

# The Impact of Home Environment on Adolescent Perceptions: A Descriptive Survey

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## Abstract

*This abstract gives a brief summary of the role that adolescents' homes have in molding their perspectives and experiences. Adolescents are at a crossroads in their lives, so it's important to support their health and growth by understanding the complex relationship between these factors. The researcher employed the descriptive survey approach for the current study, which comprised 52 teenage pupils studying in senior secondary school. K.S. Mishra's "Home Environment Inventory" used as the standard instrument for data collection. Percentages, tests, and analysis of variance were used to examine the data. Adolescent male and female pupils were found to have significantly different home environments on a number of variables. The scientific and creative communities also vary significantly. Students' socioeconomic position was shown to have a significant effect on the permissiveness component of their family environments.*

**Keywords:-** Home, Girls, Adolescent, Students, Family.

## I. INTRODUCTION

The notion of home, as seen by a teenager, is a complex and diverse construct. The concept extends beyond the sheer physicality of a residential dwelling; it represents a domain in which individuals engage and communicate with their relatives, acquaintances, and the external environment. The concept of home serves as both a place of refuge and a platform for individuals to traverse the intricate dynamics of their always growing sense of self. The impressions of home surroundings among adolescents are significantly shaped by a range of elements, one of which is the dynamics within their families. Adolescents engage in the process of negotiating their burgeoning autonomy within the familial context, while seeking both support and instruction from their parents. The influence of parent-child relationships, sibling interactions, and generational conflicts is significant in molding teenagers' perceptions of their household environments.

The family unit has significant importance in the life of an adolescent, since the dynamics and connections within this structure may have a profound influence on their overall welfare and growth. The perspective of one's home by a teenager may be strongly influenced by the quality of communication, emotional support, and conflict resolution within the family unit. Adolescents often want to achieve a harmonious equilibrium between autonomy and interpersonal bonds with their family members. The manner in which these connections are navigated may significantly impact their perception of safety and inclusion within the domestic setting. Furthermore, the physical space inside the household is an additional significant factor that influences the perspectives of teenagers. The arrangement, aesthetic, and structural arrangement of individuals' residential environments may either foster a sense of ease and affiliation or contribute to sensations of confinement and unease. The configuration of bedrooms, communal spaces, and shared areas may influence the degree of privacy, individual agency, and sense of ownership experienced by occupants. Adolescents often use their personal spaces as a mechanism for self-expression, expressing their interests, identities, and values via the adornment and organization of their living quarters. The attitude of teenagers about their home environment is significantly influenced by the area and community in which their residence is located. Adolescents engage with the external environment by means of their community, establishing social connections, engaging in

extracurricular pursuits, and navigating the many circumstances and prospects within their local vicinity. The perception of one's home is influenced by many factors, including safety, access to social services, and the level of engagement with the surrounding environment. An inclusive and lively community has the potential to foster a feeling of affiliation and interpersonal bonds among teenagers, so strengthening their favorable opinion of their residential environment. Cultural influences have a crucial role in influencing the way teenagers perceive their home situations. Adolescents hailing from numerous cultural origins may encounter distinct perceptions of their domestic milieu as a result of disparate traditions, rituals, and familial principles. Household routines, communication patterns, and the position of teenagers within the family may be influenced by cultural norms, societal expectations, and religious views. The formation of cultural identity and heritage often has a prominent position in the self-concept of adolescents, exerting an impact on their understanding of their domicile and their role within it. The integration of technology inside residential settings has resulted in significant transformations in the cognitive and social experiences of teenagers. The advent and widespread use of smartphones, laptops, and other digital devices have brought about a significant transformation in the modes of communication, information retrieval, and entertainment among teens. Although technology provides a wide range of advantages, such as access to education and enhanced social interactions, it also poses some difficulties, such as excessive screen time dependency, instances of cyberbullying, and issues around privacy. The manner in which adolescents engage with technology and incorporate it into their domestic lives significantly influences their overall perspective of the home environment.

During the period of adolescence, individuals endeavor to attain freedom and autonomy, while also endeavoring to establish their own identities within the familial environment. The process of identity creation is distinguished by a need for self-expression and self-discovery, which often conflicts with established familial routines and expectations. During adolescence, individuals often exhibit behaviors that include testing boundaries, questioning authority figures, and challenging the constraints placed upon their own independence. The presence of these challenges to the established order is a fundamental component of their maturation process, and the manner in which these conflicts are effectively addressed within the familial context may significantly shape their overall sense of the concept of home. In conjunction with their familial and communal ties, teenagers forge substantial connections with their peers. Friendships and peer groups play a crucial role in providing individuals with a support system and a feeling of belonging that is unique and separate from the familial structure. The beliefs that adolescents have about their home environment often exhibit interconnections with their peer relationships, as they use their home as a setting for social interactions and collective experiences. The cohabitation of intimate companions inside the household might either augment or impede the adolescent's perception of safety and solace. The period of adolescence is characterized by notable cognitive transformations and an enhanced ability for abstract reasoning. During adolescence, individuals start a process of critically examining society norms, values, and their own position within the broader social context. Consequently, individuals engage in a heightened degree of critical scrutiny when seeing their domestic surroundings. Individuals may have a heightened sensitivity towards the subtleties of their family's culture, customs, and belief systems, which may result in a more profound examination of their own values and views. The examination of one's self-identity has significant importance throughout the developmental stage of adolescence, and this introspection often manifests in the individual's perception of their household. Certain teenagers may get comfort from their cultural background and customs, but others may want to distance themselves from these established standards in pursuit of personal distinctiveness and self-governance. The influence of the home environment on teenagers' impression of home is contingent upon the degree to which they are able to engage in the exploration and expression of their developing identities. As teenagers see their domestic surroundings, they concurrently handle the complexities associated with academic obligations and extracurricular engagements. The many obligations associated with academic pursuits, including school attendance, completion of homework assignments, and participation in extracurricular activities, may engender a perception of temporal constraints and psychological strain within the domestic environment. Adolescents may consider their residence as a conducive environment that provides them with support and inspiration, fostering advice and encouragement to thrive in their academic pursuits. On the contrary, individuals may see it as a factor that exerts pressure and establishes expectations that hinder their independence and individual growth. The significance of gender on the views of home among teenagers is noteworthy. The experiences of individuals inside the home may be

influenced by gender norms and expectations, which can impact the allocation of domestic duties and obligations, as well as the manner in which they are treated by members of their family. During the period of adolescence, individuals often experience an increased level of consciousness about gender roles and stereotypes. This heightened awareness prompts them to engage in critical introspection, evaluating the ways in which these societal standards influence their own lives and future ambitions. The individual's understanding of the concept of home is inherently connected to the manner in which they are treated and esteemed in relation to their gender, which may have enduring impacts on their self-worth and sense of self.

Moreover, socioeconomic considerations have a profound influence on the family environment. Adolescents hailing from low-income homes may exhibit distinct perceptions of their domestic environment in comparison to their counterparts from more privileged socioeconomic backgrounds. The presence of economic differences may have an impact on the availability of resources, extracurricular opportunities, and the general standard of living within households. For many teenagers, their household might function as a site of resilience and assistance when confronted with economic difficulties, but for others, it can be a cause of anxiety and uncertainty. Adolescents who have disability or chronic health disorders possess distinct perspectives about their domestic surroundings. The perception of one's home is significantly influenced by factors such as the physical accessibility of the dwelling, the extent of familial support, and the amenities tailored to meet their individual requirements. For many individuals, their place of residence functions as a sanctuary of solace and comprehension, whilst others encounter barriers and a dearth of convenience that impede their holistic welfare and feeling of inclusion. The emergence of the COVID-19 epidemic in recent years has introduced an additional dimension to the way teenagers perceive their domestic surroundings. The residential dwelling has evolved into a versatile environment, assuming the roles of an educational institution, professional setting, and communal center, therefore erasing the demarcations between various domains of individuals' existence.

The global pandemic has prompted inquiries on the sufficiency of the domestic setting for educational pursuits, mental health maintenance, and general welfare. Additionally, it has underscored the need of flexibility and resilience when confronted with unanticipated obstacles. The opinions of home surroundings among adolescents are also shaped by social and cultural changes. The conventional understanding of "home" has been redefined due to changes in family compositions, including the emergence of single-parent homes, same-sex couples, and blended families. Adolescents who are raised in varied family structures may encounter distinct experiences and perspectives inside their households. These encounters may either cultivate a feeling of acceptance and assistance or present difficulties pertaining to their sense of identity and sense of belonging. The domestic setting is a complex and varied construct that is intricately connected to the way adolescents see themselves, grow, and form their identity.

The manner in which teenagers perceive their environment is greatly influenced by the complex interaction of several aspects such as family dynamics, physical space, cultural elements, technology, and countless other components inside the home. The process of adolescents aiming for independence and developing their sense of self is characterized by an ongoing process of navigating their relationship with their home environment. This involves a delicate balance between their desire for autonomy and their need for security, self-expression, and a sense of belonging. It is essential to comprehend and recognize the complexities associated with how teenagers see their home environment in order to foster their overall welfare and facilitate healthy growth during this critical phase of their lives.

## **II. REVIEW OF LITERATURE**

Singh, Shambhavee et al., (2022) The home and family environment continues to serve as the predominant social impact, serving as a space where both good and bad influences may shape an adolescent's life. The home environment has a prominent significance. The objectives of this research were to evaluate the perception of the home environment, measure the levels of anxiety and depression, and examine the correlation between these factors in teenage females who attend school. The study used a two-stage random selection procedure to identify school-going teenage females from two government schools in Lucknow. A comprehensive sample of 200 individuals were individually questioned to gather data on their socio-demographic characteristics, perception of

their domestic environment, and assessed symptoms related to anxiety and depression. Among the cohort of teenage females attending school who exhibited positive indications of symptoms related to anxiety and depression, a range of 7.4% to 27.1% were found to have severe anxiety, while a range of 0% to 8.9% were identified as having significant depression. Notably, these rates of severe anxiety were consistent throughout the 9th to 12th grade levels. Individuals who had difficulty in engaging in discussions about difficulties with their parents (AOR=3.65,  $p=0.009$ ) and those who regarded the presence of needless constraints (AOR=2.83,  $p=0.048$ ) were shown to be at an increased likelihood of developing anxiety. Individuals who had difficulty in engaging in open discussions about their concerns with their parents were shown to have a 2.83 times higher likelihood of getting depression ( $p=0.048$ ). A significant proportion of female adolescents attending school exhibited indications of anxiety or sadness. Hence, it is important to periodically examine teenagers for indicators of compromised mental well-being, with a particular focus on identifying those who are at elevated risk. It is important to enhance parental involvement and raise awareness among parents on the factors contributing to the deterioration of teenagers' mental well-being.

Rana, Nishta & Padhiar, Kimi. (2021). This research aims to investigate the home environment of eighth-grade teenagers in connection to certain characteristics. The research conducted is of a quantitative character. The research sample comprises 200 teenagers from the eighth grade, consisting of an equal number of boys and girls (100 each). These participants were recruited in a random manner from a total of 10 schools in Jammu, with 5 being government schools and the other 5 being private schools. The data gathering process used the Home Environment Inventory (HEI), which was established by Misra in 1989. The findings indicate that adolescents hailing from rural residential backgrounds have reported a higher perception of their home environment as compared to adolescents from urban residential backgrounds. Nevertheless, the perceived home environment of eighth-grade adolescents did not exhibit any notable variations based on gender or kind of school. The research revealed a significant interaction between gender and school type in relation to perceived home environment, favoring female pupils enrolled in government schools over those in private schools. A statistically significant interaction was observed between gender, residential background, and school type in relation to the reported home environment of adolescents.

Younas, Muhammad et al., (2020) The primary objective of this research is to investigate the impact of the domestic setting on the academic performance of pupils. The primary aim of this research is to investigate the correlation between the domestic setting and academic performance of students in Pakistan. The study used a Descriptive Survey Research methodology, whereby data was gathered from a sample of 300 participants via the use of a self-administered questionnaire. The respondents were selected from four regions of Pakistan. The researchers used a stratified random sampling strategy in order to choose the participants for the study. The data was analyzed using regression analysis. The outcome is explicated via three distinct forms, namely demographic information, descriptive analysis, and inferential analysis. The findings of the research revealed a modest favorable association between the family environment and students' academic performance. It has been shown that there are no discernible disparities in the perspectives held by males and females regarding their impression of the family environment and its impact on academic accomplishment within the context of gender. Ultimately, suggestions were provided to parents, lawmakers, and educational administrators.

Hooja, Himangini. (2017). The objective of the present research was to examine the influence of the home environment and achievement motivation on the psychological wellness of kids attending school. A purposive sampling technique was used to choose a sample of 100 male and female students from an upper secondary school, between the age range of 15 to 19 years. The study used a descriptive research methodology, using three established measurement tools: the Deo-Mohan Achievement Motivation Scale, the Home Environment Inventory by Mishra, and the Ryff Psychological Wellbeing Scale. Data was obtained using these instruments. The statistical procedures of correlation and regression were conducted using the software program SPSS. The findings indicate a statistically significant correlation between six out of ten sub-scales of the home environment and achievement motivation. The sub-scales of social isolation, deprivation of privileges, and rejection exhibit a substantial negative association with psychological health, whereas the sub-scale of reward has a positive association with psychological wellbeing. The findings of the study show demonstrate a significant association between psychological well-being and achievement motivation. Subsequent regression analysis revealed that

both Achievement motivation and the permissiveness component were shown to be important contributors to the observed difference in psychological health.

Rapheal Phd, Jeny. (2015). The present research aims to examine the influence of the home environment on the psychological well-being, anxiety, and stress levels of teenagers. A representative sample of 152 children was chosen from five schools located in the Thrissur area of Kerala State. Data was collected by administering four psychological scales: the Home Environment Inventory, the Psychological Well-being Scale, the IPAT Anxiety Scale, and the Students Stress Scale (SSS). The statistical analysis was conducted using SPSS version 20. The comprehensive correlation matrix revealed statistically significant linear associations between the factors pertaining to the home environment and the levels of stress, anxiety, and psychological well-being seen within the chosen sample. The MANOVA analysis revealed a statistically significant difference among individuals categorized into low, moderate, and high levels of home environment variables in relation to their psychological health, stress levels, and anxiety. A multiple regression analysis was conducted to assess the predictive ability of various groups of independent variables categorized based on their perceived impact on the Home Environment. The results indicated a strong level of significance, further supporting the assertion that the home environments of adolescents encompass certain pathological factors that can directly influence their mental well-being.

Sutradhar, Aniket et al., (2015) The first educational experience of a youngster is acquired inside the confines of their own home. The family plays a crucial part in the development and socialization of individuals, since it provides nurturing and prepares them for their roles and functions within society. The establishment of healthy parental relationships within the household serves as a catalyst for fostering the development of well-rounded and adaptable personalities in children. The continuous societal transformations have not only influenced individuals' cognitive processes, but have also altered their perspectives, lifestyles, and even the manifestations of anxiety. Consequently, even young children are now encountering various forms of stressors. Given that adolescence is commonly regarded as a period characterized by turbulence and conflict, it is inevitable that additional pressures will impact their emotional development. The primary aim of this study is to investigate the impact of the family environment on several aspects of emotional maturity among teenagers residing in the Bilaspur District of Chhattisgarh.

Rapheal Phd, Jeny et al., (2014) The present research was conducted in the Thrissur area of Kerala state to investigate the psychological environment of 290 households with teenage members. The Home Environment Inventory, developed by Karuna Shanker Misra, was used as the assessment tool for this purpose. The objective of the research was to get a comprehensive understanding of the perceptions of family situations among teenagers. The frequency table provided a comprehensive analysis of the distribution patterns of several characteristics of the psychological environment among the households of the chosen teenagers. The primary statistical tests conducted to assess variations in the perceived home environment of teenagers across four variables - gender, age, location of residence, and kind of school attended - were t-tests and single factor ANOVA. Gender differences were found to be very salient in six dimensions of perceived higher education. The educational institution attended by adolescents had a major effect in influencing seven characteristics of higher education. In the context of adolescent health education (HE), it was found that age and location of living were shown to have a substantial impact on two specific dimensions: control and permissiveness.

Bhat, Anita & Aminabhavi, Vijayalaxmi. (2011). The current investigation aims to examine the influence of the domestic environment on the psychosocial aptitude of teenagers. Data were obtained from a sample of 100 teenagers who were enrolled in the ninth and tenth grades at English language high schools in Dharwad. The assessment of the home environment was conducted using Mishra's Home Environment Inventory (1989), while the measurement of psychosocial competence was performed using Dindigal & Aminabhavi's Psychosocial Competence Scale (2007). The findings of the study indicate that adolescents who experience high levels of control, social isolation, deprivation of privileges, and rejection within their family environment have considerably worse levels of problem-solving abilities, decision-making skills, emotional coping strategies, stress management skills, and overall psychosocial competence. Children who exhibit high levels of protectiveness, punishment, compliance, reward, nurturance, and permissiveness have enhanced abilities in empathy, critical thinking, self-awareness, dealing with stress, interpersonal interactions, effective

communication, and general psychosocial competence. The study's findings demonstrate the importance of the family environment in fostering the acquisition and development of life skills.

Kaur, Jagpreet et al., (2009) The current investigation aims to examine the relationship between academic success, family environment, and self-concept in a sample of 300 teenagers. The findings of the research indicated a favorable correlation between self-concept and academic success, but without statistical significance. The findings of this study indicate a strong positive correlation between many components of the home environment, such as protectiveness, conformity, reward, and nurturance, and an individual's self-concept. These results suggest that the provision of incentives and nurturance by parents plays a crucial role in fostering good self-concept development among teenagers.

### III. RESEARCH METHODOLOGY

The current research used a cross-sectional survey methodology to gather data from students in grades XI and XII who are enrolled in schools under the West Bengal Council of Higher Secondary Education (WBCHSE). The data was gathered via in-person interviews.

The study's sample included 52 teenagers between the age range of 15 to 18 years. Out of the whole sample size, 25 individuals were identified as male, while 27 individuals were identified as female. The researcher used a random sample approach in order to get the data.

### IV. DATA ANALYSIS & INTERPRETATION

**Table 1.1: Distribution of Demographic Variable**

Gender		Stream		Socio Economic Status (SES)	
	%		%		%
Male	45.5	Science	63.6	Low	42.9
Female	54.5	Arts	36.4	Average	46.8
				Above Average	10.4

According to the findings shown in Table 1.1, it was observed that 45.5% of teenagers engage in streaming activities. The majority of adolescents are male, whereas 54.5% of adolescents are female. The majority of individuals, namely 63.6%, has a background in science, while the remaining 36.4% have an affiliation with the arts.

**Table 1.2: Distribution for the Dimensions of Home Environment**

Dimensions of Home Environment	Low	%	Average	%	High	%	Total	%
Control (A)	13	16.9	40	51.9	24	31.2	77	100.0
Protectiveness (B)	3	3.9	23	29.9	51	66.2	77	100.0
Punishment (C)	12	15.6	30	39.0	35	45.5	77	100.0
Conformity (D)	7	9.1	34	44.2	36	46.8	77	100.0

Social-Isolation (E)	43	55.8	29	37.7	5	6.5	77	100.0
Reward (F)	8	10.4	34	44.2	35	44.5	77	100.0
Deprivation of Privileges (G)	41	53.2	26	33.8	10	13.0	77	100.0
Nurturance (H)	5	6.5	32	41.6	40	51.9	77	100.0
Rejection (I)	34	44.2	32	41.6	11	14.3	77	100.0
Permissiveness (J)	21	27.3	41	53.2	15	19.5	77	100.0

Table 1.2 presents a comprehensive overview of several aspects of the domestic setting, as shown by the average scores. Table 1.2 displays the distribution of various levels of home environment. The majority of teenagers, around 51.9%, had an average score in terms of control. Conversely, a significant proportion of students, approximately 66.2%, achieved high scores in terms of protectiveness. In relation to the subject of punishment, a significant proportion of teenagers exhibit elevated scores (45.5%), while a majority demonstrate average scores (39.0%). The disparity between high (46.8%) and ordinary (44.2%) conformance ratings is minimal. Within the category of social isolation, a significant proportion of teenagers (55.8%) had poor scores. A significant proportion of teenagers demonstrated elevated performance (44.5%) and moderate performance (44.2%) on the reward aspect of their home environment. The factor pertaining to the denial of privilege had a relatively low score of 53.2%. A significant proportion of individuals (51.9%) indicated a considerable degree of nurturing. The rejection category had a mean score of 41.6% and a minimum score of 44.2%. In relation to the degree of permissiveness, the score mostly falls within the average range, amounting to 53.2%.

**Table 1.3: Difference in Several Dimensions of Home Environment as on Gender**

Home Environment	Gender	N	Mean	Std. Deviation	Std. Error Mean	t-Value	p-Value
Control	Male	35	22.77	5.91	.99923	1.209	.230
	Female	42	24.21	4.55	.70302		
Protectiveness	Male	35	27.77	7.34	1.24218	3.270	.002
	Female	42	32.57	5.51	.85141		
Punishment	Male	35	24.31	5.14	.87040	.643	.522
	Female	42	25.16	6.27	.96748		
Conformity	Male	35	28.80	6.55	1.10826	2.430	.017
	Female	42	31.88	4.52	.69860		
Social Isolation	Male	35	15.25	6.95	1.17634	1.200	.234
	Female	42	13.30	7.19	1.11086		

Reward	Male	35	28.77	7.03	1.18965	2.053	.044
	Female	42	31.78	5.84	.90201		
Deprivation of Privileges	Male	35	13.60	7.38	1.24833	2.568	.012
	Female	42	9.57	6.38	.98487		
Nurturance	Male	35	24.14	8.30	1.40356	.048	.962
	Female	42	24.21	4.66	.71935		
Rejection	Male	35	14.85	6.78	1.14653	3.188	.002
	Female	42	9.88	6.85	1.05714		
Permissiveness	Male	35	23.97	6.25	1.05757	1.973	.052
	Female	42	21.45	4.94	.76297		

The findings of the study indicate that several aspects of family surroundings, including protectiveness, conformity, reward, restriction of privileges, and rejection, have a notable impact on teenage pupils. The home setting provides more protection for females compared to males. Similar findings were also seen in the context of compliance dimensions. The study revealed that females exhibited higher levels of reward compared to men, indicating that females get a greater amount of rewards than males. In terms of privilege and deprivation, male teenage pupils exhibit a greater degree of advantage compared to their female counterparts. Furthermore, it has been shown that males tend to experience higher levels of work-related rejection compared to their female counterparts, particularly in the context of the rejection dimension. There were no statistically significant differences seen in control, punishment, social isolation, nurturing, and permissiveness between male and female teenage pupils.

## V. CONCLUSION

The domestic setting has a significant influence on the developmental trajectory, self-concept formation, and overall welfare of adolescents. The individuals' understanding of the concept of home is influenced by a multitude of intricate elements, including familial relationships, the physical environment, cultural forces, technological advancements, and shifts in society. The interaction of these factors has a significant impact on the way in which teenagers perceive their environment and traverse the many difficulties associated with the adolescent stage of development. Acknowledging the importance of the domestic environment in individuals' lives is crucial for fostering their development and overall welfare throughout this critical developmental period.

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