

# A Comparative Study on Home Environment among Sarna and Tribal Christian School Students of Jamshedpur Town

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## ABSTRACT

The present study was conducted on 80 school students of Jamshedpur selected by 2 x 2 stratified random sampling. The factors of stratification were gender (Male and Female) and religion (Sarna and Tribal Christian). The main objectives were: (i) To assess the extent of home environment among school students. (ii) To find out the impact of gender and religion on home environment among school students. The extent of home environment was measured by home environment inventory. Statistical techniques such as percentage of scores and anova were applied for analysis of data. The results revealed that the extent of home environment varied among total and sub-groups, gender and religion had no impact on home environment.

**Key Words:** Home Environment, Gender and Religion

## Introduction

The home environment is considered as a powerful influence on the child. A home environment is viewed as consequential for child developmental outcomes such as cognitive ability, school readiness, academic achievement and emotional adjustment (Fantuzzo et al., 2000). During the past few decades home environment had been identified as being a contributing factor in a child's educational, cognitive and affective development. Researchers typically separate elements of the home environment into two major categories; social and physical (Casey et al. 1988). The parents or guardian of the students are responsible for providing the right home environment that will facilitate effective learning for their wards. Furthermore, in pupil's home environment, some factors that influence their academic performances include: parent's educational background, occupation, economic status, marital status, home location, family size and peer group.

Home environment is the most important institution for the existence and continuance of human life and the development of various personality traits. A home is a place where pupils

live with their parents or guardians and it is the place where they are groomed. It is a place where the pupils begin to learn the norms and values of the society where they find themselves. Home environment means a family background of the students. This includes all the human and material resources present at the home that affect the student education and living, such as the parent level of education, their occupation, socio-economic status and socializing facilities available at house. Crow and Crow (1965) describes that home is the primary societal unit. Family relationship plays an important role in an individual's life pattern from the early childhood to adulthood. Most of an individual's personality originates at home which influences one's attitude, beliefs, ideals and overt behaviour.

## Methodology

### Objectives

- To assess the extent of home environment among school students.
- To find out the impact of gender and religion on home environment among school students.

### Hypothesis

- The extent of home environment will vary in total and different sample sub-groups.
- Gender and religion of sample groups will have no impact on home environment.

### Sample

The present study was conducted on 80 class 10<sup>th</sup> school students of Jamshedpur town of Jharkhand. The sample was selected by stratified random sampling technique. The sample stratification was based on:

- Gender -2(Male and Female)
- Religion -2(Sarna and Tribal Christian)

Thus, there were 8 strata. From each stratum, 10 cases were selected randomly making a total of 80 cases. The sample design is presented in Table - 1.

**Table-1: Sample Design**

	Sarna		Tribal Christian		Total
Male	10	10	10	10	40
Female	10	10	10	10	40
Total	20	20	20	20	80

### Tools used in data collection

- Personal Data Questionnaire (PDQ)
- Home Environment Inventory (HEI)

## Personal Data Questionnaire (PDQ)

This questionnaire was prepared by the research scholar to obtain information about the student's name, gender, religion, class etc.

## Home Environment Inventory (HEI)

This inventory was developed by (Mishra, 2012). HEI contained 100 items related to above-mentioned ten dimensions of home environment. These dimensions are as follows.

- (A) Control
- (B) Protectiveness
- (C) Punishment
- (D) Conformity
- (E) Social Isolation
- (F) Reward
- (G) Deprivation of Privilege
- (H) Nurturance
- (I) Rejection
- (J) Permissiveness

The instrument requires students to tell the frequency with which a particular parents-child interactional behavior has been observed by them in their homes. It is a 5-point scale from mostly to never. HEI can be used in individual or in group setting. Test has a 5-cell point marking system for score is allotted by constructor, 4 marks to mostly, 3 marks to often, 2 marks to some times, 1 mark to least and 0 marks to never.

## Results and Discussion

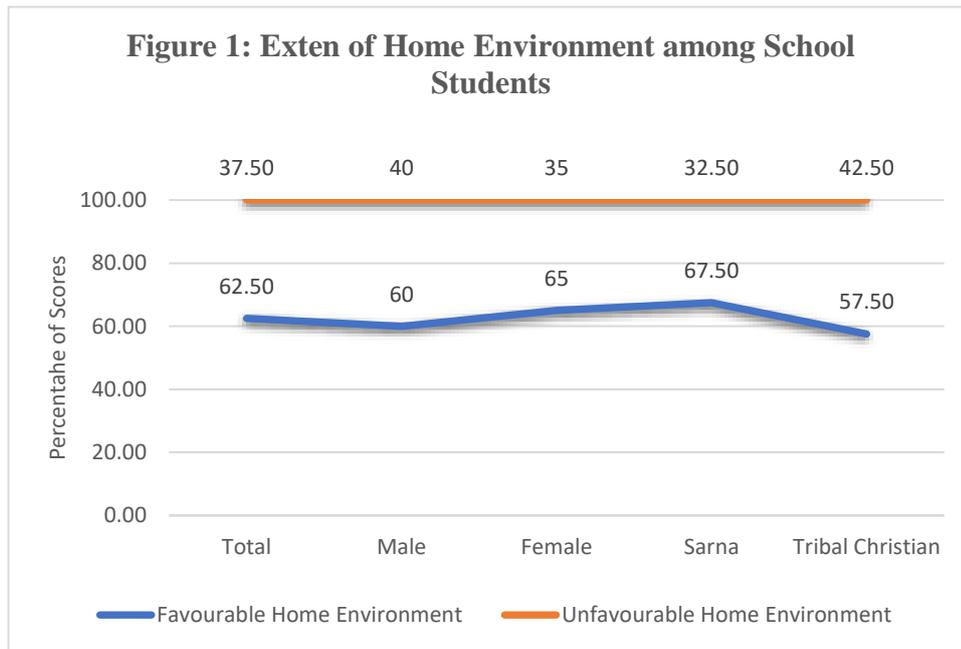
### Extent of Home Environment among School Students of Jamshedpur Town

In order to measure the extent of home environment among school students of Jamshedpur town, home environment inventory was administered. On the basis of obtained scores, two levels of home environment were categorized- favourable and unfavourable. Percentage of school students are presented in Table 2 and Figure 1.

**Table 2: Distribution of School Students according to their Extent of Home Environment**

Sample Groups	Favourable Home Environment		Unfavourable Home Environment	
	N	%	N	%
Total	50	62.50	30	37.50
Male	24	60	16	40
Female	26	65	14	35

Sarna	27	67.50	13	32.50
Tribal Christian	23	57.50	17	42.50



- ❖ The extent of home environment was favorable among 62.50% total students.
- ❖ The extent of home environment was unfavorable among 37.50% total students.
- ❖ The extent of home environment was favorable among 60% male students.
- ❖ The extent of home environment was unfavorable among 40% male students.
- ❖ The extent of home environment was favorable among 65% female students.
- ❖ The extent of home environment was unfavorable among 35% female students.
- ❖ The extent of home environment was favorable among 67.50% Sarna students.
- ❖ The extent of home environment was unfavorable among 32.50% Sarna students.
- ❖ The extent of home environment was favorable among 57.50% Tribal Christian students.
- ❖ The extent of home environment was unfavorable among 42.50% Tribal Christian students.

### Impact of Gender and Religion on Home environment of Sample Groups

In order to examine the impact of gender and religion on home environment of sample groups, analysis of variance was used. The F-value is presented in Table 3. The results revealed that:

**Table 4.39: F. Values Showing the Impacts of Gender and Religion of the School Students on Home Environment**

Variables	Sum of Squares	df	Mean Square	F-Value	Level of Significance
Gender	621.613	1	621.613	0.376	NS
Religion	21.013	1	21.013	0.013	NS

Gender X Religion	4277.813	1	4277.813	2.585	NS
Error	125763.3	76	1654.78		
Total	3741059	80			
Corrected Total	130683.7	79			

Note: NS- Not Significant

- ❖ The F value showing the impact of gender on home environment was statistically not significant. The F – value was 0.376.
- ❖ The F value showing the impact of religion on home environment was not statistically significant. The F – value was 0.013.
- ❖ The interactional effects of gender and religion on home environment were not statistically not significant. The F – value was 2.585.

## Conclusion

The first objective of the study was to assess the extent of home environment among school students. The result revealed that most of the school students had favourable home environment. The second objective of the study was to find out the impact of gender and religion on home environment among school students. The result revealed that gender and religion of school students had no impact on home environment.

## References

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