

HOME ENVIRONMENT OF IX STANDARD MUSLIM STUDENTS

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Abstract

Home is said to be the first school of the child. Home environment is one of the most important factors which influence a child's achievement and it develops various abilities in children. Children coming from high home environment achieve better in schools than their counterparts coming from low home environment. Family is the oldest, basic and fundamental unit of human society. It may be regarded as a small social group united by the ties of marriage, blood or adoption. The family carries the responsibility for the welfare of its members from cradle to grave and it serves as a bridge between the child and the world outside. Home environment includes parent's attitude, personal freedom, sibling's attitude, economical status and intimacy of the parents. All these have impact on the academic achievement of the students. This study deals with Home Environment of IX standard Muslim students. The investigator has used Home Environment scale which was developed by the investigator and guide. This study used percentage analysis, 't' test and 'F' test for analyzing the data. The objectives of the study is to find out whether there is any significant difference in Home Environment between IX standard Muslim students with respect to Gender, Types of Family, Number of Family Members and Types of School. The findings of the study are there is significant difference in Home Environment of IX standard Muslim Students with respect to Gender, Types of Family and Types of School.

INTRODUCTION

"Home is the eternal school of life". It is one of the important units of society. Regarding home as the indispensable factor in the young child's training and the mother as the fountain head of all true education. Family is the first social environment where he fulfils physical, mental and cultural needs. It is here he receives his first lesson of citizenship and true moral discipline through face to face contacts. It is the only institution which is an essential agency for the child rearing, socialization and for introducing the child to the culture of the society, there by shaping the basic character, structure of our culture and forming the child's personality. Physical care of the child is first important educational responsibility of the family. The home provides such necessities.

Within the home, the family helps the child in his early intellectual development. The family can play a significant role as an educational agency. Here the investigator has chosen adolescence stage of students because in this stage proper channelization of emotions is

important. Adolescents experience violent and intensive current of emotions. At no stage is this emotional energy as strong and dangerous as in adolescence. The importance of family involvement in the middle and high school years, and intervention, evaluations increasingly demonstrate that family involvement can be strengthened with positive results for youth and their school success.

Significance of the study

No child can grow in vacuum. He needs all types of elements and support in his environment to help him to grow, to develop, to become complete and to possess integrity. The home environment includes the facilities at home, education of parents, occupation of parents, parents' income, parents and siblings' attitude, etc. Healthy home environment is the prerequisite for developing good academic performance. Parents establish a safety net of concerned adults that can support children's academic and socio emotional development and assist children if adjustment problems arise. Every student from the first grade until he finishes college education makes a long series of adjustment between whole unique personality and the environment. The best integrated and adjusted individuals would have established some reasonable goal in line with their interests, abilities and settled down work towards these goals seriously and steadily, without unusual tensions. The stage of adolescence is a transitional period. Sometimes the conflicting demands of the parents leave the adolescent confused and maladjusted to his self and the society. Here the investigator has chosen especially the Muslim community because their customs are somewhat amazing. Hence the investigator felt the need of a study to seek the current position of home environment of IX standard Muslim students.

Objectives of the study

1. To find out the level of Home Environment of IX standard Muslim students with respect to Gender, Types of Family, Number of Family Members, Father's Qualification, Mother's qualification, Father's occupation, Mother's occupation, Types of school and Monthly Income of Family.
2. To find out significant difference if any, between IX standard Muslim students in Home Environment with respect to Gender.
3. To find out significant difference if any, between IX standard Muslim students in Home Environment with respect to Types of Family.
4. To find out significant difference if any, among IX standard Muslim students in Home Environment with respect to Number of Family Members.
5. To find out significant difference if any, among IX standard Muslim students in Home Environment with respect to Types of School.

Review of Related Literature

P. Anthony and C. Ravi (2017) conducted a study on Child learning in Andhra Pradesh the Interplay between School and Home.

The purpose of the study was to compare learning outcomes of children in private and public schools as well as the differences in these outcomes by sex, wealth and caste and to assess the influence of a caregiver's own education on their children's learning outcomes in both private and public schools. The data were collected as part of the baseline survey for

The Young Lives Project. The respondents were 1008 mothers and children aged 7.5-8.5 years at the time of the survey and sampled across the 3 distinct agro-climatic regions of Andhra Pradesh from 20 sentinel sites. One of the important findings of this study was that children in public schools had lower learning outcomes than children in private schools adjusted for household wealth and other confounding factors. Average children from public schools had learning scores 0.11 below that of children in private schools. This suggested that parental education had a role in mitigating the negative impacts of poor quality education. While mothers' education was undeniably important, the results shown here suggested that it did not wholly compensate for the differences in child learning outcomes that arose between public and private schools.

Nailing (2015) conducted a study on Family Process Factors that can have significant impacts on both Academic and Non-Academic Outcomes. The author studied the impact of family possession on both academic and non-academic outcomes. Comparative analysis method was used. Research of the O.S. data indicated that even after controlling for demographic and school inputs, student achievement was associated with multiple dimensions of family process factors including parental expectations and beliefs, learning structure, resources availability, home affective environment, parenting and disciplinary practices and parental involvement. The U.S. students did not fare their peers in other countries and economics and those family process variables, especially considered collectively were important factors in explaining student achievement in an international setting.

Population for the Study

The population of the study includes the IX standard Muslim students in Ramanathapuram District.

Sample for the Study

The investigator has used simple random sampling technique for selecting the schools in Ramanathapuram District. Investigator selected 300 IX standard Muslim students from 10 schools in this district.

Tools for the Study

Home Environment scale was developed by the investigator and guide.

Statistical Techniques Used

The investigator has used the following statistical techniques for analysis of data.

1. Percentage Analysis
2. T-test
3. F-test

Null Hypothesis : 1

To find out the level of Home Environment of IX standard Muslim students with respect to background variables.

Table : 1. The level of Home Environment of IX standard Muslim Students with respect to background variables

S.No.	Variables	Categories	Low	Average	High
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			Count	%	Count	%	Count	%
1	Gender	Male	28	18.7	98	65.3	24	16.0
		Female	16	10.7	114	76.0	20	13.3
2	Types of family	Nuclear	24	13.3	132	72.9	25	13.8
		Joint	20	16.8	80	67.2	19	16.0
3	Number of Family Members	1	1	33.3	2	66.7	0	.0
		2	1	16.7	4	66.7	1	16.7
		3 to 5	28	15.1	130	70.3	27	14.6
		Above 5	14	13.2	76	71.7	16	15.1
4	Father's Qualification	Illiterate	6	12.2	36	73.5	7	14.3
		School level	36	15.5	161	69.1	36	15.5
		College level	1	7.7	11	84.6	1	7.7
		Professional	1	20.0	4	80.0	0	.0
5	Mother's Qualification	Illiterate	7	12.5	39	69.6	10	17.9
		School level	32	13.6	169	71.9	34	14.5
		College level	5	83.3	1	67.7	0	.0
		Professional	0	.0	3	100	0	.0
6	Father's occupation	Daily wages	22	16.9	93	71.5	15	11.5
		Business	9	11.0	60	73.2	13	15.9
		Private	10	12.5	56	70.0	14	17.5
		Govt.	3	37.5	3	37.5	2	25
7	Mother's occupation	Daily wages	34	14.0	167	69.0	41	16.9
		Business	1	6.7	13	86.7	1	6.7
		Private	8	20.5	29	74.4	2	5.1
		Govt.	1	25.0	3	75.0	0	.0
8	Types of school	Private	10	10.0	75	75.0	15	15.0
		Aided	14	14.0	70	70.0	16	16.0
		Govt.	20	20.0	67	67.0	13	13.0
9	Monthly income of Family	Below Rs.10000	31	15.0	145	70.4	30	14.6
		Rs.11000-25000	12	17.6	46	67.6	10	14.7
		Rs.26000-50000	0	.0	11	73.3	4	26.7
		Above Rs.50000	1	9.1	10	90.9	0	.0

Findings :The majority of IX standard Muslim students' Home Environment is average.

Null Hypothesis : 2

There is no significant difference between male and female of IX standard Muslim students in their Home Environment.

Table- 2.Difference in Home Environment of IX standard Muslim students respect to Gender.

S.no	Background Variables	Categories	Mean	SD	N	df	Calculated 't' value	Significant at 5% level
1	Gender	Male	91.07	11.20	150	300	2.38	S
		Female	93.81	8.61	150			

(Table value at 5% level : 1.96)

S – Significant (Hypothesis is not Accepted)

Null Hypothesis :3

There is no significant difference between nuclear and joint family of IX standard Muslim students in their Home Environment.

**Table- 3
Difference in Home Environment of IX standard Muslim students with respect to Types of Family.**

S.no	Background Variables	Categories	Mean	SD	N	Df	Calculated 't' value	Significant at 5% level
1	Types of Family	Nuclear	92.40	10.19	182	300	0.08	NS
		Joint	92.50	9.91	118			

(Table value at 5% level : 1.96)

NS– Not Significant (Hypothesis is Accepted)

Null Hypothesis :4

There is no significant difference in Home Environment among IX standard Muslim students with respect to Number of Family Members.

**Table- 4
Difference among IX standard Muslim students in Home Environment with respect to number of Family Members**

Background Variable	Source of Variation	Sum of Squares	Mean Square Variance	df	Calculated F value	Table Value	Remark at 5% level
Number of Family members	Between Groups	240.05	80.02	3	.788	2.60	NS
	Within Groups	30069.87	101.59	296			

NS- Not Significant (Hypothesis is Accepted)

Null Hypothesis : 5

There is no significant difference in Home Environment among IX standard Muslim students with respect to Types of School.

Table- 5

Difference among IX standard Muslim students in Home Environment with respect to Types of School.

Background Variable	Source of Variation	Sum of Squares	Mean Square Variance	df	Calculated F value	Table Value	Remark at 5% level
Types of School	Between Groups	746.48	373.24	2	3.750	2.99	S
	Within Groups	29563.44	99.54	297			

S – Significant (Hypothesis is not Accepted)

Findings

1. The level of Home Environment of IX standard Muslim students with respect to background variables is moderate.
2. There is significant difference between IX standard Muslim students in Home Environment with respect to Gender.
3. There is no significant difference between IX standard Muslim students in Home Environment with respect to Types of Family.
4. There is no significant difference among IX standard Muslim students in Home Environment with reference to number of Family Members.
5. There is significant difference among IX standard Muslim students in Home Environment with reference to Types of School.

Interpretation

Gender

Finding shows that female have high mean value in Home Environment. This may be due to the fact that female can control the family better than male. They can manage home well than male. They can scaffold the whole family. Most male in Muslim community are busy in earning money from remote place. So the Home Environment might be fine by female. As per proverb, “no woman really wants a man to carry her off; she only wants him to want to do it”. Female not live in the shadows of people’s judgement. They make their own choices in the light of their own wisdom. Thus it may be a reason for scoring high level of Home Environment with respect to female.

Types of School

Finding shows that IX standard private school Muslim students have high Home Environment. This may be due to the fact that private schools which provide many assignments, mini projects to students to improve their skill. Private school takes effort for the exposure of students. Parents involve and take care in completing their children assignments. They have to work hard for their children to score high marks in assignments. So they discuss with their children and provide necessary facilities such as internet connection, stationaries etc. to complete those assignment or mini project. Similarly parents co-operate with their children in school based activities such as annual day celebration, co-curricular activities etc. to focus their child as the best. Thus these may be the reasons for the high Home Environment of private school students.

Conclusion

In this study, the investigator has focused on Home Environment of IX standard Muslim students. To make the study meaningful, valuable and reliable for the society, Home Environment scale was prepared by the investigator and the guide. The proper statistical techniques have been adopted. The investigator has given interpretation based on the findings. This present study contributes much to the Muslim community by providing clear view about the necessity of Home Environment of the students.

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