

Effects of home environment in developing daily living skills in children

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ABSTRACT

Daily living skills are self-care skills such as bathing, dressing, cleaning and cooking. The present study was conducted purposively in Hisar district of Haryana state. From Hisar district two areas were selected *i.e.*, urban and rural. The sample consist 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 rural area. A total of 50 boys between the age group of 7 to 8 years with both of their parents were selected randomly from each location. Hence, the total sample was 600 including (200 children and 400 their parents). Home observation for measurement of the environment (HOME) by Bradley and Caldwell (1984) and Vineland adaptive behaviour scale by Sparrow *et al.* (1984) used to measure the communication skill of children. Result revealed that aspect of home environment encouragement of maturity and enrichment were significantly associated with adaptive behaviour. Emotional climate, responsivity, learning material and opportunities, Family integration, family companionship, physical environment, and composite home environment were non-significantly associated with adaptive behaviour.

INTRODUCTION

Daily living skills include real life skills such as grooming, dressing, safety, safe food handling, school rules, ability to work, money management, cleaning, making friends, social skills, and personal responsibility. Behaviour of children wholly depends upon the parenting styles adopted by parents. The education of parents is one of the important factor which play an important role in constructing the children's personality, because the well-educated parents can develop a social intelligence in their children better than uneducated parents, which further helps them in the build-up of their carriers.

Adaptive behaviour also depends upon the behaviour of parents, style of upbringing parents-child relationship, emotion of parents, time devotion for children etc.

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. Enriched home environment helps in advancing the overall development of the child. Children from disadvantaged home are poorly equipped in cognitive abilities and socialization as compared to their relatively well-off counterparts (Yeats *et al.*, 2003).

Parents play an important role in transition of

egocentric child to the socialized one. She is the first informal teacher of the child who prepares the child to face the strange world with confidence. The child rearing practices used by parents contribute a lot in the adaptive behaviour of the child. Russell *et al.* (2003) investigated that mothers were more authoritative and fathers more authoritarian. It was found that significant impact of home learning environment and mother's education develops intellectual skill building in the children (Melhuish *et al.*, 2001).

Enriched home environment helps in advancing the overall development of child. Children from disadvantaged home are poorly equipped in cognitive abilities and socialization as compared to their relatively well-off counterparts. Maternal attitudes that encourage child's independence and reciprocal parent-child interaction positively influence the child's intellectual performance. 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.

Children need a special environment and right kind of interaction. Provide experiences to young children up to 8 years of age in order to promote their holistic development as well as arranging and providing services and support systems to communities and families to meet the needs of their young children (Ramanathan, 2002).

Objectives: To assess the effects of home environment in daily living skills development.

MATERIAL AND METHODS

Hisar district of Haryana state was selected purposively for the present study due to easy accessibility. From Hisar district two areas were selected *i.e.*, urban and rural. The sample consist 100 girls and 100 boys between the age group of 7-8 years and their parents (both mother and father). Hence, the total sample for the study was 600 (200 children and 400 their parents) from both location. Home observation for measurement of the environment (HOME) by Bradley and Caldwell (1984) and Vineland adaptive behaviour scale by Sparrow *et al.* (1984) used to measure the communication skill of

children.

OBSERVATIONS AND ANALYSIS

Table 1 depict that aspect of home environment encouragement of maturity and enrichment were significantly associated with adaptive behaviour. Emotional climate, responsivity, learning material and opportunities, Family integration, family companionship, physical environment and composite home environment were non-significantly associated with adaptive behaviour.

Table 1 : Home environment	
Home environment	χ^2
Daily living skill	
Responsivity	0.53
Encouragement of maturity	4.58*
Emotional climate	2.03
Learning materials and opportunities	2.42
Enrichment	13.28*
Family companionship	0.33
Family integration	0.01
Physical environment	2.78
Composite home environment	1.38

Adaptive behaviour is significantly associated with all the aspect of home environment. Home environment included various aspects like responsivity, encouragement of maturity, emotional climate, learning material and opportunities, enrichment, family companionship, family integration and physical environment. Parish *et al.* (2001) state that the environment of the home in which a child is reared can advance or hinder wholesome personality adjustment. Family companionship also determines the measure of young person's developing attitudes toward home and family life. Forsstrom-Cohen and Rosenboun (2005) describe that one of the most important influences upon the adolescent is the emotional climate of the family. Goldstein (2002) also found that physical environment of home was important contributing factor for the development of social and communicative skills in preschool children. Elizabeth (2003) concluded that household income was positively related to the level of learning stimulation in children's home environment, which is responsible for social maturity level of children. Terrisse *et al.* (1998) reported that preschool children who had stimulating environment received higher scores

on the social development domains.

The best adjusted children are those who grow in happy homes where adolescents and parents spend pleasurable time together. Noller and Victor (2009) 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 in an unsatisfactory home environment. Rani and Singh (2016) also worked in the related topic.

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