

**RESEARCH ARTICLE :**

A study on home environment among rural, tribal and urban pre-school children

■ V. S. Nayak and L. Pujar**ARTICLE CHRONICLE :**

Received :
02.09.2018;
Revised :
25.12.2018;
Accepted :
01.01.2019

SUMMARY : A study on concept development among pre-school children was carried out in Ranebennur Taluk of Haveri district, Karnataka state. The sample for the study comprised of 120 pre-school children, of whom 40 were from rural, 40 from tribal and 40 from urban areas of Ranebennur Taluk. From each area 20 boys and 20 girls in the age group of 3-5 years were selected randomly from 24 Anganwadi Kendras. Home environment inventory developed by Mohit (1990) was used to assess the home environment of children. The Socio-economic status scale developed by Aggarwal *et al.* (2005) was employed to assess the SES of the family. Results revealed that majority of pre-school children from urban group had good home and pre-school children from tribal and rural area had moderate home environment. Significant association was found between fathers' education and home environment among urban group pre-school children. Results also revealed a significant relationship between mothers' education and home environment of urban pre-school children.

KEY WORDS :

Children, Preschool,
Home environment

How to cite this article : Nayak, V.S. and Pujar, L. (2019). A study on home environment among rural, tribal and urban pre-school children. *Agric. Update*, 14(1): 1-7; DOI : 10.15740/HAS/AU/14.1/1-7. Copyright@ 2019: Hind Agri-Horticultural Society.

BACKGROUND AND OBJECTIVES

Pre-school period is a crucial stage of life in terms of children's intellectual, emotional, physical, social development and ability to interact successfully with the world around them in early and later years of life. A home in which the child gets an opportunity to listen to good stories, play with varieties of objects and play materials. For most of children interior of the home and its immediate surroundings are the first environment they experience throughout their early years. Young children, spend most of their time in the home. Within the home, children have interactions

with the members of their family, availability and quality of resources for learning largely determine the nature of these interaction. Availability of stimulating play materials, toys and books within the home are critical indicators for the overall quality of home environment. The ecological system theory also views the child as developing within a complex system of relationships affected by multiple levels of surrounding environment, the inner most being the micro system involving the family and parents. Adults act as a role model by influencing their children's behaviour, personality and way of thinking.

Author for correspondence :

V.S. Nayak
Department of Human
Development and
Family Studies, College
of Community Science,
University of
Agricultural Sciences,
Dharwad (Karnataka)
India
Email: shiva.seetavijay10
@gmail.com

See end of the article for
authors' affiliations

Home environment has an impact on overall development of the child. Early years are the crucial years for the development of the child and each child needs an experientially rich environment for his/her optimal development. Human growth and development is a product of genetic and environmental influences. Nutrition, health and variety of experiences provided to preschoolers contribute to the environmental influences which have tremendous impact on growth and development of children. The mother responds to the needs of the child and organizes the congenial environment for the child. The nurturing experiences child receives in the early years of his life serves as the foundation for subsequent learning. Hence, the present study is an attempt to focus on "Influence of home environment on concept development of rural, tribal and urban pre-school children" with the following objectives.

RESOURCES AND METHODS

A preliminary survey was carried out to collect information regarding the total number of Anganwadi Kendras in Ranebennur city. Total of 24 Anganwadis were selected from four villages (eight Anganwadi), four tandas (eight Anganwadi) and eight Anganwadi from urban area of Ranebennur taluk on the basis of population and strength of children attending Anganwadi centre.

Anganwadi kendras were visited and concerned class teacher was approached and explained about the purpose of the study so as to seek their co-operation. In the subsequent visit information regarding number of preschoolers in the age group of 3-5 years was collected from the selected Anganwadi centre of rural, tribal and urban area of Ranebennur taluk. The sample for the study comprised of 80 pre-school children from tribal, rural and urban area of Ranebennur Taluk of Haveri district, Karnataka. 20 boys and 20 girls from each area in the

age group of 3-5 years were selected randomly. The socio-economic status scale developed by Aggarwal *et al.* (2005) was employed to assess the SES of the family. Home environment inventory developed by Mohit (1990) was used to assess the home environment of children.

OBSERVATIONS AND ANALYSIS

Table 1 depicts percentage distribution of pre-school children by level of home environment. Among rural pre-school children, more than half of them had moderate home environment (55%), followed by poor (25%) and 20 per cent of them had good home environment. Among tribal pre-school children, equal percentage of them (42.5%) each had poor and moderate home environment and 15 per cent had good home environment. Among urban group, 47.5 per cent children had good home environment, followed by moderate (40%) and 12.5 percent had poor home environment. There is a significant difference between rural, tribal and urban group children with regard to home environment. The mean value of urban group is higher (18.7) than the mean scores of rural and tribal group (16.7 and 14.4). The ANOVA value 10.82 was found to be significant at five per cent level. A closer look at the (Table 1) revealed that there was a significant difference between rural, tribal and urban children with regard to home environment of children. Majority of children from urban group belong to good home environment as compared to rural and tribal. It is observed from the same study that children from tribal and rural area belonged to moderate home environment. It is observed during the home visit that urban group parents verbally responded to their children, appreciate good qualities and involve with the child's day-to-day activities. Similarly Bradley *et al.* (1992) reported that home environment is related with children's science research achievement. Verma and Gupta (1990) revealed

Table 1: Percentage distribution of pre-school children by level of home environment			(n=120)
Home environment	Rural (n=40)	Tribal (n=40)	Urban (n=40)
	Frequency (%)	Frequency (%)	Frequency (%)
Poor	10 (25)	17 (42.5)	5 (12.5)
Moderate	22 (55)	17 (42.5)	16 (40)
Good	8 (20)	6 (15)	19 (47.5)
Total	40 (100)	40 (100)	40 (100)
Mean (SD)	16.07 (3.98)	14.47 (4.46)	18.70 (3.83)
F value		10.82*	

Figures in the parenthesis indicate percentage *indicate significance of value at P=0.05

that there is a significant relationship between home environment and verbal intelligence of children.

Table 2 depicts distribution of dimensions of home environment among rural, tribal and urban group. Children in rural area had poor language stimulation (67.5%) and 32.5 per cent had good language stimulation. With respect to tribal group more than three fourth (70%) had poor language stimulation and 30 per cent had good language stimulation. In urban area more than half (60%) had good language stimulation and 40 per cent had poor language stimulation regarding language stimulation there was a significant difference between three groups. The urban group mean score is higher (4.87) than the mean score of tribal group (3.85).

Among rural area, pre-school children had good physical environment (72.5%) and 27.5 per cent had poor physical environment. With regard to tribal group, 60 per cent pre-schoolers had good physical environment and 40 per cent had poor physical environment. With respect to urban group, more than three fourth (87.5%) had good physical environment and 12.5 per cent had poor physical environment. Regarding physical environment there was a significant difference in rural, tribal and urban groups. The mean value of physical environment of urban pre-school children is higher (3.75) than the mean value of tribal group (2.75).

In rural area, higher per cent (82.5%) had good social maturity and 17.5 per cent had poor encouragement of social maturity. In tribal group, more than half (55%) pre-school children had good social maturity and 45 per cent had poor social maturity. Higher per cent (92.5%) pre-school children from urban group had good social maturity and only 7.5 per cent had poor encouragement of social maturity. There is no significant difference between three groups with regard to encouragement of social maturity.

Children from rural group provided good stimulating environment (65%) and 35 per cent had poor. variety of

stimulation in home. Pre-school children from tribal group, provided with poor variety of stimulation in home (57.5%) and 42.5 per cent had good variety of stimulation. Majority of children (75%) had good variety of stimulation and 25 per cent had poor variety of stimulation in urban group. Regarding variety of stimulation there was a significant difference in rural, tribal and urban groups. The mean value of variety of stimulation provided to urban pre-school children is higher (3.97) than the mean value of tribal group (2.97).

Pre-school children from rural group, had good maternal attitude (60%) and 40 per cent had poor maternal attitude. In tribal group, more than half (65%) had poor maternal attitude and 35 per cent had good maternal attitude. Among urban group, 82.5 per cent had good maternal attitude and 17.5 per cent had poor maternal attitude. There is a significant difference in rural, tribal and urban group with regard to maternal stimulation. The mean score of urban group is higher (4.15) than the mean score of rural and tribal group (3.35 and 3.10). With regard to dimension of home environment (Table 2), it was observed that in all the three groups majority of children had good physical environment and encouragement for social maturity. In the urban group, children had good language stimulation whereas; tribal and rural group had poor language stimulation. Both urban and rural group received good variety of stimulation and encouragement from mothers whereas tribal group received poor home environment. The result was in line with Bradly and Caldwell (1984) reported that measures of specific aspects of the child's home environment such as parental responsibility and availability of stimulating play materials area more strongly related to children's cognitive development than global measures of environmental quality.

An examination of Table 3 shows home environment of pre-school children by gender. With regard to rural pre-school children, 50 per cent of boys and 60 per cent

Table 2: Distribution of dimensions of home environment among rural, tribal and urban children

Dimensions of home environment	Rural (n=40)		Mean (S.D)	Tribal (n=40)		Mean (S.D)	Urban (n=40)		Mean (S.D)	F value
	Poor	good		Poor	good		Poor	good		
Language stimulation	27 (67.5)	13 (32.5)	3.85 (1.1)	28 (70)	12 (30)	3.68 (1.60)	16 (40)	24 (60)	4.87 (1.38)	8.54**
Physical environment	11 (27.5)	29 (72.5)	3.17 (1.00)	16 (40)	24 (60)	2.75 (.898)	5 (12.5)	35 (87.5)	3.75(.669)	13.2**
Encouragement of social maturity	7 (17.5)	33 (82.5)	1.82 (.384)	18 (45)	22 (55)	1.17 (.576)	3 (7.5)	37(92.5)	1.92(.266)	1.268 ^{NS}
Variety of stimulation	14 (35)	26 (65)	3.65 (1.14)	23 (57.5)	17 (42.5)	2.97 (1.40)	10 (25)	30 (75)	3.97 (1.18)	6.65**
Maternal stimulation	16 (40)	24 (60)	3.35 (1.11)	26 (65)	14 (35)	3.10 (1.10)	7 (17.5)	33 (82.5)	4.15 (1.00)	9.62**

**indicate significance of value at P=0.01

NS=Non-significant

girls had moderate home environment, equal number of boys (25%) and girls (25%) had poor home environment and 25 per cent of boys and 15 per cent of girls had good home environment. Chi-square analysis revealed no significant association between gender and home environment. Comparison of mean scores (15.75 and 15.65) revealed non-significant difference between boys and girls in their home environment. The 't' value (0.008) was found to be non-significant.

In case of tribal pre-school children, 55 per cent of boys and 30 per cent of girls had poor home environment, 30 per cent of boys and 55 per cent of girls had moderate home environment and equal percentage (15%) of girls and boys had good home environment. Chi-square analysis showed no significant association between gender and home environment. Comparison of mean scores (13.60 and 14.75) shows no significant difference between boys and girls with regard to home

environment. The 't' value 0.83 was found to be non-significant.

55 per cent of boys and 30 per cent of girls had poor home environment, 30 per cent of boys and 55 per cent of girls had moderate home environment and equal percentage (15%) of girls and boys had good home environment. Chi-square analysis showed no significant association between gender and home environment. Comparison of mean scores (13.60 and 14.75) revealed no significant difference between gender with regard to home environment. The 't' value 0.83 was found to be non-significant.

Regarding urban pre-school children, 55 per cent of boys and 25 per cent of girls had moderate home environment, 20 per cent of boys and 5 per cent of girls had poor home environment and 70 per cent of girls and 25 per cent of boys had good home environment. Chi-square analysis showed no significant association

Table 3 : Home environment of pre-school children by gender (n=120)

Gender	Rural (n=40)				Mean (S.D)	't' value	Tribal (n=40)				Mean (S.D)	't' value	Urban (n=40)				Mean (S.D)	't' value
	Poor	Mod-erate	Good	Total			Poor	Mod-erate	Good	Total			Poor	Mod-erate	Good	Total		
Male	5 (25)	10 (50)	5 (25)	20 (100)	15.75 (4.24)	0.08 ^{NS}	11 (55)	6 (30)	3 (15)	20 (100)	13.60 (4.55)	0.83 ^{NS}	4 (20)	11 (55)	5 (25)	20 (100)	17.80 (4.51)	1.51 ^{NS}
Female	5 (25)	12 (60)	3 (15)	20 (100)	15.65 (3.64)		6 (30)	11 (55)	3 (15)	20 (100)	14.75 (4.16)		1 (5)	5 (25)	14 (70)	20 (100)	19.80 (2.83)	
Modified ²	05.7 ^{NS}						04.3 ^{NS}						05.89 ^{NS}					

Figures in the parenthesis indicate percentages NS= Non-significant

Table 4: Association of father's education and home environment of pre-school children (n=120)

Father's education	Rural (n=40)				Total	Tribal (n=40)			Total	Urban (n=40)			Total
	Poor	Moderate	Good	Total		Poor	Moderate	Good		Poor	Moderate	Good	
Illiterate	1 (16.7)	3 (50)	2 (33.3)	6 (100)	2 (66.7)	-	-	1 (33.3)	3 (100)	-	3 (100)	-	3 (100)
Just literate but no schooling	-	-	-	-	-	1 (100)	-	-	1 (100)	-	-	-	-
<Primary but schooling	2 (20)	6 (60)	2 (20)	10 (100)	4 (50)	4 (50)	-	8 (100)	1 (25)	2 (50)	1 (25)	4 (100)	
Primary pass but <10 th	1 (12.5)	4 (50)	3 (37.5)	20 (100)	5 (55.6)	3 (33.3)	1 (11.1)	9 (100)	2 (18.2)	4 (36.4)	5 (45.4)	11 (100)	
10 th class pass but < graduation	4 (28.6)	9 (64.3)	1 (7.1)	14 (100)	3 (21.4)	7 (50)	4 (28.6)	14 (100)	2 (25)	5 (62.5)	1 (12.5)	8 (100)	
Graduation	2 (100)	-	-	2 (100)	3 (60)	2 (40)	-	5 (100)	-	2 (20)	8 (80)	10 (100)	
Post graduation	-	-	-	-	-	-	-	-	-	-	4 (100)	4 (100)	
Modified ²	10.082 ^{NS}					10.238 ^{NS}				18.827*			
'r' value	0.027 ^{NS}					0.157 ^{NS}				0.251 ^{NS}			

Figures in the parenthesis indicate percentages *indicate significance of value at P=0.05 NS-Non-significant

between gender and home environment. Comparison of mean scores (17.80 and 19.80) revealed no significant difference between gender with regard to home environment. The 't' value 5.89 was found to be non-significant. This was in line with the study conducted by Khadi *et al.* (2002) who reported that total score of the home environment did not vary by gender, but the component wise showed the statistically significant difference in emotional and verbal sensitive acceptance of child behaviour.

A closer look at the Table 4 revealed the association of father's education and home environment of pre-school children. Among rural group, children whose fathers education was 10th pass > graduation, had moderate (64.3%) home environment followed by poor (28.6%) and good (7.1%) home environment. When we consider children whose parents education was primary but <10th about 50 per cent had moderate home environment followed by good (37.5%) and 12.5 per cent had poor home environment. Children whose father's education was < primary had moderate (60%) and equals number of children (20%) had both poor and good home environment, respectively. When we see children whose fathers were illiterate had moderate (50%) home environment followed by good (33.7%) and poor (16.7%) home environment. Children whose father's education was graduation had poor (100%) home environment. However, modified chi-square and correlation co-efficient found to be non-significant.

Among tribal group, children whose father's education was graduation had poor (60%) home

environment and 40 per cent had good home environment. Whereas children whose father's education was 10th pass and graduation (50%) had moderate home environment followed by good (28.6%) and 21.4 per cent had poor home environment. Children whose fathers education was primary pass >10th class had poor (55.6%) home environment followed by moderate (33.3%) and only 11.1 per cent had good home environment. Equal number of children (50%) had both moderate and poor home environment whose fathers education was < primary. Children whose fathers were illiterate (66.7%) had poor home environment and 33.3 per cent had good home environment. Chi-square showed non-significant association between father's education and home environment. Correlation co-efficient was found to be non-significant.

Among urban group, children whose fathers were illiterate had moderate (100%) home environment. About 50 per cent of children had moderate home environment whose fathers education was < primary and equal number of children (25%) had both good and poor home environment. Children whose father's education was primary less than 10th. had good (45.4%) home environment followed by moderate (36.4%) and 18.2 per cent poor home environment. Whereas father's had education 10th pass < graduation, whose children had moderate (62.5%) home environment, followed by poor (25%) and 12.5 per cent good home environment. About 80 per cent and 20 per cent of children had good and moderate home environment whose father's were graduate. Children whose father had post-graduation had

Table 5: Association of mother's education and home environment of pre-school children (n=120)

Mother's education	Rural (n=40)				Tribal (n=40)				Urban (n=40)			
	Poor	Moderate	Good	Total	Poor	Moderate	Good	Total	Poor	Moderate	Good	Total
Illiterate	1 (14.3)	4 (57.1)	2 (28.6)	7 (100)	3 (75)	-	1 (25)	4 (100)	1 (33.3)	2 (66.7)	-	3 (100)
Just literate but no schooling	-	-	-	-	1 (33.3)	2 (66.7)	-	3 (100)	-	-	-	-
<Primary but schooling	1 (12.5)	5 (62.5)	2 (25)	8 (100)	2 (66.7)	1 (33.3)	-	3 (100)	1 (20)	3 (60)	1 (20)	5 (100)
Primary pass but <10 th	3 (30)	4 (40)	3 (30)	10 (100)	7 (53.8)	5 (38.5)	1 (7.7)	13 (100)	2 (18.2)	5 (45.4)	4 (36.4)	11 (100)
10 th class pass but < graduation	5 (33.3)	9 (60)	1 (6.7)	15 (100)	3 (20)	6 (60)	3 (20)	12 (100)	1 (10)	5 (50)	4 (40)	10 (100)
Graduation	-	-	-	-	1 (20)	3 (60)	1 (20)	5 (100)	-	1 (12.5)	7 (87.5)	8 (100)
Post graduation	-	-	-	-	-	-	-	-	-	-	3 (100)	3 (100)
Modified ²	4.094 ^{NS}				8.573 ^{NS}				14.116 ^{NS}			
'r' value	0.017 ^{NS}				0.134 ^{NS}				0.398*			

Figures in the parenthesis indicate percentage

*indicate significance of value at P=0.05

NS-Non-significant

good (100%) home environment. However, chi-square revealed significant association between home environment and father's education but correlation co-efficient revealed no significant relationship.

Table 5 depicts the Association of mother's education and home environment of pre-school children. Among rural area, children whose mothers were illiterate had moderate (57.1%) home environment, followed by good (28.6%) and 14.3 per cent had poor home environment. Children whose mothers had education <primary but schooling, whose children had moderate (62.5%) home environment. Followed by good (25%) and poor (12.5%) home environment. Children whose mother's education was primary pass <10th had moderate (40%) and equal number of children (30%) had both poor and good home environment. Whereas, children whose mothers education level belongs to 10th class < graduation had moderate (60%) home environment followed by poor (33.3%) and good (6.7%) home environment. However, chi-square revealed non-significant association and correlation co-efficient was found to be non-significant

Among tribal group, children whose mothers' were illiterates had poor (75%) home environment and 25 per cent had good home environment. Children whose mother's education was literate and primary had moderate and poor (66.7% and 33.3%) home environment. Children whose mother's education was primary pass < 10th had poor (53.8%) home environment, followed by poor (38.5%) and only 7.7 per cent had good home environment. Children whose mother's education was 10th class < graduation, had moderate (60%) home environment and equal number of children (20%) had both good and poor home environment. About (60%) of children had moderate home environment and equal number of children (20%) had both poor and good home environment. However, chi-square revealed non-significant association and correlation co-efficient found to be non-significant.

Among urban group children whose mothers were illiterate had moderate (66.7%) home environment and 33.3 per cent had poor home environment. About (60%) children had moderate home environment and equal number of children (20%) had both poor and good home environment whose mother's education was less than primary. Children whose mothers education was primary <10th had moderate (45.4%) home environment, followed by good (36.4%) and poor (18.2%) home environment.

About (50%) children had moderate home environment, followed by (40%) advanced and only 10 per cent had poor home environment. Children whose mothers education was belonged to graduation had good (87.5%) home environment 12.5 per cent had moderate home environment. All children (100%) had good home environment whose mother's education level belonged to post graduation. However, modified chi-square showed non-significant association between mother's education and home environment but correlation co-efficient was found to be significant at 1 per cent level.

Parent's education plays an important role in the development of their children. It is obvious from the table that father's education is significantly associated with home environment in urban group (Table 5). In the present study, fathers who had service in public or state (76.9%), service in private sector (33.3%) service at shops, home, own cultivation (42.9%) provided better home environment in case of urban group. Non-significant association and relationship was observed between father's education and home environment among rural and tribal group.

This trend could be because educated parents are successful in providing an emotional, stable and stimulating environment of their children at home. The amount of schooling that parents receive influences how they structure their home environment as well as how they interact with children. Similarly Abdhulla *et al.* (1994) revealed that home environment and father's education associated significantly. Senechal and Lefevre (2002) concluded that parental education is more important for child acquisition of early literacy and for better environment. Cherian and Cherian (1995) reported that children of more educated parents were exposed to stimulating and richest environment than those of less educated parents. The results of the study (Table 5) indicated that in urban group significant relationship was observed between mother's education and home environment. Non-significant association and correlation was observed between home environment and mother's education among rural and tribal group. It is observed from the present study that, among urban group mother's who had better education *viz.*, post graduation (100%), graduation (87.5%) and 10th pass < graduation (40%), provided good home environment to their children. The finding was supported by Magyary *et al.* (1992) revealed significant positive correlation between home

environment and mothers education.

Conclusion:

Majority of children fell under the category of medium level of home environment among rural (55%) and tribal (42.5%). Among urban group 47.5 per cent had good home environment.

Significant difference in rural, tribal and urban group with regard to home environment dimensions of language stimulation, physical environment, varieties of stimulation and maternal attitude. A non-significant difference was observed in encouragement of social maturity.

Statistically non-significant difference was observed between gender and home environment among all the three groups.

Father's education significantly associated with the home environment. There is a significant relationship between mother's education and home environment among urban group.

Authors' affiliations :

L. Pujar, Department of Human Development and Family Studies, College of Community Science, University of Agricultural Sciences, Dharwad (Karnataka) India

REFERENCES

Abdhulla, R., Yakob, S. and Babarudin, R. (1994). The relationship between quality of home environment and mental scores of children attending the UPM laboratory pre-school

pertanika. *J. Soc. Sci.*, **2**(1): 21-28.

Aggarwal, O.P., Bhasin, S.K., Sharma, A.K., Chabra, P., Aggarwal, K. and Rajaura, O.P. (2005). A new instrument for measuring the socio-economic status of family: preliminary studies. *Ind. J. Comm. Med.*, **34** (4): 111-114.

Bradly, R. and Caldwell, B. (1984), The home inventory and family demographics. *Dev. Psy.*, **20**: 315-320.

Bradly, R., Caldwell, B., Beyette, M. and Rock Stephen, L. (1992). Home environment and school performance a ten year follow up and examination of 3 models of environmental action. *Child Dev.*, **55**: 692-710.

Cherian, V.I. and Cherian, L.V. (1995). Relationship between parental occupation and academic achievement of children from polygynous and monogamous families. *J. Family Wel.*, **41**: 49-52.

Khadi, P. B., Patil, M.S., Badiger, M.S. and Pujar, L. (2002). Influence of intervention on home environment and physical development of rural infants- A gender bias. Society of Extension Education, Agra (U.P.) India.

Magyary, G., Huppi, K. and Eley, K. (1992). Preterm children from birth to 8 years. *Cogn. Dev.*, **6** (2): 90-97.

Mohit, P. (1990). *Manual for mohit home environment inventory*. National Psychological Corporation, Agra (U.P.) India

Senechal, M. and Lefevre, J, A. (2002). Parents education and early language acquisition. *Cogn. Dev.*, **8**(4):144-149.

Verma, B.P. and Gupta, C.K. (1990). Effect of home environment on cognitive abilities of pre-adolescent children. *Indian Psy. Rev.*, **35**: 1-7.

14th
Year
★★★★★ of Excellence ★★★★★