

# Study of Home Environment of Secondary School Students in Haryana

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## **ABSTRACT-**

*Home is the place where an individual starts his life. There is a vital contribution of home background in the growth and development of social, emotional, motor, perceptual and cognitive aspects of the individual. Objectives of this study were : (1) To study the home environment of school students; (2) To compare home environment of male and female school students; (3) To compare home environment of rural and urban school students. Sample of 800 senior secondary school students from four districts of Haryana were selected through random sampling method. Home Environment Inventory by Dr. Karuna Shankar Misra used to collect the data. The data was analysed by Product Moment Correlation and Z-test. The main findings are: (1) A significant difference was found in home environment of male and female school students. It is in favour of male students; (2) A significant difference was found in home environment of rural and urban school students. It is in favour of urban school students.*

**KEYWORDS-** home environment and school students.

## INTRODUCTION

In social environment two of its factors namely — home and school environment share an influential space in child's life 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, parent's education, parent's 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 child learns social relations. Crow and Crow have rightly said. "As is the home so is the society." The child shapes his ego, individual preferences, personal likings etc. in the home. The basic needs – food, clothing and shelter are provided by home. Home also gives security. The child learns how basic needs are met, how money is earned and how needs are satisfied. It is from home that children learn lessons in economic independence.

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 .

## OBJECTIVES OF THE STUDY

1. To study the home environment of school students.
2. To compare home environment of male and female school students.
3. To compare home environment of rural and urban school students.

## DESIGN AND METHODOLOGY

### METHODOLOGY

The sample for this study consisted of 800 students from secondary schools of four districts of Haryana (Rohtak, Sonapat, Hisar and Ambala). For sample selection stratified random sampling technique was used. Firstly, selections of schools were made on the basis of sex i.e. male and female schools; secondly selections of schools were made on the basis of locale i.e. urban and rural schools. Students studying in Xth class were taken from the above mentioned districts randomly. They constitute the population of this study.

**Home Environment Inventory (HEI) by Dr. Karuna Shankar Mishra.** The present home environment inventory (HEI) is an instrument designed to measure the psycho-social 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. HEI has 100 items belonging to ten dimensions of home environment.

## STATISTICAL TECHNIQUES USED

Pearson Product Moment correlation 'r' was employed for determining the relationship between Home environment and Emotional intelligence.

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

**ANALYSIS AND INTERPRETATION:**

**Table 1 : Home Environment Scores of School Students**

Home Environment scores	School Students	%age
131-140	43	5.37
141-150	101	12.62
151-160	159	19.87
161-170	133	16.63
171-180	80	10.00
181-190	74	9.26
191-200	82	10.25

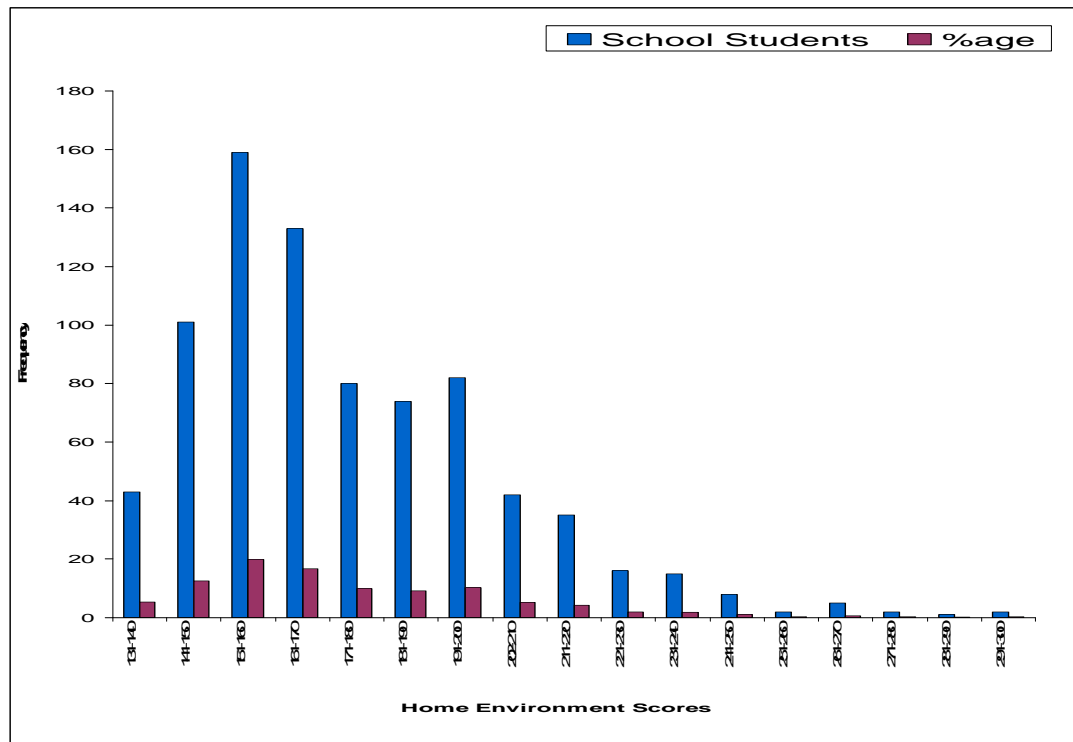
From Table 1, it is clear that maximum percentage (19.87) of school students in home environment scores lie in the 151 to 160 range. Home environment

**OBJECTIVES NO. 1** To study the home environment of school students.

202-210	42	5.27
211-220	35	4.36
221-230	16	2.00
231-240	15	1.87
241-250	8	1.00
251-260	2	0.25
261-270	5	0.63
271-280	2	0.25
281-290	1	0.12
291-300	2	0.25
Total	800	100.00

scores of a few percent (5.37) school students lie in 131-140 range and home environment scores percentage (0.25) of school students lie in 291 to 300 range.

**Fig. 1: Home Environment Scores of School Students**



**Table 2: Distribution showing population mean and variability of home environment of school students**

N	$\bar{X}$	$\sigma$	$\sigma_M$
800	174.93	27.43	0.97

Result: 173.03 to 176.89 at 0.05 level of confidence

172.43 to 177.43 at 0.01 level of confidence

The confidence intervals represent a range with in which the parameters, population mean ( $M_{POP}$ ) is likely to all. Hence with respect to our above data, there are 95 chances out of 100, that  $M_{pop}$  would fall between the score limits 173.03 to 176.89 and there are 99 chances out of 100 that  $M_{pop}$  would fall between 172.43 to 177.43. Our confidence that these intervals contain  $M_{pop}$  is 95 percent or P of .95 & 99 percent or P of 0.99 respectively. It means that there are 5 percent chances that mean of population ( $M_{pop}$ ) on home environment would fall beyond the range 173.03 to 176.89 & there are 1 percent chances that  $M_{pop}$  of home environment would fall beyond the range 172.43 to 177.43.

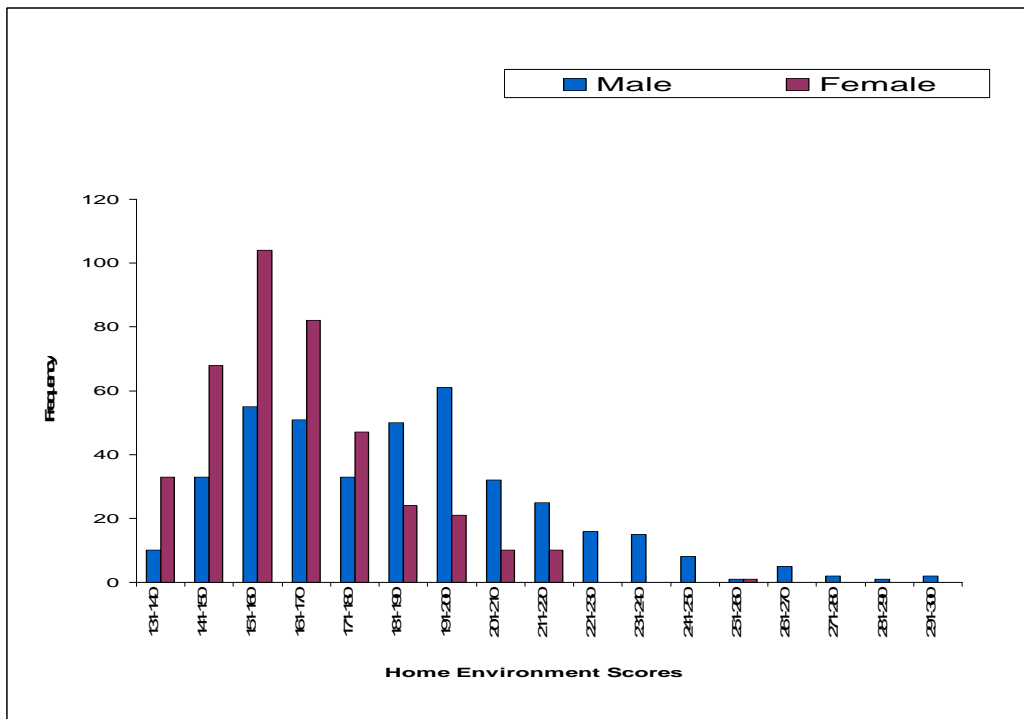
**OBJECTIVE NO. 2** To compare home environment of male and female school students.

**HYPOTHESIS-**There will be no significant difference in home environment of male and female school students.

**Table 3: Home Environment Scores of Male and Female School students**

Home Environment Scores	Male	Female
131-140	10	33
141-150	33	68
151-160	55	104
161-170	51	82
171-180	33	47
181-190	50	24
191-200	61	21
201-210	32	10
211-220	25	10
221-230	16	0
231-240	15	0
241-250	8	0
251-260	1	1
261-270	5	0
271-280	2	0
281-290	1	0
291-300	2	0
Total	400	400

**Fig. 2: Home Environment Scores of Male and Female School student**



**Table 4: Genderwise  $\bar{X}$ ,  $\sigma$ , N,  $\sigma_D$  and Z-value of home environment of male and female school students**

Gender	$\bar{X}$	$\sigma$	N	$\sigma_D$	Z-Value
Male	185.79	30.19	400	1.81	11.99*
Female	164.05	18.90	400		

\* Significant at 0.01 level of significance.

From Table 4, it is evident that the Z-Value of home environment of male and female school students is 11.99 which is significant at 0.01 level of significance with 798 degree of freedom. It indicates that the mean scores of home environment of male and female school students differ significantly. In this context, the null hypothesis that “there will be no significant difference in home environment of male and female school students” is rejected. Further, the mean score of home

environment of male students is 185.79 which is significantly higher than that of female students whose mean score of home environment is 164.05. It may, therefore, be concluded that male students have more favourable home environment than female students.

**OBJECTIVE NO. 3**

To compare home environment of rural and urban school students.

**HYPOTHESIS**

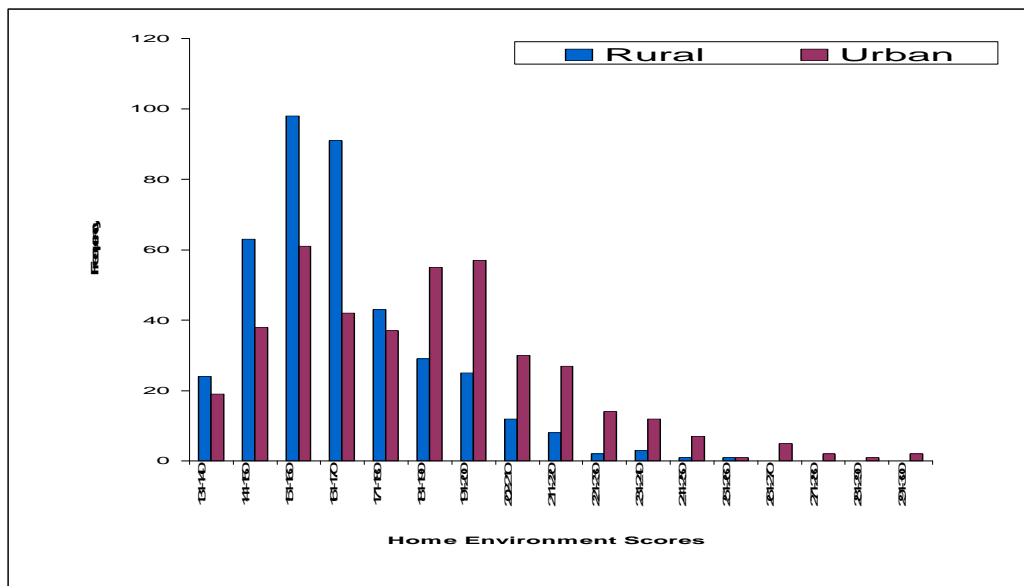
There will be no significant difference in home environment of rural and urban school students.

**Table 5 : Home environment scores of rural and urban school students**

Home Environment scores	Rural	Urban
131-140	24	19
141-150	63	38
151-160	98	61
161-170	91	42
171-180	43	37
181-190	29	55
191-200	25	57

202-210	12	30
211-220	8	27
221-230	2	14
231-240	3	12
241-250	1	7
251-260	1	1
261-270	0	5
271-280	0	2
281-290	0	1
291-300	0	2
Total	400	400

**Fig.3: Home environment scores of rural and urban school students**



**Table 6** Localitywise  $\bar{X}$ ,  $\sigma$ , N,  $\sigma_D$  and Z-value of Home Environment of Rural and Urban School students

Locality	$\bar{X}$	$\sigma$	N	$\sigma_D$	Z- Value
Rural	166.47	20.38	400	1.78	9.47*
Urban	183.37	30.78	400		

\*Significant at 0.01 level of significance

From Table 6, it is evident that the ‘z’ value of home environment of rural and urban school students is 9.478, which is significant at 0.01 level of significance with df 798. Which indicate that the mean scores of home environment of rural and urban school students differ significantly. In this context, the null hypothesis that “there will be no significant difference in home environment of rural and urban school students” is rejected. Further, mean scores of home environment of urban students is 183.37 which is higher than that of rural students whose mean score is 166.47. It may, therefore, be concluded that urban students have better home environment than rural students.

**MAJOR FINDINGS**

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

**CONCLUSION**

Careful analysis and interpretation of data has revealed following conclusions:

It was found in the major findings of the study that male students were found to possess better home environment than female school students. Consequently, male students belong to better home environment. Furthermore, the study reveals that urban students have better home environment, so it can be concluded that urban background puts its effect on home environment of school students. This may be due to the fact that parents in urban area 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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