

DEVELOPMENT AND STANDARDIZATION OF HOME ENVIRONMENT SCALE

Research
Paper

ABSTRACT

The aim of the study is to develop and standardize a home environment (HES) scale (HES). Home environment is the most important institution for the existence and continuance of human life and the development of various personality traits. It plays a vital role in the development of a child's mental, physical and emotional health. The child constantly interacts with the family and is invariably influenced by the entire environment that surrounds it. The investigator wants to develop a home environment scale. The tool was administered to 100 students of IX and X standards in high and higher secondary schools that were randomly chosen from different parts of Dindigul district. The investigator applied Gronlund's item analysis procedure to find out the discrimination index and difficulty index of each item. Reliability of the tool was calculated by applying the rationale equivalence (Kuder – Richardron formula) method and the reliability was found to be 0.868.

INTRODUCTION

The home environment is the most powerful informal learning situation in which the family, more especially parents, acts as educator. Taylor (1984: 138) states that the family is a place in which the whole range of human experience takes place.

Home occupies the first and the most significant place for overall development of children. Not only does it provide the hereditary transmission of basic potentials for the development, but it also provides the environmental condition, personal relationships and cultural pattern, favourable or unfavourable, positive and negative, as reflected from its structure, socio-economic and cultural status and the pattern of mutual relationship and emotional state among its members (Kundu, 1977).

No other social institution enters the child's life in the first few formative years as home. The influence is felt throughout the life span. Therefore parents become the most potent force in shaping the overall personality of children. Socialization in early childhood is very essential in order to learn the typical behavior of the particular society. It is through social development that the children learn to accept the group standards presented by the society. Besides this, they learn a sense of responsibility, co-operation, ideas of democracy and discipline.

Many research literatures conclude that parental support, combined with inductive or authoritative control has the most favourable effect on the socialization of the child i.e. the development of mental health, high self-esteem, sense of competence, conscience, internalization of adult standards and high achievement motivation. Children living in a poor environment may fail to develop their potentials and skills to the optimum extent and this may have a negative effect on their performance in school and achievements in social life, while children growing up in a conducive environment may show superior cognitive abilities and academic competence.

The home environment is the leading factor for developing the mental, physical and emotional health of

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the children. Home environment has been conceptualized as the quality of human interactions, from the point of view of the child. It includes those aspects which foster growth and development, such as family trust and confidence, sharing of ideas, parents' support, parental approval, parental encouragement, care, affection and approval and support of siblings. It is therefore necessary to study the status of home environment of the school going adolescents.

THE NEED FOR MEASURING THE HOME ENVIRONMENT OF ADOLESCENTS

Home is the eternal school of life. It is one of the important units of society. From it stems the attitudes, values, personality, behavior and habits that set the pattern for social development and adjustment. In the modern era, the home environment is changing due to the needs of adolescents, educational qualification, occupation and socio-economic status of the parents, community, cultural transmission, multicultural education, urbanization, mass media etc. In this context the investigator wants to develop the home environment scale and measure the same for adolescents.

REVIEW OF RELATED LITERATURE

Manny Brand (2004) conducted Development and Validation of the Home Musical Environment Scale for Use at the Early Elementary Level. This study was designed to develop and validate the Home Musical Environment Scale (HOMES), a 15-item parent self-reporting measure to assess the home musical environment. A panel of experts reviews the instrument; it was tested with 157 second-grade children and their parents. Results showed that three of the four scales were significantly related to the teacher's perception. Rudolf H Moos (2007) developed a Family Environment Scale (FES). It was used for individual and family counseling. Richa Sharma (2010) conducted a survey: Effect of School and Home Environments on Creativity of Children. In her study an attempt was made to find out the effect of school and home environments on the creativity of children. A sample of 200 ninth class adolescent students was drawn from the city of Chandigarh in Punjab, India. The study revealed that government school students of Chandigarh have higher creativity except in elaboration as compared

to private school students. The mean scores also showed that girls as compared to boys have a higher level of creativity. Jeyanthi (2012) developed a Social Skills Rating Scale which had 62 items with a five point scale. The inter-rater reliability coefficient of the tool was 0.89. This scale was used for measuring the social skills of primary school children.

DEVELOPMENT OF HOME ENVIRONMENT SCALE (HES)

The home environment scale (HES) was developed by the investigator in order to measure the status of home environment of school going adolescents. Systematic steps were followed while constructing the home environment scale.

Pooling of Items

The home environment scale covered the habits and behavior of the adolescents in the home environment.

Source of Items

Drawing items from the following sources, a preliminary item pool was prepared:

- a) Surveying widely available literature.
- b) Meeting and discussing with parents, teachers, students and educational experts.
- c) Discussion with NGO's, counselors and social workers.

By careful analysis of the above sources, statements were prepared. Thus 57 items were constructed.

Criteria for Selection of Items

The following criteria were applied for screening the items.

- a) The language of the statement should be simple, clear and unambiguous.
- b) Compound and complex sentences should be avoided.
- c) The item should not lead to multiple interpretations.
- d) Double negative statements that are likely to be endorsed by almost every one should be avoided.
- e) The statement should express one opinion or thought.
- f) The direction should be clear and comprehensive. It should also indicate the need for honest response.

Experts' Opinion

Before administering the tool, the investigator elicited the opinion of experts in the area of study regarding the suitability and objectivity of the items pooled. The expert committee consisted of four members including the research supervisor and co-supervisor. All the 57 items were given to the experts for their opinion regarding the suitability and clarity of the items. In order to establish whether a given item really belongs to that particular factor, the items were arranged in a random order and subjected to expert scrutiny. Based on the experts' opinion, some items were modified, some items were rearranged and some items were omitted. At last 35 items were retained. Every item envisaged either of two responses: yes or no.

DRAFT TOOL

The draft tool consists of 35 items.

Sl. No	Statement	Yes	No
1	My parents give much importance to my studies.		
2	My parents do not give house hold works to me.		
3	I have a separate study room at my home.		
4	I have been given right to take decision regarding my studies.		
5	My parents helped me to increase my memory.		
6	I have the freedom to express my thoughts.		
7	My parents have given me the rights to choose subjects I like.		
8	I do not consult my parents when I do my work.		
9	My parents do not like me to participate in co-curricular activities.		
10	My parents do not watch my activities secretly.		
11	My parents give much importance to my educational progress.		
12	My parents allow me to watch Television daily.		
13	My parents do not like to know daily school activities.		
14	When I study at home, my family members do not disturb me.		
15	When I study at home, my parents do not avoid watching TV.		
16	My parents often quarrel with each other.		

Sl. No	Statement	Yes	No
17	I cannot concentrate on my studies as my father is drunkard.		
18	At my home, we have the habit of buying daily news paper.		
19	My parents do not allow me to participate in functions of my relatives.		
20	I do not tell about my friends.		
21	I get angry because of my parents.		
22	I am proud of my parents.		
23	My parents live separately.		
24	All my family members take dinner together.		
25	My family members lack co-operation.		
26	My parents allow me to participate in games.		
27	My parents help me to complete my home work.		
28	My parents get angry when I get low marks.		
29	My parents consider me as a burden.		
30	My parents do not allow me for tuition.		
31	My parents feel sad when I cry.		
32	My parents do not allow my friends into home.		
33	My parents always compare me with others.		
34	When I come home late, my parents do not suspect me.		
35	As my parents quarrelled with neighbours, I get upset.		

Item Analysis

The tool with 35 items was administered to 100 students of IX and X standards from high and higher secondary schools who were randomly chosen from different parts of Dindigul district. The filled up questionnaires were collected and scored in the order 1 and 0 for the responses Yes or No for positive items and 0 and 1 for negative items. Scores obtained by each individual were used for item analysis. The investigator applied Gronlund's procedure to find out the discrimination index and difficulty index of each item.

Step I After scoring was over, the answer scripts were arranged in order from the highest to the lowest scores.

Step II The top 27% of the scripts (N=27) were kept in one group, which was known as upper group. The bottom 27% of the scripts (N=27) were kept in another group, which was known as lower group.

Step III The discrimination index and Difficulty index of each item were found out. Step IV Out of the 35 items only 25 items were selected on the basis of higher values of discrimination indices > 0.2 and difficulty index between 25% and 75%.

RELIABILITY OF THE TOOL

The scale consists of 25 items. Two forms of the test were constructed in which the corresponding items are interchangeable and the inter-item correlations are same for both the forms. It were administered to a sample of 100 students. Reliability of the tool was calculated by applying the rationale equivalence (Kuder – Richardron formula) method. The reliability of home environment scale is 0.868. This shows that the scores are highly reliable for all practical purposes.

FINAL TOOL

The refined home environment scale contains 25 items with two responses Yes or No. Out of 25 items 13 are positive and 12 negative statements.

Positive statements: 1,2,3,5,6,7,9,15,16,18,19,22, and 24

Negative statements: 4,8,10,11,12,13,14,17,20,21,23 and 25

Sl. No	Statement	Yes	No
11	My parents often quarrel with each other.		
12	My parents do not allow me to participate in the functions in my relatives' homes.		
13	I do not converse with my family members about my friends.		
14	I get angry often because of my parents.		
15	I am proud of my parents.		
16	All my family members take dinner together.		
17	My family members lack co-operation.		
18	My parents allow me to participate in games.		
19	My parents help me to complete my home work.		
20	My parents get angry when I get low marks.		
21	My parents consider me a burden.		
22	My parents feel sad when I cry.		
23	My parents always compare me with others.		
24	When I come home late, my parents do not suspect me.		
25	When my parents quarrel with our neighbours, I get upset.		

Sl. No	Statement	Yes	No
1	My parents give much importance to my studies.		
2	I have been given the right to take decisions regarding my studies.		
3	I have the freedom to express my thoughts.		
4	I do not consult my parents when I do my work.		
5	My parents do not watch my activities secretly.		
6	My parents give much importance to my educational progress.		
7	My parents allow me to watch television daily.		
8	My parents do not like to know about my daily school activities.		
9	When I study at home, my family members do not disturb me.		
10	When I study at home, my parents do not avoid watching TV.		

CONCLUSION

The investigator developed and standardized a tool for home environment. This tool can be used by teachers to find out the home environment of their students.

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