



A Study On The Home Environment Of Higher Secondary School Students In Dimapur District

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ABSTRACT

Children's educational experiences are largely influenced by the atmosphere created within their families. The emotional climate, parental guidance, communication patterns, and learning opportunities available at home collectively contribute to their academic growth and overall personality development. As the first and most influential setting for learning, the family provides experiences, support systems, values, and resources that contribute to students' educational outcomes. During the higher secondary stage, students undergo critical developmental transitions that require a supportive and conducive home atmosphere. The present study aims to investigate the home environment of higher secondary school students in Dimapur District. The study focuses on understanding the nature and quality of home environments experienced by students and examining variations based on selected demographic variables. The findings of the study are expected to provide valuable insights for educators, parents, policymakers, and researchers in promoting positive home conditions that enhance students' educational and personal development.

Keywords: Home Environment, Higher Secondary Students, Parental Involvement, Family Environment, Adolescent Development

1.0 INTRODUCTION

Students' learning trajectories are profoundly influenced by the quality of experiences they encounter within their homes. Beyond providing basic care, the family serves as the primary social institution where learners acquire values, behavioural dispositions, emotional security, and attitudes towards education. Consequently, variations in home conditions may substantially affect adolescents' academic engagement, psychosocial adjustment, and overall educational development. The higher secondary stage represents a crucial period in students' educational journey. At this level, students encounter increased academic responsibilities, career-related decisions, and developmental challenges. The quality of the home environment significantly affects their ability to cope with these demands. Parents' educational background, family relationships, communication patterns, emotional support, socio-economic status, and availability of learning resources contribute to shaping students' academic experiences and overall well-being.

In recent years, rapid social, economic, and technological changes have transformed family structures and parenting practices. These changes have influenced the home environment experienced by

adolescents. Therefore, understanding the home environment of higher secondary school students has become increasingly important for promoting effective educational outcomes and healthy personality development.

1.1 Background of the Study

The family is universally recognized as the primary agency of socialization and education. Long before children enter formal schooling, they acquire language, values, attitudes, and behavioural norms from their home surroundings. Educational psychologists and sociologists have consistently emphasized the importance of the home environment in determining students' cognitive, emotional, and social development. Research has demonstrated that students raised in supportive, organized, and emotionally secure family environments tend to exhibit higher academic achievement, stronger self-esteem, and better interpersonal relationships. Conversely, unfavourable home conditions characterized by conflict, neglect, inadequate supervision, or lack of educational support may adversely affect students' learning and adjustment.

The concept of home environment encompasses various dimensions, including parental involvement, emotional climate, family cohesion, educational support, communication patterns, discipline practices, and the availability of learning facilities. These dimensions collectively influence students' attitudes towards education and their capacity to achieve academic success.

In the context of contemporary education, the role of the home environment has gained renewed importance as families increasingly share responsibility with schools in fostering students' holistic development.

1.2 Concept of Home Environment

The term home environment encompasses the physical surroundings, emotional climate, interpersonal relationships, and educational experiences that children encounter within their families. These experiences collectively influence how learners think, behave, and perform in school. It encompasses the interactions among family members, parental attitudes, family values, communication patterns, educational support, discipline practices, and the availability of learning resources.

A positive home environment is characterized by warmth, affection, mutual respect, effective communication, emotional security, and encouragement for learning. Such an environment promotes confidence, motivation, creativity, and academic engagement among students.

On the other hand, a negative home environment may involve family conflicts, lack of emotional support, poor communication, excessive restrictions, or insufficient educational guidance, which can hinder students' academic and personal growth.

Thus, home environment is a multidimensional construct that significantly influences students' educational experiences and life outcomes.

1.3 Importance of Home Environment

The importance of the home environment lies in its profound influence on the overall development of students. Since children spend a substantial portion of their formative years within the family, the nature of the home environment shapes their attitudes, aspirations, and behaviours.

The home environment is important because, a healthy family atmosphere enables students to develop intellectually, emotionally, socially, and morally. Continuous encouragement from parents, open communication, and a supportive learning environment strengthen students' confidence, motivation, and academic engagement.

A supportive home environment creates conditions that enable students to maximize their educational potential and achieve holistic development.

1.4 Context: Higher Secondary Students in Dimapur District

Dimapur District occupies a unique position within the educational landscape of Nagaland. As the commercial hub of the state, Dimapur is characterized by cultural diversity, urban expansion, economic activities, and increasing educational opportunities. The district accommodates students from diverse socio-economic, linguistic, and cultural backgrounds.

Higher secondary students in Dimapur face various academic and developmental challenges, including increased academic competition, career planning, technological influences, and social expectations. These challenges necessitate strong family support systems and conducive home environments.

The district comprises both urban and semi-urban areas where family structures, parental educational levels, occupational patterns, and socio-economic conditions vary considerably. Such variations may influence the quality of home environments experienced by students.

Understanding the home environment of higher secondary school students in Dimapur District is therefore essential for identifying strengths and challenges that may affect students' educational progress and overall development.

1.5 Need and Significance of the Study

The quality of the home environment plays a decisive role in shaping students' educational experiences and developmental outcomes. Despite considerable attention being given to school-related factors, the influence of the family environment continues to be one of the most important determinants of student success.

The present study is needed because:

- ✓ Home environment significantly affects students' academic achievement and motivation.
- ✓ Adolescence is a critical developmental stage requiring family support and guidance.
- ✓ Limited research has specifically focused on higher secondary students in Dimapur District.
- ✓ Understanding home conditions can help educators address students' educational needs more effectively.
- ✓ Findings can assist parents in creating supportive learning environments at home.
- ✓ The study may contribute to policy formulation aimed at strengthening family-school partnerships.
- ✓ The findings may contribute to achieving the objectives of the National Education Policy (NEP 2020), which emphasizes holistic development and active parental participation in students' learning.

The significance of the study lies in its potential to generate empirical evidence regarding the home environments of higher secondary school students and their implications for educational development.

1.5.1 Relevance to Present Educational Context

In today's rapidly changing society, educational success depends not only on school-related factors but also on family support and home-based learning opportunities. Technological advancements, changing family structures, urbanization, and increasing academic demands have altered the nature of students' home experiences.

As educational systems increasingly emphasize holistic development, understanding the role of the home environment has become essential. The present study is therefore highly relevant to contemporary educational concerns and contributes to a deeper understanding of factors influencing student development.

1.5.2 Benefits for Students, Teachers, and Institutions

Benefits for Students

The study may help identify factors within the home environment that contribute to academic success and personal development, thereby encouraging positive family practices.

Benefits for Teachers

Teachers may gain a better understanding of students' family backgrounds and home conditions, enabling them to provide appropriate academic and emotional support.

Benefits for Educational Institutions

Educational institutions can utilize the findings to design parent engagement programmes, counselling services, and intervention strategies aimed at improving student outcomes.

1.6 Statement of the Problem

The home environment serves as the foundation upon which students build their academic, social, and emotional competencies. Variations in family relationships, parental involvement, communication patterns, educational support, and socio-economic conditions may significantly influence students' educational experiences and development.

In view of the importance of the home environment and its potential influence on higher secondary school students, it becomes necessary to investigate the nature and quality of home environments experienced by students in Dimapur District.

Therefore, the problem of the study is stated as: "A Study on the Home Environment of Higher Secondary School Students in Dimapur District."

1.7 Operational Definitions of the Variables

❖ Home Environment

Home environment refers to the overall physical, emotional, social, educational, and cultural conditions prevailing within the family that influence the development and learning experiences of higher secondary school students. In the present study, home environment will be measured through scores obtained on a Home Environment Scale developed by Researcher and Research Supervisor.

❖ Higher Secondary School Students

Higher secondary school students refer to students studying in Classes XI and XII in recognized higher secondary schools of Dimapur District during the period of investigation.

❖ Dimapur District

Dimapur District refers to the administrative district of Nagaland selected as the geographical area for conducting the present study.

1.8 Objectives of the Study

1. To study the level of home environment of Higher Secondary School Students in Dimapur District.
2. To examine the significant difference in Home Environment of Higher Secondary School Students based on their Gender.
3. To assess the significant difference in Home Environment of Higher Secondary School Students based on the Educational Qualification of Father.
4. To find the significant difference in Home Environment of Higher Secondary School Students based on the Educational Qualification of Mother.
5. To investigate the significant difference in Home Environment of Higher Secondary School Students based on their Occupation of Father.
6. To find the significant difference in Home Environment of Higher Secondary School Students based on their Occupation of Mother.

1.9 Hypotheses of the Study

The following null hypotheses are formulated:

1. The level of Home Environment of Higher Secondary School Students is moderate.
2. There is no significant difference in Home Environment of Higher Secondary School Students based on their Gender.
3. There is no significant difference in Home Environment of Higher Secondary School Students based on the Educational Qualification of Father.
4. There is no significant difference in Home Environment of Higher Secondary School Students based on the Educational Qualification of Mother.
5. There is no significant difference in Home Environment of Higher Secondary School Students based on their Occupation of Father.
6. There is no significant difference in Home Environment of Higher Secondary School Students based on their Occupation of Mother.

1.10 Delimitations of the Study

The study is delimited to:

1. Responses were self – reported by the Higher Secondary School Students studying in Classes XI and XII.
2. Study confined to the schools located within Dimapur District only.
3. Selected government and private higher secondary schools.
4. The variable of home environment only.
5. Data collected during the period of investigation.
6. Responses obtained through the selected research instrument.

2.0 REVIEW OF RELATED LITERATURE

2.1 Studies on Home Environment

Numerous studies have highlighted the influence of home environment on students' educational and psychological outcomes. Research findings consistently indicate that supportive family environments positively contribute to academic achievement, self-concept, emotional stability, and social adjustment. Studies have revealed that parental involvement, effective communication, emotional support, and educational encouragement significantly enhance students' academic performance. Researchers have also found that family cohesion and positive parent-child relationships contribute to better educational aspirations and school engagement.

Conversely, studies have reported that unfavorable home conditions, including family conflict, lack of supervision, poor communication, and limited educational support, negatively affect students' academic achievement and psychological well-being.

Several investigations conducted in India and abroad have established that home environment remains one of the strongest predictors of educational success among adolescents. These findings emphasize the need for continuous examination of home-related factors influencing students' development.

2.2 Studies on Home Environment and Academic Achievement

Several studies have consistently reported a positive relationship between home environment and students' academic achievement. A supportive home environment characterized by parental encouragement, availability of learning resources, emotional security, and effective communication contributes significantly to students' educational success. Recent research conducted among Karbi students in Assam found a significant positive correlation between home environment and academic performance, emphasizing that a conducive family atmosphere enhances students' learning outcomes.

Research further indicates that home resources, parental education, and family support influence academic achievement by creating opportunities for learning and intellectual development. Students who experience positive home conditions generally demonstrate higher motivation, better study habits, and improved academic performance compared to those from less supportive home environments.

2.3 Studies on Parental Involvement and Educational Outcomes

Parental involvement has emerged as one of the strongest predictors of educational success. Studies have shown that parents who actively participate in their children's education by monitoring academic progress, discussing school-related matters, and maintaining high educational expectations positively influence student achievement.

A meta-analysis of numerous studies revealed that parental expectations, parental support for learning, and parent-child discussions regarding education are significantly associated with academic achievement. Among various forms of involvement, parental expectations were found to have one of the strongest effects on students' educational outcomes.

Longitudinal research has also demonstrated reciprocal relationships between parental involvement and academic performance, suggesting that increased parental involvement contributes to better academic outcomes, which in turn encourages further parental engagement.

2.4 Studies on Family Socio-Economic Status and Student Performance

Family socio-economic status (SES) is widely recognized as an important factor influencing students' educational achievement. Research indicates that students from families with higher socio-economic status generally have greater access to educational resources, learning materials, technology, and supportive learning environments.

Meta-analytic studies have shown that family SES positively influences academic performance both directly and indirectly through parental involvement. Parents with higher educational and economic backgrounds are often better positioned to provide educational support, learning opportunities, and academic guidance to their children.

Furthermore, parental education has been identified as an important determinant of students' academic success. Children from families with educated parents tend to receive greater academic support and exhibit stronger educational aspirations than those from less advantaged backgrounds.

2.5 Studies on Adolescent Development and Family Support

Family support plays a crucial role in adolescent development. During adolescence, students experience significant physical, emotional, social, and cognitive changes that require guidance and support from family members. Research has shown that adolescents who receive emotional support, encouragement, and supervision from their families demonstrate better academic adjustment, psychological well-being, and social competence.

A large-scale international study involving adolescents from multiple countries reported that family support is positively associated with academic performance and overall development. The study further highlighted that the influence of family support tends to be stronger in collectivist societies where family relationships occupy a central role in social life.

Similarly, recent studies have emphasized that family involvement contributes not only to academic achievement but also to students' social-emotional development, resilience, and school engagement.

2.6 Studies on School–Family Partnership

The concept of school–family partnership has gained increasing importance in contemporary education. Effective collaboration between schools and families has been found to improve students' academic achievement, attendance, motivation, behaviour, and overall development.

Research suggests that strong home-school partnerships create a supportive educational ecosystem where parents and teachers work together to address students' academic and developmental needs. Meta-analytic evidence indicates that parental participation in school activities, communication with teachers, and involvement in school governance positively influence educational outcomes.

Recent investigations have also highlighted the importance of relational parental involvement, including positive parent-child relationships and constructive parent-teacher interactions. Such partnerships contribute significantly to students' academic achievement and behavioural development.

2.7 Research Gap

A review of existing literature indicates that although numerous studies have explored the study on home environment, relatively few investigations have specifically focused on higher secondary school students in Dimapur District, Nagaland. Most available studies have been conducted in metropolitan cities or other regions of India, limiting their applicability to the unique socio-cultural context of Nagaland.

Furthermore, no recent study has comprehensively examined differences in home environment based on demographic variables such as gender, parental educational qualification, and parental occupation within this geographical context. Hence, the present investigation attempts to bridge this gap by providing empirical evidence that may assist educators, parents, and policymakers in strengthening family support systems for adolescents.

Therefore, a clear research gap exists regarding the assessment of home environment among higher secondary school students in Dimapur District. The present study seeks to address this gap by generating empirical evidence that may contribute to educational planning, policy formulation, and the promotion of supportive family environments for students.

3.0 METHODOLOGY

3.1 Research Design

The present study adopts the Normative Survey method. This method is considered appropriate as it enables the researcher to collect data from a large group of respondents and describe the existing status of Home Environment of Higher Secondary School Students. It focuses on analyzing current conditions without manipulating any variables, thereby providing a realistic picture of students' Home Environment.

3.2 Population of the Study

The population of the study consists of all higher secondary school students studying in Classes XI and XII in recognized schools of Dimapur district in Nagaland. These students represent diverse socio-economic, cultural, and educational backgrounds, making them suitable for studying Home Environment .

3.3 Sample of the study

A representative sample of Higher Secondary School Students was selected from the population. The sample included students from different schools to ensure diversity and reliability of data.

3.4 Sampling Technique and Size

The study employed a simple random sampling technique. This technique ensured that each student had an equal chance of being selected.

The total sample size for the study consisted of 100 students, which was considered adequate for meaningful statistical analysis.

3.5 Tool Used

The data for the study were collected using a Home Environment Scale. The tool was developed by the Investigator based on relevant literature and the guidance of Research Supervisor. The questionnaire followed a Likert-type scale, where respondents indicated their level of agreement with each statement. The scoring was done quantitatively to assess the level of Home Environment of students.

3.6 Data Collection Procedure

The data were collected systematically from the selected Higher Secondary Schools in Dimapur district. Prior permission was obtained from the school authorities before administering the scale. The purpose of the study was clearly explained to the students to ensure their cooperation and honest responses.

The scale was distributed to the selected sample, and sufficient time was given for completion. The researcher ensured that the respondents understood all the items and answered independently without any external influence. After completion, the questionnaires were collected, checked for completeness, and prepared for analysis.

3.7 Statistical Techniques Used

The collected data were analyzed using appropriate statistical techniques to draw meaningful conclusions.

- ❖ Mean was used to determine the average level of Home Environment among students.
- ❖ Standard Deviation was used to measure the variability in students' responses.
- ❖ t-test was applied to find significant differences between two groups.
- ❖ ANOVA was used to compare differences among more than two groups.

These statistical tools helped in analyzing the data systematically and interpreting the results effectively.

4.0 ANALYSIS AND INTERPRETATION OF DATA

The data collected was subjected to statistical calculations and the hypotheses formulated have been verified.

4.1 Hypotheses Testing

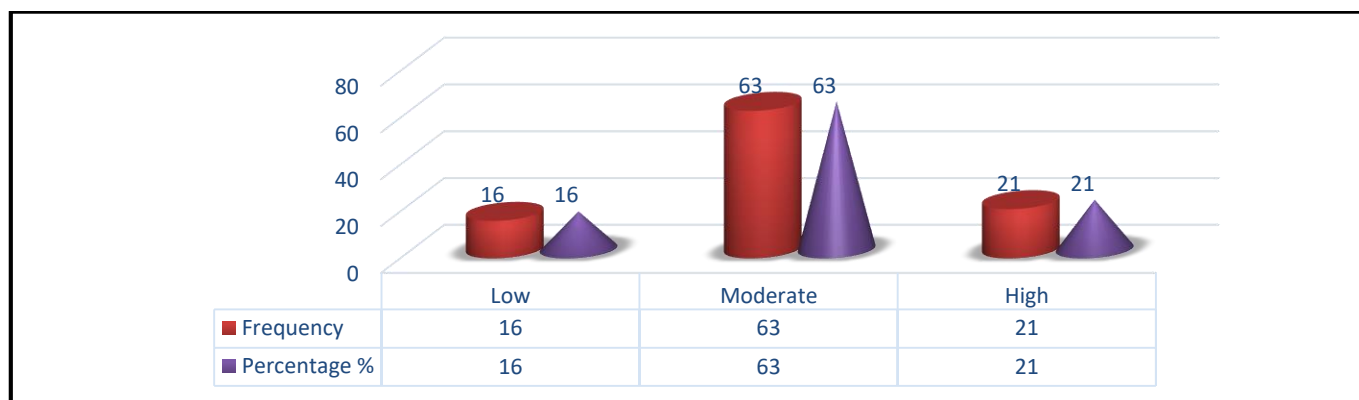
Hypothesis – 1

The level of Home Environment of Higher Secondary School Students is moderate.

TABLE 4.1
Showing the level of Home Environment of Higher Secondary School Students

Variable	Mean	SD	Category	Frequency	Percentage %
Home Environment	127.14	19.46	Low	16	16.00
			Moderate	63	63.00
			High	21	21.00
Total				100	100.00

It is clear from the Table: 4.1, that 63 Higher Secondary School Students possess the moderate level of Home Environment. It is greater (63.00 %) than the lower Home Environment level (16.00%) and higher Home Environment level (21.00%). Therefore the level of Home Environment of Higher Secondary School Students is moderate. Hence the above hypothesis is accepted.

**Figure: 4.1**

Showing the level of Home Environment of Higher Secondary School Students

Hypothesis – 2

There is no significant difference in Home Environment of Higher Secondary School Students based on their Gender.

Table 4.2

Significant difference in mean scores of Home Environment of Higher Secondary School Students based on their Gender

Variable	Gender	N	Mean	S D	S E M	Sig.	Result
Home Environment	Male	61	127.26	19.608	2.511	0.938	Not Significant at 0.05 level
	Female	39	126.95	19.488	3.121		

It is clear from the Table: 4.2, the significant value 0.938 is found to be statistically Not Significant at the 0.05 level. Hence it is clear from the result that there is No Significant difference in the mean scores of Home Environment of Higher Secondary School Students based on their Gender. Therefore the null hypothesis is accepted.

Hypothesis – 3

There is no significant difference in Home Environment of Higher Secondary School Students based on the Educational Qualification of Father.

Table 4.3

Significant difference in mean scores of Home Environment of Higher Secondary School Students based on their Educational Qualification of Father

	Sum of Squares	Df	MEAN SQUARE	F	Sig.	Result
Between Groups	56.523	55	1.028	1.085	0.392	Not Significant at 0.05 level
Within Groups	41.667	44	.947			
Total	98.190	99				

It is clear from the Table: 4.3, the significant value 0.392 is found to be statistically not significant at the 0.05 level. Hence it is clear from the result that there is no significant difference in the mean scores of Home Environment of Higher Secondary School Students based on their Educational Qualification of Father. Therefore the null hypothesis is accepted.

Hypothesis – 4

There is no significant difference in Home Environment of Higher Secondary School Students based on the Educational Qualification of Mother.

Table 4.4

Significant difference in mean scores of Home Environment of Higher Secondary School Students based on their Educational Qualification of Mother

	Sum of Squares	Df	MEAN SQUARE	F	Sig.	Result
Between Groups	52.360	55	.952	1.047	0.441	Not Significant at 0.05 level
Within Groups	40.000	44	.909			
Total	92.360	99				

It is clear from the Table: 4.4, the significant value 0.441 is found to be statistically not significant at the 0.05 level. Hence it is clear from the result that there is no significant difference in the mean scores of Home Environment of Higher Secondary School Students based on their Educational Qualification of Mother. Therefore the null hypothesis is accepted.

Hypothesis – 5

There is no significant difference in Home Environment of Higher Secondary School Students based on their Occupation of Father.

Table 4.5

Significant difference in mean scores of Home Environment of Higher Secondary School Students based on their Occupation of Father

	Sum of Squares	Df	MEAN SQUARE	F	Sig.	Result
Between Groups	116.490	55	2.118	1.462	0.097	Not Significant at 0.05 level
Within Groups	63.750	44	1.449			
Total	180.240	99				

It is clear from the Table: 4.5, the significant value 0.097 is found to be statistically not significant at the 0.05 level. Hence it is clear from the result that there is no significant difference in the mean scores of Home Environment of Higher Secondary School Students based on their Occupation of Father. Therefore the null hypothesis is accepted.

Hypothesis – 6

There is no significant difference in Home Environment of Higher Secondary School Students based on their Occupation of Mother.

Table 4.6

Significant difference in mean scores of Home Environment of Higher Secondary School Students based on their Occupation of Mother

	Sum of Squares	Df	MEAN SQUARE	F	Sig.	Result
Between Groups	143.857	55	2.616	1.082	0.396	Not Significant at 0.05 level
Within Groups	106.333	44	2.417			
Total	250.190	99				

It is clear from the Table: 4.6, the significant value 0.396 is found to be statistically not significant at the 0.05 level. Hence it is clear from the result that there is no significant difference in the mean scores of Home Environment of Higher Secondary School Students based on their Occupation of Mother. Therefore the null hypothesis is accepted.

5.0 SUMMARY, MAJOR FINDINGS, DISCUSSIONS AND CONCLUSION OF THE STUDY

5.1 Summary

The home environment plays a fundamental role in shaping the educational, emotional, social, and psychological development of students. During adolescence, particularly at the higher secondary level, students require a supportive family atmosphere that promotes learning, emotional security, motivation, and positive behaviour. Recognizing the importance of the family as the first educational institution, the present study entitled "A Study on the Home Environment of Higher Secondary School Students in Dimapur District" was undertaken to assess the level of home environment experienced by higher secondary school students and to examine whether significant differences exist with respect to selected demographic variables.

The study adopted the Normative Survey Method, which was considered appropriate for describing the existing conditions of students' home environments. The population consisted of Higher Secondary School students studying in Classes XI and XII in recognized schools of Dimapur District, Nagaland. Using a Simple Random Sampling Technique, a sample of 100 students was selected.

A standardized Home Environment Scale was used as the research instrument for collecting data. The collected data were analysed using descriptive statistics such as Mean and Standard Deviation and inferential statistics including the independent sample t-test and Analysis of Variance (ANOVA).

The objectives of the study were to determine the overall level of home environment among higher secondary school students and to investigate whether significant differences existed based on Gender, Educational Qualification of Father, Educational Qualification of Mother, Occupation of Father, and Occupation of Mother.

The findings indicated that the majority of students experienced a moderate level of home environment, while no statistically significant differences were observed across any of the selected demographic variables. The results suggest that the quality of home environment among higher secondary school students in Dimapur District remains relatively consistent irrespective of gender or parental educational and occupational background.

5.2 Major Findings

The major findings of the study are summarized below:

- The study found that the overall level of home environment among Higher Secondary School Students was moderate.
 - Low Home Environment – 16%
 - Moderate Home Environment – 63%
 - High Home Environment – 21%

Thus, the first hypothesis stating that the level of home environment is moderate was accepted.

- There was no significant difference in the Home Environment of Higher Secondary School Students based on Gender. Both male and female students reported almost similar home environment scores, indicating that gender does not influence the quality of home environment experienced by students in the study area.

- There was no significant difference in the Home Environment of Higher Secondary School Students based on the Educational Qualification of Father. Students belonging to families where fathers possessed different educational qualifications experienced comparable home environments.
- There was no significant difference in the Home Environment of Higher Secondary School Students based on the Educational Qualification of Mother. The educational level of mothers did not significantly influence students' perception of their home environment.
- There was no significant difference in the Home Environment of Higher Secondary School Students based on the Occupation of Father. Different occupational categories of fathers did not create measurable differences in students' home environments.
- There was no significant difference in the Home Environment of Higher Secondary School Students based on the Occupation of Mother. Similarly, mothers' occupations did not significantly affect students' home environment scores.

The study reveals that the home environment experienced by Higher Secondary School Students in Dimapur District is generally moderate and remains largely unaffected by gender, parental educational qualification, or parental occupation.

5.3 Discussions

The findings of the present investigation provide several meaningful insights into the home environment experienced by higher secondary school students in Dimapur District.

The first finding indicates that most students experience a moderately favourable home environment. This suggests that although families provide essential emotional, educational, and social support, there remains scope for improving the quality of interactions, parental involvement, communication, and learning resources available at home. A moderate home environment may be sufficient for maintaining normal educational progress but may not fully optimize students' academic potential and personal development. The absence of gender differences suggests that parents in Dimapur District provide relatively equal care, educational support, and emotional attention to both boys and girls. This reflects the growing awareness of gender equality in educational opportunities and family practices.

Similarly, the lack of significant differences based on parental educational qualifications indicates that educational support within families may not depend solely on formal educational attainment. Parents with varying educational backgrounds appear equally committed to supporting their children's educational development through emotional encouragement, supervision, and motivation.

The findings also demonstrate that parental occupation does not significantly influence students' home environment. Regardless of occupational status, parents seem capable of creating stable family environments that support students' educational and emotional needs.

These findings are generally consistent with previous research emphasizing that while socio-economic and educational factors may influence educational opportunities, the overall quality of family relationships, emotional support, communication, and parental involvement are often stronger determinants of a positive home environment.

The results also suggest that cultural values prevalent in Nagaland, where family cohesion, mutual support, and close interpersonal relationships remain important, may contribute to maintaining relatively similar home environments across different demographic groups.

5.4 Educational Implications

The findings of the present study have important implications for students, parents, teachers, educational institutions, counsellors, and policymakers.

For Parents

Parents should strengthen communication with their children, provide emotional support, encourage independent learning, and create a peaceful atmosphere conducive to academic success.

For Teachers

Teachers should recognize the influence of family environments on students' learning behaviour and collaborate with parents to address students' academic and emotional needs.

For School Administrators

Schools should organize regular parent awareness programmes, counselling sessions, family education workshops, and parent-teacher interaction programmes to strengthen home-school collaboration.

For Educational Counsellors

Counsellors should identify students facing unfavourable home situations and provide appropriate counselling interventions for students as well as parents.

For Educational Policy Makers

Educational authorities should formulate policies promoting family involvement in education, parental awareness programmes, and community-based educational support initiatives.

For Researchers

The present study contributes to the growing body of literature on home environment and provides baseline information for future investigations in Nagaland and similar socio-cultural settings.

5.5 Recommendations

Based on the findings of the study, the following recommendations are proposed:

1. Parents should actively participate in their children's educational activities and monitor academic progress regularly.
2. Schools should strengthen parent-teacher partnerships through periodic meetings and awareness programmes.
3. Family counselling programmes should be introduced to improve communication and emotional bonding within families.
4. Parents should provide adequate learning resources, including books, internet facilities, and quiet study spaces at home.
5. Teachers should identify students experiencing less supportive home environments and provide additional academic guidance.
6. Educational institutions should organize workshops on positive parenting practices.
7. Government agencies should promote community awareness programmes emphasizing the importance of healthy home environments for adolescent development.
8. Future studies may include larger samples from different districts of Nagaland.
9. Additional variables such as socio-economic status, family size, parenting styles, academic achievement, emotional intelligence, and mental health may be incorporated in future research.
10. Longitudinal studies may be conducted to examine changes in home environment over time.

5.6 Conclusion

The home environment remains one of the most influential determinants of students' educational and personal development. The present study concludes that higher secondary school students in Dimapur District generally experience a moderately favourable home environment that supports their overall development. Although the study found no significant differences based on gender, parental educational qualifications, or parental occupations, the findings reinforce the importance of maintaining supportive family relationships, effective communication, emotional security, and educational encouragement within the home.

The results further highlight that positive parenting practices are not necessarily dependent on parents' educational or occupational status but rather on their commitment to nurturing their children's academic and emotional well-being. Strengthening family-school partnerships and promoting parental awareness can further enhance students' learning experiences and holistic development. Overall, the study contributes valuable empirical evidence to the field of educational research and provides useful insights for educators, parents, policymakers, and researchers seeking to improve students' educational outcomes through supportive home environments.

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