

Comparison of rural and urban children according to home environment and parenting style

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Received: 25.09.2013; Revised: 15.10.2013; Accepted: 05.11.2013

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■ **ABSTRACT** : The present study was carried out in Hisar district of Haryana state. The sample consisted of 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). Parenting Style and Dimensions Questionnaire (Robinson *et al.*, 1995), Home Observation for Measurement of the Environment (Bradley and Caldwell, 1984) and Vineland Adaptive Behaviour scale developed (Sparrow *et al.*, 1984) were used to assess the parenting style, home environment and behaviour of the children, respectively. Results revealed significant differences for all aspects of home environment, namely responsiveness ($Z=2.90^*$) 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 ($Z=5.26^*$) and significant differences between parenting style, namely authoritative, authoritarian and permissive in both mother and father parenting. Result further revealed that significant differences were found 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** : Parenting style, Home environment, Socialization, Family integration

■ **HOW TO CITE THIS PAPER** : Rani, Pinki and Singh, Chandra K. (2013). Comparison of rural and urban children according to home environment and parenting style. *Asian J. Home Sci.*, 8 (2): 665-667.

Parenting is the process of promoting and supporting the physical, emotional, social and intellectual development of a child from infancy to adulthood. It plays a very vital role in the up-bringing of children. It is the duty of the parents to properly rear their children and up bring them to be a very responsible person in the society. It is a very serious social phenomenon as it determines the future of the children. It is a reciprocal process where the parent influences the child's development, and in return, the child influences the parent (Sclafani, 2004).

Parenting style captures two important elements of parenting: parental responsiveness and parental demandingness. Parents categorized according to parental demandingness and responsiveness creates a typology of four parenting styles: authoritarian, authoritative, permissive and uninvolved (Maccoby and Martin, 1983). Each of these

parenting styles reflects different naturally occurring patterns of parental values, practices, and behaviours (Baumrind, 1991) and a distinct balance of responsiveness and demandingness.

Authoritarian parents are highly demanding and directive, but not responsive. Authoritative parents are both demanding and responsive. Permissive parents (also referred to as "indulgent" or "non-directive") "are more responsive than demanding. Uninvolved parents are low in both responsiveness and demandingness.

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). Fifty girls and their parents were selected randomly from Hisar city and 50 girls and their parents were selected randomly from Ladwa and Dabra villages of block-1 of Hisar district. Hence, the total sample for the study was 300 (100 girls and 200 parents) from both locations.

Two types of variables *i.e.* independent and dependent were taken. The independent variables included home environment and parenting style. Home Observation for Measurement of the Environment (HOME) by Bradley and Caldwell, (1984) was used to measure the home environment. Parenting Style and Dimensions Questionnaire (PSDQ) by Robinson *et al.* (1995) was used to measure the parenting style *i.e.* authoritative, authoritarian and permissive. Adaptive behaviour was taken as dependent variable. Vineland adaptive behaviour scale developed by Sparrow *et al.* (1984) was used to assess the behaviour of the children.

RESEARCH FINDINGS AND DISCUSSION

The experimental findings obtained from the present study have been discussed in following heads:

Comparison of rural and urban children according to home environment:

Table 1 indicates that 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 1 : Comparison of rural and urban children according to home environment

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

* indicate significance of value at P=0.05

Comparison of rural and urban children according to paternal parenting style:

Mean scores indicated that there were significant differences between fathers of rural and urban areas in parenting style namely, authoritative ($Z=11.53^*$) and authoritarian ($Z=2.91^*$) at 0.05 level of significance (Table 2).

Table 2 : Comparison of rural and urban children according to paternal parenting style

Area of Parenting styles	Rural	Urban	Z-value
	Mean ± S.D.	Mean ± S.D.	
Authoritative	121.59±2.24	128.05±2.30	11.53*
Authoritarian	74.31±6.23	67.18±10.91	2.91*
Permissive	62.15±10.84	65.93±9.19	1.01

*indicate significance of value at P=0.05

Comparison of rural and urban children according to maternal parenting style:

Table 3 expounded that same significant difference were found between mothers of rural and urban areas in parenting style namely, authoritative ($Z=3.41^*$), authoritarian ($Z=6.74^*$) and permissive ($Z=4.81^*$) at 0.05 level of significance.

Table 3: Comparison of rural and urban children according to maternal parenting style

Area of Parenting style	Rural	Urban	Z-value
	Mean ± S.D.	Mean ± S.D.	
Authoritative	120.69±14.02	130.26±2.76	3.41*
Authoritarian	79.05±5.17	66.63±4.00	6.74*
Permissive	66.00±4.24	49.33±7.33	4.81*

* indicate significance of value at P=0.05

Comparison of rural and urban children according to adaptive behaviour:

Table 4 revealed 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 ($Z=3.84$, $p<0.05$).

Table 4 : Comparison of rural and urban children according to adaptive behaviour

Children's adaptive behaviour	Rural	Urban	Z-value
	Mean \pm S.D.	Mean \pm S.D.	
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*

* indicate significance of value at $P=0.05$

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 who belonged to rural area. This may be because parent of urban area provided better home environment and other facility to their 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 for country, region, and gender main effects in the context of a discussion of developing adaptive behaviour in young children. A strong positive relation has been indicated between adaptive behaviour and intelligence if measured globally. When vineland domains were assessed separately, this relation varied across domains and disability groups. With intelligence controlled, adaptive behaviour patterns differed for disability groups in communication and socialization.

Significant differences were found between mothers of rural and urban areas in parenting style, namely authoritative, authoritarian and permissive but, significant differences between fathers of rural and urban areas in parenting style namely, authoritative and authoritarian. The best adjusted children are those who grow in happy homes where adolescents and parents spend pleasurable time together. Noller and Victor (1991) think that the environment of a family is affected by how happy the parents are with their relationship. A close, satisfying relationship between parents is generally reflected in a warm and supportive family climate. Conflict between the parents is likely to result unsatisfactory home environment.

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