

A Study On Home Environment And Moral Judgment Of B.ED Students In Dharmapuri District

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ABSTRACT

Home environment is the wholesome atmosphere that is highly and significantly contributing to the living situation of individuals through effective use of material and human resources available in the home that determines the progress and value of individuals. Moral judgement is gradually developed with experience and time horizon and they are deeply rooted in individuals and they also have to take moral actions as per principles of morality and family members and atmosphere are involving in creating morality and moral judgement among their children. The results reveal that significant difference exists amidst home environment of B.Ed. students and their profile excluding locality of college and father's education. Home environment has positive, moderate and significant relation with moral judgement of B.Ed. students. Hence, parents should create and provide favourable home atmosphere to their B.Ed. students and they must have good personal relation with them and they should give full freedom to express their views and making rational decision. Parents must allot sufficient time for their .them for effective interaction and discussion of various issues in the friendly manner. Parents should also make home atmosphere to them for self realizing of their feelings, emotions, morality and sentiments.

Key Words: B.Ed. students. Home Environment, Moral judgement.

I. INTRODUCTION

Home environment is the atmosphere existing in the home that keeps culture and values. The warm and good relation amongst parents, siblings and children is highly indispensable compliant of home atmosphere (Muol, 2010) and it is influencing various stages of life of individuals consisting of personality, capability for learning, knowledge, adjustment, habits, emotions and feelings (Nimmi Maria Oommen, 2015).

Home environment is creating attachment among members in the family that provides feel of safety, admiration and thoughtfulness that are predicting secured relation among children and parents in the social surroundings (Arora,2019).

Home environment is referring to all kinds of ethical and moral values, intellectual and social environment created by the members in the family for development of individuals (Kumar, 2013). The emotional, physical and pleasurable features of family are moulding the life of individuals for their personal fulfillment. The various and specific differences among individuals in home environment are largely helping them for their dynamic and health development (Pappattu, 2017). Home environment is the highly crucial for existing and continuing of life of individuals in peaceful and pleasant ways and attaining various achievements in their life (Deswal et al 2014).

Home environment is the wholesome atmosphere that is highly and significantly contributing to the living situation of individuals through effective use of material and human resources available in the home that determines the progress and value of individuals (Akinsanya et al 2011). Home environment is also representing features of social element made by family members who are coexisting in the home and performing different functions which are relating directly with responsibilities of the family (Slaughter and Epps, 2012) and it involves warm and emotions exhibited by parents when they are interacting with their children, giving confidence, stimulation and experiences in their homes and also make them feel as safe and caring (Apoorva Shukla, 2019).

Moral judgement is derived from ideas of morality and it is gradually developed with experience and time horizon and they are deeply rooted in individuals and they have to possess it and they also have to take moral actions as per principles of morality and family members and atmosphere are involving in creating morality and moral judgement among their children (Femila Pangat, 2019). Thus, home environment is playing an important role in moral judgement of students and children including B.Ed. students, therefore, it necessitates to examine home environment and moral judgement of B.Ed. students.

2. REVIEW OF RELATED LITERATURE

Syed Inshaallah Tahir et al (2019) found that nearly half of secondary students had moderate degree of home environment and it was differing amidst gender and locality of school and it also had positive and significant relation with social adjustment.

Muhammad Younas et al (2019) concluded that post graduate students had very good home environment and no

significant difference existed amidst gender of students and their home environment and it had positive and significant relation with performance in their academics.

Judith Kavutha Muema et al (2019) revealed that secondary students had better home environment and significant disparity existed in home environment amongst gender of secondary students and styles of parenting and socio economic backgrounds of parents were significantly and positively influencing their performance in academic activities.

Farooq Nawaz Khan et al (2019) indicated that secondary school students had good and favourable home environment and they had poor interaction with members in the family and most of them did not have a separate room for their studies. Home environment had positive and significant relation with achievement in their academic activities.

Sushil K Rohiwal (2018) showed college students had higher and favourable home environment and it was differing among gender of college students. College students had larger degree of home environment as compared to teaching aptitude and it had positive and significant relation with teaching aptitude amongst them.

Suhail Ahmed Khan and Khan Farhat Unnisa (2017) found that ninth standard students had favourable and higher degree of home environment and it was significantly differing among gender of ninth standard students. Home environment had positive and significant relation with style of learning and achievement in their academics.

Nidhi Kakkar (2016) concluded that senior secondary students had larger degree of home environment and it was better among female than male students. Home environment had positive, high and significant relation with achievement in their academic activities.

Sunita Rani and Siddiqui (2015) revealed that pre service teachers of elementary schools had favourable and very good home environment and significant disparity existed in home environment amongst gender of pre service teachers and it had positively and significantly related with aptitude for teaching and achievement in their examinations.

Egunsola (2014) indicated that senior secondary students had favourable home environment and it was differing among gender of them. Home environment had significant and positive influence on performance of senior secondary students in their academic activities.

Reena Rani (2013) showed that senior secondary students had very good of home environment and no significant disparity existed in home environment amongst gender of senior secondary students. Home environment had significantly and negatively related with study habits amongst boys students.

Bandhana and Darshana P.Sharma (2012) found that secondary school students had very good home environment and significant disparity existed in home environment amongst gender of secondary school students. Home environment had significant and positive relation with mental health and achievement of secondary school students in their academics.

3. OBJECTIVES OF THE STUDY

1. To study the difference amidst home environment of B.Ed. students and their gender, medium of study and locality of college.
2. To examine the difference amidst home environment of B.Ed. students and their father's education and type of family.

Table-1. Profile of B.Ed. Students

Profile	Number(n=800)	Percentage
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3. To analyze relation amidst home environment of B.Ed. students and their moral judgement.

4. HYPOTHESES OF THE STUDY

1. There is no significant difference amidst home environment of B.Ed. students and their gender, medium of study and locality of college.
2. There is no significant difference amidst home environment of B.Ed. students and their father's education and type of family.
3. There is no significant relation amidst home environment of B.Ed. students and their moral judgement.

5. METHODOLOGY

The present study is carried out in Dharmapuri district. B.Ed. students are randomly selected and data are collected from 800 B.Ed. students through survey method. Percentage analysis is done to study profile of B.Ed. students. Mean, standard deviation, ANOVA and t-tests are applied to examine difference amidst home environment of B.Ed. students and their profile. Correlation analysis is employed to analyze relation amidst home environment of B.Ed. students and their moral judgement.

6. RESULTS

6.1. PROFILE OF B.ED. STUDENTS

The profile of B.Ed. students is shown in Table-1. The results indicate that 50.75% of them are females, 52.25% of them are studying in English medium, 54.13% of them are studying in colleges located in urban areas, 61.38% of their fathers are possessing school education and 72.75% of them are living in nuclear family.

Gender		
Male	394	49.25
Female	406	50.75
Medium of Study		
Tamil	382	47.75
English	418	52.25
Locality of College		
Urban	433	54.13
Rural	367	45.87
Father's Education		
Illiterate	86	10.75
School	491	61.38
College	223	27.87
Type of Family		
Joint	218	27.25
Nuclear	582	72.75

6.2. PROFILE OF B.ED. STUDENTS AND THEIR HOME ENVIRONMENT

The difference amidst profile of B.Ed. students and their home environment is shown as below.

6.2.1. Gender and Home Environment

The difference amidst gender of B.Ed. students and their home environment is shown in Table-2.

Table-2. Gender and Home Environment

Gender	N	M	SD	t-value	Sig.
Male	394	242.24	13.33	3.029	.003
Female	406	239.39	13.25		

The mean values reveal that male B.Ed. students (M=242.24) are having better home environment than female B.Ed. students (M=239.39). The t-value of 3.029 is elucidating that significant difference exists amidst gender of B.Ed. students and their home environment in

1% level. Thus, the null hypothesis is rejected.

6.2.2. Medium of Study and Home Environment

The difference amidst medium of study of B.Ed. students and their home environment is shown in Table-3.

Table-3. Medium of Study and Home Environment

Medium of Study	N	M	SD	t-value	Sig.
Tamil	382	238.41	12.94	4.893	.000
English	418	242.97	13.38		

The mean values reveal that B.Ed. students in English medium (M=242.97) are having better home environment than Tamil medium (M=238.41). The t-value of 4.893 is elucidating that significant difference exists amidst medium of study of B.Ed. students and their home environment in 1% level. Thus, the null hypothesis is rejected.

6.2.3. Locality of College and Home Environment

The difference amidst locality of college of B.Ed. students and their home environment are shown in Table-4.

Table-4. Locality of College and Home Environment

Locality of College	N	M	SD	t-value	Sig.
Urban	433	241.12	13.76	0.762	.447
Rural	367	240.40	12.87		

The mean values reveal that B.Ed. students studying in colleges located in urban area (M=241.12) are having slightly better home environment than rural area (M=240.40). The t-value of 0.762 is elucidating that no significant difference exists amidst locality of college of B.Ed. students and their home environment since

it is not significant. Thus, the null hypothesis is accepted.

6.2.4. Father's Education and Home Environment

The difference amidst father's education of B.Ed. students and their home environment is shown in Table-5.

Table-5. Father's Education and Home Environment

Father's Education	N	M	SD	F-value	Sig.
Illiterate	86	241.41	7.09	1.293	.275
School	491	240.20	11.66		
College	223	241.86	17.90		

The mean values for reveal that B.Ed. students with their father's education of college (M=241.86) are having slightly better home environment than illiterate (M=241.41) and school (M=240.20). The F-value of 1.293 is elucidating that no significant difference exists amidst father's education of B.Ed. students and

their home environment in 1% level. Thus, the null hypothesis is accepted.

6.2.5. Type of Family and Home Environment

The difference amidst type of family of B.Ed. students and their home environment is shown in Table-6.

Table-6. Type of Family and Home Environment

Type of Family	N	M	SD	t-value	Sig.
Joint	218	236.78	17.31	5.292	.000
Nuclear	582	242.30	11.19		

The mean values reveal that B.Ed. students living in nuclear (M=242.30) are having better home environment than joint family (M=236.78). The t-value of 5.292 is elucidating that significant difference exists amidst type of family of B.Ed. students and their home environment in 1% level. Thus, the null hypothesis is rejected.

6.3. RELATION AMIDST HOME ENVIRONMENT OF B.ED. STUDENTS AND THEIR MORAL JUDGEMENT

The correlation analysis is carried out to analyze relation amidst home environment of B.Ed. students and their moral judgement and the result is shown in Table-7.

Table-7. Home environment of B.Ed. Students and Their Moral Judgement

Particulars	Correlation Coefficient(r)
Home environment of B.Ed. Students and Their Moral Judgement	0.45**

** Significance in 1% level

The correlation coefficient amidst home environment and moral judgement of B.Ed. students is 0.45 and it reveals that they are positively, moderately and significantly correlated in 1% level. Thus, the null hypothesis is rejected

7. CONCLUSION

The above findings explicates that significant difference exists amidst home environment of B.Ed. students and their profile excluding locality of college and father's education. Home environment has positive, moderate and significant relation with moral judgement of B.Ed. students. Hence, parents should create and provide favourable home atmosphere to their B.Ed. students and they must have good personal relation with them and they should give full freedom to express their views and making rational decision. Parents must allot sufficient time for their .them for effective interaction and discussion of

various issues in the friendly manner. Parents should also make home atmosphere to them for self realizing of their feelings, emotions, morality and sentiments and they must give proper guidance to them to improve their moral judgement.

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