

**PERSONAL VALUES AMONG SENIOR SECONDARY  
SCHOOL STUDENTS IN RELATION TO HOME  
ENVIRONMENT**

A Dissertation Submitted to

School of Education

In partial fulfillment of the requirements for the award of the degree of

Master of Education

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**2017**

## **DECLARATION**

I do hereby that the dissertation entitled “**PERSONAL VALUES AMONG SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO HOME ENVIRONMENT**” submitted in partial fulfillment of the requirement for the award of the degree of Master of Education is entirely my original work and all ideas and references have been duly acknowledged. It does not contain any work that has been submitted for the award of any other degree or diploma of any other university.

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## **CERTIFICATE**

This is to certify that Kamaljeet Kaur has completed her dissertation entitled **“PERSONAL VALUES AMONG SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO HOME ENVIRONMENT”** under my guidance and supervision. To the best of my knowledge, the present work is the result of her original investigation and study. No part of the dissertation has been submitted for any other degree or diploma to any other university. The dissertation is fit for submission for the partial fulfillment of the requirements for the award of Master of Education degree.

Signature

Dr. Nimisha Beri

Associate Professor

## ACKNOWLEDGEMENT

Gratitude is not a thing of expression. It is more a matter of feeling. To be human in real sense is to regard and recognize others to whom one is heartily indebted. As it is said, darkness labors the whole night to bloom the rose and remains silent to take the daylight to his credit. It becomes my moral duty to acknowledge the contribution of those who directly or indirectly helped me in finalizing the research work.

I take this privilege to thank all those who have been directly or indirectly involved in the entire process of my research work. This work is outcome of collective efforts of individuals, to whom I would like to express my deepest gratitude.

I acknowledge my heartfelt gratitude to my guide and advisor Dr. Nimisha Beri, Associate Professor, School of Education, Lovely Professional University, Punjab, who has been the source of inspiration and encouragement. Her valuable guidance, valuable suggestion, constructive criticism and constant encouragement at each step throughout my dissertation work enabled me to complete this work smoothly and timely.

I am deeply concerned and indebted to HOD Dr. Vijay Chechi, School of Education, Lovely Professional University for providing necessary facilities in the department to work and allowing me to pursue this piece of work.

My heartfelt gratitude goes to all staff, faculty members, and librarians of Lovely School of Education, Lovely Professional University, Phagwara, for their kind and sympathetic attitude and cooperation.

I would express my word of thanks to students and higher authorities of schools who assisted me to gather the required information without which the research would have not been completed.

With deep sense of gratitude, I would like to thank my parents whose constant motivation provided vital support in the completion of this work. My special thanks for my parents to my father Soni Sabharwal, my mother Manjeet Kaur, my brother Love deep Sabharwal for supporting and being my backbone and encouraging me throughout

my life. I appreciate every single word of your love, inspiration and even your scolding which help me to stand alone on my feet and to be a person I'm today.

At last but not least I express my sincere gratitude to almighty for constantly showering His blessings on me.

Date

Kamaljeet Kaur

## ABSTRACT

*The present study was conducted to explore the relationship of Personal value with home environment among senior secondary school students. Home environment is the surrounding or atmosphere of home where the child lives with their family. It molds the Behavior, Personality, Attitude, Level of aspiration, Social maturity and Self-confidence of child. It is a psycho social climate of home perceived by the child. Personal values are the blend of family values and socio culture values. They direct our life choices and give the road plan for the type of life desired to be lead. The descriptive method of research has been used in the study. Senior secondary schools were selected from Hoshiarpur and Jalandhar district of Punjab. Stratified random sampling technique was used. 482 students were selected from urban. From these area government and private schools were selected on convenience basis and males and female students were selected randomly. For group trends mean and percentage were calculated. To determine the group difference t- test was used. For establishing the relationship coefficient of correlation was calculated. Two scales were used namely home environment inventory standardized by Dr. Karuna Shankar Mishra (2002), and the personal value questionnaire by Dr G.P Sherry and Pro. R.P.Verma (2012).The objectives of the present study were to analyze the type and the level of home environment of senior secondary school student, to explore the type and level of personal values of senior secondary school student, to analyze the difference in personal values and home environment among senior secondary school students with respect to gender, type of school and locale and to find the relationship between home environment and personal values of senior secondary school students. Keeping in view the above cited objectives null hypothesis were framed. In Home Environment maximum students fall in above average and average level in all dimensions. They perceive average control and permissiveness in home environment, above average or average protectiveness, punishment, conformity social isolation, deprivation of privileges, nurturance, rejection in home environment and high and above average perception in reward dimension of home environment. Maximum Senior Secondary School students have average religious value, low social value, more than average economic value, low*

*knowledge value, high domestic value, high power value and health value and average family prestige value. Male and female students differ significantly in control, protectiveness, punishment, conformity, social isolation reward and nurturance dimension of home environment. Female have high score as compared to male in these dimensions. In deprivation of privileges, rejection and permissiveness dimension no significant difference is found in male and female senior secondary school students. Government and Private School Students differ significantly in conformity, social isolation, deprivation of privileges, nurturance, rejection and permissiveness dimension of home environment. Private school students have higher mean score as compared to government school students in these dimensions. In control, protectiveness, punishment and reward dimension of home environment no significant difference is found between government and private school students. Urban and rural school students differ significantly in control, protectiveness, conformity, Social isolation, Reward, Deprivation of privileges, Nurturance, Rejections and Permissiveness dimension of home environment. Urban school students have higher mean score as compared to rural school students in these dimensions. In punishment dimension of home environment no significant difference is found between urban and rural school students. Male and females school students differ significantly in Religious value, Democratic value and family prestige value. Female student have higher mean score as compared to male students in these dimensions of personal value. In social value, Aesthetic value, Economic value, Knowledge value, Hedonistic value, power value and Health value no significant difference is found between male and female students. Government and private school students differ significantly in Religious value, Economic value and Health value. Private school students have higher mean score in comparison to government school students in these dimensions of personal value. In social value, Democratic value, Aesthetic value, Knowledge value, Hedonistic value, power value and family prestige value have no significant difference is found between government and private school students. Urban and rural school student differ significantly in power value and health value. Urban school students have higher mean score in comparison to rural school in these dimensions of Personal values. In Religious value, Social value, Democratic value, Aesthetic value, Economic value, Knowledge value, Family prestige*

*value, and hedonistic value no significant difference is found between urban and rural school students . Personal values of senior secondary students have no relation to any dimension of home environment.*

**Key Words: Home environment, personal values, senior secondary school students**



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# CHAPTER I

## INTRODUCTION

### 1.1 THEORETICAL ORIENTATION OF THE PROBLEM

Home is the first school of child where humanizing takes place. The family serves to teach the child the culture and the sub culture. The child does not learn only overt behavior but he also learns social and moral value. Home is the cradle of a child in which the child is nursed and brought up. Since home constitute the first environment of the child, its members specially the parents and siblings are most significant people during the early formation year. Parents influence the children by what they think, how they feel and what they do in the family. Anything parents do to a child or with a child has its aim to control the child, to modify, to maintain a desired form of behavior. Healthy parents in the home are medium of providing wholesome and adjustable personalities required for success in life.

It is during the first 3 or 4 years of life that the child's personality is organized and foundation of the personality are drawn in these early years. In fact, home and parents plays the most important part in laying the foundation of child's personality. This is simple because they constitute the most influencing part of child's environment.

#### 1.1.1 Home environment

Collectively the term home environment stands for all circumstances which assert their influences on the child since conception to death. Consciously or unconsciously the home environment molds the behavior, personality, attitudes, level of aspiration, social maturity and self-confidence of the child. There are four aspects of home environment which are likely to overlap to more or less degree a) Cultural, b) Maternal, c) Motivational, and d) Emotional. In fact home environment can be defined as aggregate of all the physical and psychological conditions that determine the growth

and development of a child. It consists of social and economic status of the family, number of children, facilities available at home, attitude of the parents and children interaction. Since the environment influence starts from the pre-natal to the child hence home is most important ingredient in process of growth and development. It is a social institution which develops finest and most vital qualities in cognitive, affective and psychomotor fields in the child formation years. In fact home environment is considerably more powerful than parent's income and education influencing what children learn in their formative years and during the later twelve years of primary and secondary education. One of the major reasons for so strong parental influences upon the children is that from infancy until the age of 18 children spend 92% of their time under the influence of home environment. Hence home environment plays a significant role in all round development. Since the whole educational influence proceeds from the parents, it is desirable that there should be healthy relationship among all the members of family.

Jerslid (1975) described that home environment is the most important part of child social network; this is because the members of family constitute the child's first environment and are most significant people around them.

A study conducted by NCERT (1978) revealed that home variable and children influence account for difference in academic achievement. Moreover keeping IQ and socio-economic status constant the single most important variable which titles the balance of studies is home environment.

Dembo (1989) found significant impact of mother's presence and absence on learning disabled person.

Umek (2000) found that family environment influence various areas of children's development. In the study it was indicated that the maternal education is the strongest predictor of children's language competency (measured among five year old regardless the child's age upon entry into preschool).

Harinath(2001) found that parent's income and parent's qualification influenced reading writing and spelling difficulties.



Besson (2005) found that family environment in which one or both parents is a heavy alcohol user present challenge to a child with normal intelligence, but may especially put a deleterious to a child with mental retardation.

Daniel (2006) found that (a) parental reading beliefs were positively associated with parent child literacy and language activities in the home, and (b) parent- child literacy and language activities are positively associated with children's print knowledge and reading interest.

Singh (2011) found that the normal children have better home environment as compared to learning disabled children. There exists the relationship between home environment, achievement and language acquisition of learning disabled children.

Sharma (2012) conducted study to find the impact of emotional intelligence and home environment on self-concept of adolescent. The study was conducted to ascertain the main and interactional effect of home environment and emotional intelligence,. The results revealed that emotional intelligence and home environment have positive impact on self concept.

Nisa , et al ( 2012)conducted study to find relationship between perceived quality of home environment and self-concept among adolescent. The aim of the study was to find how quality of home environment plays an important role in the development of self-concept. Results revealed that home environment nurturance and permissiveness showed significantly negative correlation and plays an important role in the development of components of self-concept that is beliefs and convictions and feelings of shame and guilt among adolescents. These findings suggest that there should be an intervention program arranged for enhancing relationship between parents and adolescents especially for females.

A.O.E. (2014) conducted a study on influence of home environment on academic achievement of secondary school students in agriculture science in Adamawa state, Nigeria". This study used ex-post factor and correlation survey to investigate the influence of home environment on academic achievement of senior secondary school student in Adamawa state. The finding of this study accomplished, that parental

educational situation, economic status, profession and home environment are correlated with and have significant influence on student's academic achievement.

Chowdhury and Ghose (2014) attempted to find out whether the pattern of parenting influence study habits. The results indicate a strong relationship between sagacious parenting and good study habit. In particular, to inculcate good study habit, parents need to be realistic about their expectation from their children as well as their own principle and action in the daily lives.

Nara (2014) conducted study on home environment of secondary school students in Haryana. The major finding of the study was that the male possess better home environment rather than the female school students. The results conclude that urban parents are conscious for providing the facilities for children's growth, where as the rural parents are ignorant of the importance of those facilities.

Rajesh and Roshan (2014) conducted study to examine the pattern of relationship between the academic achievement and family environment. Girls were found better than boys on family environment girls were found better than boys on family environment scores. The result indicated the adolescent experiencing healthy home environment is found to have higher academic achievement in comparison to children belonging to low family environment.

Llomo and Chawanga (2015) conducted study to find out the influence of home environment on student's academic performance in selected secondary school in Arusha. The finding revealed that student's performance depends on student's home environment.

Kakkar (2016) conducted study to find academic achievement in relation to home environment of secondary school students. Home environment not only influences the academic achievement but also affects the mental condition of a child. On one hand, congenial home environment supports a child to maintain a good mental health and uncongenial home environment forces to develop several unpleasant mental conditions, like, tension, anxiety, stress etc., which leads to poor academic performance. Home environment is often directly connected to academic achievement.

Pandey and Singh (2015) conducted study to find the impact of home environment on education aspiration of school students. The aim of the study was to find whether the home-environment is having some impact on the educational aspiration of the students. The result shows that there is significant, correlation found between home environment and educational aspiration of intermediate school students. The significant relationship shows that there is positive effect of home-environment on the educational aspiration.

Dev et al (2015) conducted study “role of the home environment, parental care, and parent’s personality on adolescent mental health with a focus on adjustment, anxiety, self concept, and self confidence. Parental traits were found to negatively influence mental health, anxiety, adjustment, self concept, and Self confidence. The finding suggested a need for expanding capacity to assist Parents adolescents with development task.

Paul (2015) investigated the home environment and adjustment among adolescent. The finding of the present study revealed that there exists significant difference between male and female adolescents on home environment and adjustment.

Alam (2016) conducted study on home environment and academic self concept as predictor of career maturity among adolescent. This study concluded that demographic characteristic have significant correlation with career maturity of school student. The study also found a statistically significant difference between the home environment, academic self concept and career maturity of the boys and girls and rural and urban students.

Nidhi (2016) conducted study to explore the academic achievement in relation to home environment of secondary school student”. Home environment not only influenced the academic achievement but also affects the mental condition of the child. On the other hand congenial home environment support a child to maintain a good mental health and uncongenial home environment force them to develop several unpleasant mental condition, like tension, anxiety, stress, etc. Home environment is directly connected to academic achievement.

### 1.1.2 PERSONAL VALUES

Values are important and lasting beliefs or ideals shared by the members of a culture about what is good or bad and desirable or undesirable. Values have major influence on person's behavior and attitude and serve as broad guidelines in all situations. Values are ideals. But the real world is full of compromise and contingency, and we constantly prioritize our value accordingly. We may change them through reflection, experience, or pressures to align ourselves with dominant values in our social context or the workplace. In this sense, honesty, responsibility, truth, solidarity, cooperation, tolerance, respect and peace, among others, are considered universal value. There are various types of values such as; (a) Moral values are the attitudes and behaviors that a society considers essential for coexistence, order, and general well being. (B) Family values are valued in a family and are considered either good or bad. Thus derived from the fundamental beliefs of the parents, who use to educate their children they are the basic principles and guidelines of our initial behavior in society, and are conveyed through our behaviors in the family, from the simplest to the most complex. (C) Social –cultural value are the prevailing values of our society, which change with time, and either coincide or not with our family or personal values. They constitute a complex mix of different values, and at times they contradict one another, or pose a dilemma. (D) Material value allow us to survive, and are related to our basic needs as human beings, such as food and clothing and protection from the environment. They are fundamental needs, part of the complex web that is created between personal, family and social-cultural values. If exaggerated, material values can be in contradiction with spiritual value. (E) Spiritual values refer to the importance we give to non – material aspects in our lives. They are part of our human needs and allow us to feel fulfilled. They add meaning and foundations in our life, as do religious beliefs. (F) Personal values are considered essential principles on which we build our life and guide us to relate with other people. They are usually a blend of family values and social – culture values, together with our own individual ones, according to our experiences.

When we think of our value, we think of what is important to us in our lives (e.g. security, Independence, Wisdom, Success, Kindness, and Pleasure). Each of us holds numerous values with varying degree of importance. A particular value may be very

important to one person, but unimportant to another. A level of consensus regarding the most useful way to conceptualize basic values has emerged gradually since the 1850. We can summarize the feature of the conception of basic values implicit in the writings of many theorists and researchers as follow:

1. Values are beliefs. But they are beliefs tied inextricably to emotion, not objective, cold values ideas.
2. Values are a motivational construct. They are the desirable goal which people strive to attain.
3. Values transcend specific actions and situations. They are abstract goals. The abstract nature of values distinguishes them from concepts like norms and attitudes, which usually refer to specific action, objects, or situations.
4. Values are guide for selection or evaluation of action, policies, peoples, and events. That is, values serve as standard or criteria.
5. Values offer importance relative to one another. People's value's form an ordered system of priorities that characterize them as an individual. This hierarchical feature of value also distinguished them from norm attitudes.

The value theory define value as desirable, trans-situational goals, varying in importance, that serve as guiding principles in people's lives'. The crucial content aspect that distinguishes between values is the type of motivational goal they express. In order to coordinate with other in the pursuit of the goals that are important to them, groups and individuals represent these requirements cognitively as specific values about which they communicate. Value plays an important role in human life. The sense value means a moral value like beauty, truth, cleanliness', honesty. Those things or activity are valuable which helps in making our soul perfect. A value can be defined as a beliefs or principle that someone has, that he or she believes is important in guiding his or her life . Values are derived from the fundamental beliefs of the parents, who are there to educate their children. They are the basic principles and guideline of our initial behavior in society, and are conveyed through our behaviors in the family, from the simplest to the most complex.

A personal value is absolute or relative and ethical values, the assumption of which can be the basis for ethical action. Personal values provide an internal reference for what is good, beneficial, important useful, beautiful, desirable, constructive, etc. Personal values exist in relation to culture in a social system that shares a set of common values, in which such values permit social expectations and collective understandings of the good, beautiful, constructive, etc. Without normative personal values, there would be no cultural reference against which to measure the virtue of individual values and so culture identity would disintegrate.

So, personal values are those viewpoints, philosophy or thoughts that are significant in life. Personal values direct our life choices, big and small. These are essential because they give road plan for the type of life desired to be lead. The more our choices process with our values, the better we usually feel about ourselves.

Leuty and Hansan (2013) founded the relationship between work values, vocational interests, personality, and personal values. Most interrelation between work values and other constructs were in the small effect range. Results of hierarchical multiple regression analysis suggested personal values were the most significant predictor of WVC. Interests and personality also contributed a small amount of additional variance in predicting work values.

Bhatia (2013) conducted study on personal values of secondary school students. Personal values of individuals develop with experience and interaction with significant others. It directs and guides client's choices later in life. It is interesting to find that the secondary schools students have high religious, democratic, economic, power and family prestige value whereas the students have low social, knowledge, hedonistic and health value.

Natasha (2013) conducted comparative study of value pattern among adolescent. The study was conducted on 250 students of 10+1 classes taken from schools Kathu & Samba of Jammu, the adjoining rural areas. It was observed that there is a significant difference in the value pattern of adolescent of rural & urban area.

Bhatia, et, al. (2007) conducted study to explore the personal values in adolescents. The aim of the study was to evaluate religious, social, democratic, aesthetic,

economic, knowledge, hedonistic, power, family prestige and health values in adolescent. The results did not show any differences between male and female students on any of these values. This shows that no gender difference exists in ethical beliefs and both male and female use almost similar processes for evaluation of ethical situations.

Liu and Yu et al,(2006) conducted study to explore the relationship between adolescents and parental values with adolescent problem behaviors. The purpose of the study was to describe adolescents' personal values, their problem behaviors, and to examine the relationship between parental values, adolescent values, and adolescents' problem behaviors among sixth-grade students and one of their parents. . The results of multilevel modeling indicates that boys with a higher level of self-enhancement and girls with a higher level of openness to change and a lower level of conservation were more likely to report engagement in problem behaviors. The interventions for reducing adolescents' problem behaviors, is important to understand the values associated with specific problem behaviors.

Avik, Avaik and Korgesaar (2006) conducted study on parenting practices and personal values: comparison between parents of institutionalized and non-institutionalized adolescents. The aim of the study was to examine the relationship between personal values, parenting practices and adolescents' institutionalization. They investigated differences between two groups of parents. Differences in parenting practices also emerged in connection with social norms, setting limits, and physical safety. The result of this study is that there are significant relations between personal values of parents and their parenting practices, and institutionalization of child.

## **1.2 SIGNIFICANCE OF THE STUDY**

Adolescent is the period of physical and human development that occurs between childhood and adolescents. Value mainly affects the behavior of adolescents. Values are most important for every child. These value children learn from their parents. So the home environment plays on important role in adolescent's life. Personal Values are our belief of sympathy, cooperation, honesty, happiness and sharing. In 21<sup>st</sup> century it is most important because personal values are leading the adolescent to employment in

workplace. Personal value are developed and influenced by the home condition. So there are interrelated to each other. If home environment will be good then personal value will also be good. Home environment consist of social and economic status of the family, facilities available in home, attitude of the parents and parents child interaction. Home environment is primary among various factors which help the developing an attitude toward learning. The review of literature reveals that personal values of senior secondary student are not explored in relation to home environment. That is why the investigator resolves to undertake the present study. So it is important to study the cause of personal values among adolescents which is one of the critical problems in currents area. If the personal value are not developed in adolescents they will not live there life easily in future, then it may give rise to many behavior related problems.

Thus the present study was an attempt to reveal new facts. The finding of the study will be beneficial to teacher, parents and head of institution, curriculum developer (framer), and administration in doing their respective job. It is necessary to study personal value among senior secondary school students in relation to home environment.

### **1.3 STATEMENT OF THE PROBLEM**

In the present study the investigator attempted to find out the relationship between personal value and home environment among adolescence, therefore the present study is entitled as “Personal Value among Senior Secondary School Students in Relation to Home Environment”

### **1.4 OPERATIONAL DEFINITION OF THE TERMS**

The important term used in the present study are explained below:

#### **Personal value**

Personal value is absolute or relative and ethical value the assumption of which can be the basis for ethical action. A personal value provides an internal reference for what is good, beneficial, beautiful, desirable, constructive, etc. Personal values exist in relation to cultural values, either in agreement with or divergence from prevailing



norms. In the present study personal value is a measure on the scale of the personal value scale by Dr G.P Sherry and Pro. R. P. Verma.

### **Home environment**

Home environment means the atmosphere, condition and surrounding around the home where one lives. It refers to the aspects of peoples' domestic lives that contribute to their living conditions and their behavior. It includes social, physical and emotional environment. It means surrounding and everything which affects an organism or individual at home where he resides or lives. Home environment consist of social and economic status of the family, number of sibling, facilities available at the home, attitude of the parents and parents child interaction, etc. These entire factor in a combined way constitute the home environment .In the present study home environment is a measure on the scale of home environment inventory by Dr. Karuna Shankar Mishra.

### **Senior Secondary School Students**

In the present study senior secondary school students are the students of class XI and XII studying in PSEB schools of Punjab

## **1.4 OBJECTIVES OF THE STUDY**

1. To analyse the level of different type of home environment among senior secondary school student
2. To explore the level of different type of personal values among senior secondary school student.
3. To analyse the difference in different type of home environment and personal values among senior secondary school students with respect to gender, type of school and locale.
4. To find the relationship between home environment and personal values among senior secondary school students.

## **1.5 HYPOTHESES OF THE STUDY**

The following hypotheses were tested in the present study;

1. There exists no significant difference in the home environment of male and female senior secondary school students.
2. There exists no significant difference in home environment of government and private senior secondary school students.
3. There exists no significant difference in home environment of rural and urban senior secondary school students.
4. There exists no significant different in personal values among male and female senior secondary school students
5. There exists no significant difference in personal values among government and private senior secondary school students.
6. There exists no significant difference in personal values among rural and urban senior secondary school student.
7. There exists no significant relationship between home environment and personal values among senior secondary school students.

## **1.6 DELIMITATIONS OF THE STUDY**

- 1 The present study was delimited to the senior secondary school students only.
- 2 The study was delimited to Punjab state only.
- 3 Data was collected from only two districts of Punjab namely Jalandhar and Hoshiarpur.

# **CHAPTER II**

## **METHODOLOGY**

### **METHODOLOGY**

Methodology is one of the most important aspects of any study. It is a way to systematically investigate the research problem. It gives various steps in conducting the research in a systematic and logical way. A well defined procedure provides the researcher a plan of action for selecting, collecting and analyzing the data economically and effectively. It helps the researcher to proceed systematically while conducting the research and ultimately saves the researcher's time, efforts and money. It is necessary to adopt a systematic procedure to collect the relevant data. The relevant data should be adequate in quantity and quality. It should be sufficient, reliable and valid. The selection of techniques and devices for an investigation is determined by the nature of the problem. The selection of proper method, tool and technique is a very difficult task and must be handled with every caution, care and consideration with respect to time, cost and procedure. Keeping in view all these things, the present chapter deals with following steps:

- Research Method
- Sampling
- Tools
- Procedure of data collection
- Statistical technique

### **2.1 METHOD**

Keeping in the view the researcher evidence, objectives and hypotheses, the researcher found it suitable to use descriptive survey method in present study. Descriptive research is a type of research that is primarily concerned with describing the

nature or condition and degree in detail of the present situation and whenever possible, to draw valid general conclusion from the facts discovered. Descriptive research are not restricted to fact findings only but may often result in the formulation of important principles of knowledge and solution of significant problems concerning local, state, national and international issues.

### **2.2.1 RESEARCH METHOD**

The aim of the present problem is to study the personal value among senior secondary student in relation to home environment. The present study is descriptive in nature, thus descriptive survey method was used by investigator to collect the relevant data.

## **2.2 SAMPLING**

In any piece of research, it is impossible to study the whole population from which the problem is being investigated. A sample is a small proportion of whole population selected for observation and analysis. It consists of a few elements which reflect all the traits and characteristics of the population. It is a miniature picture of the entire population. The results obtained from carefully selected sample can be made applicable on the entire population from which sample had been taken. For the present study the sample was the senior secondary school students of Punjab.

### **2.2.1 SAMPLING TECHNIQUE**

Stratified random sampling technique was employed in order to select the representative sample. Under this system we divide the universe into a number of strata or groups and then from each group certain numbers of items are taken on random basis. Thus in the selection of strata or group purposive selection method was employed but in selecting actual units from each stratum random method was used. In this study the senior secondary schools were selected from rural and urban areas of two districts of Punjab. From these areas government and private schools were selected for study.

### 2.2.2 SAMPLING FRAME

Sampling frame of this study comprised of senior secondary school students. The investigator selected two districts of Punjab state. From these two districts 2 government and 2 private schools each were taken from each rural and urban locality.

**TABLE 2.1: LIST OF SENIOR SECONDARY SCHOOL STUDENTS FOR THE STUDY**

District 1	Locale	Type of School	School Name	No. of Students
Jalandhar	Rural	Govt.	Govt. Senior Secondary School, Rastgo	30
			Govt. Senior Secondary School, Bhatnura	30
		Private	St. Marry Convent School, Daley	30
			Rajindra Senior Secondary School Bhogpur	30
	Urban	Govt.	Govt. Senior Secondary School, Ladhowali Road	32
			Govt. Senior Secondary School, Chukitti	30
		Private	Shivalik Senior Secondary School, Garha Road	31
			Guru Nanak Public Secondary School, Devitalab Road	30

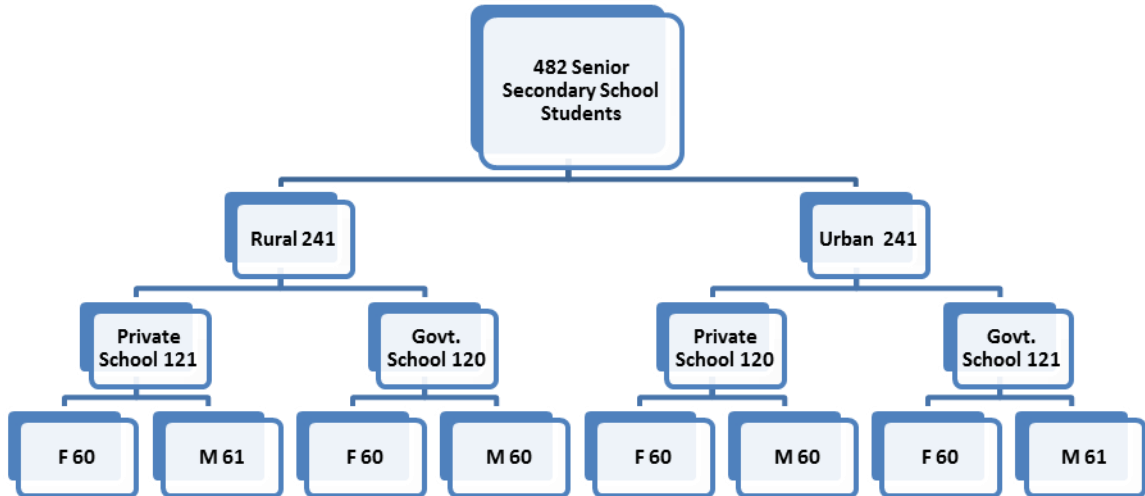
District 2 Hoshiarpur	Rural	Govt.	Govt. Senior Secondary School, Jaitpur	31
		Private	Govt. Senior Secondary School, Jain Village	36
			Ankur Public Senior Secondary School, Mahilpur	27
	Urban	Govt.	Govt. Sen. Sec. School, Piplawali Road	30
			Govt. Sen. Sec. School, Hoshiarpur	30
		Private	DAV Sen.Sec. School, Hoshiarpur	30
		Arya Sen. Sec. School, Piplawali Road	30	

### 2.2.3 SAMPLE SIZE

A sample of 482 school students was selected from Jalandhar and Hoshiarpur district of Punjab.

## 2.2.4 SAMPLING DESIGN

Sample design for the present study was as follows:



## 2.3 TOOLS USED FOR THE STUDY

For the present study following tools were used:

1. Home Environment Inventory by Dr. Karuna Shankar Mishra (2005)
2. Personal Values Questionnaire by Dr. G. P. Sherry and Prof. R.P. Verma (2012).

## 2.4 DESCRIPTION OF THE TOOLS

### 2.3.1 Home Environment Inventory by Dr. Karuna Shankar Mishra

Family is the social biological unit that exerts the greatest influence on the development and perception of the individual's behavior. The psychological atmosphere of a home may fall into any of the four quadrants, each of which represents one of the four general combinations: acceptance-autonomy, acceptance-control, rejection-autonomy and rejection-control (Johnson & Medinns, 1959). Grebow (1973) reported that 'nurturance-affection' and achievement expectations, demands and standards' constitute the two dimensions of parental behaviour that have been regarded as important by previous researches.

The present Home environment inventory (HEI) is an instrument designed to measure the psycho-social climate of home as perceived by children. It provides a measure of the quality and quantity of the cognitive, emotional and social support that has been available to the child within the home. HEI has 100 items belonging to ten dimensions of the home environment. Operational definitions of these dimensions are as follows-

- (A) Control: It indicates "autocratic atmosphere in which many restrictions are imposed on children by the parents in order to discipline them".
- (B) Protective: It implies "prevention of independent behavior and prolongation of infantile care".
- (C) Punishment; It includes "physical as well as effective punishment to avoid the occurrence of undesirable behavior".
- (D) Conformity: It indicates "parent's direction, command, orders with which child is expected to comply by action". It refers to "demands to work according to parent's desires and expectations.
- (E) Social isolation; it indicates "Use of isolation from beloved persons except family member for negative sanction".
- (F) Reward; It includes "material as well as symbolic reward to strengthen or increase the probability of a desired behavior".



- (G) Deprivation privileges: it implies “Controlling children’s behavior by depriving them of their right to seek love, respect and childcare from parents.
- (H) Nurturance: it indicates “Existence of expressive physical and emotional attachment of parents with the child. Parents have a keen interest in and love for child.
- (I) Rejection : It implies “conditional love recognizing that the child has no right as a person , no right to express his feeling , no right to uniqueness and no right to overcome an autonomous individuals”.
- (J) Permissiveness: It includes “provision of opportunity to child to express his view freely and act according to his desire with no interference from parents”.

### **2.3.1.2 Description of the inventory**

HEI Contains 100 items related to ten dimension of the home environment .The ten dimensions are: A) control, (B) Protectiveness,(C) Punishment,( D)Conformity, (E) Social isolation ,(F) Reward, (G) Deprivation of privileges, (H) Nurturance, (I) Rejection (J) Permissiveness . Each dimension has ten items belonging to it.

**Table 2.2 Dimension of Home environment**

Sr.No	Dimensions	Items
1.	Control	10
2.	Protectiveness	10
3.	Punishment	10
4.	Conformity	10
5.	Social Isolation	10
6.	Reward	10
7.	Deprivation of privileges	10
8.	Nurturance	10
9.	Rejection	10
10.	Permissiveness	10
	Total	100

**2.3.1.3 Administration of the inventory**

Home environment inventory can be administered in individual or group setting. To start with students should be made familiar with the nature and purpose of measurement of home environment, Later; the procedure for marking the responses on the booklet should be explained to them. They should be asked to put ‘x’ mark on any cell indicating their perception of the frequency with which a particular behavior has been exhibited by their parents.

Students should feel assured about the confidential nature of their responses. At the time of administration in group settings, the space between individuals should be

adequate so that other students may not guess about the response made by another student against a particular item. Students should be allowed to omit items which they find difficult or impossible to respond. This should be treated as a symbol of individual's tendency to give socially desirable responses. For research purposes, the scores of such students should not be used unless interviewing or any other technique is used to ensure the validity of their responses.

#### **2.3.1.4 Scoring the Responses to HEI Items**

The responses are to be given on the booklet itself. There are five cells against every item of the inventory. Each cell indicates the frequency of occurrence of a particular behavior. The five cells belong to five responses namely. 'mostly', 'often', 'sometimes', 'least' and 'never.' The dimension to which a particular item belongs has been indicated by alphabets near the serial number of the items. Assign 4 marks to 'mostly', 3 marks to 'often', 2 marks to 'sometimes', 1 marks to 'least', and 0 marks to 'never' responses. Count the marks assigned to A,B,C,D,E,F,G,H,I and J dimension-statements on every page and then add the dimension- scores awarded to statements given on the five pages so as to get ten scores for the ten dimensions of HEI.

#### **2.3.1.5 Reliability**

The 'Home Environment Inventory was administered to 113 students (54 boys and 59 girls) studying in intermediate classes of five schools. Split half reliabilities were worked out separately for all the ten dimensions of home environment. The split- half reliabilities (Corrected for length) for various dimensions of home environment are as follow.

**TABLE 2.3 Split half reliability coefficients for ten dimensions of Home Environment as measured by HEI**

Sr. No.	Inventory Dimension	Reliability Coefficient
A	Control	.879
B	Protectiveness	.748
C	Punishment	.947
D	Conformity	.866
E	Social Isolation	.870
F	Reward	.875
G	Deprivation of Privileges	.855
H	Nurturance	.901.
I	Rejection	.841

J	Permissiveness	.726
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### **2.3.1.6 Validity**

Home Environment Inventory has been found to possess content validity measured with the help of views expressed by judges.

### **2.3.1.7 Norms**

Scores falling in the range of > P90, P75 –P90, P50 –P75 P25 – P50, P10 –P 25 and < P10 should be interpreted as indices of very high, high, above average, average, low and very low levels of a particular dimension of the home environment respectively.

## **2.3.2 Personal Values Questionnaire by Dr. G. P. Sherry and Prof. R.P. Verma**

### **2.3.2.1 Description of personal value questionnaire**

The personal value questionnaire was constructed and standardized by Dr. (Mrs.) G.P. Sherry and Prof. R.S Sherry and Pro. R.S. Verma. The present scale was revised in 2012. This PVQ included ten values. The following values are mentioned below.

**Table 2.4 List of Personal Values**

Sr. No.	Name of Values	Symbol In Eng.	Sr. No.	Name of Values	Symbol in Eng.
1	Religious value	A	6	Knowledge value	F
2	Social value	B	7	Hedonistic value	G
3	Domestic Value	C	8	Power value	H
4	Aesthetic value	D	9	Family prestige value	I
5	Economic Value	E	10	Health value	J

**Religious value:** This value is defined in terms of faith in God, attempt to understand him, fear of divine wrath and acting according to the ethical codes prescribed in the religious books. The outward acts of behavior of this expressive value are going on pilgrimage, living a simple life, having faith in the religious leaders, worshipping God and speaking the truth.

**Social value:** This value is defined in terms of charity, kindness, love and sympathy for the people, efforts to serve God through the service of mankind, sacrificing personal comforts and gains to relieve the needy and the afflicted of their misery.

**Democratic value:** This value is characterized by respect for individuality, absence of discrimination among persons on the bases of sex, language, religion, caste, colour, race, and family status, ensuring equal social, political and religious rights to all, impartiality, social justice and respect for the democratic institutions.

**Aesthetic value:** Aesthetic value is characterized by appreciation of beauty, proportion and harmony, love for the fine art, drawing-painting, music, dance, sculpture, poetry and architecture, love for decoration of the home and surroundings, neatness and system in the arrangement of the things.

**Economic value:** This value stands for desire for money and material gains. A man with high economic value is guided by considerations of money and material gain in the choice of his job. His attitude towards the rich persons and the industrialists is favorable and he considers them helpful for the progress of the country.

**Knowledge value:** This value stands for love of knowledge of theoretical principles of any activity, and love of discovery of truth. A man with knowledge value considers knowledge of theoretical principle underlying work essential for success in it. He values hard work in studies, only if it helps develop ability to find out new facts and relationships, and aspires to be known as the seeker of knowledge is virtue.

**Hedonistic value:** Hedonistic value is of desirability of loving pleasure and avoiding pain. For a hedonistic the present is more important than the future. A man with hedonist value indulges in pleasures of senses and avoids pain.

**Power value:** Here the power is defined as the conception of desirability of ruling over other and also of leading others. The characteristics of a person of high power value are that he prefers a job where he gets opportunity to exercise authority over others, that he prefers to rule in a small place rather than serve in a big place, that the fear of law of the country rather than the fear of god deters him from having resource to unapproved mean for making money, and that he is deeply status-conscious and can even tell a lie for maintaining the prestige of his position.

**Family Prestige value:** As defined here, the family prestige value is the conception of desirability of such items of behavior, roles, functions and relationships as would become one's family status. It implies respect for roles which are traditionally characteristic of different castes of the Indian society. It also implies the maintenance on

the purity of family blood by avoiding inter-caste marriages. It is respect for the conservation outlook as enshrined in the traditional institution of family.

**Health Value:** Health value is the consideration for keeping the body in a fit state for carrying out one's normal duties and functions. It also implies the consideration for self-preservation. A man with high health values really feels if through some act of negligence he impairs his health, he considers good physical health essential for development and use of his abilities.

### **2.3.2.2 Administration of the PVQ**

PVQ may be administered individually as well as in a group. It should be filled out under the standard instructions. First the respondents should fill up the personal data blank printed on the front page. But they should be clearly instructed not to fill up the cage which is meant for investigator. When all the respondents have filled up the blank they should be asked to turn over the page. The investigator should read out the instructions printed on Page 1 of the PVQ- loudly and clearly. The respondents should follow them carefully. He should explain the mode of filling out the PVQ very carefully, preferably with the help of black board if one is available there. When he is sure that they have understood the mood of recording their responses, he should permit them to turn over the page, and ask them to record their responses. He should invigilate the respondents while they are filling up the PVQ lest they should consult one another.

### **2.3.2.3 Collection of PVQ**

There is no time limit to answer the questionnaire. Therefore, a respondent should be permitted to return it when he has completed it. Time permitting the investigator should summarily see if all the questions have been answered by the respondent.

It has been the experience of the developers of the tool that the respondents generally ask two questions when they are requested to fill out the PVQ. Firstly, they ask the utility of filling it out. Secondly they are keen to know the result. In reply to the first question they should be told that the purpose of this tool is to find out the value-system



of the present day people of their class (students or teachers or any other group of people as the case may be). Their responses would be the basis of the inferences to be drawn. In reply to the second question they should be told that the result will be reported in the form of a research finding and any one of them interested in the findings may approach him after some time (give the approximate time). If the PVQ is administered individually for clinical purposes, the respondents should be told about value hierarchy in the standard manner.

#### 2.3.2.4 Scoring of the PVQ

The responses are to be scored as follows:

- (1) 2 for a tick mark showing the most preferred value under the stem.
- (2) 0 for a cross showing the most preferred value under the stem
- (3) 1 for the blank or unmarked item showing the intermediate preference for the value

**Table 2.5 Scoring of PVQ**

<b>Values</b>	<b>Most Preferred value</b>	<b>Least preferred value</b>	<b>Not preferred value or blank</b>
Score	2	0	1

Sometimes the respondent leaves some question unanswered. If the number of such questions is 4 or less, each item of the unanswered question should be scored as 1. If their number is more than 4 the questionnaire should be rejected.

In all the scores should be recorded beside the corresponding bracket and the total for each value (A to J) should be written in the cage given at the foot of the page. The correctness of scoring and recording of the totals for all the values is checked by summing the total for all of them on each page separately. If the grand total is 24 the scoring may be correct, provided that compensating errors have not been committed.

Finally the entries in the cage at the foot of each page should be brought of the bigger cage on the cover page of the OVQ. The total of each column should be noted down in the bottom row. These totals denote the scores of the respondent on the corresponding value given at the top of the column, in this questionnaire.

### 2.3.2.5 Interpretation of Raw Score

The raw scores can be used to donate the hierarchy of the ten values in the personality of the individual after making the correlations givens in the table 1 below. The correlations are necessary because the means for the value are not equals for a large number of the persons. This difference may be attributed to unequal attractiveness of the items of different values.

**TABLES 2.6 Correlation figures for the raw score of an individual**

values	A	B	C	D	E	F	G	H	I	J
Correlation figure	0	-4	-3	0	+3	+2	+3	+4	0	-1

The plus correlations are to be added to the raw scores of an individuals and the minus correlation are to be subtracted. For example if the raw score of A on social value is 19 then his correlation score is  $19-4=15$ . Similarly if the raw score of A on the power value is 8 his corrected score is  $8+4=12$ . But the corrected scores should be rarely used because the corrections are only approximate. The users of the tool are advised to use the standard deprived scores.

### 2.3.2.6 Interpretation of the derived scores

In the order to interpret the derived scores, it is essential to fix up the score-bounds for the qualitative categories. There is no universally accepted mode of conversion of the qualitative data into qualitative ones. Here an arbitrary scheme of the conversion is given, but it may be considered as satisfactory for most purposes.

**TABLE 2.7 Interpretation of derived scores**

T- score	Sten scores	Grade	Interpretation
65 and above	9 and 10	A	Very high value
55-65	7 and 8	B	High value
46-54	5 and 6	C	Average value
35-45	3 and 4	D	Low value
34 and below	2 and 1	E	Very low value

### **2.3.2.7 Validity**

The validity of the PVQ was obtained by finding out the hierarchy of the value of samples of 20 psychology students of B.A. part 2 in two ways. Firstly they were administered PVQ and the hierarchy of their ten values was determined. Then they were asked to rank the ten values. The ten values were functionally defined in the term of the content of the PVQ. The two hierarchies were correlated and the rank order coefficient of correlation of .64 was found. This correlation is significant at .05 level (DF=8). thus it is may be said that PVQ is a fairly valid tool to determine the hierarchy of value a group. It may be remarked here that the foregoing evidence of the validity of PVQ is fairly strong.

### **2.3.2.8 Reliability**

Reliability of a tool is generally defined as the ratio of true variance to the scores (Guilford). Two indices of reliability of the PVQ were found out. Firstly, its reliability was determined by Hoot's method using analysis of variance which method is as

efficient as Kuder Richardson's but less cumbersome. Secondly, two test-retest reliabilities were determined one after an interval of 11 month and the other of 3 month. Thus three sets of reliability coefficients for the PVQ are available at present and they are presented in table 4 below

**Table 2.8 Reliability of PVQ**

Sr.No.	Values	Test - Reliability		Analysis of variance reliability (N=50)	Standard error of measurements
		retest			
		Time gap 11 month (N=48)	Time gap 3 month (N=25)		
1	Religious value	.52	.82	.64	1.6
2	Social value	.45	.66	.47	1.9
3	Democratic value	.62	.57	.48	2.4
4	Aesthetic value	.47	.65	.56	1.8
5	Economics value	.67	.70	.70	2.0
6	Knowledge value	.59	.63	.50	2.2
7	Hedonistic value	.61	.54	.63	2.0
8	Power value	.55	.53	.60	2.1
9	Family prestige value	.57	.85	.67	1.6
10	Health value	.53	.64	.63	2.2

**Table 2.9 Interpretation Table**

Percentile		Level of Home Environment
P90 & Above	_	Very High Home Environment
P75-P50	_	High Home Environment
P50-P75	_	Above Average Home Environment
P25-50	_	Average Home Environment
P10-P25	_	Low Home Environment
P10 & Less	_	Very Low Home Environment

**2.4 PROCEDURE OF THE DATA COLLECTION**

The researcher collected the data by personally visiting schools obtaining permission from the principals of those schools. Researcher sought the cooperation of senior secondary school students to answer the questionnaires which was distributed to them after proper explanation of the tool. They were assured that their data will be kept confidential and will be used only for research purpose.

**2.5 STATISTICAL TECHNIQUES**

Statistics is a mathematical technique of analyzing, describing and interpreting the numerical data. For testing the hypotheses, for analyzing and interpreting the data and graphical representation of data the researcher used the following statistics.

- Mean, S.D and percentage was calculated to learn the group trend.

- T test were used to find the difference between sample mean.
- Correlation was used to explore the relationship between two variable

## **CHAPTER III**

### **ANALYSIS AND INTERPRETATION**

The present chapter deals with the results and their corresponding interpretation in accordance with hypothesis. Data once collected should be analyzed with the help of statistical techniques that yield certain results. The analysis and interpretation represents the application of inductive and deductive logic to the research process. Analysis means categorizing, manipulating of data to reach at solution of the research problems. The depiction of the results and their interpretations is considered the most important part of the research work as it verify the hypothesis and eventually leads to conclusions of the study. The tabulated data have no meaning unless these are analyzed and interpreted by applying appropriate statistical technique. It involves breaking up of the complex factor into simpler parts and putting them in new arrangement for the purpose of interpretation.

Analysis of data means studying the tabulated materials in order to determine the inherent facts or meanings. The findings prove the tentative hypotheses and finally lead to conclusions. The research has no meaning of its own if the data are not analyzed and interpreted. The whole schemes of research methodology revolves round the analytical interpretation of the reality Research methodology approach to deal with the situation is meaningless, unless it moves in the path of allotment of mathematical digits for the purpose of analysis and interpretation. Therefore, analysis is very essential to study problem carefully. After collecting data from government and private senior secondary school students, it was analyzed keeping in view the objective and hypothesis of the study. The investigator summarizes her findings in a lucid and practical manner so that anybody at mere glance understands the whole picture of the results.

The data collection from the sample has been analyzed and was guided by the following objectives:

1. Results pertaining to identify level of different type of home environment among senior secondary school student
2. Results pertaining to identify the level of different type of personal values among senior secondary school student.
3. Results pertaining to the difference in different type of home environment among senior secondary school students with respect to gender, type of school and locale.
4. Results pertaining to the difference in different type of personal values among senior secondary school students with respect to gender, type of school and locale.
5. Results pertaining to relationship of home environment of senior secondary school students with personal values.

### **3.1. Result pertaining to identify the status and level of home environment of senior secondary schools students**

One of the objectives of the present study was to classify and identify student with the above average, average, high ,low, very high, very low home environment out of total senior secondary students i, e to find out how many students are having the above average, average, high ,low, very high, very low level of home environment. To achieve this objective, data was analyzed and has been presented by following the below given sequence.

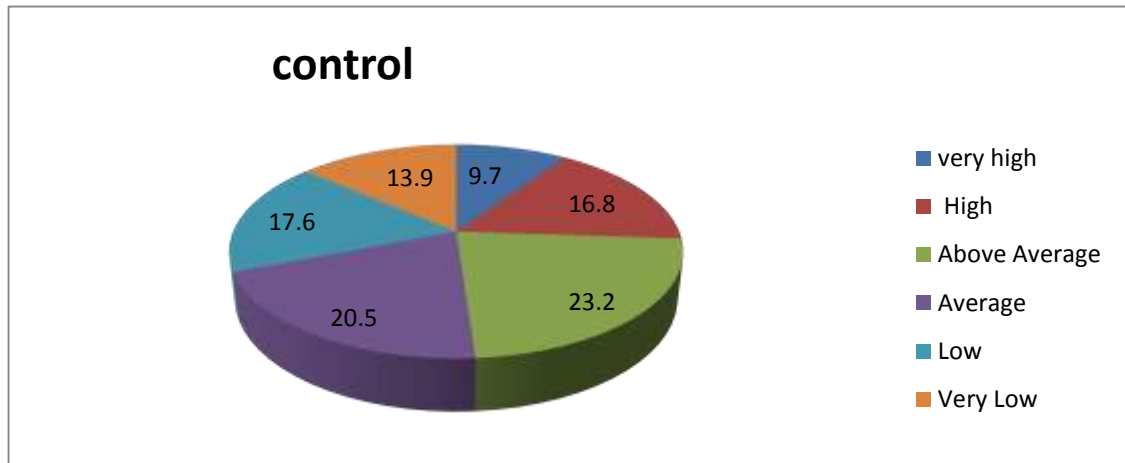
The Home environment questionnaire has 10 dimensions with five options in each dimension Thus the entire scale has 100 items. As the scale measures home environment in ten areas, every dimension has its own range.

#### **3.2.1 Level of control dimension of home environment among senior secondary school students**



**Table no. 3.1.1 Level of control dimension of home environment among senior secondary school students**

	Levels	Frequency	Percent
	very high	38	9.7
	High	81	16.8
	Above Average	112	23.2
	Average	99	20.5
	Low	85	17.6
	Very Low	67	13.9
	Total	482	100.0



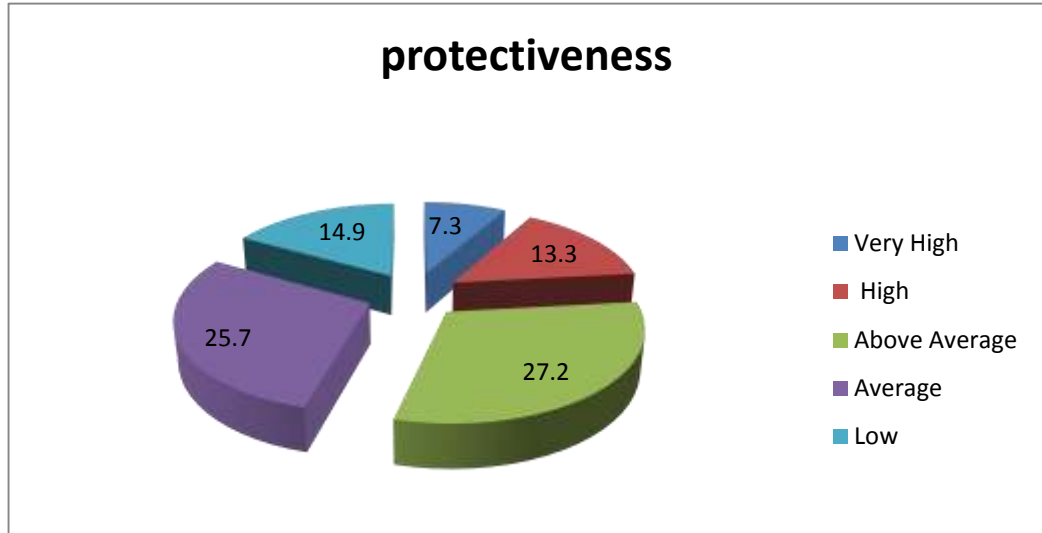
**Figure 3.1.1 Pie graph showing level of control dimension of home environment among senior secondary school students**

Dimension (A) shows the distribution of students in different levels of the control dimension of home environment. On the basis of score it is clear that 9.7 % perceive very high control in home environment, 16.8% perceive high control in home

environment, 20.5 % perceive average control in home environment, 17.6% perceive low control in home environment, 23.2% perceive above average control in home environment and 13.9% perceive very low control in home environment. The respective numbers of students perceiving control in home environment are 38 very high, 81 high, 99 average, 112 above average, 85 low and 67 very low control. This shows that maximum students have perception of above average control in home environment.

**Table no. 3.1.2 Level of protectiveness dimension of home environment of senior secondary school students**

	Levels	Frequency	Percent
	Very High	35	7.3
	High	64	13.3
	Above Average	131	27.2
	Average	124	25.7
	Low	72	14.9
	Very Low	56	11.6
	Total	482	100.0

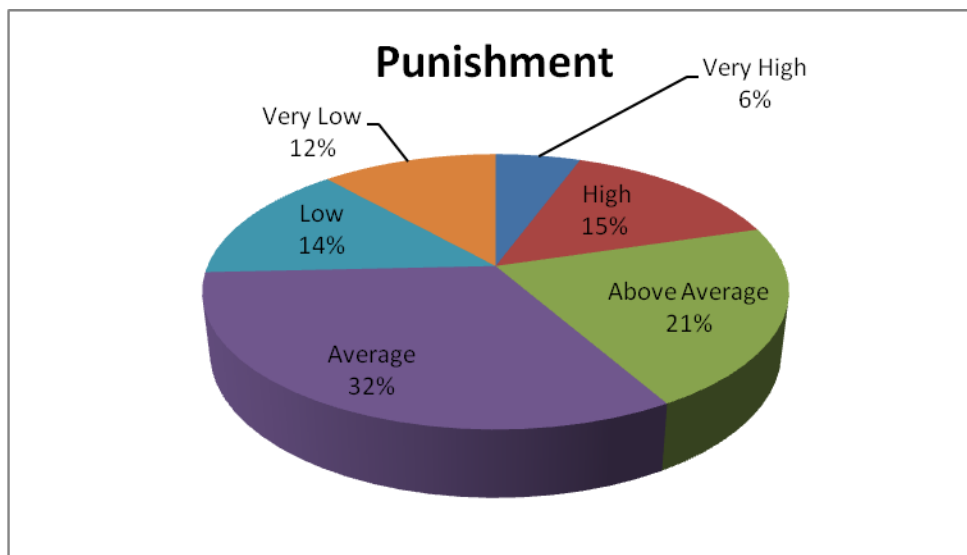


**Figure 3.1.2 Pie graph showing level of protectiveness dimension of home environment among senior**

Dimension (B) shows the distribution of students in different levels of the protective in home environment. On the basis of score it is clear that 7.3 % students perceive very high protectiveness in home environment, 13.3% students perceive high protectiveness in home environment, 27.2% students perceive average protectiveness in home environment, 14.9% students perceive low protectiveness in home environment, 27.2% students perceive above average protectiveness in home environment and students perceive 11.6% very low protectiveness in home environment. The respective numbers of students perceiving protectiveness in home environment are 35 very high, 64 high, 124 average, 131 above average, 72 low protectiveness in home environment and 56 very low protectiveness in home environment. This shows that maximum students have above average or average perceived protectiveness in home environment.

**Table no. 3.1.3 Level of home environment of senior secondary school students**

Level		Frequency	Percent
	Very High	27	21.4
	High	71	14.7
	Above Average	103	21.4
	Average	157	32.6
	Low	68	14.1
	Very Low	56	11.6
	Total	482	100.0

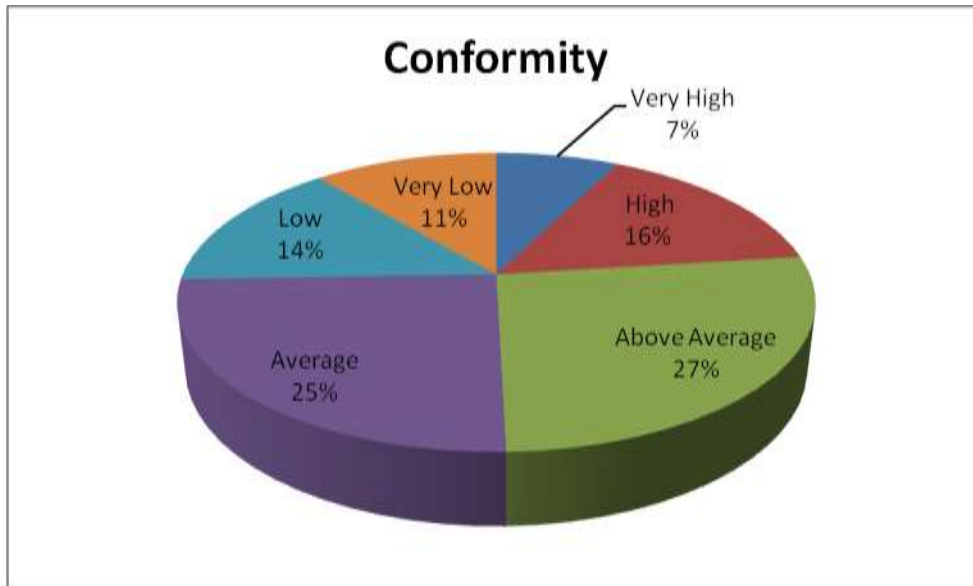


**Figure 3.1.3 Pie graph showing level of Punishment dimension of home environment among senior secondary school students**

Dimension (C) shows the distribution of students in different levels of the Punishment dimension in home environment. On the basis of score it is clear that 21.4% students perceive very high Punishment in home environment, 14.7% students perceive high Punishment in home environment, 32.6% students perceive average Punishment in home environment, 14.1% students perceive low Punishment in home environment, 21.4% students perceive above average Punishment in home environment and 11.6 % students perceive very low Punishment in home environment. The respective numbers of students perceiving Punishment in home environment are 27 very high, 71 high, 157 average, 103 above average, 68 low Punishment in home environment and 56 very low Punishment in home environment. This shows that maximum students have perception of above average and average punishment in home environment.

**Table 3.1.4 Level of conformity dimension of home environment among senior secondary school students**

Level		Frequency	Percent
	Very High	36	7.5
	High	75	15.6
	Above Average	128	26.6
	Average	120	24.9
	Low	69	14.3
	Very Low	54	11.2
	Total	482	100.0

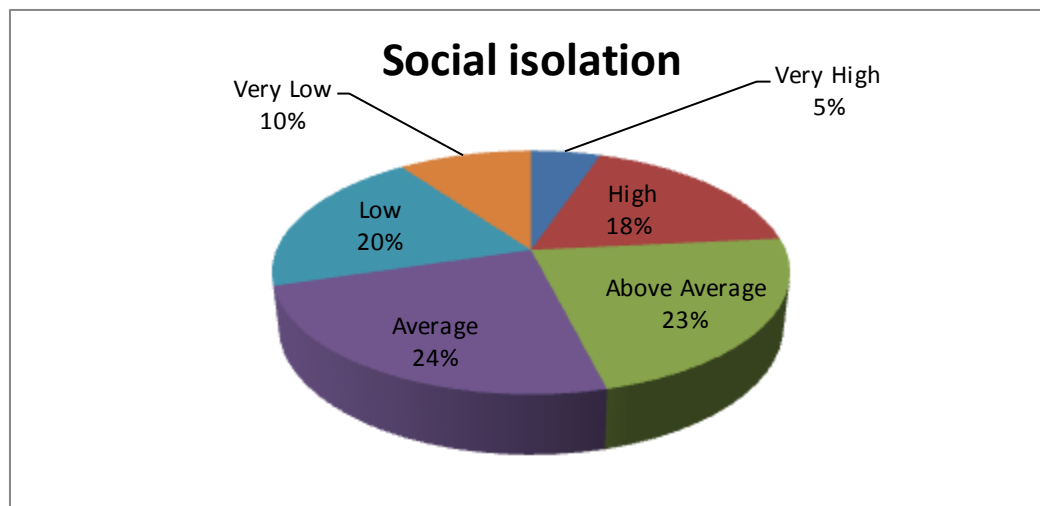


**Figure 3.1.4 Pie graph showing level of conformity dimension of home environment among senior secondary schools**

Dimension (D) shows the distribution of students in different levels of the conformity dimension in home environment. On the basis of score it is clear that 7.5% students perceive very high conformity in home environment, 15.6% students perceive high conformity in home environment, 24.9% students perceive average conformity in home environment, 14.3% students perceive low conformity in home environment, 26.6% students perceive above average conformity in home environment and 11.2% students perceive very low conformity in home environment. The respective numbers of students perceiving conformity in home environment are 36 very high, 75 high, 120 average, 128 above average, 69 low conformity in home environment and 54 very low conformity in home environment. This shows that maximum students perceive above average and average conformity in home environment.

**Table no. 3.1.5 Level of social isolation dimension in home environment of senior secondary school students**

	Level	Frequency	Percent
	Very High	25	5.2
	High	88	18.3
	Above Average	109	22.6
	Average	117	24.3
	Low	95	19.7
	Very Low	48	10.0
	Total	482	100.0



**Fig no. 3.1.5 Pie graph showing level of social isolation dimension of home environment among senior**

Dimension (E) shows the distribution of students in different levels of the social isolation dimension in home environment. On the basis of score it is clear that 5.2% students perceive very high social isolation in home environment, 18.3% students perceive high social isolation in home environment, 24.3% students perceive average social isolation in home environment, 19.7% students perceive low social isolation in home environment, 22.6% students perceive above average social isolation in home environment and 10.0% students perceive very low social isolation in home environment. The respective numbers of students perceiving social isolation in home environment are 25 very high, 88 high, 117 average, 109 above average, 95 low social isolation in home environment and 48 very low social isolation in home environment. This shows that maximum students have perception of above average and average social isolation in home environment.

**Table 3.1.6 Level of Reward dimension in home environment of senior secondary school students**

	Level	Frequency	Percent
	Very High	48	10.0
	High	103	21.4
	Above Average	139	28.8
	Average	61	12.7
	Low	81	16.8
	Very Low	50	10.4
	Total	482	100.0



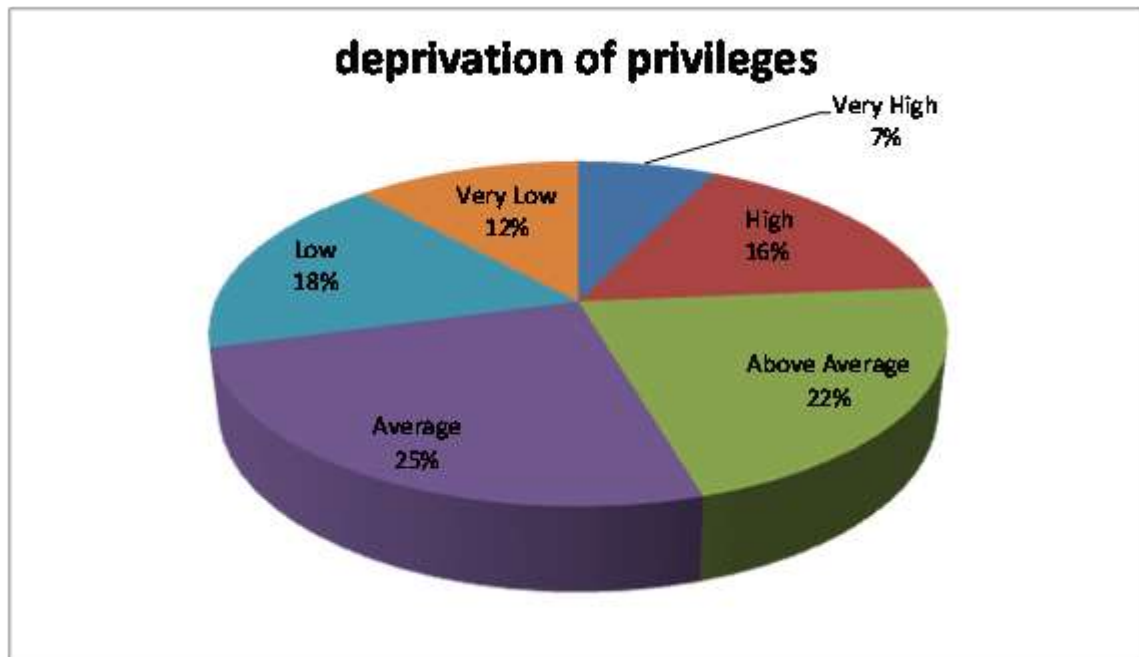


**Fig no.3.1.6 Pie graph showing level of reward dimension of home environment among senior**

Dimension (F) shows the distribution of students in different levels of the reward dimension in home environment. On the basis of score it is clear that 10.0% students perceive very high reward in home environment, 21.4% students perceive high reward in home environment, 12.7% students perceive average reward in home environment, 16.8% students perceive low reward in home environment, 28.8% students perceive above average reward in home environment and 10.4% students perceive very low reward in home environment. The respective numbers of students perceiving reward in home environment are 48 very high, 103 high, 61 average, 139 above average, 81 low reward in home environment and 50 very low reward in home environment. This shows that maximum students have perception either high or above average reward in home environment.

**Table no 3.1.7 Level of control dimension of home environment among senior secondary school students**

Level		Frequency	Percent
	Very High	35	7.3
	High	79	16.4
	Above Average	105	21.8
	Average	122	25.3
	Low	84	17.4
	Very Low	57	11.8
	Total	482	100.0

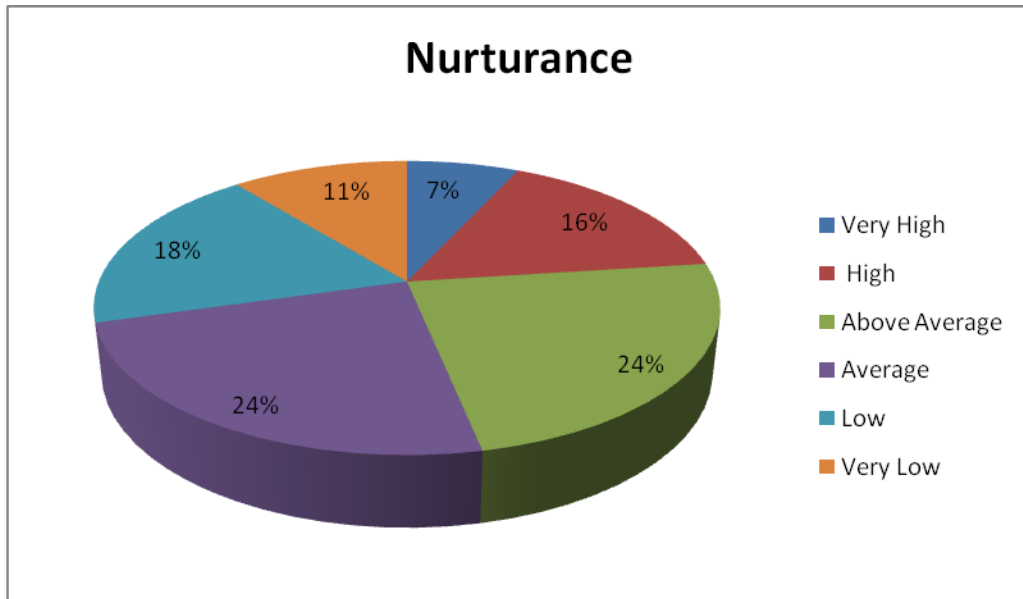


**Fig no.3.1.7 Pie graph showing level of control dimension of home environment among senior secondary school students**

Dimension (G) shows the distribution of students in different levels of the deprivation of privileges dimension in home environment. On the basis of score it is clear that 7.3% students perceive very high deprivation of privileges in home environment, 16.4% students perceive high deprivation of privileges in home environment, 25.3% students perceive average deprivation of privileges in home environment, 17.4% students perceive low deprivation of privileges in home environment, 21.8% students perceive above average deprivation of privileges in home environment and students 11.8% students perceive very low Punishment in home environment. The respective numbers of students perceiving deprivation of privileges in home environment are 35 very high, 79 high, 122 average, 105 above average, 84 low deprivation of privileges in home environment and 57 very low deprivation of privileges in home environment. This shows that maximum students have perception of average or above average deprivation of privileges in home environment.

**Table no. 3.1.8 Level of nurturance dimension of home environment of senior secondary school students**

	Level	Frequency	Percent
	Very High	33	6.8
	High	77	16.0
	Above Average	114	24.3
	Average	114	23.7
	Low	89	18.5
	Very Low	52	10.8
	Total	482	100.0

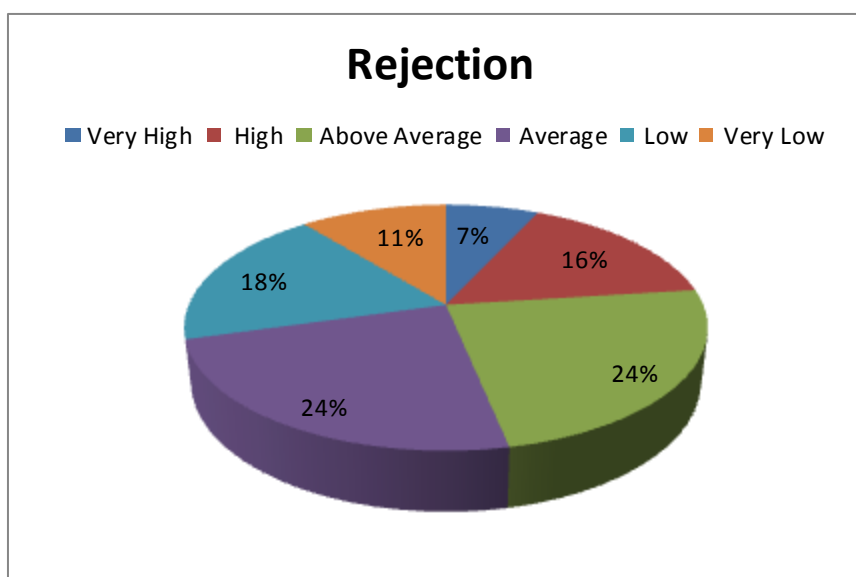


**Fig no. 3.1.8 Pie graph showing level of Nurturance dimension of home environment among senior secondary school students**

Dimension (H) shows the distribution of students in different levels of the nurturance in home environment. On the basis of score it is clear that 6.8% students perceive very high nurturance in home environment, 16.0% students perceive high nurturance in home environment, 23.7% students perceive average nurturance in home environment, 18.5% students perceive low nurturance in home environment, 24.3% students perceive above average nurturance in home environment and 10.8% students perceive very low nurturance in home environment. The respective numbers of students perceiving nurturance in home environment are 33 very high, 77 high, 114 average, 114 above average, 89 low nurturance in home environment and 52 very low nurturance in home environment. This shows that maximum students perceive above average and average nurturance in home environment.

**Table no 3.1.9 Level of rejection in home environment among senior secondary school students**

Level	Frequency	Percent
Very High	36	7.5
High	62	12.9
Above Average	134	27.8
Average	123	25.5
Low	79	16.4
Very Low	48	10.0
Total	482	100.0

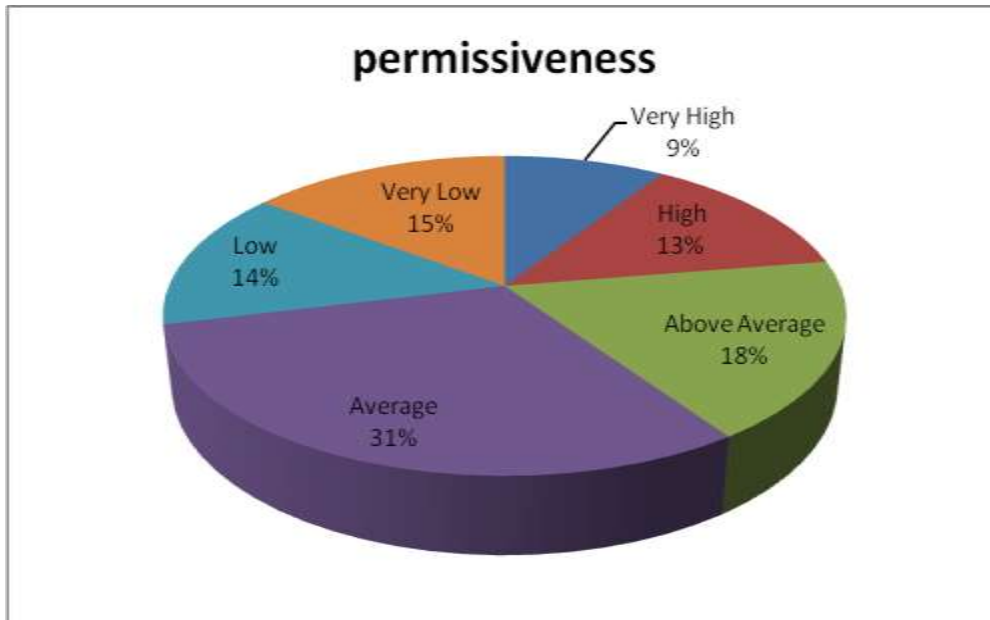


**Fig 3.1.9 Pie graph showing level of Rejection dimension of home environment among senior secondary students**

Dimension (I) shows the distribution of students in different levels of the rejection dimension in home environment. On the basis of score it is clear that 7.5% students perceive very high rejection in home environment, 12.9% students perceive high rejection in home environment, 25.5% students perceive average rejection in home environment, 16.4 % students perceive low rejection in home environment, 27.8% students perceive above average rejection in home environment and 10.0% students perceive very low rejection in home environment. The respective numbers of students perceiving rejection in home environment are 36 very high, 62 high, 123 average, 134 above average, 79 low rejection in home environment and 48 very low in rejection home environment. This shows that maximum students have perception of above average and average rejection in home environment.

**Table no 3.1.10 Level of permissiveness dimension of home environment among secondary school students**

Level		Frequency	Percent
	Very High	44	9.1
	High	64	13.3
	Above Average	87	18.0
	Average	148	30.7
	Low	68	14.1
	Very Low	71	14.7
	Total	482	100.0



**Fig no. 3.1.10 Pie graph showing level of Permissiveness dimension of home environment among senior secondary school students**

Dimension (J) shows the distribution of students in different levels of the Permissiveness dimension of home environment. On the basis of score it is clear that 9.1% students perceive very high permissiveness in home environment, 13.3% students perceive high permissiveness in home environment, 30.7% students perceive average permissiveness in home environment, 14.1% students perceive low permissiveness in home environment, 18.0% students perceive above average permissiveness in home environment and students 14.7% students perceive very low permissiveness in home environment. The respective numbers of students perceiving permissiveness in home environment are 44 very high, 64 high, 148 average, 87 above average, 68 low permissiveness in home environment and 71 very low permissiveness in home environment. This shows that maximum students have perception of average permissiveness in home environment.

### **3.2. Results pertaining to identify the status and level of Personal value of senior secondary schools students**

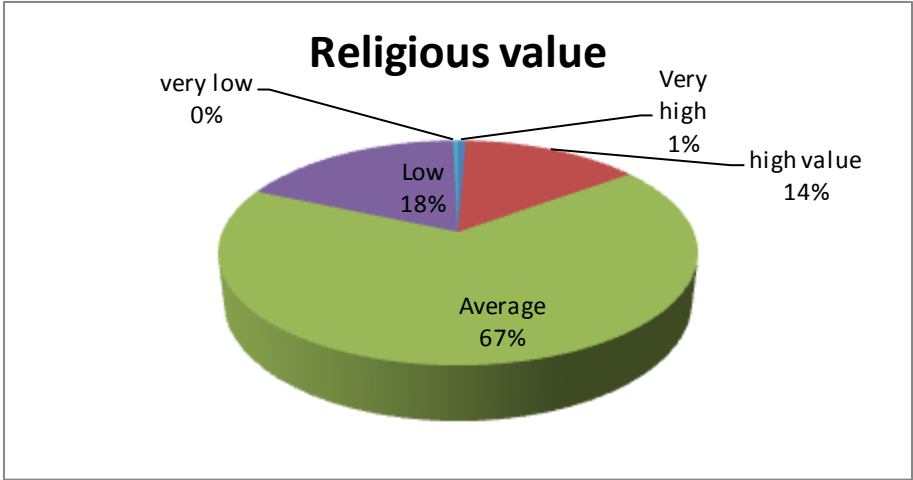
One of the objectives of the present study was to classify and identify student how many students are having the above average, average, high ,low, very high, very low level of different types of personal values. To achieve this objective, data was analyzed and has been presented by following the below given sequence.

The personal values scale has 10 dimensions with five options in each dimension, as the scale measures personal values in ten areas, every dimension has its own range.

**Table no 3.2.1 Level of religious value of senior secondary school students**

Level	Frequency	Percent
Very high	3	0.6
High value	69	14.3
Average	321	66.6
Low	87	18.0
Very low	2	0.4
Total	482	100.0



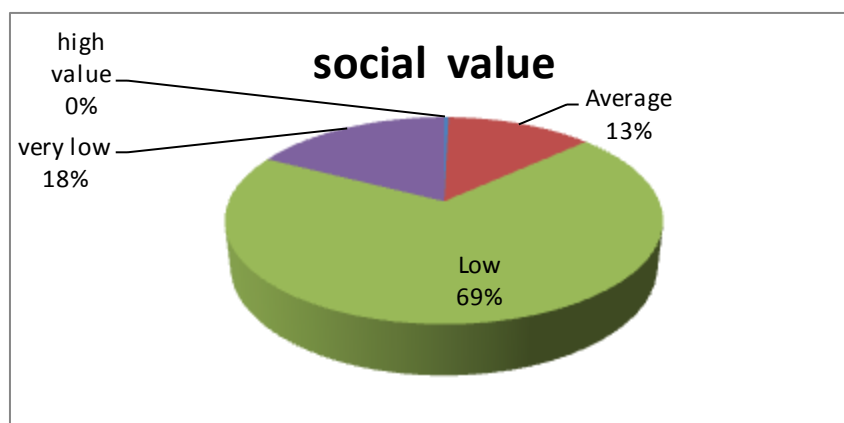


**Figure 3.2.1 Pie graph showing level of Religious value among senior secondary school students**

Dimension (Religious value) shows the distribution of students in different levels of Religious value dimension of Personal value . On the basis of score it is clear that 0.6 % students have very high Religious value, 14.3% students have high Religious value in home environment, 66.6 % students have average Religious value, 18.0% students perceiving low in Personal value, 0.4% have very low Religious value. The respective numbers of students having religious value are 3ery high, 321verage, 87 low personal values and 2 very low religious values. This shows that maximum students have average religious value.

**Table 3.2.2. Level of social value of senior secondary school students**

PVB		Frequency	Percent
	high value	2	.4
	Average	62	12.9
	Low	334	69.3
	very low	84	17.4
	Total	482	100.0

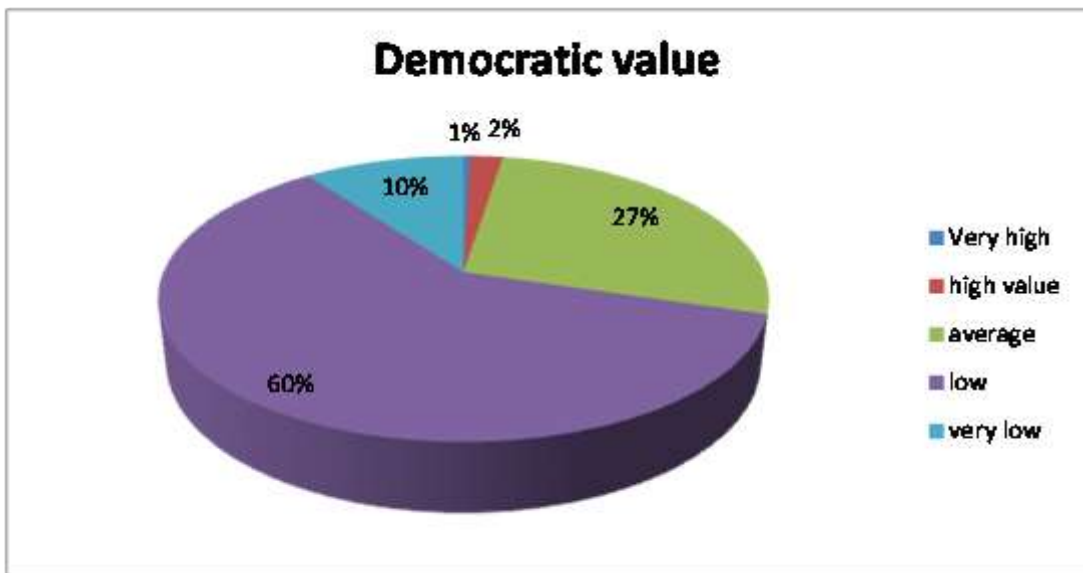


**Figure no.3.2.2 Pie graph showing level of social value among senior secondary school students**

Dimension (Social value) shows the distribution of students in different levels of Social value. 0% students have high Social value, 12.9% student's average Social value, 69.3% students have low, 12.9% students have above average and 17.4% have very low social value. The respective numbers of students having social values are 2 high value, 62 average, 334 low social value and 84 very low social value. This shows that maximum students have low social value

**Table 3.2.2. Level of Democratic value of senior secondary school students**

Level		Frequency	Percent
	Very high	2	.4
	high value	10	2.1
	average	131	27.2
	low	290	60.2
	very low	49	10.2
	Total	482	100.0

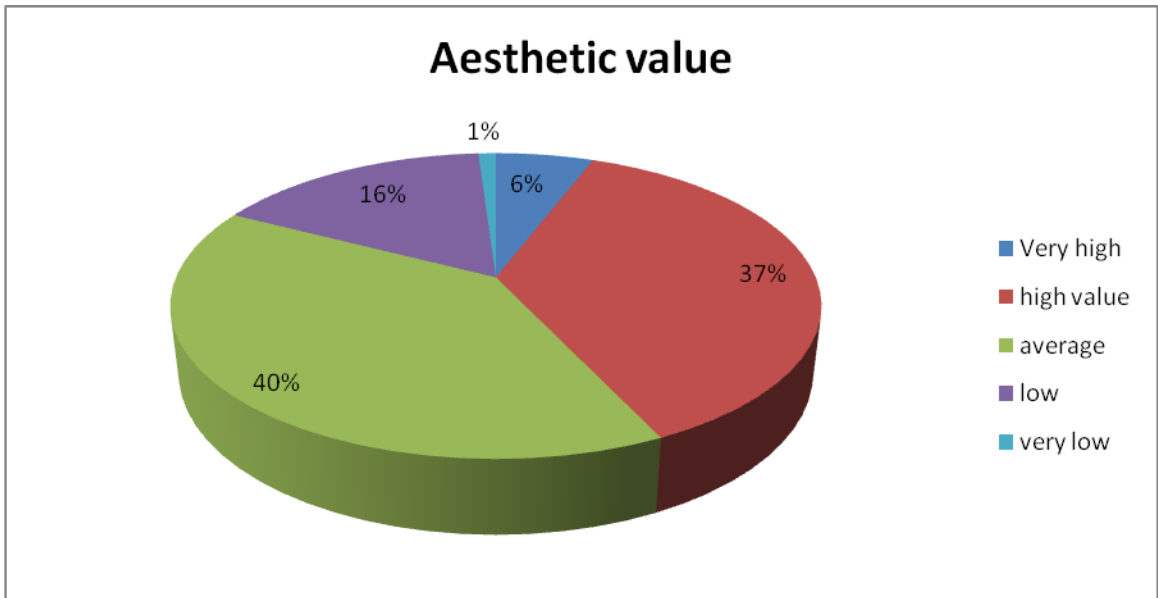


**Figure 3.2.3 Pie graph showing level of Democratic dimension of personal value among senior secondary school students**

Dimension (C) shows the distribution of students in different levels of Democratic value. On the basis of score it is clear that 0.4% students have very high Democratic value, 2.1% students have high democratic value, 27.2% students have average Democratic value, 60.2% students have low democratic value, 10.2% student have very low democratic value. The respective numbers of students having democratic value are 2 very high, 10 high, 131 average, 290 low democratic value and 49 very low democratic value. This shows that maximum students have low democratic value.

**Table no 3.2.4 Level of aesthetic value of senior secondary students**

	Level	Frequency	Percent
	Very high	28	5.8
	high value	179	37.1
	average	191	39.6
	low	79	37.1
	very low	5	1.0
	Total	482	100.0

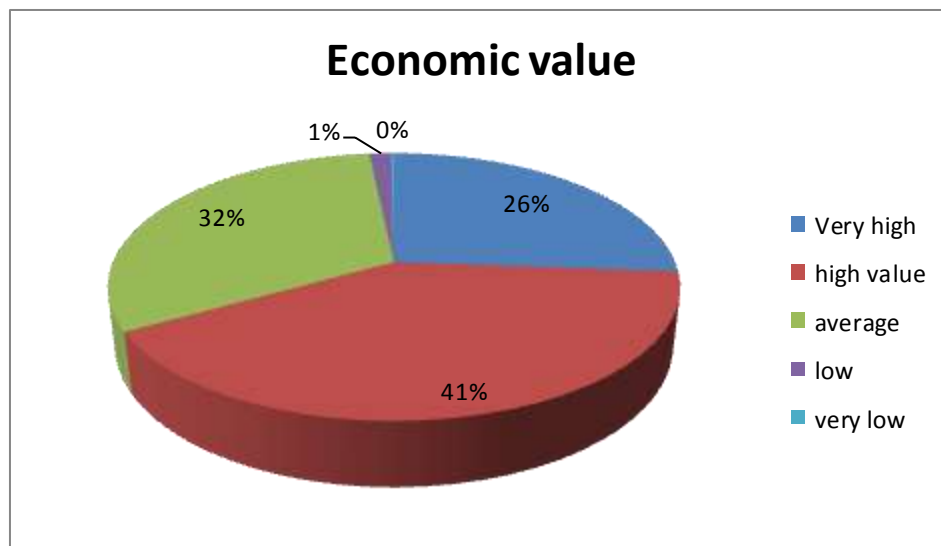


**Figure 3.2.4 Pie graph showing level of aesthetic value among senior secondary school students**

Dimension (D) shows the distribution of students in different levels of aesthetic value. On the basis of score it is clear that 5.8% students have very high aesthetic value, 37.1% students have high aesthetic value, 39.6% students have average aesthetic value, 37.1% students have low aesthetic value, 1.0% student have very low aesthetic value. The respective numbers of students having aesthetic value are 28 very high, 179 high, 191 average, 79 low and 5 very low aesthetic value. This shows that maximum students have either high or average aesthetic value.

**Table 3.2.5 Level of economic value of senior secondary school students**

Level		Frequency	Percent
	Very high	126	26.1
	high value	196	40.7
	average	152	31.5
	low	7	1.5
	very low	1	.2
	Total	482	100.0



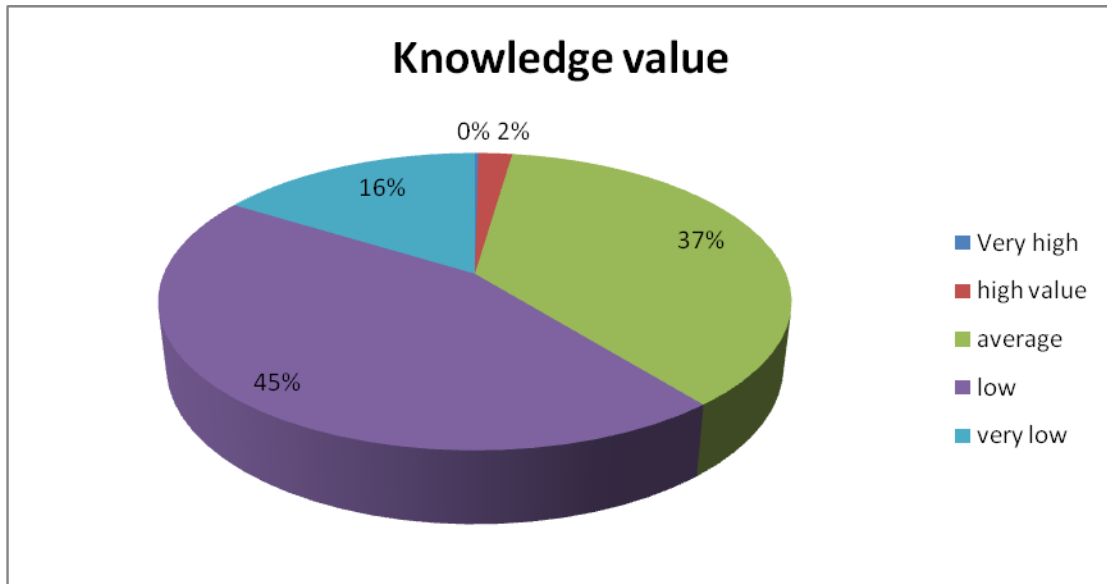
**Figure 3.2.5 Pie graph showing level of Economic value among senior secondary school students**

Dimension (E) shows the distribution of students in different levels of economic value dimension of economic value. On the basis of score it is clear that 26.1

% students have very high economic value, 40.7 % students have high economic value, 31.5% students have average economic value, 1.5% students have low economic value, 0.2 % student have very low economic value. The respective numbers of students having economic value are 126 very high, 196 high, 152 average, 7 low economic value and 1 very low economic value. This shows that maximum students have more than average economic value. Now day's students are smart and know how to spend their money judiciously. .

**Table no.3.2.6 Level of knowledge value among senior school students**

Level		Frequency	Percent
	Very high	1	.2
	high value	10	2.1
	Average	178	36.9
	Low	215	4.46
	very low	78	16.2
	Total	482	100.0



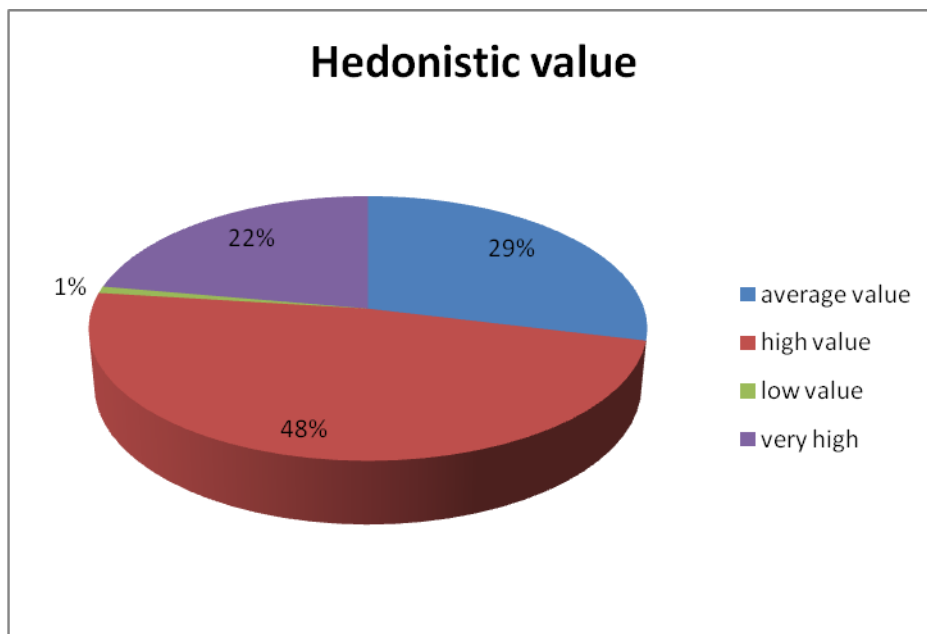
**Figure 3.2.6 Pie graph showing level of Knowledge value among senior secondary school students**

Dimension (F) shows the distribution of students in different levels of knowledge value. On the basis of score it is clear that 0.2 % students have very high knowledge value, 2.1 % students have high knowledge value, 36.9 % students have average knowledge value, 4.46 % students have low, 16.2% student have very low knowledge value. The respective numbers of students having knowledge value are 1 very high, 10 high, 178 average, 215 low knowledge value and 78 very low knowledge value. This shows that maximum students have low knowledge value.



**Table no.3.2.7 Level of hedonistic value among senior secondary school students**

G		Frequency	Percent
	average value	139	28.8
	high value	232	48.1
	low value	4	.8
	very high	107	22.2
	Total	482	100.0

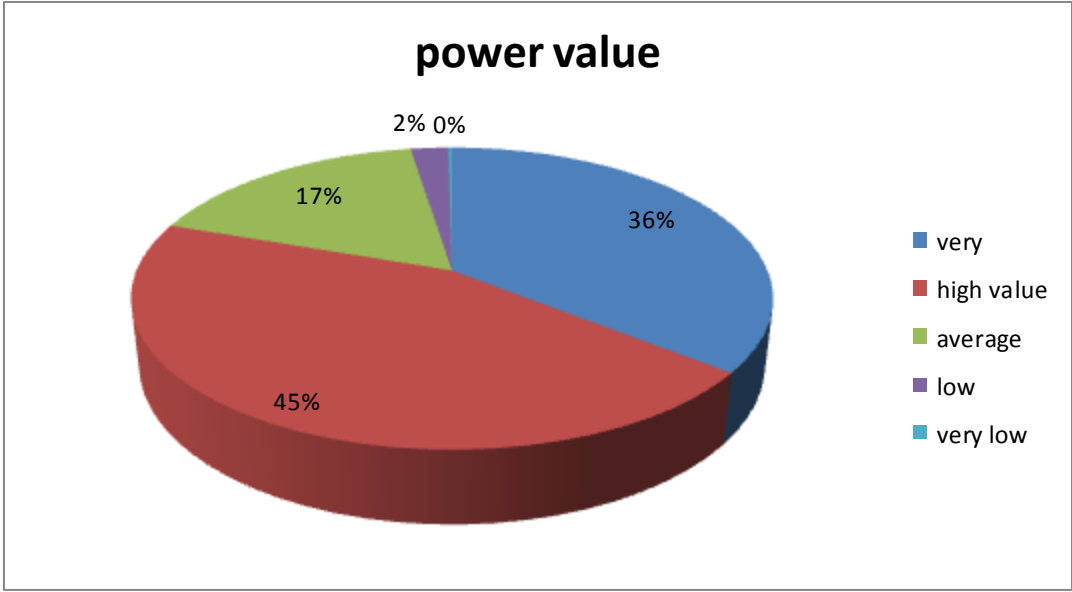


**Figure 3.2.7 Pie graph showing level of Hedonistic value among senior secondary school students**

Dimension (G) shows the distribution of students in different levels of Hedonistic value. On the basis of score it is clear that 22.2% students have very high Hedonistic value, 48.1% students have high Hedonistic value, 28.8 % students have average Hedonistic value, and 0.8% students have low hedonistic value. The respective numbers of students having hedonistic value are 107 very high, 232 high, 139 average and 4 low hedonistic value. This shows that maximum students have high hedonistic value.

**Table no.3.2.8 Level of power value senior secondary school students**

H		Frequency	Percent
	very	172	35.7
	high value	215	44.6
	average	83	17.2
	low	11	2.3
	very low	1	.2
	Total	482	100.0

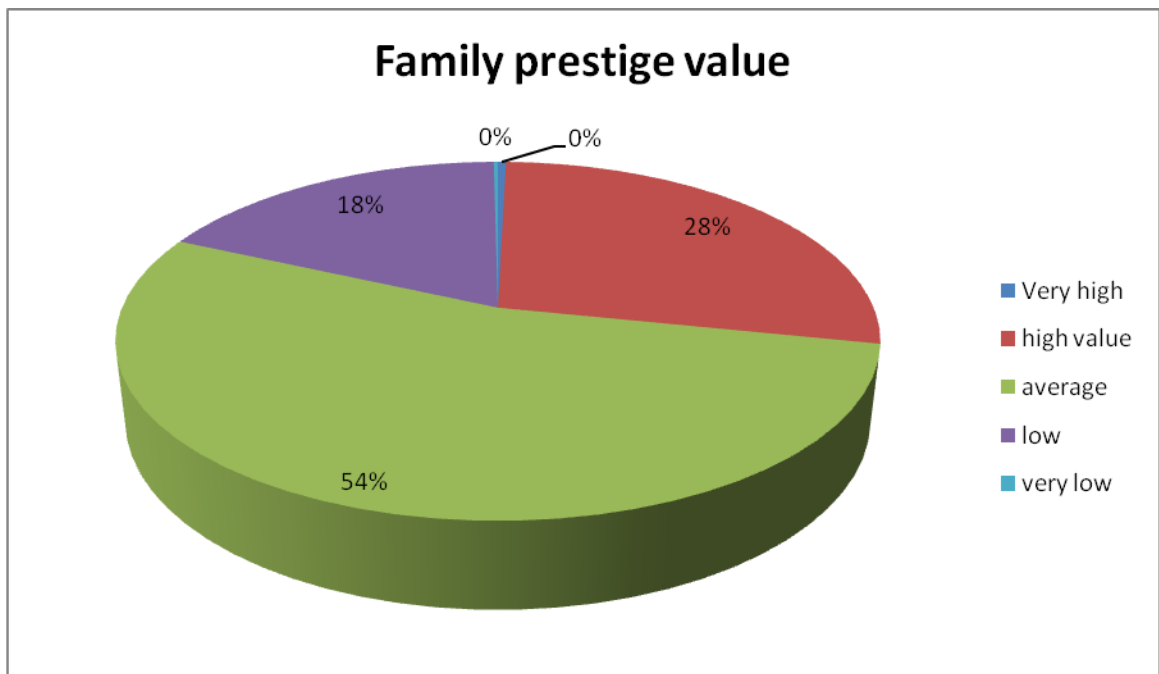


**Figure 3.2.8 Pie graph showing level of power value among senior secondary school students.**

Dimension (H) shows the distribution of students in different levels of power value. On the basis of score it is clear that 35.7 % students have very high power value, 44.6 % students have high power value, 17.2% students have average power value, 2.3% students have low power value, 0.2% student have very low power value. The respective numbers of students having power value are 172 very high, 215 high, 83 average, 11 low and 1 very low power value. This shows that maximum students have high power value.

**Table no 3.2.9 Level of family prestige value among senior secondary school students**

Level		Frequency	Percent
	Very high	2	.4
	high value	134	27.8
	Average	258	53.5
	Low	87	18.0
	very low	1	.2
	Total	482	100.0

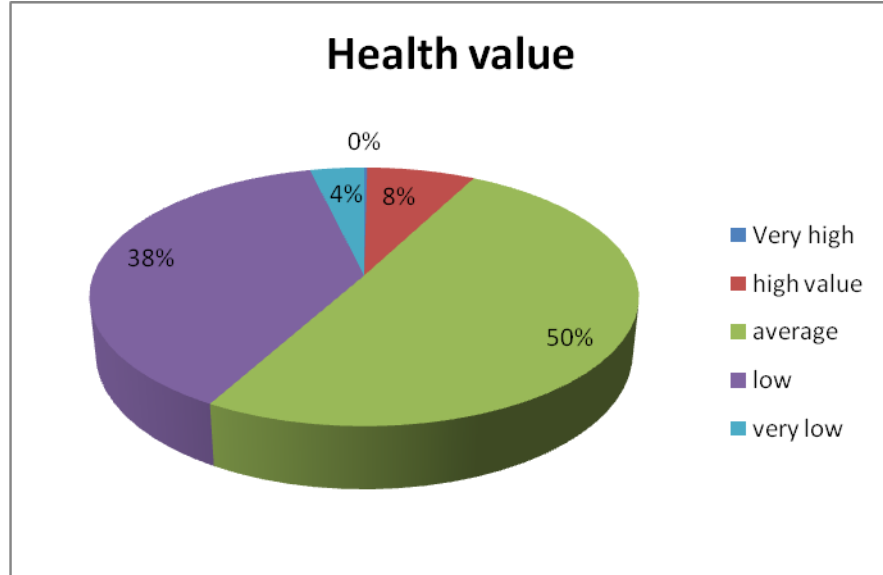


**Figure 3.2.9 Pie graph showing level of Family prestige value among senior secondary school students.**

Dimension (I) shows the distribution of students in different levels of Family prestige value. On the basis of score it is clear that 0.4% students have very high Family prestige value, 27.8 % students have high Family prestige value, 53.5 % students have average Family prestige value, 18.0% students having low Family prestige value, 0.2 % student have very low Family prestige value. The respective numbers of students having Family prestige value are 2 very high, 134 high, 258 average, 87 low Family prestige value and 1 very Family prestige value. This shows that maximum students have average Family prestige value.

**Table no.3.2.10 Level of health value among senior secondary school students**

Level		Frequency	Percent
	Very high	1	.2
	high value	36	7.5
	average	243	50.4
	low	184	38.2
	very low	18	3.7
	Total	482	100.0



**Figure 3.2.10 Pie graph showing level of Health value among senior secondary school students.**

Dimension (J) shows the distribution of students in different levels of health value. On the basis of score it is clear that 0.2% students have very high health value, 7.5% students have high health value, 50.4% students have average health value, 38.2% students have low and 3.7% student have very low health value. The respective numbers of students having health value are 1 very high, 36 high, 243 average, 184 low health value and 18 very low health value. This shows that maximum students have average health value.

### **3.3 Result pertaining to difference in level of home environment with respect the gender, types of school and locality.**

One of the objectives of the present study was to find out the difference in level of home environment with respect to the gender, types of school and locality. To

achieve this objective, researcher has collected data by administering home environment scale.

### **3.3.1 Result pertaining to difference in level of home environment of male and female senior secondary school students.**

This section deals with the difference between the male and female senior secondary school students in their home environment. In order to find the difference between male and female senior secondary school students in their home environment data was subjected to analysis and results so obtained were organized in the table. Table shows the various statistical data of male and female senior secondary school students having difference in their level of home environment.

**Table 3.3.1 Difference in the level of home environment of male and female senior secondary school students.**

Dimension	Type of	N	Mean	SD	T-	P-value	Remark
Control	Male	242	27.818	6.0886	2.583	.010	significant
	Female	240	29.133	5.0353			
Protectiveness	Male	242	28.376	4.9289	3.220	.001	Significant
	Female	240	29.804	4.8058			
Punishment	Male	242	27.810	4.7271	4.037	.000	Significant
	Female	240	29.558	4.7819			
Conformity	Male	242	27.967	4.4905	2.601	.010	Significant
	Female	240	29.058	4.7203			
Social isolation	Male	22	27.120	5.3389	1.981	0.03	significant
	Female	240	27.717	7.3532			
Reward	Male	242	28.665	4.4320	1.981	.048	significant
	Female	240	29.492	4.7215			
Deprivation of Privileges	Male	242	26.847	5.8150	.452	.651	Insignificant
	Female	240	27.100	6.4515			
Nurturance	Male	242	27.550	4.6262	2.291	.022	significant
	Female	240	28.546	4.9167			
Rejection	Male	242	27.364	5.0153	.174	.862	Insignificant
	Female	240	27.279	5.6414			
Permissiveness	Male	242	27.591	4.9748	.839	.402	Insignificant
	Female	240	27.963	4.7439			



Table 3.3.1 shows difference between the mean score of the students in control dimension of home environment. Test for equality on Means shows significant difference in control dimension of home environment between male and female students. ( $p=.010 < 0.05$ ,  $t\text{-value}=2.583$ ). Thus the hypothesis there exists significant difference in control dimension of home environment with respect to gender is rejected . Female students disclosed higher level of control in home environment (mean =29.133,  $SD=5.0353$ ) in comparison to male students (Mean=27.818,  $SD=6.0886$ ).The reason for the present finding can be that females even today in Indian society are having more control and restrictions in comparison to male at their homes.

Table shows difference between the mean score of the students in their protectiveness dimension of home environment. Test for equality on Means shows significant difference in protectiveness dimension of home environment between male and female students. ( $p=.001 < 0.05$ ,  $t\text{-value}=-3.220$ ). Thus the hypothesis “there exist no significant difference in protectiveness dimension of home environment with respect to gender is rejected”. Females students disclosed higher level of protectiveness in home environment (mean =-2.583,  $SD=4.8058$ ) in comparison to male students (Mean=28.376,  $SD=4.9289$ ). The reason for the present finding can be extra security to females at home is provided in our India society in comparison to males .

Table shows difference between the mean score of the student's in punishment dimension of home environment. Test for equality on Means shows significant difference in punishment dimension of home environment between male and female students. ( $p=.000 < 0.05$ ,  $t\text{-value}= 4.037$ ). Thus the hypothesis “there exist no significant difference in punishment dimension in home environment with respect to gender is rejected ”. Female students disclosed higher level of punishment dimension in home environment (mean =29.558,  $SD=4.7819$ ) in comparison to male students (Mean=27.810,  $SD=4.7271$ ). The reason for the present finding can be that the females even today in Indian society are having more restrictions as compared to male and punished and scolded even for smaller things at their homes.

Table shows difference between the mean score of the students in their Conformity dimension of home environment. Test for equality on Means shows

significant difference in conformity dimension of home environment between male and female students. ( $p=.010 < 0.05$ ,  $t\text{-value}=-2.601$ ). Thus the hypothesis there exist no significant difference in conformity in home environment with respect to gender is rejected. The reason for the present finding can be that females even today in Indian society are having more conformity as compared to male with their parents and family .

Table shows difference between the mean score of the students in social isolation dimension of home environment. Test for equality on Means shows no significant difference in social isolation dimension of home environment between male and female students. ( $p=.308 > 0.05$ ,  $t\text{-value}=-1.981$ ). Thus the hypothesis “there exists no significant difference social isolation dimension in home environment with respect to gender is not rejected”.

Table shows difference between the mean score of the students in their Reward dimension of home environment. Test for equality on Means shows no significant difference in home environment between male and female students. ( $p=.048 > 0.05$ ,  $t\text{-value}=1.981$ ). Thus the hypothesis there exist no significant difference in reward dimension in home environment with respect to gender is rejected. Female students disclosed higher level of reward dimension in home environment (mean =29.492,  $SD=4.7215$ ) in comparison to male students (Mean=28.665,  $SD=4.4320$ ).

Table shows difference between the mean score of the students in their Deprivation of privileges dimension of home environment. Test for equality on Means shows no significant difference in Deprivation of privileges dimension of home environment between male and female students. ( $p=.651 > 0.05$ ,  $t\text{-value}=-.452$ ). Thus the hypothesis there exist no significant difference in Deprivation of privileges dimension of home environment with respect to gender is not rejected. The reason for the present finding can be that now females and males are up brought almost with same facilities. Deprivation of privileges is related to economic factor of family not being a male or a female child.

Table shows difference between the mean score of the students in Nurturance dimension in home environment. Test for equality on Means shows significant difference in home environment between male and female students. ( $p=.022 < 0.05$ ,  $t\text{-value}=-2.291$ ). Thus the hypothesis there exist no significant difference in nurturance dimension in home environment with respect to gender is rejected. Female students perceived higher level of nurturance in home environment (mean =28.546,  $SD=4.9167$ ) in comparison to male students (Mean=27.550,  $SD=4.6262$ ). The reason for the present finding can be that female's students are not made free in society and they feel over protective from the side of parents.

Table shows difference between the mean score of the students in Rejection dimension in home environment. Test for equality on Means shows no significant difference in rejection dimension of home environment between male and female students. ( $p=.862 > 0.05$ ,  $t\text{-value}=.174$ ). Thus the hypothesis "there exists no significant difference in rejection dimension home environment with respect to gender is not rejected". The reason for the present finding is that whether male or female they both are the children of their parents and hence both are loved and taken care by their parents.

Table shows difference between the mean score of the students in their permissiveness dimension of home environment). Test for equality on Means shows no significant difference in permissiveness dimension of home environment between male and female students. ( $p=.402 > 0.05$ ,  $t\text{-value}=.839$ ). Thus the hypothesis there exist no significant difference permissiveness dimension in home environment with respect to gender is not rejected".

Thus, the above findings reveal that the hypothesis " There exist no significant difference in home environment with respect to gender is partially accepted" . The mean comparison of shows that students differ significantly in almost all dimensions of home environment. Female students were high in all dimensions of home environment in comparisons to male students.

### **3.3.2 Result pertaining to difference in level of home environment of private and government senior secondary school students**

This section deals with the difference between the and private government senior secondary school students in their home environment. In order to find the difference between private and government senior secondary school students in their home environment data was subjected to analysis and results so obtained were organized in the table. Table shows the various statistical data of private and government senior secondary school students having difference in their level of home environment.

**Table 3.3.2 Result pertaining to difference in level of home environment of private and government senior secondary school students**

Dimension	Type of school	N	Mean score	SD	T value	P value	Remark
Control	Govern	241	28.12	5.7396	1.362	.174	Insignificant
	Private		28.822	5.4914			
Protectiveness	Govern	241	29.08	5.0478	0.000	1.000	Insignificant
	Private		29.087	4.7894			
Punishment	Govern	241	28.28	4.6130	1.796	.073	Insignificant
	Private	241	29.075	5.0152			
Conformity	Govern	241	27.85	4.1733	3.134	.002	Significant
	Private	241	29.166	4.9755			
Social isolation	Govern	241	26.19	5.9172	4.266	.000	Significant
	Private	241	28.643	6.6794			
Reward	Govern	241	29.31	4.7932	1.141	.254	Insignificant
	Private	241	28.838	4.3793			
Deprivation of privlges	Govern	241	25.80	6.6137	4.253	.000	Significant
	Private	241	28.141	5.3810			
Nurturance	Govern	241	27.36	5.1211	3.125	.002	Significant
	Private	241	28.722	4.3495			
Rejection	Govern	241	26.40	5.5760	3.821	.000	Significant
	Private	241	28.237	4.9175			
Permissiveness	Govern	241	27.19	4.8439	2.660	.008	Significant
	Private	241	28.361	4.8147			

Table shows difference between the mean score of the students of private and government school in control dimension of home environment. Test for equality on Means shows no significant difference in control dimension of home environment between private and government school students. ( $p=0.174 > 0.05$ ,  $t\text{-value}= -1.362$ ). Thus the hypothesis “there exist no significant difference in control dimension of home environment with respect to type of school is not rejected”. The reason for the present finding can be that the type of school does not influence type of home environment. School and home environment are two different factors.

Table shows difference between the mean score of the students of private and government school in their protectiveness dimension of home environment. Private students disclosed equal level of protectiveness in home environment (mean =29.087,  $SD=4.7894$ ) as government school students (Mean=29.087,  $SD=5.0478$ ). Test for equality on Means shows no significant difference in protectiveness dimension of home environment between private and government school students. ( $p= 1.000 > 0.05$ ,  $t\text{-value}=0.000$ ). Thus the hypothesis “there exist no significant difference in protectiveness dimensions of home environment with respect to type of school is not rejected”.

Table shows difference between the mean score of the student's of private and government school of punishment dimension of their home environment. Test for equality on Means shows no significant difference in punishment dimension home environment between private and government school students. ( $p=.073 > 0.05$ ,  $t\text{-value}=-1.796$ ). Thus the hypothesis “there exist no significant difference in punishment dimension of home environment with respect to type of school is not rejected.”

Table shows difference between the mean score of the students of private and government school in their Conformity dimension of home environment. Test for equality on Means shows school students significant difference in conformity dimension of home environment between private and government. ( $p=0.002 < 0.05$ ,  $t\text{-value}= -3.134$ ). Thus the hypothesis “there exist no significant difference in conformity dimension of home environment with respect to gender is rejected”. Student of Private

school perceived higher level of conformity in home environment (mean =29.166, SD=4.9755) as government school students (Mean=, SD=4.1733 ).

Table shows difference between the mean score of the students of private and government school in social isolation dimension of home environment. Test for equality on Means shows significant difference in social isolation dimension of home environment between private and government school students. ( $p=0.000 < 0.05$ ,  $t\text{-value}=-4.266$ ). Thus the hypothesis “there exists no significant difference in social isolation dimension of home environment with respect to type of school is rejected”. Private school students disclosed higher level of social isolation dimension in home environment (mean =28.643, SD=6.6794) in comparison to government students (Mean=26.191, SD=5.9172). The main reason for the finding may be that the private school students because of busy school schedules and load of activities and studies do not get time for social relation at home and therefore feel isolation.

Table shows difference between the mean score of the students private and government school in their Reward dimension of home environment. Test for equality on Means shows no significant difference in Reward dimension of home environment between private and government school students in reward dimension ( $p=.254 > 0.05$ ,  $t\text{-value}=-1.141$ ). Thus the hypothesis “there exist no significant difference in Reward dimension home environment with respect to type of school is not rejected”. The reason being the rewards at home are relation to attitude not the type of school in which the students are studying.

Table shows difference between the mean score of the students of private and government school in their Deprivation of privilege dimension of home environment. Test for equality on Means shows significant difference in Deprivation of privilege dimension of home environment between private and government students. ( $p= 0.000 < 0.05$   $t\text{-value}= 4.235$ ). Thus the hypothesis there exist no significant difference in Deprivation of privilege dimension of home environment with respect to type of school is rejected. Private school students because of pressure of studies are not able to enjoy the privileges at home and feel they are deprived of those privileges. Private school students disclosed higher level of Deprivation of privileges (mean =28.141,

SD=5.3810) in comparison to government students (Mean=25.805, SD=6.6137). Table shows difference between the mean score of the students of private and government school in Nurturance dimension of home environment. Test for equality on Means shows significant difference in home environment between private and government school students. ( $p=.002 < 0.05$ ,  $t\text{-value}=-3.125$ ). Thus the hypothesis there exist no significant difference in home environment with respect to type of school is rejected. Private school students disclosed higher level of Nurturance in home environment (mean =28.722, SD=4.3495) in comparison to government school students (Mean=27.550, SD=4.6262).

Table shows difference between the mean score of the students of private and government school of their Rejection dimension in home environment. Test for equality on Means shows significant difference in rejection dimension of home environment between private and government school students. ( $p=.008 < 0.05$ ,  $t\text{-value}=-2.660$ ). Thus the hypothesis" there exists no significant difference in home environment with respect to type of school is not rejected". Private students disclosed higher level of rejection (mean =28.237, SD=4.9175) in comparison to Government students (Mean=26.407, SD=5.5760).

Table shows difference between the mean score of the students private and government school in their permissiveness dimension in home environment. Test for equality on Means shows significant difference in permissiveness dimension of home environment between private and government school students. ( $p=.008 > 0.05$ ,  $t\text{-value}=-2.660$ ). Thus the hypothesis there exist no significant difference in home environment with respect to type of school is rejected". Private school students perceived higher level of permissiveness dimension in home environment (mean =28.361, SD=4.8147) in comparison to government students (Mean=27.191, SD=4.8439).

The mean comparison of private and government school students shows that they differ significantly in almost all dimensions of home environment. Private students were high in all dimensions of home environment in comparisons to government students. Thus the hypothesis there exist no significant difference in home environment among



private and government school students is rejected but for control, protectiveness, punishment and reward dimension of home environment.

### **3.3.3 Result pertaining to difference in level of home environment of urban and rural senior secondary school students**

This section deals with the difference between the urban and rural senior secondary school students in their home environment. In order to find the difference between urban and rural senior secondary school students in their home environment data was subjected to analysis and results so obtained were organized in the table. Table shows the various statistical data of urban and rural senior secondary school students having difference in their level of home environment.

**Table 3.3.3 Result pertaining to difference in level of home environment of urban and rural senior secondary school students**

Dimension	Type of	N	Mean	SD	T	P-	Remark
Control	Rural	241	27.560	6.5228	3.609	.000	Significant
	Urban	241	29.386	4.3728			
Protectiveness	Rural	241	28.639	5.3345	2.008	.045	Significant
	Urban	241	29.535	4.4225			
Punishment	Rural	241	28.423	5.5568	1.170	.243	Not significant
	Urban	241	28.938	3.9666			
Conformity	Rural	241	27.942	5.2070	2.74	.007	significant
	Urban	241	29.079	3.9081			
Social isolation	Rural	241	26.104	7.7949	4.582	.000	Significant
	Urban	241	28.730	4.2922			
Reward	Rural	241	29.000	5.0357	.367	.714	Insignificant
	Urban	241	29.154	4.1106			
Deprivation of privilege	Rural	241	25.867	7.1513	4.019	.000	Significant
	Urban	241	28.079	4.6733			
Nurturance	Rural	241	27.548	5.5128	2.290	.022	significant
	Urban	241	28.544	3.8954			
Rejection	Rural	241	26.432	6.1749	3.714	.000	Significant
	Urban	241	28.212	4.1514			
Permissiveness	Rural	241	27.120	5.4089	2.986	.003	Significant
	Urban	241	28.432	4.1489			

Table shows difference between the mean score of the student's of urban and rural school in control dimension of home environment. Test for equality on Means shows significant difference in control dimension of home environment between urban and rural school students. ( $p=.000 < 0.05$ ,  $t\text{-value} = -3.609$ ). Thus the hypothesis "there exist no significant difference in home environment with respect to locality of school is rejected". Student of urban school disclosed higher level of control dimension in home environment (mean =29.386,  $SD=4.3728$ ) in comparison to rural school students (Mean=27.560,  $SD=6.5228$ ). The reason for the present study finding can be that the urban school student's parents are very careful rather than private school students. They keep full control over their children.

Table shows difference between the mean score of the students of urban and rural school in protectiveness dimension in home environment. Test for equality on Means shows significant difference in protectiveness dimension of home environment between urban and rural students. ( $p = .045 < 0.05$ ,  $t\text{-value} = 2.008$ ). Thus the hypothesis "There exist no significant difference in protectiveness dimension home environment with respect to type of school is rejected". Students of Urban school disclosed higher level of protectiveness in home environment (mean =29.535,  $SD=4.425$ ) in comparison to rural students (Mean=28.639,  $SD=5.3345$ ). Urban school students perceive more protectiveness in their home environment as comparison to rural school students. The reason may be parents because of urban culture parents become over coercive.

Table shows difference between the mean score of the students of urban and rural school in punishment dimension of home environment. Test for equality on Means shows no significant difference in punishment dimension of home environment between urban and rural school students. ( $p=.243 > 0.05$ ,  $t\text{-value} = 1.170$ ). Thus the hypothesis "there exist no significant difference in punishment dimension of home environment with respect to type of school is not rejected".

Table shows difference between the mean score of the students of urban and rural school in Conformity dimension of home environment. Test for equality on Means shows significant difference in Conformity dimension of home environment between urban and rural students. ( $p=.007 < 0.05$ ,  $t\text{-value} = -2.74$ ). Thus the hypothesis "there exist

no significant difference in conformity dimension of home environment with respect to locality is rejected". Student of urban school disclosed higher level of conformity in home environment (mean =29.079 , SD=3.9081) in comparison to rural school students (Mean=27.942, SD=5.2070). The reasons may be that because of more educated parents urban students learn more etiquettes and show more conformity at home.

Table shows difference between the mean score of the students of urban and rural school in social isolation dimension of home environment. Test for equality on Means shows significant difference in social isolation dimension of home environment between urban and rural school students. ( $p=.000 < 0.05$ ,  $t\text{-value}= 4.585$ ). Thus the hypothesis "there exists no significant difference in social isolation dimension of home environment with respect to locality of school is rejected". Student of urban school students disclosed higher level of social isolation dimension in home environment (mean =28.730, SD=4.2922) in comparison to rural students (Mean=26.104, SD=7.7949). The reason for the present finding can be that urban school are too formal in approach and therefore students does not get time for social interaction and feel isolated .

Table shows difference between the mean score of the students of urban and rural school in their Reward dimension of in home environment. Test for equality on Means shows no significant difference in home environment between urban and rural school students. ( $p=.714 > 0.05$ ,  $t\text{-value}= 0.367$ ). Thus the hypothesis "there exist no significant difference in home environment with respect to locality of school is not rejected".

Table shows difference between the mean score of the student's of urban and rural school in Deprivation of privileges dimension of home environment. Test for equality on Means shows significant difference in home environment in deprivation of privileges dimension between urban and rural students. ( $p\text{-value} = .000 < 0.05$  ,  $t\text{-value}= 4.019$ ). Thus the hypothesis there exist no significant difference deprivation of privileges dimension of in home environment with respect to locality is rejected. Urban school students disclosed higher level of Deprivation of privileges in home environment

(mean =28.079, SD=4.6733) in comparison to rural students (Mean=25.867, SD=7.1513).

Table shows difference between the mean score of the students of urban and rural school in Nurturance dimension of home environment. Test for equality on Means shows significant difference in nurturance dimension home environment between urban and rural students. ( $p=.022 < 0.05$ ,  $t\text{-value}= 2.290$ ). Thus the hypothesis there exist no significant difference in nurturance dimension of home environment with respect to locality of school is rejected. Urban school students disclosed higher level of nurturance dimension in home environment (mean =28.544, SD= 3.8954) in comparison to rural school students (Mean=27.548, SD=5.5128). The main reason for the present finding can be that urban parents generally being more educated nurture their child with more care.

Table shows difference between the mean score of the students of urban and rural school in Rejection dimension of home environment. Test for equality on Means shows significant difference in rejection dimension in home environment between urban and rural school students. ( $p=.000 < 0.05$ ,  $t\text{-value}= 3.714$ ). Thus the hypothesis “There exists no significant difference in home environment with respect to type of school is rejected”. Urban students disclosed higher level of rejection dimension in home environment (mean =28.212, SD=4.1514) in comparison to rural students (Mean=26.432, SD=6.1749).

Table shows difference between the mean score of the student's of urban and rural school in permissiveness dimension of home environment. Test for equality on Means shows significant difference in permissiveness dimension of home environment between urban and rural school students. ( $p=.003 < 0.05$ ,  $t\text{-value}=.2986$ ). Thus the hypothesis “there exist no significant difference in home environment with respect to locality is rejected”. Urban school students disclosed higher level of permissiveness dimension in home environment (mean =28.432, SD=4.1489) in comparison to rural students (Mean=27.120, SD=5.4089).

The mean comparison of rural and urban students shows that they differ significantly in almost all dimensions of home environment. Urban students were high in all dimensions of home environment in comparisons to rural students. Thus the hypothesis there exist no significant difference in home environment among private and government school students is rejected but for punishment dimension of home environment.

### **3.4 Result pertaining to difference in level of personal values with respect the gender, types of school and locality.**

One of the objectives of the present study was to find out the difference in level of personal values with respect to the gender, types of school and locality. To achieve this objective, researcher has collected data by administering personal value scale.

#### **3.4.1 Result pertaining to difference in level of personal values of male and female senior secondary school students.**

This section deals with the difference between the male and female senior secondary school students in their personal values. In order to find the difference between male and female senior secondary school students in their personal values data was subjected to analysis and results so obtained were organized in the table. Table shows the various statistical data of male and female senior secondary school students having difference in their level of personal values.

**Table 3.5.1 Difference in the level of personal values of male and female senior secondary school students**

Dimension	Gender	N	Mean score	SD	T-value	p-value	Remark
Religious value	Male	242	12.116	1.9610	-2.715	.007	Significant
	Female	240	12.642	2.2807			
Social value	Male	242	12.116	1.8986	-1.949	.052	Insignificant
	Female	240	12.479	2.1858			
Democratic value	Male	242	12.140	2.2007	-2.277	.023	Significant
	Female	240	12.671	2.8717			
Aesthetic value	Male	242	12.182	2.2240	.885	.377	Insignificant
	Female	240	11.992	2.4868			
Economic value	Male	242	11.736	2.3677	-.413	.680	Insignificant
	Female	240	11.829	2.6099			
Knowledge value	Male	242	11.731	2.2347	-1.062	.289	Insignificant
	Female	240	11.958	2.4543			
Hedonistic value	Male	242	11.570	2.2913	-.881	.379	Insignificant
	Female	240	11.763	2.4964			
Power value	Male	242	11.512	2.4566	-.853	.394	Insignificant
	Female	240	11.704	2.4817			
Family prestige value	Male	242	11.603	2.2828	-3.128	.002	Significant
	Female	240	12.288	2.5145			
Health value	Male	242	11.161	2.2414	.053	.958	Insignificant
	Female	240	11.150	2.3895			

Table shows difference between the mean score of the students in religious value. Test for equality on Means shows significant difference in religious value between male and female students. ( $p=.007$ ,  $t\text{-value}= -2.715$ ). Thus the hypothesis there exist no significant difference in religious value dimension of personal value with respect to gender is rejected. Female students disclosed higher level of religious value dimension in personal value (mean =12.642,  $SD=2.2807$ ) in comparison to male students (Mean=12.116,  $SD=1.9619$ ). The reason for the present finding can be that females even today in Indian society are having more religious value in comparisons to male.

Table shows difference between the mean score of the students in social value. Test for equality on Means shows no significant difference in social value between male and female students. ( $p=0.52 > 0.05$ ,  $t\text{-value}= 1.949$ ). Thus the hypothesis “ There exist no significant difference in social value dimension of personal value with respect to gender is not rejected”.

Table shows difference between the mean score of the student's in democratic value. Test for equality on Means shows significant difference in democratic value between male and female students. ( $p=.023 < 0.05$ ,  $t\text{-value}= -2.277$ ). Thus the hypothesis “there exist no significant difference in democratic value with respect to gender is rejected”. Female students disclosed higher level of democratic value (mean =12.671,  $SD=2.8717$ ) in comparison to male students (Mean=12.140,  $SD=2.2007$ ).

Table shows difference between the mean score of the students in Aesthetic value dimension in personal value. Test for equality on Means shows no significant difference in Aesthetic value between male and female students. ( $p=.377 > 0.05$ ,  $t\text{-value}=-.885$ ). Thus the hypothesis there exist no significant difference in aesthetic value dimension of personal value with respect to gender is not rejected . The reason for the present finding can be that aesthetic value are values related to personal self .It can be at same level whether male or female.

Table shows difference between the mean score of the students in Economic value. Test for equality on Means shows no significant difference in economics value



between male and female students. ( $p=.680 > 0.05$ ,  $t\text{-value}=-.413$ ). Thus the hypothesis" there exists no significant difference in economic value with respect to gender is not rejected.

Table shows difference between the mean score of the students in their Knowledge value. Test for equality on Means shows no significant difference in Knowledge value between male and female students ( $p=.289 > 0.05$ ,  $t\text{-value}= -1.062$ ). Thus the hypothesis there exist no significant difference in knowledge value dimension with respect to gender is not rejected . The main reason behind the finding can be that knowledge value is a urge to get knowledge which is not gender specific trait.

Table shows difference between the mean score of the student's on Hedonistic value. Test for equality on Means shows no significant difference in Hedonistic value between male and female students. ( $p=.379 > 0.05$ ,  $t\text{-value}= -.881$ ). Thus the hypothesis there exist no significant difference in Hedonistic value dimension with respect to gender is not rejected .

Table shows difference between the mean score of the students in Power value. Test for equality on Means shows no significant difference in Power value between male and female students. ( $p=.394 > 0.05$ ,  $t\text{-value}= -.853$ ). Thus the hypothesis there exist no significant difference in power value with respect to gender is not rejected.

Table shows difference between the mean score of the students in family prestige value dimension in personal value. Test for equality on Means shows significant difference in family prestige value between male and female students. ( $p=.002$ ,  $t\text{-value}=-3.128$ ). Thus the hypothesis" there exists no significant difference in family prestige value dimension with respect to gender is rejected" . Female students disclosed higher level of family prestige value (mean =12.288,  $SD=2.5145$ ) in comparison to male students (Mean=11.603,  $SD=2.2828$ ). The reason for the present finding can be that females are more concerned about their family in comparisons to male. They are also called home maker in society.

Table shows difference between the mean score of the students in health value. Test for equality on Means shows no significant difference in health value between male and female students. ( $p = .958 > 0.05$ ,  $t\text{-value} = .053$ ). Thus the hypothesis “There exist no significant difference in health value dimension of personal value with respect to gender is not rejected”. The reason for the above findings can be that the health is a individual issue and gender has no interaction with it.

Thus the hypothesis there exist no significant difference in personal values with respect to gender is partially rejected. Females show more personal values as compared to male in religious, democratic and family prestige values. In rest of the values there is no significant difference between male and female senior secondary students.

#### **3.4.2 Result pertaining to difference in level of personal values of private and government senior secondary school students.**

This section deals with the difference between the private and government senior secondary school students in their personal values. In order to find the difference between private and government senior secondary school students in their personal values data was subjected to analysis and results so obtained were organized in the table. Table shows the various statistical data of private and government senior secondary school students having difference in their level of personal values.

**Table 3.4.2 Difference in the level of personal values of private and government senior secondary school students**

Dimension	Typof school	N	Mean score	SD	T-value	P value	Remark																																																																																																									
								Religious value	Govt	241	12.1	1.889	-2.439	.015	significant																																																																																																	
	Private	241	12.61	2.3444	Social value	Govt	241	12.1	2.047	-1.088	.277	Insignifica nt				Private	241	12.39	2.0573	Democratic value	Govt	241	12.3	2.384	-.691	.490	Insignifica nt	Private	241	12.48	2.7418	Aesthetic value	Govt	241	11.9	2.243	-1.198	.231	Insignifica nt	Private	241	12.21	2.4654	Economic value	Govt	241	11.4	2.394	-2.558	.011	significant	Private	241	12.07	2.5526	Knowledge value	Govt	241	11.7	2.167	-1.223	.222	Insignifica nt	Private	241	11.97	2.5115	Hedonistic value	Govt	241	11.6	2.383	-.437	.662	Insignifica nt	Private	241	11.71	2.4111	Power value	Govt	241	11.6	2.399	.498	.619	Insignifica nt	Private	241	11.55	2.5394	Family prestige	Govt	241	12.1	2.496	1.714	.087	Insignifica nt	Private	241	11.75	2.3368	Health value	Govt	241	11.4	2.206	2.514	.012	significant	Private
Social value	Govt	241	12.1	2.047		-1.088	.277	Insignifica nt																																																																																																								
	Private	241	12.39	2.0573	Democratic value				Govt	241	12.3	2.384	-.691	.490	Insignifica nt	Private	241	12.48	2.7418	Aesthetic value	Govt	241	11.9	2.243	-1.198	.231	Insignifica nt	Private	241	12.21	2.4654	Economic value	Govt	241	11.4	2.394	-2.558	.011	significant	Private	241	12.07	2.5526	Knowledge value	Govt	241	11.7	2.167	-1.223	.222	Insignifica nt	Private	241	11.97	2.5115	Hedonistic value	Govt	241	11.6	2.383	-.437	.662	Insignifica nt	Private	241	11.71	2.4111	Power value	Govt	241	11.6	2.399	.498	.619	Insignifica nt	Private	241	11.55	2.5394	Family prestige	Govt	241	12.1	2.496	1.714	.087	Insignifica nt	Private	241	11.75	2.3368	Health value	Govt	241	11.4	2.206	2.514	.012	significant	Private	241	10.89 2	2.3920									
Democratic value	Govt	241	12.3	2.384		-.691	.490	Insignifica nt																																																																																																								
	Private	241	12.48	2.7418	Aesthetic value				Govt	241	11.9	2.243	-1.198	.231	Insignifica nt	Private	241	12.21	2.4654	Economic value	Govt	241	11.4	2.394	-2.558	.011	significant	Private	241	12.07	2.5526	Knowledge value	Govt	241	11.7	2.167	-1.223	.222	Insignifica nt	Private	241	11.97	2.5115	Hedonistic value	Govt	241	11.6	2.383	-.437	.662	Insignifica nt	Private	241	11.71	2.4111	Power value	Govt	241	11.6	2.399	.498	.619	Insignifica nt	Private	241	11.55	2.5394	Family prestige	Govt	241	12.1	2.496	1.714	.087	Insignifica nt	Private	241	11.75	2.3368	Health value	Govt	241	11.4	2.206	2.514	.012	significant	Private	241	10.89 2	2.3920																					
Aesthetic value	Govt	241	11.9	2.243		-1.198	.231	Insignifica nt																																																																																																								
	Private	241	12.21	2.4654	Economic value				Govt	241	11.4	2.394	-2.558	.011	significant	Private	241	12.07	2.5526	Knowledge value	Govt	241	11.7	2.167	-1.223	.222	Insignifica nt	Private	241	11.97	2.5115	Hedonistic value	Govt	241	11.6	2.383	-.437	.662	Insignifica nt	Private	241	11.71	2.4111	Power value	Govt	241	11.6	2.399	.498	.619	Insignifica nt	Private	241	11.55	2.5394	Family prestige	Govt	241	12.1	2.496	1.714	.087	Insignifica nt	Private	241	11.75	2.3368	Health value	Govt	241	11.4	2.206	2.514	.012	significant	Private	241	10.89 2	2.3920																																	
Economic value	Govt	241	11.4	2.394		-2.558	.011	significant																																																																																																								
	Private	241	12.07	2.5526	Knowledge value				Govt	241	11.7	2.167	-1.223	.222	Insignifica nt	Private	241	11.97	2.5115	Hedonistic value	Govt	241	11.6	2.383	-.437	.662	Insignifica nt	Private	241	11.71	2.4111	Power value	Govt	241	11.6	2.399	.498	.619	Insignifica nt	Private	241	11.55	2.5394	Family prestige	Govt	241	12.1	2.496	1.714	.087	Insignifica nt	Private	241	11.75	2.3368	Health value	Govt	241	11.4	2.206	2.514	.012	significant	Private	241	10.89 2	2.3920																																													
Knowledge value	Govt	241	11.7	2.167		-1.223	.222	Insignifica nt																																																																																																								
	Private	241	11.97	2.5115	Hedonistic value				Govt	241	11.6	2.383	-.437	.662	Insignifica nt	Private	241	11.71	2.4111	Power value	Govt	241	11.6	2.399	.498	.619	Insignifica nt	Private	241	11.55	2.5394	Family prestige	Govt	241	12.1	2.496	1.714	.087	Insignifica nt	Private	241	11.75	2.3368	Health value	Govt	241	11.4	2.206	2.514	.012	significant	Private	241	10.89 2	2.3920																																																									
Hedonistic value	Govt	241	11.6	2.383		-.437	.662	Insignifica nt																																																																																																								
	Private	241	11.71	2.4111	Power value				Govt	241	11.6	2.399	.498	.619	Insignifica nt	Private	241	11.55	2.5394	Family prestige	Govt	241	12.1	2.496	1.714	.087	Insignifica nt	Private	241	11.75	2.3368	Health value	Govt	241	11.4	2.206	2.514	.012	significant	Private	241	10.89 2	2.3920																																																																					
Power value	Govt	241	11.6	2.399		.498	.619	Insignifica nt																																																																																																								
	Private	241	11.55	2.5394	Family prestige				Govt	241	12.1	2.496	1.714	.087	Insignifica nt	Private	241	11.75	2.3368	Health value	Govt	241	11.4	2.206	2.514	.012	significant	Private	241	10.89 2	2.3920																																																																																	
Family prestige	Govt	241	12.1	2.496		1.714	.087	Insignifica nt																																																																																																								
	Private	241	11.75	2.3368	Health value				Govt	241	11.4	2.206	2.514	.012	significant	Private	241	10.89 2	2.3920																																																																																													
Health value	Govt	241	11.4	2.206		2.514	.012	significant																																																																																																								
	Private	241	10.89 2	2.3920																																																																																																												

Table shows difference between the mean score of the student's of private and government school in religious value. Test for equality on Means shows significant difference in religious value between private and government school students ( $p=.015$ ,  $t\text{-value}=-2.439$ ). Thus the hypothesis "there exist no significant difference in personal value with respect to type of is rejected ". Student of Private school disclosed higher level of religious value (mean =12.614,  $SD=2.3444$ ) in comparison to government school students (Mean=12.141,  $SD=1.8899$ ). The reason for same can be that in private schools good moral lessons are taught which help in developing religious values.

Table shows difference between the mean score of the students of private and government school in social value. Test for equality on Means shows significant difference in social value between private and government students. ( $p=.277 > 0.05$ ,  $t\text{-value}=-1.088$ ). Thus the hypothesis " there exist no significant difference in social value dimension of personal value with respect to type of school is not rejected". Private students disclosed equal level of social value in personal value (mean =12.398,  $SD=2.0573$ ) as government students (Mean=12.195,  $SD=2.0472$ ).

Table shows difference between the mean score of the students of private and government school in Democratic value. Test for equality on Means shows no significant difference in democratic value between private and government school students. ( $p\text{-value}=.490 > 0.05 =$ ,  $t\text{-value}=-.691$ ). Thus the hypothesis "there exist no significant difference in personal value with respect to type of school is not rejected"

Table shows difference between the mean score of the students of private and government school in Aesthetic value. Test for equality on Means shows no significant difference in personal value between private and government students. ( $p=.231 > 0.05$ ,  $t\text{-value}=-1.198$ ). Thus the hypothesis "there exist no significant difference in Aesthetic value with respect to gender is not rejected". The reason for the present study finding can be aesthetic value are values related to personal self it can be at same level whether private and government.

Table shows difference between the mean score of the students of private and government school in economic value. Test for equality on Means shows significant

difference in economic value between private and government school students. ( $p=.011 < 0.05$ ,  $t\text{-value} = -2.558$ ). Thus the hypothesis "there exists no significant difference in economic value with respect to type of school is rejected". Private school students disclosed higher level of economic value (mean =12.071, SD=2.5526) in comparison to government students (Mean=11.494, SD=2.3946).

Table shows difference between the mean score of the students of private and government school in Knowledge value. Test for equality on Means shows no significant difference in personal value between private and government school students. ( $p= 0.222 > 0.05$ ,  $t\text{-value} = -1.223$ ). Thus the hypothesis "there exists no significant difference in knowledge value dimension with respect to type of school is not rejected". The main reason behind the finding that knowledge value is a urge to set knowledge which is types of school is not specific trait.

Table shows difference between the mean score of the students in private and government school in Hedonistic value. Test for equality on means shows no significant difference in hedonistic value between private and government school ( $p=0.662 > 0.05$ ,  $t=0.437$ ). Thus the hypothesis "there exists no significant difference in knowledge value dimension with respect to type of school is not rejected".

Table shows difference between the mean score of the students private and government school in power value. Test for equality on Means shows no significant difference in power value between government and private school students. ( $p=.619 > 0.05 =$  ,  $t\text{-value} = .498$ ). Thus the hypothesis there exist no significant difference in family prestige dimension of personal value with respect to type of school is not rejected.

Table shows difference between the mean score of the students private and government school in family prestige value. Test for equality on Means shows no significant difference in family prestige between male and female students ( $p= .087 > 0.05$ ,  $t\text{-value}=1.714$ ). Thus the hypothesis there exist no significant difference in personal value with respect to type of school is not rejected. The reason for the above

finding can be that family prestige is a trait related to person's attitude not the type of school.

Table shows difference between the mean score of the students private and government school in their Health value. Test for equality on Means shows significant difference in health value between private and government school students. ( $p=.012 < 0.05$ ,  $t\text{-value}=2.514$ ). Thus the hypothesis "there exists no significant difference in health value dimension of personal value with respect to type of school is rejected". Government students disclosed higher level of rejection dimension in personal value (mean =11.419,  $SD=2.2067$ ) in comparison to Government students (Mean=10.892,  $SD=2.3920$ ).

Thus, it can be concluded that in maximum dimension of personal value government and private school students do not differ. The hypothesis there exist no significant difference in personal value of government and private schools students is not rejected. As personal values are most influenced by family culture, traditions and environment, type of schools have less role to play.

### **3.4.3 Result pertaining to difference in level of personal values of urban and rural senior secondary school students.**

This section deals with the difference between the urban and rural senior secondary school students in their personal values. In order to find the difference between urban and rural senior secondary school students in their personal values data was subjected to analysis and results so obtained were organized in the table. Table shows the various statistical data of urban and rural senior secondary school students having difference in their level of personal values.

#### **Table 3.4.3 Difference in the level of personal values of urban and rural senior secondary school students**

Dimension	Type of	N	Mean	SD	SED	T- value	P	Remark
Religious value	Rural	241	12.216	2.0623	.1328	-1.663	.097	insignificant
	Urban	241	12.539	2.2078	.1422			
Social value	Rural	241	12.502	1.9772	.1274	2.206	.028	insignificant
	Urban	241	12.091	2.1095	.1359			
Democratic value	Rural	241	12.676	2.4789	.1597	2.334	.020	Insignificant
	Urban	241	12.133	2.6313	.1695			
Aesthetic value	Rural	241	12.187	2.4088	.1552	.927	.354	Insignificant
	Urban	241	11.988	2.3067	.1486			
Economic value	Rural	241	11.929	2.5802	.1662	1.300	.194	Insignificant
	Urban	241	11.635	2.3908	.1540			
Knowledge value	Rural	241	12.041	2.4183	.1558	1.848	.065	Insignificant
	Urban	241	11.647	2.2611	.1457			
Hedonistic value	Rural	241	11.477	2.4205	.1559	-1.734	.084	Insignificant
	Urban	241	11.855	2.3593	.1520			
Power value	Rural	241	11.253	2.5426	.1638	-3.185	.002	Significant
	Urban	241	11.963	2.3440	.1510			
Family prestige	Rural	241	11.772	2.4259	.1563	-1.563	.119	insignificant
	Urban	241	12.116	2.4124	.1554			
Health value	Rural	241	10.846	2.3070	.1486	-2.957	.003	Significant
	Urban	241	11.465	2.2840	.1471			

Table shows difference between the mean score of the student's of urban and rural school of religious value. Test for equality on Means shows no significant difference in religious value between urban and rural school students ( $p=0.97>0.05$ ,  $t$ -value=  $-1.663$  ). Thus the hypothesis "there exist no significant difference in personal value with respect to locality of school is not rejected".

Table shows difference between the mean score of the students of urban and rural school in social value. Test for equality on Means shows significant difference in personal value between urban and rural students. ( $p=.028< 0.05$ .,  $t$ -value= $2.206$ ). Thus the hypothesis " there exist no significant difference in social value dimension of personal value with respect to type of school is rejected". Students of rural school disclosed higher level of social value (mean = $12.091$ ,  $SD=2.1095$ ) in comparison to urban students (Mean= $12.133$ ,  $SD=2.6313$ )

Table shows difference between the mean score of the students of urban and rural school in democratic value. Test for equality on Means shows significant difference in democratic value between urban and rural school students. ( $p=.020 >0.05$ ,  $t$ -value= $2.334$ ). Thus the hypothesis "there exist no significant difference in democratic value dimension of personal value with respect to type of school is rejected". Student of rural school disclosed higher level of democratic value (mean =  $12.676$ ,  $SD=2.4749$ ) in comparison to urban school students (Mean= $12.133$ ,  $SD=2.6313$ ).

Table shows difference between the mean score of the students in urban and rural school in Aesthetic value. Test for equality on Means shows no significant difference in Aesthetic value personal value between urban and rural students. ( $p=.354>0.05$ ,  $t$ -value= $.927$ ). Thus the hypothesis "there exist no significant difference in Aesthetic value dimension of personal value with respect to locality is not rejected".

Table shows difference between the mean score of the students in urban and rural school in Economic value. Test for equality on Means shows no significant difference in economic value between urban and rural students. ( $p=.194> 0.05$ ,  $t$ -value= $1.300$ ). Thus the hypothesis "there exist no significant difference in economic value dimension of personal value with respect to locality is not rejected".



Table shows difference between the mean score of the students in urban and rural school in Knowledge value. Test for equality on Means shows no significant difference in Knowledge value between urban and rural students. ( $p=.065 > 0.05$  ,  $t\text{-value}=1.848$ ). Thus the hypothesis “there exist no significant difference in knowledge value dimension of personal value with respect to locality is not rejected”.

Table shows difference between the mean score of the students of urban and rural school in Hedonistic value. Test for equality on Means shows no significant difference in hedonistic value between urban and rural school students. ( $p=0.84 > 0.05$ ,  $t\text{-value}= -1.734$ ). Thus the hypothesis “there exists no significant difference in hedonistic value dimension in personal value with respect to locality of school is not rejected” .

Table shows difference between the mean score of the students of urban and rural school in Power value. Test for equality on Means shows significant difference in power value between urban and rural school students. ( $p=.002 < 0.05$   $t\text{-value}=-3.185$ ). Thus the hypothesis “there exist no significant difference in power value dimension of personal value with respect to locality of school is rejected”. Student of urban school students disclosed higher level of power value (mean =, SD=) in comparison to rural students (Mean=29.000, SD=5.0357).

Table shows difference between the mean score of the student’s urban and rural school in Family prestige value. Test for equality on Means shows no significant difference in personal value between urban and rural students. ( $p\text{- value} =.119 > 0.05$ ,  $t\text{-value}= -1.563$ ). Thus the hypothesis there exist no significant difference in family prestige dimension with respect to locality is not rejected.

Table shows difference between the mean score of student’s urban and rural school in health value. Test for equality on Means shows significant difference in health value between urban and rural school students. ( $p=.003 < 0.0s.$ ,  $t\text{-value}=-2.957$ ). Thus the hypothesis “there exists no significant difference in health value with respect to type of school is rejected”. Private students disclosed higher level of health value (mean =11.465, SD=2.2840) in comparison to rural students (Mean=10.846, SD=2.307)

### 3.5 Result pertaining to relationship of personal values with home environment.

One of the objectives of the present study was to find to relationship of personal values with home environment. To achieve this objective, researcher has collected data by administering personal value scale and home environment scale.

**Table 3.5 Results pertaining to relationship of home environment with personal value of senior secondary school students with respect to gender, type of school and locality.**

Dimension of Home environment	Calculated values	Dimensions of Personal Values									
		PVa	PVb	PVc	PVd	PVe	PVf	PVg	PVh	PVi	PVj
Control	p-value	.449	.563	.16	.405	.176	.190	.148	.161	.393	.442
	r-value	.035	-.026	-.109	.038	.062	-.060	.066	.064	-.039	0.35
Protectiveness	p-value	.029	.238	.507	.186	.843	.951	.000	.489	.665	.753
	r-value	.099	-.054	.030	-.060	.009	-.003	.164	.032	.020	.014
Conformity	p-value	.009	.405	.190	.577	.069	.296	.630	.962	.145	.166
	r-value	.118	-.038	-.060	.025	.083	-.048	-.022	.002	.067	.063
Social isolation	p-value	.003	.152	.100	.173	.200	.153	.310	.027	.522	.878
	r-value	.136	-.065	-.075	-.062	.059	.065	.046	.101	.029	-.007

<b>Reward</b>	p-value	.016	.014	.322	.411	.001	.419	.045	.407	.677	.024
	r-value	.110	-.112	-.045	.038	.146	.037	.092	.038	-.019	.103
<b>Deprivation of privileges</b>	p-value	.319	.254	.127	.739	.933	.870	.792	.042	.366	.875
	r-value	.045	-.052	.070	-.015	.004	.007	-.012	.093	.041	-.007
<b>Nurturance</b>	p-value	<b>176.</b>	.060	.021	.699	.163	.398	.196	.544	.519	.800
	r-value	.062	-.086	-.105	-.018	.064	-.039	.059	.029	-.029	.021
<b>Rejection</b>	p-value	.007	.034	.618	.066	.913	.280	.151	.751	.806	.629
	r-value	.124	-.097	-.023	-.084	.005	-.049	-.065	.015	-.011	.022
<b>Permissiveness</b>	p-value	.957	.031	.001	.296	.295	.816	.709	.038	.290	.001
	r-value	.002	-.098	-.151	-.048	.048	.011	.017	.095	-.048	.149

From the data table 3.7 it is clear that coefficient of correlation between different dimension of home environment and personal value is negligible.

### **1. Relationship of control dimension of home environment with different type of personal value.**

1. The table shows the relation of control dimension of home environment with the religious value. The p- value is 0.499 which is more than 0.05. Hence no significant relation is found between two variables. Further the correlation value .035 is also negligible, which show that the religious value of secondary school students have no relation to control dimension of home environment.

2. The tables show the relation of control dimension of home environment with the Social value. The p- value is 0.563 which is more than 0.05 .Hence no significant relation is found between two variables. Further the correlation value .026 is also negligible, which show that Social value of secondary school students perceive no relation to control dimension of home environment.
3. The tables show the relation of control dimension of home environment with the Democratic value. The p- value is 0.16 which is more than 0.05 .Hence no significant relationship is found between two variables. Further the correlation value -.109 is also very low, which show that the Democratic values of secondary school students have no relation to control dimension of home environment.
4. The table shows that the relation of control dimension of home environment with the Aesthetic value. The p- value is .405 which is more than 0.05 .Hence no significant relation is found between two variables. Further the correlation value .038 is also negligible, which show that the Aesthetic value of secondary school students has no relation to control dimension of home environment.
5. The table shows the relation of control dimension of home environment with the Economic value. The p- value is .176 which is more than 0.05 .Hence no significant relation is found between two variables. Further the correlation value.062 is also negligible. which show that the Economic value of secondary school students has no relation to control dimension of home environment
6. The table shows the relation of control dimension of home environment with the Knowledge value. The p- value is .190 which is more than 0.05 .Hence no significant relation is found between two variables. Further the correlation value -.060 is also negligible which show that the Knowledge values of secondary school students have no relation to control dimension of home environment
7. The table shows the relation of control dimension of home environment with the Hedonistic value. The p- value is 0.148 which is more than 0.05 .Hence no significant relation is found between two variables. Further the correlation value.066 is also negligible which show that the Hedonistic values of secondary school students have no relation to control dimension of home environment

8. The table shows the relation of control dimension of home environment with the Power value. The p- value is .161 which is more than 0.05 .Hence no significant relation is found between two variables. Further the correlation value .064 is also negligible, which show that the Power values of secondary school students have no relation to control dimension of home environment.
9. The table shows the relation of control dimension of home environment with the Family prestige value. The p- value is .393 which is more than 0.05. Hence no significant relation is found between two variables. Further the correlation value - .039 is also negligible, which show that the Family prestige values of secondary school students have no relation to control dimension of home environment.
10. The table shows the relation of control dimension of home environment with the health value. The p- value is .442 which is more than 0.05. Hence no significant relation is found between two variables. Further the correlation value 0.35 is also negligible. Which show that the health values of secondary school students have no relation to control dimension of home environment.

**2. Relationship of protectiveness dimension of home environment with different type of personal value**

1. The table shows the relation of protectiveness dimension of home environment with the religious value. The p- value is .029 which is less than 0.05 .Hence significant relation is found between two variables. But the correlation value .099 is also negligible. Which show that the religious value of secondary school students have very little relation to protectiveness dimension of home environment.
2. The table show that the relation of protectiveness dimension of home environment with the Social value. The p- value is .238 which is more than 0.05 .Hence no significant relation is found between two variables. Further the correlation value -.054 is also negligible which show that Social value of secondary school students have no relation to protectiveness dimension of home environment.
3. The table show that the relation of protectiveness dimension of home environment with the Democratic value. The p- value is .507 which is more than

0.05 .Hence no significant relation is found between two variables. Further the correlation value  $-.030$  is also negligible. Which show that the Democratic values of secondary school students have no relation to protectiveness dimension of home environment.

4. The table shows the relation of protectiveness dimension of home environment with the Aesthetic value. The p- value is  $.186$  which is more than  $0.05$  .Hence no significant relation is found two variables. But the correlation value  $-.060$  is also negligible. Which show that the Aesthetic values of secondary school students have relation to protectiveness dimension of home environment.
5. The table shows the relation of protectiveness dimension of home environment with the Economic value. The p- value is  $0.84$  which is more than  $0.05$  .Hence no significant relation is found between two variables. Further the correlation value  $.009$  is also negligible which shows that the Economic values of secondary school students have no relation to protectiveness dimension of home environment.
6. The table shows the relation of protectiveness dimension of home environment with the Knowledge value. The p- value is  $.951$  which is more than  $0.05$  .Hence no significant relation is found between two variables. Further the correlation value  $-.003$  is also negligible which show that the Knowledge values of secondary school students have no relation to protectiveness dimension of home environment.
7. The table shows the relation of protectiveness dimension of home environment with the Hedonistic value. The p- value is  $.000$  which is less than  $0.05$  .Hence significant relation is found between two variables. But the correlation value  $-.164$  is very low. Which show that the Hedonistic value of secondary school students has very less relation to protectiveness dimension of home environment.
8. The table shows the relation of protectiveness dimension of home environment with the Power value. The p- value is  $.489$  which is more than  $0.05$  .Hence no significant relation is found between two variables. Further the correlation value  $.032$  is also negligible which show that the Power values of secondary school students have no relation to protectiveness dimension of home environment.

9. The table shows the relation of protectiveness dimension of home environment with the Family prestige value. The p- value is .665 which is more than 0.05 .Hence no significant relation is found between two variables. Further the correlation value .020 is also negligible. Which show that the Family prestige values of secondary school students have no relation to protectiveness dimension of home environment.
10. The table show that the relation of protectiveness dimension of home environment with the health value. The p- value is .753 which is more than 0.05 .Hence no significant relation is found between two variables. Further the correlation value is .014 is also negligible which show that the health value of secondary school students have no relation to protectiveness dimension of home environment.

### **3. Relationship of punishment dimension of home environment with different type of personal values**

1. The table shows the relation of punishment dimension of home environment with the religious value. The p- value is .009 which is more than 0.05 .Hence no significant relation is found between two variables. Further the correlation value .118 is also negligible which show that the religious value of secondary school students have no relation to punishment dimension of home environment.
2. The table show that the relation of punishment dimension of home environment with the Social value. The p- value is .405 which more than 0.05 .Hence no significant relation between is found two variables. Further the correlation value -.038 is also negligible which show that Social value of secondary school students have no relation to punishment dimension of home environment.
3. The table show the relation of punishment dimension of home environment with the Democratic value. The p- value is 0.190 which is more than 0.05 .Hence no significant relation is found between two variables. Further the correlation value -.060 is also negligible. Which show that the Democratic values of secondary school students have no relation to punishment dimension of home environment.

4. The table show the relation of punishment dimension of home environment with the Aesthetic value. The p- value is .577 which is more than 0.05 .Hence no significant relation between two variables. Further the correlation value .025 is also negligible. Which show that the Aesthetic values of secondary school students have relation to punishment dimension of home environment.
5. The table show the relation of punishment dimension of home environment with the Economic value. The p- value is .069 which is more than 0.05 .Hence no significant relation is found between two variables. Further the correlation value .083 is also negligible which show that the Economic values of secondary school students have no relation to punishment dimension of home environment.
6. The table shows the relation of punishment 1 dimension of home environment with the Knowledge value. The p- value is .296 which is more than 0.05 .Hence no significant relation is found between two variables. Further the correlation value -.048 is also negligible which show that the Knowledge values of secondary school students have no relation to punishment dimension of home environment.
7. The table shows the relation of punishment dimension of home environment with the Hedonistic value. The p- value is .630 which is more than 0.05 .Hence no significant relation is found between two variables. Further the correlation value -.022 is also negligible. Which show that the Hedonistic values of secondary school students have no relation to punishment dimension of home environment.
8. The table shows the relation of punishment dimension of home environment with the Power value. The p- value is .962 which is more than 0.05 .Hence no significant relation is found between two variables. Further the correlation value .002 is also negligible which show that the Power values of secondary school students have no relation punishment dimension of home environment.
9. The table show the relation of punishment dimension of home environment with the Family prestige value. The p- value is .145 which is more than 0.05 .Hence no significant relation is found between two variables. Further the correlation value .067 is also negligible which show that the Family prestige values of



secondary school students have no relation to punishment dimension of home environment.

10. The table show that the relation of punishment dimension of home environment with the health value. The p- value is .166 which is more than 0.05 .Hence no significant relation is found between two variables. Further the correlation value .063 is also negligible which show that the health value of secondary school students have no relation to punishment dimension of home environment

#### **4. Relationship of Conformity dimension of home environment with different type of personal value**

1. The table show the relation of conformity dimension of home environment with the religious value. The p- value is .003 which is less than 0.05 .Hence significant relation is found between two variables. But the correlation value .136 is very low which show that the religious value of secondary school students have very less relation to conformity dimension of home environment.
2. The table show the relation of conformity dimension of home environment with the Social value. The p- value is .152 which is more than 0.05 .Hence no significant relation is found between two variables. Further the correlation value -.065 is also negligible which show that Social value of secondary school students have no relation to conformity dimension of home environment.
3. The table show the relation of conformity dimension of home environment with the Democratic value. The p- value is .100 more than 0.05 .Hence no significant relation is found between two variables. Further the correlation value -.075 is also negligible which show that the Democratic values of secondary school students have no relation to conformity dimension of home environment.
4. The table show the relation of conformity dimension of home environment with the Aesthetic value. The p- value is .173 which is more than 0.05 .Hence no significant relation between two variables. Further the correlation value -.062 is also negligible which show that the Aesthetic which is values of secondary school students have relation to conformity dimension of home environment.
5. The table show the relation of conformity dimension of home environment with the Economic value. The p- value is .200 which is more than 0.05 .Hence no

significant relation is found between two variables. Further the correlation value .059 is also negligible. Which show that the Economic value of secondary school students have no relation to dimension of home environment.

6. The table show the relation of c conformity dimension of home environment with the Knowledge value. The p- value is .153 which is more than 0.05. Hence no significant relation is found between two variables. Further the correlation value.065 is also negligible, which show that the Knowledge values of secondary school students have no relation to conformity dimension of home environment.
7. The table show the relation of conformity dimension of home environment with the Hedonistic value. The p- value is .310 which is more than 0.05 .Hence no significant relation is found between two variables. Further the correlation value .046 is also negligible. which show that the Hedonistic values of secondary school students have no relation to conformity dimension of home environment.
8. The table show the relation of conformity dimension of home environment with the Power value. The p- value is .027 which is less than 0.05 .Hence significant relation between two variables. Further the correlation value is.101 is very low . which show that the Power values of secondary school students have very low to conformity dimension of home environment.
9. The table show that the relation of conformity dimension of home environment with the Family prestige value. The p- value is .522 which is more than 0.05 .Hence no significant relation is found between two variables. Further the correlation value is .029 is also negligible. which show that the Family prestige values of secondary school students have no relation to conformity dimension of home environment.
10. The table show the relation of conformity dimension of home environment with the health value. The p- value is .878 which more than 0.05 .Hence no significant relation is found between two variables. Further the correlation value -.007 is also negligible. Which show that the health values of secondary school students have no relation to c conformity dimension of home environment

## **5. Relationship of Social isolation dimension of home environment with different type of personal value**

1. The table show the relation of social isolation dimension of home environment with the religious value. The p- value is .016 which is less than 0.05. Hence significant relation is found between two variables. Further the correlation value .110 is also negligible, which show that the religious value of secondary school students have no relation to social isolation dimension of home environment.
2. The table show that the relation of social isolation dimension of home environment with the Social value. The p- value is .014 which is less than 0.05 .Hence significant relation is found between two variables. Further the correlation value is -.112 is also is very low, which show that Social value the of secondary school students have very little relation to social isolation dimension of home environment.
3. The table show the relation of social isolation dimension of home environment with the democratic value. The p- value is .322 which is more than 0.05 .Hence no significant relation is found between two variables. Further the correlation value -.045 is also negligible, which show that the Democratic value of secondary school students have no relation to social isolation dimension of home environment.
4. The table show the relation of social isolation dimension of home environment with the Aesthetic value. The p- value is .411 which more than 0.05.Hence no significant relation is found between two variables. Further the correlation value .038 is also negligible. which show that the Aesthetic values of secondary school students have relation to social isolation dimension of home environment.
5. The table show the relation of social isolation dimension of home environment with the Economic value. The p- value is .001 which is more than 0.05 .Hence no significant relation is found between two variables. Further the correlation value.146 is also negligible, which show that the Economic values of secondary school students have no relation to social isolation dimension of home environment.

6. The table show the relation of social isolation dimension of home environment with the Knowledge value. The p- value .419 is which is more than 0.05 .Hence no significant relation is found between two variables. Further the correlation value is .037 also negligible, which show that the Knowledge values of secondary school students have no relation to social isolation dimension of home environment.
7. The table show the relation of social isolation dimension of home environment with the Hedonistic value. The p- value is .045 which is less than 0.05. Hence significant relation is found between two variables. Further the correlation value .092 is also negligible, which show that the Hedonistic value of secondary school students has no relation to social isolation dimension of home environment.
8. The table show the relation of social isolation dimension of home environment with the Power value. The p- value is .407 which is more than 0.05. Hence no significant relation is found between two variables. Further the correlation value.038 is also negligible, which show that the Power values of secondary school students have no relation to social isolation dimension of home environment.
9. The table show that the relation of social isolation dimension of home environment with the Family prestige value. The p- value is .677 which is more than 0.05 .Hence no significant relation is found between two variables. Further the correlation value is -.019 also negligible, which show that the Family prestige values of secondary school students have no relation to social isolation dimension of home environment.
- 10.** The table show the relation of social isolation dimension of home environment with the health value. The p- value is .024 which is less than 0.05 .Hence no. of significant relation is found between two variables. But the correlation value .103 is very low, which show that the health value of secondary school students have very low to social isolation dimension of home environment.

## **6. Relationship of reward dimension of home environment with different type of personal value**

1. The table show the relation of reward dimension of home environment with the religious value. The p- value is .016 which is less than 0.05 .Hence significant relation is found between two variables. Further the correlation value .110 is very low, which show that the religious value of secondary school students have very low to reward dimension of home environment.
2. The table show the relation of reward dimension of home environment with the Social value. The p- value is .014 which is less than 0.05 .Hence significant relation is found between two variables. Further the correlation value is -.112 is very low, which show that Social value the of secondary school students have very less to reward dimension of home environment.
3. The table show the relation of reward dimension of home environment with the democratic value. The p- value is .322 which is more than 0.05. Hence no significant relation is found between two variables. Further the correlation value -.045 is also negligible, which show that the Democratic values of secondary school students have no relation to reward dimension of home environment.
4. The table show the relation of reward dimension of home environment with the Aesthetic value. The p- value is .411 which is more than 0.05 .Hence no significant relation is found between two variables. Further the correlation value .038 is also negligible, which show that the Aesthetic values of secondary school students have relation to reward dimension of home environment.
5. The table show the relation of reward dimension of home environment with the Economic value. The p- value is .001 which is less than 0.05 Hence significant relation is found between two variables. Further the correlation value is .146 which is very less. Which show that the Economic values of secondary school students have very less to reward dimension of home environment.
6. The table show the relation of reward dimension of home environment with the Knowledge value. The p- value is .419 which is more than 0.05 .Hence no significant relation is found between two variables. Further the correlation value .037 is also negligible, which show that the Knowledge values of

secondary school students have no relation reward dimension of home environment.

7. The table show the relation of reward dimension of home environment with the Hedonistic value. The p- value is .045 which is less than 0.05 .Hence significant relation is found between two variables. But the correlation value is -.092 which is negligible . Which show that the Hedonistic value of secondary school students has no relation to reward dimension of home environment.
8. The table show the relation of reward dimension of home environment with the Power value. The p- value is .407 which is more than 0.05 .Hence no significant relation is found between two variables. Further the correlation value .038 is also negligible, which show that the Power values of secondary school students have no relation to reward dimension of home environment.
9. The table show the relation of reward dimension of home environment with the Family prestige value. The p- value is .677 which is more than 0.05 . Hence no significant relation is found between two variables. Further the correlation value is -.019 is also negligible, which show that the Family prestige value of secondary school students have no relation to dimension of home environment.
10. The table show the relation of reward dimension of home environment with the health value. The p- value is .024 which is moiss less than 0.05 .Hence significant relation is found between two variables. But the correlation value is .103is very low ,which show that the health value of secondary school students have less little relation to reward dimension of home environment.

#### **7. Relationship of Deprivation of privileges dimension of home environment with different type of personal value**

9. The table show the relation of deprivation of privileges dimension of home environment with the religious value. The p- value is .319 which is more than 0.05 .Hence no significant relation is found between two variables. Further the correlation value .045 is also negligible, which show that the religious value of

- secondary school students have no relation to deprivation of privileges dimension of home environment.
10. The table show the relation of deprivation of privileges dimension of home environment with the Social value. The p- value is .254 which more than 0.05 .Hence no significant relation is found between two variables. Further the correlation value -.052 is also negligible, which show that Social value of secondary school students have no relation to deprivation of privileges dimension of home environment.
  11. The table show the relation of deprivation of privileges dimension of home environment with the Democratic value. The p- value is .127more than 0.05 .Hence no. of significant relation is found which is between two variables. Further the correlation value .070 is also negligible, which show that the Democratic value of secondary school students have no relation to deprivation of privileges dimension of home environment.
  12. The table show the relation of deprivation of privileges dimension of home environment with the Aesthetic value. The p- value is .739 which is more than 0.05 .Hence no significant relation is found between two variables. Further the correlation value -.015 is also negligible, which show that the Aesthetic values of secondary school students have relation to deprivation of privileges dimension of home environment.
  13. The table show the relation of deprivation of privileges dimension of home environment with the Economic value. The p- value is .933more than 0.05 .Hence no significant relation between two variables. Further the correlation value .004 is also negligible, which show that the Economic value of secondary school students have no relation to deprivation of privileges dimension of home environment.
  14. The table which is show the relation of deprivation of privileges dimension of home environment with the Knowledge value. The p- value is .870more than 0.05 .Hence no significant relation is found between two variables. Further the correlation value .007 is also negligible, which show that the Knowledge value

of secondary school students have no relation deprivation of privileges dimension of home environment.

15. The table show the relation of deprivation of privileges dimension of home environment with the Hedonistic value. The p- value is .792 which is more than 0.05 .Hence no significant relation is found between two variables. Further the correlation value -.012 is also negligible, which show that the Hedonistic value of secondary school students has no relation to deprivation of privileges dimension of home environment.
16. The table show the relation of deprivation of privileges dimension of home environment with the Power value. The p- value is .042 which is less than 0.05 .Hence of insignificant relation is found between two variables. But the correlation value .093 is negligible, which show that the Power value of secondary school students have no relation to deprivation of privileges dimension of home environment.
17. The table show the relation of reward dimension of home environment with the Family prestige value. The p- value is .366 which is more than 0.05 .Hence no significant relation is found between two variables. Further the correlation value .041 is also negligible, which show that the Family prestige value of secondary school students have no relation to deprivation of privileges dimension of home environment.
18. The table show the relation of deprivation of privileges dimension of home environment with the health value. The p- value is .875 which is more than 0.05 Hence no significant relation is found between two variables. Further the correlation value -.007 is also negligible, which show that the health value of secondary school students have no relation to deprivation of privileges dimension of home environment

**(G) Relationship of Nurturance dimension of home environment with different type of personal value**

1. The table show that the relation of nurturance dimension of home environment with the religious value. The p- value is .176 which is more than 0.05 .Hence no



significant relation is found between two variables. Further the correlation value .062 is also negligible, which show that the religious value of secondary school students have no relation to nurturance dimension of home environment.

2. The table show that the relation of nurturance dimension of home environment with the Social value. The p- value is .060 which is more than 0.05 .Hence no significant relation is found between two variables. Further the correlation value -.086 is also negligible, which show that Social value the of secondary school students have no relation to nurturance dimension of home environment.
3. The table show the relation of nurturance dimension of home environment with the Democratic value. The p- value is .021 which is less than 0.05 .Hence significant relation between two variables. Further the correlation value is -.105 is very low . Which show that the Democratic values of secondary school students have very less relation to nurturance dimension of home environment.
4. The table shows the relation of nurturance dimension of home environment with the Aesthetic value. The p- value is .699 which is more than 0.05 .Hence no significant relation is found between two variables. Further the correlation value -.018 is also negligible, which show that the Aesthetic values of secondary school students have no relation to nurturance dimension of home environment.
5. The table show the relation of nurturance dimension of home environment with the Economic value. The p- value is .163 which is more than 0.05 .Hence no significant relation is found between two variables. Further the correlation value .064 is also negligible. Which show that the Economic values of secondary school students have no relation to nurturance dimension of home environment.
6. The table show the relation of nurturance dimension of home environment with the Knowledge value. The p- value is .398 which is more than 0.05 .Hence no significant relation between two variables. Further the correlation value -.039 is also negligible, which show that the Knowledge values of secondary school students have no relation nurturance dimension of home environment.
7. The table show the relation of nurturance dimension of home environment with the Hedonistic value. The p- value is .196 which is more than 0.05 .Hence no significant relation is found between two variables. Further the correlation value

- 059 is also negligible, which show that the Hedonistic value of secondary school students has no relation to nurturance dimension of home environment.
8. The table show the relation of nurturance dimension of home environment with the Power value. The p- value is .544 which is more than 0.05 .Hence no insignificant relation is found between two variables. Further the correlation value .029 is also negligible, which show that the Power values of secondary school students have no relation to nurturance dimension of home environment.
  9. The table show the relation of nurturance dimension of home environment with the Family prestige value. The p- value is .519 which is more than 0.05 .Hence no significant relation between two variables. Further the correlation value -.029 is also negligible, which show that the Family prestige values of secondary school students have no relation to nurturance dimension of home environment.
  10. The table show that the relation of nurturance dimension of home environment with the health value. The p- value is .800 which is more than 0.05 .Hence no significant relation is found between two variables. Further the correlation value is .021 also negligible. Which show that the health values of secondary school students have no relation to nurturance dimension of home environment

**(I) Rejection Relationship of Rejection dimension of home environment with different type of personal value**

1. The table show the relation of rejection dimension of home environment with the religious value. The p- value is .007 which is less than 0.05 .Hence significant relation is found between two variables. But the correlation value .124 is very low . Which show that the religious value of secondary school students have very little relation to rejection dimension of home environment.
2. The table show the relation of rejection dimension of home environment with the Social value. The p- value is .034 which is less than 0.05 .Hence significant relation is found between two variables. But the correlation value -.097 is very low, which show that Social value the of secondary school students have no relation to rejection dimension of home environment.

3. The table show the relation of rejection dimension of home environment with the Democratic value. The p- value is .618 which is more than 0.05 .Hence no significant relation is found between two variables. Further the correlation value-.023is also negligible, which show that the Democratic value of secondary school students have no relation to rejection dimension of home environment.
4. The table show the relation of rejection dimension of home environment with the Aesthetic value. The p- value is .066 which is more than 0.05 .Hence no significant relation is found between two variables. Further the correlation value -.084 is also negligible, which show that the Aesthetic values of secondary school students have no relation to rejection dimension of home environment.
5. The table show the relation of rejection dimension of home environment with the Economic value. The p- value is .913 which is more than 0.05 .Hence no significant relation is found between two variables. Further the correlation value .005 is also negligible. Which show that the Economic value of secondary school students have no relation to rejection dimension of home environment.
6. The table show the relation of rejection dimension of home environment with the Knowledge value. The p- value is .280 which is more than 0.05 .Hence no significant relation between two variables. Further the correlation value -.049 is also negligible. Which show that the Knowledge value of secondary school students have no relation rejection dimension of home environment.
7. The table show the relation of rejection dimension of home environment with the Hedonistic value. The p- value is .151 which is more than 0.05 .Hence no significant relation is found between two variables. Further the correlation value -.065 is also negligible, which show that the Hedonistic value of secondary school students has no relation to rejection dimension of home environment.
8. The table show the relation of rejection dimension of home environment with the Power value. The p- value is .751 which is more than 0.05 .Hence no insignificant relation is found between two variables. Further the correlation value.015 is also negligible, which show that the Power value of secondary school students have no relation to rejection dimension of home environment.

9. The table show the relation of rejection dimension of home environment with the Family prestige value. The p- value is .806 which is more than 0.05 .Hence no significant relation between two variables. Further the correlation value -.011 is also negligible, which show that the Family prestige value of secondary school students have no relation to rejection dimension of home environment.
10. The table show the relation of rejection dimension of home environment with the health value. The p- value is .629 which is more than 0.05 .Hence no significant relation is found between two variables. Further the correlation value .022 is also negligible, which show that the health value of secondary school students have no relation to rejection dimension of home environment.

**(J) Relationship of permissiveness dimension of home environment with different type of personal value**

1. The table show the relation of permissiveness dimension of home environment with the religious value. The p- value is .957 which is more than 0.05 .Hence no significant relation is found between two variables. Further the correlation value .002 is also negligible, which show that the religious value of secondary school students have no relation to permissiveness dimension of home environment.
2. The table show the relation of permissiveness dimension of home environment with the Social value. The p- value is .031 which is less than 0.05 .Hence significant relation is found between two variables. But the correlation value -.098 is also negligible, which show that Social value the of secondary school students have no relation to permissiveness dimension of home environment.
3. The table show the relation of permissiveness dimension of home environment with the Democratic value. The p- value is .001 which is less than 0.05 .Hence significant relation is found between two variables. Further the correlation value -.151 is very low , which show that the Democratic value of secondary school students have very little to permissiveness dimension of home environment.
4. The table show the relation of permissiveness dimension of home environment with the Aesthetic value. The p- value is .296 which is more than 0.05 .Hence no

significant relation is found between two variables. Further the correlation value  $-.048$  is also negligible, which show that the Aesthetic values of secondary school students have no relation to permissiveness dimension of home environment.

5. The table show the relation of permissiveness dimension of home environment with the Economic value. The p- value is  $.295$  which is more than  $0.05$  .Hence no significant relation is found between two variables. Further the correlation value  $.048$  is also negligible, which show that the Economic value of secondary school students have no relation to permissiveness dimension of home environment.
6. The table show the relation of permissiveness dimension of home environment with the Knowledge value. The p- value is  $.816$  which is more than  $0.05$  .Hence no Significant relation is found between two variables. Further the correlation value  $.011$  is also negligible, which show that the Knowledge value of secondary school students have no relation permissiveness to dimension of home environment.
7. The table show the relation of permissiveness dimension of home environment with the Hedonistic value. The p- value is  $.709$  which is more than  $0.05$  .Hence no significant relation is found between two variables. Further the correlation value  $.017$  is also negligible, which show that the Hedonistic value of secondary school students has no relation to permissiveness dimension of home environment.
8. The table show the relation of permissiveness dimension of home environment with the Power value. The p- value is  $.038$  which is less than  $0.05$  .Hence significant relation is found between two variables. But the correlation value is  $.095$  also negligible, which show that the Power value of secondary schools students have no relation to permissiveness dimension of home environment.
9. The table show the relation of permissiveness dimension of home environment with the Family prestige value. The p- value is  $.290$  which is more than  $0.05$  .Hence no significant relation is found between two variables. Further the correlation value  $-.048$  is also negligible. Which show that the Family prestige

value of secondary school students have no relation to permissiveness dimension of home environment.

10. The table show the relation of permissiveness dimension of home environment with the health value. The p- value is .001 which is less than 0.05 .Hence significant relation is found between two variables. Further the correlation value .149 is very low negligible, which show that the health value of secondary school students have very little to r permissiveness dimension of home environment.

Thus the table 3.5 reveals that personal value of senior secondary school students have no relation to home environment .Therefore the hypothesis “there exist no significant relationship between home environment and personal value of senior secondary student is rejected.

The reason for that the present finding can be that the personal value of an individuals are the amalgam of number of factors influencing one’s life, not the product of one factor. Therefore, home environment alone can’t reflect the personal values of a person.

# **CHAPTER IV**

## **CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS**

### **4.1 CONCLUSIONS**

In the light of the data, the researcher has to use all care and cautions in formulation conclusion and generalizations. Conclusions are essential for an investigation as they provide a finishing touch and review to the whole of the critical work. Conclusion allows an investigation to have the finishing polish on the issue he /she has raised in the investigation, to summarize thoughts, to demonstrate the importance of ideas, and to propel readers to a new view of the subject. The conclusions are the substance of an investigation and holds significant importance. On the basis of analysis and interpretation of the data the conclusion are presented below.

1. In Home Environment maximum students fall in above average and average level in all dimensions. They perceive average control and permissiveness in home environment, above average or average protectiveness, punishment, conformity social isolation, deprivation of privileges, nurturance, rejection in home environment and high and above average perception in reward dimension of home environment.
2. Maximum Senior Secondary School students have average religious value, low social value, more than average economic value, low knowledge value, high domestic value, high power value and health value and average family prestige value.
3. Male and female students differ significantly in control, protectiveness, punishment, conformity, social isolation reward and nurturance dimension of home environment. Female have high score as compared to male in these dimensions. In deprivation of privileges, rejection and permissiveness

dimension no significant difference is found in male and female senior secondary school students.

4. Government and Private School Students differ significantly in conformity, social isolation, deprivation of privileges, nurturance, rejection and permissiveness dimension of home environment. Private school students have higher mean score as compared to government school students in these dimensions. In control, protectiveness, punishment and reward dimension of home environment no significant difference is found between government and private school students.
5. Urban and rural school students differ significantly in control, protectiveness, conformity, Social isolation, Reward, Deprivation of privileges, Nurturance, Rejections and Permissiveness dimension of home environment. Urban school students have higher mean score as compared to rural school students in these dimensions. In punishment dimension of home environment no significant difference is found between urban and rural school students.
6. Male and females school students differ significantly in Religious value, Democratic value and family prestige value. Female student have higher mean score as compared to male students in these dimensions of personal value. In social value, Aesthetic value, Economic value, Knowledge value, Hedonistic value, power value and Health value no significant difference is found between male and female students.
7. Government and private school students differ significantly in Religious value, Economic value and Health value. Private school students have higher mean score in comparison to government school students in these dimensions of personal value. In social value, Democratic value, Aesthetic value, Knowledge value, Hedonistic value, power value and family prestige



value have no significant difference is found between government and private school students.

8. Urban and rural school student differ significantly in power value and health value. Urban school students have higher mean score in comparison to rural school in these dimensions of Personal values. In Religious value, Social value, Democratic value, Aesthetic value, Economic value, Knowledge value, Family prestige value, and hedonistic value no significant difference is found between urban and rural school students .
9. Personal values of senior secondary students have no relation to any dimension of home environment.

## **4.2 RECOMMENDATIONS**

1. As n Home Environment maximum students fall in above average and average level in all dimensions. Therefore the parents should be educated to have conducive home environment for their children. As high perception of good home environment will lead to higher achievements in children.
2. It is generally considered that education and personal value mold the character of the society. It enables the individual to partake fully in the development of the nation. It is therefore, the task of educational institution to spell clear cut aim and objective of education and to plan the educational system in such a way that it foster in the students to modify old value and adopt new ones. Personal value help to survive in every one's life so value education in our curriculum should be integrated from school level to collage level
3. The parents should be cooperative and they should create conducive environment at their home. They should give the guidance to their children if their children have any problem and also help their in understanding the right things in their life.
4. .Home environment should be same for male and female children. No gender difference should be there in treating the children. Government

school and rural school parents should be counseled about benefits of good home environment

5. Curriculum, school policies and methodology of teaching should be suitably designed to meet the personal value need to students. The examples quoted for developing personal values should not be gender biased.
6. At home parents should be deeply concerned with the personal value of their children when they feel their children are lacking in personal value , They should behave like good human.

### **4.3 SUGGESTIONS**

Research work is a never ending process. No research work is complete in itself. There is always scope for improvements and modifications. Every research work should lead it new topic for research. The present study is also not isolated from this fact. Suggestions are an idea or plan that researcher offer others to consider in future. It is very helpful for future researcher. It gives an idea to other researchers that which thing they take into account to start the research work. It is very helpful in selection of topic, sample size, technique etc. The investigator lays down the following suggestions for future actions:

1. The study can be done by using more variables like organizational climate, socio economic status with personal values.
2. The study can be done at different levels of educational institutes i.e. at primary level, elementary level, and secondary school level.
3. The same study can be done on a large sample involving more schools.
4. The longitudinal study may help in better understanding of the senior secondary school students' adjustment.
5. The personal values of students are affected by number of factors. The further study can be done with other variables.

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