



Impact Factor: 4.081

Home – Environment and Socio Economic Status as the provoking factors of Adolescent Problems (Urban)

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Abstract

The present study was conducted to ascertain relation, if any between Home Environment and Socio Economic Status on the Adolescent Problems. For this study the researcher collected data from the two urban high schools of Durg – Bhilai city. Sample size for the study was 200 randomly selected students (boys 100, girls 100). Standardized tools for the study are used.

Key words - Home – Environment, Socio Economic Status, Adolescent Problems

Introduction –

Adolescence is a period of transition from childhood to adulthood. Both biological and social changes are visible. With the hormonal changes, rapid growth of the body, change in voice and other physical changes takes place. This period which usually starts from 12-13 years continuous till late teens or early twenties. During this period an individual starts dropping the typical childhood behavior and tries to copy the adult behaviour. Psychologically this is the period of adjustment to physical and social changes.

This period of adolescence is very sensitive and important in human life. Personality wise usually reflected as hyperactive, rebellious, moody and irritable.

In this crucial phase of life tremendous physical power and energy is often associated with restlessness and hyperactivity. If this energies are properly channelized by the parents, teachers, mentors or anyone else, they can be very constructive, leading to success in life. If misguided they can go either way also.

In some cases, numerous adolescent problems are visible if timely intervention does not taken place. Problems like lack of self confidence, low level of aspiration, low self esteem, poor self concept, introvert, unable to express themselves etc are seen. Adolescent from economically weaker sections of families are generally more insecure, shy, submissive and inferior in nature, while adolescents from the disadvantaged groups are discontented, unhappy, lifeless, emotionally disturbed and lack motivation.

Home Environment –

The home environment is known to influence the adolescent characteristics pattern of behaviour. If home environment is frictional or stressful, he/she will develop the habit of reacting to family member or outsiders in a hostile or antagonist way.

Socio - Economic Status –

The socio-economic status of the adolescents, referred as SES indicates the social, financial, educational or occupational status of the parents under consideration.

The social behaviour of the adolescent is directly related to the society in which he/she lives. The SES directly affects his/her perception, cognitions, social behaviour and goals.

Numerous study reveals that SES is significantly correlated to positive attitude towards education. Adolescents of upper class SES are inspired for higher achievements and more encouraged by parents. Middle class people expect better result from their children and lower SES people are satisfied with whatever achievement the children brings.

Review of literature

The researcher also browsed related literature, and accordingly found E.L. George (1968) studied the needs and problems of high school and college students. The study was conducted on 1569 students. He found that maximum problems reported were financial, educational, vocational, study habit and social. Girl students had more problems than boys at college level.

J.C.Sinha (1978) investigated parent-children relationship, SES and parental values as predictor of vocational interest of intermediate students. He revealed that healthy parent-child relationship inculcated among children love and liking for vocations in scientific and creative field.

K.S. Sumbati (1981) investigated on the factors affecting aggressiveness among adolescents. He concluded that poor SES, low intelligence, feeble parent-child relationship make them aggressive and short tempered.

Thus above studies reflect on importance of the present topic of research paper.

TOPIC : “Home Environment and SES as the provoking factors of adolescent problems”.

OBJECTIVES :-

- i. To find out adolescent problems of urban high school students.
- ii. To know their home environment and SES.
- iii. To determine correlation between adolescent problem and home environment of boys and girls students.
- iv. To distinguish correlation between adolescent problem and SES of boys and girls students.

HYPOTHESIS (Null)

- i. There will be no correlation between adolescent problems and the home environment of boys.
- ii. There will be no correlation between adolescent problem and the home environment of girls.
- iii. There will be no correlation between adolescent problems and SES of boys.
- iv. There will be no correlation between adolescent problems and SES of girls.

SAMPLE :

The researcher randomly selected two schools for sampling. In the following table section wise strength of class X is shown.

Table – 1
Boys and Girls of the Schools

	Name of the School	Class	Students		Total
			Boys	Girls	
1	Shri Mahavir Jain Higher Secondary School, Durg	XA	36	24	60
		XB	32	28	60
2	Bhilai Nair Samajam Higher Secondary School, Bhilai	XA	30	30	60
		XB	35	25	60
		TOTAL	133	107	240

In the above table -1, sr. no. 1 and sr. no. 2 are the schools randomly selected for sampling. Both are private State Board English Medium Schools. There are two sections of class X in each school. 120 students in each school including boys and girls totaling to 240 students of class X.

TOOLS OF DATA COLLECTION –

Following three standardized tools have been used for collecting data.

- Adolescent problem scale developed by “Ashish Bajpai et al” its reliability is 0.82 and validity is 0.86.
- Similarly to know SES of Urban High School students, standard test of “Socio-Economic Status Scale” is used with its reliability 0.81 and validity 0.62 is prepared by “L.N.Dubey and B. Nigam”
- For collecting the data of home-environment of the sample “Home Environment Scale” is applied, developed by “Dr.(Smt.) Meenu Agarwal”. Its reliability is 0.82 and validity is 0.71.

PROCEDURE OF DATA COLLECTION

The researcher collected the data from two urban high schools as shown in table-1, both the schools are in the twin city Durg – Bhilai. The data was collected following all precautions on all 240 students. Thus the sample are purposive type and the study is descriptive.

Out of the 240 responded answer sheets, only 200 error-free and complete in all aspects were taken into consideration for further study and calculation. Thus the final sample of the study is shown in the following table-2.

Table – 2
Boys and Girls of the Sample

S.No.	Name of the school	Class	Boys	Girls	Total
1	Shri Mahavir Jain Higher Secondary School, Durg	X A+B	50	50	100
2	Bhilai Nair Samajam Higher Secondary School, Bhilai	X A+B	50	50	100
		TOTAL	100	100	200

All the six hundred responded answer sheets collected from three tests were scored as per guideline given in the manual. Thus collected data was analyzed according to the objective to verify the hypothesis. Pearson’s co-efficient of correlation method is used

preparing scattered diagrams for each act of variables. Results are shown in the following table.

Table – 3

Co-efficient of correlation in Boys between Home Environment and Adolescents Problem and SES and Adolescent Problem.

S.No.	Students	No.	Class	Variables		r
				Dependent	Interdependent	
1	Boys	100	X	Adolescent Problem	Home – Environment	0.90**
2	Boys	100	X	Adolescent Problem	SES	0.95**

** Significant on 0.01 level

Values from above table infers that boys of class X studying in English Medium Private High School of State Board in urban area shows positive significant correlation between Home-Environment and adolescent problems. Again there is similar significant positive correlation between SES and adolescent problems. Thus both hypothesis are rejected.

Further analysis points out that these boys belongs to better SES families paying good amount of fees. Due to good SES their family environment is liberal but disciplined, so the adolescents are found hurted at their emotions, not adjusted type and usually short tempered.

Table – 4

Co-efficient of correlation in Girls between Home Environment - Adolescents Problem and SES - Adolescent Problem.

S.No.	Students	No.	Class	Variables		R
				Independent	Dependent	
1	Girls	100	X	Home – Environment	Adolescent Problem	0.94**
2	Girls	100	X	SES	Adolescent Problem	0.91**

** Significant on 0.01 level

In respect of girls again there is positive significant correlation between home-environment and adolescent problems, similarly SES remains positive and significant correlation with adolescent problems. Thus here again both null hypothesis are rejected. SES of girls affects their problems. Further analysis indicates that Girls of the sample belong to good SES families maintaining congenial atmosphere at home and have good relation and understanding among the family members. Hence girls are not having emotional, social and vocational problems.

CONCLUSIONS –

It is inferred from the analysis that home environment and SES affect the adolescent problem.

In the present study in case of adolescent boys their home environment is liberal but disciplined, so these boys are not allowed to do anything of their own. Hence the boys are reporting emotionally hurt and finding difficulty in adjustment.

In case of adolescent girls SES is also better and home-environment is congenial, so they reported rare problem at home and are adjusted.

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