Comparison of Home environment of Preschool Children in Hisar District

Paper Submission: 15/11/2020, Date of Acceptance: 28/11/2020, Date of Publication: 29/11/2020



An early childhood year is an important period in the life of an individual. Child's home environment has a strong impact on his/her areas of development. The main purpose of the study was to To compare the home environment of preschool children and study was conducted in Hisar district of Haryana state. For selection of data nine schools having preschool unit were selected from which 240 preschoolers from the age group of 4 to 5 years were selected randomly. Home observation for Measurement of the Environment by Bradley and Caldwell(1981) were used to assess home environment. The collected data was classified and tabulated as per the objectives. For analysis of data frequency, percentages, mean, standard deviation and independent sample 'z' test were used. Results indicated that in of 4.0-4.5 year and 4.5+ -5.0 year aged pre-schoolers had moderate level of home environment and 4.0-4.5 year aged preschool children had better home environment as compared to 4.5+ -5.0 year aged preschool children.

Keywords: Compare Home Environment, Haryana State.

Introduction

Children are the first agenda of human resource development not only because young children are the most vulnerable, but also because the foundation for lifelong learning and human development is laid in these crucial early years. It is now globally acknowledged that investment inhuman resources development is a pre-requisite for economic development of any nation. (Evaluation study on ICDS, 2011)

Early childhood year is an important period in the life of an individual. In this stage the child seeks to gain control over his environment. Children at this stage are intrinsically curious. They are motivated to learn. The learning environment is characterized by freedom, variety and enrichment. Restrictive environment is likely to stifle the motivation (Sinha, 2009).

A child's early home environment has a profound effect on his well-being. Beginning in infancy, a problematic home environment can disrupt the brain's stress response system, reduce the quality of care giving a child receives and interfere with healthy development (Willoughyet al. 2011).

The rearing environment is very powerful supporter of development and it is essential that teacher/parents of preschooler could use in all the possibility that predispose children's development. Moreover, the quality of stimulation goes long way in ensuring efficient processing of child's development. The most important positive factors in the environment of children from 2-6 years of age are appropriate play materials and equipment, playmates, instruction and guidance, and tasks that are challenging, but not too difficult (Weinstein and David, 1987). Objectives

To assess the home environment of preschool children

1. 2. To compare the home environment of preschool children across age **Review of Literature**

Sidola and Dhanda (2019) examined the impact of home environment on the cognitive development of the children of state Uttarakhand and State Haryana. The study was conducted in rural and urban areas of both states. The results revealed that Home environment influences the cognitive development of the children. Mother education, father education, mother occupation and family income had an influence on the cognitive development of children.

Anthonia U. (2019) investigates the influence of home environment on the academic performance of the students in some



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E: ISSN No. 2349-9435

Selected schools in Dekina Local Government Area in Kogi State, Nigeria. The study was anchored on Charles Darwin Social Theory and Theory of Parent Involvement. The researcher used mainly primary data from a sample of 120 respondents obtained by the use of a well-structured questionnaire. The data collected were analyzed using multiple linear regression analysis. Results revealed that parents' economic statuses, parental educational backgrounds, parental marital Styles, and home locations of parents all do have varying degrees of effects on the performance of students in the study area. It was recommended among others that illiterate parents should be encouraged to go to school, in that their literacy will enhance their children academic achievement in schools.

Nampijjaet al. (2018) concluded that home environment contributed significantly to children's developing cognitive skills. Study was conducted to examine the role of the home environment in Ugandan children taking into account the frequent infections and extreme poverty in which they lived. The results revealed that the model in which the home environment mediates the combined influence of SES and child health on cognitive performance showed a particularly good fit to the data compared with the four alternative models, i.e. those in which the HOME, SES and health independently influence cognitive performance.

Methods and Materials Research Design

A 'Descriptive Research design' was followed to conduct the present study. Descriptive studies are a scientific method which involves observing and describing the behaviour of a subject without influencing it in any way. It gives better and deeper understanding of a phenomenon on the basis of an in depth study of the phenomenon. Sample size

Separate list of boys and girls were prepared in the age of 4 to 5 years from all nine schools. 60 boys and 60 girls were selected from each location randomly. Total sample consisting of 240 preschoolers out of which 120 pre-schoolers from rural area and 120 pre-schoolers from urban area Selection of area

Selection of area

From Haryana state district Hisar was selected at random. From Hisar district, block-II was selected randomly. For selection of rural sample two villages namely Chaudhriwas and Gorchi were selected at random from the selected block. From each village two schools were selected that is total four schools were selected at random from both villages. For selection of urban sample list of schools were prepared from Hisar city, from this list five schools were selected at random. Total nine schools having preschool wings were selected at random from both locations i.e. urban and rural.

Tools used in study

Home environment was assessed by Home observation for Measurement of the Environment (HOME)by Bradley and Caldwell(1981).

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Statistical analysis of data

Calculate statistical inference Frequency, percentages, mean, standard deviation and Z test were computed.

Results and Discussion

Table 1, presents data on distribution of respondents for their dimensions of home environment as per age, the respondent were getting appropriate home environment in younger age group corresponding in elder age group for their proper development. The trend was towards low to high home environment when observed for each aspect separately.

Table 1 discomposed data on status of respondents according to their home environment for age of preschool children. The data presented in the table for total number of preschool children focused that maximum number of children were in moderate category for learning stimulation (57.83%), language stimulation (59.04%), physical environment (61.45%), warmth and acceptance (53.01%), academic stimulation (83.13%), modeling (75.90%), variety in experience (53.01%) and acceptance (49.40%) in younger age group i.e. 4.0 to 4.5 years. Turning towards older age group i.e. 4.5+ to 5.0 years data furnished in the table for total number of respondents focused that maximum number of respondents were in moderate category for learning stimulation (49.05%), language stimulation (61.14%), physical environment (54.14%), warmth and acceptance (54.14%), academic stimulation (78.35%), modeling (77.07%), variety in experience (68.79%) and (49.95%) in acceptance home environment. Regarding composite, younger as well as in older of children had moderate level of home environment i.e. 39.76 per cent and 55.41 per cent respectively. The finding is in consistent with the study conducted by Biedinger (2011) who found the home environment and the education of the parents are important for children's outcomes at the age of 3 to 4.

	Table	1:	Assessment	of	home	environment	of	i
preschool children as per age								

Age Home environmen t	4.0 - 4.5 years (n=83) f (%)	4.5 ⁺ - 5.0 years (n=157) f (%)	Total (N=240) f (%)
Learning stimulation Low (1 - 3) Moderate (4 – 7) High (8 – 10)	24(28.91) 48(57.83) 11(13.26)	47(29.94) 77(49.05) 33(21.01)	71(29.59) 125(52.0 8) 44(18.33)
Language stimulation Low $(1 - 2)$ Moderate $(3 - 5)$ High $(6 - 7)$	25(30.12) 49(59.04) 9(10.84)	49(31.21) 96(61.14) 12(7.65)	74(30.83) 145(60.4 1) 21(8.75)
Physical environment Low (1 – 2) Moderate (3 – 5)	22(26.50) 51(61.45) 10(12.05)	59(37.58) 85(54.14) 13(8.28)	81(33.75) 136(56.6 6) 23(9.59)

E: ISSN No. 2349-9435

High (6 – 7)			
Warmth and			
acceptance	21(25.30)	65(41.40)	86(35.83)
Low (1 – 2)	44(53.01)	85(54.14)	129(53.7
Moderate (3	18(21.69)	7(4.46)	5)
– 5)			25(10.83)
High (6 – 7)			
Academic			
stimulation	6(7.23)	23(14.65)	29(12.08)
Low (0 – 2)	69(83.13)	123(78.35	192(80.0
Moderate (3	8(9.64))	0)
– 4)		11(7.00)	19(7.92)
High (5 – 6)			
Modeling		07(17.00)	
Low (0 – 2)	14(16.87)	27(17.20)	41(17.09)
Moderate (3	63(75.90)	121(77.07	184(77.0
- 4)	6(7.23))	()
High (5 – 6)		9(5.73)	15(6.25)
Variety in	00/00 50)	00/04 04	74 (00 50)
experience	32(38.56)	39(24.84)	/1(29.58)
Low(0-3)	44(53.01)	108(68.79	152(63.3
Noderate (4	7(8.43))	4)
-6)		10(6.37)	17(7.08)
Hign (7 - 9)			
Acceptance	20/24 40	10(06 75)	60/05 00)
LOW $(U - 1)$	20(24.10)	42(20.75)	02(20.03)
	41(49.40)	09(43.95) 46(20.20)	110(45.8 4)
-2	22(20.50)	40(29.30)	4) 60/20 22)
			00(20.33)
Composite	25(20.12)	25/15 02)	50/20 92)
nome	23(30.12)	23(13.92)	00(20.03) 112(46 6
	25(29.70)	4E(20 E7)	112(40.0 7)
LOW (12 -	23(30.12)	40(20.07)	1) 79(22 50)
ZJ) Moderate(24			10(32.30)
24			
- 34) High(35			
/ iigii(35 —			
4 0)			

Figures in parentheses denote percentages Table2: Comparison of home environment across

age	(11-		
Age	4.0-4.5	4.5⁺-5.0	Z-
	years	years	valu
Home	(n=120)	(n=120)	es
environment	Mean±SD	Mean±SD	
Learning	1.83±0.71	1.88±0.69	0.55
stimulation			
Language	1.88±0.69	1.87±0.69	0.11
stimulation			
Physical	2.10±0.62	1.85±0.66	3.02
environment			**
Warmth and	2.06±0.72	1.76±0.66	3.36
acceptance			**
Academic	2.05±0.44	1.97±0.52	1.29
stimulation			
Modeling	2.12±0.50	1.94±0.53	2.71
			**
Variety in	1.71±0.63	1.85±0.56	1.82
experience			
Acceptance	2.10±0.76	2.17±0.79	0.90
Composite	15.85±5.07	15.31±3.52	0.94
home			
environment			

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*Significant at 0.05 level

Comparison of home environment across age

Independent sample z-test was computed to explore whether there existed differences in home environment on the basis of gender of children. Overall home environment and different dimensions of home environment were taken as dependent variables and age of children was taken as independent variable. Data highlights the results related to comparison of various aspects of home environment on the basis of age using z-test. Results are presented in Table 2.

Statistically significant difference was observed in physical environment (z=3.02) at 0.01 level of significance. Mean score showed that younger age group (M=5.75) were more physical environment than elder age group (M=5.32).

Comparison of warmth and acceptance against age of preschool children depicts that statistically significant difference was observed in warmth & acceptance ($z=3.36^{**}$) at 0.01 level of significance. Mean score reveals that younger age group (M=2.06) had better warmth & acceptance than elder age group (M=1.76).

Statistically significant difference was observed in modeling (z=2.71) at 0.01 level of significance. Mean score portrayed that younger age group (M=2.12) were more modeling than elder age group (M=1.94).

Statistically no significant differences were observed with rest of home environment which includes learning stimulation, language stimulation, academic stimulation, variety in experience, acceptance and composite home environment against age of pre-schoolers. Sharma and Bandhana (2012) reported that children with high environment have higher level of problem solving ability in comparison to those having low level home environment.

Conclusion

At the end of the research it can be concluded that majority of the preschool children had moderate level of home environment followed by high and low level. The significant differences in mean values of home environment of 4.0-4.5 year and 4.5+ -5.0 year aged pre-schoolers, 4.0-4.5 year aged preschool children had better home environment than rural preschool children.

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E: ISSN No. 2349-9435

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