

Enhancing the parents-child communication skills providing favourable home environment in Haryana state

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ABSTRACT

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. 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 Parenting Style and Dimensions Questionnaire (PSDQ) by Robinson *et al.* (1995) were used to measure home environment and Parenting Style and Dimensions Questionnaire (PSDQ) by Robinson *et al.* (1995) was used to measure parenting style *i.e.* authoritative, authoritarian and permissive. Vineland adaptive behaviour scale by Sparrow *et al.* (1984) used to measure the communication skill of children. Result revealed that aspect of home environment responsivity, encouragement of maturity, learning material and opportunities, enrichment were significantly associated with adaptive behaviour. Emotional climate, learning material and opportunities, Family integration, family companionship, physical environment and composite home environment were non-significantly associated with adaptive behaviour.

INTRODUCTION

Parents exert a major influence on the way children express personality characteristics and behaviours. Parenting is the process of promoting and supporting the physical, emotional, social and intellectual development of a child from infancy to adulthood. In the family, parenting style directly influences the behaviour of children. Parenting style captures two important elements

of parenting: parental responsiveness and parental demandingness. Parents may differ in how they try to control or socialize their children and the extent to which they do so. It is assumed that the primary role of all parents is to influence, teach and control their children. The construct of parenting style is used to capture normal variations in parents' attempts to control and socialize their children. Parents fall into one of three categories of parenting styles; authoritarian (telling their children

exactly what to do), indulgent (allowing their children to do whatever they wish) and authoritative (providing rules and guidance without being overbearing (Baumrind, 1991). Ayers (2002) categorized parenting in to four styles, namely permissive parent, authoritarian parent, uninvolved parent and authoritative parent.

Parenting plays a very vital role in the upbringing of children because it is a very serious social phenomenon that determines the future of the children. It is clear that from early in the child's life, parenting skills, parenting style and the parent-child relationship are major factors that affect children's psychosocial development throughout most of childhood. Judy and Arthur (2007) stated that parents with strong values, integrity and positive attitude, can inculcate in their children a set of solid values like fairness, honesty, discipline, justice and integrity right from their childhood.

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 plays 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 upto 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).

Home environment and socio-economic status also plays a crucial role in influencing and shaping the behaviour. Generally, it has been found that socio-economic factors such as education, occupation of parents, family income are significantly associated with adaptive behaviour of children (Lata and Chhikara, 1995). 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 (Elizabeth, 2003). Generally children from low socio-economic status have different adaptive behaviour than to high socio-economic status. In addition, home learning environment, and adaptive behaviour of children may be influenced by various socio-economic factors like age, gender, family size, parent's education and occupation and also by economic status of the family. Several studies have examined the role of parenting styles in children's and adolescents' internalizing and externalizing problem behaviour (Hart *et al.*, 2003).

Objective:

To assess the communication skill providing favourable home environment in rural Haryana.

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 50 girls and 50 boys 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 children and 200 their parents) from both location. Home observation for measurement of the environment (HOME) by Bradley and Caldwell (1984) and Parenting Style and Dimensions Questionnaire

(PSDQ) by Robinson *et al.* (1995) were used to measure home environment and parenting style *i.e.* authoritative, authoritarian and permissive. 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 responsivity, encouragement of maturity, learning material and opportunities, enrichment were significantly associated with adaptive behaviour. Emotional climate, 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
Communication skill	
Responsivity	5.77*
Encouragement of maturity	7.06*
Emotional climate	1.92
Learning materials and opportunities	2.78
Enrichment	4.63*
Family companionship	0.24
Family integration	0.14
Physical environment	0.26
Composite home environment	1.38

Communication skill 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.* (2008) 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 Rosenbaum (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 unsatisfactory home environment.

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