



A Study on Level of Home Environment Among Secondary School Students of Champhai Town, Mizoram with Reference to Gender and Types of School

H.T. Malsawmtluanga¹, Lallianzuali Fanai²
Research Scholar¹, Associate Professor²
Department of M.Ed

Institute of Advanced Studies in Education, Aizawl, Mizoram, India

Abstract:

The study was conducted to find out the level of Home environment among Secondary School Students of Champhai town, Mizoram. Simple random sampling method was adopted by selecting 210 students from Secondary schools of Champhai town as the sample of the study. A standardized questionnaire called Home Environment Scale developed by Aaliya Akhtar & Dr Shail Bala Saxena was used to find out the level of Home environment. It was found that secondary school students of Champhai town have average level Home environment. Gender and School wise analysis were also done by testing the hypothesis to find out the significant differences in their Home environment level. Significant differences in their level of Home environment were found between male and female students as well as between Government and Private school students.

Keywords: Home environment, Gender, Government/Private school, Secondary school

I. INTRODUCTION

Home Environment

Home Environment refers to aspects of peoples domestic lives that contribute to their living conditions. These factors may be physical (poverty), psychological conditions due to parenting, social circumstances (Empty nest, living alone etc) or wider cultural patterns of life related to the location (Suburban environments, Urban environments). A home is a place of residence or refuge and comfort. It is usually a place in which an individual or a family can rest and be able to store personal property. Most modern-day households contain sanitary facilities and a means of preparing food. Animals have their own homes as well, either living in the wild or in a domesticated environment. As an alternative to the definition of "home" as a physical locale, home may be perceived to have no physical definition- instead, home may relate instead to a mental or emotional state of refuge or comfort.

Home environment in Mizo society:

The nature of Home Environment depends on the nature of society where it lives in. Every society has their own ways of living and structure of social organisation. There can exist a vast gap of differences in the level of social life among the different societies. A typical Mizo society is the patriarchal form of social organisation in which the male is the family head and title is traced through the male line. Patriarchy is a social system in which males hold primary power and predominate in roles of political leadership, moral authority, social privilege and control of property. The chieftainship was the type of administration adopted in the Mizo society. It was the chief who exercised all political-legal authority. The chief was the secular head of a village or cluster of villages, however, contrary to popular belief, the chief was not the ritual head of the village. The chief was usually called 'Lal' which means in Mizo 'a lord'. He maintained his position more through his personal qualities than hereditary rights, the chiefs

position in the village was indeed that of a benevolent ruler (LHChhuanawma, Lalthakima and Lallawmzuali "Government and Politics of Mizoram", 2015). The level of Home Environment among Mizo family may differ depending on the head of the family. The Head of the family is responsible for creating a peaceful environment within the family. The husband-wife relationship in the Mizo society was never mutual companionship but avoidance even to talk to each other in public except in a dispassionate way. However, this did not seem to reduce the mutual bond and love created by marriage. Contrary to husband-wife relations, the relationship between the mother and the son was one of affection. (C. Nunthara "Mizoram: Society and Polity", 1996). The development of social life brought out certain changes regarding equality between men and women, good cooperation within the family and giving support to education of children. The existence of peaceful social order, traditional societal value of "tlawmngaihna", which emphasizes individual's unselfish services to the whole village community promote favourable Environment. Education serves as the main factor for the growth of economy and livelihood among the Mizos. The growth of socio-economic status favours the positive environment in the family and even in the society as a whole.

Need and importance of the study:

At present, society is facing different problems which have close relation with the adolescents like juvenile delinquents, rape, robbery, drug addiction, murder and suicide, and the like study. The root of such problems is found to be based on the type of the environment where the adolescents grew up and also the background of the family. It is due to lack of our understanding about such problems, situation has become serious for all of us. With proper support, care and understanding about the adolescents, such situations may be handled very smoothly. Apart from those societal issues and problems, The Home Environment of children differs among different families and also from place to place according to the

culture, tradition and practices. It is necessary to find out the level of Home Environment of an individual. So the purpose of the study is to make a thorough analysis of Home Environment level of Secondary school students of Champhai town.

II. OBJECTIVES OF THE STUDY

The study has to be conducted keeping in view the following objectives:

1. To study the level of Home Environment among Secondary school students of Champhai town.
2. To compare the Home Environment level of Male and Female students in relation to the type of Management of school within Champhai town.
3. To compare the Home Environment level of Government and Private Secondary schools students of Champhai town.

Hypotheses of the study:

To fulfill the objectives of this study the researcher has formulated the following null hypotheses:

- 1) There is no significant differences between Home Environment level of Male and Female Secondary school students of Champhai town.
- 2) There is no significant differences between Home Environment level of Government and Private Secondary schools students of Champhai town.

Methods of the study:

Descriptive survey method was adopted for the study

Population and Sample:

The population includes all the students of Secondary schools within Champhai town. There are 15 Secondary schools in the town area, out of which 9 are Government schools and 6 are Private Secondary schools. Six Government and five Private schools were selected as the sample for the study. The total number of 9th standard students of Secondary school in Champhai town area are 351. The final sample two hundred and ten (210) students were taken from 9th standard of Secondary school which were selected from 11 Secondary schools of Champhai town.

Tools used:

Home Environment Scale developed by Aaliya Akhtar & Dr Shail Bala Saxena was used as a tools to collect data for measuring the level of Home Environment. The score obtained from the Home Environment scale (Aaliya Akhtar and Dr. Shail Bala Saxena) indicated the level of Home Environment of Secondary school students. The reliability coefficient was found to be 0.69, which is significant at .01 level of significance. The Home Environment Scale was found to possess the content validity as measured with the help of views expressed by the experts. Concurrent validity of the scale was found to be 0.67 by correlating the scale with Mishra's Home Environment Inventory.

Mode of data collection and data analysis

The researcher personally visited the target schools of Champhai town and Home Environment Scale were administered among the students. The scores were noted and

calculated by following the norms of scoring given in the Manual of the standardised Scale. In this approach all total two hundred and ten students from the 11 Secondary schools took part to the administered scale. The data collected from the 11 Secondary schools of Champhai town were scrutinized and tabulated after scoring the responses of the sample group on the Home Environment Scale using the standard scoring procedure given in the manual. Each students was assigned a serial number. The scores of Home Environment were entered following the column designed for each variable. The responses obtained from the subjects were scored following the subjects were scored following the standard procedure described in the respective manuals. The score were classified, tabulated and analysed and the details are given in the present chapter. The analysis of the data was carried out with the help of appropriate techniques – percentage and statistical techniques- Mean and 't' test. Mean is used for describing the central tendency. To compute the mean, all the raw scores are added which is divided by the number of students. t-test is used as the test of significance of the difference of the different aspects of Home Environment.

III. RESULT AND INTERPRETATION OF DATA

1. Level of Home Environment of Secondary school students of Champhai town the levels of Home Environment of the students were measured from the scores of the Home Environment

Table.1. Number of students for each levels of home environment

S/No.	Home Environment Status	Grade	z-score Range	No. of Students
1	Very High Level	A	+2.01 and above	0
2	High level	B	+1.26 to +2.00	1
3	Above Average Level	C	+0.51 to +1.25	8
4	Average Level	D	-0.50 to +0.50	107
5	Below Average Level	E	-0.51 to -1.25	85
6	Low Level	F	-1.26 to -2.00	2
7	Very Low Level	G	-2.01 and below	8

As per table 1, the number of students in each level of Home Environment were listed. It was found that there were no students having high level of Home Environment (Grade A). There is only one student which falls under the high level (Grade B). There are eight students which falls under the above average level (Grade C). One hundred and seven students falls under Grade D which are having average level of Home Environment. There were eighty five students having below average level (Grade E). Two students fell under the low level (Grade F). The rest eight students fell under very low level. The mean value was found to be -1.49 which fell under the category of average Home Environment. This mean value also proved that the maximum number of students were having average level of Home Environment.

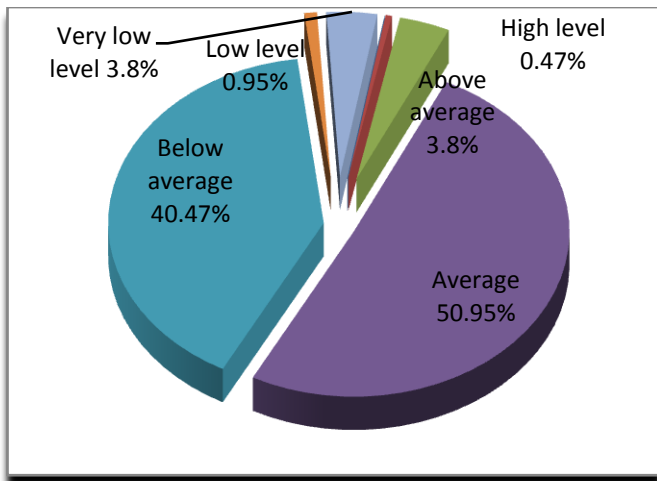


Figure.1. Pie Chart showing the percentage of different levels of Home Environment of the students.

2. Comparison of Home Environment level of Male and Female students of Secondary schools of Champhai town. Comparison of Home Environment level of Male and Female students were done by testing the null hypothesis by using t-test statistical analysis.

Table.2. Comparison of home environment level of male and female students.

Home Environment	N	Mean	SD	MD	t-value	Significant level
Male	105	119.06	14.59	5.79	2.56	0.05
Female	105	113.27	18.3			

Analysis of data vide table 2 reflect the result for the test of significant differences between Male and Female students of Secondary schools in their level of Home Environment. The mean value between Male and Female students is different. Male students were considered to have higher level of Home Environment. The table also reveals the "t" value for the significance of difference between the mean scores of Male and Female students towards Home Environment level found to be 2.56 which is significant at 0.05 level. This finding implies that Home Environment level of Male and Female students are significantly different. Therefore, the Hypothesis that there is no significant differences in the level of Home Environment between Male and Female students of Secondary schools is rejected.

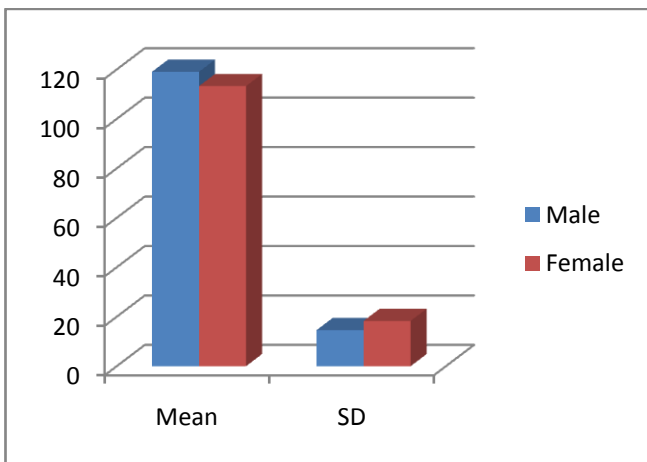


Figure.2. Bar graph showing the Mean scores of Home Environment level of Male and Female students.

3. Comparison of Home Environment level of students of Government and Private Secondary schools of Champhai town. Analysis of Home Environment level of Government and Private students were done by testing the null hypothesis by using t-test statistical analysis.

Table.3. Comparison of Home Environment level of Government and Private Secondary school.

Home environment	N	Mean	SD	MD	t-value	Significant level
Government	120	112.58	14.68	8.36	3.72	0.01
Private	90	120.94	17.88			

Analysis of data vide table 3 shows the result for the test of significant differences between Government and Private school students in their Home Environment. The mean value is different between Government and Private Students. Private students have higher mean value in level of Home Environment. The table also reveals the "t" value of 3.72 which is significant at 0.01 levels. This finding implies that Home Environment level of Government and Private school students are significantly different. Therefore, the Hypothesis that there are no significant differences in the level of Home Environment between Government and Private school students are rejected.

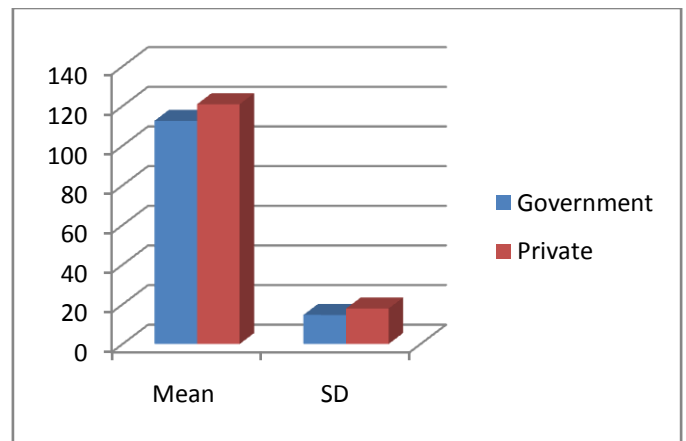


Figure.3. Bar graph showing the Mean scores of Home Environment level of Government and Private Secondary schools students.

Major findings of the study:

The major findings of the study are given as follows:-

1. Majority of the students were found to have average level of Home environment. The mean value of scores of Home Environment -0.49 which fell under the category of average level Home Environment. This mean value also proved that the maximum number of students were having average level of Home Environment.
2. With respect to gender, there is differences in the level of Home Environment. The variations in their mean value indicate differences between the two populations. Male students were considered to have higher level of Home Environment.
3. With respect to the type of management of schools, the mean value of Government school and Private school scores differ. There are differences in the level of Home Environment between Government and Private Secondary school students of Champhai town. The Home Environment level of Private

school students were much better than the Government School students as revealed by the mean value.

IV. DISCUSSION:

Home Environment refers to aspects of peoples domestic lives that contribute to their living conditions which can have direct and indirect impact in performance of education. The above findings revealed that majority of the students have average level of Home Environment and second highest majority were under below average level. There are no students having very high level of Home Environment. It can be said that the overall level of Home Environment of Secondary school students of Champhai town is low. The reason for low level of Home Environment among Secondary school students of Champhai town may be contributed to various factors. These may include socio-cultural factors, occupations of the family, family background, parent's educational qualification, socio-economic status and even the academic background of the students. Parents plays an important role in establishment of ideal Home Environment. Since Champhai is located in the rural areas, social life, community practises and development in education is not on par with that of the urban areas and is greatly lacking. This creates a less than ideal situation essential for the parents and even students to set up a higher standard of Home Environment level. With regard to the gender issues, there are differences between Male and Female students in Home Environment level. Different family background provides different Home Environment. There are many differences in the level of Home Environment among the students of Government Schools. These differences also affect the overall result of comparison of Home Environment level. The result of the present study contradicts with the result obtained by Shikha Dhall (2014) on negative influence of sex on achievement motivation and Home Environment. Gender differences provide with it, differences in attitude, ability, skills, etc. Comparative studies done between Government Secondary schools and Private Secondary schools on the level of Home Environment show differences. Mean score of Private Secondary school students is higher than Government in Home Environment Private school have higher Home Environment level than those of Government schools.

V. REFERENCES:

- [1]. Aggarwal J.C. (2007). *Essentials of Educational Psychology*. (Second Edition). New Delhi: Vikas Publishing House Pvt. Ltd.
- [2]. Airwin A, Carol M.W.(1985). *HomeEnvironment*. Springer Science + Business Media, New York
- [3]. Chauhan S.S (2007) *Advanced Educational Psychology* (Seventh edition). New Delhi: Vikas Publishing House Pvt. Ltd
- [4]. Chhuanawma LH, Lalthakima and Lawmzuali L. (2015). *Government and Politics of Mizoram*. Scientific Book Centre, Guwahati Assam -781006
- [5]. "Home Environment and school learning." Retrieved from <http://www.adi.org/journal/ss95> on 29th November, 2016
- [6]. "Home Environment" Retrieved from http://psy.chology.wikia.com/wiki/Home_environment on May, 2017
- [7].Jiang, Yiang. (2003). *Family environment and Academic Achievement in Nanjing Secondary schools*. University of Hong Kong, Pokfulam, Hong Kong SAR.
- [8]. Malsawma H.L. (2012). *Sociology of the Mizos*. Spectrum publicatios, Pan Bazaar, Main road, Post box No.45
- [9]. Mdanda Mandlakayise Gilford (1997). *Home Environment and pupils' Academic Achievement*. Department of Educational Psychology, University of Zululand
- [10]. Muola J.M. (2010). "A study of the relationship between Academic Achievement motivation and Home Environment among standard eight pupils." *Educational Research and Reviews*, Vol. 5 (5), pp. 213-217.
- [11]. Nunthara C. (1996), *Mizoram: Society and Polity*, Indus Publishing Company, FS-5 Tagore garden, New Delhi.
- [12]. Rani S, Siddiqui M. A. (2015). "A Study of Home Environment, Academic Achievement and Teaching Aptitude on Training Success of Pre-Service Elementary Teachers of India." *Journal of Education and Practice*. Vol.6, No.28, 2015 Retrieved from <http://files.eric.ed.gov/fulltext/EJ1081221> on May, 2017