



A STUDY OF VALUES OF SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR HOME ENVIRONMENT

**Dr. Anil Kumar
Saraswat**

Associate Professor, Vaish College of Education, Rohtak

Santosh

Ph.D. Research Scholar, Department of Education, M.D. University, Rohtak.

ABSTRACT

The present study was undertaken to study the values of senior secondary school students in relation to their home environment. Values were treated as dependent variables whereas home environment was treated as independent variable. Descriptive survey method was used for the present study. Random sampling technique was used to select the sample for the present study. The sample comprised of 600 senior secondary students of private schools affiliated to Central Board of School Education (CBSE). Home environment inventory by Mishra (2012) and Personal Value Questionnaire by Sherry and Verma (2012) were used to study the effect of home environment on values of senior secondary school students. Mean, S.D., 't' test and Coefficient of correlations (r) were used to analyse the data. The findings of the study revealed that significant relationship exists between home environment and values of senior secondary school students. It was also found that the values of senior secondary school students with high and low home environment differ significantly. Significant difference was found between the values of male & female; rural & urban senior secondary school students with high and low home environment.

KEYWORDS : Home Environment, Values

INTRODUCTION

Family being the first and major agency of socialization has great influence and bearing on the development of the child. It is the home, which sets the pattern for the Child's attitude towards people and society, aids intellectual growth in the child and supports his aspirations and good values. Values are those standards or codes of conduct, which are conditioned by one's cultural tenants, guided by conscience, according to which one is supposed to conduct himself and shape his life pattern by integrating his beliefs, ideas and attitudes with a view to realize the cherished ideals and aims or life. High values lead to objective, fair and correct decision and action and ensure the welfare of all concerned, while low value do exactly the opposite. Values are essential for the whole persons, recognizing that the individual is comprised of physical, intellectual, emotional, and spiritual dimensions. Consciously, or unconsciously the home environment moulds the value patterns, behavior, personality, emotional maturity, academic achievement, self-esteem, level of aspiration, aptitude and attitude of the child. Roberts, Manolis, and Tanner (2003) have demonstrated that people from divorced homes were more likely than those from intact homes to express values that view material possessions as a means of achieving happiness. Studies (Baharudin & Luster, 1998; Featherstone & Cundick, 1992; Watkins, 1997) have shown that the home environment affects the students' moral values. It has been shown by various studies that most of the children who are successful /great achievers and well-adjusted come from the families where sustaining wholesome relationships exist. Urban and rural; boys and girls from different types of home environment possess varied types of moral values (Umme, 2012).

The findings of the study revealed that significant difference was found in the academic cheating of senior secondary school students with high and low home environment. It was also found that the academic cheating of male, female, rural, urban senior secondary school students with high and low home environment differ significantly. Significant relationship was found between academic cheating and home environment of senior secondary school students by Malik, U. (2016).

VARIABLES USED

Independent variable: Home Environment

Dependent variable: Values

OBJECTIVES OF THE STUDY

1. To find out the relationship between home environment and values among senior secondary school students.
2. To study the values of senior secondary school students in relation to their home environment.
3. To study the values of male senior secondary school students in relation to their home environment.
4. To study the values of female senior secondary school students in relation to their home environment.
5. To study the values of rural senior secondary school students in relation to their home environment.
6. To study the values of urban senior secondary school students in relation to their home environment.

HYPOTHESES OF THE STUDY

1. There exists no significant relationship between home environment and values among senior secondary school students.
2. There exists no significant difference among values of senior secondary school students in relation to their home environment.
3. There exists no significant difference among values of male senior secondary school students in relation to their home environment.
4. There exists no significant difference among values of female senior secondary school students in relation to their home environment.
5. There exists no significant difference among values of rural senior secondary school students in relation to their home environment.
6. There exists no significant difference among values of urban senior secondary school students in relation to their home environment.

METHOD

Descriptive survey method was used.

SAMPLE

The sample for this study consisted of 600 senior secondary students affiliated to C.B.S.E. selected on the basis of random sampling method.

TOOLS USED

1. **Personal Value Questionnaire** by Sherry and Verma (2012).
2. **Home Environment Inventory** by Mishra (2012).

STATISTICAL TECHNIQUES

Mean, SD, 't' test and Coefficients of correlation were used to analyse the data.

RESULTS

The collected data was analyzed both quantitatively as well as qualitatively. In order to verify the objectives and to test the null hypotheses, the present study has been analyzed as given below:

1. To find out the relationship between home environment and values among senior secondary school students.

For the purpose of studying the relationship between home environment and values of senior secondary school students, the following null hypothesis was formulated:

H₀₁ There exists no significant relationship between home environment and values of senior secondary school students.

Table 1
Coefficient of Correlation (r) between Home Environment and Values of Senior Secondary School Students

Sr. No.	Variables	N	'r' value	Level of Significance
1.	Home environment	600	0.42**	Significant
2.	Values	600		

0.05 Level of Significance = 0.088 and 0.01 Level of Significance = 0.115 at df 598

The Table-1 reveals that coefficients of correlation (r) between home environment and values of senior secondary school students is 0.42 which is significant at 0.01 level of significance. So the null hypothesis i.e. there exists no significant relationship between home environment and values of senior secondary school students, is **rejected**. The magnitude of 'r' indicates that there is positive correlation between home environment and values of senior secondary school students. In other words, values of senior secondary school students are associated with increase or decrease in home environment. Thus, we can conclude that with the increase in home environment scores of senior secondary school students there will be increase in their academic achievement and vice-versa. The finding of this study is in consonance with the finding of Kulsum (2012) who also find that there exists a significant relationship between home environment and values of students.

2. To study the values of senior secondary school students in relation to their home environment.

For the purpose of studying the difference between the values of senior secondary school students in relation to their home environment, the following null hypothesis was formulated:

H₀₂ There exists no significant difference among values of senior secondary school students in relation to their home environment.

To test the hypothesis, Mean, Standard Deviation, Standard Error of Mean, t-value, degrees of freedom (df), and level of significance of the scores obtained from the values scale was calculated with respect to home environment. The results are presented in Table 2.

Table 2
Descriptive statistics related to the Values of Senior Secondary School Students in relation to their Home Environment

Group (Home Environment)	N	Mean	SD	't' value	Level of Significance
High	162	63.86	6.37	12.7**	Significant
Low	162	54.71	6.62		

0.05 Level of Significance = 1.97 and 0.01 Level of Significance = 2.59 at df 322

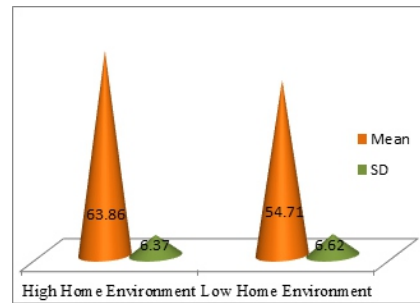


Fig. 1: Home Environment vs Mean Values Scores and SDs of Senior Secondary School Students

From the Table-2 and Fig.1, it can be observed that the t-value of 12.7 was found significant at 0.01 levels with 322 degrees of freedom, which indicates that the values of senior secondary school students with high and low home environment differ significantly. So, the null hypothesis i.e. there exists no significant difference among values of senior secondary school students in relation to their home environment, is **rejected**. Thus, we can say that values of senior secondary school students are affected by home environment. In terms of Mean, it can be seen that mean values score of senior secondary school students with low home environment i.e. **54.71** has been found lesser than that of senior secondary school students with high home environment i.e. **63.86**. The present finding is in consonance with the finding of Kaur and Gupta (2011) who also found that most of the children who are successful and well-adjusted with high values have come from families where wholesome relationships exist between children and parents.

3. To study the values of male senior secondary school students in relation to their home environment.

For the purpose of studying the difference between the values of male senior secondary school students in relation to their home environment, the following null hypothesis was formulated:

H₀₃ There exists no significant difference among values of male senior secondary school students in relation to their home environment.

To test the hypothesis, Mean, Standard Deviation, Standard Error of Mean, t-value, degrees of freedom (df), and level of significance of the scores obtained from the values scale was calculated with respect to home environment. The results are presented in Table-3.

Table 3
Descriptive statistics related to the Values among Male Senior Secondary School Students in relation to their Home Environment

Group (Home Environment)	N	Mean	SD	't' value	Level of Significance
High	90	65.52	4.96	11.93**	Significant
Low	90	54.9	6.90		

0.05 Level of Significance = 1.97 and 0.01 Level of Significance = 2.60 at df 178

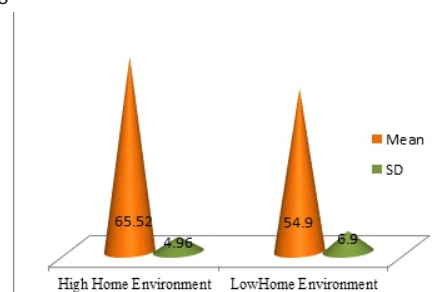


Fig. 2: Home Environment vs Mean Values Scores and SDs of Male Senior Secondary School Students

From the Table 3 and Fig.2, it can be observed that the t-value of 11.93 was found significant at 0.01 levels with 178 degrees of freedom, which indicates that the values of male senior secondary school students with high and low home environment differ significantly. So, the null hypothesis i.e. there exists no significant difference among values of male senior secondary school students in relation to their home environment, is **rejected**. Thus, we can say that values of male senior secondary school students are affected by home environment. In terms of Mean, it can be seen that mean values score of male senior secondary school students with low home environment i.e. **54.9** has been found lesser than that of male senior secondary school students with high home environment i.e. **65.52**. This difference can be due to the reason that home being the first and major agency of socialization has great influence and bearing on the development of different values of the male child and thus high home environment results in inculcation of high values.

4. To study the values of female senior secondary school students in relation to their home environment.

For the purpose of studying the difference between the values of female senior secondary school students in relation to their home environment, the following null hypothesis was formulated:

H₀₄ There exists no significant difference among values of female senior secondary school students in relation to their home environment.

To test the hypothesis, Mean, Standard Deviation, Standard Error of Mean, t-value, degrees of freedom (df), and level of significance of the scores obtained from the values scale was calculated with respect to home environment. The results are presented in Table 4.

Table 4
Descriptive statistics related to the Values among female senior secondary school students in relation to their home environment

Group (Home Environment)	N	Mean	SD	't' value	Level of Significance
High	72	62.29	55.53	5.73**	Significant
Low	72	7.32	6.88		

0.05 Level of Significance = 1.98 and 0.01 Level of Significance = 2.61 at df 142

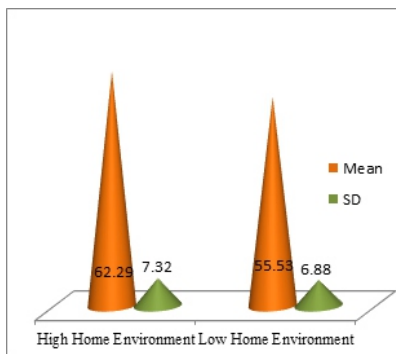


Fig. 3: Home Environment vs Mean Values Scores and SDs of Female Senior Secondary School Students

From the Table 4 and Fig.3, it can be observed that the t-value of 5.73 was found significant at 0.01 levels with 142 degrees of freedom, which indicates that the values of female secondary school students with high and low home environment differ significantly. So, the null hypothesis i.e. there exists no significant difference among values of female senior secondary school students in relation to their home environment, is **rejected**. Thus, we can say that values of female

senior secondary school students are affected by home environment. In terms of Mean, it can be seen that mean values score of female senior secondary school students with low home environment i.e. **55.53** has been found lesser than that of female senior secondary school students with high home environment i.e. **62.29**. A child identifies and pick up all the values from their home environment. Due to the reason differences can be seen in the values of students with High or favourable environment at home and students with low or un-favourable environment at home.

5. To study the values of rural senior secondary school students in relation to their home environment.

For the purpose of studying the difference between the values of rural senior secondary school students in relation to their home environment, the following null hypothesis was formulated:

H₀₅ There exists no significant difference among values of rural senior secondary school students in relation to their home environment.

To test the hypothesis, Mean, Standard Deviation, Standard Error of Mean, t-value, degrees of freedom (df), and level of significance of the scores obtained from the values scale was calculated with respect to home environment. The results are presented in Table 5.

Table 5
Descriptive statistics related to the Values among Rural Senior Secondary School Students in relation to their Home Environment

Group (Home Environment)	N	Mean	SD	't' value	Level of Significance
High	82	64.00	6.15	9.48**	Significant
Low	82	54.52	6.67		

0.05 Level of Significance = 1.98 and 0.01 Level of Significance = 2.61 at df 162

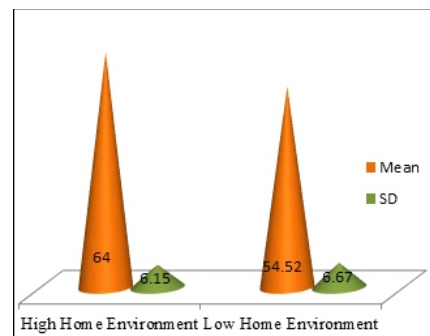


Fig. 4: Home Environment vs Mean Values Scores and SDs of Rural Senior Secondary School Students

From the Table-5 and Fig.4, it can be observed that the t-value of 9.48 was found significant at 0.01 levels with 162 degrees of freedom, which indicates that the values of rural senior secondary school students with high and low home environment differ significantly. So, the null hypothesis i.e. there exists no significant difference among values of rural senior secondary school students in relation to their home environment, is **rejected**. Thus, we can say that values of rural senior secondary school students are affected by home environment. In terms of Mean, it can be seen that mean values score of rural senior secondary school students with low home environment i.e. **54.52** has been found lesser than that of rural senior secondary school students with high home environment i.e. **64.0**. This can be due to the reason that rural senior secondary school students with high home environment learn how to live and behave in the society in a better manner and thus developing a good value system for themselves.

6. To study the values of urban senior secondary school

students in relation to their home environment.

For the purpose of studying the difference between the values of urban senior secondary school students in relation to their home environment, the following null hypothesis was formulated:

H₀₆ There exists no significant difference among values of urban senior secondary school students in relation to their home environment.

To test the hypothesis, Mean, Standard Deviation, Standard Error of Mean, t-value, degrees of freedom (df), and level of significance of the scores obtained from the values scale was calculated with respect to home environment. The results are presented in Table 6.

Table 6
Descriptive statistics related to the Values among Urban Senior Secondary School Students in relation to their Home Environment

Group (Home Environment)	N	Mean	SD	't' value	Level of Significance
High Home Environment	80	63.73	6.63	8.32**	Significant
Low Home Environment	80	55.08	6.57		

0.05 Level of Significance = 1.98 and 0.01 Level of Significance = 2.61 at df 158

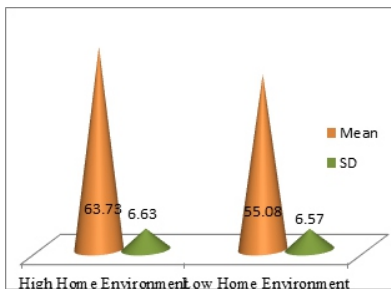


Fig. 5: Home Environment vs Mean Values Scores and SDs of Urban Senior Secondary School Students

From the Table 6 and Fig.5, it can be observed that the t-value of 8.32 was found significant at 0.01 levels with 158 degrees of freedom, which indicates that the values of urban senior secondary school students with high and low home environment differ significantly. So, the null hypothesis i.e. there exists no significant difference among values of urban senior secondary school students in relation to their home environment, is **rejected**. Thus, we can say that values of urban senior secondary school students are affected by home environment. In terms of Mean, it can be seen that mean values score of urban senior secondary school students with low home environment i.e. **55.08** has been found lesser than that of urban senior secondary school students with high home environment i.e. **63.73**. This can be due to the reason senior secondary school students living in urban areas get an environment which is affected by western influence, but parents who provide high or favourable environment to their ward at home tries to preserve their values and culture by incubating it in their ward.

FINDINGS

1. It was found that there exists significant relationship between home environment and values of senior secondary school students. So the null hypothesis i.e. there exists no significant relationship between home environment and values of senior secondary school students, was **rejected**.

2. The present result revealed that the values of senior secondary school students with high and low home environment differ significantly. So, the null hypothesis i.e. there exists no significant difference among values of senior secondary school students in relation to their home environment, was **rejected**.

3. It was found that the values of male senior secondary school

students with high and low home environment differ significantly. So, the null hypothesis i.e. there exists no significant difference among values of male senior secondary school students in relation to their home environment, was **rejected**.

4. Significant difference was found between the values of female secondary school students with high and low home environment. So, the null hypothesis i.e. there exists no significant difference among values of female senior secondary school students in relation to their home environment, was **rejected**.

5. It was found that the values of rural senior secondary school students with high and low home environment differ significantly. So, the null hypothesis i.e. there exists no significant difference among values of rural senior secondary school students in relation to their home environment, was **rejected**.

6. The present result indicated that the values of urban senior secondary school students with high and low home environment differ significantly. So, the null hypothesis i.e. there exists no significant difference among values of urban senior secondary school students in relation to their home environment, was **rejected**.

CONCLUSION

In Indian scenario, we are gradually moving from joint family system to nuclear family system. There is a high degree of stress, especially in the younger generation, owing to fast paced modern day lifestyle. Factors like religious fanaticism, stockpiling of nuclear weapons and terrorist activities are posing grave threats to global peace. There is a proliferation of vast amounts of information because of internet and media, and this may cause negative impacts, mainly in the more impressionable young minds, unless and until they have something robust to anchor upon. Inculcation of values among the students can play a very important role by shielding them from all such influences. So, the family should provide a blissful and cheerful atmosphere to the students which will develop the love, affection, tolerance, generosity and values among them. Family is the foundation on which values are built. Family plays a major role in helping a child socialize and has great influence on the progress of the child.

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