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Research Paper

Influence of Gender, Locality and Type of School on Home Environment of Secondary School Students

Education

KEYWORDS : Home Environment, Gender, Locality of Residence and Type of School.

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ABSTRACT

The aim of the present study is to investigate the influence of gender, locality and type of school on home environment of secondary school students. For the present study 1200 secondary school boys and girls were taken. The Home Environment Questionnaire by Manjuvani was used to assess the home environment of the students. Suitable statistical techniques are used to analyze the obtained data. Results revealed that there is significant impact of gender, locality and type of school on home environment and significant interaction among gender, locality and type of school with regard to home environment of secondary school students.

INTRODUCTION

Education is regarded as the potential instrument of national development. A modern society cannot achieve its' aim of economic growth, technical development and cultural advancement without fully harnessing the talents of its citizens. Educationists thus strive to develop fully the intellectual potential of the students and make efforts to see that their potentialities are fully recognized and channelized for the benefit of the individual and that of the society. So, education is the process of bringing out the talents and potentialities of an individual and to unfold the natural abilities and interests before the society. It proceeds from birth to death and schools exert greater influence in educating the child and promoting academic achievement. Therefore, the level of academic achievement of a child at any stage depends on the extent to which its natural potentialities have developed.

Defining the term environment is as difficult as quantifying it. For environment, educational researchers usually resort to empirical definitions of the climate or atmosphere. According to Boring and Welf (1961) environment is everything that affects the individual except his genes. Home may be defined as a protected relationship between parents and children in an accepted social setting. It provides appropriate climate for the child to develop good ideas, habits, mode of thinking and behavior. Family provides congenial and good emotional atmosphere and economic conditions. The word 'Home' connotes warmth, safety and emotional dependence. The home is the soil in which spring up those virtues of which 'sympathy' is the common characteristic. It is there that the warmest and the most intimate affection flourish. It is there that the child learns the difference between generosity and meanness, considerateness and selfishness, justice and injustice, truth and falsehood and industry and idleness. It is there that his habitual learning of the one or the other is first determined. According to Oxford Advanced Learners Dictionary (1994) home is a place where one lives, especially with one's family. Plamentz (1993) stated that home environment refers to all sorts of moral and ethical values, emotional, social and intellectual climate set by the family members to contribute to their wholesome development. Keeping these in view, the present study is focused to examine the influence of gender, locality and type of school on home environment of secondary school students.

OBJECTIVES

1. To find out the influence of gender, locality and type of school on home environment of secondary school students.
2. To find out the interaction among gender, locality and type of school with regard the home environment of secondary school students.

Based on the above objectives the following hypotheses are formulated for the present study:

HYPOTHESES

1. There would be significant impact of gender on home environment of secondary school students.
2. There would be significant impact of locality on home environment of secondary school students.
3. There would be significant impact of type of school on home environment of secondary school students.
4. There would be significant interaction among gender, locality and type of school on home environment of secondary school students.

Tool

The Home Environment Inventory developed and standardized by Manjuvani (1989) was administered to the subjects. The inventory consists of 78 statements and it was sub divided into part-A and part-B. Part-A consist of 66 statements and the statements are sub divided into ten dimensions designed with three point scale (*many times, sometimes and rarely*). Part A items related perceived psycho-social environment. Part-B consists of 36 statements (12 items; divided into three categories: (*availability, opportunity and utilization*). Part-B deals with the physical aspects of the home environment. Both part A and B together gives a comprehensive behavioral, structural and experiential components of home environment. The higher the score, better the home environment. The reliability of the test established using test retest method 0.86. The particulars of ten dimensions are given below

Permissiveness: It includes provision of opportunity to child to express his views freely and act according to his desire with no inference from parents.

Control: It indicates autocratic atmosphere in which many restrictions are imposed on children by the parents in order to discipline them.

Conformity: It indicates parent's directions, commands, or an order with which child is expected to comply by actions. It refers to demands to work according to parent's desires and expectations.

Rejections: It indicates hostile atmosphere which includes excessive criticism, invidious comparisons, refusal to pay attention, un concern for the child's welfare and no right to express feelings.

Reward: It includes symbolic rewards to strength or increase the probability of desired behavior.

Punishment: It implies infliction of pain or discomfort, denial or removal of satisfaction, to eliminate the occurrence of undesirable behavior.

Protectiveness: It implies prevention of independent behavior

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and prolongation of infantile care.

Nurturance: This includes the tendency of the parents to take care of the child's physical, psychological and social requirements so that the child grows happily. This involves all carrying and supporting functions of the parents in a family.

Deprivation of Privileges: It implies controlling children's behavior by taking away their rights to sick love, respect and other things which satisfy their needs.

Cognitive Stimulation: This refers to such parental behavior which promotes the child's awareness of its surroundings, understandings things and situations, to think and reason clearly and an overall efficiency intelligent behavior.

SAMPLE AND PROCEDURE

The population of the present study comprised 1200 secondary school students. The schools were selected randomly in and around Chittoor and Kadapa districts of Andhra Pradesh. Systematic random sample technique was used. Subjects were divided into two groups i.e., urban and rural areas, co-education and non-co-education including both boys and girls. Of the 1200 subjects 600 were boys and 600 were girls. From each category 300 from rural and 300 from urban and 150from private and 150 government secondary school students were taken in to consideration.

RESULTS AND DISCUSSION

Table-I: Means and SDs of Home Environment Scores for Eight groups.

Locality		Gender			
	Boys		Girls		
	Type of School		Type of School		
	Co-Education	Non Co-Education	Co-Education	Non Co-Education	
Rural	Mean SD	263.47 68.60	218.67 54.67	259.02 64.75	241.66 61.23
Urban	Mean SD	272.65 69.25	223.01 57.16	271.43 72.31	228.64 55.82

Boys = 244.45 Rural = 245.70 Co-Education = 266.64
Girls = 250.18 Urban = 248.93 Non Co-Education =227.99

A close observation of table-I showed that boys studying in urban co-education schools have obtained highest score (M=272.65).Girls hailing from rural non co-education schools have obtained low score (M= 218.67) in home environment. In terms of gender, girls (M=250.18) have obtained good home environment scores than boys (M=244.45). In case of locality of residence, urban students (M= 248.93) have secured good home environment than rural students (M=245.70). Students studying in co-education schools (M= 266.64) possessed good home environment than non co-education schools students (M=227.99).

There are differences in the mean scores of the groups. In order to test whether gender, locality and type of school have any significant impact on home environment of the students, the data were further subjected to analysis of variance and the data are presented in table-II

Table- II: Summary of ANOVA for Home Environment Scores.

Source of Variance	Sum of Squares	df	Mean Sum of Squares	F
Gender (A)	5883.674	1	5883.674	24.02 **
Locality (B)	276904.302	1	276904.302	11.38 **
Type of School (C)	182986.949	1	182986.949	75.25 **
AXB	558337.840	1	558337.840	22.92 **
BXC	731370.647	1	731370.647	30.08 **
AXC	152498.332	1	152498.332	62.72 **
AXBXC	433002.613	1	433002.613	17.80 **
WSS	28698.847	1192	24315.909	---
Total	321407.653	1199	---	---

**** Significant at 0.01 level**

The obtained 'F' value for gender is 24.02, which is significant at 0.01 level, suggesting that gender of the students significantly influences their home environment. Girls obtained better mean score (M= 250.18) than boys (M= 244.45). The 'F' value for locality of residence 11.38, significant at 0.01 level, suggesting that locality of residence of the students significantly influences their home environment. The obtained 'F' value 75.25which is significant at 0.01 level, indicating that type of school has significantly influenced on home environment of the students and The 'F' values for the interaction are significant (between AxB=22.92; BxC=30.08; AxC=62.72; and AxBxC=17.80), indicate that there is significant interaction among three variables; gender, locality and type of school with regard to home environment. The findings are corroborated with the earlier findings of Lethakumari,1987; Sharma, 1978; Shah, 1991; Mishra,1991; Acharya, 1999; Manjuvani and Mohan, 2002; Antony, 2003; Ganguly, 2004; Pandey ShashiKiran, 2005; Rani Mohanraj and Latha, 2005; Tung and Dhillon, 2006; Daulta, 2008; Sunitha and Khadi, 2009; Kitsantas et al,2009; Elizabeth,2009; Muola, 2010. Sharma and Tahira,2011; and Darshana Sharma, 2012.Who also found that gender, locality and type of school are influence their home environment. Based on the results obtained the third hypothesis which stated that there would be significant impact of gender, locality and type of school on home environment of secondary school students is accepted as warranted by the results.

Conclusions:

There is significant impact of gender on home environment girl students have good home environment than boys. There is significant impacts of locality on home environment urban students are posses' good home environment than the rural school students. There is significant impact of type of school on home environment coeducational students having good home environment than non coeducational secondary school students and there is a significant interaction among gender, locality and type of school with regard to home environment group as well as each other of secondary school students.

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