



# International Journal of Research Publication and Reviews

Journal homepage: [www.ijrpr.com](http://www.ijrpr.com) ISSN 2582-7421

## Home Environment among Higher Secondary School Students in Telangana state

*Dr. Thirupathi Naik Bukya*

Connected to Dept. Of. Psychology, Osmania University, Hyderabad

---

### ABSTRACT:

This study aims to examine the significant difference of the home environment on higher secondary school students with respect to selected variables. The present study was conducted on 600 higher secondary school students to find out the significant difference towards the Home environment. The Home Environment Inventory (HEI) developed by Dr. Karuna Shankar Mishra. The study results indicated Gender, Locality of the school, type of management influencing on home environment.

Keywords: Home environment, Gender, Locality of the school, type of management

---

### Introduction

A home is not a mere transient shelter. Its essence lies in the personalities of the people who live in it. Home Environment is the surroundings where one live. The focus of this study is on the home environmental factors affecting the academic performance of the students. This therefore, entails the objects, materials, parents, siblings, peers and social life that exists in the home in which the students find himself or herself. All the variables in the home that affect a person's existence, behavior and performance constitute the home environmental factors. Home environment has an influential role in child's development. Home environment exerts the greatest influence on the development of the child's behaviour. Family is the central & small unit of the society. Home environment is considered as a system where the behavior and relationship among all family members are interdependent.

Child's need is fulfilled by family members. Education of family members have also the impact on child like his behaviour, knowledge, interest, moral values etc. are also going to play a pivotal role in the future of child's life. In the present era, maximum parents are well educated. That is why their expectations have increased. Various psychologists have identified the different characteristics of home environment – restriction behaviour, punishment, commands, demands, respect, adjustment, nurturance, desire, rejection etc. Both home & school environment is accountable for the growth & development of child. The home environment is dependent on family culture, ethnicity, social economic status and poverty. Adisehinva and Aremu (2010) found that the education received by a child from parents and others at home is most likely to have highly significant and dominant effects on the behaviours of the child later in life.

---

### Significance of the Study

Home is the social institution, which has the most of teaching influence on the development of the child. In view of the great significance of the family in shaping of children's personality development, numerous researches attempted to study the several factors of family ecology in relation of children's development. It is often said that home is the first institution and the mother is the first teacher of the child. Family is the first teacher educates the child in his health, habit, speech, pattern, basic ideas and the many fold attitudes towards himself and the associates. In fact, the family provides the foundation on which future of the child's education is constructed. As long as the child is dependent on his or her parents they have to work for satisfying their economic needs. They have to provide their food, clothing, education, recreation and various other needs. Not only this they have to train him for some occupation in life. Physical care of the child is the first important responsibility of the family. Physical health also depends upon good health habits such as regular brushing of teeth, proper sleep and regular exercises. The family gives early training in these health rules to enable the child to develop sound physical health and hence personality. Parents are always interested in their child's work at school. The school can elicit the faith and co-operation of the parent by ending a detailed report of the child to his parents.

## Objectives of the Study

To study the level of emotional maturity of higher secondary school students is high.

To study the difference if any between the following higher secondary schools students in respect of their home environment with Gender, Locality of the School and Type of Management.

## Hypotheses

There is no significant difference between male and female students in their home environment

There is no significant difference between rural and urban students in their home environment

There is no significant difference among the students of private and government in their home environment

## Methodology

A survey research was adopted. A sample of 420 higher secondary students from Telangana state was selected using simple random technique. The Home Environment Inventory (HEI) developed by Dr. Karuna Shankar Mishra (revised in 2012) is a tool developed to measure the psycho-social climate of home as perceived by children. It measures the quality and quantity of the academic, emotional and social support that children receive from their homes. In this tool, there are 100 items. The items of the inventory are to be responded within the booklet itself. The five alternative responses are provided against all the items of the inventory that indicate the frequency of a behavior. The marks assigned to these five responses are as 4 marks to Always, 3 marks to Often, 2 marks to Sometimes, 1marks to Rarely and and 0 to Never.

## Data Analysis and Results

### 1) Status of Home Environment

Table-1: Descriptive Statistics for Home Environment Scores Of Higher Secondary School Students.

S. No	Variable	Mean	Level
1	Gender	212.22	Average
2	Locality	198.34	Average
3	Type of Management	200.06	Average

In this study, based on normal curve of higher secondary school students secured scores in between 185.42 to 243.30 ( Mean 214.72, SD 28.58) are classified as having average level of home environment. In the table 1 shows the home environment mean and standard deviation values. The calculated mean values are less than 243.30 and more than 185.42 .Therefore, it is found that the higher secondary school students irrespective of their gender ,locality of the school, type of management nature of school and board of affiliation have average level of home environment.

### 2) Gender and Home Environment

Table 2: 't' Test Values For Home Environment Scores –Higher Secondary School Students – Based On Gender

Gender	N	Mean	SD	't' Value	Remarks
Male	267	29.53	3.972	2.718	Significant
Female	153	30.64	4.037		

From the above Table 2 reveals the mean, standard deviation and 't' values of male and female higher secondary school students on home environment. The calculated 't' value is 2.718, which is higher than the table value of 1.97 to be significant at 0.05 level. Therefore, the research hypothesis is rejected. Further it is found that the male and female higher secondary school students differ significantly in their home environment.

## 3) Locality of the school and home environment

table 3: 't' test values for home environment scores – higher secondary school students–based on locality of the school.

Locality	N	Mean	SD	't' Value	Remarks
Rural	287	30.13	3.859	1.437	Not significant
Urban	133	29.52	4.351		

From the above Table 3 reveals the mean, standard deviation and 't' values of rural and urban higher secondary school students on home environment. The calculated 't' value is 1.437 ,which is lower than the table value of 1.97 to be significant at 0.05level. Therefore, the null hypothesis is accepted Further it is found that the rural and urban higher secondary school students do not differ significantly in their home environment.

## 4) Type of Management and Home Environment

Table 4 't' Test Values For Home Environment Scores – Higher Secondary School Students As On And Type Of Management And Its Sub Samples

Type of management	N	Mean	SD	't' Value	Remarks
Private	74	31.16	3.196	2.99	Significant
Government	346	29.67	4.140		

Table 4 further reveals the home environment mean, standard deviation and 't' values of higher secondary school students based on their type of management are between government and aided, government and private, aided and private as the calculated 't' value is 2.99 which is greater value of 1.97 to be significant at 0.05 level. Therefore, the research hypothesis is rejected. It is found that the higher secondary school students differ significantly in their home environment irrespective of their type of management.

## Major Findings of the Study

1. It is found that the higher secondary school students irrespective of their gender, locality of the school and type of management have average level of home environment.
2. It is found that the male and female higher secondary school students differ significantly in their home environment.
3. It is found that the rural and urban higher secondary school students do not differ significantly in their home environment.
4. It is found that the higher secondary school students differ significantly in their home environment irrespective of their type of management.

## Conclusions

It is advised that students have a calm and peaceful living space where they can study, as this can support their general growth. The best course of action is to provide them with adequate time and an educational atmosphere at home. Children's interactions with family members at home are a wonderful source of growth. It gives kids a source for their intellectual and social growth. It also raises children's self-esteem. It is strongly advised that students be exposed to the inner workings of families; they should be given the freedom to voice their opinions on various family issues and could even be considered as an integral part of the family.

The study's conclusions provide empirical evidence for the significance of the home environment in the formation of mental health. This study has highlighted the ways in which the home environment can support the development of adolescents by offering strong bonds, capable parenting, effective communication, and positive role modeling. As a result, changes to the home environment can be made to improve the children's mental health. To further improve the atmosphere at home, parents must spend some quality time with their children. It is the result of well-executed teaching and learning, as well as the deliberate work of the educator, the educational institution, the parents, and the students' diverse home situations.

---

**REFERENCE**

---

1. Adeshinwa O. A. & Aremu, A. O. (2010). The relationship among predictors of child, family, school, society and the government and academic achievement of senior secondary school students in Ibadan, Nigeria. *Procedia Social. Behaviour Sciences*, 5(2), 842 – 849
2. Best, J. W. & Kahn J.V. (2010) *Research in Education*; Tenth Edition, Prentice Hall of India, New Delhi.
3. Garrett H. E. (1961) *Statistics in Psychology & Education*, Applied Pacific Private Ltd. Bombay.
4. Mishra, K.S. (2012). “Manual for Home Environment inventory (HEI)”. National Psychological Corporation, Agra.