



A Comparative study between male and female adolescent in relation to their home and school environment

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Abstract:-

Congenial home and school environment is very important for a balanced personality with proper adjustment and excellence in education. The aim of this study is to compare personality, adjustment and academic achievement of adolescent in relation to their home and school environment. The study reveals that there is significant difference between boys and girls in school and home environment.

Keywords:- personality, adjustment, school and home environment.

INTRODUCTION

For human organism life starts from the fertilized ovum in the womb of the mother. Not only before birth, but also after birth to many years the child is helpless organism until or unless he is helped by the continuous growth and development and attains maturity. When one attains maturity, he is ceased to be called an adolescent. Acc. to Raitha's "Adjustment is to behave in ways that meet the demands of environment". It there is no proper adjustment then it reflects the personality, good adjustment brings good outcome of the personality while bad adjustment is the cause of ad-hoc and confusion in personality.

It is rightly said, "As a man thinks' in his heart so he is". So adolescent behavior is largely determined by his perception about himself which influences his personality. Development of

A Comparative study between.....

personality takes place at an intensive rate in the adolescent stage or the actual shaping of personality takes place at adolescent stage. In fact during adolescent emotions take their roots into sentiments. Self consciousness, self respect, self concept and personal pride are too much increased.

The type of home atmosphere, parent child relationship position in family financial condition and type of school etc are some of the important factors of environment which may affect adjustment, personality and academic achievement either side.

REVIEW OF RELATED LITERATURE

A number of studies have been undertaken by the researchers in this field Sudha, H.R. (2003) conducted a study on the Effect of home environment school environment socioeconomic status & creativity on academic achievement of IX standard students". Arunmozhi A and K Rajendran .(2007) studied the Personality traits of self-help group members. Gupta, Bindu (2008) undertook a study on Role of personality in knowledge sharing and knowledge acquisition behaviour. Susan Campbell and Sharon Glasgow.(2010) undertook a study on the Impact of parent involvement on student achievement.

NEED AND SIGNIFICANCE OF THE CONGENIAL SCHOOL AND HOME ENVIRONMENT.

Parent's and home conditions mould the adolescents in their early formative years. A congenial home atmosphere with good relation with parents and between parents and adolescents is essential for well adjusted family. Healthy school environment is free from caste, creed and religious prejudices. In healthy atmosphere, the children adopt discipline and other qualities. This climate leads to greater cooperation, cohesiveness, production and greater team spirit

OBJECTIVES OF THE STUDY

The study was conducted to achieve following objective.

1. To compare the effect of school environment between boys & girls.
2. To compare the effect of home environment between boys & girls

HYPOTHESIS

Keeping in view the objectives of the study, the following hypothesis were formulated for the present study:

A Comparative study between.....

1. There is no significant difference between boys & girls in school environment.
2. There is no significant difference between boys & girls in home environment.

SAMPLE

In the present study the student of age group 12 years to age group 18 years will be taken in the sample of adolescent. 600 students were taken with equal ratio of male and female adolescent of Jaipur city.

1. Home environment scale - This scale was prepared by Dr. Meenu Agarwal. The scale has been constructed to study the home environment that influences the life values, personality and behaviour pattern of the child. There are 60 statements, 30 statements are favourable and show good environment while other 30 statement are unfavourable and show poor environment.

2. School climate scale- This scale was prepared by Dr. Anita Saini and Dr. Ashok Sharma. There are 40 statements 25 statements are positive value while other 15 are negative.

PROCEDURE

First of all the both the scales were distributed among the adolescent. The subjects were asked to tick mark on the appropriate choice which is suitable for them.

STATISTICAL ANALISYS

The data obtained through questionnaires were arranged in the form of tables. The mean, S.D , t test and correlation were used for data analysis.

ANALYSIS AND INTERPRETATION OF DATA

Table 1

Group	N	Mean	S.D.	t- value
School environment of boys	300	65.28	6.19	3.66
School environment of girls	300	66.89	4.52	

df= 598

value at .05 level = 1.96 value at .01=2.58

Table no.1 shows that the obtained value of "t" is 3.66 at df = 598 , which is more than the value of "t" at .05 and .01 level of significance 1.96 and 2.58. From the given table the mean of boys is 65.28 and girls is 66.89 with respect to school environment. Hence null hypothesis There is significant difference between boys and girls in school environment has been rejected on both the level of significance.

Table 2

Group	N	Mean	S.D.	t- value
Home environment of boys	300	47.05	10.21	7.82
Home environment of girls	300	51.82	2.92	

df= 598

value at .05 level = 1.96 value at .01=2.58

Table no.2 shows that the obtained value of “t” is 7.82 at df = 598 , which is more than the value of “t” at .05 and .01 level of significance 1.96 and 2.58. From the given table the mean of boys is 47.05 and girls is 51.82 with respect to home environment. Hence null hypothesis, There is significant difference between boys and girls in home environment, has been rejected on both the level of significance.

CONCLUSIONS

1. A high significant difference was found between adolescent boys and girls in school environment
2. A high significant difference was found between adolescent boys and girls in home environment

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