

Impact of Home Environment on attitude towards School Violence among adolescents with different working status of mothers

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Abstract: School violence has become an international problem affecting the well-being of adolescent students. The Present study was designed to find out the impact of home environment on attitude towards school violence among adolescent students with different working status of mothers. To date, few studies have examined how home environment related factors leads to school violence among adolescent students. Mishra's Home environment scale and Gautam's School Violence scale were administered. A total sample of 300 adolescent students randomly drawn from 10 different schools of Amritsar city, out of which 150 were of working mothers and 150 were of non-working mothers. Percentile-test and Chi-square were worked out. Findings revealed no significant impact of home environment on attitude towards school violence i.e. both are independent of each other. It was found that working status of mother does affect home environment and attitude towards school violence which was in favor of adolescents of working mothers.

Keywords: School Violence, Home Environment, Attitude, Adolescents, Working status of mothers.

I. INTRODUCTION

Home environment refers to aspects of people domestic lives that contribute to their living conditions. It may be defined as the aggregate of all those physical and psychological conditions that determine the growth and development of the child. The child who receives good physical facilities at home such as separate room, books and psychological facilities as love, affection, sympathy etc that child may be well adjusted and well matured on the other hand who does not get proper facilities and proper opportunity for growth may be frustrated hence resulted in negative behavior or attitude among adolescents.

Parish, Dostal & Parish (1981) stated that the environment of the home in which a child is reared can advance or hinder wholesome personality adjustment. **Graeme, Jones (2015)** mentioned that the authoritative parenting style was significant in creating non-bullies and non-victims. This critical analysis examines eight studies and considers the effects of family variables, including secure and insecure attachment, family disharmony and socioeconomic status on school bullying.

Thus home environment does play a constructive role in overall development and subsequent behavior and attitude of a child. Young children develop and acquire new knowledge by reaching to their surroundings, in particular the order and structure of the home environment. **Poipoi, M.W (2011)** revealed that home factors contributing to violent behavior included: poor relationship between parents and children; manner of disciplining children at home; and low level of home supervision.

Home environment has a key role in causing school violence. Home is a place for adolescents where there is no violence. If home environment is disturbed then the students would show violent behavior and as a result create a disturbance in educational institution. Worry, hatred, inferiority complex, anger and other negative emotions which fuel violent behavior, could develop in adolescents when they are exposed to poor parenting or discord amongst family members. Also in home where parents display violent behavior, adolescence usually adopts violence as a way of asserting authority.

School Violence

School violence and disruption is a major concern of parents, students, educators, political leaders and others in a community. The public's understanding of school violence is a function of fact and perception. School violence has become an international problem affecting the well-being of students. School violence is an activity that can create a disturbance in an educational system. School Violence can be termed as a case where by physical attack is involved between students in a school or even cases of students attacking the school staff.

Benbenishty, et al. (2005) defines school violence as 'any behavior intended to harm physically or emotionally to the persons in school and their property (as well as school property)'

School Violence is a very prevalent issue in today's society. Parents send their child to gain knowledge and learn and should not have to worry about their children being safe at school. Many schools are not safe and face increasing insecurity because of increasing violence within their compounds.

Home environment plays the most important role in school violence. Home environment related factors leads to school violence. Reviews of related literature indicate that home environment related factors like easy availability of weapons at home, parent's socio-economic status, poor relationship between parents and children, low level of home supervision leads to school violence. Stevens, V (2002), Ahmed (2004), Myers (2006), Bowes, L (2009) and Thomas, Jagdish (2017), Yurtal (2018) indicate through their investigations that school, neighborhood and family factors are independently associated with children's involvement in school violence. Important differences between families of bullies, victims and bully were documented looking at the family functioning and parent-child interactions from the perspective of the children. In contrast, almost no differences between the groups were observed if parent's reports were considered.

Hence concluded that parents perceived inadequate parental monitoring practices, peer harassment and bullying, inadequate mental health, care services for youth and easy access to guns are major causes of firearm violence in schools. Parents seem to have a limited grasp of potentially effective interventions to reduce firearm school violence. Students are now bringing guns, knives and other weapons to school and many are using them to hurt and kill. Over 70% of the respondents considered student's physical conflicts problem results in school violence whereas half of the respondents considered student's use of alcohol, robbery/theft at school, student's use of illegal substances and student's possession of weapons a problem of the school.

1.1 Specific Objectives

Based on the statement of the problem this paper seeks;

1. To study and compare the levels of home environment among adolescents with different working status of their mother.
2. To study and compare the levels of attitude towards school violence among adolescents with different working status of their mother.
3. To study the impact of home environment on attitude towards school violence among adolescents.

1.2 Hypotheses of the study

1. There exists no statistically significant difference in the levels of home environment among adolescents with different working status of their mother.
2. There exists no statistically significant difference in the levels of attitude towards school violence among adolescents with different working status of their mother.
3. There exists statistically significant impact of home environment on attitude towards school violence among adolescents.

II. METHODOLOGY

Sample

The sample consisted of 300 adolescent students randomly drawn from 10 different schools of Amritsar city. Out of which 150 adolescent students were of working mothers and 150 were of non-working mothers. Adolescent students were matched for age and class. The age of the adolescent students were 16 and 9th class students were taken for investigation.

Tool

Home Environment Inventory and School Violence Scale were administered. Home Environment Inventory by Mishra was used to measure the home environment and School Violence Scale-A and Scale-B by Gautam was used to measure the attitude towards school violence. Home environment has 10 components- control, protectiveness, punishment, conformity, social isolations, reward, deprivation of privileges, nurturance, rejection and permissiveness. School Violence Scale-A (caused by students) includes areas bullying, social violence, media violence and Scale-B (caused by teachers) includes slap, detention, public humiliation and physical punishment.

III. RESULTS

For analysis and interpretation of data for existing results, Home environment scores were categorized under optimal HE with scores \geq P75, moderate HE with scores P50 and minimal HE with scores \leq P25.

Table I: Showing component-wise distribution of adolescents of working and non-working mothers under various percentiles on the variable home environment

Components of home environment	P75	P50	P25
Control	37	151	112
Protectiveness	50	130	120
Punishment	96	124	80
Conformity	14	171	115
Social Isolation	36	194	70
Reward	40	130	130
Deprivation of Privileges	50	190	60
Nurturance	65	170	65
Rejection	70	140	90
Permissiveness	93	109	98

While looking at table 1, it is clear that students of working and non-working mothers are having minimal level of home environment on the components like control, protectiveness, conformity and reward whereas they possess optimal level of home environment on component like punishment, finding punishment as the least responsible cause of home environment. Whereas, permissiveness was found to be as neutral cause for the same.

Table II: Showing Mean, Standard deviation, Difference between means, Standard error of difference between uncorrelated means and t-value of adolescents of working and non-working mothers on the variable of home environment

Group	N	M	σ	D	σ_D	t-value
Working mothers	150	134.85	28.639	6.133	3.050	2.011*
Non-working mothers	150	128.72	23.985			

* Significant at 0.05 level of significance

While looking at the table 2, the mean scores of students of working and non-working mothers, it is clear that students of working mothers are enjoying optimal level of home environment than the students of non-working mothers. 't' value turns out to be 2.011 which is more than tabulated value and hence significant at 0.05 level. This table indicates that students differ in their level of home environment with regard to the working status of their mother, which is in favour of adolescents of working mother.

The above result is in conformity with the following investigation:-

Muni and Panigrahi (1998) found that the children of working mothers were better adjusted in the class room setting than those of non-working mothers. Maternal employment was not a burden; rather it was an asset for children.

Muola (2010) found a significant positive relationship between six of home environment factors that is father's occupation, mother's occupation, father's education, mother's education, family size and learning facilities at home and academic achievement and motivation.

For further discussion of data for existing results, student's attitude towards school violence scores were categorized under high attitude with scores $\geq P75$, moderate with scores P50 and low attitude with scores $\leq P25$

Table III: Showing component-wise distribution of adolescents of working and non-working mothers under various percentiles on Scale A of attitude towards school violence

Components	P75	P50	P25
Bullying	62	140	98
Social violence	130	150	20
Media violence	50	130	120

An overview of the table III suggested that majority of students of working and non-working mothers have low attitude towards school violence on components like bullying and media violence as opposite to social violence component where 130 students possess high level of attitude as far as school violence caused by students is concerned i.e. social violence is suggested as the prominent factor among students for attitude towards school violence.

Table IV: Showing component-wise distribution of adolescents of working and non-working mothers on Scale B of attitude towards school violence

Components	P75	P50	P25
Slap	0	229	69
Detention	52	150	98
Public Humiliation	34	260	6
Physical Punishment	60	190	50

Table IV depicts that Public humiliation and Physical punishment done by teacher were prominent components, as against detention which came out to be the least factor committed by teacher treated as responsible for student's attitude towards school violence. Whereas, slap proved to be a neutral factor for causing school violence among students.

Table V: Showing Mean, Standard deviation, Difference between means, Standard error of difference between uncorrelated means and t-value of adolescents of working and non-working mothers on the variable attitude towards school violence

Group	N	M	σ	D	σ_D	t-value
Working mothers	150	106.60	19.908	3.667	1.781	2.058*
Non-working mothers	150	102.93	8.927			

***Significant at 0.05 level of significance**

Observation of the table V indicates that the mean scores of students of working mothers are higher than their counterparts. Calculated t-value comes out to be 2.058 which when compared with the tabulated value was more, hence significant at 0.05 level of significance. The table indicates that adolescent students of working mothers are better in their attitude towards school violence as compare to their counterparts.

The present result is in conformity with the following study.

Graeme, Jones (2015) found that the authoritative parenting style was significant in creating non-bullies and non-victims. This critical analysis examines eight studies and considers the effects of family variables, including secure and insecure attachment, family disharmony and socioeconomic status on school bullying.

Adolescent student's home environment scores and school violence scores were categorized while using limit formula ($M \pm 1\sigma$).

Table VI: Showing impact of home environment on attitude towards school violence among adolescents students

School violence Home environment	High	Moderate	Low	Total
Optimal	3(5.13)	47(48.07)	7(3.8)	57
Moderate	13(14.58)	140(136.6)	9(10.8)	162
Minimal	11(7.29)	66(68.31)	4(5.4)	81
Total	27	253	20	300

Note: value inside () is the expected value (fe) and value outside () is observed value (fo).

An overview of table VI shows that the majority of the students possess moderate attitude towards school violence and are enjoying moderate level of home environment.

Table VII: Showing chi-square values for home environment and attitude towards school violence among adolescents

Areas	Chi-square	Degree of freedom	Level of significance
Home environment Attitude towards school violence	7.926	4	Not significant

Table VII shows the impact of home environment on attitude towards school violence among adolescents. Calculated chi-square value comes out to be 7.926, when compared with tabulated value was found to be not significant at 0.05 level of significance at 4 degrees of freedom.

Table indicates that no significant impact exists of home environment on attitude towards school violence i.e. both are independent of each other.

The present result is in non-conformity with the following study.

Poipoi M.W (2011) found that home factors contributing to violent behavior included: poor relationship between parents and children; manner of disciplining children at home; and low level of home supervision.

IV. CONCLUSIONS

- Students of working mothers are enjoying better home environment as compare to the students of non-working mothers.
- Punishment being the major factor and conformity being the minor factor related to home environment as compare to other factors like control, reward, protectiveness and social isolation.
- Students of working mothers are better in their attitude towards school violence as compare to their counterparts.
- School violence (caused by students) like bullying, social violence and media violence. Out of these factors social violence is suggested as the prominent factor responsible among students for their attitude towards school violence.
- Public humiliation and physical punishment done by teacher are suggested as prominent components responsible among students for their attitude towards school violence as compare to other components like slap and detention.
- No significant impact exists of home environment on attitude towards school violence i.e. both are independent of each other.

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