Research Paper

A Study of Home Environment among School Students of Darbhanga Town

Dr. Nutan Kumari [1]*

ABSTRACT

The present study was conducted on 240 school students of Darbhanga town selected by 2 x 2 x 2 stratified random sampling. The factors of stratification were religion (Hindu and Muslim) x gender (Male and Female) and Academic Achievement Category (High Achiever and Low Achiever) from Darbhanga district. The main objective was: (i) To measure the extent of home environment on academic achievement of sample groups. The extent of home environment was measured by home environment inventory. Percentage of scores was applied for analysis of data. The results revealed that the extent of home environment varied among total and different sample sub-groups.

Keywords: Home Environment, Religion, Gender and Academic Achievement Category

Home environment plays a major role in the mental and social development of the child. Among the social groups that nurture a human being, family plays the most important role; especially, the behavior patterns of parents clearly affect the child's personality. If deprivation and shocking experiences occur during a child's growth, they deeply effect his mental makeup. Studies have shown that the child who is reared up by mother with deep affection warmth and care, grows up in a desirable manner. A child who does not get warmth and loving care from mother is very adversely affected in his development. A study of children who grew up in institution as mother were not able to rear them up, showed that more than 60% of them could not sit till they were 2 years of age and more than 85% of them could not walk till 4 years of age. When they attained the age of 18 to 20 years, their development was recorded of them, 21% had psychosis, 4% had character disorder, 4% were mentally retarded and 2% had psychoneurosis. Only 7% of them could attain a healthy adjustment of life.

Provence and Lipton (1963) compared children reared up under warmth of mother to children reared up in institution under less attention or warmth institutionally brought up children did not have any hunger for getting love. They were neutral in attitude towards adults. Their language development was very retarded. Their play with toys was of a very low level. On the other hand, children grown up under love in family had a keep interest, curiosity and a tendency to try out and experiment. These traits were absent among children reared up in

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[1]Assistant Professor, Department of Psychology, R.K College, Madhubani
*Corresponding Author

institutions. Such children find it very difficult to enter into loving relationships when they grow up.

In USA, there are about 1 crore children who miss right from childhood one of their parents, either due to divorce, separation, death or such reasons. i.e. one in seven children are thus deprived, such events or experiences are most damaging when they occur during the child's tender age. When a child is developing, he internalizes his parents' image and imitates them. But when he is deprived of such experiences, he remains always from an important adult (ideal) example. So he is unable to achieve healthy development and experience difficulty in adjustment. For this very reason, the family is said to play very important role in healthy mental development of a child. If the child is derived from such an environment, a number of psychological problems arise.

After birth, the child's initial interactions are with his parents. With passage of time, a define relationship is established between the child and parents interaction between the child and parents is considered very important for his development. According to an estimate, even in USA, at least 25% families have failed to establish healthy and development-promoting relations with the child. Parents' behavior patterns and home environment are important in such defective relations. The family is our first school for emotional learning. From there we learn how to feel about ourselves and how others react to our feelings, how to thinks about this feelings and what choices we have in reacting and how to read and express hopes and fears. This emotional coaching operates not just through what parents say and do directly to their children, but also through the models they offer for handling their feelings and those that pass between husband and wife. A home can be defined as a spot where a person lives forever, specifically as a part of family unit. It is not an important transient sanctuary, but its characteristics lies in the personalities of the people who lives in it (Anthonia, 2014). As indicated by Anene (2005), an individual presence, development and welfare of life forms are influenced by all inside and outside conditions of environment. Researcher further explained that home environment also incorporates the general population like folks, kin and companions and an individual has to interact with them. Home environment was found to be an important factor in determining academic performance of students. From the beginning, parents have been the major persons involved in raising children in every society. That is why the family is recognized as an important agent of socialization. Adekeyi (2002) observed that it is mainly through their efforts and abilities that children are socialized to become productive citizens. So, wherever parents possess the resources and skills; and apply them effectively and joyfully in raising their children, the entire society benefits. This brings joy and pride to the nation, and encourages development and peaceful co-existence. The children themselves feel good and bring happiness to their parents and the whole community. The home is the first place of learning for the child. The quality of home environment goes a long way in determining the eventual personality and achievement of the child. Psychologists had classified the factors that affect learning into two broad categories namely, nature and nurture. It has been discovered that the two categories play complementary roles. As nature determines the level of intelligence and inherited abilities of the child, nurture helps to maximize these innate abilities. According to Ekinne (2002), nurture involves the home, the school, the environment and peer groups to which the learner belongs. The home has far reaching influence on the child. Babara (1982) said that the child home environment influences attainment at school. Also, Touray (1982) suggested that the home environmental variables could be manipulated to enhance students' academic performance. The home has an important influence on the child's academic achievement. What the child learns at home and how his family motivates him towards education contributes to the child's success in school,

(Essien, 2002). The home as an educational environment is considered as the social psychological contexts or determinants of learning. The term home environment refers to all the objects, forces, and conditions in the home which influence the child physically, intellectually and emotionally (Muola, 2010)

REVIEW OF LITERATURE

Bandhana (2012) was studied that the students with high home environment have higher level of reasoning ability in comparison to one's having low home environment. Furthermore, it was revealed that private school students have higher level of reasoning ability in comparison to the one's belonging to the government schools.

The home environment is considered a powerful influence on the child. A home environment is viewed as consequential for child developmental outcomes such as cognitive ability, school readiness, academic achievement and emotional adjustment (Fantuzzo et. al., 2000). Historically, examinations of the influence of home environments on developmental outcomes have focused on distal variables as the primary measures of home experience, such as the family income, parents' educational level, parents' occupational status, parental involvement and parenting styles of (authoritarian, demanding and permissive parenting styles).

For researcher, Ekanem (2004), framing their investigations of the influence of children's home environments from an ecological perspective, the primary focus on static, contextual settings and variables omits the possibility of examining the dynamic influence of process variables that are found in the child's context of the home. The academic Achievement of any child cannot be separated from the home environment in which the child grows up (Fantuzzo et al, 2000).

Murugan.K and Thilagavathy (2011) found that the students have average reasoning ability and home environment. Significant difference is found in respect of gender, parents education and parents income. It is inferred that a positive and significant relationship exists between reasoning ability and home environment.

P. Mahadevan & Dr. R. Muthumanickam (2013) found that there is no significant difference in the home environment of higher secondary students irrespective of their sub-sample based on gender, locality, type of management and group of study.

M.V.R. Raju and T. Khaja Rahamtulla (2007) to examine the adjustment problems of school students from urban and rural schools of Visakhapatnam district. Adjustment is a process by which a living organism maintains, a balance between the needs and the circumstances. The variables included for the study apart from adjustment (family, social, academic, financial and emotional) are age, gender, class, type of school etc. The study was conducted on a sample of 461 students (197 boys, 264 girls) randomly selected from the various government and private schools from urban and rural areas of Visakhapatnam district, Andhra Pradesh. A standardized questionnaire developed by Jain (1972) was adopted for this study.

Numerous studies revealed that various factors are responsible for scholastic failure of students, such as low socio-economic background, student's cognitive abilities, school related factors, environment of the home, or the support given by the parents and other family members (Khan & Malik, 1999; Gonzalez-Pienda et. al., 2002).

METHODOLOGY

Objectives
● To measure the extent of home environment on academic achievement of sample groups.

Hypothesis
● The extent of home environment will vary in total and different sample sub-groups.

Sample
The present study was conducted on 240 class 9th school students of Darbhanga district of Bihar. The sample was selected by stratified random sampling technique.

The sample stratification was based on:
● Religion   -2(Hindu and Muslim)
● Gender   -2(Male and Female
● Academic Achievement Category   -2(High Achiever and Low Achiever)

Thus, there were 8 strata. From each stratum, 30 cases were selected randomly making a total of 240 cases. The sample design is presented in Table - 1.

Table-1: Sample Design

Religion		Hindu		Muslim		Total
Gender		Male	Female	Male	Female	
Level of Academic Achievement	Higher	30	30	30	30	120
	Lower	30	30	30	30	120
Grand Total		60	60	60	60	240

● High Achiever =   Students who obtained 60% or above
● Low Achiever =   Students who obtain 50% or below

Tools used in data collection
● Personal Data Questionnaire (PDQ)
● Home Environment Inventory (HEI)

Personal Data Questionnaire (PDQ)
This questionnaire was prepared by the research scholar to obtained information about the students name, age, sex, SES, religion etc.

Home Environment Inventory (HEI)
This inventory was developed by (Mishra, 2012). The present home environment inventory is an instrument designed to measure psycho social climate of home as perceived by children. It provides a measure of quality and quantity of the cognitive, emotional and social support that has been available to the child within the home. HEI has 100 items belonging to the ten dimensions of home environment. these dimensions are as follows.

(A) Control
(B) Protectiveness
(C) Punishment
(D) Conformity

(E) Social Isolation
(F) Reward
(G) Deprivation of Privilege
(H) Nurturance
(I) Rejection
(J) Permissiveness

Description of The Inventory:
HEI contained 100 items related to above-mentioned ten dimensions of home environment. The instrument requires students to tell the frequency with which a particular parents-child interactional behavior has been observed by them in their homes. It is 5-point scale from mostly to never. HEI can use individual or in group setting. Test has 5 cell point marking system for score is allotted by constructor, 4 marks to mostly, 3 marks to often, 2 marks to some times, 1 mark to least and 0 marks to never. The item wise "t" value is found out from the test constructor.

RESULTS AND DISCUSSION

Extent of Home Environment on Academic Achievement among School Students of Darbhanga.
In order to measure the extent of home environment among school students of Darbhanga town, home environment inventorywas administered. On the basis of obtained scores, two levels of extent of home environment were categorized- low and high. Percentage of school students are presented in Table 2 and Figure 1.

*Table 4.: Distribution of High and Low Achiever Respondents according to their Extent of Home Environment*

Sample Groups	High Achiever				Low Achiever			
	Favourable		Unfavourable		Favourable		Unfavourable	
	N	%	N	%	N	%	N	%
Total	63	55.60	53	44.40	58	45.00	66	55.00
Male	20	37.50	35	62.50	35	35.00	30	50.00
Female	25	73.80	30	26.20	35	40.00	30	60.00
Hindu	35	66.20	20	33.80	35	45.00	30	55.00
Muslim	29	45.00	32	55.00	30	45.00	29	55.00

The details are as follow:

High and low achiever students:
➢ 55.60% high achiever students had favourable home environment
➢ 44.40% high achiever students had unfavourable home environment

Figure 1: Extent of Home Environment in High and Low Achiever School Students
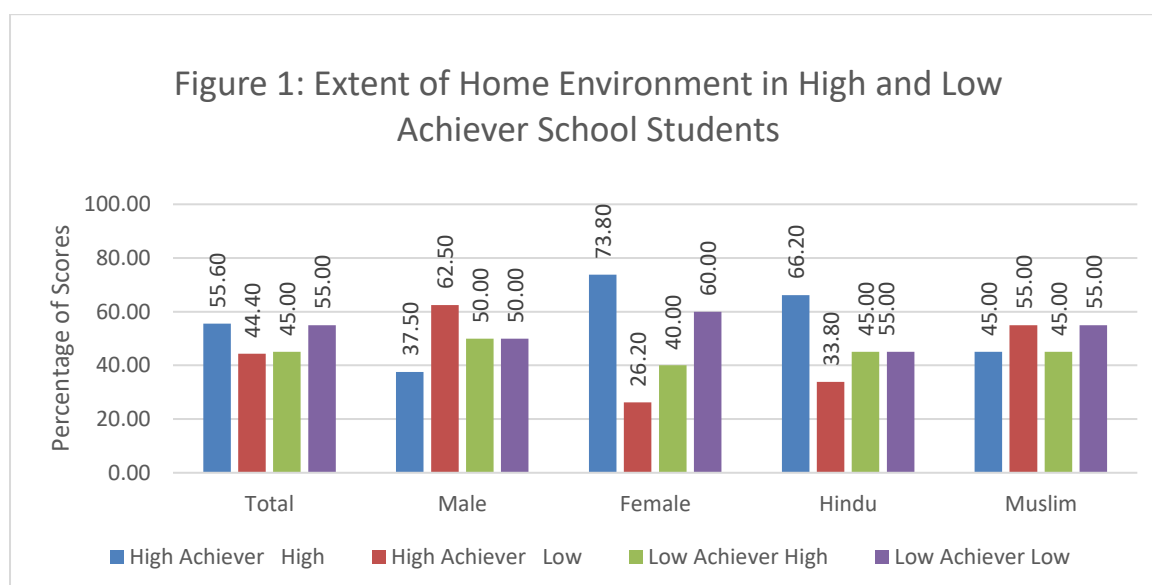
- ➢ 45% low achiever students had favourable home environment
- ➢ 55% low achiever students had unfavourable home environment

High and low achiever male students:
- ➢ 37.50% high achiever male students had favourable home environment
- ➢ 62.50% high achiever male students had unfavourable home environment
- ➢ 50% low achiever male students had favourable home environment
- ➢ 50% low achiever male students had unfavourable home environment

High and low achiever female students:
- ➢ 73.80% high achiever female students had favourable home environment
- ➢ 26.20% high achiever female students had unfavourable home environment
- ➢ 40% low achiever female students had favourable home environment
- ➢ 60% low achiever female students had unfavourable home environment

High and low achiever Hindu students:
- ➢ 66.20% high achiever Hindu students had favourable home environment
- ➢ 33.80% high achiever Hindu students had unfavourable home environment
- ➢ 45% low achiever Hindu students had favourable home environment
- ➢ 55% low achiever Hindu students had unfavourable home environment

High and low achiever Muslim students:
- ➢ 45% high achiever Muslim students had favourable home environment
- ➢ 55% high achiever Muslim students had unfavourable home environment
- ➢ 45% low achiever Muslim students had favourable home environment
- ➢ 55% low achiever Muslim students had unfavourable home environment

CONCLUSION
- ➢ High achieving students was show more favourable home environment than low achieving students.
- ➢ low achieving male students was show more favourable home environment than high achieving male students.

- ➢ High achieving female students was show more favourable home environment than low achieving female students.
- ➢ High achieving Hindu students was show more favourable home environment than low achieving Muslim students.
- ➢ High and low achieving Muslim students was show same response on home environment.

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