A STUDY OF VARIOUS DIMENSIONS OF HOME ENVIRONMENT AMONG HIGHER SECONDARY SCHOOL STUDENTS IN RELATION TO GENDER

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I. INTRODUCTION

Christenson, Rounds & Gorney (1992) research findings indicate that parental involvement makes a positive contribution to children's educational achievement. Shek (1997) has found that family factors play an important role in influencing the psychosocial adjustment, particularly the positive mental health, of Chinese adolescents. Whether parents are involved in and support their adolescents" school life can directly affect their personal and social development as well as their academic success. Bandhana Bandhana, Darshana P. Sharma (2012) 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. Clarissa (1992) in Barbados examined home environmental factors that have a positive influence on achievement of secondary students. She observed that family stability, unity, and security had a positive influence on school achievement. Data was collected from a sample of 105 form-four students with 40% boys and 60% girls. S. Jaikumar and R. Muthumanickam (2010) found that there is a significant difference between male and female students who are in the first and second birth order and third and above birth order on their family environment. There is no significant difference between joint family and nuclear family students on their family environment. Senthilnathan (2008) conducted "A study of self-regulated learning of higher secondary students in relation to their family environment" and found that self-regulated learning of higher secondary students is closely related to their family environment. Venkatesan (2008) conducted a study on "academic achievement of IX standard students in relation to their family environment" and found that there is a significant relationship exists between the IXth standard students academic achievement and their family environment.

II. STATEMENT OF PROBLEM

In the present research main aim is to study and compare various dimensions of home environment among students with regard to gender. The exact problem of the present research is as under: "A study of various dimensions of home environment among higher secondary school students in relation to gender"

III. OBJECTIVES OF THE STUDY

The main objective of the present research is to study and compare various dimensions such as control, protectiveness, punishment, conformity, social isolation, reward, deprivation of privilege, nurturance, rejection and permissiveness between male and female student of higher secondary school.

IV. HYPOTHESIS OF THE STUDY

The main hypothesis of the present research is as under: There will be no significant difference between male and female students of higher secondary schools with regard to their various dimensions of home environment such as control, protectiveness, punishment, conformity, social isolation, and reward, deprivation of privilege, nurturance, rejection and permissiveness.

V. SAMPLE OF THE STUDY

In the present research 100 male and 100 female students were randomly selected from the various higher secondary schools of Ahmedabad city.

VI. VARIABLE OF THE STUDY

In the present research gender is considered as independent variable and scores of various dimensions of home environment inventory is considered as dependent variable.

VII. TOOLS

In the present research Home Environment Inventory by K.S. Misra was used for data collection.

A. Reliability and Validity
Reliability:
The home environment inventory's reliability was found out by split half method, and worked out separately for all the ten dimensions. The split half reliability of various dimensions of HEI is as follows.

Sr. No.	Inventory dimension	*Reliability co-efficient*
A	Control	*0.879*
B	Protectiveness	*0.748*

C	Punishment	*0.947*			
D	Conformity	*0.866*			
E	Social isolation	*0.870*			
F	Reward	*0.875*			
G	Deprivation of privileges	*0.855*			
H	Nurturance	*0.901*			
I	Rejection	*0.841*			
J	*Permissiveness*	*0.726*			

The inter correlation is also counted by Dr Karunashankar Mishra in between 10 dimensions.

Validity:
Home environment inventory has been found to possess content validity is measured with the help of views expressed by judges. Criterion related validity could not be established because of the lack of appropriate external criteria.

VIII. PROCEDURE
The main aim of the present research is to study various dimensions of home environment of higher secondary schools students with regard to gender. 250 male and 250 female students from were selected randomly from the various higher secondary schools of Ahmedabad city. Principals of the selected school were personally contacted. Permission was taken for data collection from the student of their institution. In small manageable group of students rapport was established with them. They were instructed about the inventory which was being used for data collection. They were given home environment inventory and answer sheet. After the completion of data collection the responses of each test were assigned scores according to the manual of home environment inventory.

IX. STATISTICAL ANALYSIS
To find out the significance mean difference between male and female student of higher secondary schools with regards to the scores of various dimensions of home environment 't' test was used.

X. RESULTS AND DISCUSSION
Mean SD and t value of male and female higher secondary school student on various dimensions of home environment.

No	Dimensions	Group	N	Mean	SD	t	Level of Significant
1.	Control	Male	100	21.23	6.69	4.32	.01
		Female	100	17.60	5.09		
2.	Protectiveness	Male	100	28.06	7.51	0.42	NS
		Female	100	28.46	5.92		
3.	Punishment	Male	100	23.26	5.93	3.38	.01
		Female	100	20.40	6.03		
4.	Conformity	Male	100	30.61	5.79	0.82	NS
		Female	100	31.24	5.07		
5.	Social isolation	Male	100	14.38	7.26	5.97	.01
		Female	100	8.84	5.79		
6.	Reward	Male	100	30.61	5.55	2.03	.05
		Female	100	32.14	5.11		
7.	Deprivation of privilege	Male	100	11.33	7.10	6.83	.01
		Female	100	5.64	4.36		
8.	Nurturance	Male	100	24.01	6.02	0.34	NS
		Female	100	24.29	5.57		
9.	Rejection	Male	100	11.65	7.59	4.62	.01
		Female	100	6.84	5.53		
10.	Permissiveness	Male	100	21.25	5.63	1.96	.05
		Female	100	22.84	5.83		

In above Table an attempt is made to find out the significant difference between male and female higher secondary school students on various dimensions of home environment such as control, protectiveness, punishment, conformity, social isolation, reward, deprivation of privilege, nurturance, rejection and permissiveness. Mean scores of male higher secondary school students on control is 21.23 and SD is 6.69 and mean scores of female higher secondary school students on control is 17.60 and SD is 5.09. The 't' value is 4.32 which are significant at .01 levels. It means male higher secondary school students differ significantly as compare to female higher secondary school students on control. Higher Secondary male students differ significantly than female students on the dimension of control because usually female students on the dimension of control because usually female students are controller in a more strict ways than male students in our Indian society. Mean scores of male higher secondary school students on protectiveness is 28.06 and SD is 7.51 and mean scores of female higher secondary school students on protectiveness is 28.46 and SD is 5.92. The 't' value is 0.42 which is not significant. It means male higher secondary school students do not differ significantly as compare to female higher secondary school students on protectiveness. On the dimensions of protectiveness, there is no significant difference between males and females. In the practice of protecting the children males females are usually treated equally. We cannot do that particularly gender of children is protection more or less. Mean scores of male higher secondary school students on punishment is 23.26 and SD is 5.93 and mean scores of female higher secondary school students on punishment is 20.40 and SD is 6.03. The

't' value is 3.38 which is significant at .01 level. It means male higher secondary school students differ significantly as compare to female higher secondary school students on punishment. On the dimensions of punishment, significant difference is found between modes of punishment for males and females. Some of the parents are more punitive to females then males. Hence, difference is found between the two genders. Mean scores of male higher secondary school students on conformity is 30.61 and SD is 5.79 and mean scores of female higher secondary school students on conformity is 31.24 and SD is 5.07. The 't' value is 0.82 which is not significant. It means male higher secondary school students do not differ significantly as compare to female higher secondary school students on conformity. In respect of conformity, there is no difference between males and females. It may be that both male and female are socialized in equal pattern and therefore both the genders learn to confirm to social norms. Mean scores of male higher secondary school students on social isolation is 14.38 and SD is 7.26 and mean scores of female higher secondary school students on social isolation is 8.84 and SD is 5.79. The 't' value is 5.97 Which is significant at .01 level. It means male higher secondary school students differ significantly as compare to female higher secondary school students on social isolation. The statistical analyses show that the social isolation value of females is less than that of males. The females are socially more isolated than that man because the parents allow males more to mix with the society than females. Mean scores of male higher secondary school students on reward is 30.61 and SD is 5.55 and mean scores of female higher secondary school students on reward is 32.14 and SD is 5.11. The 't' value is 2.03 which is significant at .05 level. It means male higher secondary school students differ significantly as compare to female higher secondary school students on reward. On the dimension of reward, there is a significant difference between males and females. It seems females are rewards more by parents and teachers than males. Mean scores of male higher secondary school students on deprivation of privilege is 11.33 and SD is 7.10 and mean scores of female higher secondary school students on deprivation of privilege is 5.64 and SD is 4.36. The 't' value is 6.83 which is significant at .01 level. It means male higher secondary school students differ significantly as compare to female higher secondary school students on deprivation of privilege. On deprivation of privileges, males and females differ significantly. It seems this is the result of our social pattern. In our society males are given more privilege than females. It is the practice from very childhood. Mean scores of male higher secondary school students on nurturance is 24.01 and SD is 6.02 and mean scores of female higher secondary school students on nurturance is 24.29 and SD is 5.57. The 't' value is 0.34 which is not significant. It means male higher secondary school students do not differ significantly as compare to female higher secondary school students on nurturance. On nurturance, the significant difference is not found between males and females. In modern society. The boys and girls are nurturance in equal ways. In ancient times, there was a partial treatment of boys and girls. Mean scores of male higher secondary school students on rejection is 11.65 and SD is 7.59 and mean scores of female higher secondary school students on rejection is 6.84 and SD is 5.53. The 't' value is 4.62 which are significant at .01 levels. It means male higher secondary school students differ significantly as compare to female higher secondary school students on rejection. On rejection, there is a significant difference between males and females usually females are regarded more by parents than males. Parents and family accept boys more than the girls. Some families regarded girls totally. It is the usual practice. Mean scores of male higher secondary school students on permissiveness is 21.25 and SD is 5.63 and mean scores of female higher secondary school students on permissiveness is 22.84 and SD is 5.83. The 't' value is 1.96 which is significant at .05 level. It means male higher secondary school students differ significantly as compare to female higher secondary school students on permissiveness. On permissiveness the males and females differ significantly. We can observe the practices prevailing in many families that parents are more permissive to males than females. Males usually get permission of parents to move anywhere, compared to females.

XI.   CONCLUSIONS

- Male higher secondary school students differ significantly as compare to female higher secondary school students on control.
- Male higher secondary school students do not differ significantly as compare to female higher secondary school students on protectiveness.
- Male higher secondary school students differ significantly as compare to female higher secondary school students on punishment.
- Male higher secondary school students do not differ significantly as compare to female higher secondary school students on conformity.
- Male higher secondary school students differ significantly as compare to female higher secondary school students on social isolation.
- Male higher secondary school students differ significantly as compare to female higher secondary school students on reward.
- Male higher secondary school students differ significantly as compare to female higher secondary school students on deprivation of privilege.
- Male higher secondary school students do not differ significantly as compare to female higher secondary school students on nurturance.
- Male higher secondary school students differ significantly as compare to female higher secondary school students on rejection.
- Male higher secondary school students differ significantly as compare to female higher secondary school students on permissiveness.

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