



A COMPARATIVE STUDY ON HOME ENVIRONMENT OF EARLY ADOLESCENT STUDENTS IN SELECT GOVERNMENT AND PRIVATE SCHOOL IN TIRUNELVELI DISTRICT, TAMIL NADU.

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ABSTRACT

The research study attempted to compare the home environment of early adolescent students in select government and private school. For the purpose of the present study 100 students (both boys and girls) with mean age 13 years belonging to select government and private school in Tirunelveli district were selected using convenient sampling technique. The Home environment inventory developed by Dr. Karuna Shankar Misra was used to measure home environment of the school students. It suggests that home environment is an important Psycho social development indicator for the adolescent students. The study indicates that government school students have less interference from autocratic atmosphere in which many restrictions are imposed on children by the parents in order to discipline them; the rewarding home environment is found to be more among the private school students; the protectiveness is found to be more among the private school students.

KEYWORDS : Home Environment, Adolescent, Psycho social development

Introduction

Family is a very important unit of social institution. Individual cannot live without family, similarly family cannot establish without individual. Family plays an important role in an individual's life. Family members, interactions among them, discipline in family, and faults and abnormalities in family relationship influence child's social, emotional and cognitive development. Researchers have always been interested in studying the impact of child rearing practices and parent-child relationship on children's personality.

Family has been defined in a number of ways. Family is defined as "a group of people living in the same house or under one head, including parents, children, relatives and servants" (The World Book Dictionary, 1992).

During the past few decades home environment had been identified as being a significant contributing factor in a child's educational, cognitive and affective development.

Adolescence

The word adolescence is derived from a Latin word 'adolescere' meaning to grow or to grow to maturity. Stanley Hall who is regarded as the father of adolescent psychology often referred to this phase as a period of "stress and storm". It is divided into early adolescence and late adolescence. "It is characterized as a life span of problems, time of change, search of identity, a dreaded age and a time of unrealism and threshold of adulthood."

Parenting behavior

Parenting or child rearing is the process of promoting and supporting the physical, emotional, social, and intellectual development a child from infancy to adulthood. The children used to learn from their parents. They observe them closely and learn everything from them. Disciplining is essential and started at home. Hence, it is the responsibility of the parents to discipline the children in the first hand. The following dimensions are to be taken in to account to assess the home environment of the adolescents.

1. Social Isolation: Use of isolation from beloved persons except family members for negative sanctions.
2. Reward: Material as well as symbolic rewards to strengthen or increase the probability of desired behavior
3. Protectiveness: Prevention of independent behavior and prolongation of infantile care.
4. Permissiveness: provision of opportunities to child to express his views freely and act according to his desires with no interference from parents.

Review of Literature

A study on one hundred female adolescent students and their mothers reveals that underachievers were found to face slightly more family pathology. The study also revealed that family related problems are crucial for predicting student's achievement on the other hand; satisfaction from communication with parent is a positive emotion which equips individual with happiness and better adjustment (Mitra & Mukherjee, 2012).

The research is to study the perceived mode of parenting style and to assess the kind of Interpersonal relationship of selected adolescent respondents. And to determine relationship between each perceived mode of parenting style and the kind of interpersonal relationship of the respondents. A total of 200 adolescents (both boys and girls) in the age group 13-16 were considered for the study. Male and female respondents did not differ in their interpersonal relationship. The rejection vs. acceptance, neglect Vs. Indulgence, faculty role Vs expectation, parenting style of both the parents were positively correlated to interpersonal relationship. There is no significant correlation between perceived mode of parenting styles and interpersonal relationship among the respondents (Laxmi and Kadappati, 2012).

The study conducted to assess the gender differences in perceptions of home environment in a sample of 1011 Indian adolescents. The results of the study revealed significant gender differences in control, protectiveness, and social isolation, and reward, deprivation of privileges, rejection and permissiveness components of home environment. The intervention strategies were also discussed to improve the home environment of adolescents for promoting their well-being (Kaur, 2009).

The family environment affects children's emotional intelligence in three aspects. Firstly children learn emotions by observing the people around them. Secondly their experiences and behaviors related to parent's emotions ensure children to become appropriate to society's expectations. Thirdly factors reflecting the emotional status of family such as the quality of emotional attachment between the child and the parents, attitude of parents, emotional and social openness, and marital relationship of parents have impacts on emotional intelligence. Therefore, the home environment is a most powerful informal learning situation in which the family, more especially parents, acts as educators (Morris et al., 2007).

Objective

- To find the nature of home environment of government school students.
- To find the nature of home environment of private school students.
- To compare the home environment of government and private school early adolescent students.

Hypotheses

1. Social isolation would be more among government school students than private school students.
2. Rewarding would be more among private school students than government school students.
3. Protectiveness would be more among private school students than government school students.
4. There would be more permissiveness among the government school students.

Sample

Total of 100 Early Adolescent students belonging to the age range 12 to 14 years were chosen from select government and private school, using the method of convenient sampling.

Tool used

The Tool Home environment inventory developed by Dr. Karuna Shankar Misra was used to measure home environment of the school students with reliability values ranging from 0.726 to 0.947 across its dimensions. The Home Environment Inventory (HEI) is an instrument designed to measure the psycho-social climate of home as perceived by children, HEI has 100 items belonging to 10 dimensions of home environment.

Procedure

A Sample of 100 school students was selected in which 50 students are from government school and 50 students are from private school. With the permission of Chief Educational Officer, the data was collected from the schools. The students were asked to sit comfortably and the home environment questionnaire was distributed to them. The procedure for making the responses on the booklet was explained to them. They were asked to mark on the given cells which were appropriate to them. They took one hour for completing the questionnaire. After answering the questionnaire it was collected from the students. The obtained data was tabulated.

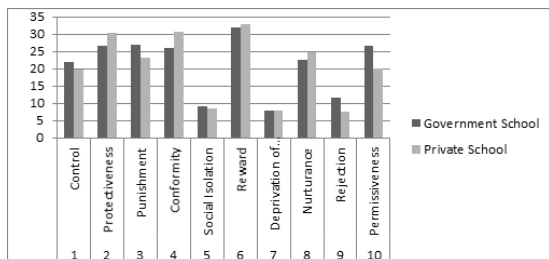
Research design: Non experimental - Survey research design was used for the present study.

Results and Discussions

Table 1: shows the mean score of dimensions of home environment among government and private school students

Sl. No	Dimensions	Government School	Private School
1	Control	21.82	19.74
2	Protectiveness	26.72	30.43
3	Punishment	27.06	23.27
4	Conformity	25.88	30.54
5	Social Isolation	9.14	8.66
6	Reward	31.88	32.89
7	Deprivation of privileges	7.98	7.98
8	Nurturance	22.5	24.64
9	Rejection	11.74	7.44
10	Permissiveness	26.48	20.12

Figure 1: shows the mean score of various dimensions of home environment among government and private school students.



From table 1 and figure 1 it reveals that the government school students have more social isolation in their home environment than the private school students thus the use of isolation from beloved persons except family members for negative sanctions is more among the government school students. Hence, the hypothesis 1 is accepted.

From table 1 and figure 1 indicates that the private school students have more reward from their home environment than the government

school students thus the material as well as symbolic reward to strengthen or increase the probability of desired behavior is high among the private school students. Hence, the hypothesis 2 is accepted.

From table 1 and figure 1 the private school students have more protectiveness in their home than the government school students thus the prevention of independent behavior and prolongation of infantile care is high among the private school students. Hence, the hypothesis 3 is accepted.

From table 1 and figure 1 the government school students have more permissiveness in their home than private school students thus they can express their views and act according to their desires. Hence, the hypothesis 4 is accepted.

Conclusion

1. The study indicates that government school students have less interference from autocratic atmosphere in which many restrictions are imposed on children by the parents in order to discipline them.
2. The rewarding home environment is found to be more among the private school students.
3. The protectiveness is found to be more among the private school students.
4. The government school students have more permissiveness in their home than private school students.

Recommendations for Further Research

1. Large population based study is recommended.
2. Experiential sampling can be helpful for better exploration of the study.
3. Statistics can be applied to have further interpretations.

Delimitations of the Present Study

1. The restricted representation of the population for the study is not sufficient.
2. The study focused on select schools.
3. The study could also include the response from the parents.

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