



STUDY OF PUNCTUALITY AMONG SCHOOL GOING ADOLESCENTS IN RELATION TO THEIR HOME ENVIRONMENT

Sandeep Kataria, Ph.D.

Principal, Saint Sahara College of Education, Sri Muktsar Sahib (Punjab)-152026

E-mail: katariasandeep.1010@rediffmail.com

Abstract

The main objective of the present study was to find out the relationship between Punctuality and Home Environment among school going adolescents. To achieve this objective, Punctuality and home environment Scale developed by the investigator were used. The sample consisted of 100 Government Secondary School students of 9th Class were selected randomly from Sri Muktsar Sahib District of Punjab, India. The sample was equally categorized between Boys- Girls and Rural- Urban students. The results revealed that there exists significant relationship between Punctuality and Home Environment among school going adolescents. It is also found out that urban adolescents are more punctual as compare to rural adolescents. No significant difference was found among rural and urban adolescents as well as boys and girls on the variable of Home environment.

Keywords: Punctuality, Home Environment, School going adolescents.



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INTRODUCTION

Our modern society is becoming complex day by day. It demands varied skills in different professions and these skills can be developed among students only with the help of teachers. Teaching can be fruitful only when students attend their classes regularly. Irregularity and unpunctuality is one of the major causes for low achievement of students. Unpunctuality is regarded as an obstacle in the development. Thus, if we study the lives of our great men, we find that punctuality was one of the secrets of their success in life. The necessity of doing our work, punctuality should be felt more keenly because we live today in a complicated society where each work is dependent on other. The smooth working of the modern world is due to an increasing recognition of the necessity of doing our work punctually. So as we know that punctuality is really very important, but this habit can be built in students only from the very beginning in their home environment and schools can further improve this by discipline.

PUNCTUALITY

“Punctuality is the art of estimating correctly, how long the others are going to be late.”

Hope (1953)

“Time and tide waits for none.” This proverb still manages to retain its importance in our lives even today. The most common complaint is that, there is so much to do and then is so little time. But, is that really the case? If we understand the importance of punctuality then we would surely have more time to finish our work.

Everybody should be punctual in his everyday life every student should make habit of punctuality. The people who have become great in their lives are very punctual. Punctuality is the first condition for becoming great in life. So punctuality should be motto of our life. We should not only be punctual in ourselves but advise others to be punctual. A person should try to be punctual from his childhood and appraise others about the value of time, which is the key to success. “Waiting has its limits and punctuality its rewards.”

HOME ENVIRONMENT

Home Environment helps a lot in bringing about development of the personality. Parental behavior affects a lot to the child at home, in the society and social group. The first five years are the formative years of the child’s life. In these years he starts development his personality. In this time period he enters the school for formal education and parents as well as teacher play a great role in developing the all round personality of the child.

The word ‘home’ cannot warmth, safety and emotional dependence. It expresses the ideas of a fixed place and residence shored by a number of people. It is here that the child’s beat normal qualities are formed and developed. It is a place where, when we enter, we get satisfaction and forget all types of hurries and worries of the physical world. It is the individual’s world his personality is shaped. A good home Environment means the kind of environment in which the child is given the fullest opportunities for self expression and recognition within limits of parental acceptance and supervision. Home environment has great impact on the child. The home environment can make a child well adjusted, confident so that he may able to solve problem of life and follow the right path.

REVIEW OF RELATED LITERATURE

Campbell et al (2010) analyzes the effects of human, social, and financial capital on children’s home environments in the United States and Great Britain by comparing a sample of 5-to 13-year-old children from the United States with a similar from Britain. In both countries, the authors find weaker home environment for boys, minority children, and those with more siblings. Parental education and maternal cognitive ability are linked to stronger home environment. The effects of family structure, maternal school track, grandparents’ education, and paternal work vary by society. The authors conclude that parents are

important in both societies and that evidence for the notion that the more developed welfare state in Britain may substitute for capital at home in promoting children's home environment is weak.

Bicard and David (2012) this study examined the effects of text messaging class arrival to an academic counselor on the attendance and punctuality of 4 college student athletes. Each participant had a history of class tardiness and was considered to be at risk for academic failure. Class attendance and punctuality improved for all participants.

Pinto et al (2013) this study examined the joint of home environment and center-based child care quality on children's language, communication, and early literacy development, while also considering prior development level. At both time, children attended center-based child care classrooms in the metropolitan area of Porto, Portugal. Finding further support the existence of a detrimental effect of low preschool quality and children's developmental outcomes were found to reduce substantially when children attended low-quality preschool classrooms.

OBJECTIVES

1. To investigate the significance of difference in the mean scores among rural and urban adolescents on the variable of Punctuality.
2. To investigate the significance of difference in the mean scores among boys and girls on the variable of Punctuality.
3. To investigate the significance of difference in the mean scores among rural and urban adolescents on the variable of Home Environment.
4. To investigate the significance of difference in the mean scores among boys and girls on the variable of Home Environment.
5. To investigate the significance of relationship between punctuality and home environment among adolescents.

HYPOTHESES

1. There will be no significant difference in the mean scores among rural and urban adolescents on the variable of Punctuality.
2. There will be no significant difference in the mean scores among boys and girls on the variable of Punctuality.
3. There will be no significant difference in the mean scores among rural and urban adolescents on the variable of Home Environment.

4. There will be no significant difference in the mean scores among boys and girls on the variable of Home Environment.
5. There will be no significant relationship between punctuality and home environment among adolescents.

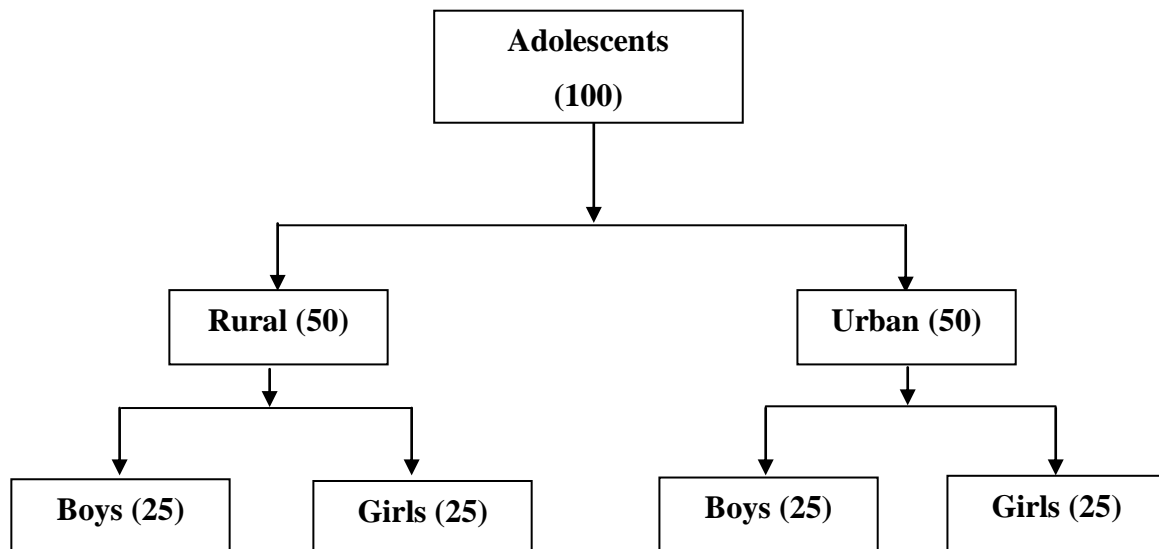
DELIMITATIONS

1. The sample was drawn from Sri Muktsar Sahib District of Punjab.
2. It was confined to 100 school going adolescents of 9th Class from Govt. Sec. Schools only.
3. Sample was delimited to 50 urban and 50 rural adolescents of 9th class.
4. Sample was delimited to 50 boys and 50 girls only.

SAMPLE

Sample of the 100 school going adolescents were selected from Sri Muktsar Sahib District of Punjab. They were categorized into boys and girls and then they were further categorized into rural and urban.

A diagrammatic representation of the design scheme is as follows:



TOOLS

Punctuality scale and Home environment Scale were developed by the Investigator.

ANALYSIS AND INTERPRETATION OF DATA

Table 4.1: Mean, S.D., S.E_D, and t-value of punctuality among rural and urban adolescents

Group	N	Mean	S.D.	S.E _D	t-value
Rural	50	77.72	9.92	1.87	2.82
Urban	50	83.02	8.79		

Table 4.1 shows the mean scores of punctuality (rural and urban adolescents) are 77.72 and 83.02, their SD are 9.92 and 8.79 respectively. Calculated t-value is 2.82 which is significant at 0.01 level of confidence. This shows that there exists significant difference in the mean scores among rural and urban adolescents on the variable of Punctuality.

Mean score of urban adolescents are higher than rural adolescents on the variable of punctuality. This is due the fact that in urban areas work culture is much fast as compare to rural areas and so that urban adolescents are much aware about the concept of punctuality as compare to rural adolescents.

Table 4.2: Mean, S.D., S.E_D, and t-value of punctuality among boys and girls

Group	N	Mean	S.D.	S.E _D	t-value
Boys	50	81.57	10.71	1.99	1.20
Girls	50	79.17	9.23		

Table 4.2 shows the mean scores of punctuality (boys and girls) are 81.57 and 79.17, their SD are 10.71 and 9.23 respectively. Calculated t-value is 1.20 which is not significant at 0.05 level of confidence. This shows that there exist no significant difference in the mean scores among boys and girls on the variable of punctuality. This is due to the fact that now boys and girls get equal opportunity that's why they are equally punctual toward their work.

Table 4.3: Mean, S.D., S.E_D, and t-value of home environment among rural and urban adolescents

Group	N	Mean	S.D.	S.E _D	t-value
Rural	50	79.45	8.92	1.92	1.33
Urban	50	82.02	10.24		

Table 4.3 shows the mean scores of home environment (rural and urban) are 79.45 and 82.02, their SD are 8.92 and 10.24 respectively. Calculated t-value is 1.33 which is not significant at 0.05 level of confidence. This shows that there exists no significant difference in the mean scores among rural and urban adolescents on the variable of home environment.

This is because earlier the people of rural areas were deprived of latest inventions of technology that's why they had fewer facilities at that time. But now days technology has reached almost equally in rural and urban areas and that's why home environment is almost equal among rural and urban locality.

Table 4.4: Mean, S.D., S.E_D, and t-value of home environment among boys and girls

Group	N	Mean	S.D.	S.E _D	t-value
Boys	50	79.85	8.95	1.89	0.94

Girls	50	81.62	9.89
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Table 4.4 shows the mean scores of home environment (boys and girls) are 79.85 and 81.62, their SD are 8.95 and 9.89 respectively. Calculated t-value is 0.94 which is not significant at 0.05 level of confidence. This shows that there exist no significant difference in the mean scores among boys and girls on the variable of home environment. The reason behind this result is that no discrimination is done between boys and girls. Girls are given equal love and affection at home.

Table 4.5: Relationship between Punctuality and Home Environment among adolescents

Variable	N	Correlation
Punctuality	100	0.263
Home environment		

The above table shows that the co-efficient of correlation between punctuality and home environment among adolescents. The value in the table indicates the co-efficient of correlation of punctuality and home environment is 0.263, which is significant at 0.01 level of confidence. This shows that there exists significant correlation between the punctuality and home environment among adolescents.

CONCLUSION

- ❖ Results of the study revealed that significant relationship was found between punctuality and home environment among adolescents. It means punctuality and home environment are significantly correlated. Urban adolescents are more punctual as compare to rural school going adolescents. No significant difference was found among rural and urban adolescents as well as among boys and girls on the variable of Home Environment. The results of the study were supported by Campbell et al (2010), Bicard and David (2012) and Pinto et al (2013). These results will be helpful to the School Principals, Teachers, and Parents to solve the problems of adolescents. These results will help the teachers to make students punctual and responsible. This study is also beneficial for policy makers so that appropriate curriculum may be designed for the harmonious development of school going adolescents.

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