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Home environment of secondary school students of Ferozepur district of Punjab

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Abstract

This paper investigates the home environment of secondary school students for this purpose the sample was selected from the secondary schools of Ferozepur district of Punjab state. The sample consisted of 200 students out of 200 students, 100 boys (50 were from rural and 50 were from urban region). Similarly out of 100 girls (50 were from rural and 50 were from urban region). Home Environment Inventory by Dr. Karuna Shankar Mishra (1989) was used for the study. The study revealed no significant difference between the home environment of Boys and Girls, Urban and Rural region Secondary school students.

Keywords: Environment, Behaviour etc.

Introduction

The foundation of the child upbringing and education are laid in the home. It can be seen that home plays an important role in helping or hindering development of child. The term "Home" with its special connotation of warmth, safety and emotional dependences has no exact equivalent in any other language. Home may be defining that protected relationship between parents and children in an excepted social setting. For the healthy development of the child, home provides cordial and emotional atmosphere.

Home is basic unit of society, with in which the new born take birth. It is an oldest and dearest social institute for nurturing and schooling of the children. The child learns the A,B,C, of his life from the family, family is the first world to the child. it makes not only first physical and mental contribution to his life, but by continues, intimate and varied association, it becomes major source of education and behavior. Home play a significant role in the all round development of the child. Parents child interaction provide the way to deal with their children to develop certain attitude among the children. Pestalozzi says "Home is a center of love and affection and is the best place for education and the first school of the child". Home is the first school to develop feeling of security, belongingness and emotional stability, ability of adjustment, to develop social, moral and spiritual feelings, inculcate high qualities and permanent values of life, to educate for obedience and discipline.

Home can make a child well adjusted and confident so that he may able to solve the problems of life and follow the right path. Home environment helps a lot in bringing about the development of a child. Parental behavior affect a lot of child at home in society and I social life. Newman & Newman says "Home environment is the first and perhaps the most enduring context of personality development of child". Stephens define "A child living in favorable environment for a long time become bright, while on the other hand a child living in an unfavorable environment falls behind the national norms". Home environment greatly influence the development of the child. In the family child comes in contact with his parents and other members of the family. Life aims aspirations and attitude of parents, their emotion stability or instability, their over protection and under protection all these are important for optimum development of the individual. The child who receives good physical and psychological facilities such as love, affection, sympathy; that child may be well adjusted. On the other hand who does not get proper facilities and opportunities for growth, may be frustrated. In short we can say that the first lesson of life the individual sets in his family and by family members.

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Review of Related Literature

Kaur (2007) ^[3] conducted a study on “Impact of home environment on emotional maturity and self-concept of adolescents” she found that urban boys have more control, protectiveness, punishment and conformity in home than rural boys. Rural girls were more socially isolated and rejected in home than urban girls and found that urban girls have more deprivation from privileges and permissiveness in home than rural girls.

Prince *et al.* (2008) investigated on “Effect of the family environment, genes environment correlation”. And found how the family environment influence children’s development and how genes can influence sensitivity to environmental effects.

Rani (2009) ^[6] conducted a study on “value patterns among adolescents in relation to their home environment” and found that scores of home environment of adolescent girls are more than the scores of home environment of adolescent boys.

Significance of the Study

Present age is an age of science and technology. The parents have high aspiration and they set high goals to educate their children. Proper home environment is very essential for the balanced growth of a child. The home environment is the first crucial group in the child and a spring board for his social personal growth. All round development of child’s personality depends upon the formal and informal education, the child receives.

There are certain environment factors, which determine the achievement of a child. If a pupil has congenial home environment, he learns the way of behaving by watching people around them. Qualities of being kind, considerable, honest, courteous, courageous are all being learnt by seeing adults when they trust love and adore to others. there is evidence that the preposition to happiness is inherited. But happiness also comes from the environment created by parents.

In view of the above it was worth while to undertake the present study

Statement of the Problem

The problem was entitled as “A study Home Environment of secondary school students”.

Objectives of the Study

1. To find out and compare the home environment of secondary school boys and girls of Ferozepur district.
2. To find out and compare the home environment of secondary school student belong urban and rural region of Ferozepur district.

Hypothesis

1. There is no significant difference in home environment of secondary school boys and girls of Ferozepur district.
2. There is no significant difference in home environment of secondary school students belong Urban and rural region of Ferozepur district.

Sample

The sample consisted of 200 students studying in secondary schools of Ferozepur district. Out of 200 students, 100 boys and 100 girls were taken. Out of 100 boys students 50 were from rural region and 50 were from urban region. Similarly out of 100 girls students 50 were from rural region and 50 were from urban region.

Tool

Home Environment Inventory for school students by Dr. Karuna Shankar Mishra (1989) revised.

Analysis and Interpretation of Data

The raw scores were converted into mean scores, standard deviation scores for generalization using description statistics. According to the objective and hypotheses of the study, the results are organized and presented in meaningful form and inferential statistics like “t” test are used to accept or reject hypothesis.

Table 1:-Home Environment of secondary school Boysand Girls.

Group	N	M	S.D	S.Ed	t-ratio	Inference
Boys	100	233.57	27.2	3.25	1.67	Insignifant
Girls	100	228.12	17.5			

Table 1 shows that mean score of home environment of secondary school boys and girls, i.e, 233.57 and 228.12 respectively. S.D of Boys and Girls is 27.2 and 17.5 and t-ratio is 1.67, which is insignificant at both the levels. This show that boys and girls of secondary school students of Ferozepur district do not differ significantly in the mean scores of home environment. Although mean scores of boys and more than the mean scores of home environment of girls of Ferozepur district but it is insignificant.

The probable reasons for this result may be that the girls of secondary school are equally efficient have equal type of home environment as the boys at secondary school. Various things that the boys use like computer, mobile, video games etc. are equal use by the girls of secondary school also. This makes the home environment of boys and girls of secondary school students similar, so there is no significant difference in the scores of home environment of secondary school boys and girls of Ferozepur district.

Table 2: Home Environment of secondary school students of urban and Rural region

Group	N	M	S.D	S.Ed	t-ratio	Inference
Urban region	100	232.58	25.8	3.25	1.07	Insignifant
Rural region	100	229.11	19.5			

Table 2 represent the mean scores of home environment of urban and rural school students, i.e. 232.58 and 229.11 respectively. S.D of urban and rural region students is 25.8 and 19.5 where as t-ratio is 1.07 which is insignificant at 0.01 and 0.05 level. Results shows that scores of home environment of urban area students are more than rural area students but it is insignificant.

The reasons for this result may be that the secondary school students of rural area are equally efficient in maintain a conducive home environment as secondary school students of urban area. Now-a-days rural area students are also enjoying the same type of facilities as urban area students. It makes the hone environment of urban and rural are of secondary school students similar, so there is no significant difference in home environment of secondary school student’s urban and rural area of Ferozepur district.

Findings and Conclusion

The following conclusions have been derived from the present investigation

1. There is no significant difference in home environment of

secondary school boys and girls of Ferozepur district. So, hypothesis 1 is accepted.

2. There is no significant difference in home environment of the secondary school students belonging urban and rural regions of Ferozepur district. So, hypothesis 2 is accepted.

Suggestions for the Further Research

1. The study may be conducted on large sample and on different districts.
2. This study may be conducted on other variables.
3. The study can be taken as comparative study of private and government school students.

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