RELATIONSHIP BETWEEN HOME ENVIRONMENT AND EMOTIONAL MATURITY OF HIGHER SECONDARY STUDENTS

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ABSTRACT

The main objectives of the study were, to assess the home environment and emotional maturity of higher secondary students and to find out whether there exists any relationship between home environment and emotional maturity of higher secondary students. For this study, the Normative-survey method was followed. The sample consisted of 800 higher secondary students. The investigator used Simple Random Sampling Technique for the selection of the sample. Home environment Inventory and Emotional maturity scale were the tools used to collect the data for the study. The appropriate statistical techniques were employed to analyze the data. The main findings of the study are, (i) The higher secondary students have a positive home environment. (ii) The higher secondary students have a extremely unstable emotional maturity (iii) The home environment and emotional maturity of higher secondary students have moderate positive relationship with one another.Based on the findings the recommendations are further discussed by the investigator.

***Keywords:** Home Environment, Emotional Maturity, Higher Secondary and Students.*

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Introduction

Home environment and Emotional Maturity plays a vital role in the educational achievement of the adolescent students. A student's home environment has a strong influence on his or her educational development. A healthy home environment offers emotional security to a student. Emotional maturity is essential for the students to realize his/her potentialities and capabilities to face the problems and challenges in life.

Need and Significance of the Study

The home is a deciding factor in student's conduct and consequently impacts their scholastic, emotional and social changes. Home environment refers to aspects of student's domestic lives that contribute to their living environments. The home environment refers to both positive and negative environments which interact with each other, either favourably or unfavourably, to determine home environment to be 'better' or 'poor'. Emotional maturity makes the student to be successful in their life. Emotionally mature person can manage their emotions well, deal effectively with other individual and adjust with him/her as well as others. Emotional instability causes depression which in turn spoils the life of students. Higher secondary students face lots of problems in family, school and society. They are experiencing various changes physically, mentally, emotionally and socially in day-to-day life. Hence the main purpose of the present study is to find out the relationship between home environment and emotional maturity of higher secondary students.

Scope of the Study

The present study has attempted to examine the relationship between home environment and emotional maturity of higher secondary students. The scope of the study is restricted to find out the type of home environment and emotional maturity of higher secondary school students in Viluppuram District.

Objectives of the Study

- To assess the home environment and emotional maturity of higher secondary students.
- To find out whether there exists any significant difference in the mean score of home environment and emotional maturity of higher secondary students on the basis of gender, place of residence and type of school.

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- To find out whether there exists any relationship between home environment and emotional maturity of higher secondary students.

Hypotheses of the Study

- The higher secondary students don't have a positive home environment.
- The higher secondary students don't have a extremely stable emotional maturity.
- There exists no significant difference in the mean score of home environment and emotional maturity of higher secondary students on the basis of gender.
- There exists no significant difference in the mean score of home environment and emotional maturity of higher secondary students on the basis of locale of student.
- There exists no significant difference in the mean score of home environment and emotional maturity of higher secondary students on the basis of birth order.
- There exists no relationship between home environment and emotional maturity of higher secondary students.

Method

Normative survey method has been employed in the investigation.

Variables

Home environment was taken as independent variable and Emotional maturity was taken as dependent variable for the study. The sub-variables are: (i) gender (ii) locale of student (iii) birth order.

Sample

Using Simple Random Sampling technique,800 samples has been collected from the higher secondary schools of Viluppuram District for the present study.

Tools

- Home Environment Inventory

It is constructed and standardized by Karuna Shankar Mishra. The inventory contains all together 100 items related to home environment.

- Emotional Maturity scale

It is constructed and standardized by Ram Pal, K.m. It consists of 40 statements related to human situation in daily life.

The validity and the reliability of the scale were re-established. The personal Information of the students is also collected.

Statistical Techniques

The following major statistical techniques have been used in the study. (i) Mean (ii) Standard Deviation (iii) t-test (iv) F-test (v) Correlation.

Results and Interpretation

Table 1

Score	No. of samples	Mean value	S.D value
Home Environment	800	219.4528	19.4391

According to the above table, the mean score of students is found to be 219.4528 which is more than 50% and therefore it is concluded that the higher secondary students have a positive home environment and therefore the hypothesis is to be rejected.

Table 2

Score	No. of samples	Mean value	S.D value
Emotional Maturity	800	125.6104	9.9274

According to the above table, the mean score of students is found to be 125.6104 which lies between 115 and 200 and therefore it is concluded that the higher secondary students have a extremely unstable emotional maturity and therefore the hypothesis is to be rejected.

Table 3

Variable	Place of Residence	No. of samples	Mean value	S.D value	df	t	Significant Level
Home Environment	Female	381	217.3816	18.2616	798	1.4674	Not Significant
	Male	419	219.3917	20.4814			
Emotional Maturity	Female	381	124.7915	9.2611	798	2.7317*	0.05
	Male	419	126.5913	9.3574			

* - Significant (5% level)

The value (t) which is calculated in the above-mentioned table (1.4674) is not greater than the value 1.96 (table value) at 5% significant level. It is hence, not significant. Thus, the hypothesis is not to be rejected and it can be stated that the mean score of home environment of higher secondary students does not significantly differs based on gender.

The value (t) which is calculated in the above-mentioned table (2.7317) is not less than the value 1.96 (table value) at 5% significant level. It is hence, significant. Thus, the hypothesis is to be rejected and it can be stated that the mean score of emotional maturity of higher secondary students differs significantly based on gender, and male students have high emotional maturity than female students.

Table 4

Variable	Locale of Student	No. of Samples	Mean Value	S.D Value	df	t	Significant Level
Home Environment	Urban	221	224.3157	21.1654	798	4.2308*	0.05
	Rural	579	217.4812	18.3655			
Emotional Maturity	Urban	221	127.4652	9.2538	798	3.6488*	0.05
	Rural	579	124.7965	9.2402			

* - Significant (5% level)

The value (t) which is calculated in the above-mentioned table (4.2308) is not less than the value 1.96 (table value) at 5% significant level. It is hence, significant. Thus, the hypothesis is to be rejected and it can be stated that the mean score of home environment of higher secondary students differs significantly based on locale of student, and urban students have better home environment than rural students.

The value (t) which is calculated in the above-mentioned table (3.6488) is not less than the value 1.96 (table value) at 5% significant level. It is hence, significant. Thus, the hypothesis is to be rejected and it can be stated that the mean score of emotional maturity of higher secondary students differs significantly based on locale of student, and urban students have high emotional maturity than rural students.

Table 5

Variable	Sum of Squares (MS)	Sum of Squares (MS)	df	Mean Variance of Squares (MVS)	F	Significant level
Home Environment	Between groups	1054.416	2	527.208	1.089	Not Significant
	Within groups	385921.309	797	484.2174		
Emotional Maturity	Between groups	1759.145	2	879.5725	0.8258	Not Significant
	Within groups	848913.189	797	1065.1357		

The value (F) which is calculated in the above-mentioned table (1.089) is not greater than the value 3.00 (table value) at 5% significant level. It is hence, not significant. Thus, the hypothesis is not to be rejected and it can be stated that the mean score of home environment of higher secondary students does not significantly differ based on birth order.

The value (F) which is calculated in the above-mentioned table (0.8258) is not greater than the value 3.00 (table value) at 5% significant level. It is hence, not significant. Thus, the hypothesis is not to be rejected and it can be stated that the mean score of emotional maturity of higher secondary students does not significantly differ based on birth order.

Table 6

Correlation			
		Home Environment	Emotional Maturity
Home Environment	Pearson correlation	1	0.689*
	Sig (2 tailed)		0.000
	N	800	800
Emotional Maturity	Pearson correlation	0.689*	1
	Sig (2 tailed)	0.000	
	N	800	800

*- Significant (5 % level)

The value (r) which is calculated in the above-mentioned table (0.689) is not less than the value 0.062 (table value) at 5% significant level. It is hence, significant. Thus, the hypothesis is to be rejected and it can be said that, the home environment and emotional maturity of higher secondary students have moderate positive relationship with one another.

Recommendations of the Study

Based on the findings, the investigator made the following recommendations.

The findings of the study revealed that urban students have better Home Environment than rural students. The poor home atmosphere of the rural students influences their learning. The results of the study make the school authorities to conduct awareness programme for parents of rural students regarding the importance and the present scenario of education. On noticing the result in the present study, the urban students have high Emotional Maturity than rural students. Therefore. the concern school should arrange special training programmes for the higher secondary teachers to improve the emotional maturity of rural students to overcome the challenges faced by them in their home and in the society. The findings of the study explore that the home environment and emotional maturity of higher secondary students have moderate positive relationship with one another Therefore, the school education authorities to understand the need of providing guidance and counseling service to all the schools for preventing potential negative academic effects due to home environment and emotional maturity.

Conclusion

Home environment plays a significant role to train their children in improving emotional maturity. It is the responsibility of parents to provide favourable home atmosphere which will promote achievement of students. Students need the guidance of teachers to overcome all their problems. Emotionally matured persons have positive emotions in different academic settings enhance achievement. Hence, the school authorities encourage the school heads and teachers to create favourable school climate for improving the emotional maturity of students. Based on the findings it is recommended that basic skills are to be incorporated in curriculum to develop emotional maturity of students which in turn make them to face the challenges and solve the problems in home, school and society.

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