

Chief Editor

Dr. A. Singaraj, M.A., M.Phil., Ph.D.

Editor

Mrs.M.Josephin Immaculate Ruba

EDITORIAL ADVISORS

1. Prof. Dr.Said I.Shalaby, MD,Ph.D.
Professor & Vice President
Tropical Medicine,
Hepatology & Gastroenterology, NRC,
Academy of Scientific Research and Technology,
Cairo, Egypt.
2. Dr. Mussie T. Tessema,
Associate Professor,
Department of Business Administration,
Winona State University, MN,
United States of America,
3. Dr. Mengsteab Tesfayohannes,
Associate Professor,
Department of Management,
Sigmund Weis School of Business,
Susquehanna University,
Selinsgrove, PENN,
United States of America,
4. Dr. Ahmed Sebihi
Associate Professor
Islamic Culture and Social Sciences (ICSS),
Department of General Education (DGE),
Gulf Medical University (GMU),
UAE.
5. Dr. Anne Maduka,
Assistant Professor,
Department of Economics,
Anambra State University,
Igbariam Campus,
Nigeria.
6. Dr. D.K. Awasthi, M.Sc., Ph.D.
Associate Professor
Department of Chemistry,
Sri J.N.P.G. College,
Charbagh, Lucknow,
Uttar Pradesh. India
7. Dr. Tirtharaj Bhoi, M.A, Ph.D,
Assistant Professor,
School of Social Science,
University of Jammu,
Jammu, Jammu & Kashmir, India.
8. Dr. Pradeep Kumar Choudhury,
Assistant Professor,
Institute for Studies in Industrial Development,
An ICSSR Research Institute,
New Delhi- 110070, India.
9. Dr. Gyanendra Awasthi, M.Sc., Ph.D., NET
Associate Professor & HOD
Department of Biochemistry,
Dolphin (PG) Institute of Biomedical & Natural
Sciences,
Dehradun, Uttarakhand, India.
10. Dr. C. Satapathy,
Director,
Amity Humanity Foundation,
Amity Business School, Bhubaneswar,
Orissa, India.



ISSN (Online): 2455-7838

SJIF Impact Factor : 6.093

EPRA International Journal of

Research & Development (IJRD)

Monthly Peer Reviewed & Indexed
International Online Journal

Volume: 4, Issue:4, April 2019



Published By
EPRA Publishing

CC License





THE ROLE OF ART OF LOVING IN HOME ENVIRONMENT OF SECONDARY SCHOOL STUDENTS

Veena B Bank

Research scholar, Department Of Education, Akkamahadevi Women's University, Vijayapura, Karnataka, India.

Dr Venkoba Narayanappa

Assistant professor, Department Of Education (M.Ed), Akkamahadevi Women's University, Vijayapura, Karnataka, India.586108

ABSTRACT

In the present study an attempt has been made to identify the role of Art of loving in the Home environment of secondary school students of Bagalkot district. The study was conducted on 500 secondary students. Both the Multi dimensional Assessment of Art of loving scale and the Multi dimensional Assessment of Home environment scale was self prepared and standardized by investigator is used. The findings show that there is association between gender (male and female), types of management (government and private) and mediums (Kannada and English) with levels of Art of loving (low, average and high) of secondary school students, there is no association between location (rural and urban) with, levels of Art of loving. There is association between location (rural and urban), types of management (government and private) and mediums (Kannada and English) with levels of Home environment (low, average and high) of secondary school students. There is significant difference between student's secondary schools with low, average and high level of Art of loving with respect to Home environment and its dimensions (i.e. conformity, social isolation, less material comfort, delightfulness and nurturance). There is significant relationship between Art of loving and its dimensions (i.e. altruistic service, excessive attachment, discernment, faith and humbleness) with Home environment and its dimensions (i.e. conformity, social isolation, less material comfort, delightfulness and nurturance) of students of secondary schools.

KEY WORDS: *Art of loving, Home environment, Secondary school students.*

INTRODUCTION

Any theory of love must begin with a theory of man, of human existence. When man is born state of original oneness with nature. He is a part of it. But man is gifted with reason; he has awareness of himself, his past, his future. The awareness of his aloneness, separateness, helplessness before force of nature and society, all this makes his separate existence an unbearable prison. This experience of separateness arouses anxiety, shame and feeling of guilt, later to insanity.

Man of all ages and cultures, the deepest need of man is the reunion with nature and society by love. This desire for inter personal fusion is the most powerful striving in man. It is most fundamental passion; it is the force which keeps the human race together, the clan, the family and society. The failure to achieve it means insanity or destruction, self destruction or destruction of others. Without love humanity could not exist.

More than 50 years ago the psychologist Carl Rogers suggested that "Simply loving our children

wasn't enough, we have to love them unconditionally, for who they are, not for what they do”

Charles Nelson (2014) More than a decade of research on children he said “Neglect is awful for the brain, without someone who is a reliable source of attention, affection and stimulation, the wiring of the brain goes awry”

Statement of the problem:

“The role of Art of loving in the Home environment of secondary school students”

Objectives of the study

The following objectives are framed for the present study.

1. To identify the level of Art of loving of secondary school students and classify it.
2. To identify the Art of loving of secondary school students in different dimensions.
3. To identify the influence of the variables Gender, Locality, Medium of Instruction, Type of Institution the on the Art of loving of the secondary school students.

4. To identify the level of Home Environment of secondary school students and classify it.
5. To identify the Home Environment of secondary school students in different dimensions.
6. To identify the influence of the variables Gender, Locality, Medium of Instruction, Type of Institution the on the Home environment of the secondary school students.
7. To identify the relationship between the Art of loving and Home Environment of secondary school students.

METHODOLOGY

Sample: For the present study, the investigator has randomly selected a sample of 500 secondary school students from rural and urban schools of Bagalkot district. For this purpose, the population is divided into a number of parts called sampling units. The investigator has used stratified random sampling technique. The distribution of the sample under different categories is given below.

Table 1. Stratified random sample design:

Secondary school students															
500															
Rural								Urban							
250								250							
Private				Government				Private				Government			
125				125				125				125			
Kannada medium		English medium		Kannada medium		English medium		Kannada medium		English medium		Kannada medium		English medium	
62		63		62		63		62		63		62		63	
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
31	31	31	32	31	31	31	32	31	31	31	32	31	31	31	32

Tools of the study

1. Multi dimensional assessment of Art of loving Scale.
2. Multi dimensional assessment of Home Environment Scale.

Both the scales are prepared and standardized by the investigator. The students are asked to answer the given items on a five-point Likert's scale by tick marking in front of item.

Variables of the study:

Variables are included to see the difference among factors associated with the study under consideration. The following variables have been considered for the present study.

1. **Independent variable :** Art of loving
2. **Dependent variables :**Home Environment
3. **Moderate variables:** Type of Institution, Locality, Gender, Medium of Instruction

ANALYSIS OF DATA

Table 2: Normality of Art of loving scores of secondary school students in the study

Statistics	Art of loving
Minimum	144.00
Maximum	249.00
Range	105.00
Mean	208.86
Median	209.00
Mode	211.00
Std. Deviation	15.61
Std. Error of Mean	0.70
Skewness	-0.29
Kurtosis	0.37

Figure 1: Normal curve of Art of loving scores of secondary school students in the study

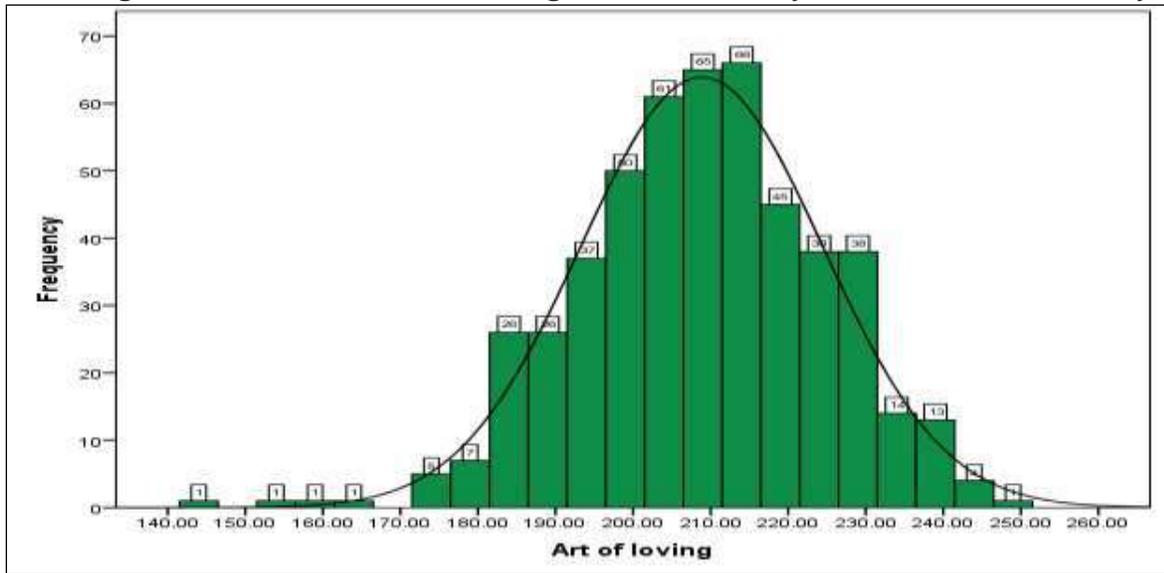
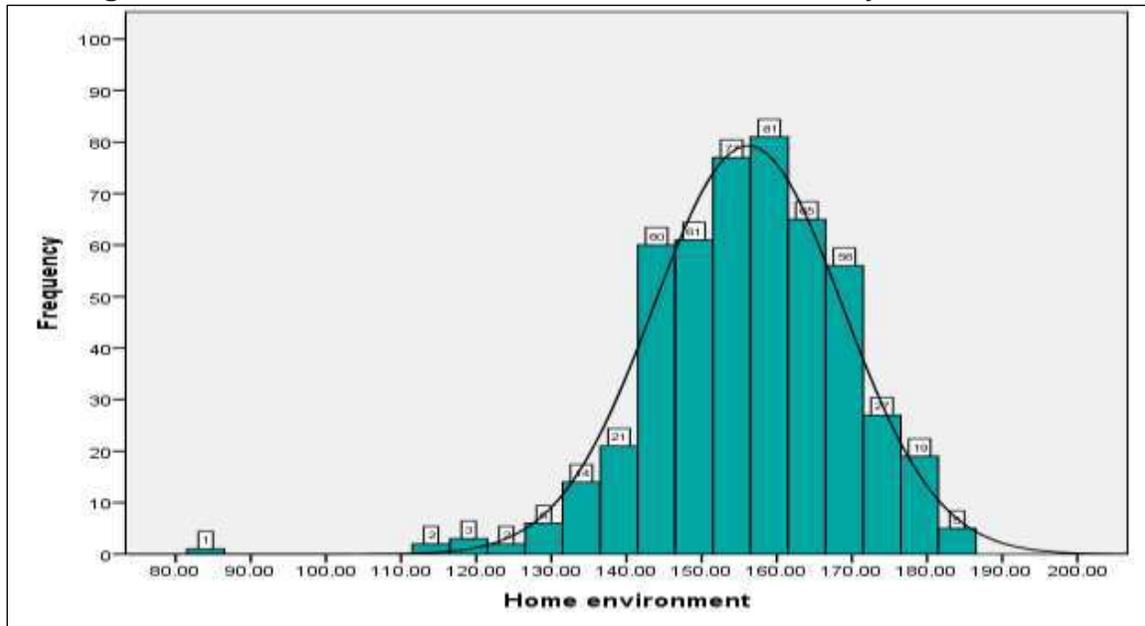


Table 3: Normality of Home environment scores of secondary school students

Statistics	Home environment
Minimum	84.00
Maximum	185.00
Range	101.00
Mean	156.18
Median	157.00
Mode	159.00
Std. Deviation	12.58
Std. Error of Mean	0.56
Skewness	-0.60
Kurtosis	1.98

Figure 2: Normal curve of Home environment scores of secondary school students



Null Hypothesis 1: There is no association between gender (male and female), location (rural and urban), types of management (government and private) and mediums (Kannada and English) with levels of Art of

loving (low, average and high) of secondary school students.

To achieve this hypothesis, the chi-square test of independence was applied and the results are presented in the following table.

Table 4: Association between gender (male and female), location (rural and urban), types of management (government and private) and mediums (Kannada and English) with levels of Art of loving (low, average and high) of secondary school students

Characteristics	Levels of Art of loving						Total	%
	Low level	%	Average level	%	High level	%		
Gender								
Male	58	23.20	156	62.40	36	14.40	250	50.00
Female	25	10.00	180	72.00	45	18.00	250	50.00
Chi-square=15.8350, p=0.0001*								
Location								
Rural	31	14.49	152	71.03	31	14.49	214	42.80
Urban	52	18.18	184	64.34	50	17.48	286	57.20
Chi-square=2.5020, p=0.2860								
Types of management								
Government	53	20.46	177	68.34	29	11.20	259	51.80
Private	30	12.45	159	65.98	52	21.58	241	48.20
Chi-square=13.2380, p=0.0010*								
Mediums								
Kannada	55	18.27	209	69.44	37	12.29	301	60.20
English	28	14.07	127	63.82	44	22.11	199	39.80
Chi-square=8.9650, p=0.0110*								
Total	83	16.60	336	67.20	81	16.20	500	100.0

*p<0.05

Null Hypothesis 2: There is no association between gender (male and female), location (rural and urban), types of management (government and private) and mediums (Kannada and English) with levels of Home

environment (low, average and high) of secondary school students
To achieve this hypothesis, the chi-square test of independence was applied and the results are presented in the following table.

Table 5: Association between gender (male and female), location (rural and urban), types of management (government and private) and mediums (Kannada and English) with levels of Home environment (low, average and high) of secondary school students

Characteristics	Levels of Home environment							
	Low level	%	Average level	%	High level	%	Total	%
Gender								
Male	47	18.80	168	67.20	35	14.00	250	50.00
Female	25	10.00	196	78.40	29	11.60	250	50.00
Chi-square=9.4390, p=0.0090*								
Location								
Rural	36	16.82	155	72.43	23	10.75	214	42.80
Urban	36	12.59	209	73.08	41	14.34	286	57.20
Chi-square=2.7630, p=0.2510								
Types of management								
Government	44	16.99	188	72.59	27	10.42	259	51.80
Private	28	11.62	176	73.03	37	15.35	241	48.20
Chi-square=4.8720, p=0.0880								
Mediums								
Kannada	44	14.62	216	71.76	41	13.62	301	60.20
English	28	14.07	148	74.37	23	11.56	199	39.80
Chi-square=0.5360, p=0.7650								
Total	72	14.40	364	72.80	64	12.80	500	100.0

*p<0.05

Null Hypothesis 3: There is no significant difference between student’s secondary schools with low, average and high level of Art of loving with respect to Home environment and its dimensions (i.e. conformity, social

isolation, less material comfort, delightfulness and nurturance)
To achieve this hypothesis, the one way ANOVA test was applied and the results are presented in the following table.

Table 6: Results of one way ANOVA test between student’s secondary schools with low, average and high level of Art of loving with respect to Home environment and its dimensions

Variables	Summery	Levels of Art of loving			F-value	p-value
		Low level	Average level	High level		
Home environment	Mean	146.40	156.07	166.67	67.3833	0.0001*
	SD	11.76	11.37	9.69		
Conformity	Mean	58.18	62.82	66.43	47.8021	0.0001*
	SD	6.57	5.47	3.76		
Social isolation	Mean	22.90	27.62	32.67	38.5588	0.0001*
	SD	7.07	7.30	6.34		
Less material comfort	Mean	16.83	15.86	15.23	2.7112	0.0674
	SD	4.43	4.38	4.85		
Delightfulness	Mean	19.78	21.28	23.26	38.1434	0.0001*
	SD	2.86	2.64	1.80		
Nurturance	Mean	28.70	28.50	29.07	0.5694	0.5662
	SD	4.88	4.36	3.85		

*p<0.05

Null Hypothesis 4: There no is significant relationship between Art of loving and its dimensions (i.e. altruistic service, excessive attachment, discernment, faith and humbleness) with Home environment and its dimensions (i.e. conformity, social

isolation, less material comfort, delightfulness and nurturance) of students of secondary schools. To achieve this hypothesis, the Karl Pearson’s correlation coefficient method was applied and the results are presented in the following table.

Table 7: Results of correlation coefficient Art of loving and its dimensions with Home environment and its dimensions scores of students of secondary schools

Variables	Art of loving	Altruistic service	Excessive attachment	Discernment	Faith	Humbleness
Home environment	0.5724*	0.4339*	0.2164*	0.3955*	0.4524*	0.3555*
Conformity	0.4819*	0.4483*	0.1099*	0.3830*	0.4012*	0.3116*
Social isolation	0.4191*	0.1516*	0.6666*	0.1792*	-0.0357	-0.0457
Less material comfort	-0.0742	0.0424	-0.4149*	-0.0139	0.2528*	0.2103*
Delightfulness	0.4666*	0.3607*	0.1551*	0.3177*	0.3541*	0.3394*
Nurturance	0.0453	0.1064*	-0.3627*	0.1209*	0.3390*	0.2521*

*p<0.05 indicates significant correlation between them.

MAJOR FINDINGS

1. The association of gender with levels of Art of loving is found to be significant.
2. The association of location with levels of Art of loving is found to be not significant.
3. The association of types of management with levels of Art of loving is found to be significant.
4. The association of mediums with levels of Art of loving is found to be significant.
5. The association of gender with levels of Home environment is found to be significant.
6. The association of location with levels of Home environment is found to be not significant.
7. The association of types of management with levels of Home environment is found to be not significant.
8. The association of mediums with levels of Home environment is found to be not significant.

9. A significant difference was observed between students of secondary schools with low, average and high level of Art of loving with respect to Home environment scores.
10. A significant difference was observed between students of secondary schools with low, average and high level of Art of loving with respect to dimension of Home environment i.e. conformity scores.
11. A significant difference was observed between students of secondary schools with low, average and high level of Art of loving with respect to dimension of Home environment i.e. social isolation scores.
12. No significant difference was observed between students of secondary schools with low, average and high level of Art of loving with respect to dimension of Home environment i.e. less material comfort scores.
13. A significant difference was observed between students of secondary schools with low, average and high level of Art of loving with respect to dimension of Home environment i.e. delightfulness scores.
14. No significant difference was observed between students of secondary schools with low, average and high level of Art of loving with respect to dimension of Home environment i.e. nurturance scores.
15. A significant and positive relationship was observed between the Art of loving and Home environment scores, Art of loving and dimension of Home environment i.e. conformity scores, Art of loving and dimension of Home environment i.e. social isolation scores, Art of loving and dimension of Home environment i.e. delightfulness scores, of students of secondary schools.
16. A significant and positive relationship was observed between the dimension of Art of loving i.e. altruistic service and Home environment scores, dimension of Art of loving i.e. altruistic service and dimension of Home environment i.e. conformity scores, dimension of Art of loving i.e. altruistic service and dimension of Home environment i.e. social isolation scores, dimension of Art of loving i.e. scrupulous and dimension of Home environment i.e. delightfulness scores, dimension of Art of loving i.e. altruistic service and dimension of Home environment i.e. nurturance scores, of students of secondary schools.
17. A significant and positive relationship was observed between the dimension of Art of loving i.e. excessive attachment and Home environment scores, dimension of Art of loving i.e. excessive attachment and dimension of Home environment i.e. conformity scores, dimension of Art of loving i.e. excessive attachment and dimension of Home environment i.e. social isolation scores, dimension of Art of loving i.e. excessive attachment and dimension of Home environment i.e. delightfulness scores, of students of secondary schools.
18. A significant and negative relationship was observed between the dimension of Art of loving i.e. excessive attachment and dimension of Home environment i.e. less material comfort scores dimension of Art of loving i.e. excessive attachment and dimension of Home environment i.e. nurturance scores of students of secondary schools.
19. A significant and positive relationship was observed between the dimension of Art of loving i.e. discernment and Home environment scores, dimension of Art of loving i.e. discernment and dimension of Home environment scores, dimension of Art of loving i.e. discernment and dimension of Home environment i.e. social isolation scores, dimension of Art of loving i.e. scrupulous and dimension of Home environment i.e. delightfulness scores, dimension of Art of loving i.e. discernment and dimension of Home environment i.e. nurturance scores of students of secondary schools.
20. A significant and positive relationship was observed between the dimension of Art of loving i.e. faith and Home environment scores, dimension of Art of loving i.e. faith and dimension of Home environment i.e. conformity scores, dimension of Art of loving i.e. faith and dimension of Home environment i.e. less material comfort scores, dimension of Art of loving i.e. scrupulous and dimension of Home environment i.e. delightfulness scores, dimension of Art of loving i.e. faith and dimension of Home environment i.e. nurturance scores, of students of secondary schools.
21. A significant and positive relationship was observed between the dimension of Art of loving i.e. faith and Home environment scores, dimension of Art of loving i.e. faith and dimension of Home environment i.e. conformity scores, dimension of Art of loving i.e. faith and dimension of Home environment i.e. less material comfort scores, dimension of Art of loving i.e. scrupulous and dimension of Home environment i.e. delightfulness scores, dimension of Art of loving i.e. faith and dimension of Home environment i.e. nurturance scores, of students of secondary schools.

RESULTS

- The present study reveals that not only Art of loving, but also the each dimension of Art of loving is the predictor of Home environment among secondary school students.
- Some of the dimensions of each variable are negatively related to each other i.e. less material comfort, excessive attachment.
- Different levels low, average and high level of Art of loving of secondary school students are having different Home environment.
- Thus from the result it is found that Art of loving is predictor of Home environment among secondary school students.
- Thus we can say that higher the level of Art of loving higher is the home environment.

CONCLUSION

Love is a spiritual attribute therefore it comes at a high price. That means that love is not something that comes passively, it must be worked at throughout life. All spiritually valuable commodities come at high price (such as patience, humility, kindness, optimism, honesty). That means that all these qualities are practiced consistently over time. You don't become patient or humble overnight. Similarly with love, we do not become loving over night. We cannot achieve true love after 3 months with the partner we have chosen. A spiritually developed person, who has truly developed their ability to love, can feel this love for every living thing. They possess a special type of love for anyone. It is impossible to decide to "love" and think of it in textbook terms. It is one thing to say "I have made the decision to love everyone" and it is a completely different thing to truly feel that genuine and sincere love in our heart for everyone. If we can start to nurture this loving feeling within our hearts, then we can create an environment in our soul as well as in our home that allows love to grow. This can take a very long time, sometimes a whole lifetime, sometimes more than one lifetime. But that's what we are here to do, so let's get started today.

REFERENCES

1. C. S. Lewis, (1936) *The Allegory of Love*.
2. Sorokin P.A. (1950). *Explorations in Altruistic Love and Behavior: A Symposium*. Boston, Mass, USA: Beacon Press;
3. Sorokin P.A. (1954). *The Ways and Power of Love: Types, Factors, and Techniques of Moral Transformation*. Boston, Mass, USA: Beacon Press;
4. Eric Fromm. (1956). *Art of loving*. Publisher: Harper and Brothers.
5. Argyle, M. (1967). *The psychology of interpersonal behavior*. Baltimore: Penguin.
6. Ainsworth, M.D.S. (1973) 'The Development of Infant-Mother Attachment', in B.M. Caldwell & H.N. Ricciuti *Review of Child Development Research*, vol. 3, pp. 1-94. Chicago: University of Chicago Press.
7. Sophy Hoare, Yoga (1980) p. 19
8. Masataka N. (1993) *Effects of contingent and non contingent maternal stimulation on the vocal behavior of three-to four-month-old Japanese infants*. *Journal of Child Language*. 20(2):303-312.
9. Parsons, T. Bales, R. F. (1995) *Family, socialization and interaction process*. Glencoe, Ill.: Free Press,
10. Berscheid, E., & Meyers, S. A. (1996). *A social categorical approach to a question about love*. *Personal Relationships*, 3, 19-43.
11. W. Chao, (1997) *Family structure, economic pressure, and community disorganization as determinants of adolescent adjustment problems*. Ames: Iowa State University Press.
12. Fredrickson BL. (2001) *The role of positive emotions in positive psychology: the broaden-and-build theory of positive emotions*. *American Psychologist*. 56(3):218-226.
13. Post S G (2003) *Unlimited Love: Altruism, Compassion, and Service*. West Conshohocken, Pa, USA: Templeton Press
14. Vivekananda, Dr. Rishi (2005). *Practical Yoga Psychology*. Munger (Bihar): Yog Publication Trust.
15. Markman L, Brooks-Gunn J. (2005) *The contribution of parenting to ethnic and racial gaps in school readiness*. *The Future of Children*; 15(1):139-168.
16. McCarty CA, Zimmerman FJ, Diguseppe DL, (2005) Christakis DA. *Parental emotional support and subsequent internalizing and externalizing problems among children*. *Journal of Developmental & Behavioral Pediatrics*; 26(4):267-275.
17. Bianchi-Demicheli, F., Grafton, S. T., & Ortigue, S. (2006). *The power of love on the human brain*. *Social Neuroscience*, 1, 90-103.
18. Magill-Evans J, Harrison MJ, Benzies K, Gierl M, Kimak C. (2007) *Effects of parenting education on first-time fathers' skills in interactions with their infants*. *Fathering*; 5(1):42.
19. McCabe K, Yeh M. (2009) *Parent-child interaction therapy for Mexican Americans: A randomized clinical trial*. *Journal of Clinical Child & Adolescent Psychology*. 38(5):753-759.
20. Irving Singer, *The Philosophy of Love* (2009) p. 40M
21. Thomas Jay Oord, *The Nature of Love* (2010)
22. Ahmetoglu, G., Swami, V, Chamorro-Premuzic, T. (2010). *The relationship between dimensions of love, personality, and relationship length*. *Archives of Sexual Behavior*, 39, 1181-1190.
23. Glen Pettigrove, (2012) *Forgiveness and Love* (Oxford University Press)
24. Martin A, Razza RA, Brooks-Gunn J. (2012) *Specifying the links between household chaos and preschool children's development*. *Early Child Development and Care*; 182(10):1247-1263.
25. Vacaspati (2014). *Yoga Sutra. Vyas's Commentary Delhi, Munshiram Manohar Lal*.
26. Karen Pechelis (2014), *The Embodiment of Bhakti*, Oxford University Press, pages 19-24