

A Study On Home Environment Of Higher Secondary School Students

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ABSTRACT

This study aims to examine the significance difference of the home environment on higher secondary school students. The present study was conducted on 600 higher secondary school students to find out the significance difference towards home environment, The Home Environment Inventory (HEI) developed by Dr. Karuna Shankar Mishra (revised in 2012). Data were collected through a questionnaire and was analyzed with the help of SPSS. Mean scores, standard deviation and “t” test were applied to the collected data. The study results indicated gender, locality of the school, type of management, nature of school and board of affiliation higher secondary school students have average towards home environment. Further it is also revealed that there is no significance differences existed towards gender, type of management, locality of school, coeducation vs female, female vs male, state board vs matriculation and state board vs CBSE towards home environment. There exists significance difference towards coeducation vs male and matriculation vs CBSE higher secondary school students towards home environment.

Introduction

A home is a place where one lives permanently, especially as a member of a family or household. It is a place of residence or refuge. A home is not a mere transient shelter. Its essence lies in the personalities of the people who live in it.

Home Environment is the surroundings, where one lives. According to G.U. Anene (Anene, 2005) environment is the aggregate of all internal and external conditions affecting the existence, growth and welfare of organisms. It is an influence an individual came in contact with after the hereditary has been through the gene plasma. G.U. Anene explained that environment can be divided into physical, social and abstract environment. Physical environment is the objects or materials found in the home, school or community. It also includes the people like parents, siblings and peers (Anene, 2005). She also explained that the social environment is the social life, societies

and club affecting the individual. Abstract environment is the reactions, feedback and the responses received on interactions with others. The author further explained that environment can also be classified as urban or rural environment. The focus of this study is on the home environmental factors affecting the academic performance of the students. This therefore, entails the objects, materials, parents, siblings, peers and social life that exists in the home in which the students find themselves. All the variables in the home that affect a person's existence, behavior and performance constitute the home environmental factors.

Home Environment-

Home environment has an influential role in child's development. Home environment exerts the greatest influence on the development of the child's behaviour. Family is the central & small

unit of the society. Child's need is fulfilled by family members. Education of family members have also the impact on child like his behaviour, knowledge, interest, moral values etc. are also going to play a pivotal role in the future of child's life. In present era, maximum parents are well educated. That is why their expectations have increased. Various psychologists have identified the different characteristics of home environment – restriction, behaviour, punishment, commands, demands, respect, adjustment, nurturance, desire, rejection etc. Both home & school environment is accountable for the growth & development of child.

Review of literature

The home environment refers to aspects of peoples domestic lives that contribute to their living conditions; this includes all the human and material resources present at the home that affects the student's education and living, such as the parent's level of education, their occupation, socio-economic status and socializing facilities available in the house (Akinsanya, Ajayi & Salomi, 2011). Thus, the home is the basic institution for providing the child's primary socialization and laying the educational foundation for the child upon which the other agents of socialization are built. According to Adesehinwa and Aremu (2010), the education received by a child from parents and others at home is most likely to have highly significant and dominant effects on the behaviours of the child later in life.

Slaughter and Epps (2012), refer to home environment as the characteristics of societal component created by members of the family living together in one area and do activities that are directly related to the duties of the family.

Objectives of the Study

1. To find out the level of home environment of higher secondary school students.

Statement of the Problem

“A Study on Home Environment of Higher Secondary School Students”

Sample of the study

For the present study, the investigator has randomly selected 600 higher secondary school students from Cuddalore District of Tamil nadu state on the basis of random sampling technique.

Significance of the Study

Home is the social institution, which has the most of teaching influence on the development of the child. In view of the great significance of the family in shaping of children's personality development, numerous researches attempted to study the several factors of family ecology in relation of children's development. It is often said that home is the first institution and the mother is the first teacher of the child. Family as the first teacher educates the child in his health, habit, speech, pattern, basic ideas and the many fold attitudes towards himself and the associates. In fact, the family provides the foundation on which future of the child's education is constructed. As long as the child is dependent on his/her parents, they have to work for satisfying their economic needs. They have to provide their food, clothing, education, recreation and various other needs. Not only this, they have to train him for some occupation in life. Physical care of the child is the first important responsibility of the family. Physical health also depends upon good health habits such as regular brushing of teeth, proper sleep and regular exercises. The family gives early training in these health rules to enable the child to develop sound physical health and hence personality. Parents are always interested in their child's work at school. The school can elicit the faith and co-operation of the parent by ending a detailed report of the child to his parents.

2. To find out the difference if any between the following higher secondary school students in respect of their home environment
 - a) Gender :
Male / Female

- b) Locality of the School : Urban (City) / Rural (Village)
- c) Type of Management :
 - (i) Government and Aided
 - (ii) Government and Private
 - (iii) Aided and Private
- d) Nature of School :
 - (i) Coeducation and Boys
 - (ii) Coeducation and Girls
 - (iii) Boys and Girls
- e) Board of Affiliation :
 - (i) State and Matriculation
 - (ii) State and CBSE
 - (iii) Matriculation and CBSE

Hypotheses of the Study

1. The level of emotional maturity of higher secondary school students is high.
2. There is a significant difference if any between the following higher secondary school students in respect of their home environment
 - a) Gender : Male / Female
 - b) Locality of the School : Urban (City) / Rural (Village)
 - c) Type of Management :
 - (i) Government and Aided
 - (ii) Government and Private
 - (iii) Aided and Private
 - f) Nature of School :
 - (iv) Coeducation and Boys
 - (v) Coeducation and Girls
 - (vi) Boys and Girls
 - g) Board of Affiliation :
 - (iv) State and Matriculation
 - (v) State and CBSE
 - (vi) Matriculation and CBSE

Operational Definition of Key Term

Home Environment- It refers to the psycho-social climate of home as perceived by the

students in home. It includes ten dimensions such as control, protectiveness, punishment, conformity, social isolation, reward, deprivation of privileges, nurturance, rejection and permissiveness.

Tool Used In the Present Study

The Home Environment Inventory (HEI) developed by Dr. Karuna Shankar Mishra (revised in 2012) is a tool developed to measure the psycho-social climate of home as perceived by children. It measures the quality and quantity of the academic, emotional and social support that children receive from their homes. In this tool, there are 100 items.

Scoring Procedure of the Tool

The items of the inventory are to be responded within the booklet itself. The five alternative responses are provided against all the items of the inventory that indicate the frequency of a behavior. The marks assigned to these five responses are as follows:

- 4 marks to Always,
- 3 marks to Often,
- 2 marks to Sometimes,
- 1 marks to Rarely and
- 0 to Never.

Statistical Techniques Used

The data thus obtained on a sample of 260 adolescences were consolidated, codified suitably and subjected to statistical treatment in order to achieve the objectives of the present investigation and also to test the hypotheses formulated for the present investigation. The data collected were descriptively analyzed by employing the following statistical techniques:

1. Descriptive Analyses and
2. Differential Analyses ('t' test)

Interpretation of data

TABLE – 1 DESCRIPTIVE STATISTICS FOR HOME ENVIRONMENT SCORES OF HIGHER SECONDARY SCHOOL STUDENTS.

Categories	Sub-Samples	N	Mean	S.D	Mean Score
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	Entire Sample	600	261.82	61.78	200.04 to 323.6
Gender	Male	271	263.50	62.20	Average
	Female	329	261.15	61.67	
Locality of the school	Rural	162	265.16	64.30	Average
	Urban	438	260.59	60.85	
Type of management	Government	198	263.87	62.85	Average
	Aided	225	258.18	60.45	
	Private	177	264.16	62.36	
Nature of school	Co education	387	259.14	62.94	Average
	Boys	143	271.31	59.01	
	Girls	70	257.28	59.62	
Board of affiliation	State	170	257.28	59.62	Average
	Matriculation	143	271.31	59.01	
	CBSE	287	259.14	62.94	

In this study, based on normal curve of higher secondary school students secured scores in between 200.04 to 323.6 (-1σ to $+1\sigma$) are classified as having average level of home environment. In the table 1 shows the home environment mean and standard deviation values. The calculated mean values are less than 323.6 and more than 200.04. Therefore, it

is found that the higher secondary school students irrespective of their gender, locality of the school, type of management nature of school and board of affiliation have average level of home environment.

Differential Analysis

TABLE 2 ‘t’ TEST VALUES FOR HOME ENVIRONMENT SCORES – HIGHER SECONDARY SCHOOL STUDENTS – BASED ON GENDER

Gender	N	Mean	SD	‘t’ Value	Remarks
Male	271	263.50	62.20	0.421	Not Significant
Female	329	261.15	61.67		

(Level of Significance: 0.05)

From the above Table 2 reveals the mean, standard deviation and ‘t’ values of male and female higher secondary school students on home environment. The calculated ‘t’ value is 0.421, which is lower than the table value of 1.97 to be significant at 0.05 level. Therefore,

the research hypothesis no 2 (a) is rejected and null hypothesis is accepted. Further it is found that the male and female higher secondary school students do not differ significantly in their home environment.

TABLE 3 ‘t’ TEST VALUES FOR HOME ENVIRONMENT SCORES – HIGHER SECONDARY SCHOOL STUDENTS – BASED ON LOCALTY OF THE SCHOOL

Locality of the school	N	Mean	SD	‘t’ Value	Remarks
Rural	162	265.16	64.30	0.804	Not Significant
Urban	438	260.59	60.85		

(Level of Significance: 0.05)

From the above Table 3 reveals the mean, standard deviation and ‘t’ values of rural and urban higher secondary school students on home environment. The calculated ‘t’ value is 0.894, which is lower than the table value of 1.97 to be significant at 0.05 level. Therefore,

the research hypothesis no 2 (b) is rejected and null hypothesis is accepted Further it is found that the rural and urban higher secondary school students do not differ significantly in their home environment.

TABLE 4 ‘t’ TEST VALUES FOR HOME ENVIRONMENT SCORES – HIGHER SECONDARY SCHOOL STUDENTS – BASED ON TYPE OF MANAGEMENT AND ITS SUB SAMPLES

Type of management	N	Mean	SD	‘t’ Value	Remarks
Government	198	263.87	62.85	0.948	Not Significant
Aided	225	258.18	60.45		
Government	198	263.87	62.85	0.045	Not Significant
Private	177	264.16	62.36		
Aided	225	258.18	60.45	0.970	Not Significant
Private	177	264.16	62.36		

(Level of Significance: 0.05)

Table 4 further reveals the home environment mean, standard deviation and ‘t’ values of higher secondary school students based on their type of management are between government and aided, government and private, aided and private as the calculated ‘t’ value is 0.948, 0.045 and 0.970 which is lower than the table

value of 1.97 to be significant at 0.05 level. Therefore, the research hypothesis no 2 (c) (i) (ii) (iii) is rejected and null hypothesis is accepted. It is found that the higher secondary school students do not differ significantly in their home environment irrespective of their type of management.

TABLE 5 ‘t’ TEST VALUES FOR HOME ENVIRONMENT SCORES – HIGHER SECONDARY SCHOOL STUDENTS – BASED ON NATURE OF SCHOOL AND ITS SUB SAMPLES

Nature of school	N	Mean	SD	't' Value	Remarks
Co education	387	259.14	62.94	2.009	Significant
Boys	143	271.31	59.01		
Co education	387	259.14	62.94	0.229	Not Significant
Girls	70	257.28	59.62		
Boys	143	271.31	59.01	1.624	Not Significant
Girls	70	257.28	59.62		

(Level of Significance: 0.05)

Table 5 further reveals the home environment mean, standard deviation and 't' values of higher secondary school students based on their nature of school. The higher secondary school students based on their nature of school whose nature of school are between coeducation and boys differ significantly in their home environment as the calculated 't' value is 2.009 which is greater than the table value of 1.97 to be significant at 0.05 level. Therefore, the research hypothesis no 2 d (i) is accepted and

null hypothesis is rejected. But in the case of other higher secondary school students based on their nature of school whose nature of school are between coeducation and girls, boys and girls do not differ significantly in the home environment as calculated 't' values is 0.229 and 1.624 which is lower than the table value of 1.97 to be significant at 0.05 level. Therefore, the research hypotheses no 2 d (ii) and (iii) are rejected and null hypotheses are accepted.

TABLE 6 't' TEST VALUES FOR HOME ENVIRONMENT SCORES – HIGHER SECONDARY SCHOOL STUDENTS – BASED ON BOARD OF AFFILIATION AND ITS SUB SAMPLES

Board of affiliation	N	Mean	SD	't' Value	Remarks
State	170	257.28	59.62	1.624	Not Significant
Matriculation	143	271.31	59.01		
State	170	257.28	59.62	0.229	Not Significant
CBSE	287	259.14	62.94		
Matriculation	143	271.31	59.01	2.009	Significant
CBSE	287	259.14	62.94		

(Level of Significance: 0.05)

Table 6 further reveals the home environment mean, standard deviation and 't' values of

higher secondary school students based on their board of affiliation. The higher secondary

school students based on their board of affiliation whose board of affiliation are between matriculation and CBSE differ significantly in their home environment as the calculated 't' value is 2.009 which is greater than the table value of 1.97 to be significant at 0.05 level. Therefore, the research hypothesis no 2 e (iii) is accepted and null hypothesis is rejected. But in the case of other higher

secondary school students based on their board of affiliation whose board of affiliation are between state and matriculation, state and CBSE do not differ significantly in the home environment as calculated 't' values is 1.624 and 0.229 which is lower than the table value of 1.97 to be significant at 0.05 level. Therefore, the research hypotheses no 2 e (i) and (ii) are rejected and null hypotheses are accepted.

Major Findings of the Study

1. It is found that the higher secondary school students irrespective of their gender, locality of the school and type of management have average level of home environment.
2. It is found that the male and female higher secondary school students do not differ significantly in their home environment.
3. It is found that the rural and urban higher secondary school students do not differ significantly in their home environment.
4. It is found that the higher secondary school students do not differ significantly in their home environment irrespective of their type of management.
5. It is found that the higher secondary school students based on their nature of school whose nature of school are between coeducation and boys differ significantly in their home environment.
6. It is found that the higher secondary school students based on their nature of school whose nature of school are between coeducation and girls, boys and girls do not differ significantly in the home environment.
7. It is found that the higher secondary school students based on their board of affiliation whose board of affiliation are between state and matriculation, state and CBSE do not differ significantly in the home environment.
8. It is found that the higher secondary school students based on their board of affiliation whose board of affiliation are between matriculation and CBSE differ significantly in their home environment.

Recommendations

Keeping in view the above mentioned findings, the recommendations are given as below;

- Home environment is recommended that students should be provide a serene home environment for studies which could help to promote student's overall development. The most suitable mean is to give proper time to children, and an educative environment at home.
- Family member's interactions at home are great source of development for children. It provides a source for the social and intellectual development of children. It also enhances children confidence level. It is therefore recommended that students should be exposed to inner interactions of family; they should be allowed to express their view point on different family matters and might be treated as a functional member of the family.

Educational Implications of the Study

- The findings of the study show empirically the importance of home environment in the development mental health. This study has shed light on the fact that the home environment can be a strong source of support for developing adolescents, providing close relationships, strong parenting skills, good communication, and modeling positive behaviour, so that modifications in the home environment can be made to make it more favourable for the enhancement of mental health of the children. The findings of this study have implications for counsellors, educationists as

well as parents that there is a need to facilitate good quality of home with proper communicative and supportive environment their children's.

Conclusion This may be due to many reasons such as lack of time spend by the teachers with students due to overcrowd classroom and not so good interpersonal relation with peers. Therefore, there is need to give more attention by different members of school authorities to the school environment. Parents should also need to spend some quality time with their children to bring the more improvement in their home environment. It is a product of effective teaching and learning coupled with the conscious effort of the teacher, the school, the students, parents and their various home environments. Therefore, a child for excellent academic performance requires in addition to other factors a good home environment. Children vary in their ability and attitude to learn, parents should therefore recognize this and attend to their children as an individual. They should also try to establish and maintain a good home environment where love, hardworking and excellence are encouraged in order to bring out the children's best academic performance.

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