A Study of Home Environment among School Students of Ranchi Town

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ABSTRACT

The present study was conducted on 320 school students of Ranchi town selected by 2 x 2 x 2 stratified random sampling. The factors of stratification were religion (Christian and Sarna) x gender (Male and Female) and Academic Achievement Category (High Achiever and Low Achiever) from Ranchi district. The main objective was: (i) To measure the extent of home environment on academic achievement of sample groups. The extent of home environment was measured by home environment inventory. percentage of scores was applied for analysis of data. The results revealed that the extent of home environment varied among total and different sample sub-groups.

Key Words: Home Environment, Religion, Gender and Academic Achievement Category

Introduction

The family is our first school for emotional learning. From there we learn how to feel about ourselves and how others react to our feelings, how to thinks about this feelings and what choices we have in reacting and how to read and express hopes and fears. This emotional coaching operates not just through the what parents say and do directly to their children, but also through the models they offer for handling their feelings and those that pass between husband and wife.

A home can be defined as a spot where a person lives forever, specifically as a part of family unit. It is not an important transient sanctuary, but its characteristics lies in the personalities of the people who lives in it (Anthonia, 2014). As indicated by Anene (2005), an individual presence, development and welfare of life forms are influenced by all inside and outside conditions of environment. Researcher further explained that home environment also incorporates the general population like folks, kin and companions and an individual has to interact with them

Home environment was found to be an important factor in determining academic performance of students. From the beginning, parents have been the major persons involved in raising children in every society. That is why the family is recognized as an important agent of socialization. Adekeyi (2002) observed that it is mainly through their efforts and abilities that children are socialized to become productive citizens. So, wherever parents possess the resources and skills; and apply them effectively and joyfully in raising their children, the entire society benefits. This brings joy and pride to the nation, and encourages development and peaceful co-existence. The children themselves feel good and bring happiness to their parents and the whole community. The home is the first place of learning for the child. The quality of home environment goes a long way in determining the eventual personality and achievement of the child. Psychologists had classified the factors that affect learning into two broad categories namely, nature and nurture. It has been discovered that the two categories play complementary roles. As nature determines the level of intelligence and inherited abilities of the child, nurture helps to

maximize these innate abilities. According to Ekinne (2002), nurture involves the home, the school, the environment and peer groups to which the learner belongs. The home has far reaching influence on the child. Babara (1982) said that the child home environment influences attainment at school. Also, Touray (1982) suggested that the home environmental variables could be manipulated to enhance students' academic performance. The home has an important influence on the child's academic achievement. What the child learns at home and how his family motivates him towards education contributes to the child's success in school, (Essien, 2002). The home as an educational environment is considered as the social psychological contexts or determinants of learning. The term home environment refers to all the objects, forces, and conditions in the home which influence the child physically, intellectually and emotionally (Muola, 2010)

Review of Literature

The home environment is considered 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).

Historically, examinations of the influence of home environments on developmental outcomes have focused on distal variables as the primary measures of home experience, such as the family income, parents' educational level, parents' occupational status, parental involvement and parenting styles of (authoritarian, demanding and permissive parenting styles).

For researcher, Ekanem (2004), framing their investigations of the influence of children's home environments from an ecological perspective, the primary focus on static, contextual settings and variables omits the possibility of examining the dynamic influence of process variables that are found in the child's context of the home. The academic Achievement of any child cannot be separated from the home environment in which the child grows up (Fantuzzo et al, 2000).

Numerous studies revealed that various factors are responsible for scholastic failure of students, such as low socio-economic background, student's cognitive abilities, school related factors, environment of the home, or the support given by the parents and other family members (Khan & Malik, 1999; Gonzalez-Pienda et. al., 2002).

Methodology

Objectives

● To measure the extent of home environment on academic achievement of sample groups.

Hypothesis

● The extent of home environment will vary in total and different sample sub-groups.

Sample

The present study was conducted on 320 class 9th school students of Ranchi district of Jharkhand. The sample was selected by stratified random sampling technique.

The sample stratification was based on:

- Religion　　　　　　　　　　　-2(Christian and Sarna)
- Gender　　　　　　　　　　　　-2(Male and Female
- Academic Achievement Category　-2(High Achiever and Low Achiever)

Thus, there were 8 strata. From each stratum, 40 cases were selected randomly making a total of 360 cases.

The sample design is presented in Table - 1.

Table-1: Sample Design

Religion		Christian		Sarna		Total
Gender		Male	Female	Male	Female	
Level of Academic Achievement	Higher	40	40	40	40	160
	Lower	40	40	40	40	160
Grand Total		80	80	80	80	320

- High Achiever   =Students who obtained 60% or above
- Low Achiever   =   Students who obtain 50% or below

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 obtained information about the students name, age, sex, SES, religion etc.

Home Environment Inventory (HEI)

This inventory was developed by (Mishra, 2012). The present home environment inventory is an instrument designed to measure psycho social climate of home as perceived by children. It provides a measure of quality and quantity of the cognitive, emotional and social support that has been available to the child within the home. HEI has 100 items belonging to the 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

Description of The Inventory:

HEI contained 100 items related to above-mentioned ten dimensions of home environment. 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 5-point scale from mostly to never. HEI can use individual or in group setting. Test has 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. The item wise "t" value is found out from the test constructor.

Results and Discussion

Extent of Home Environment on Academic Achievement among School Students of Ranchi

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

Table 4.: Distribution of High and Low Achiever Respondents according to their Extent of Home Environment

Sample Groups	High Achiever				Low Achiever			
	Favourable		Unfavourable		Favourable		Unfavourable	
	N	%	N	%	N	%	N	%
Total	89	55.60	71	44.40	72	45.00	88	55.00
Male	30	37.50	50	62.50	40	50.00	40	50.00
Female	59	73.80	21	26.20	32	40.00	48	60.00
Christian	53	66.20	27	33.80	36	45.00	44	55.00
Sarna	36	45.00	44	55.00	36	45.00	44	55.00

The details are as follow:

High and low achiever students:

➢ 55.60% high achiever students had favourable home environment
➢ 44.40% high achiever students had unfavourable home environment

Figure 1: Extent of Home Environment in High and Low Achiever School Students
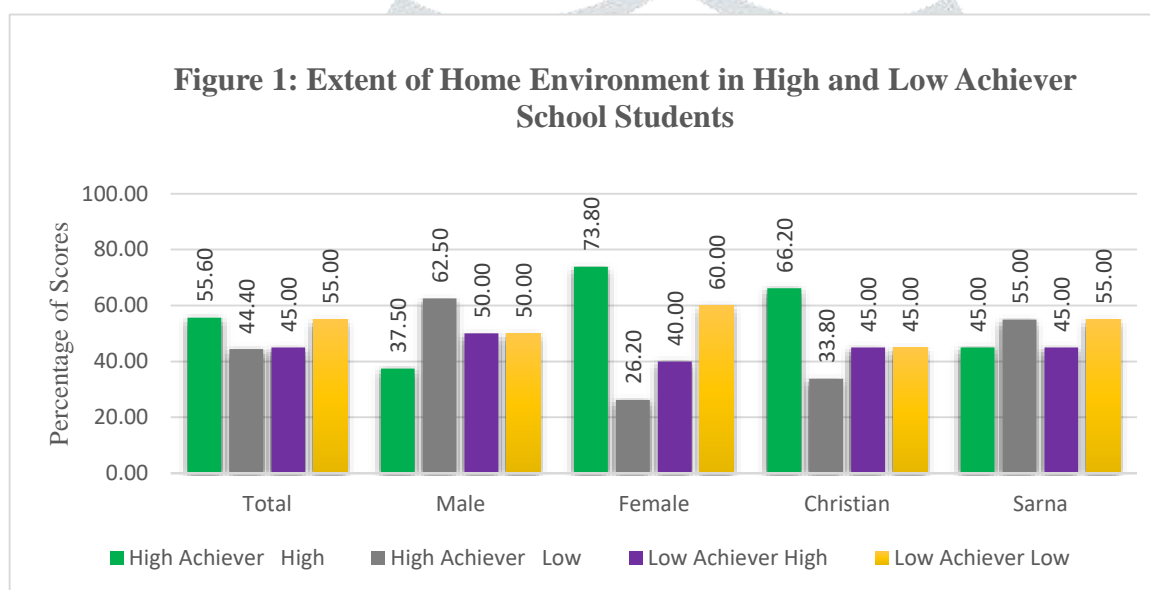
➢ 45% low achiever students had favourable home environment
➢ 55% low achiever students had unfavourable home environment

High and low achiever male students:
➢ 37.50% high achiever male students had favourable home environment
➢ 62.50% high achiever male students had unfavourable home environment
➢ 50% low achiever male students had favourable home environment
➢ 50% low achiever male students had unfavourable home environment

High and low achiever female students:

➢ 73.80% high achiever female students had favourable home environment
➢ 26.20% high achiever female students had unfavourable home environment
➢ 40% low achiever female students had favourable home environment
➢ 60% low achiever female students had unfavourable home environment

High and low achiever Christian students:

➢ 66.20% high achiever Christian students had favourable home environment
➢ 33.80% high achiever Christian students had unfavourable home environment
➢ 45% low achiever Christian students had favourable home environment
➢ 55% low achiever Christian students had unfavourable home environment

High and low achiever Sarna students:

- ➢ 45% high achiever Sarna students had favourable home environment
- ➢ 55% high achiever Sarna students had unfavourable home environment
- ➢ 45% low achiever Sarna students had favourable home environment
- ➢ 55% low achiever Sarna students had unfavourable home environment

Conclusion

- ➢ High achieving students was show more favourable home environment than low achieving students.
- ➢ low achieving male students was show more favourable home environment than high achieving male students.
- ➢ High achieving female students was show more favourable home environment than low achieving female students.
- ➢ High achieving Christian students was show more favourable home environment than low achieving Christian students.
- ➢ High and low achieving Sarna students was show same response on home environment.

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