SUMMARY AND CONCLUSION
Chapter 7

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Family is said to be the original form of social institution. A child is born in a family and it is only through the family that he/she gets the first lesson of sociability. The parents serve as the first socializing agent for their children. Home is considered to play a pivotal role in our society because the basic foundation stone of a child’s social behaviour is laid down at home itself. Every member of the family help the child in the early socialization and teacher the way, he/she should behave in the society. The child begins to learn the basic concepts of social norms, rules and regulations, customs and traditions, within the family environment itself. Religious, judicial, social and political set-up which are the foundation of our society are also taught initially within the home environment. Family is responsible for the child’s character and personality development and for his/her effective adjustment inside as well as outside the home environment. The influence of the family in the first few years of life of a child is tremendous. The child develops the traits of human being only when he/she lives in a family. Mutual cooperation and coordination between husband and wife and also between parent and children are the basis for an ideal atmosphere of a happy home. Within the home environment children begin to learn the lessons of feeling, thinking and doing things not only for themselves but also for others. They also learn the importance of give and take, living together, working together and helping others through their family environment. Children, through the medium of their parents and other members of the family.
acquires many of the social patterns, habits and manners, which are likely to
determine their future adjustments in the society. It is the home that gives the
child his/her first understanding of the meaning of social attitudes such as
truthfulness, honesty, sympathy, courage, punctuality, fair dealing, respect for
authority and consideration for others. The physical environment of a home also
plays a significant role in the social development of young children. Conducive
physical environment of a home provides an atmosphere to the child for speedy
and healthy social development in their early childhood. In view of the fact that
there is a tremendous potential role of the family environment on the social
development of young children, the present study was a small endeavor to
delineate the impact of home environment on this very delicate and sensitive
aspect of social development of young children.

From the review of related literature, which were collected to acquire
some knowledge on the subject, it was found that very few studies were done in
this aspect of social development in our country. Therefore, the researcher has
selected this specific area and entitled the present study as “Impact of home
environment on the social development of children between the age group of
3-6 years”.

This study was undertaken after extensive discussions with experts and it
was decided to conduct the study with the following three objectives:

- To study the impact of home environment on the social development of children.
- To find out differences in the social behaviour of children coming from normal families as compared to children from broken families.
- To study the social development of children coming from different types of families i.e. joint family, nuclear family.
The following hypotheses were formulated to carry out the study in the light of the three objectives of this study:

- There is a significant relationship between the home environment and the social development of children.
- Social development of children coming from broken families Vs normal families are significantly different.
- Social development of children coming from joint Vs nuclear families are significantly different.

The present study which comes under the category of descriptive research method was undertaken to study the impact of the different types and nature of home environments on the social development of young children. The present study also falls under the category of causal comparative studies as the investigator had made an attempt to observe the inter-relationship between home environment and the social development of children.

The sample area of this present research work was greater Guwahati of Kamrup district of Assam. The total number of sample of the present study comprised of 288 school going children between the age group of three to six years. Snow-ball technique was applied to select the families having school going children between the age group of 3-6 years. Out of the selected families, 288 children were drawn out by using random sampling technique (Lottery method). The children were selected from both the sex groups, from different types (joint and nuclear) and nature of families (normal and broken) of different geographical areas of greater Guwahati.

The present study was cross-sectional in nature and the children were classified into three levels on the basis of the three age groups as shown below.
Each level consisted of 96 children with an equal representation of boys (48) and girls (48).

- Level I, consisted of children between the age of three and four years.
- Level II, consisted of children between the age of four and five years.
- Level III, consisted of children between the age of five and six years.

"Naturalistic observation" was applied for collection of the data for this study which has been recognised as the most direct means of studying overt behaviour of people. Children were observed in the natural setting of their home and also in their school, for eight important aspects of social behaviour, namely cooperation, friendship, nature of play, preference of playmate, competition, social manners, leadership qualities and aggression. These eight aspects of social behaviour of children were observed by the three different observers namely teachers, parents and the investigator herself. SDS for children were recorded on three separate observation schedule prepared for teachers, parents and the investigator herself. The investigator also kept one personal information sheet for each child for noting down specific important information. In some occasions interview technique was also used to collect some additional information from parents and teachers. The tools used in this study possessed both face validity and content validity. The reliability of the tools were assessed by applying the split half (odd-even) method and were found 0.9903 for parents, 0.9893 for investigator and 0.9801 for teacher.

From the scores of social development in various aspects of the sample children, mean score and S.D. were calculated and has been shown in the Table No.2 and 3. It is apparent from the processed data in the Table No.2 and 3 that children belonging to the normal families are more social as compared to the
children belonging to the broken families. It was also observed that, within the normal families, children belonging to the joint families showed better social behaviour than the children belonging to the nuclear families. In the present study, coefficient of correlation (by Pearson’s Product Moment method) was calculated and has been shown in the Table No.22. On observation of the same, each coefficient of correlation value is found to be highly significant (P < ‘01) implying each observers assessment were free from biasness. ‘t’ values were calculated for comparing the social development scores of children between joint and nuclear and also between normal and broken families and is shown in the Table No.21 and 20. Results displayed in the Table No.20 revealed that the difference in the social development scores of children, in all the age groups between normal and broken families are highly significant (P < ‘01). On further analysis of the processed data in the Table No.21, it was found that social development of children of higher age group (5-6 years) belonging to the joint families are better than the children of nuclear families and were found to be statistically significant (P < ‘05). On close observation of the Table No. 21, it was also found that at the lower level of age groups (3-4 and 4-5 years), the difference in the social development scores between joint and nuclear families were not statistically significant.

Based on the results and observations the following findings were drawn from this study:

i) Home environment plays a significant role on the social development of children.

ii) Joint family environment has a more conducive and positive impact on the social development of the children than the nuclear family.
iii) Children belonging to the normal families get a better home environment for social development than the children belonging to the broken families.

iv) Social development of children increases with the advancement of their chronological age.

v) Girls were found to be more cooperative, friendly and well mannered than their counterparts (the boys).

vi) Boys were having more leadership qualities and were more competitive than the girls. They were also found to be more aggressive than the girls.

vii) Boys belonging to the broken families were found to be more aggressive than the boys belonging to the nuclear families and their aggressiveness increased with their advancing age.

Limitations of the study:

Social development of a human being specially in the early childhood is a very delicate, intricate and sensitive subject to study. Although there was enough scope to study this subject from various angles, the researcher confined her study, only to evaluate the impact of different home environment on the social development of young children, due to obvious limitations to carry out such a big project covering each and every aspect.

The first limitation of the present study relates to the area under study. Since the study was primarily conducted by the researcher herself it would have been a difficult task to conduct this study in a much wider area covering a bigger sample size. Therefore, the researcher limited her study in the greater Guwahati area as the field of study in this research project. This area was selected because the population of the greater Guwahati is known to be of a mixed type having
migrated from different corners of the state and thereby represents the state population.

The second limitation relates to the age group taken in this study. Although there was enough scope to study the social development of young children covering a wider range of age group, in the present study, the investigator limited her study to the age group of 3-6 years. This was because the targeted population of the study were the children of early childhood period. The age group of 3-6 years was considered in this study because the investigator felt that the study conducted in this period shall give a better assessment of their social development than the study covering the age group of 0-3 years. Because children of this age group do not have sufficient social contact with the outside world.

Suggestions for further research:

The present study was a small endeavour to study the impact of home environment on the social development of children covering some specific aspects of social behaviour. There is enough scope to study the impact of different agents and also from different angles to study the social development of children. Further research in this direction are expected to delineate many of the delicate factors responsible for healthy social development of young children.

The present study was conducted on a relatively small sample size covering a smaller geographical area. It is generally accepted that accuracy of the result of a study increases if the number of the study sample increases. Therefore, the researcher felt that further research may be conducted in this direction covering a much larger sample children of a wider geographical area.
The present study was done to find out the impact of home environment on the social development of the early childhood period covering only the age group of 3-6 years and the study was cross-sectional in nature. Therefore, there is enough scope to study in this aspect covering children of a wider age group including the children of the late childhood period also. A longitudinal study made in this direction are likely to highlight many of the sensitive factors responsible for healthy social development of young children.

Social development of a human being is known to be a very delicate process which begins right from the birth and continues throughout the life span of an individual. Childhood period is said to be the foundation period for social development of an individual where home environment plays a significant role. Home is known to be the first and foremost factor which influences social development of a child. The character and personality of an individual is moulded in the home environment itself. A favourable home environment is likely to produce a child with favourable social attitudes. Children are considered as the future citizens of a nation. Therefore, every effort made in this direction for proper and healthy social development of children shall be beneficial not only for themselves and to their families in particular but also to the society in general and to the nation as a whole.