

Home environment among high school students

Hiral Prajapati^{1*}

ABSTRACT

The present study aimed to know the home environment among high school students. It also aimed to check home environment with reference to gender and type of residence. Home Environment Inventory (HEI) by K.S. Mishra (2012) was used. The sample constituted total 120 high school students out of which 60 were from boys students (30 Urban Area and 30 Rural Area) and 60 from girl students (30 Urban Area and 30 Rural Area). The data was collected from Patan City. The data was scored, analyzed as per the manual. 'F' test was being calculated. The result showed that 1. There is significant difference in the mean score of home environment among the boys and girls high school students. The boy high school students group is having good home environment than girl high school students group. 2. There is no significant difference in the mean score of home environment among the high school students of urban and rural area, and 3. There is significant difference in the interactive effect of the mean scores of home environment with regards to the gender and type of residence. The boy high school students of rural area group is having good home environment than girl high school students of urban area group.

Keywords: Home Environment, Boys Students And Girls Students, Urban And Rural Area

Home is a place of residence or refuge and comfort. It is usually a place in which an individual or a family can rest and be able to store personal property. Most modern-day households contain sanitary facilities and a means of preparing food. Animals have their own homes as well, either living in the wild or in a domesticated environment. As an alternative to the definition of "home" as a physical locale, home may be perceived to have no physical definition--instead, home may relate instead to a mental or emotional state of refuge or comfort.

Home environment is the quality and quantity of the cognitive, emotional and social support that has been available to the child within the home and connotes the psychological environment of home. The total home environment refers to both positive and negative conditions which interact with each other, either favourably or unfavourably, to determine home environment to be 'better' or 'poor'. Home environment refers to aspects of people's domestic lives that contribute to their living conditions. These factors may be physical (poverty, psychological conditions due to parenting; social circumstances (nest, living etc or

¹Ph.D. Scholar, Department of Psychology, Hemchandracharya North Gujarat University, Patan, India

*Responding Author

Received: February 7, 2020; Revision Received: March 21, 2020; Accepted: March 31, 2020

Home Environment among High School Students

wider cultural patterns of life related to the location (Suburban environments, Urban environments).

Family is the first social environment introduced to the child, or it can be said that a child was familiar with social relations first of all in the family environment. The existence of a single family member interaction with other family causes a child to realize about herself that function as individuals and as social beings. As an individual, he must fulfill all their needs in order to survive in this world. Meanwhile, as social beings, he adjusts to life along the mutual-help and learn the customs prevailing in society. Thus, the development of a child in the family is largely determined by the condition of the family and the experiences that are owned by their parents so that, in the life of society we will find that the child's development with one another will vary. Family environment serves as the foundation stone of the child's personality. Because the seeds of knowledge the children first get in a family environment. Families also provide the basic skills of cognitive functions, social, emotional, religious and norms. Overall, the family is the beginning of a decisive character and knowledge of children. As in the family, for children is something that is most likely to gain knowledge and experiences that are fundamental for children than other environments, such as social environment, schools and so forth So the wise family environment is considered as prominent for children overall development.

Ilesanmi Oluwafemi Temitayo (2016) had relationship between home environment and academic performance a case of clinical medical rehabilitation students of obafemi a wolowo university. The data were collected from 102 clinical students who were purposively sampled from the department of Medical Rehabilitation using structured questionnaire. Data were collated and analyzed using descriptive and inferential statistics of Pearson Chi-square and multiple regression analyses. The result showed that there was statistically significant association between academic performance and father's level of income, the number of study hours per day and the average number of meals taken per day.

Objective

The objectives are:

1. To Study of the home environment among the boys and girls high school students.
2. To Study of the home environment among the high school students of urban and rural area.
3. To Study of the interactive effect of home environment with regards to gender and type of residence.

METHODOLOGY

Hypothesis

1. There will be no significant difference in the mean score of home environment among the boys and girls high school students.
2. There will be no significant difference in the mean score of home environment among the high school students of urban and rural area.
3. There will be no significant difference in the interactive effect of the mean scores of home environment with regards to the gender and type of residence.

Sample

The sample of the present study constituted total 120 high school students out of which 60 were from boys students (30 Urban Area and 30 Rural Area) and 60 from girl students (30 Urban Area and 30 Rural Area).

Home Environment among High School Students

Research Design

A total sample of 120 high school students equally distributed between gender and type of residence from Patan City selected for the research study.

Showing the table of Sample Distribution

Type of residence	Gender		Total
	Boys students	Girls students	
Urban Area	30	30	60
Rural Area	30	30	60
Total	60	60	120

Variable

Independent Variable

1. **Gender:** Boys and Girls students.
2. **Type of residence:** Urban Area and Rural Area.

Dependent Variable: Home environment Score.

Tools

Home Environment Inventory (HEI) constructed by K.S. Mishra (2012). The scale consisted of has 100 items belonging to ten dimensions of home environment i.e. Control, Protectiveness, Punishment, Conformity, Social Isolation, Reward, Deprivation of privileges, Nurturance, Rejection and Permissiveness. Its has test-retest reliability 0.87, 0.74, 0.94, 0.86, 0.87, 0.85, 0.90, 0.84 & 0.72. Home Environment Inventory has been found to posses content validity as measured with the help of views expressed by judges criterion related validity could not be established because of the lack of appropriate external criteria.

Procedure

The permission was granted from various high school students for data collection in Patan City after the establishment of rapport, personal information and the 'Home Environment Inventory (HEI)' was administrated the data was collected, scored as per the manual and analyzed. The statistical method 'F' test was calculated and results were interpreted.

RESULT AND DISCUSSION

Table: 1 The Table showing sum of variance mean 'F' value and level of significance of gender and type of residence.

Sum of Variance	Df	Mean	F-value	Sign. Level
SS _A	1	9792.13	9.78	0.01**
SS _B	1	700.83	0.70	N.S.
SS _{A*B}	1	5280.13	5.27	0.05*
SS _{Error}	136	1001.23	—	—
SS _{Total}	139	131915.97	—	—

*0.05=3.93, **0.01=6.85, N.S.= Not Significant

A = Gender,

B = Type of residence

A₁ = Boys students

B₁ = Urban Area

A₂ = Girls students

B₂ = Rural Area

Home Environment among High School Students

Table: 2 The Table showing the Mean Score of home environment of boys and girls students.

	A (Gender)		'F' value	Sign.
	A ₁ (Boys students)	A ₂ (Girls students)		
M	258.55	240.48	9.78	0.01
N	60	60		

The above table no.2 shows the mean score of home environment of boys and girls high school students. The mean score of boy high school students group is 258.55 and girl high school students group is 240.48. The 'F' value is 9.78 is significant at 0.01 level. This means that the two group effect under study differ significantly in relation to home environment and gender. It should be remembered here that, according to scoring pattern, higher score indicates good home environment. Thus, from the result it could be said that, the boys high school students group is having good home environment than girls high school students group. Therefore, the hypothesis no.1 that, "There is no significant difference in the mean score of home environment among the boys and girls high school students" is rejected.

Table: 3 The Table showing the Mean Score of home environment of type of residence.

	B (Type of residence)		'F' value	Sign.
	B ₁ (Urban Area)	B ₂ (Rural Area)		
M	251.93	247.10	0.70	N.S.
N	60	60		

The above table no.3 shows the mean score of home environment among high school students of urban and rural area. The mean score of high school students of urban area group is 251.93 and high school students of rural area group is 247.10. The 'F' value is 0.70, which was found to be not-significant level at 0.05. Therefore, the hypothesis no.2 that, "There is no significant difference in the mean score of home environment among the high school students of urban and rural area" is accepted.

Table: 4 The Table showing the interactive effect of the Mean Score of home environment of gender and type of residence.

			A		'F' value	Sign.
			A ₁	A ₂		
M	B	B ₁	254.33	249.53	5.27	0.05
		B ₂	262.77	231.43		
N			60	60		

The above table no.4 shows the interactive effect of home environment among the gender and type of residence. The mean score of boy high school students of urban area group is 254.33, boy high school students of rural area group is 262.77, girl high school students of urban area group is 249.53 and girl high school students of rural area group is 231.43. The 'F' value is 5.27 is significant at 0.05 level. This means that the four group interaction effect under study differ significantly in relation to home environment, gender and type of residence. It should be remembered here that, according to scoring pattern, higher score indicates good home environment. Thus, from the result it could be said that, the boy high school students of rural area group are having good home environment than girl high school students of urban area group. Therefore, the hypothesis no.3, "There is no significant difference in the interactive

Home Environment among High School Students

effect of the mean scores of home environment with regards to the gender and type of residence” is rejected.

CONCLUSION

1. There is significant difference in the mean score of home environment among the boys and girls high school students. The boy high school students group is having good home environment than girl high school students group.
2. There is no significant difference in the mean score of home environment among the high school students of urban and rural area.
3. There is significant difference in the interactive effect of the mean scores of home environment with regards to the gender and type of residence. The boy high school students of rural area group are having good home environment than girl high school students of urban area group.

REFERENCES

- Egunsola, A. O. E. (2014). Influence of Home Environment on Academic Performance of Secondary School Students in Agricultural Science in Adamawa State Nigeria. IOSR Journal of Research & Method in Education (IOSR-JRME) e-ISSN: 2320-7388,p-ISSN: 2320-737X Volume 4, Issue 4 Ver. II, PP 46-53.
- Ilesanmi Oluwafemi Temitayo (2016). Determining the Relationship between Home Environment and Academic Performance. a case of Clinical Medical Rehabilitation Students of Obafemi Awolowo University. Texila International Journal of Public Health Volume 4, Issue 4.
- Jagpreet Kaur, J. S. Rana and Rupinder Kaur (2017). Home Environment and Academic Achievement as Correlates of Self-concept among Adolescents. Stud Home Comm Sci, 3(1):13-17.
- Jayanthi J. and Srinivasan K. (2015). Influence of Home Environment on Academic Achievement in Mathematics. IOSR Journal of Mathematics (IOSR-JM) e-ISSN: 2278-5728, p-ISSN: 2319-765X. Volume 11, Issue 4 Ver. II, PP. 26-31.
- Kamini Sharma (2015). Home environment & study habit of secondary school students. International Journal of Educational Research Studies. Vol-II, Issue- XII.
- Kanchan (2017). Study Habits of Secondary School Students as Related to Family Environment. International Journal of Advanced Research in Education & Technology (IJARET), Vol. 4, Issue 1.
- Mahalakshmi (2015). Personality and home environment among the higher secondary school students. Shanlax International Journal of Education, Vol. 4, No. 1, ISSN: 2320 – 2653.
- Mishra, K.S. (2012). “Manual for Home Environment inventory (HEI)”. National Psychological Corporation, Agra.

Acknowledgements

The author appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interest

The author declared no conflict of interest.

How to cite this article: H Prajapati (2020). Home environment among high school students. *International Journal of Indian Psychology*, 8(1), 924-928. DIP:18.01.115/20200801, DOI:10.25215/0801.115