

Research Article

Attitude of Higher Secondary Students towards Home Environment In Cuddalore District

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ABSTRACT

The present study aims to probe the attitude of higher secondary students towards home environment in Cuddalore district. In this normative survey method was employed. The present study was conducted with the sample of 290 higher secondary schools students in Cuddalore district of Tamil Nadu by selecting simple random sampling technique. Home Environment Inventory (HEI) by Karuna Shankar Misra (1998) was used to collect the data. The findings showed that (i) there is a significant difference between higher secondary boys and girls in their attitude towards home environment, (ii) there is no significant difference between government and private higher secondary school students with respect to home environment, (iii) there is no significant difference in the attitude of higher secondary students towards home environment in terms of community, and (iv) there is a significant difference in the attitude of higher secondary students towards home environment in terms of religion.

Keywords: Home environment, Attitude of students, higher secondary education, Cuddalore District, Parental involvement

INTRODUCTION

Home is said to be the first school of the child. Home environment is one of the most potential factors influencing a child's achievement. This aspect of academic achievement has been studied by Jain (1965). There is considerable evidence to prove that parental attitudes and the nature of home-environment are important determinants of a child's success in reading

(Subramaniam, 1979). Psychologically, the individual inherits certain potentialities, the extent of whose development will be dependent in part on the environment during the period of growth. This implies that function and behaviour are both inherited and acquired. Emotional influences thus have as their basis, certain distinct factors, which cannot be fundamentally changed because they are inherited, and others which evolve out of the home environment.

Significance of the Study

No child can grow in vacuum. He needs all types of elements and support in his environment to help him to grow, to develop, to become complete and to possess integrity. The complex structure and functioning of the society has proved to be too taxing for the individual's adjusting capacities to meet the demands of the environment. The home environment includes the facilities at home, education of parents, occupation of parents, parents' income, parents and siblings' attitude, etc. Healthy home environment is the prerequisite for developing good academic performance. Parents establish a safety net of concerned adults that can support children's academic and socio emotional development and assist children if adjustment problems arise.

Every student from the beginning of the first grade until he finishes college education makes a long series of adjustment between whole unique personality and the environment. The best integrated and adjusted individuals would have established some reasonable goal in line with their interests, abilities and settled down work towards these goals seriously and steadily, without unusual tensions. The stage of adolescence is a transitional period. Sometimes the conflicting demands of the parents leave the adolescent confused and maladjusted to his self and the society. Hence, the investigators have decided to select the topic given below.

Title of the Study

Attitude of Higher Secondary Students towards Home Environment in Cuddalore District

Operational Definition of the Key Terms

Attitude is more or less permanent enduring state of readiness of mental organization which predisposes an individual to react in a characteristic way to any subject or situation with which it is related.

Attitude is a set of complex feedings, desires, fears, convictions, prejudices or other emotional tendencies that give an individual readiness to act because of his varied experiences.

Objective

- ❖ To find out whether there is any significant difference in the attitude of higher secondary students in terms of (i) gender, (ii) type of school, (iii) community, and (iv) religion.

Hypotheses

- ❖ There is no significant difference between higher secondary boys and girls in their attitude towards home environment.
- ❖ There is no significant difference between government and private higher secondary school students with respect to home environment.
- ❖ There is no significant difference in the attitude of higher secondary students towards home environment in terms of community.
- ❖ There is no significant difference in the attitude of higher secondary students towards home environment in terms of religion.

Methods and Procedures

In this present study, the normative survey method was employed. The present study was conducted in the higher secondary schools in Cuddalore district of Tamilnadu. So, a sample of 290 higher secondary school students of Cuddalore district was selected by using random sampling technique. Home Environment Inventory (HEI) by Karuna Shankar Misra (1998) was used to collect the data. The reliability of the tools has been found out by the researchers by using the split-half method. It was 0.92 for HEI. After giving proper instruction to the students, the research tools namely, attitude towards religion and home environment were supplied to the students. The survey was administered by using group test method. If the students arise any doubts regarding the statement, the researcher clarified immediately. The maximum time to complete the tools is 1 hour. The completed tools were collected from the students after the stipulated time period. Later, the collected test items were subjected to scoring based on the manual. The scored master table was analysed by the SPSS package. To analyse the data percentile analysis, mean and standard deviation, 't' test and 'F' test and Pearson's product moment correlation were used as the statistical techniques.

Data Analysis

Table-1: The Mean Scores and Standard Deviation of Higher Secondary Students' on Home Environment

S.No.	Demographic Variable	Sub-sample	N	Mean	S.D
1	Entire Sample		290	227.14	42.42
2	Gender	Boys	146	211.94	34.75
		Girls	144	242.56	44.02
3	Type of School	Government	131	226.47	42.82
		Private	159	227.69	42.22
4	Community	OC	15	226.47	26.85
		BC	124	232.99	43.22
		MBC	92	224.87	43.91
		SC/ST	59	218.56	40.71
5	Religion	Hindu	176	231.80	39.97
		Muslim	57	215.37	39.37
		Christian	57	224.53	43.65

1. **Entire Sample:** The computed mean scores and standard deviation of higher secondary students on home environment scale were 227.14 and 42.42 respectively. The obtained mean value indicates that the higher secondary students have moderate home environment and the standard deviation value indicates the scores of the sample was around the mean value.
2. **Gender:** The mean scores of higher secondary boys and girls were 211.94 and 242.56 respectively. It indicates that both boys and girls have moderate home environment.
3. **Type of School:** The mean scores of government and private school students were 226.47 and 227.69 respectively. It indicates that both government and private school students have moderate home environment.
4. **Community:** The mean scores of students belonging to other community, backward community, most backward community and scheduled caste/scheduled tribe were

226.47, 232.99, 224.87 and 218.56 respectively. It indicates that irrespective of the students' community, all of them have moderate home environment.

5. **Religion:** The mean scores of students belonging to Hindu; Muslim and Christian religious were 231.80, 215.37, and 224.53 respectively. The obtained mean scores of different religion indicate that the students belonging to different religion have moderate home environment.

H₀: There is no significant difference between higher secondary boys and girls in their attitude towards home environment.

Table-2: Difference between higher secondary boys and girls in their attitude towards home environment

Gender	N	Mean	S.D.	't' value	Los at 5%
Boys	146	211.94	34.75	6.57	S
Girls	144	242.56	44.02		

It is inferred from the above table that, the calculated 't' value was 6.57, which is significant at 0.05 level. Hence, there is a significant difference between higher secondary boys and girls in their attitude towards home environment.

H₀2: There is no significant difference between government and private higher secondary school students with respect to home environment.

Table-3: Difference between Government and Private Higher Secondary School Students in their attitude towards Home Environment

Types of School	N	Mean	S.D.	't' value	Los at 5%
Government	131	226.47	42.82	0.24	NS
Private	159	227.69	42.22		

It is inferred from the above table that, the calculated 't' value was 0.24, which is not significant at 0.05 level. Hence, there is no significant difference between government and private higher secondary school students with respect to home environment.

H₀₃: There is no significant difference in the attitude of higher secondary students towards home environment in terms of community

Table-4: Difference among the Attitude of Higher Secondary Students towards Home Environment in terms of Community

Community	Sum of squares	MSV	df	'F' value	LoS at 5%
Between	9071.501	3023.834	3	1.69	NS
Within	511089.70	1787.027	286		

It is inferred from the table that, the calculated "F" value was found to be 1.69, which is not significant at 0.05 level. Hence, there is no significant difference in the attitude of higher secondary students towards home environment in terms of community.

H₀₄: There is no significant difference in the attitude of higher secondary students towards home environment in terms of religion

Table-5: Difference among the Attitude of Higher Secondary Students towards Home Environment in terms of Religion

Religion	Sum of squares	MSV	df	'F' value	LoS at 5%
Between	12111.690	60555.845	3	3.42	S
Within	508049.51	1770.207	286		

It is inferred from the above table that, the calculated 'F' value was found to be 3.42, which is significant at 0.05 level. Hence, there is a significant difference in the attitude of higher secondary students towards home environment in terms of religion.

Findings

- ❖ There is a significant difference between higher secondary boys and girls in their attitude towards home environment ..
- ❖ There is no significant difference between government and private higher secondary school students with respect to home environment.
- ❖ There is no significant difference in the attitude of higher secondary students towards home environment in terms of community.
- ❖ There is a significant difference in the attitude of higher secondary students towards home environment in terms of religion.

Conclusion

The attitude of higher secondary students towards home environment is moderate. There is a significant difference between higher secondary boys and girls in their attitude toward home environment. When comparing the mean scores, girls are having better attitude towards home environment than the higher secondary boys. It may be due to the fact that the parents trust girls and give them more importance and freedom at home. That is, they have free and supporting atmosphere at home.

There is a significant difference in the attitude of higher secondary students towards home environment in terms of religion. When comparing the mean scores, Hindu higher secondary students have better attitude towards home environment than the Christians and Muslims. This may be due to the fact that the Hindu students have enough freedom in their home rather than the Christian and Muslim students.

The parents and teachers should understand the problems of their children in home and in school. The parents should create congenial environment at home, which may help the children to be emotionally balanced and stable. Parents should create an environment in which the children can express their feelings and share it with them. The children should also be given an opportunity to realize that they have their own independent existence, which can build self-confidence in them. The parents should visit the school regularly so that it reinforces the views in the child's mind that school and home are connected and that the school is an integral part of the whole family life. Parents regularly watch their children's progress in education and whenever extra help is needed they should help them and guide them in their studies. Parents' help, encouragement and a suitable atmosphere for better studies will surely improve the academic achievement of their children to a great extent.

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