



HOME ENVIRONMENT FACTORS AMONG HIGH SCHOOL STUDENTS

M. Maria Luis¹ and Dr. R. Venkateswaran²

¹Research Scholar, Research and Development Centre, Bharathiar University, Coimbatore, Tamil Nadu.

²Principal, Periyar University College of Arts and Science, Redipatty, Idappadi, Salem, Tamil Nadu .



ABSTRACT

The aim of the study was to examine home environment factors among high school students. Survey method was used. The random sample consists of 210 IX standard students in Puducherry. Home Environment Scale by A. Akhtar and S.B. Saxena (2011) was used for data collection. Data was analyzed by t-test. Results found that there is significant difference in home environment factors (protectiveness, punishment and control) of IX standard students based on gender, there is significant difference in home environment factors (protectiveness, parental involvement, reward and permissiveness) of IX standard students based on locality and there is significant difference in home environment factors (protectiveness, academic stimulation, parental warmth, punishment, permissiveness and parental expectations) of IX standard students based on type of school.

KEYWORDS : Home Environment, High School Students.

INTRODUCTION

The family is the first school for emotional learning. From there everyone learn how to feel about themselves and how others react. It is very important for parents to develop self-understanding of their emotions and feelings in order to transform that understanding in their children. The more the parents are able to understand their emotions, the better they will be able to manage their child's emotional personality. Emotional competence or incompetence of parents has affirmative or adverse effects on adolescents. The home-environment is a most powerful informal learning situation in which the family, more specially parents, acts as an educator. Lack of encouragement, low quality of parental involvement and lack of stimulating activity in the home will reduce the home's effectiveness as a learning environment. Children, who have received good home environment and positive attitudes from parents, can academically perform well. Parents are different from one another, both in their relationship with their own children and their feelings or reactions towards schooling of their children. Parent-child relationship is closely associated with important aspects of children's emotional, social and cognitive development. Parents are viewed as primary facilitators of children's self concept, interpersonal skills and achievement. The emotional atmosphere in the home may exercise a great influence on the child.

NEED AND SIGNIFICANCE OF THE STUDY

Parents who set good example are a source of inspiration to their children. On the other hand home environment that is marked by negligence and lawlessness may adversely affect the pupil's academic achievement. The knowledge of the home's influences can help parents to assist their children by improving the home as an educational enhancing environment. Parents who are themselves intelligent and well educated and who provide the child with a conducive home environment is likely to encourage the child to

develop interest similar to their own and to motivate him to do well at school. They are likely to take an interest in child's schoolwork and to help him with it and success on his part is likely to be rewarded by approval whether expressed verbally or otherwise. The bright child from the poor home environment will tend to receive less encouragement than the bright child from the rich cultural home environment. Similarly, the emotional aspect of home environment also plays a great role on children's academic achievement. Emotional stress, insecurity and anxiety are factors which certainly affect the child's schoolwork, they are a drain on his energy and they reduce concentration and prevent him from applying to the full his intellectual powers. The investigator tries to identify the various factors of home environment which influences the students' education.

OBJECTIVES OF THE STUDY

- To find out the significant difference in home environment of IX standard student with regard to gender, locality and type of school.

HYPOTHESES

- There is no significant difference in home environment of IX standard students based on gender.
- There is no significant difference in home environment of IX standard students based on locality.
- There is no significant difference in home environment of IX standard students based on type of school.

METHOD & SAMPLE

Survey method was adopted in the present study. The population for this study includes IX standard students in Puducherry region. A random sample of 210 (105 female and 105 male) was chosen from 6 secondary schools.

TOOL

- Home Environment Scale (HES) by A. Akhtar & S.B. Saxena (2011).

DATA ANALYSIS

Table 1: Home Environment Factors of IX Standard Male and Female Students

Factors	Male		Female		t-value	Remark
	Mean	SD	Mean	SD		
Protectiveness	25.42	2.64	14.48	2.24	6.21	Significant
Parental Involvement	15.54	2.25	14.91	2.35	0.32	Not Significant
Academic Stimulation	15.38	2.64	15.64	2.58	1.01	Not Significant
Reward	15.70	2.80	15.45	2.41	0.65	Not Significant
Parental Warmth	15.03	2.51	15.35	2.64	0.75	Not Significant
Punishment	6.55	2.40	4.46	2.20	2.71	Significant
Participation in home affaire	15.24	2.35	15.30	2.85	1.44	Not Significant
Control	6.41	2.22	4.64	2.69	5.22	Significant
Permissiveness	15.64	2.84	14.68	2.67	1.48	Not Significant
Parental Expectations	15.26	2.91	14.98	2.94	0.96	Not Significant

Table-1 reveals that the computed t-values 6.21, 2.71 and 5.22 are higher than the table value 2.58 at 0.01 level of significance. Thus there is significant difference in home environment factors (protectiveness, punishment and control) of male and female students. From the result, male students have high mean scores than their counterparts in the dimensions like punishment and control. On the other hand, female students have high mean score than male students in the dimension like protectiveness.

Table 2: Home Environment Factors of IX Standard Rural and Urban Students

Factors	Rural		Urban		t-value	Remark
	Mean	SD	Mean	SD		
Protectiveness	15.40	2.64	25.41	2.24	4.25	Significant
Parental Involvement	15.52	2.25	24.01	2.35	3.46	Significant
Academic Stimulation	15.31	2.64	15.64	2.58	1.98	Not Significant
Reward	15.78	2.80	16.45	2.41	3.57	Significant
Parental Warmth	5.98	2.51	5.35	2.65	1.75	Not Significant
Punishment	14.55	2.40	14.51	2.32	0.71	Not Significant
Participation in home affaire	15.25	2.34	14.30	2.85	1.44	Not Significant
Control	5.74	2.20	4.64	2.69	0.98	Not Significant
Permissiveness	15.07	2.24	17.68	2.72	3.95	Significant
Parental Expectations	14.26	2.11	15.98	2.91	1.96	Not Significant

Table-2 shows that the calculated t-values 4.25, 3.46, 3.57 and 3.95 are higher than table value 2.58 at 0.01 level of significance. Thus there is significant difference in home environment factors (protectiveness, parental involvement, reward and permissiveness) of rural and urban students. From the result, urban students have high mean scores than their counterparts in the dimensions namely, protectiveness, parental involvement, reward and permissiveness.

Table 3: Home Environment Factors of IX Standard Government and Private Students

Factors	Government		Private		t-value	Remark
	Mean	SD	Mean	SD		
Protectiveness	15.40	2.89	15.41	2.24	2.56	Significant
Parental Involvement	17.52	2.64	24.91	2.35	1.33	Not Significant
Academic Stimulation	25.31	2.45	16.64	2.58	5.98	Significant
Reward	15.48	2.35	14.45	2.21	0.69	Not Significant
Parental Warmth	8.47	2.66	5.35	2.62	2.87	Significant
Punishment	15.55	2.44	21.51	2.42	1.98	Significant
Participation in home affaire	15.25	2.94	14.30	2.45	1.87	Not Significant
Control	6.35	2.65	4.64	2.85	0.65	Not Significant
Permissiveness	15.56	2.33	28.61	2.68	6.95	Significant
Parental Expectations	16.26	2.54	16.94	2.21	1.96	Significant

From Table-3, the obtained t-values 2.56, 1.98 and 1.96 are significant at 0.05 level and the obtained t-values 5.98, 2.87 and 6.95 are significant at 0.01 level. Thus there is significant difference in home environment factors (protectiveness, academic stimulation, parental warmth, punishment, permissiveness and parental expectations) of government and private school students. From the result, government school students have high mean scores than their counterparts in the dimensions like academic stimulation and parental warmth whereas private school students have high mean scores than their counterparts in the dimensions namely, protectiveness, punishment, permissiveness and parental expectations.

EDUCATIONAL IMPLICATIONS

- Students from good home environment i.e. where parental involvement is high, where students receive parental support are high academic achievers. So, parental involvement should be encouraged when it comes to the schooling, career and other aspects of the child's life.

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- Parents are a role model for an adolescent on how to regulate emotions appropriately at home. The impact of emotions between parents and adolescents might play a strong role in academic achievement of Adolescents.
 - Productive home environment may be created by educating the parents on positive home environment.
 - Parents need to support the education of their children through encouragement, provisions of learning facilities and active assistance among other ways.

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