Home Environment Of Adolescents Studying In Eighth Class In Schools Of Jammu District

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The present study attempts to examine the home environment of adolescents studying in eighth class in relation to some selected variables. The study is quantitative in nature. Sample of the study consists of 200 adolescents of eighth class (100 males and 100 females) randomly selected from 5 government and 5 private schools of Jammu. Home Environment Inventory (HEI) developed by Misra (1989) has been used for collection of data. Results show that adolescents from rural residential background have perceived their home environment as better in comparison to adolescents from urban residential background. However, there were no significant gender and type of school differences in the perceived home environment of adolescents studying in eighth class. The combined effect of gender and type of school on perceived home environment was found to be significant in favour of female students studying in government schools in comparison to private schools. Significant combined effect was obtained among gender, residential background and school type on perceived home environment of adolescents.

KEYWORDS: Home Environment, Gender, Residential Background, Type of School, Adolescents

Introduction

Children grow up in several environments. They receive social and intellectual experiences in the environment in which they live namely home, school and society. These help in developing necessary skills, attitudes and knowledge

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which characterize them as individuals and define their role as an adult. During adolescent stage most of the social influence upon individual can be associated either with home or with school environments. It is true that once children enter school, new opportunities are created for individual development still home is the most potent source of influence. It is well-known fact that most of those who become successful in life have come from homes where parental attitudes towards them were favourable and where a wholesome relationship existing between parents and children produces happy and friendly children who are constructive and affectionate members of the group (S. S. Rana, 2014) . In contrast to this, who are unsuccessful in life come from homes where the parent child relationship is unfavourable. Home environment can be defined as the climate prevailing in one's home which differs from culture to culture, society to society and family to family depending upon several factors.

Home is perhaps the most important place where a child first develops his feeling of being welcomed and accepted and his sense of security and personal adequacy. Warm family relationships, an atmosphere of understanding and comparison all foster positive feelings in children which serve as the basis for the social relationships formed by the children later. Clarke-Stewart (1973) has noted that parent-child relationship is undeniably important, but the settings in which they occur may be crucial factor determining their effect. The consequences of any single kind of action depend on what else is happening between parents and children and what they bring to their interaction.

Home Environment is the surrounding, where one lives. According to Anene (2005) environment is the aggregate of all internal and external conditions affecting the existence, growth and welfare of organisms. It is an influence an individual came in contact with after the heredity has been through the gene plasma. Anene (2005) explained that environment can be divided into physical, social and abstract environment. Physical environment is the objects or materials found in the home, school or community. It also includes the people like parents, siblings and peers (Anene, 2005). She also explained that the social environment is the social life, societies and club affecting the individual. Abstract environment is the reactions, feedback and the responses received on interactions with others. The author further explained that environment can also be classified as urban and rural environment. All the variables in the home that affect a person's existence, behaviour and performance constitute the home environmental factors. Home Environment influence adolescents' aspirations. The social upbringing of the child begins from home (family). It is the home that makes the child to identify himself with the society, culture, religion or social class. Thus, the home continues to exercise a strong influence over the child's live and in the social orders. For instance, some have more prestige, money etc. while some have wider experience and knowledge of how to operate within the society or

school environment.

Bandana and Sharma (2012)investigated the impact of home environment and academic achievement on mental health among higher secondary school students. The sample comprised 300 students (150 males and 150 females) of higher secondary students. The data was collected by using Home Environment Inventory by Misra and Mental Health Battery by Singh and Gupta. The collected data was analysed by using mean, standard deviation and Three-way ANOVA. Results revealed that the mean value of mental health of girls is more in comparison to boys. The female students also perceived their home environment as better than male students.

Chawla (2012) conducted a study to test the relationship between family environment and academic achievements. The participants of the study included two hundred students i.e., 100 boys and 100 girls randomly selected from the 9th standard of Marathi medium schools of Nasik city. The tool Family Environment Scale by Bhatia and Chadha (1993) was used for the purpose of data collection. Marks obtained by students in their half yearly examination in 9th standard were taken as an index of academic achievement. Data analysis was done by using Pearson Correlation Coefficient. Findings of the study revealed that family environment score was positively correlated with the achievement of the students.

Kumar (2013) conducted a study on the relationship of academic anxiety among adolescents in relation to their home environment. The sample of 120 subjects was randomly selected for the present study, out of which 60 students were from urban areas and 60 from rural areas. For the study Home Environment Inventory by Misra (1986)and Academic Anxiety Scale (AASC) by Singh and Gupta (1984) were used for data collection. The result revealed that the academic anxiety and home environment scores of adolescents correlated significantly.

Parmar (2014) conducted a study of various dimensions of home environment among higher secondary school students in relation to gender. A sample of 100 males and 100 female students were randomly selected from the various higher secondary schools of Ahmedabad city. For collection of data Home Environment Inventory tool by Misra (1986) was used. Statistical techniques used were mean, standard deviation and 't' Test. The results revealed that male higher secondary school students differ significantly as compared to female higher secondary school students on various dimensions i.e., control, protectiveness, punishment, conformity, isolation, reward, deprivation of privilege, nurturance, rejection, permissiveness.

N. Rana and Kapoor (2017) explored the relationship between academic achievement and family environment of female students at the college level.

Random Sampling Technique was applied to draw the sample of 200 female students studying in the five-degree colleges of Jammu City (J&K) in the year 2015. Family Environment Scale (FES-BC) by Bhatia and Chadha (2012) was used for data collection. The value of the coefficient of correlation was found to be low, positive but significant at the 0.01 level of significance at the sub-scale "Cohesion" of Family Environment Scale. It shows that academic achievement and cohesion in the family are positively related with each other however, the correlation is low.

SIGNIFICANCE OF THE STUDY

Home is the most important institution that man has devised to regulate and integrate his behaviour as he strives to satisfy his basic needs. Home and Family plays an important role in the overall development and well-being of its members. The home is the first to affect the individual. It is the home environment which gives the child their first experience of living. The influence of the home environment on the child is therefore immense. Parents are the chief architects in shaping the personality of their child. (Misra, 1986; N. Rana & Kapoor, 2017)

The importance of home environment for individual's development has been elucidated in many studies, hence, the study about the perceived home environment of adolescents in relation to gender, residential background and type of school was considered to contribute to the richness of the field. Adolescence is a period during which great differentiation takes place on the social terrain (Ross, 2005). Although adolescents are still close to their parents, they spend increasingly more time with their friends. But one cannot deny that adolescents' growth and development is also closely linked with his/her adjustment to home. It usually follows that an adolescent who experiences a normal and well-integrated home and school life carries over into all his other associations a similar wholesomeness of attitude and control of behaviour (Kokko & Pulkkinen, 2002; Lai & McBride-Chang, 2001).

Moreover, the cause of an adolescent's maladjustment often can be traced to a home environment in which the teenager had little or no opportunity to experience cooperative group living. In fact, 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' (Misra, 1986). So, it was thought worthwhile to conduct this research to study the main and combined effects of gender, residential background and type of school on the perceived

home environment of adolescents studying in eighth class in schools of Jammu district.

Objective Of The Study

The objective of the study was to study the main and combined effects of gender, residential background and type of school on the perceived home environment of adolescents studying in eighth class in schools of Jammu district.

Hypotheses Of The Study

The study has the following hypotheses:

1. There is no significant main effect of gender on the perceived home environment of adolescents studying in eighth class in schools of Jammu district.

2. There is no significant main effect of residential background on the perceived home environment of adolescents studying in eighth class in schools of Jammu district.

3. There is no significant main effect of the type of school on the perceived home environment of adolescents studying in eighth class in schools of Jammu district.

4. There is no significant combined effects of gender, residential background and type of school on perceived home environment of adolescents studying in eighth class.

Population And Sampling

A Descriptive Survey methodology was used for the study. Population comprised all eighth-class students studying in government and private schools of Jammu district. Stratified Random Sampling Technique was employed for the selection of the sample. Five government and five private schools were selected randomly from Jammu district. Total sample comprised 200 students, out of which 100 were male and 100 were female students.

Tool Used

A standardized tool namely Home Environment Inventory (HEI) prepared by Misra (1986) was used. It contains 100 items related to ten dimensions of home environment- I. Control, II. Protectiveness, III. Punishment, IV. Conformity, V. Social Isolation, VI. Reward, VII. Deprivation of privileges, VIII. Nurturance, IX. Rejection and X. Permissiveness.

RESULTS OF THE STUDY

To study the main and combined effects of gender, residential background and type of school on the perceived home environment of adolescents studying in eighth class in schools of Jammu district, three-way Analysis of Variance has been computed. The results have been shown in Table 1.

Table 1

Summary of 3-way ANOVA for Home Environment as the Dependent Variable.

Source	Sum of Squares	df	Mean Square	F
(A) Gender	2053.53	1	2053.53	2.16
(B)Residential Background	8710.52	1	8710.52	9.18*
(C) Type of School	182.42	1	182.42	0.19
A*B Gender* RB	75.78	1	75.78	0.08
A*CGender* TOS	10744.68	1	10744.68	11.32*
B*CRB* TOS	280.16	1	280.16	0.30
A*B*CGender* RB* TOS	5872.02	1	5872.02	6.19

*Sig at 0.01 Level

Main Effects

1. Gender (A)

The computed value of F for the main effect of gender on home environment of adolescents, irrespective of their residential background and type of school, has come out to be 2.16, for df 1 and 192, which is less than the Table value of F (3.89) at 0.05 level of significance for df 1 and 192. This result indicates that there exists no significant difference in the home environment of male and female adolescents studying in eighth class. In the light of this finding, Hypothesis No. 1 is not rejected.

2. Residential Background (B)

The obtained value of F for the main effect of residential background on home environment of adolescents, irrespective of their gender and type of school,

has come out to be 9.18, for df 1 and 192, which is more than the table value of F (3.89) at 0.05 level and (6.76) at 0.01 level of significance. This result indicates that there exists a significant difference in the perceived home environment of adolescents studying in eighth class in relation to their residential background.

Table 2

Mean Scores of Adolescents on Home Environment Inventory (HEI) in Relation to their Residential Background.

Residential Background	Mean Scores on HEI
Rural	236.30
Urban	228.68

From the mean values in Table 2, it is clear that adolescents from rural residential background have perceived their home environment as better in comparison to adolescents from urban residential background. In the light of this finding, Hypothesis No. 2 is rejected.

3. Type of School (C)

The obtained value of F for the main effect of home environment on type of school of adolescents, irrespective of their gender and residential background, has come out to be 0.19, for df 1 and 192, which is less than the Table value of F (3.89) at 0.05 level of significance. This result indicates that there exists no significant difference of type of school in the perceived home environment of adolescents studying in eighth class. In the light of this finding, Hypothesis No. 3 is not rejected.

4. Gender x Residential Background (A*B)

The obtained value of F for the double interaction between variables Gender and Residential Background with home environment as the dependent variable is 0.08 which has failed to reach Table value of F (3.89) at 0.05 level of significance for df 1 and 192. This result indicates that no significant interaction exists between gender and residential background with home environment as the dependent variable among adolescents studying in eighth class.

5. Gender x Type of School (A*C)

The obtained value of F for the double interaction between variables gender and type of school with home environment as the dependent variable is 11.32

which is more than the Table value of F (3.89) at 0.05 level and 0.01 level of significance for df 1 and 192. This result indicates that significant interaction exists between gender and type of school with home environment as the dependent variable among adolescents studying in eighth class. Further, analysis of the interaction shows that female adolescents studying government schools have perceived their home environment better in comparison to female adolescents studying in private schools as shown in Table 3.

Table 3

t-Value for Male and Female Adolescents Studying in Government and Private Schools with respect to their Perceived Home Environment.

Gender	Type of School	N	Mean	SD	SE_M	df	t
Male	Government	46	227.13	38.69	5.71	98	
	Private	54	233.83	23.12	3.15		1.06
Female	Government	54	241.81	35.18	35.18	98	
	Private	46	225.33	27.77	27.77		2.57*

*Sig at 0.05 Level

6. Residential Background x Type of School (B*C)

The obtained value of F for the double interaction between variables residential background and type of school with home environment as the dependent variable is 0.30 which has failed to reach Table value of F (3.89) at 0.05 level of significance for df 1 and 192. This result indicates that no significant interaction exists between residential background and type of school with home environment as the dependent variable among adolescents studying in eighth class.

7. Gender x Residential Background x Type of school (A*B*C)

The obtained value of F for the triple interaction between variables Gender, Residential Background and Type of school with home environment as the dependent variable is 6.19 which is more than the table value of F (3.89) at 0.05 level and less (6.76) at 0.01 level of significance. This result indicates that significant interaction exists among gender, residential background and type of school with home environment as the dependent variable among adolescents studying in eighth class. Further analysis of the interaction among gender, type of school and residential background (as shown in the Table 4) shows that

male adolescents studying in government schools from rural residential background perceived their home environment significantly better in comparison to male adolescents studying in government schools from urban residential background. The analysis for female adolescents studying in private schools from rural residential background perceived their home environment significantly better in comparison to female adolescents studying in private schools from urban residential background. In the light of this finding, Hypothesis No. 4 is not rejected partially as significant combined effect of gender, type of school and residential background is obtained.

Table 4

t-Value for Male and Female Adolescents Studying in Government and Private Schools from Rural and Urban Residential Backgrounds with respect to their Perceived Home Environment.

Gender	Type of School	Residential Background	N	Mean	SD	SE_M	f	t
Male	Govt.	Rural	34	234.94	37.94	6.51		
		Urban	12	205.00	32.92	9.50	44	2.42*
	Pvt.	Rural	29	234.45	20.78	3.86		
		Urban	25	233.12	26.00	5.20	52	0.20
Female	Govt.	Rural	13	244.69	40.16	11.14		
		Urban	41	240.90	33.95	5.30	52	0.33
	Pvt.	Rural	24	235.92	26.31	5.37		
		Urban	22	213.77	25.03	5.34	44	2.92**

*Sig at 0.05 Level * Sig at 0.01 Level

Conclusion And Discussion

The results of the study indicate that there is no significant gender difference in the perceived home environment of adolescents studying in eighth class of Jammu. Study by Parmar (2014) also reported similar results indicating that there is no significant gender difference in the perceived home environment of adolescents. Studies by Lew (2015) and Doley (2018) reported results contrary to the study. The results also show that there are no significant gender differences in home environment in adolescents studying in eighth class in relation to their residential background. Study by Kumar (2013) reported results contrary to the study. No significant differences in home environment of adolescents studying in eighth class in relation to their type of school have been

reported in the study. The study also indicated significant combined effect of gender, residential background and type of school with home environment as the dependent variable among adolescents studying in eighth class. It is suggested that further research be carried out to explore the factors responsible for creating differences among adolescents in their perceived home environment. Though no gender differences in the perceived home environment have been observed which may be due to the fact that in the recent time parents are more aware about gender equality and are trying to nurture their children (male or female) without any bias, however adolescents from rural residential background have perceived their home environment as better than adolescents from urban residential background.

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