STUDY THE EFFECT OF HOME ENVIRONMENT ON DIFFERENT DIMENSIONS OF VALUE EDUCATION OF HIGHER SECONDARY SCHOOL STUDENTS

DR.P.K.NAIK*
MRS.PANKAJA THAKUR**
Prof. & Head, Dept. of Education, Dr.C.V.Raman University, Kota, Bilaspur(C.G.), India
**Ph.D Scholar, (Education), Dr.C.V.Raman University, Kota, Bilaspur(C.G.), India

ABSTRACT
Crisis in character and loss of values are reflected now in every sphere of human life. Standards of moral and social life of our people are gradually declining. Widespread disturbances, chaos, confusions and dislocations in life have become phenomena. Belief in higher ideals is no more found. Corruption is rampant. Contradictions in living are the order of the day. We realize the deteriorating condition of the system of values and ethics in our daily life. The home environment is important in developing the value and personality of child. There is a face-to-face contact between the parents and children, which determine the personality and character of child and developing upon the status of parent’s active relations and other social set up of home. The main objectives of the topic are to find out the significant effect of Home Environment on different dimensions of Value Education of Government and Private Higher Secondary School Students. A sample size of 500 students was selected and taken up for the study. Home Environment Inventory developed by Dr.Karuna Shankar Mishra and Study of Values Test developed by Dr.R.K.Ojha and Dr.Mahesh Bhargava are used for the study. It has been found that Home Environment significantly affects the different dimension of Value Education of Students of both Government and Private Higher Secondary School.

INTRODUCTION
Education is a large ocean, through which the overall developments of human being is possible. The home and family was the original social institution from which all other institutions developed. The aim of school education is generally to prepare a child for his future and the potential to live life successfully. The home and family is the centre of moral education and values. There was a time when no school existed. Then the home was the only educational agency. It was the basis of all the social life. Education is an integrated growth of body, mind and soul. Values are part and parcel of the education system. Values are the guiding principles of life which are conductive to one’s physical, social and mental health. Values include all the important religious beliefs, moral attitude, philosophies of life, political ideologies, etc. which helps in sustaining the society and its culture.
The role of family and society is important in developing value in the children. Children devote maximum time with their family. The home environment is important in developing the value and personality of child. There is a face-to-face contact between the parents and children, which determine the personality and character of child and developing upon the status of parent’s active relations and other social set up of home. The families not only socially recognized relations for the child rearing and essential agency of child’s socialization and introducing the child to the culture of society to which he belongs. Family being the first and major agency of socialization has great influence and bearing on the development of different values of the child. Therefore, it is the home, which sets the pattern for the Childs’ attitude towards people and society, aids intellectual growth in the child and supports his aspirations and good values. Change in the home environment affects many aspects of family life. Establishing a daily routine is difficult in a hurried generation. Monitoring out-of-school activities has decreased for children. In the right of the above studies, the present investigation tried to measure the effect of home environment on value education of students.

Life is day by day becoming complex and complicated. The norm of family and society are going down and coming under increasing strain. The children of present times will reap its grave consequences. Deculturalisation, dehumanization and alienation should by all means be avoided. If not, he has to face a lot of problems in future. In that situation he has to take his own decision. So to enable them to meet the future contingencies of value crisis, the students should be trained to think for himself and to take moral decisions independently. So it is urgently necessary that students are helped to adopt right life pattern and attitude by discussing their problems thread-bare.

Therefore the researcher attempts to provide information whether home environment is necessary for inculcation of right values among the students of higher secondary school or not.

SIGNIFICANCE OF THE STUDY:-
Crisis in character and loss of values are reflected now in every sphere of human life. Standards of moral and social life of our people are gradually declining. Widespread disturbances, chaos, confusions and dislocations in life have become phenomena. Belief in higher ideals is no more found. Corruption is rampant. Contradictions in living are the order of the day. We realize the deteriorating condition of the system of values and ethics in our daily life. Different committees and commissions in our country have expressed their deep
concern over the declining hold of values in human life and they emphasized on providing value oriented education.

Value is defined as enduring belief, a specific mode of conduct or end state of existence along with continuum of importance. Values are standard principles for judging worth. It is such an adjusted human behavior which is conducive to the development of himself, society, nation and international understanding. Inculcation of value education is for emotional development. It is through this, we establish men of character, responsible citizens and sensitive personality of an individual. It is in this sense that value becomes indispensable for human all round development. In value education the changes in human behaviour are studied in its new perspective and propagated through various Media.

Kalia A.K.(1981) - The study of values and ideals of early Adolescents living in different type of Home Environment. Ph.D. Edu. Pan U, found that both parents male adolescents scored significantly higher on theoretical and political values than those from orphan homes, who excelled in aesthetic and religious values. The former were higher in physical, educational, political and economic ideals and the later scored higher on family and sports ideals. Roy D.K(1980).- A study of some factors and processes involved in the development of values, Ph.D. Edu. Kal. U, found that, the standard of adolescence value (tolerance, cooperation, obedience, religious devotion, honesty and altruism) was lower than expected and development of the value system was positively related to the process of socialization. Ghosh N.G.(1977)- Distribution of four social values among certain selected strata of youth and prediction of good citizenship with the help of values. Ph.D. Kal. U, found that, the increase in this years of schooling had no direct impact on the acquisition of the value. Boys had significantly higher scores on all the four values than girls.

Value plays an important role in the life of man. The value of an individual is the real determinants of his behavior. They influence our life and work. Values are something which provides everything. In the process of inculcation of democratic, social, moral, spiritual, aesthetic and religious values in children the home environment plays an important role. But now-a-days the falling of moral value is being in the behaviour of children. In the name of modernity and liberty children are becoming bestial. They have no hesitation and fear of their parents and relatives. Hence the study will make sincere effort to verify and test the effects of home environment of higher secondary school students on their value education. Therefore following problem statement was specifically framed for this study.
OBJECTIVES:-

1. To study the significant effect of Home Environment on different dimensions of Value Education of Private Higher Secondary School Students.
2. To study the significant effect of Home Environment on different dimensions of Value Education of Government Higher Secondary School Students.

HYPOTHESES:-

1. There is no significant effect of Home Environment on different dimensions of Value Education of Private Higher Secondary School Students.
2. There is no significant effect of Home Environment on different dimensions of Value Education of Government Higher Secondary School Students.

SAMPLE

In order to collect the data for the present study 20 Higher Secondary Schools were selected through purposive sampling techniques. Out of these 20 Higher Secondary Schools 10 are government and 10 are private schools. Again 250 Boys and 250 Girls total 500 Students have taken randomly as the subjects of the present investigation from the selected Government and Private Higher Secondary Schools of Raipur district of Chhattisgarh. Purposive and Simple random sampling method has been used by the researcher for selecting the samples.

TOOLS USED:-

The researcher has used the following tools for the present study.

1. Home Environment Inventory developed by Dr.Karuna Shankar Mishra.
2. Study of Values Test developed by Dr.R.K.Ojha and Dr.Mahesh Bhargava.

FINDINGS:-

HO-1 There is no significant effect of Home Environment on different dimensions of Value Education of Private Higher Secondary School Students.
<table>
<thead>
<tr>
<th>Sl.No</th>
<th>Category.</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>SIGNIFICANCE LEVEL</th>
<th>df</th>
<th>Significance Level</th>
<th>interpretation</th>
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<tbody>
<tr>
<td>1.</td>
<td>Home Environment.</td>
<td>250</td>
<td>258.22</td>
<td>42.66</td>
<td>2.72</td>
<td>78.63</td>
<td>498</td>
<td>0.05=1.96</td>
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<td></td>
<td>Theoretical (A) Dim of V.E.</td>
<td>250</td>
<td>44.34</td>
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<td>498</td>
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</tr>
<tr>
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<td>Economic (B) Dim of V.E.</td>
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<td>498</td>
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<tr>
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<td>Aesthetic (C) Dim of V.E.</td>
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<td>0.01=2.59</td>
<td>498</td>
<td>0.05=1.96</td>
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</tr>
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<td>Home Environment.</td>
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<td>258.22</td>
<td>42.66</td>
<td>2.72</td>
<td>79.56</td>
<td>498</td>
<td>0.05=1.96</td>
</tr>
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<td>Social (X) Dim of V.E.</td>
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<td>5.76</td>
<td>0.01=2.59</td>
<td>498</td>
<td>0.05=1.96</td>
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</tr>
<tr>
<td>5.</td>
<td>Home Environment.</td>
<td>250</td>
<td>258.22</td>
<td>42.66</td>
<td>2.72</td>
<td>79.63</td>
<td>498</td>
<td>0.05=1.96</td>
</tr>
<tr>
<td></td>
<td>Political (Y) Dim of V.E.</td>
<td>250</td>
<td>41.62</td>
<td>5.65</td>
<td>0.01=2.59</td>
<td>498</td>
<td>0.05=1.96</td>
<td>Rejected</td>
</tr>
<tr>
<td>6.</td>
<td>Home Environment.</td>
<td>250</td>
<td>258.22</td>
<td>42.66</td>
<td>2.73</td>
<td>79.68</td>
<td>498</td>
<td>0.05=1.96</td>
</tr>
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<td>Religious (Z) Dim of V.E.</td>
<td>250</td>
<td>40.68</td>
<td>6.74</td>
<td>0.01=2.59</td>
<td>498</td>
<td>0.05=1.96</td>
<td>Rejected</td>
</tr>
</tbody>
</table>

**Interpretation**

1. **Home Environment on Theoretical dimension of Value Education (A)**- The above table shows that, on this category the obtained ‘t’ value i.e. 78.63 is more than the table value with df - 498 at .05 level i.e.1.96 and .01 level i.e. 2.59. It means there is significant effect of Home Environment on Theoretical dimension of Value Education (A) of Private Higher Secondary School Students.

2. **Home Environment on Economic dimension of Value Education (B)**- The above table shows that, on this category the obtained ‘t’ value i.e. 80.21 is more than the table value with df - 498 at .05 level i.e.1.96 and .01 level i.e. 2.59. It means there is significant effect of Home Environment on Economic dimension of Value Education (B) of Private Higher Secondary School Students.

3. **Home Environment on Aesthetic dimension of Value Education (C)**- The above table shows that, on this category the obtained ‘t’ value i.e. 82.32 is more than the table
value with df - 498 at .05 level i.e.1.96 and .01 level i.e. 2.59. It means there is significant effect of Home Environment on Aesthetic dimension of Value Education (C) of Private Higher Secondary School Students.

4. Home Environment on Social dimension of Value Education (X)- The above table shows that, on this category the obtained ‘t’ value i.e. 79.56 is more than the table value with df - 498 at .05 level i.e.1.96 and .01 level i.e. 2.59. It means there is significant effect of Home Environment on Social dimension of Value Education (X) of Private Higher Secondary School Students.

5. Home Environment on Political dimension of Value Education (Y)- The above table shows that, on this category the obtained ‘t’ value i.e. 79.63 is more than the table value with df - 498 at .05 level i.e.1.96 and .01 level i.e. 2.59. It means there is significant effect of Home Environment on Political dimension of Value Education (Y) of Private Higher Secondary School Students.

6. Home Environment on Religious dimension of Value Education (Z)- The above table shows that, on this category the obtained ‘t’ value i.e. 79.68 is more than the table value with df - 498 at .05 level i.e.1.96 and .01 level i.e. 2.59. It means there is significant effect of Home Environment on Religious dimension of Value Education (Z) of Private Higher Secondary School Students.

Result
It has been found that, there is significant effect of Home Environment on Theoretical, Economic, Aesthetic, Social, Political and Religious dimension of Value Education of Private Higher Secondary School Students. It can be concluded that Home Environment significantly affects the different dimension of Value Education of Private Higher Secondary School Students.

HO-2 There is no significant effect of Home Environment on different dimensions of Value Education of Government Higher Secondary School Students.
Table-2: H.E on different Dimensions of V.E. of Government Hr.Sec.School Student’s.

<table>
<thead>
<tr>
<th>Sl.No</th>
<th>Category</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>S_{ED}</th>
<th>t-test Value</th>
<th>df</th>
<th>Significance Level</th>
<th>Interpretation</th>
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<td>Home Environment. (Theoretical A)</td>
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<td>233.34</td>
<td>42.46</td>
<td>2.71</td>
<td>70.04</td>
<td>498</td>
<td>0.05=1.96</td>
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</tr>
<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dim of V.E.</td>
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<td>6.27</td>
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<td>2.</td>
<td>Home Environment. (Economic B)</td>
<td>250</td>
<td>233.34</td>
<td>42.46</td>
<td>2.71</td>
<td>71.96</td>
<td>498</td>
<td>0.05=1.96</td>
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<td>Dim of V.E.</td>
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<td>38.32</td>
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</tr>
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<td>3.</td>
<td>Home Environment. (Aesthetic C)</td>
<td>250</td>
<td>233.34</td>
<td>42.46</td>
<td>2.73</td>
<td>72.96</td>
<td>498</td>
<td>0.05=1.96</td>
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<tr>
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<td>42.46</td>
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<td>70.99</td>
<td>498</td>
<td>0.05=1.96</td>
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<tr>
<td></td>
<td>Dim of V.E.</td>
<td>250</td>
<td>41.66</td>
<td>5.56</td>
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<td></td>
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<td>0.01=2.59</td>
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<td>5.</td>
<td>Home Environment. (Political Y)</td>
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<td>70.78</td>
<td>498</td>
<td>0.05=1.96</td>
<td>Rejected</td>
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<td>Dim of V.E.</td>
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<td>6.</td>
<td>Home Environment. (Religious Z)</td>
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<td>233.34</td>
<td>42.46</td>
<td>2.72</td>
<td>70.94</td>
<td>498</td>
<td>0.05=1.96</td>
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<tr>
<td></td>
<td>Dim of V.E.</td>
<td>250</td>
<td>40.36</td>
<td>6.98</td>
<td></td>
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<td>0.01=2.59</td>
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</tbody>
</table>

Interpretation

1. Home Environment on Theoretical dimension of Value Education (A)- The above table shows that, on this category the obtained ‘t’ value i.e. 70.04 is more than the table value with df - 498 at .05 level i.e.1.96 and .01 level i.e. 2.59. It means there is significant effect of Home Environment on Theoretical dimension of Value Education (A) of Government Higher Secondary School Students.

2. Home Environment on Economic dimension of Value Education (B)- The above table shows that, on this category the obtained ‘t’ value i.e. 71.96 is more than the table value with df - 498 at .05 level i.e.1.96 and .01 level i.e. 2.59. It means there is significant effect of Home Environment on Economic dimension of Value Education (B) of Government Higher Secondary School Students.

3. Home Environment on Aesthetic dimension of Value Education (C)- The above table shows that, on this category the obtained ‘t’ value i.e. 72.96 is more than the table value with df - 498 at .05 level i.e.1.96 and .01 level i.e. 2.59. It means there is significant effect of Home Environment on Aesthetic dimension of Value Education (C) of Government Higher Secondary School Students.
value with df - 498 at .05 level i.e.1.96 and .01 level i.e. 2.59. It means there is significant effect of Home Environment on Aesthetic dimension of Value Education (C) of Government Higher Secondary School Students.

4. Home Environment on Social dimension of Value Education (X)- The above table shows that, on this category the obtained ‘t’ value i.e. 70.99 is more than the table value with df - 498 at .05 level i.e.1.96 and .01 level i.e. 2.59. It means there is significant effect of Home Environment on Social dimension of Value Education (X) of Government Higher Secondary School Students.

5. Home Environment on Political dimension of Value Education (Y)- The above table shows that, on this category the obtained ‘t’ value i.e. 70.78 is more than the table value with df - 498 at .05 level i.e.1.96 and .01 level i.e. 2.59. It means there is significant effect of Home Environment on Political dimension of Value Education (Y) of Government Higher Secondary School Students.

6. Home Environment on Religious dimension of Value Education (Z)- The above table shows that, on this category the obtained ‘t’ value i.e. 70.94 is more than the table value with df - 498 at .05 level i.e.1.96 and .01 level i.e. 2.59. It means there is significant effect of Home Environment on Religious dimension of Value Education (Z) of Government Higher Secondary School Students.

Result
It has been found that, there is significant effect of Home Environment on Theoretical, Economic, Aesthetic, Social, Political and Religious dimension of Value Education of Government Higher Secondary School Students. It can be concluded that Home Environment significantly affects the different dimension of Value Education of Government Higher Secondary School Students.

CONCLUSION
The study shows that the development of value education among students may be from government or private, may be Boys or Girls depends upon their Home Environment. So Home Environment play significant role in maintain and developing value education among students. The study also found that there is significant effect of home environment on different dimensions of value education of higher secondary school students. The role of family and society is important in developing value in the children. Children devote maximum time with their family. The home environment is important in developing the value and personality of child. There is a face-to-face contact between the parents and children,
which determine the personality and character of child and developing upon the status of parent’s active relations and other social set up of home. The families not only socially recognized relations for the child rearing and essential agency of child’s socialization and introducing the child to the culture of society to which he belongs. Family being the first and major agency of socialization has great influence and bearing on the development of different values of the child. Therefore, it is the home, which sets the pattern for the Childs’ attitude towards people and society, aids intellectual growth in the child and supports his aspirations and good values.

REFERENCES