

Residential Context and Its Impact on Home Environment: A Comparison of Rural and Urban Male Students

Dr. Priti Verma

Assistant Professor

Physical Education

Sahu Ramswaroop Mahila Mahavidyalaya, Bareilly

Email.id-vermapihu.verma@gmail.com

Abstract

The study aimed towards determine the status and compare the home environment ten factors between male students attending government schools in rural and urban areas. Male students from urban and rural government schools participated in this study. In order to eliminate sample bias and maintain balance, the same number of individuals were selected from each group. For the survey, 80 students in grades nine through twelve were selected at random. From Kendriya Vidyalaya (Government School) in rural areas, forty students were selected, and from Kendriya Vidyalaya (Government School) in urban areas, forty. Residency (rural vs. urban) had a significant multivariate impact on home environment variables (Wilks' Lambda =.411, $p < .001$, $\eta^2 = .589$), such as control, protectiveness, punishment, conformity, social isolation, reward, deprivation of privileges, nurturing, rejection, and permissiveness of male students attending government schools, according to multivariate tests (MANOVA). Both rural and urban male students attending government schools come from a wide range of backgrounds.

Keywords: Home Environment, control, protectiveness, punishment, conformity, social isolation, reward, deprivation of privileges, nurturing, rejection and permissiveness.

Introduction

Students' cognitive, emotional, and psychological development is greatly influenced by their family environment. Parental participation, educational resources, socioeconomic position, emotional support, and physical living conditions are just a few of the components it includes. Rural or urban residential context has a big impact on these environmental elements, which affects how children and adolescents develop. Rural and urban areas in India and many developing nations differ significantly in terms of lifestyle,

socioeconomic prospects, and access to educational facilities. The quality and character of the home environment are impacted by these differences, which also exist in the domestic domain. While rural households may be constrained by lower income levels, less parental education, and fewer educational facilities, urban households may enjoy greater access to resources, technology, and educational support. Both rural and urban households frequently have different expectations and obligations for male students in particular, which may have an impact on how they perceive and experience their home environment. Teachers, legislators, and specialists in child development must be aware of these distinctions in order to design solutions that are appropriate for particular residential situations. Male students from rural and urban areas will have their home situations compared in order to determine how residential context affects their overall development, home life, and support for their education.

Author:- Dr. Priti Verma

Email:- vermapihu.verma@gmail.com

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Although the relationship between home environment and academic achievement has been the subject of many research, very few have specifically addressed the relative effects of residential location (rural vs. urban) on male students' home environments. Few studies that examine how the residential setting affects the nature of the home environment are contextually grounded, gender-focused, and region-specific. By focusing on comparing male students from rural and urban areas, this study aims to close this gap and offer important insights into how residential location influences home circumstances and, in turn, student development.

Objectives of the study

1. To find out the status of Home Environment Factors (control, protectiveness, punishment, conformity, social isolation, reward, deprivation of privileges, nurturance, rejection, permissiveness) between rural and urban Government school Male students.
2. To investigate and examine the differences in home environment Factors (control, protectiveness, punishment, conformity, social isolation, reward, deprivation of privileges, nurturance, rejection, permissiveness) between rural and urban Government school Male students.

Methodology

The study comprised school going Government school male students belongs to rural and urban areas. Equal numbers of participants were selected from each group to maintain balance and eliminate sampling bias. A total number of 80 students studying in class 9th to 12th were randomly selected as respondents. A total of 40 subjects were selected from rural areas Kendriya Vidyalaya (Government School) and 40 from urban areas Kendriya

Vidyalaya (Government School) respectively, devoid of any bias or external factors, such as school stability or the number of schools relative to the location of the subjects. The sample of the study constitutes from different Kendriya Vidyalayas' situated in rural and urban area of Raebareli and Lucknow district separately.

Selection of Variables

Based on the literature available in various libraries, expert opinions, and the investigator's personal experience, the following factors were chosen for the current study. Home Environment inventory (HEI) developed by Dr. K.S Mishra (1989) were used for the collection of data. Home environment Inventory test covered ten dimensions (control, protectiveness, punishment, conformity, social isolation, reward, deprivation of privileges, nurturance, rejection, permissiveness).

Administration of Test

All of the subjects were gathered in one location and given thorough instructions on how to complete the test. The scholars were first given a thorough explanation of the questionnaire before being encouraged to complete it. The Home Environment Inventory can be given alone or in a group. Students were first introduced to the nature and goal of measuring the home environment. They were then given an explanation on how to mark their answers on the booklet. They were instructed to mark any cell with a "x" to indicate how frequently they believed their parents had displayed a specific behaviour. Students were reassured that their answers would be kept private. In order to prevent other students from speculating about a particular item's response, sufficient distance was maintained between individuals during the group administration period. If a student

considered an item difficult or impossible to answer, they were free to leave it out. This was interpreted as a representation of a person's propensity to respond in a way that was socially acceptable. The scores of such pupils should not be used for research purposes unless the legitimacy of their responses is ensured by interviewing or some other method.

Statistical Procedure

In this study, various statistical techniques were used according to the requirement of

the study. The below mentioned statistical technique was used to fulfill the objectives of the study:

1.Descriptive Statistics (Mean, Standard Deviation)

2.MANOVA (Multivariate Analysis of Variance)

(The hypothesis was tested at 0.05 level of significance. The statistical analysis were done with the help of SPSS 20 version)

Table 1: Descriptive Statistics of Home Environment Variables by Residence

HE Variables	Residence	Mean	S.D	N
Control	Rural	22.575	5.746	40
	Urban	21.350	5.740	40
Protectiveness	Rural	29.900	6.396	40
	Urban	23.975	6.036	40
Conformity	Rural	26.625	5.428	40
	Urban	23.200	6.202	40
Punishment	Rural	32.825	5.088	40
	Urban	24.775	5.432	40
Social Isolation	Rural	19.800	34.188	40
	Urban	15.000	6.172	40
Reward	Rural	30.650	8.020	40
	Urban	23.875	5.814	40
Deprivation of Privileges	Rural	10.600	4.776	40
	Urban	14.900	5.852	40
Nurturance	Rural	22.725	5.203	40
	Urban	22.125	7.257	40
Rejection	Rural	8.775	5.833	40
	Urban	15.825	5.601	40
Permissiveness	Rural	16.450	4.343	40
	Urban	19.075	6.970	40

Above mentioned table No.1 indicates, Higher Mean Values found in Rural Areas

in relation to some Home Environment Variables i.e. -control, protectiveness, conformity, punishment, social isolation,

reward, and nurturance of Government school Male students. In other hand Higher Mean Values found in Urban Areas in relation to some Home Environment

Variables i.e. - deprivation of privileges, rejection, and permissiveness of Government school Male students.

Figure No. 1: Graphical Representation of Descriptive Table of Home Environment Variables of Rural & Urban Government school Male students

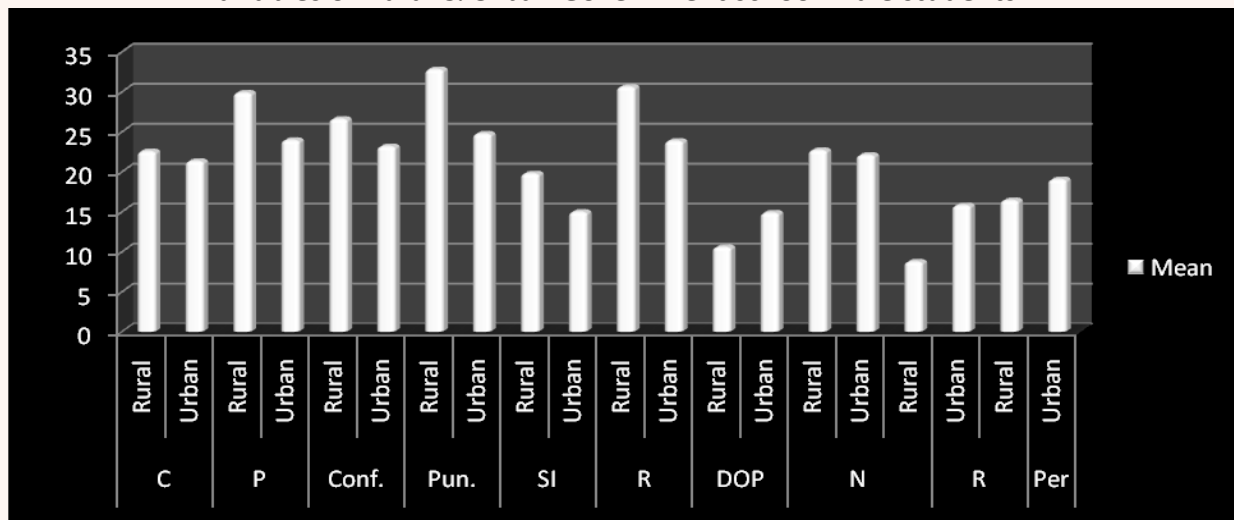


Table No. 2: Multivariate Tests (MANOVA) - Effect of Residence on Home Environment

Effect	Test	Value	F	Hypothesis df	Error df	Sig.	Partial η^2
Residence	Wilks' Lambda	0.411	9.870	10	69	.000**	0.589

Table No. 2 revealed that abovementioned Multivariate Tests (MANOVA) showed a significant multivariate effect of residence (Rural verses Urban) on home environment variables (Wilks' Lambda = .411, $p < .001$, $\eta^2 = .589$) i.e. (control, protectiveness, punishment, conformity, social isolation, reward, deprivation of privileges, nurturance, rejection, permissiveness) of Government school Male students. This implies that male Government Schools' students residing in rural and urban areas, experience distinctly different home environments.

Discussion of Findings

The aforementioned finding is consistent with Singh & Kaur's (2018) findings, which showed that urban students

frequently experience more shattered family structures and a lack of parental participation, both of which have an impact on the home environment. Rural families, on the other hand, frequently preserve more orderly and harmonious surroundings. Students in rural areas reported more reward-based interactions from their parents and higher levels of conformity. This is in line with Chauhan (2012), who highlighted that parenting in rural areas is typically more conventional and places a strong emphasis on obedience, discipline, and academic performance reinforcement. Rural parents prefer to reinforce behaviors through rewards and moral instruction since they are more involved in their children's daily routines. Parental rejection, privilege deprivation, and permissiveness were much more common among urban

students. According to Kaur & Kler (2014), urban families—especially nuclear and dual-income households—tend to take either overly permissive or unduly punishing stances because of time constraints and elevated stress levels. These findings are consistent with their findings. Urban parents may emotionally disconnect (resulting in perceived rejection) or use rapid disciplinary measures (like as deprivation). Protectiveness and punishment scores were far lower among urban pupils, suggesting less oversight and fewer remedial measures. This is consistent with Baumrind's (1991) typology, which claims that modern parenting philosophies that value autonomy over control or overworked schedules may cause urban parents to choose liberal parenting methods. There was no discernible difference between rural and urban students on variables including control, social isolation, and nurturing. According to Sharma (2017), this could be a reflection of a cultural convergence brought about by industrialization and the influence of the media. No matter where they live, a growing number of parents are using comparable approaches to raising their kids as a result of being exposed to common social standards and online parenting guides. This can explain the differences in academic achievement motivation between rural and urban contexts because the home environment variables were significantly different. Motivation is closely linked to the satisfaction of emotional needs including autonomy, competence, and relatedness, all of which are influenced by the home environment, according to Deci & Ryan's Self-Determination Theory (1985). More drive for success is fostered in a home that is structured, emotionally safe, and supportive.

Conclusion

According to the study's findings, housing has a multivariate, statistically significant impact on several aspects of the home environment. The results show that adolescents from rural and urban areas have quite diverse family settings in several categories (control, protectiveness, discipline, conformity, social isolation and reward, deprivation of privileges, nurturance, rejection, and permissiveness). Specifically, it was found that rural pupils reported higher levels of control, protectiveness, conformity, discipline, and reward, despite urban children reporting higher levels of rejection, deprivation of privileges, and permissiveness. These variations suggest that a student's residential history plays a significant role in defining the nature and quality of their home environment, which may affect their intellectual, emotional, and social development.

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