REVIEW OF RELATED LITERATURE
Chapter 2

REVIEW OF RELATED LITERATURE

Review of related literature is an important aspect of any research work. The present research work has been undertaken to study the impact of different home environments on the social development of young children. Therefore, in this chapter, an attempt has been made to review some of the existing literatures related to this area of study. It is important because it helps the research worker to acquaint with the available knowledge in this particular area of study and to find out what is already known, what others attempted to find out, what methods and techniques have been promising or disappointing and what are the problems that remain to be solved. After going through a number of related literatures from different research journals, books, theses and other study materials, the researcher found that, although a number of studies were conducted on the early childhood period covering various aspects of interest, but very few studies have been directed on the social development of children relating to their home environments.

The researcher has collected a number of related studies that were conducted in abroad and also in our country and arranged them systematically in this review section of the thesis.

Western Studies:

Parten, M.B. (1933), has made an interesting study on social growth of pre-school children through the medium of play. She took children aged two to five years into a play yard and allowed them to play alone or with others. The children were observed daily at the morning free play hour and their play
behaviour were recorded. She classified the play behaviour of the children into
the following categories – (i) Unoccupied, (ii) Onlooker, (iii) Solitary
independent play, (iv) Parallel play, (v) Associative play and (vi) Cooperative
play.

According to her, in the ‘unoccupied behaviour’ the child watches
anything of momentary interest. Next, there is the ‘onlooker behaviour’ in which
the child watches other children at play. In the ‘solitary independent play’
situation the child plays alone without any reference to what other children are
doing. Next there is ‘parallel’ play in which the child plays independently but
with toys used by other children. According to her, in the ‘associative play’ the
child plays with others. Finally, there is ‘cooperative play’ in which the child
plays in a group organised to make some product out of the game.

Parten found in her research findings that with the increasing age, pre-
school children engage in more and more parallel associative and cooperative
play activities and spends less and less of their time in solitary play and passive
observation. In other words, the youngest children tended to engage either in
solitary or in parallel play and the older children tended to engage in cooperative
play to a much greater extent. According to her, changes in these play patterns
can be best explained in terms of socialization.

Harris, B. D., et al. (1954) have studied deeply about parental influence
on growth and development of social responsibility. They enquired about the
relationship of children’s home duties to an attitude of responsibility. They have
shown in a very definitive fashion that responsibility of children is fostered when
they perceive their parents as being constructively oriented towards them. They
found that responsibility of the children is definitely not associated with the
assignment of home duties. They thought that responsibility of children is a by
product of favourable personal and emotional relationships between parents and children.

Bloom, S. B., (1964) concluded from his studies that the most rapid period of development appears to be the first five years of life and that about 17 percent of growth in educational achievement takes place between four and six years of age. In relation to deprived young children, Bloom pointed out that the effects of environment are likely to be greatest during the early and more rapid period of intellectual development. The early years of life, according to him, are years for gaining experience and not for formal learning.

Tough, J., (1977) conducted a pre-school language project which was concerned with the influence of early social experiences on the child's development and use of language. She conducted this study at the University of Leeds School of Education, which was supported by the schools council of the U.K. It sought to examine the use of language by children from unfavoured home backgrounds who received nursery education with those from a similar home background who did not. The study in question was a longitudinal investigation of language development in middle and working class children. She found that even at the age of two, there were differences in both the linguistic structure and language functions of middle and working class children. The working class children less often used language to report on past experiences or to predict the future, to give explanations, justify behaviour, and reflect on feelings. In addition, their mean length utterance was shorter and their sentence structure was less complex.

Tough concluded that the educational problem was not to teach working class children to talk more often, or in longer or more complete sentences. The problem was rather that they have had little practice in using language for certain
purposes. In high socio-economic status families, the mother recalls the past and anticipates the future, she tells stories, encourages the child to make comparisons, offer explanations and look for differences; she also encourages creative indoor activities and imaginative play. The working class child on the other hand, has much less of these kinds of experience and enters school with a different set of meanings and does not respond in the way the other child does. Tough suggested that teachers should help the child to ask questions, solve problems, explore the meaning of particular situations, and in general to use language as a means of learning.

Kohn, M. L., (1977,1990) undertook a research work on the role of the family on determining specific social position in society. According to them, from the time of birth, a child becomes a part of the specific racial, ethnic class, religious and regional sub-cultural grouping of a society. In their studies they showed that families socialize their children somewhat differently based on race, ethnicity, and class. According to him, social class as measured by parental occupation is one of the strongest influences on what and how parents teach their children. On the one hand, working class parents who are closely supervised and expected to follow orders at work typically emphasize their children the importance of obedience and conformity. On the other hand, parents from the middle and professional classes, who have more freedom and flexibility at work, tend to give their children more freedom to make their decisions and to be creative. Kohn concluded that differences in parents occupations were a better predictor of child rearing practices of the family than the social class itself by which children acquire specific characteristics of a particular society.

Corsaro, W.A., et al. (1992) conducted an interesting research work in order to find out the impact of peer groups on socialization of individual child.
According to them peer groups function as agents of socialization by contributing to their sense of “belonging” and their feelings of self-worth. Unlike families and schools, peer groups provide children with some degree of freedom from parents and other authority figures. Peer groups teach and reinforce cultural norms while providing important informations about “acceptable” behaviour. The peer group is both a product of culture and one of its major transmitters. They found that peer groups also simultaneously reflect the larger culture and serve as conduit for passing on culture to young people which ultimately help them in the process of socialization.

Corsaro, W.A., (1992) undertook another research work on peer groups expectations and socialization of children. According to him, individual must earn their acceptance with their peers by conforming to a given groups own norms, attitudes, speech patterns, and dress codes. When they conform to their peer groups expectations, they are rewarded; if they do not conform, they may be ridiculed or even expelled from the group. Conforming to the demands of peers, frequently places children at cross-purposes with their parents. He also found that children experience strong peer pressure even during their pre-school years. According to him, children frequently under pressure to obtain certain valued material possessions (such as toys, videotapes, clothing); they then pass this pressure on to their parents through emotional plea to purchase the desired items. In this way, adult caregivers learn about the latest fades and fashion from children, and they may contribute to the peer culture by purchasing the items desired by the children. According to him, socialization is not a one way process from adults to children. Adults also learn from children.

Luster, T., and Dubow E., (1992) undertook a study on “Home environment and maternal intelligence as predictors of verbal intelligence : A
comparison of preschool and school age children”. They found that parental education is a very vital issue which is responsible for awareness to create a stimulating, developmentally appropriate and conducive home environment for proper social development of children. Highly educated mother can earn more and can afford high quality family living by doing better jobs and utilises her income, education and time for better quality of child care. In this study, they found that children of educated intelligent mothers who are working (in service) scored higher than non-working housewife’s. Children of mothers who are involved in business or are labourers have scored low.

Ballantine, J.H., (1993) did an extensive study on socio-economic status of parents and its impact on their child’s socialization. Children of poor and low-income families, may be unintentionally socialized to believe that acquiring an education and aspiring to lofty ambitions are pointless because of existing economic conditions in the family. In contrast, he found that middle and upper-income families typically instill ideas of monetary and social success in children, as well as emphasizing the necessity of thinking and behaving in “socially acceptable” ways which help them to acquire attitudes of positive thinking and for better social behaviour.

Benokraitis, N.V., (1993) conducted a research work on emotional development of children and the role of the family. He found in his research work that families are the primary source of emotional support and child’s delicate emotional life is shaped and moulded at home. According to him, within the family, an atmosphere of love and affection and close understanding of the members give emotional security to the child for healthy social development. In his study he found that the role of the family is especially significant because young children have little social experience beyond its boundaries, they have no
basis for comparison or for evaluating how they are being treated by their own family.

Nicholson, J., and Mathew, S., (1999) undertook a study about family structure and its impact on Child’s behavioural characteristics. The title of the study was – “Randomized controlled trial of behavioural family intervention for the treatement of child behavioural Problems in Stepfamilies”. The study revealed that the family structure is most significant predictors of child’s behaviour characteristics. Children from stepfamilies often result in feeling of anxiety and loss of control which may manifest into behaviour problems and adjustment problems. Stepfamilies do experience greater conflict than other families resulting behaviour problems and lower self-esteem of the stepchildren.

Indian Studies:

Muralidharan, R., (1968) undertook a study on Personal-social development of Indian children’s developmental norms. The purpose of the study was to explore qualitatively the pattern of personal social behaviour in children. The patterns of behaviour were expected to be used as guidelines by parents and teachers.

Thirty boys and thirty girls at every level from 2½ to 5 years (2½, 3, 3½, 4, 4½ and 5 years) from the urban, rural and industrial areas of Ahmedabad, Allahabad, Bombay, Calcutta, Delhi, Hyderabad and Madras were selected. The total sample consisted of 6997 children.

The findings were –

i) Differences in pre-school, social development between urban, rural and industrial children were only to be expected as cultural influences exercised their maximum effect perhaps on this aspect of development.
ii) Indian samples were found to be faster than Gesell’s samples. In drafting and communication it was only the urban sample that compares favourably against Gesell’s. The industrial and rural children were slower in these aspects. In play interests and sleep habits, the samples were totally different.

Devi, C. L., (1975) made an analytical study of social development of Nursery School children. She tried to analyse the various aspects of developmental trends in social behaviour of Nursery school children.

The cross sectional approach was used to study the social behaviour of 200 children in twelve nursery schools in the age ranges (3-4) and (4-5) years. The sample was drawn from urban and rural areas and included both boys and girls in equal number in the two age groups.

Social behaviour was studied in relation to physical, motor, personal, language and intellectual development and participation in school activities. The main technique for the collection of data was observation with time sampling and tape recording. Observation diaries on social behaviour of pupils were maintained by parents and teachers on the basis of which parents filled data forms and teachers completed check lists. Interviews were used to supplement the data. Frequency analysis was made for patterning social behaviour into three categories - very high, average and low. Discriminating values between the two age groups were calculated for each aspect of social behaviour analysed.

The different aspects of each of the areas of social behaviour were identified and categorized into personal, social and intellectual, which were then patterned into different categories from high to low. The main findings were –
i) The relationship of intelligence, sex, health and the birth order of children and the religious beliefs of parents to social behaviour were not found to be significant and with the size of the family not conclusive.

ii) The absence of parents was found to be significantly related to low social development.

iii) The economic status, occupation and education of parents discriminated between high and low groups in social development.

iv) The relationship between the environment of school and social behaviour was found to be linked to the economic level of parents. Boys were found to prefer girls in play activities but girls preferred to play with their own sex.

v) Favourable attitude to school was seen among the high social groups.

Ghosh, S., (1975), conducted an intensive study on the Social maturity of preschool age Bengalee children of Calcutta city belonging to different socio-economic groups. The major objectives of the study were -

i) To construct a scale for the appraisal of social maturity.

ii) To determine social maturity on the basis of the social quotient distribution of the sample concerned

iii) To certify the value of social quotient in predicting the intelligence quotient,

iv) To apply the scale for appraisal of social maturity of normal (longitudinal study) and different clinical groups.

Signs of age wise social growth and the characteristic pattern of behaviour expressing age wise social maturity were studied and, on the basis of the findings, a scale for the appraisal of social maturity, viz., a Social Maturity
Inventory, was constructed. Thirty six nursery and kindergarten schools were randomly selected from the different regions of Calcutta and 40 pre-school children (20 boys and 20 girls) were selected from each school at random, equally distributed in each age group. Data were also collected by using a standardized interview schedule for the mothers of these selected children. The final sample included 1410 cases. Social age scores and social quotients (SQ) were found out for all the children. The reliability, predictability, validity and norms for the inventory were established. The capacity of the scale for the clientele was testified. Possible deviations were determined. Influential modes that might affect the growth signs of social behaviour and thereby the social quotient of a child were looked for.

The study revealed that—

i) Sex had very insignificant role in imbibing social maturation.

ii) Economic status was insignificant as testimony of ability to enrich the social maturity level.

iii) Social competency was the consequence of constant feedback, irrespective of any training or controlled environment.

iv) The instrument was found to be highly reliable and valid.

v) The derived equation for determining social maturity was sound.

Pankajan G., (1979) undertook a study to find out the impact of pre-school education on the language development of children. She made a comparative analysis of the language development of attending and non-attending preschool children of the age group of 2½ to 5 years.

The language development of the children were observed in three different situations—
i) While playing with a peer group.

ii) While in the company of adults at home, and

iii) By observing their responses to a set of pictures of common objects and toys.

The result of her findings indicate that in certain aspects of language development those children who attend pre-schools perform better than the others. No significant difference was observed in the language development of boys and girls. She concluded that attending pre-schools with good programmes, specially in rural areas definitely plays a prominent role in language development of children. This asserts the value and necessity of strengthening pre-school education and making it compulsory in the educational system, to have a strong foundation for the future higher education.

Narula, P.K., (1982) studied the play preferences of nursery school boys and girls as related to their cognitive development, socio-economic status, reactions to frustration and patterns of social behaviour. Play preferences and patterns of social behaviour were studied through the Obsen and Cunningham observation chart. The data were analysed and interpreted using correlation and analysis of variance, supplemented with critical ratio.

The findings of the study were –

i) Most of the boys and girls preferred to play with building blocks, hole fixing boxes, musical instruments, picture boxes and water.

ii) Socio-economic status did not influence the play preferences of boys and girls at Junior or senior stage if given equal opportunity.

iii) Boys and girls displayed different patterns of social behaviour. Boys displayed more patterns of rivalry and teasing whereas the girls displayed
more patterns of cooperation and sympathy. On other patterns of social behaviour, the sexes differed but not significantly.

The study has its implications for the nursery schools where different play activities need to be provided to the children, irrespective of sex and socio-economic status. These activities will help in cognitive development, handling reactions to frustrations and above all for proper social development.

Kothari, S., (1984) undertook a study to find out the relationship between the Father’s Academic Qualifications (FAQ) and the development of the moral concepts of his child. The title of the study was “A study of the development of Moral Concepts among first and second generation learners in Indore”. For this purpose experiment was conducted with 1249 students residing at Indore. The sample included 264 First generation learners (FGL) and 985 Second Generation Learners (SGL). The moral concept Development test (MCDT) was administered. The statistical technique of ANOVA and ‘t’ test were used. Results showed that the Father’s Academic Qualification has significant impact on the existing moral concepts of his child.

Shukla, R., (1984) conducted an interesting study on the social competence of (5-6) year old children in relation to the family structure and pre-school background. The study was designed to determine the effect of the structural composition of the family, ordinal position of the child, school environment and socio-economic status on the social competence of children.

The data regarding social competence were collected with the help of the Social Behaviour Check List. Information regarding family composition was collected with the help of a Family Information Form. With the help of an unstructured interview schedule, responses from the mother about their children’s interaction with adults and siblings at home were collected.
The main findings of the study were—

i) Family structure did not have any effect on children’s ability for social interaction.

ii) Family size did not have any effect on social competence of children.

iii) Presence of grandparents did not have any effect on the social competence of children.

iv) Ordinal position of the child did not have any effect on the social competence of children.

v) Both rewards and punishment had effect on social competence of children.

vi) With age, the students acquired greater social competence.

vii) Sex did not have any influence on social competence.

viii) Social environment had a significant effect on social competence of children.

Mishra, J., (1986) made a study on the Impact of Home and Socio-cultural Environments on Infant Behaviour and Development. The major objectives of the study were—

i) To find out the patterns of home environment in tribal, rural and urban upper and lower caste homes.

ii) To find out the specific types of differences in caste groups with regard to home environment.

iii) To find out differences, if any in infant development and behaviour.

iv) To find out the effect of parental education on infant development.

The sample was classified into five categories viz., higher caste and lower caste babies of both urban and rural areas, and from tribal homes. The all 150
babies, 30 from each of the five groups, were tested with the Bayley Scales of Infant Development. The home observation for measurement of environment and the Minnesota Child Development Inventory were also used for data collection. The data were analysed using ANOVA, correlation, multiple regression and factor analysis techniques.

The major findings of the study were –

i) The home environment of the five groups of infants differed significantly.

ii) The rural and lower caste babies had lower home scores than the urban and upper cast babies.

iii) The tribal babies had the lowest home scores and lower Bayley Scores than the babies of all other groups, except the urban lower caste group.

iv) The highest predictability of the Bayley Scores was observed for urban upper caste group.

v) The Bayley and the Minnesota Child Development Inventory Scores could be predicted to a much greater extent for the tribal babies than the other groups.

Singh, A., (1987) conducted a research work concerned with the influence of social class on the development of linguistic skills among pre-school children. The title of her study was “Certain deprivation factors in language development in children”.

The objective of her study was to investigate the effects of social class on the development of linguistic skills, with the linguistic environment of the family.

The sample consisted of 84 two to three year old children and their mothers. The tools used included Social Class Scale, Linguistic Environment
Inventory, Grammar comprehension Test, Word Meaning Test, and Expressive Skill Test. The statistical techniques used were analysis of variance and covariance, correlation, and multiple regression analysis.

The major findings were –

i) Upper-class children scored higher, followed by lower-class children, in the word-meaning test.

ii) Upper class children scored the highest in expressive skills.

iii) The main effect of social class was highly significant on the linguistic environment.

Bagai, R., (1988) attempted to evaluate the family dynamics of some of the Indian subcultures in relation to the developmental status of young children. The title of his study was “Adult-child interaction in three communities: Implications for children’s growth - cognitive and social development”.

Objectives of the study were to study the practices related to family living and child care, with particular focus on nutrition and health care, provision of play material, the care giver’s responsibility to the child’s physical and emotional needs, and the nature of verbal interactions and stimulation.

The sample in his study consisted of 45 families (3 sub-cultural groups with 15 families in each) and 88 children in the (1-7) years age-range, using the purposive sampling method. The tools used included, Structured Interview Schedule, Direct Observation, Vineland Social Maturity Scale, and Standford Binet Intelligence Scale. The data thus collected were treated by using statistical techniques such as percentages, means, SDs and chi-squares. The major findings in this study were (1) Nutritional care and proper feeding practices facilitated normal development. (2) There was a positive relationship between provision of
play materials and the child’s measured social maturity and intelligence (IQ) (3) Verbal interaction had a positive relationship with IQ. (4) There were differences in the sub groups regarding nutritional intake.

Srilatha, G., (1988) attempted to study the mother-child interaction during pre-school age among different socio-economic status groups. The title of the study was “The mother-child interaction during pre-school age in different socio-economic status groups”.

The objectives of the study were –

i) To study the effect of the mother-child interaction patterns in the development of children in upper, upper-middle, middle and lower-middle SES groups.

ii) To compare social class differences in mother-child interaction patterns.

iii) To study the differential treatment of mothers towards boys and girls according to social class.

Three hundred mothers (150 of whom were mothers of boys, while 150 were mothers of girls, of pre-school age) served as the sample for the study. An Interview Schedule and an Observation Checklist were used to gather data. The collected data were treated with percentage and chi-squares.

The major findings were –

i) There was an association between socio-economic status and the reactions of mothers towards children’s behaviour.

ii) There was an association between the sex of the child and the reactions of the mother.

Muralidharan, R., and Mishra, S., (1989) conducted an interesting study upon the development of a home-based programme for child development in the
The objectives of the study were –

i) To evolve a home-based approach to child development.

ii) To develop an awareness in parents of their own strengths and potential as home educators.

iii) To develop a home-based instructional package, in accordance with the immediate environment and culture of the parents and age of the children.

The study was conducted on underprivileged families of a tribal village and urban slum colonies in and around Bhubaneswar, Orissa, where parents were neither aware of the importance of the early years of life nor confident of their own abilities to function as educators of their children. All the 65 families in the tribal areas, and 100 homes from the urban slum were taken for the study.

At the end of 52 weeks of intervention, an evaluation was done using an experimental-control group design. The tools used for evaluation were:

- Interview Schedules;
- Tests to measure Developmental Level of Children covering aspects such as physical-motor, personal-social, language and cognitive development.

The major findings were –

i) The intervention programme worked effectively in the tribal village. The experimental group performed consistently better than the control group regarding mother’s awareness of stimulation activities, health and nutrition, and children’s performance in developmental test.

ii) However, the same was not true with reference to the urban slum group in which case the scores of the mothers of the experimental group were significantly lower than those of the control group. With regard to
children, (4-5) years and (5-6) years of age group, no significant difference was found between the two groups, but between (2-3) years and between (5-6) years, the control sample performed better than the experimental group.

Pandey, H., (1989) made an attempt to study the impact of the pre-school education component in the Integrated Child Development Services (ICDS) programme on the cognitive development of children. The title of the study was “Impact of the pre-school education component in the integrated child development services programme on the cognitive development of children”.

The objectives of the study were -

i) To study the differences in cognitive development between pre-schoolers participating in the ICDS Anganwadi programme and their non-participating counterparts in terms of age and sex of children, age and education of parents, and size, income and type of family.

ii) To study the correlation between cognitive scores of children and factors such as birth-order of the child, socio-economic status of the family, stimulation provided at home, child’s health and nutritional status, time devoted to pre-school education by the Anganwadi workers, performance and participation of children in Anganwadi activities, attendance of the children in Anganwadis, and the competence of the worker.

The study was undertaken in Coimbatore city of Tamil Nadu. Using the purposive sampling method, the project at Singanallur was selected. Out of the 90 AWs of the ICDS Project No. 4, 525 were selected for collecting data on the required number of experimental-group children. It used the experimental-control group design. The tools used in the study included the Cognitive
Development Test of the researcher, Personal Data Sheet, Home Stimulation Inventory, Anganwadi Observation Schedule and Health Status Inventory. The Collected data were treated using ANOVA, ‘t’ tests, correlation, regression analysis and chi-square test. In this study, he found that majority of the children who did not enjoy pre-school activities come from poor socio-economic family background. Attendance of the children in Anganwadis were affected by their nature of home environment and parental attitude towards education.

Epstein, J.L., (1990) undertook an interesting study. The title of the study was - “School and family connections : Theory, research and implications for integrating sociologies of education and family”. According to him there is an increasing recognition within developmental and educational theories that both school and home are important institutions that educate children. He stressed that, there is a need for connections between families and schools for socialization of child. The study revealed that teacher and parent are equally responsible for socialization of children. Close and favourable parent teacher cooperation and association is necessary for bringing the school and home closer to each other. The needs and problems of children can effectively understood and solved by teacher-parent cooperation. Socialization of a child is the joined responsibility of home and the school.

Seth, P., (1991) attempted to study the effect of parental interaction and educational intervention in optimising the integrated development of pre-school children. The title of her study was “Effect of parental interaction and educational intervention in optimising the integrated development of pre-school children”.

The objectives of the study were -

i) To examine the factors associated with child competence.
ii) To compare the competence-profiles of children belonging to high and low-interacting parents.

iii) To investigate the causes associated with varying levels of parental interaction.

iv) To study the differential profiles of parental behaviours of low and high competence children.

v) To compare the profiles of cognitive competence due to different styles of classroom management.

The sample consisted of 240 pre-school children in the age-group (3-4) years drawn from four nursery schools of Bangalore, 12 nursery school teachers teaching these children and 60 parents (30 parents of high-competence children and 30 parents of low-competence children). The tools used included Child Competence Scale, Child Observation Schedule, Observation System for pre-primary classroom interaction, Interview Schedule for parents of children as developed by the investigator, and also a Parent Interaction Scale was adopted, validated and used in the study. Mann Whitney’s ‘U’-test, chi-square test and ‘t’ test were employed to analyse the data.

The major findings were –

i) Both educational qualifications and economic status of parents influenced the competence of children, with high competence of children being related to the higher level of education of the parents and the personal academic guidance given by them.

ii) The working status of mothers did not seem to be related to competence of children.
iii) Willingness to devote time, parental guidance, use of reward, and verbal communication were some of the components of parental interaction which helped in the development of children.

iv) High and low parental interaction greatly influenced the children in all developmental dimensions such as cognitive, motor, social and affective, and also in integrated development.

v) Education and economic status of parents were related to high and low parental interaction with their children.

vi) Parents serving in private or government organisations were seem to have children of high competence, as compared to the one having their own business.

vii) Nuclear families were found to favour development of high competence among children.

viii) The democratic, loving and nurturant style of class management was found to be favourable for enhancing development of verbal communication, discriminating ability and early mathematical ability in the age-group of (4-5) years, whereas in the age-group of (3-4) years the two environments did not produce significant differences.

ix) There appeared to be a greater amount of teacher-performance activity, non-verbal behaviour and use of rewards, prompts and encouragement in the behaviour of teachers in the high-performing classes of both age-groups, while in low-performing classes of both age groups, there was more of verbal talk by the teacher or didactic teaching.

x) Individual and group performance, freplay and mutual interaction (except the last two for the 4-5 years’ age group) among children that were found to be more frequent in the high-performing classes.
Yasodhara, P., (1991) attempted to study the attitudes of parents and teachers towards various aspects of pre-school education. The title of the study was “Attitudes of parents and teachers towards various aspects of pre-school education”.

The objectives of the study were to study the knowledge and attitudes of parents and teachers (varying levels of education) with regard to -

i) The purpose/objectives of pre-school education.

ii) The top-priority groups of children in need of pre-schooling.

iii) The curriculum and activities of pre-school education.

The sample for this study was collected from different schools of Cuttack and Bhubaneswar. The parents were selected from one of the schools whereas teachers’ samples were selected from a number of schools. The tools used for study included an Attitude Towards Pre-school Education (Questionnaire for teachers and parents). The statistical techniques used were mean, SD, percentage and chi-square.

The major findings were –

i) The opinions of parents and teachers regarding the purpose of pre-school education revealed their overall ignorance of the same and of their actual role in the child’s life.

ii) Education with regard to compensatory and remedial education for the underprivileged children was essential for parents and teachers.

iii) Parents and teachers were found to be more in favour of teaching English than the mother tongue, Oriya.

iv) Parents and teachers were found to be unaware of the values of gardening, pet-keeping, playing with mud and clay-modelling.
Datta, V., (1992), conducted a research work on child development. The study addressed the problem of quality of day care for effective child development. The title of the topic was “Group Care as a context for child development”. The objectives of the study were –

(i) To determine the quality of child care services in family day-care (FDC) and day care centers (DCC).

(ii) To study the difference in development of children between family day care centres.

(iii) To establish indicators of quality day care services.

The sample in his study consisted of 80 families day care children (40 from low quality FDCs and 40 from high quality FDCs) and 80 children from day care centers (40 from low quality DCCs and 40 from high quality DCCs). The tools used were Day-Care Centres Environment Rating Scale, Family Day care Environment Rating Scale, Interview Guide for Care Givers, Questionnaire for parents and observation schedule for play patterns, Adult child interaction, and peer interaction. The statistical techniques used were analysis of variance, ‘t’ test and regression analysis.

The major findings in this study were –

i) Family day care scored higher than DCC on hygienic practices and meal time routine.

ii) Low and high quality child care significantly differed on personal care and routine, organisational aspects and activity of children.

Devi, T.K., and Venkataramaiah, A., (1992) undertook a research work on pre-school children. The title of the study was “The effect of age, sex and environmental deprivation on simple perceptual tasks of pre-school children”.

38
According to them school environment plays a very important role specially in early childhood. Along with parents, teachers are equally responsible for child’s all round development. But, if school environment is not conducive, parent-teacher and teacher-child relationship is not favourable, children may suffer from early anxiety, tension and hatred towards school education. It also affects their developmental characterisation. They found that pre-school period is the sensitive period of life. Therefore, school environment should provide them maximum facilities for their expression potentialities, teach them with improved methods of child psychology, favourable teacher-pupil relations and praising of stimulating activities. The results show that school environment bears highly significant association with perceptual development of pre-school children. The early school experiences, educational opportunities, media and equipments used in learning along with the stimulating environment, contributes towards perceptual development of children.

Lidhoo, M.L., (1992) conducted an independent study to find out the psycho-social development of children at work, their family background and working conditions in the valley of Kashmir. Lidhoo found that poverty and absence of parents, due to divorce, death or desertion were not the primary causes for lack of proper psychosocial development of these children but, according to him, main predisposing factors were the attitude of parents, their faulty perceptions and their level of education.

Misra, G., and Tiwari, B.K. made an interesting study in 1992. The study analysed the relationship of ecological background, characteristics of home environment and quality of schooling with psychological differentiation in primary school children. The title of the study was “Psychological differentiation
The objectives of this study were –

i) To delineate the developmental changes in psychological differentiation in Indian boys and girls.

ii) To identify the influence of quality of education, and ecological background on psychological differentiation.

iii) To examine the relationship of home environment variables with psychological differentiation.

Three hundred school-going children (180 boys and 120 girls) from eastern Uttar Pradesh participated in this study. The tools used to collect the data were, Story Pictorial Embedded Figures Test (EFT) developed by Sinha, Teacher’s Rating Scale, Home Environment Inventory / Index developed by the authors. Mean, S.D., product movement correlation and regression analysis were used to treat the data.

They found in their study that intellectual stimulation in home was significantly and positively related to Psychological differentiation of the boys as well as the girls. The physical environment as well as the perceived affective environment of home were positively related to Psychological differentiation in the case of the total sample, rural sample and girls. The quality of interaction with parents was significantly and positively related to the psychological differentiation of the boys and the total sample. The perceived school environment was significantly and positively related to psychological differentiation in all the groups except the urban sample. Parental pressure was significantly and positively related to psychological differentiation in the case of urban sample. Parental concern was not significantly related to psychological
differentiation in any group. The member of siblings was negatively related to psychological differentiation in all the group but the coefficient of correlation was significant in the case of boys and the total sample.

Vijaylakshmi, K., (1995) undertook a study on relationship of father’s economic conditions with intelligence and ability of school students. Social development of children is greatly influenced by parent’s economic condition and adequate home environment for expression of their innate power and capacity. The statistical analysis of study revealed that the income variable does not show linear relation rather middle income group children have obtained highest mean score, followed by high and low income-groups. The obtained chi-square value is also significant. Less intelligent people are less educated (Formal education) and hence working on low wages. Those who are in business, they are in small trades. Their resources are limited, they provide less stimulating environment hence their children lag behind in mental development. From this study Vijaylakshmi found that income is an important determinant of intelligence. As regards to occupation, the children whose parents are in service (since educated) scored highest, lowest is obtained by the children of labourers who are less educated and hence environment provided is not conducive. The traders or business class children have obtained scores in between the two. They, in general, are less educated. Some businessmen may be rich and resourceful but lack in the art and skill of utilizing the same for mental stimulation and intellectual support.

Duhan, K., and Kaur, P., (2000) undertook a study under the title of “Behaviour Problems among the Pre-schoolers : Emergent need for counselling”. This study on the children of Nursery school (2-4) years was
conducted for assessing their existing behavioural problems and provide counselling to their parents. Home visits, interview of parents and observation of children's behaviour, were the method of data collection. For thorough investigation, case study method was also adopted. The study revealed that shyness, isolation, fears and bed wetting were the major problems of this age followed by the problem of dependence. The study clearly indicated that one problem does not come alone, there are many interrelated behaviours. It was also found that male and female both had similar type and extent of problems. The family is the main source of child's formation of behaviour pattern.

Sinha, S.P., and Kumari, P., (2000) undertook a study to examine the relationship between children's perception of parental inducement of academic self-regulation, learning/ performance, goal orientation and strategy. The sample for this study consisted of 80 children. The title of the study was “Parental inducement of self-regulation, learning/ performance, goal orientation and strategy use among school students. According to them self-regulation of cognitive performance develops slowly over the childhood years and parents and teachers can foster children's self-regulatory skills by pointing out the special demands of task, encouraging the use of strategies, and emphasizing the value of self correction. They found that, as adults ask questions to children and help them to monitor their own behaviour in circumstances where they are likely to encounter difficulties, children can internalize these procedures and make them part of their own self-regulatory skills. They concluded that children engaged in self-regulated activity, deliberately plan each step, select strategies, control and evaluate the effectiveness of these strategies. They also found in their study that the home environment, parent's involvement, educational aspirations of the
Parents for their offsprings and the level of autonomy they provide to their children increases self-efficiency in them.

**Studies Conducted in Assam**

Goswami, K., (1987) investigated into the problems of working mothers and their impact on their pre-school children, with special reference to the city of Guwahati. The main objectives of the study were -

i) To study the problems of working mothers and their conflicting roles as mothers, housewives and employees.

ii) To study the working conditions and the existing facilities available for children.

iii) To assess the status of pre-school education with reference to Assam. Only those working women were selected who had pre-school children.

The study revealed that –

(i) There was a multidimensional impact on children of working mothers. The most vulnerable section was the low paid and illiterate working mothers who were ignorant of the importance of adequate child-care as they were unaware of the facilities available.

(ii) Their children were brought up amidst poverty and ignorance.

(iii) The working women suffered from anxieties and tremendous strain because they had to harmonize.

Devee, D., (1990) conducted one research work in the rural areas of Kamrup district of Assam, in which she discussed the problems of the rural pre-school children upto the six years of age. The title of her study was “Pre-school children and their problems in the rural areas of Kamrup district”.

43
The objective of the study was to discuss the most important problems of children with special reference to proper education and mental growth. The tools used were questionnaire, personal assessment, interview and observation.

The important findings of her study were –

i) The prenatal stage exerted the most remarkable influence on the growth and development of the child, but unfortunately not enough attention was being paid to the expectant mothers by their family members.

ii) Poverty of the home, conservative attitude and superstitions of the family members were found to have a telling effect on the growth and development of children.

iii) Alcoholism and constant fighting between husband and wife, inhuman treatment of the wife/daughter-in-law, vulgar language used in the family, strained relations among family members, were some of the other factors that were found to affect the development of young children.

Goswamee, G., (1994) conducted a research work on the social development of children. The title of the study was – “The impact of pre-school education on the social development of children between the age group of 3 and 6 years”. This study concentrated on the social development of pre-school children and was based on observations of the spontaneous behaviour of children in the real situations of their daily social life. A sample of 240 subjects comprised of 120 school going and an equal number of non school going children between the age group of 3 and 6 years were studied. Besides observation, facts were also collected through interviews with their parents and teachers.

The objectives of the study were –
i) To find out whether pre-school attendance helps in fostering social development of children.

ii) To find out whether there exists a significant difference in the social behaviour of school going children as compared to the non-school going children.

iii) To find out differences, if any, in the behaviour of boys and girls so far as their social development is concerned.

iv) To find out whether there is any relationship between socio-economic status of parents and the social development of children.

v) To find out the role of play in the socialization of the pre-school children.

The major findings of her study were –

i) Pre-school attendance helps in fostering social development of children.

ii) There is significant sex difference in the social behaviour of boys and girls.

iii) Children belonging to different socio-economic status groups differ in their social behaviour.