

A STUDY OF HOME ENVIRONMENT AS PERCEIVED BY THE ADOLESCENTS

Nibedita Bhowmik¹ and Dr. Shilpa S. Popat²

¹Research Scholar, Centre for Studies & Research in Education,
School of Education, Central University of Gujarat

²Assistant Professor, Centre for Studies & Research in Education,
School of Education, Central University of Gujarat

ABSTRACT

Education plays a crucial role in assisting children in becoming contributing members of society, and the informal training process begins at home. The study investigates several dimensions of home environment of adolescent students. The researcher used the descriptive survey method for the present study, which included 77 adolescent students studying in senior secondary school. A standardized tool "Home Environment Inventory" developed by K.S. Mishra was used to collect the data. The data were analysed through percentage analysis, statistical test 't' and ANOVA. The study revealed that significant difference was found in various dimensions of home environment among adolescent male and female students. A significant difference also found in science and art stream. Significant influence of socio-economic status was found on the permissiveness dimension of home environment among adolescent students.

Keywords: Home Environment, Adolescents, Socioeconomic status.

INTRODUCTION

An important aspect of a child well-being is their environment. A child's growth, learning, and exploration all depend on a healthy safe home environment. An environment that encourages achievement, affection and a nurturing relationship between children and their parents is essential for their socialization and psychological development. Adolescence today has become more than just a period of preparation and transformation into adulthood (Louw & Louw, 2007), but also a period in which adolescents increasingly face many new challenges, that they are not prepared to meet. Adolescents' well-being is strongly influenced by the quality of their relationships with their friends, families, and teachers (Kaur, 2013).

Family members are closely interconnected and interdependent between each other. Adolescents are frequently faced with problems that affect their physical, emotional, mental and social adjustment. Home environment are considered to be systems in which individuals' behaviour and relationships are shaped. It has been repeatedly shown that children with a stimulating environment, encouragement of achievement, and affection will perform better. Adolescents' family and home environments have a significant impact on developing minds, and these affects may peak during adolescence.

It has been proven that the home and family have a significant impact on the overall development and well-being of their members. It is well known truth

that the majority of people who succeed in life come from household where their parents had positive attitudes about them and where a healthy relationship between parents and children resulted in cheerful, outgoing children who were helpful and affectionate group member (Rana, 2014).

REVIEW OF LITERATURE

Kaur (2013) indicated that adolescents with a family environment that is protective, conferment, rewarding and nurturing tend to have higher well-being. These findings lead to the suggestion that parents should place a high priority on ensuring that their children's education enables them to develop into mature individuals. The study also offers advice for parents on how to foster healthy child development so that their offspring will grow up to be mature adults. Singh, Pant and Valentina (2014) from the result of the study represented that adolescents from joint families were more socially mature than those from nuclear families in terms of their personal development, interpersonal relationships, and social skills. Additionally, adolescents from joint families scored much higher than those from nuclear families on the emotional maturity domains personality integration and independence. In light of this, it can be said that adolescent family structure has a significant impact on their social and emotional growth. Because social and emotional maturity is mutually inclusive, any effort to advance one area will inevitably

advance the other. Saidah (2017) the result indicated that the home environment has an impact on children's mental health, particularly if the home environment is poor and would cause a child's depression. Adolescents who face stressful life situations also tend to struggle with psychological problems more than other children. The loss of a family member is one of the traumatic life situations that causing emotional distress among children. Mahajan and Kauts (2018) revealed that there was no significant difference in the home environments of adolescents with working mothers and those are home makers. It may be said that both groups have seen roughly the same type of parent child interaction behavior in their homes, where their mothers are working or not. Rana and Padhiar (2021) the findings indicate that there are no appreciable gender variations in the home environment in relation to their residential upbringing. The study found a significant interaction between gender, residential background, school type, and home environment. Adolescents from rural residential backgrounds have perceived their home environments as better than adolescents from urban residential backgrounds, even though no gender differences in the perceived home environments have been observed, which may be because parents are now more aware of gender equality and are attempting to raise their children without any bias.

OBJECTIVES

- To study the Home Environment of adolescent Male and Female
- To study the Home Environment of adolescent students of Science and Arts

Table 1.1: Distribution of Demographic Variable

Gender		Stream			Socio Economic Status (SES)			
	N	%	N	%	N	%		
Male	35	45.5	Science	49	63.6	Low	33	42.9
Female	42	54.5	Arts	28	36.4	Average	36	46.8
						Above Average	8	10.4

Table 1.1 revealed that among adolescents 45.5% are male and 54.5% are female. Among them, 63.6% are from science and 36.4% are from the arts

- To study the influence of Socio-Economic Status on Home Environment of Adolescent Students

HYPOTHESIS

- There is no significant difference between mean score of Home Environment of adolescent Male and Female students
- There is no significant difference between mean score of Home Environment of adolescent students of Science and Arts
- There is no significant influence of Socio-Economic Status on Home Environment of adolescent students

METHOD AND SAMPLE OF THE STUDY

The present study was cross-sectional survey method where the data is collected from the students of XI and XII standards studying in West Bengal Council of Higher Secondary Education (WBCHSE) schools. The data was collected in face-to-face mode. The sample of the study consisted of 77 adolescents aged 15-18 years. Among them 35 were male, and 42 were female. The researcher used random sampling technique to collect the data.

TOOL FOR DATA COLLECTION

A standardized tool on "Home Environment Inventory" was developed by Dr. Karuna Sankar Mishra was used to collect the data for the current study. The tool consists of 10 dimensions having a total of 130 items.

RESULT AND DISCUSSION

streams. A majority of adolescents belong to average 36% and low 33% socioeconomic levels, and only 8% are above average.

Table 1.2: Distribution for the Dimensions of Home Environment

Dimensions of Home Environment	Low	%	Average	%	High	%	Total	%
Control (A)	13	16.9	40	51.9	24	31.2	77	100.0
Protectiveness (B)	3	3.9	23	29.9	51	66.2	77	100.0
Punishment (C)	12	15.6	30	39.0	35	45.5	77	100.0
Conformity (D)	7	9.1	34	44.2	36	46.8	77	100.0

Social-Isolation (E)	43	55.8	29	37.7	5	6.5	77	100.0
Reward (F)	8	10.4	34	44.2	35	44.5	77	100.0
Deprivation of Privileges (G)	41	53.2	26	33.8	10	13.0	77	100.0
Nurturance (H)	5	6.5	32	41.6	40	51.9	77	100.0
Rejection (I)	34	44.2	32	41.6	11	14.3	77	100.0
Permissiveness (J)	21	27.3	41	53.2	15	19.5	77	100.0

Table 1.3: Home Environment as Perceived by Adolescents

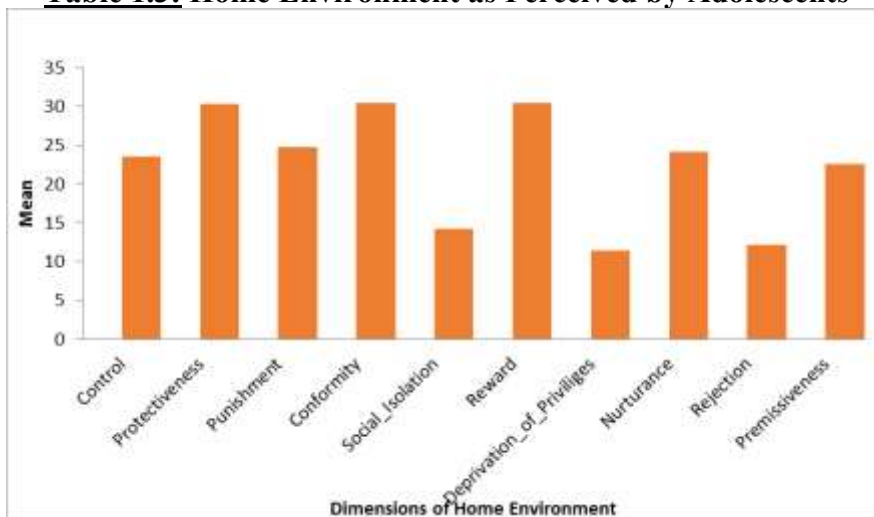


Table 1.3 provides an overall picture of several dimensions of the home environment on the basis of mean scores.

A distribution of the different levels of home environment is shown in table 1.2, where most adolescents scored in average (51.9%) on control, whereas protectiveness most students scored high (66.2%). Regarding punishment, most adolescents score high (45.5%) and average (39.0%). There is not much of a difference between high (46.8%) and

average (44.2%) conformity scores. In the social isolation dimension, (55.8%) of adolescents scored low. The majority of adolescents scored high (44.5%) and average (44.2%) on the reward dimension of home environment. The deprivation of privilege dimension had a low score (53.2%). A high level of nurturing is reported (51.9%). There was an average score of (41.6%) and a low score (44.2%) in rejection. In terms of permissiveness, the score is mostly average (53.2%).

Table 1.4: Difference in Several Dimensions of Home Environment as on Gender

Home Environment	Gender	N	Mean	Std. Deviation	Std. Error Mean	t-Value	p-Value
Control	Male	35	22.77	5.91	.99923	1.209	.230
	Female	42	24.21	4.55	.70302		
Protectiveness	Male	35	27.77	7.34	1.24218	3.270	.002
	Female	42	32.57	5.51	.85141		
Punishment	Male	35	24.31	5.14	.87040	.643	.522
	Female	42	25.16	6.27	.96748		
Conformity	Male	35	28.80	6.55	1.10826	2.430	.017
	Female	42	31.88	4.52	.69860		
Social Isolation	Male	35	15.25	6.95	1.17634	1.200	.234
	Female	42	13.30	7.19	1.11086		
Reward	Male	35	28.77	7.03	1.18965	2.053	.044
	Female	42	31.78	5.84	.90201		
Deprivation of Privileges	Male	35	13.60	7.38	1.24833	2.568	.012
	Female	42	9.57	6.38	.98487		
Nurturance	Male	35	24.14	8.30	1.40356	.048	.962
	Female	42	24.21	4.66	.71935		
Rejection	Male	35	14.85	6.78	1.14653	3.188	.002
	Female	42	9.88	6.85	1.05714		
Permissiveness	Male	35	23.97	6.25	1.05757	1.973	.052
	Female	42	21.45	4.94	.76297		

Table 1.4 revealed that different dimensions of home environments such as protectiveness, conformity, reward, deprivation of privileges and rejection have significant effects on adolescent students. Females are more protected by their home environment than males. Similar results also found in conformity dimensions. It was found that females scored higher in reward than males, which means

females are rewarded more than males. As far as privilege and deprivation are concerned, male adolescent students are more privilege than female. Additionally, males are more rejected for their work than females on the rejection dimension. Among male and female adolescent students, there were no significant differences in control, punishment, social isolation, nurture, and permissiveness.

Table 1.5: Difference in Several Dimensions of Home Environment as on Stream

Home Environment	Stream	N	Mean	Std. Deviation	Std. Error Mean	t-Value	p-Value
Control	Science	49	23.95	5.00	.71486	.888	.377
	Arts	28	22.85	5.62	1.06373		
Protectiveness	Science	49	30.71	5.56	.79486	.551	.583
	Arts	28	29.82	8.65	1.63627		
Punishment	Science	49	25.20	5.39	.77040	.854	.396
	Arts	28	24.03	6.40	1.21006		
Conformity	Science	49	30.44	5.46	.78086	.064	.949
	Arts	28	30.53	6.23	1.17793		
Social Isolation	Science	49	14.75	6.90	.98653	.914	.364
	Arts	28	13.21	7.48	1.41455		
Reward	Science	49	31.02	5.86	.83782	1.073	.287
	Arts	28	29.35	7.59	1.43576		
Deprivation of Privileges	Science	49	11.95	7.42	1.06024	.909	.366
	Arts	28	10.42	6.52	1.23274		
Nurturance	Science	49	24.46	5.86	.83813	.509	.612
	Arts	28	23.67	7.63	1.44205		
Rejection	Science	49	11.79	7.68	1.09769	.555	.580
	Arts	28	12.75	6.41	1.21240		
Permissiveness	Science	49	23.67	5.88	.84081	2.256	.027
	Arts	28	20.71	4.85	.91700		

In table 1.5, it can be seen that in adolescents' home environments, science and arts had the no significant difference. Differences were found only

in the permissiveness dimension between science and the arts. In contrast to art students, science students were more permissive at home.

Table 1.6: Difference in Several Dimensions of Home Environment as on Socioeconomic status

Home Environment		Sum of Squares	df	Mean Square	F	Sig.
Control	Between Groups	53.083	2	26.541	.969	.384
	Within Groups	2025.904	74	27.377		
	Total	2078.987	76			
Protectiveness	Between Groups	57.616	2	28.808	.615	.543
	Within Groups	3466.696	74	46.847		
	Total	3524.312	76			
Punishment	Between Groups	38.756	2	19.378	.576	.565
	Within Groups	2488.491	74	33.628		
	Total	2527.247	76			
Conformity	Between Groups	9.525	2	4.763	.142	.867
	Within Groups	2473.696	74	33.428		
	Total	2483.221	76			
Social Isolation	Between Groups	217.591	2	108.795	2.220	.116
	Within Groups	3626.487	74	49.007		
	Total	3844.078	76			
Reward	Between Groups	148.292	2	74.146	1.764	.178
	Within Groups	3110.409	74	42.033		

	Total	3258.701	76			
Deprivation of Privileges	Between Groups	199.527	2	99.764	2.031	.138
	Within Groups	3634.992	74	49.122		
	Total	3834.519	76			
Nurturance	Between Groups	215.509	2	107.754	2.640	.078
	Within Groups	3019.946	74	40.810		
	Total	3235.455	76			
Rejection	Between Groups	56.403	2	28.202	.534	.588
	Within Groups	3905.025	74	52.771		
	Total	3961.429	76			
Permissiveness	Between Groups	209.050	2	104.525	3.445	.037
	Within Groups	2245.470	74	30.344		
	Total	2454.519	76			

Table 1.6 shows no influence of socioeconomic status on adolescent students' home environment. Among the home environment dimensions, only permissiveness showed a significant influence of socio-economic status.

CONCLUSION

From the above findings, it can be concluded that the home environment is more protective and confirmed for females, and they are also more rewarded for their work than males. Males enjoy more freedom and privilege, but are often rejected for their work. As opposed to permissiveness

science students got more advantage at home than art students. Contrary to this, socioeconomic status only influences the permissiveness dimension. The effects of financial status and demographic factors are still dominant at individuals' level (Caprio et al., 2000). (Garzon, G. 2006) pointed that student performance varied with their socioeconomic status. It is recommended that parent should encourage their children to enjoy a home environment that allows them to express their thoughts, emotions, and feelings so that all this can be passed on to their children.

REFERENCES

- Louw, D., & Louw, A. (2014). *Child and adolescent development*. UJ Press.
- Kaur, J. (2013). HOME ENVIRONMENT AS A PREDICTOR OF PSYCHOLOGICAL WELL BEING AMONG ADOLESCENTS. *International Journal of Education & Psychology in the Community*, 3(1). Retrieved from http://www.marianjournals.com/files/IJEP/articles/Vol_3_no_1_2013/Jagpreet_Kaur_IJEP_C_3_1_2013.pdf
- Younas, M., Liu, C., Khalid, S., & Bakar, A. (2021). EFFECT OF HOME ENVIRONMENT ON STUDENTS'ACADEMIC ACHIEVEMENTS AT HIGHER LEVEL. *Ilkogretim Online*, 20(5). doi: 10.17051/ilkonline.2021.05.37
- Saidah, N. A. (2018,). Home Environment and Stressful Life Events On Child Depression. In *3rd ASEAN Conference on Psychology, Counselling, and Humanities (ACPCH 2017)* (pp. 246-250). Atlantis Press. Retrieved from <https://www.atlantispress.com/article/25890709.pdf>
- Mahajan, P., & Kauts, A. (2018). Study of Home Environment and Adjustment among Adolescents of Working and Non-Working Mothers. *Educational Quest*, 9(2), 175-179. DOI: 10.30954/2230-7311.2018.08.4
- Rana, N., & Padhiar, K. (2021). Home Environment Of Adolescents Studying In Eighth Class In Schools Of Jammu District. *MIER Journal of Educational Studies Trends and Practices*, 20-30. DOI: 10.52634/mier/2021/v11/i1(a)SPL/1839
- Rana, S. S. (2014). Study of moral values of elementary school students in relation to home environment. *Indian Journal of Applied Research*, 4(7), 155-156.
- Bandhana, D., & Sharma, D. P. (2010). Home environment, mental health and academic achievement among Hr. secondary school students. *J. Educ. Pract*, 1, 1-7. Retrieved from <https://core.ac.uk/download/pdf/234633390.pdf>
- Capraro, M. M., Capraro, R. M., & Wiggins, B. B. (2000). An Investigation of the Effects of Gender, Socioeconomic Status, Race and Grades on Standardized Test Scores. <https://files.eric.ed.gov/fulltext/ED444867.pdf>

10. Singh, R., Pant, K., & Valentina, L. (2014). Impact analysis: Family structure on social and emotional maturity of adolescents. *The Anthropologist*, 17(2), 359-365. Retrieved from https://www.researchgate.net/profile/Ritu-Singh-12/publication/287453771_Impact_Analysis_Family_Structure_on_Social_and_Emotional_Maturity_of_Adolescents/links/58aae53d458515040201a065/Impact-Analysis-Family-Structure-on-Social-and-Emotional-Maturity-of-Adolescents.pdf
11. Sairika, p., & Choudhari, M., (2015). EFFECT OF HOME ENVIRONMENT ON ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS- A STUDY IN LAKHIMPUR DISTRICT OF ASSAM. 5(2). Retrieved from www.isrj.org
12. Garzon, G. (2006). Social and cultural foundations of American education. Wikibooks.