

Home Environment of Undergraduate Students: A Study of Lakhimpur and Dhemaji Districts of Assam

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Abstract

The present study was undertaken to examine the Home Environment of undergraduate students in Lakhimpur and Dhemaji Districts of Assam. The study aimed to assess the level of Home Environment among undergraduate students and to determine whether significant differences existed in Home Environment with respect to gender, location, and stream of study. A sample of 200 undergraduate students studying in government colleges of Lakhimpur and Dhemaji Districts of Assam was selected for the study. The Home Environment Scale (HES), developed by the researcher, was used for assessing the Home Environment of the students. The collected data were analysed using appropriate descriptive and inferential statistical techniques. The findings revealed that undergraduate students had an above-average level of Home Environment. Significant differences were found in Home Environment with respect to gender and location, indicating variations in the home experiences of students across these groups. However, no significant difference was observed in Home Environment based on stream of study. The findings highlight that gender and location are associated with variations in the Home Environment of undergraduate students, whereas their stream of study does not appear to have a significant influence.

Keywords: Home Environment, Undergraduate Students, Gender, Location, Stream, Lakhimpur District, Dhemaji District, Assam

1.0 Introduction

The family is the primary social unit in which individuals begin their emotional, social, and intellectual development. Parents' socio-economic status, educational background, attitudes, values, and involvement in education can significantly influence children's academic development. As the earliest educators, parents contribute to the development of language, learning habits, literacy, and social skills. The home environment provides an important foundation for personality development. Emotional security, warmth, and stability within the family contribute to healthy growth and adjustment (Bronfenbrenner, 1979). Supportive family conditions can promote positive habits, resilience, and adaptive coping, whereas an unfavourable or conflict-ridden home environment may contribute to behavioural problems, anxiety, emotional instability, and maladjustment (Conger et al., 1994). A positive home environment also encourages academic, social, and creative activities and supports cognitive and socio-emotional development. Early parent-child interactions influence children's aspirations, values, fears, and

behavioural patterns (Bandura, 1977). Therefore, the home environment plays an important role in academic achievement, social adjustment, and overall personality development.

Emotional development begins within the family, where children learn to recognize and express emotions, regulate feelings, and manage anxiety. Parental behaviour, communication, and emotional responsiveness influence children's emotional security and motivation to learn. Taylor (1984) emphasized the family as an important context for human experiences, while Bloom (1984) highlighted the relationship between children's learning development and parental involvement. The family also contributes to social development by teaching cooperation, problem-solving, respect, and appropriate behaviour (Makstroth, 1989). The *Comprehensive Dictionary of Education* (Ahmad, 2008) describes the family as an institution responsible for nurturing, protecting, socializing children, and transmitting cultural values and behavioural norms. The environment includes the physical, social, and psychological conditions surrounding an individual and influencing development (Ross, 1981, cited in Grewal, 2014; Ogbemudia & Aiasa, 2013; Sinclair, 2006; Webster, 2001).

1.1 Theoretical Perspective of Home Environment

The home environment can be understood through various psychological, educational, and sociological theories that explain how family conditions influence cognitive, emotional, social, and academic development.

a) Bronfenbrenner's Ecological Systems Theory

Bronfenbrenner's Ecological Systems Theory (1979) explains development within a set of interconnected environmental systems. The microsystem, which includes the family, represents the immediate context in which children experience direct and continuous interactions. The quality of parent-child interactions play an important role in shaping development (Bronfenbrenner & Morris, 2006).

b) Attachment Theory

Attachment Theory, proposed by Bowlby (1969), explains the importance of early relationships between children and caregivers. Consistent care and emotional responsiveness contribute to secure attachment, which supports emotional regulation, self-concept, psychological well-being, and social competence. In contrast, insecure attachment may contribute to emotional and behavioural difficulties (Ainsworth et al., 1978).

c) Social Learning Theory

Bandura's Social Learning Theory (1977) explains how children learn behaviours, attitudes, and values through observation and imitation. Parents and other family members serve as important models, while reinforcement and modelling within the home influence children's social behaviour, discipline, and coping strategies.

1.2 Review of related literature

Patel, Singh, and Vaishnav (2024) conducted a review study on the relationship between home environment and academic performance among college students by analyzing various research findings. The review highlighted that family dynamics, socioeconomic status, parental involvement, and living arrangements significantly influence students' academic outcomes and create differences across demographic groups. The study concluded that a supportive home environment improves academic performance and emphasized the need for effective interventions and further research in this area.

Ahmed & Sethi (2024) conducted a correlational study to examine the relationship between family environment, aggression, and locus of control among 150 college students. The findings revealed a significant positive relationship between family environment and both aggression and locus of control,

indicating the strong influence of family background on students' psychosocial development. The study concluded that healthy family interactions and early interventions are important for developing positive behaviour and control orientation among college students.

Prasad & Dangwal, (2025) conducted a study on the impact of family environment on emotional intelligence among young adults. The findings revealed that a positive family environment, characterized by emotional support, cohesion, and healthy parenting practices, significantly enhances emotional intelligence, while negative family experiences hinder emotional development. The study concluded that family environment plays a crucial role in shaping emotional intelligence and overall emotional well-being among young adults.

1.3 Objectives of the study

The following are the main objectives of the present study:

1. To study the levels of Home Environment among undergraduate students.
2. To compare the difference in Home Environment among undergraduate students based on Gender.
3. To compare the difference in Home Environment among undergraduate students based on Location.
4. To compare the difference in Home Environment among undergraduate students based on Stream.

1.4 Hypotheses of the study

The Researcher has made the following hypotheses:

1. There is no significant difference in Home Environment among undergraduate students based on Gender.
2. There is no significant difference in Home Environment among undergraduate students based on Location.
3. There is no significant difference in Home Environment among undergraduate students based on Stream.

1.5 Delimitation

The present study has been delimited to the following aspects:

1. The study is limited to Lakhimpur and Dhemaji districts of Assam.
2. The study is limited to only the BA/BSc undergraduate students.

2.0 Methodology

2.1 Research method

Based on the topic and objectives of the present study, the researcher has adopted the descriptive research method for collecting data and necessary investigation.

2.2 Population of the study

The study population consisted of all undergraduate students enrolled in government colleges in the Lakhimpur and Dhemaji districts of Assam.

2.3 Sample of the study

A total of 200 undergraduate students were selected as the sample for the study. The sample included an equal number of male (100) and female (100) students. It was also selected to ensure proportional representation of students from urban and rural areas, as well as from the science and arts streams.

2.4 Sampling Techniques

To ensure adequate representation of all relevant subgroups in the population, a stratified sampling technique combined with simple random sampling was used.

2.5 Tools for data collection

In the present study, data were collected using

Home Environment Scale (HES): The Home Environment Scale developed by the researcher was used in the present study. The scale comprises 40 items, including 25 positive items and 15 negative items, covering eight dimensions. The scale has a reliability coefficient of 0.82. Validity of the Home Environment Scale was established through expert evaluation.

2.6 Procedure of Data Collection

Data were collected from the selected colleges in Lakhimpur and Dhemaji districts after obtaining permission from the principals. Students were stratified by gender (male and female) and location (urban and rural), followed by simple random sampling using the lottery method. The researcher explained the purpose of the study, assured confidentiality, and provided clear instructions for completing the questionnaires. The researcher remained present to clarify queries and ensure proper completion. No time limit was imposed, and the completed questionnaires were checked for completeness before collection.

2.7 Statistical Techniques Used

In the present study, the data were analyzed descriptively using measures such as mean, median, and standard deviation. To determine whether a significant difference existed between the two variables, the researcher employed the t-test.

3.0 Analysis and interpretation of data

Objectives 1: To study the levels of Home Environment among undergraduate students.

Table- 3.1 Distribution of Undergraduate Students According to their Level of Home Environment

Grade	Raw Score Range	Level of Home Environment	Frequency	Percentage
A	177 & above	Extremely High	15	8%
B	162-176	High	31	15%
C	147-161	Above Average	96	48%
D	125-146	Average	40	20%
E	110-124	Below Average	10	5%
F	94-109	Low	8	4%
G	93 & below	Extremely Low	0	0%
Total			200	

Figure-3.1 Distribution of Undergraduate Students According to their Level of Home Environment

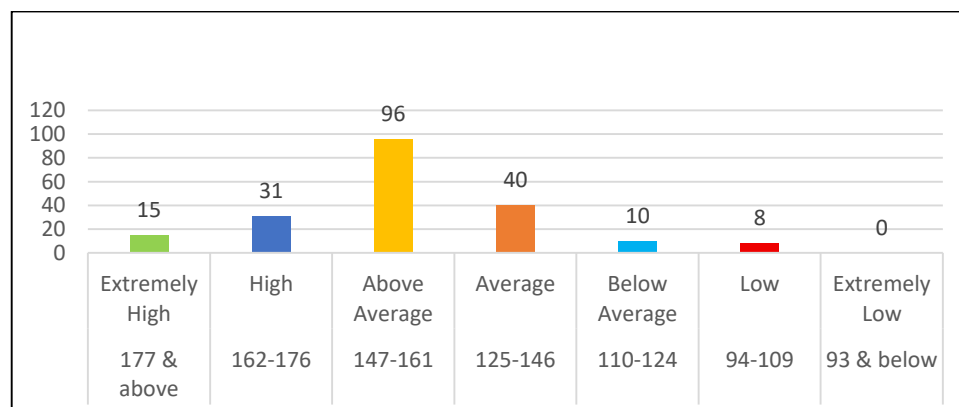


Table 3.1 presents the distribution of undergraduate students according to their level of Home Environment. The classification of students was made based on the norms provided for the interpretation of the Home Environment Scale.

The table show that the majority of the undergraduate students 96, fall under the above average level of Home Environment. This is followed by 31 students who fall under the high level. Further, 40 students possess an Average level of Home Environment, while 15 students fall under the Extremely High level. Only 10 students fall under the Below Average level of Home Environment. Only 8 students fall under Low level of Home Environment. No student was found to fall under the Extremely Low levels. The results indicate that the majority of the undergraduate students possess a above average level of Home Environment.

Objectives 2: To compare the difference in Home Environment among undergraduate students based on Gender.

Table-3.2
Home Environment of male and female undergraduate students

Variables	Gender	N	Mean	SD	df	t-value
Home Environment	Male	100	164.26	5.45	198	3.22
	Female	100	168.42	6.83		

Figure-3.2
Home Environment of male and female undergraduate students

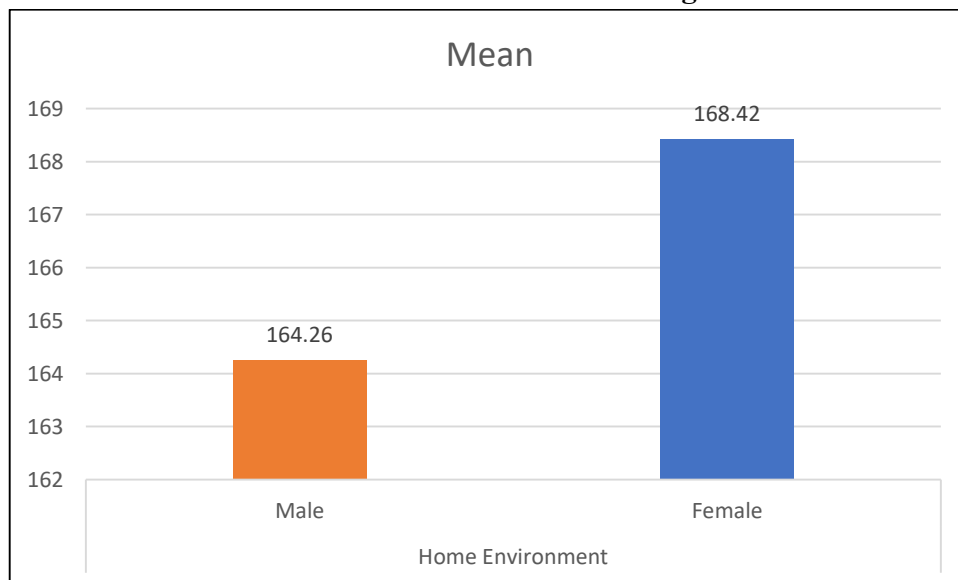


Table 3.2 presents the comparison of Home Environment between male and female undergraduate students. The sample consisted of 100 male and 100 female students. The mean score of male students was 164.26 (SD = 5.45), whereas female students obtained a higher mean score of 168.42 (SD = 6.83). The calculated *t*-value was 3.22 with 198 degrees of freedom. The obtained *t*-value indicates a statistically significant difference in Home Environment between male and female undergraduate students. Therefore, the null hypothesis stating that there is no significant difference in Home Environment based on gender is

rejected at 0.05 level of significance. The findings suggest that female undergraduate students possess significantly higher Home Environment than their male counterparts.

Objectives 3: To compare the difference in Home Environment among undergraduate students based on Location.

Table-3.3
Home Environment of urban and rural undergraduate students

Variables	Location	N	Mean	SD	df	t-value
Home Environment	Urban	100	166.72	4.67	198	2.45
	Rural	100	168.54	5.32		

Figure-3.3
Home Environment of urban and rural undergraduate students

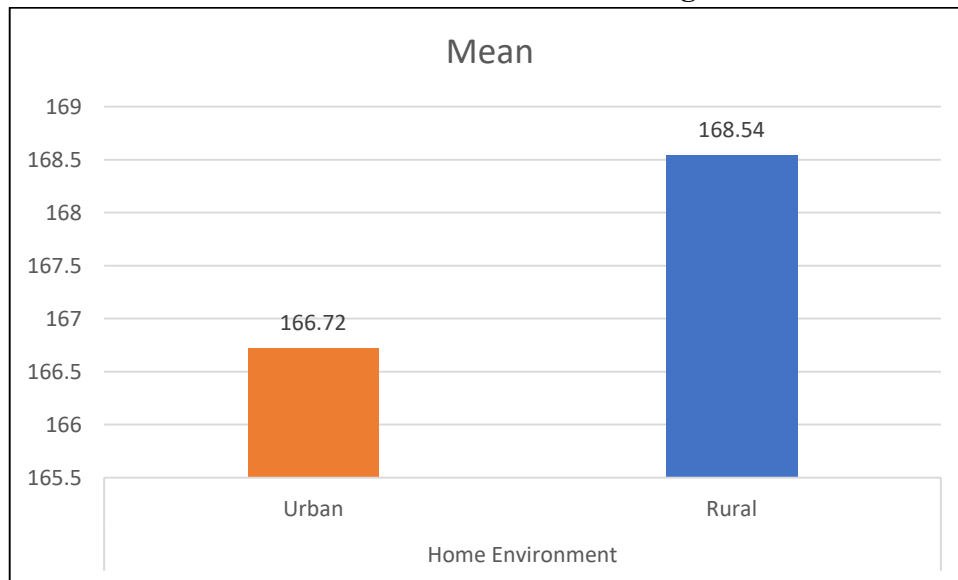


Table 3.3 presents the comparison of Home Environment between rural and urban undergraduate students. The sample consisted of 100 urban and 100 rural students. The mean score of urban students was 166.72 (SD = 4.67), whereas rural students obtained a higher mean score of 168.54 (SD = 5.32). The calculated *t*-value was 2.45 with 198 degrees of freedom. The obtained *t*-value indicates a statistically significant difference in Home Environment between urban and rural undergraduate students. Therefore, the null hypothesis stating that there is no significant difference in Home Environment based on location is rejected at 0.05 level of significance.

Objectives 4: To compare the difference in Home Environment among undergraduate students based on Stream.

Table-3.4
Home Environment of Arts and Science undergraduate students

Variables	Stream	N	Mean	SD	df	t-value
Home Environment	Arts	100	164.83	4.75	198	1.34
	Science	100	165.63	4.92		

Figure-3.4
Home Environment of Arts and Science undergraduate students

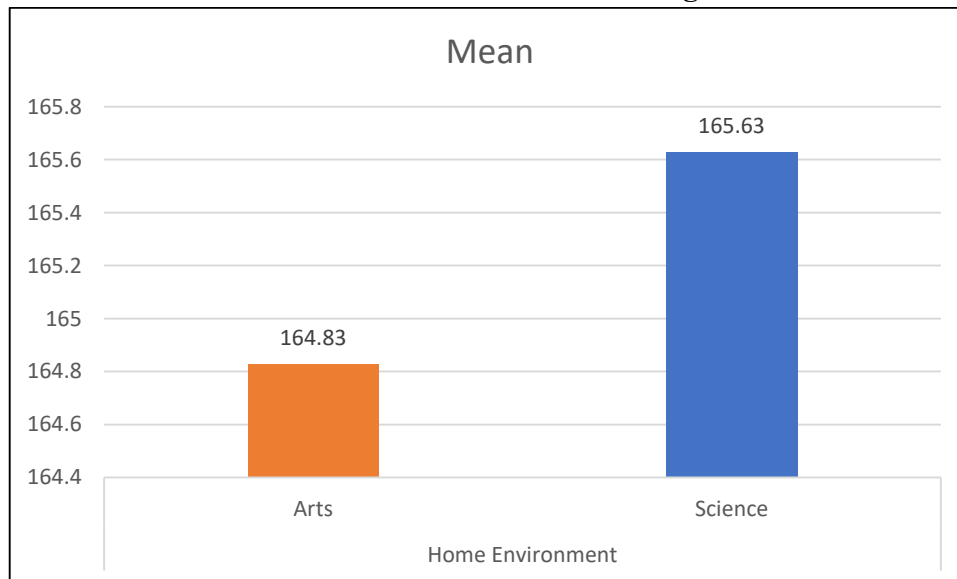


Table 3.4 presents the comparison of Home Environment between Arts and Science undergraduate students. The sample consisted of 100 Arts and 100 Science students. The mean score of Arts students was 164.83 (SD = 4.75) and Science students obtained a mean score of 165.63 (SD = 4.92). The calculated t -value was 1.34 with 198 degrees of freedom. The obtained t -value indicates that there is no significant difference in Home Environment between Arts and Science undergraduate students. Therefore, the null hypothesis stating that there is no significant difference in Home Environment based on stream is failed to reject.

3.1 Findings of the study

1. Undergraduate students have an above-average level of Home Environment.
2. There is a significant difference in Home Environment among undergraduate students based on gender.
3. There is a significant difference in Home Environment among undergraduate students based on location.
4. There is no significant difference in Home Environment among undergraduate students based on stream.
- 5.

4.0 Conclusion

The findings of the study indicate that undergraduate students possess an above-average level of Home Environment, suggesting that, overall, the students experience a favourable and supportive home environment that may contribute positively to their educational and personal development. The analysis further reveals that Home Environment differs significantly on the basis of gender, indicating that male and female undergraduate students may experience or perceive their home environment differently. A significant difference was also found based on location, suggesting that students belonging to different localities, such as urban and rural areas, may differ in their home-environment experiences. However, no significant difference was found in Home Environment based on stream of study, indicating that students from different academic streams experience a broadly similar home environment. Thus, the findings suggest that gender and location are important factors associated with differences in the Home

Environment, whereas stream of study does not appear to produce a significant difference among the undergraduate students.

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