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## HOME ENVIRONMENT AND EMOTIONAL MATURITY AMONG XI STANDARD STUDENTS



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### ABSTRACT :

International Commission of Education (ICE), 2000 for the 21st century recommend the concept of lifelong learning. Learning throughout life thus emerges as one of the keys to success in the 21st century. Home environment is a vital factor in deciding achievement of students. Environmental situation are the product of experiences and practice. In the field of education too, environment exercise a strong impact. Home environment is a kind of desirable maturity. The only way of developing emotional maturity among students is to teach them to learn and how to learn. The inculcation of home environment is beneficial as the learner will know how to meet and solve his problem and is able to complete his assignment effectively and successfully. The learner would have a greater chance to achieve in his studies if his home environment is better.

**KEYWORD:** Home Environment , Emotional Maturity , International Commission of Education (ICE).

### INTRODUCTION:

The term "Home Environment refers to all the objects, forces and conditions in the home which influences the child physically, intellectually and emotionally. Different home environment vary in many aspects such as the parents' level of education, economic status, occupational status, religious background, attitudes, values, interests, parents, expectation for their children and family size.

Family is the social-biological unit that exerts the influence on the development and perpetuation of the individual's behavior. The Psychological atmosphere of a home may fall into four quadrants, each of which represents one of the four general combinations: acceptance, each of which represents one of the four general combinations: acceptance- autonomy, acceptance-control, rejection-autonomy and rejection-control. The 'nurturance-affection' and achievement expectations, demands and standards' constitute the two dimensions of parental behavior that have been regarded as important by previous researchers.

Family occupies an extremely important place among the informal agencies of education. Family is the oldest agency of education. Family is the source of all human relations and all social organizations. By family is meant that social group in which the parents and children live together at one place. There are many families in which other blood relations as grandparents, uncle aunts, and their children also live. Many scholars have attempted to define family:

"The family is a group defined by a sex-relationship sufficiently precise and enduring to provide for the procreation and upbringing of family" - Maciver.

Emotion is subjective, conscious experience characterized primarily by psycho physiological expressions, biological reactions, and mental states. Emotion is often associated and considered reciprocally influential with mood, temperament, personality, dispositional, and motivation. Emotion is the energy which makes the mind work and it supplies the energy for survival.

Maturity is the ability to respond to the environment in an appropriate manner. This response is generally learned rather than instinctive. Maturity also encompasses being aware of the correct time and place to behave and knowing when to act, according to the circumstances and the culture of the society one lives in. Adult development and maturity theories include the purpose in life concept, in which maturity emphasizes a clear comprehension of life's purpose, directedness, and intentionality, which contributes to the feeling that life is meaningful.

Emotional Maturity is the characteristic of emotional behavior that is generally attained by an adult after the expiry of his adolescence period. After attaining emotional maturity, he is able to demonstrate a well-balanced emotional behavior in his day-to-day life. A person may said to be emotionally matures if he has in his possession almost all types of emotions-positive or negative and is able to express them at the appropriate time in an appropriate degree.

### NEED AND SIGNIFICANCE OF THE STUDY

In the present situation children are facing difficulties in life. These difficulties are giving rise to many problems such as anxiety, tensions, frustrations and emotional upsets in day to day life. So the study of emotional life has become important.

Parents and community relationship have been inconsistently measured across various studies and research, thus not capturing a full perspective and picture of these relationships Kohl et al, (2000). Home Environment is a study for many researchers in the field of education. However the more it is studied, the more it seems further research needs to be conducted. This exists due to many changes in the home environment.

### OBJECTIVES

- To examine the difference in home environment with respect to gender, medium of instruction and type of school.
- To find the difference in emotional maturity with respect to gender, medium of instruction and type of school.
- To investigate the relationship between the home environment and emotional maturity.

### HYPOTHESIS OF THE STUDY

1. There is no difference in their home environment owing to gender, medium of instruction and type of school.
2. There is no difference in their emotional maturity owing to gender, medium of instruction and type of school.
3. There is no relationship between home environment & emotional maturity.

### TOOLS USED FOR THE STUDY

- Home Environment Inventory (HEI) prepared and standardized by Sarala Jawa.
- Emotional Maturity questionnaire by Dr. Yashvir Singh and Dr. Mahesh Bhargava.

### ANALYSIS OF DATA

Table 1: Home Environment with regard to Gender

Gender	Number	Mean	S.D.	t-value	Degrees of Freedom	Significant Value
Male	150	89.86	17.967	3.559	298	.000
Female	150	96.83	15.871			

From Table 1, since  $P\text{-value} = .000 < .05$ , therefore the null hypothesis is rejected. Hence, there is a significant difference in home environment with respect to gender.

Table 2: Home Environment with regard to Medium of Instruction

Medium of Instruction	Number	Mean	S.D.	t-value	Degrees of Freedom	Significant Value
Tamil	145	92.37	19.295	.934	273	.351
English	155	94.25	15.161			

From Table 2, since  $P\text{-value} = .351 > .05$ , therefore the null hypothesis is accepted. Hence, there is no significant difference in home environment with respect to medium of instruction.

Table 3: Home Environment with regard to Type of school

Variable	Type of School	Sum of Squares	Degrees of Freedom	Mean Square	F	Significant Value
Home Environment	Between Groups	5092.187	2	2546.093	8.983	.000
Home Environment	Within Groups	84179.450	297	283.432		
	Within Groups	84179.450	297	283.432		
	Total	89271.637	299			

From Table 3, Since  $P\text{-value} = .000 < .05$ , therefore, null hypothesis is rejected. Hence, there is difference in home environment with respect to type of school.

Table 4: Post Hoc Test of Home Environment with regard to Medium of Instruction

Variable	Category	Mean Difference	Std. Error	Significant Value
Home Environment	Government & Government Aided	1.360	2.258	.008
	Government Aided & Unaided	7.980	2.456	.004
	Unaided & Government	9.340	2.423	.000

From the above table we can observe that there is significant difference in the home environment between government and government aided school.

Table 5: Emotional Maturity with respect to Gender

Gender	Number	Mean	S.D	t-value	Degrees of Freedom	Significant Value
Male	150	123.21	36.415	5.279	298	.000
Female	150	102.41	31.690			

From Table 5, since  $P\text{-value} = .000 < .05$ , therefore the null hypothesis is rejected. Hence, there is significant difference in emotional maturity with respect to gender.

Table 6: Emotional Maturity with respect to Medium of Instruction

Medium of Instruction	Number	Mean	S.D.	t-value	Degrees of Freedom	Significant Value
Tamil	145	113.26	38.297	.211	285	.833
English	155	112.39	33.071			

From Table 6, since  $P\text{-value} = .833 > .05$ . Therefore, null hypothesis is accepted. Hence, there is no significant difference in emotional maturity with respect to medium of instruction.

Table 7: Emotional Maturity with respect to Type of school

Variable	Type of school	Sum of Squares	Degree of Freedom	Mean Square	F	Significant Value
Emotional Maturity	Between Group	16742.540	2	8371.270	6.850	0.67
	Within Groups	362941.630	297	1222.026		
	Total	379684.170	299			

From Table 7, since  $P\text{-value} = .06 > .05$ . Therefore, Null Hypothesis is accepted. Hence, there is no difference in the Emotional Maturity with respect to Type of School.

Table 8: Relationship between Home Environment and Emotional Maturity

	Emotional Maturity		
	Pearson Correlation	1	-.556
	Sig. (2-Tailed)		.000
	Number	300	300

Since  $P\text{-value} = .000 < .05$ . Therefore, Null Hypothesis is rejected. Hence, there is significant relationship between Home Environment and Emotional Maturity. As the sample correlation is negative, it indicates that as the Home Environment decreases, Emotional Maturity of the students increases.

#### MAJOR FINDINGS OF THE STUDY

- ✦ There is significant difference in the home environment with respect to Gender.
- ✦ There is No significant difference in the Home Environment with respect to medium of instruction.
- ✦ There is difference in the home environment with respect to type of School.
- ✦ There is significant difference in the emotional maturity with respect to gender.
- ✦ There is no significant difference in the emotional maturity with respect to medium of instruction.
- ✦ There is no difference in the Emotional Maturity with type of School.
- ✦ There is significant relationship between home environment & Maturity.

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