



RELATIONSHIP BETWEEN HOME ENVIRONMENT AND VALUE PERCEPTION OF HIGHER SECONDARY STUDENTS

Education

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ABSTRACT

The main purpose of the study was to find out there is any relationship between Home Environment and Value Perception of higher secondary students. The investigator adopted normative survey method for the collection of data. The sample consists of 280 higher secondary students randomly selected from 9 schools from Sivagiri Taluk. The investigator used two tools. The home environment tool was prepared and validated by investigator (M.Ajitha) and guide (Dr.V.Kasirajan). The findings of the result revealed that i) 19.3% have low level, 61.8% have moderate level and 18.9% have high level of home environment of higher secondary school students. ii) 20.0% have low level, 63.6% have moderate level and 16.4% have high level of value perception of higher secondary school students. iii) there is significant relationship between home environment and value perception of higher secondary students

KEYWORDS:

home environment, higher secondary school students.

INTRODUCTION

A home is a place where pupils live with their parents or guardian and it is the place where they are groomed. It is a place where the pupils begin to learn the norms and values of the society in which they find themselves. The family is a social unit in any society and it is the source of early stimulation and experience in children. The family, being a powerful influence on the child and its importance as a primary agent of socialization could in no doubt enhance or hinder the academic achievement of the child depending on the social climate in the family. The home environment means the family background of the students; 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. 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. The education received by a child from parents and significant others at home is most likely to have a highly significant and dominant effects on the behaviours of the child later in life. Perceived value is often used with perfumes, for example. Perfumes tend to be associated with a glamorous celebrity in order to create a mystique and perception of luxury. Alternatively, they may be the subject of elaborate and expensive advertising campaigns to create a strong image for the perfume. Consumers commonly do not realize that the costs of production for perfumes are relatively low. Values provide the underlying meanings that give continuity to decisions and actions. Erosion of values leads to destruction of our nation. The erosion of values leads to many ills that our society as a whole is suffering from today. There is erosion of social, moral, cultural, economic and political values at all levels. So value education is the need of the hour. As the value perception decides the success of the students in their life and becomes a foundation on which the society will be built.

SIGNIFICANCE OF THE STUDY

The perfect parental support enhances the behavioral development of the children. The parental support for children can be expressed in many ways: Supportive parents can express their interest in children's activities, talk with them a good deal, take them on outings and games with them, provide help with everyday problems and school work, express enthusiasm and praise over their accomplishments and show affection and love. Children's behavioral development is affected by the environments in which they live. The good Home Environment depends on the perfect mother – father relationship.

The uncontrollable growth of population, unemployment, violence, lack of responsibility and materialistic tendencies that we find among people are the other reasons for moral deterioration. The widespread indiscipline, falling standards, malpractices in examinations and lack of respect for the elders are some of the factors found everywhere. Knowledge is expanding but human personality is shrinking.

To overcome this unsatisfactory condition, developing desirable

values in the pupils is the only way. The Kothari Commission (1964-1966) has rightly stated, "The expanding knowledge and the growing power which it places at the disposal of modern society, must therefore be combined with the strengthening and deepening of the sense of social responsibility and a keener appreciation of moral and spiritual values". Hence inculcating desirable values is more important than giving more knowledge.

The inseparable link between education and values is evident in the nature and aim of education. A life without values is an empty life. If it is the business of education to impart an integrated view of life, and if education has relationship with the meaning of life, then proper value perception of education becomes imperative.

Values provide the underlying meanings that give continuity to decisions and actions. Erosion of values leads to destruction of our nation. The erosion of values leads to many ills that our society as a whole is suffering from today. There is erosion of social, moral, cultural, economic and political values at all levels. So value education is the need of the hour. As the value perception decides the success of the students in their life and becomes a foundation on which the society will be built. Normal family can decrease the chances of children becoming valued by creating a negative social dynamic within the family. If the home and school promote the value perception of all members of the community. So the investigator has decided to do a research on the title "Relationship between Home Environment and Value Perception of higher secondary students".

OBJECTIVES OF THE STUDY

1. To find out the level of home environment of higher secondary school students
2. To find out the level of value perception of higher secondary school students
3. To find out whether there is any significant relation between home environment and value perception of higher secondary school students.

HYPOTHESIS OF THE STUDY

1. The level of home environment of higher secondary school students is average
2. To find out the level of value perception of higher secondary school students is average
3. There is no significant relation between home environment and value perception of higher secondary school students.

METHODS OF THE STUDY

A descriptive survey method was adopted to conduct this study.

POPULATION AND SAMPLE

Population for this study was students studying XI and XII standard in higher secondary schools in Sivagiri Taluk. The investigator used the simple random sampling technique for selecting the sample. The investigator selected 280 higher secondary school students from Sivagiri Taluk.

STATISTICAL TECHNIQUE

Percentage analysis and correlation

TOOLS

1. Home environment scale was prepared and developed by M.Ajitha (Investigator) and Dr. V. Kasirajan (Research Supervisor).
2. Value perception was developed by Rajalakshmi and Dr. V.Kasirajan

ANALYSIS

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

**TABLE-1
THE LEVEL OF HOME ENVIRONMENT OF HIGHER SECONDARY SCHOOLSTUDENTS**

Variable	Low		Moderate		High	
	No	%	No	%	No	%
Home environment	54	19.3	173	61.8	53	18.9

It is inferred that among higher secondary students, 19.3% have low level, 61.8% have moderate level and 18.9 % have high level of home environment of higher secondary school students.

2. To find out the level of value perception of higher secondary school students

**TABLE-2
THE LEVEL OF VALUE PERCEPTION OF HIGHER SECONDARY SCHOOLSTUDENTS**

Variable	Low		Moderate		High	
	No	%	No	%	No	%
Value perception	56	20.0	178	63.6	46	16.4

It is inferred that among higher secondary students, 20.0% have low level, 63.6% have moderate level and 16.4% have high level of value perception of higher secondary school students.

Null hypothesis 1

There is no significant relationship between home environment and value perception of higher secondary students.

TABLE -3 RELATIONSHIP BETWEEN HOME ENVIRONMENT AND VALUE PERCEPTION OF HIGHER SECONDARY STUDENTS

Correlation	N	Calculated 'r' value	Table 'r' value	Remark
Home environment and value perception	287	0.608	0.113	S

(At 5% level of significance the table value 'r' is (0.139)

It is inferred from the above table that the calculated 'r' value (0.608) is greater than the table value (0.139) at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant relationship between home environment and value perception of higher secondary students

MAJOR FINDINGS OF THE STUDY

1. 19.3% have low level, 61.8% have moderate level and 18.9 % have high level of home environment of higher secondary school students.
2. 20.0% have low level, 63.6% have moderate level and 16.4% have high level of value perception of higher secondary school students.
3. There is significant relationship between home environment and value perception of higher secondary students

INTERPRETATION

The "" result shows that there is significant relationship between home environment and value perception. This may be due to the fact that home environment involved in their children practices positively affects vale perception. The students develop their value perception depending from their home environmental because the home

environment provide moral value and good virtues such as honesty, integrity, truthfulness, compassion, helpfulness, love and respectfulness. The future of our country depends upon the moral values imparted to them during their student life. Moral lessons should be properly implemented among students in school and colleges.

Recommendations

Based on the result of the findings of study, the following recommendations among others are made:

1. Parents should provide their children/wards with essential materials that will help them improve on their academic performance.
2. The principals of higher secondary schools in the state should discuss/educate parents on the importance of providing adequate learning materials as well as creating learning environments in their homes to their children. This could be discussed in the Parent/Teachers Association meetings.
3. The parents and teacher should engaged to their students have an immense power of observation and their feelings are deep-rooted. They always observe their parents at home and their teachers in school.
4. Teachers are the source of inspiration for students. The relationship between student and teacher is very strong. The moral education can be taught at educational institutions. Our curriculum may include the study of life biographies of great personalities who followed the right path in life.
5. The teacher should be adopted in the curriculum and method of teaching moral values to students is universal. It is the most important duty of the teachers. If a child misbehaves or tells lies, people blame the parents and teachers.

CONCLUSION

The study reveals that there is a great correlation on influences of home environment and students' value perception in the selected higher secondary students. The researcher provided different alternatives to help students develop their value perception depending from their home environmental challenges. The study came up with ways which the respondents accepted. These alternatives include: positive motivation, students readiness, hardworking, home restructuring, and consideration for home geographical location. The relationship between home environment and students' value perception, hence the need for educationists, psychologists, and the government to educate educational administrators, educational policy makers, teachers, and students on the influences of home environment and challenges on value perception.

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