



STUDY OF HOME ENVIRONMENT OF HIGHER SECONDARY STUDENTS IN KERALA

Education

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ABSTRACT

This study aims at finding out the differences in home environment with regard to gender and locality. Objectives of the study were: (i) To compare home environment of Higher Secondary male and female Students; (ii) To compare home environment of rural and urban Higher Secondary Students. Sample of 800 Higher Secondary students from four districts of Kerala were selected through random sampling method. Home environment inventory by Dr. Karuna Shankar Misra was used to collect the data. The data was analysed by Product Moment Correlation and Z-test. The main findings are: (i) A significant difference was found in home environment of male and female higher Secondary students. It is in favour of male students. (ii) A significant difference was found in home environment of rural and urban Higher Secondary Students. It is in favour of urban school students.

KEYWORDS

home environment and Higher Secondary Students.

INTRODUCTION

Home environment refers to all sorts of moral and ethical values and emotional, social and intellectual climate set up by the family members to contribute to the wholesome development of an individual. Family with its physical, intellectual and emotional aspects shapes a child's life in his journey towards self-fulfilment. Individual differences owe their origin mostly to a number of variables created by home, which may hinder or help the progressive growth of the child (Ahamad & Hasan, 2003). Home and school environment share an influential space in a child's life in social environment, and there exists a unique juxtaposition between the two. Home is a social unit that exerts the greatest influence on the development of an individual's behaviour.

A good home environment is the result of good cooperation among family members, economic conditions, educational status of family members, caring nature of parents and other family members and positive attitude of family towards pupil. The family environment is influenced by a number of factors like family type, number of siblings, ordinal position, parents' education, parents' occupation and family income. Family as a social institution provides first lesson in socialization to the child in home environment. It is in a family that the child learns social relations (Ahluwalia & Shyam, 1975). The child's ego, individual preferences, personal likings are shaped in the home. The basic needs – food, clothing, shelter and education are provided at home. Home also provides security. The child learns at home how basic needs are met, how money is earned and how needs are satisfied. It is from home that the children learn lessons on economic independence (Chaudhary & Kang, 2010).

Home provides occasions and circumstances, conditions and facilities for the all round development. A healthy home environment free from hurries and worries is a boon for every child. Family furnishes the basic environment for building personality of the individual. The factors influencing home environment are influencing the child also. Home environment is the measure of the quality and the quantity of the cognitive, emotional and social support that has been available to the child within the home (Sangwan & Manocha, 1998).

OBJECTIVES OF THE STUDY

1. To compare home environment of Higher Secondary male and female Students.
2. To compare home environment of rural and urban Higher Secondary Students.

METHOD ADOPTED IN THE STUDY

Survey method was adopted in the present study. The sample for this study consisted of 200 Higher Secondary Students from Thiruvananthapuram district in Kerala. For sample selection stratified random sampling technique was used. Firstly, selections of schools were made on the basis of sex, i.e., boys' and girls' schools, secondly, selections of schools were made on the basis of locale, i.e., urban and rural schools. Students studying in XI and XII class were taken from the above mentioned district randomly. They constitute the population of this study. The tool used for the study was Home Environment Inventory (HEI) by Mishra (2001). The present home environment

inventory (HEI) is an instrument designed to measure the psychosocial climate of home as perceived by children. It provides a measure of the quality and quantity of the cognitive, emotional and social support that has been available to the child within the home. HEL has 100 items belonging to ten dimensions of home environment.

STATISTICAL TECHNIQUES USED

Mean, Standard Deviation and 'Z' test was used to find out the significance of difference between the mean scores.

ANALYSIS AND INTERPRETATION

OBJECTIVE 1

To compare home environment of Higher Secondary male and female students

HYPOTHESIS

There will be no significant difference in home environment of Higher Secondary male and female students.

TABLE 1 Home Environment Scores of Higher Secondary male and female students

Home Environment Scores	Male	Female
131-140	3	8
141-150	8	17
151-160	14	26
161-170	13	20
171-180	8	12
181-190	13	6
191-200	15	6
201-210	8	3
211-220	6	3
221-230	4	0
231-240	4	0
241-250	2	0
251-260	0	0
261-270	1	0
271-280	0	0
281-290	0	0
291-300	0	0
TOTAL	99	101

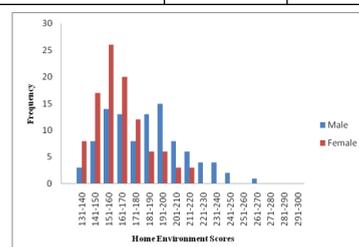


FIG. 1 Home Environment Scores of Higher Secondary Male and Female students

TABLE 2 Genderwise \bar{x} , σ , N , σD and Z -value of home environment of Higher Secondary Male and Female students

Gender	\bar{X}	σ	N	σD	Z – Value
Male	181.62	10.01	100	.90	9.25*
Female	160.75	14.69	100		

*significant at 0.01 level of significance

From Table 2, it is evident that the Z-value of home environment of Higher Secondary Male and Female students is 9.25 which is significant at 0.01 level of significance with 798 degree of freedom. It indicates that the mean scores of home environment of Higher Secondary Male and Female students differ significantly. In this context, the null hypothesis that 'there is no significant difference in home environment of Higher Secondary Male and Female students' is rejected. Further, the mean score of home environment of Higher Secondary Male students is 181.62 which is significantly higher than that of female students whose mean score of home environment is 160.75. it may, therefore, be concluded that Higher Secondary male students have more favourable home environment than Higher Secondary female students.

OBJECTIVE 2

To compare home environment of rural and urban Higher Secondary students

HYPOTHESIS

There is no significant difference in home environment of rural and urban Higher Secondary students.

TABLE 2 Home environment Scores of rural and urban Higher Secondary students

Home Environment Scores	Rural	Urban
131-140	6	5
141-150	15	10
151-160	25	15
161-170	22	11
171-180	11	9
181-190	7	14
191-200	6	13
201-210	4	7
211-220	2	7
221-230	1	3
231-240	1	3
241-250	0	2
251-260	0	0
261-270	0	1
271-280	0	0
281-290	0	0
291-300	0	0
TOTAL	100	100

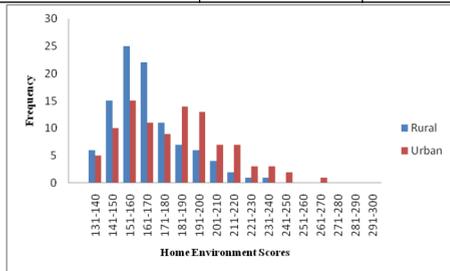


FIGURE 2. Home environment Scores of rural and urban Higher Secondary students.

TABLE 3 Locality wise \bar{x} , σ , N , σD and Z -value of home environment of Rural and Urban Higher Secondary students

Locality	\bar{X}	σ	N	σD	Z –value
Rural	163.01	17.21	100	.72	6.84
Urban	179.11	25.59	100		

Significant at 0.01 level of significance

From Table 3, it is evident that the 'z' value of home environment of rural and urban Higher Secondary Students is 6.84, which is significant

at 0.01 level of significance with df 798. This indicates that the mean scores of home environment of rural and urban Higher Secondary Students differ significantly. In this context, the null hypothesis that 'there will be no significant difference in home environment of rural and urban Higher Secondary Students' is rejected. Further, mean scores of home environment of urban Higher Secondary Students is 179.11 which is higher than that of rural students whose mean score is 163.01 it may, therefore, be concluded that urban Higher Secondary Students have better home environment than rural students.

MAJOR FINDINGS

1. A significant difference was found in home environment of male and female higher Secondary Students. It is in favour of male students.
2. A significant difference was found in home environment of rural and urban Higher Secondary students. It is in favour of urban higher Secondary Students.

CONCLUSION

Careful analysis and interpretation of data has revealed the following conclusions:

It was found in the major findings of the study that male students were found to possess better home environment than female students. Consequently, male students belong to better home environment. Furthermore, the study reveals that urban higher secondary students have better home environment, so it can be concluded that urban background puts its effect on home environment of Higher Secondary students. This may be due to the fact that parents in urban are conscious for providing maximum facilities for children's growth whereas rural parents are ignorant of the importance of these facilities.

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