Home environment of upper primary students

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Abstract---The purpose of the study was to examine the home environment of upper primary students. The study was carried out on a sample of 400 upper primary students studying in class 8 in various schools of Kanyakumari district. Normative Survey method was adopted for the study. Home Environment Scale developed by Akhtar and Saxena (2013) was used to collect the data. Percentage and ‘t’ test were used to analyze the data. The result of the study revealed that, the upper primary students have moderate level of home environment. Moreover, they differ significantly in their home environment with respect to gender and locality of residence. No significant difference was noted in the medium of instruction.

Keywords---Home environment, upper primary students, gender, locality, medium of instruction.

Introduction

In this rapidly changing world and with the recent technological advancement, home environment helps pupils for their proper development. The home is regarded as the best environment for the young child. The home should produce and provide affectionate and happy life in which the fundamental needs of the children are given due consideration and in which desirable behavioural patterns of the children are designed and inculcated. The home learning context has been studied extensively, especially in the area of developmental psychology, and has been linked to the child’s cognitive and social development. The environment factors have got a big influence on the academic performance of a learner (Bradley & Caldwell, 1994).

Home environment refers to all sorts of moral and ethical values, emotional, social and intellectual climate set by the family members for the child to contribute his/her wholesome development (Anene, 2005). It directly as well as indirectly influences child’s development in a variety of ways including guiding the
development of socially skilled behavioural patterns of the child within the context of family life, developing healthy habits and attitudes, arranging peer experience and fostering friendships, developing his/her personality and character including physical and moral development. Home Environment gives appropriate atmosphere which is helpful in child’s proper development and helping the children to achieve their goals of life (Kumar, 2018).

**Need and Significance of the Study**

Among the various social groups, home occupies the first and most important place for the development of the individual. For most of the children, home is the place which provides conducive atmosphere from the time they are born until their life time. Hence its effect on the individual is also most significant and enduring. A conducive home environment is very important for the existence and continuance of human life and the development of various personality traits. Parents play a great role in creating a conducive environment. Parental acceptance and encouragement are positively related with school success and competence. Providing a happy home environment by encouraging the child to follow a fixed timetable for studies, planning family activities and assigning of responsibilities in the family is essential.

The positive home environment provides the opportunities for the child to play and study with books, deal with objects and everyday experiences to help them make sense of their world. A good home environment encourages children and young people to have positive attitudes to learning, to be curious, and to have confidence in themselves. The investigator wants to find out whether the home environment is conducive for their learning. By reviewing the related studies, it is observed that only limited studies have been done in this area. Hence a study on “Home Environment of Upper Primary Students” is undertaken.

**Objectives of the study**

1) To find out the level of home environment of upper primary students.
2) To find out the significant difference, if any, in the home environment of upper primary students with respect to the background variables namely gender, medium of instruction, and locality of residence.

**Hypothesis Framed**

There exists no significant difference in the mean scores of home environment of upper primary students with respect to (a) gender, (b) medium of instruction and (c) locality of residence.

**Methodology**

Normative survey method was used for the study. The study was conducted on a sample of 400 upper primary students studying in class 8 in various schools in Kanyakumari district. Home Environment Scale developed by Akhtar and Saxena (2013) was used to collect the data. For the statistical treatment of the descriptive data mean, standard deviation and t-test were used.
Results and Discussion

Table 1
Percentage distribution of different levels of Home Environment

<table>
<thead>
<tr>
<th>Home Environment</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>53</td>
<td>13.25</td>
</tr>
<tr>
<td>Moderate</td>
<td>291</td>
<td>72.75</td>
</tr>
<tr>
<td>High</td>
<td>56</td>
<td>14.00</td>
</tr>
<tr>
<td>Total</td>
<td>400</td>
<td>100.00</td>
</tr>
</tbody>
</table>

From the table 1 it is inferred that, out of 400 upper primary students 13.25% of upper primary students have low level of home environment, 72.75% of them have moderate level of home environment and 14.00% of them have high level of home environment. It is concluded that most of upper primary students have medium level of home environment.

Table 2
Comparison of Home Environment based on Gender

<table>
<thead>
<tr>
<th>Variable</th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>‘t’ Value</th>
<th>‘P’ Value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Environment</td>
<td>Male</td>
<td>201</td>
<td>165.75</td>
<td>12.21</td>
<td>3.371</td>
<td>0.001</td>
<td>Significant at 0.01 level</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>199</td>
<td>170.94</td>
<td>18.00</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the table 2 it is inferred that, the calculated ‘t’ value is 3.371, \( p < 0.01 \) which is significant at the 0.01 level. Hence, there exists significant difference in the mean scores of male and female upper primary students in their home environment. This result is in agreement with the findings of Prajapati (2020), Mora et al. (2016) and Sharma (2017) which also indicates there is gender differences in the home environment of upper primary students. Jain (2019) indicated no gender differences in the home environment of upper primary students.

Table 3
Comparison of Home Environment based on Medium of Instruction

<table>
<thead>
<tr>
<th>Variable</th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>‘t’ Value</th>
<th>‘P’ Value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Environment</td>
<td>English</td>
<td>149</td>
<td>167.35</td>
<td>10.58</td>
<td>1.103</td>
<td>0.271</td>
<td>Not Significant</td>
</tr>
<tr>
<td></td>
<td>Tamil</td>
<td>251</td>
<td>168.92</td>
<td>17.88</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the table 3 it is inferred that, the calculated ‘t’ value is 1.103 \( p > 0.01 \) which is not significant at the 0.01 level. Hence, there existed no significant difference in the mean scores of English and Tamil medium upper primary students in their home environment.
Table 4
Comparison of Home Environment based on Locality of Residence

<table>
<thead>
<tr>
<th>Variable</th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>‘t’ Value</th>
<th>‘P’ Value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Environment</td>
<td>Urban</td>
<td>199</td>
<td>174.57</td>
<td>16.80</td>
<td>8.667</td>
<td>0.000</td>
<td>Significant at 0.01 level</td>
</tr>
<tr>
<td></td>
<td>Rural</td>
<td>201</td>
<td>162.16</td>
<td>11.27</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the table 4 it is inferred that, the calculated ‘t’ value is 8.667, (p < 0.01) which is significant at the 0.01 level. Hence, there exists significant difference between the urban and rural upper primary students in their home environment. This result is in agreement with the findings of Rathee & Seema (2017) and Muola (2010) which indicates there is locality wise differences in the home environment of upper primary students.

**Conclusion**

From the study, it is concluded that the level of home environment among upper primary students is moderate. It is found that the upper primary students differ significantly in their home environment with respect to gender and locality of residence. No significant difference was noted in the medium of instruction. In the home, parents can create a conducive environment for their children to develop their ability of learning in day-to-day activities which in turn will help to improve their performance. Educational institutions can take steps to conduct training programmes for parents so that they will be equipped to create conducive home environment, more healthy life style in their children and socialize in an environment of happiness.

**References**


