



E-ISSN: 2278-4136
 P-ISSN: 2349-8234
 JPP 2019; 8(1): 2439-2441
 Received: 04-11-2018
 Accepted: 08-12-2018

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Influence of home environment on concept development of rural, tribal and urban preschool children

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Abstract

A study on "Influence of home environment on concept development of rural, tribal and urban preschool children" was carried out in Ranebennur taluk of Haveri district, Karnataka state. The sample for the study comprised of 120 preschool children of whom 40 were from rural, 40 from tribal and 40 from urban area of Ranebennur taluk. From each area 20 boys and 20 girls in the age group of 3-5 years were selected randomly from 24 Anganwadis. Mohite Home Environment Inventory (1990) and Bracken Basic Concept Scale (2006) were used to assess home environment and conceptual skills of preschool children. The results of the present investigation revealed that majority of children had average level of concept development and belonged to moderate level of home environment in rural, tribal and urban group. Results also revealed a non significant association and relationship between home environment and concept development in rural, tribal and urban groups.

Keywords: Concept development, Home environment, Preschool children

Introduction

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. Cognitive abilities progress at a faster rate from birth to five years. During these period children develop a wide range of cognitive abilities such as language development, number concept and basic concepts. Bruner (1960) [6] stated, concept as a way of grouping an array of objects on events in terms of those characteristics that distinguishes this array from other objects or events in the universal. Children understand most of concepts vary naturally by listening to adults, observing peers and siblings. Individuals differ in their level of concept formation on the basis of their age, intelligence and varieties of experience as they gain from day to day activities. Kegan (1987) emphasized the importance of concepts in life and considered them as fundamental agents to intellectual work. Logically, a concept refers to a phenomenon in a given field that is grouped together because of their common characteristics. Child learns concepts from sense organs by touch, hear and observing. Sensation is the process of conscious reaction of mind. This is a process through which human beings become aware of things in their environment, which stimulate their sense organs. Basic concepts are the foundation for child's education in order to perform tasks like following directions, participating in classroom routines and engaging in conversation.

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. 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. Hence, the study was an attempt to focus on "Influence of home environment on concept development of rural, tribal and urban preschool children" with the following objectives.

1. To assess the concept development and home environment of rural, tribal and urban children.
2. To know the association and relationship between concept development and home environment.

Material and methods

A preliminary survey was carried out to collect information regarding the total number of anganwadi kendras in Ranebennur city. The list of anganwadi kendras was obtained from the Child Development Project Officer, Ranebennur. The sample for the study comprised of 120 preschool children of whom 40 were from rural, 40 from tribal and 40 from urban area of Ranebennur taluk. From each area 20 boys and 20 girls in the age group of 3-5 years were selected randomly from 24 Anganwadis. Mohite Home Environment Inventory (1990) and Bracken Basic Concept Scale (2006) were used to assess home environment and conceptual skills of preschool children.

Results and discussion

An examination of Table 1 gives the information regarding the frequency distribution of preschool children with regard to concept development. In rural group, children showed average level of concept development (80%), followed by 17.5 per cent showed advanced and only 2.5 per cent children had delayed concept development. With regard to tribal group, 60 per cent of children had average level of concept development, followed by delayed (25%) and advanced concept development (15%). Among urban group, 60 per cent had average level of concept development and 40 per cent of children showed advanced level, none of them belongs to delayed level of concept development. Comparison of mean scores revealed a significant difference between rural, tribal and urban (66.57, 64.4, 69.57) preschool children in their concept development. The ANOVA value 3.436 was found to be significant at 5 percent. In the study (Table 2), it was noticed that majority of children had average level of concept development in all three groups. The study is in line with Pujar *et al.* (2012) ^[11] who reported that majority of children fell in medium level of concept development at pre-test. Manocha and Narang (2004) ^[10] revealed that about half of the children from rural area fell under the category of average concept development.

Table 2 depicts percentage distribution of preschool children by level of home environment. Among rural preschool 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 preschool children, equal percentage of them (42.5%) each had poor and moderate home environment and 15 percent 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. 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) ^[12] revealed that there is a significant relationship between home environment and verbal intelligence of children.

A perusal of table 3 examines the interrelationship between home environment and concept development among rural, tribal and urban group. Among rural group, children with poor home environment had average level of concept development (70%) and 30 percent had advanced level concept development. Children with moderate home environment showed average concept development (81.8%) and 18.2 percent had advanced concept development. Majority of children (87.5%) from good home environment showed average concept development and 12.5 percent had delayed concept development. However modified chi square and correlation coefficient found to be non-significant.

In tribal group, children with poor home environment, about 70.6 per cent had average concept development, followed by advanced (23.5%) and delayed (5.9%). Children with moderate home environment more than half (58.8%) had advanced concept development and 41.2 percent had average concept development. children with good home environment 66.7 percent had average concept development and 33.3 per cent had advanced concept development. However modified chi square and correlation coefficient found to be non-significant.

Among urban group, children with poor home environment had average concept development 100 per cent and none of them belongs to delayed and advanced level of concept development. More than half of children (62.5%) with moderate home environment had average concept development and 37.5 per cent had advanced concept development. Equal percentage of children (50%) from good home environment had advanced and average concept development. From the study (Table 3) results revealed that there is no relationship between home environment and concept development of children in rural, tribal and urban groups. Children develop different concepts during preschool period irrespective of their home condition. This is in contradicting with the study conducted by Magyary *et al.* (1992) ^[9] reported that the home environment was correlated with children's performance on Wechsler intelligence scale. Regression analysis showed that both IQ and academic were best predicates using a combined infant status, family interactive quality family contexts variables. Abdullah's *et al.* (1994) reported that children from cognitively stimulating home environment achieved higher score on intelligence test. NICHD (2005) ^[2] report indicated that home environment is strongly related with the cognitive and intellectual abilities of children at early periods.

Table 1: Percentage distribution of concept development of children among rural, tribal and urban
N=120

Concept development	Rural (n=40)	Tribal (n=40)	Urban (n=40)
	Frequency (%)	Frequency (%)	Frequency (%)
Delayed	1 (2.5)	10 (25)	-
Average	32 (80)	24 (60)	24 (60)
Advanced	7 (17.5)	6 (15)	16 (40)
Total	40 (100)	40 (100)	40 (100)
Mean (SD)	66.57 (7.73)	64.4 (10.6)	69.57 (7.72)
F Value	3.436*		

Figures in the parenthesis indicate percentages

*Significant at 0.05 level

D – Delayed, AVE – Average, AD-Advanced

Table 2: Percentage distribution of preschool 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	10.825*		

Figures in the parenthesis indicate percentage

*Significant at 0.05 level

Table 3: Interrelationship between home environment and concept development

Concept Home environment	Rural (n=40)			Modified χ^2	'r' value	Tribal (n=40)			Modified χ^2	'r' value	Urban (n=40)			Modified χ^2	'r' value
	DEL	AVE	ADV			DEL	AVE	ADV			DEL	AVE	ADV		
Poor	-	7 (70)	3 (30)	06.48 ^{NS}	0.28 ^{NS}	1 (5.9)	12 (70.6)	4 (23.5)	5.46 ^{NS}	0.215 ^{NS}	-	5 (100)	-	05.62 ^{NS}	0.061 ^{NS}
Moderate	-	18 (81.8)	4 (18.2)			-	7 (41.2)	10 (58.8)			-	10 (62.5)	6 (37.5)		
Good	1 (12.5)	7 (87.5)	-			-	4 (66.7)	2 (33.3)			-	9 (50)	9 (50)		

NS-Non-significant

D – Delayed, AVE – Average, AD-Advanced

Conclusion

The present study results indicate that majority of children had average level of concept development in all three groups. Higher per cent of the children from urban group had good home environment. Results also revealed that there is no relationship between home environment and concept development of children in rural, tribal and urban groups.

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