observed with regard to the relationship dimension of their family

environment. The similar trend of results were recorded in case of personal growth dimensions and discipline dimensions.

Conclusion

It can be concluded that relationships dimensions, expressiveness, reducing conflicts and accepting and caring behavior, mean score was recorded to be increased and highly significant improvement was observed with regard to the relationship dimension of their family environment. The similar trend of results were recorded in case of personal growth dimensions and discipline dimensions.

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