SUMMARY OF THESIS

The study was conducted to assess gender sensitivity among secondary school students in relation to their family values, school environment and socio-cultural climate in Haryana. Explanatory sequential design was employed in the study. The data was collected using self-constructed and validated scales on gender sensitivity, family values, school environment and socio-cultural climate. A multistage stratified random sampling technique was used in the present study. A sample of 756 secondary school students was selected for the quantitative phase and a sample of 12 secondary school students scoring high and low on gender sensitivity scores was selected for the qualitative phase. The differential findings revealed that there was significant difference in family values and school environment of secondary school students of districts Sirsa and Jhajjar. However, no statistical difference was found in gender sensitivity and socio-cultural climate of secondary school students of district Sirsa and Jhajjar. The Correlation findings revealed that gender sensitivity was significantly correlated with family values, school environment and socio-cultural climate in case of total sample, gender and locale. The regression analysis revealed that family values, school environment and socio-cultural climate were significant predictors of gender sensitivity among secondary school students. The qualitative findings indicated that different factors like personal, peer related, family related, school and socio-cultural related factors were extracted from the case studies conducted of the participants. The quantitative and qualitative results were integrated in the triangulation phase which also confirmed that the qualitative findings were following the findings of the quantitative phase.