



IMPACT OF HOME ENVIRONMENT AMONG MALE AND FEMALE ADOLESCENTS STUDENTS

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ABSTRACT :

The present study has been designed to find out the difference between male and female students on home environment. For this purpose, a sample of 50 students (25 male and 25 female) were selected from different schools in Agra city. The random sampling technique was adopted for data collection. For assessing home environment of the students, home environment inventory was administered. Result revealed that there is no significant difference between male and female students on home environment.

KEYWORDS : male, female, students, home environment, adolescence.



INTRODUCTION:

Adolescence is a very critical and important phase associated with physiological, psychological and cognitive and socio-emotional changes. At this stage of life adolescents are required to act accordance with social goals engaging with peers and members of the opposite sex and to accomplish the requirements of schooling making important decisions regarding their future. Career. These pressures in the form of stress make it difficult for adolescents to cope with the demands of daily living, these have negative physical and emotional effect. Stress related problems of adolescent can be caused by biological changes environment or by both. In recent times, the environmental influence is more on adolescents due to various changes in the organizational structure of the family and society. Family plays the most crucial role in the life of a child or adolescent. The overall development of an adolescent. The term "home environment" refers to all the objects, forces and conditions in the home which influence the child physically, intellectually and emotionally.

Crow and Crow (1965) describe that home is the primary societal unit. Family relationships play an important role in an individual's life pattern from early childhood through adulthood. Much of an individual's personality patterning originates at home. Not only does the child inherit certain family potentialities, but during his develop in years, his attitudes, beliefs, ideals and overt behavior reflects the influences on him of home experiences.

The home environment is important in developing the personality of child. There is a face-to face contact between the parents and children, which determine the personality and character of child, and developing upon the status of parent's active relations and other social set up of home. The families not only socially recognized relations for the child rearing and essential agency of child's socialization and introducing the child to the culture of society to which he belongs.

Bhat & Aminabhavi, (2011) made an attempt to study the impact of home environment on the psychosocial competence of adolescents. Data were collected from 100 adolescents studying in IX and X standards in English medium high schools of Dharwad. Results revealed that adolescents with high control, social isolation, deprivation of privileges and rejection at home have shown significantly lower problem solving, decision making, coping with emotion, coping with stress and overall psychosocial competence. Children with high protectiveness, punishment, conformity, reward, nurturance and permissiveness have better empathy, critical thinking, empathy, self-awareness, coping with stress, interpersonal relations and effective communication as well as overall psychosocial competence. Findings of the study reveal the significance of home environment in the development of life skills.

Bandhana & Sharma, (2012) make an attempt to study the impact of home environment on reasoning ability of secondary school students. The sample of the present investigation was drawn from government and private schools of Jammu city and comprised of 250 students (121 girls and 129 boys). Results revealed 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.

Mishra and Bamba, (2012) conducted a study to investigate the impact of family environment on academic achievement of a child. They inferred that the two groups differ significantly in their school performance. The mean school performance score of enriched overall family environment group is higher than that of low overall family environment group. It indicates that children with enriched overall family environment are found to have better academic achievement than those belonging to low overall family environment group.

Sharma, et al.,(2013) revealed that there is consistent relationship between home environment and students academic achievement. On applying Pearson's coefficient correlation no significant relationship found in Control, Punishment, Conformity, Social Isolation, Deprivation of privileges, Rejection, Permissiveness and Academic achievement. But a significant relationship found in Protectiveness, Reward and Nurturance and Academic Achievement.

Siddiqi (2014) conducted a study to investigate relationship between cognitive attainment and home environment of secondary school students. The sample of the present investigation was drawn from eight private and government secondary schools of Aligarh district India. The sample consisted of 300 students (150 girls and 150 boys) studying in class X, and was drawn by stratified random sampling technique. Home environment inventory by Mishra was used to assess the quality of home environment and cognitive attainment was ascertained with the help of report cards of students. The result of this research study indicate significant variation between the two group.

Lew (2015) conducted a study to determine the relationship of the home environment to creativity. It is specifically focused on looking for connection between the home environment and adolescents creativity and to identify whether the home environment made any difference to students creativity the subject in this study were 510 from middle and high. A summary of the findings of this study are as : first regarding the relationship of home environment to students creativity, the students 'creativity was significantly correlated to factors of home environment second, concerning the impact of home environment on creativity, the adolescents from families that provide better environments had a higher creative ability than the others from families with a poorer environment.

OBJECTIVE

To find out the difference between male and female students among home environment.

HYPOTHESIS

There will be no significant difference between home environment of male and female students.

RESEARCH DESIGN

Survey design was adopted for data collection

SAMPLE SELECTION

Sample was composed of 50 students (25 male and 25 female) between age range of 15-16 year, randomly selected from 10th grade students belonging to different schools in Agra district.

TOOL USED

Home environment inventory developed by K.S. Misra (1989). Home environment inventory contains 100 items related to ten dimensions of home environment the ten dimensions are (A) control, (B) Protectiveness, (C) Punishment, (D) Conformity, (E) Social isolation, (F) Reward, (G) Deprivation of privileges, (H) Nurturance, (I) Rejection, and (J) Permissiveness. Each dimensions has ten items belonging to it.

STATISTICAL ANALYSIS

Mean, S.D. and t-test was used to compare male and female students in terms of their scores on home environments.

RESULT & DISCUSSION

In order to test the hypothesis formulated for the present investigation, the data collected through the administration of the selected tool was statistically analyzed employing mean, S.D. and t-test.

Table no. 1

STUDENTS	MEAN	S.D.	t-value	P
Boys	239.32	40.52	1.39	>0.05
Girls	224.0	35.27		

Showing Mean, S.D. and t-value on:

With respect to home environment the mean score of male and female students are 239.32 and 224.0 respectively. Result shows that male and female students do not differ significantly from each other on home environment (1.39, $p > 0.05$). Thus hypothesis has been accepted in this regard. It indicates that home environment score level is found almost equal in male and female students. This indicate that the two groups of the students have similar possible out look towards their prevention of independent behavior, care, attitudes, sentiments, temperament, knowledge and achievements. Probably parents of both the groups their children due importance so that student can develop a capacity to understand others and can act accordingly. All the parents want that their children should progress in every field of life. Accordingly, parents extend all sorts of assistance to their children and give them suggestions and expect that their children fulfill their expectations. Probably, due to these, common feature amongst parents of both groups there is similarity between male and female student on home environment.

LIMITATIONS AND IMPLICATION

The size of the sample is too small to obtain objective information. Sample of the study can be enlarged to get better representation of the population.

The present study was restricted only on school students. A similar study can be done taking college going students.

Parents should understand adolescents feeling and make an effort to give them suggestion frequently and appropriately and do not always approve their behavior. They should keep the door open for discussion on any subject and be an approachable parent.

Parent should encourage adolescents to test new ideas in conversation by not judging their ideas and opinions but instead only listening they should offer their own views as plainly and normally as possible parents have to improve their home environment because it correlates with personality development.

CONCLUSION

It is concluded that there is no significant difference between male and female students in terms of home environments.

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