

Comparison of rural and urban children according to adaptive behaviour and home environment

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Received: 25.02.2016; Revised: 25.04.2016; Accepted: 07.05.2016

■ **ABSTRACT** : The present study was carried out in Hisar district of Haryana state. The sample consisted 100 girls between the age group of 7-8 years and their parents (both mother and father). Hence, the total sample for the study was 300 (100 girls and 200 parents) from both location. Home Observation for Measurement of the Environment (Bradley and Caldwell, 1984) and Vineland Adaptive Behaviour scale (Sparrow *et al.*, 1984) were used to assess home environment and behaviour of the children, respectively. Results revealed area wise significant differences for all aspects of home environment namely, Responsivity ($Z=2.90^*$) Encouragement of maturity ($Z=3.47^*$), Emotional climate ($Z=3.66^*$), Learning material and opportunities ($Z=5.50^*$), Enrichment ($Z=6.51^*$), Family companionship ($Z=6.38^*$), Family integration ($Z=3.22^*$), and Physical environment ($Z=5.26^*$). Results further revealed that significant differences between respondents of rural and urban areas in aspects of adaptive behaviour namely, Communication domain, Daily living skill domain and Motor skill domain. It was observed that urban respondents performed better than rural respondents in all aspects of adaptive behaviour.

■ **KEY WORDS**: Adaptive behaviour, Home environment, Emotional climate, Family companionship

■ **HOW TO CITE THIS PAPER** : Rani, Pinki and Singh, Chandra K. (2016). Comparison of rural and urban children according to adaptive behaviour and home environment. *Asian J. Home Sci.*, 11 (1) : 124-126, DOI: 10.15740/HAS/AJHS/11.1/124-126.

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Behaviour is the action or reaction of a person in response to external or internal stimuli; conduct; manners or deportment, especially good manners; general course of life; treatment of others; manner of action; the activity of an organism, especially as measurable for its effects; response to stimulus; the functioning, response or activity of an object or substance (Roger, 2005).

Home environment provided by the parents, parental behaviour, their interaction with child and related factors tend to influence the cognitive

development and socialization of children though the degree of influence may vary (Yeats *et al.*, 1983). Carneiro and Heckman (2003) found that substantial evidence demonstrates that children's skills are influenced by family characteristics, such as parental education and income, as well as other factors that are part of the family environment. Home environment provided by the parents, parental behaviour, their interaction with child and other related factors tend to influence the cognitive development and socialization of children though the degree of influence may vary.

Kotchick and Forehand (2002) reported that factors, viz., ethnicity/culture, family socio-economic status, and neighborhood/community influenced parenting.

■ RESEARCH METHODS

Hisar district of Haryana state was selected purposively for the present study. From Hisar district two areas were selected *i.e.*, urban and rural. Village Ladwa and village Dabra were selected purposively from rural area and Hisar city was selected purposively from urban area. The sample consisted of 100 girls between the age group of 7-8 years and their parents (both mother and father). 50 girls and their parents were selected randomly from Hisar city and 50 girls and their parents were selected randomly from village Ladwa and Dabra of block-1 of Hisar district. Hence, the total sample for the study was 300 (100 girls and 200 parents) from both location. Home Observation for Measurement of the Environment (HOME) by Bradley and Caldwell (1984) was used to measure the home environment. Vineland adaptive behaviour scale developed by Sparrow *et al.* (1984) was used to assess the behaviour of the children.

■ RESEARCH FINDINGS AND DISCUSSION

The findings of the present study as well as relevant discussion have been presented under following heads :

Comparison of rural and urban children according to adaptive behaviour :

Table 1 reveal that there were significant differences between respondents of rural and urban areas in aspects of adaptive behaviour namely Communication domain ($Z= 4.42$, $p<0.05$), Daily living skill domain ($Z=5.19$, $p<0.05$), Motor skill domain ($Z= 3.84$, $p<0.05$).

Comparison of rural and urban children according to home environment :

Statistically significant differences were found for all aspects of home environment namely Responsivity ($Z= 2.90^*$) Encouragement of maturity ($Z=3.47^*$), Emotional climate ($Z= 3.66^*$), Learning material and opportunities ($Z= 5.50^*$), Enrichment ($Z=6.51^*$), Family companionship ($Z=6.38^*$), Family integration ($Z=3.22^*$), and Physical environment ($Z=5.26^*$) at 0.05 level of significance in both areas among rural and urban respondents (Table 2).

There were significant differences were found in all domains of adaptive behaviour and home environment according to their area. Children who belonged to urban area had better adaptive behaviour than children of rural area. This may be because parent of urban area provided better home environment and other facilities to their children. Bornstein (2005) studied

Table 1 : Comparison of rural and urban children according to adaptive behaviour

Children's adaptive behaviour	Rural	Urban	Z-value
	Mean \pm SD	Mean \pm SD	
Communication domain	54.56 \pm 13.57	65.48 \pm 10.95	4.42*
Daily living skill domain	29.32 \pm 6.52	37.54 \pm 9.07	5.19*
Social domain	25.10 \pm 5.60	26.66 \pm 26	1.43
Motor skill domain	46.56 \pm 5.96	50.88 \pm 5.25	3.84*
Composite adaptive behaviour	155.50 \pm 25.62	180.56 \pm 25.48	4.90*

*indicates significance of value at $P=0.05$

Table 2 : Comparison of rural and urban children according to home environment

Home environment	Rural	Urban	Z-value
	Mean	Mean	
Responsivity	17.48 \pm 1.24	18.18 \pm 1.15	2.90*
Encouragement of maturity	11.82 \pm 1.40	12.68 \pm 1.03	3.47*
Emotional climate	12.00 \pm 1.78	13.50 \pm 2.27	3.66*
Learning material and opportunities	10.92 \pm 1.42	12.64 \pm 1.68	5.50*
Enrichment	10.96 \pm 1.39	13.06 \pm 1.80	6.51*
Family companionship	8.56 \pm 1.28	10.24 \pm 1.34	6.38*
Family integration	6.06 \pm 0.93	6.72 \pm 1.10	3.22*
Physical environment	13.30 \pm 1.83	14.98 \pm 1.31	5.26*
Composite home environment	91.10 \pm 6.83	102.00 \pm 8.77	6.92*

* indicate significance of value at $P=0.05$

on 182 Italian and US American urban and rural firstborn 20-month-old girls and boys cope with the demands of their environment through their adaptive behaviour in everyday activities. Using the Vineland Adaptive Behaviour Scales, they collected maternal reports of children's communication, daily living, socialization and motor skills. Three sets of main effects (and no interactions) emerged. With respect to country, Italian children scored higher than US American children in adaptive communication and motor skills. With respect to region, urban children showed higher adaptive motor skills than rural children, and rural children showed higher adaptive daily living skills than urban children.

Finally, with respect to gender, girls scored higher on adaptive behaviour composite as well as adaptive communication skills, but boys scored higher in adaptive motor skills. We set these country, region, and gender main effects in the context of a discussion of developing adaptive behaviour in young children. Susan (1995) indicated a strong positive relation between adaptive behaviour and intelligence if measured globally. When Vineland domains were assessed separately, this relation varied across the domains and disability groups. With intelligence controlled, adaptive behaviour patterns differed for disability groups in communication and socialization.

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