



SIGNIFICANCE OF HOME ENVIRONMENT IN BEHAVIORAL AND MORAL DEVELOPMENT OF CHILDREN: OPINION OF PARENTS

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Abstract: *The purpose of this research was to signify the home environment on the behavioral and moral development of children. The main objectives of the study were (a) to study the importance of home environment for the behavioral and moral development of children, (b) to identify the factors which are the most important for the moral development of children, and (c) to suggest appropriate strategies to make the home environment conducive for inculcation of moral and behavioral development of the children. Descriptive research method was used to get opinion from 240 parents by using convenience sampling technique. Questionnaire and interview was considered the basic source to gather information from the respondents. The collected data was analyzed through SPSS version-21. Results of the study showed that home learning environment and parental involvement played significant role in the behavioral and moral development of children. Further, the home learning environment and parental involvement has significant impact on students' performance.*

Keywords: *Home Environment, Behavioral and Moral Development*

1.1 Introduction

Learning environment refers to the surrounding where children learn something. Learning situations are the structures, which inspire children to achieve knowledge. Parent's guidance is necessary for children best schooling. Parents know their kids than teachers hence they know better their kids' capacities. The connection between parents and children has a wonderful result on children schooling. Children encountering early life in homes with various books get 3 years additional educating than children having a place with bookless homes. Children intellectual development must start in beginning age but it can't be refined by schools alone. School and home cooperation provide better learning.

Higgins, Hall et al., (2005) describes that learning has numerous impact and suggest a natural hypothesis of the children advancement which stresses different interfacing frameworks of impact and active collaborations among the children, the educational framework and more extensive social connections. Formal schooling is one of numerous ways where children gain knowledge. When children start going to school their learning starts and when they sit in class, they learn with in the class as well as outside of the class. At home parents have a significant part in providing the learning facilities to their children and in connecting what children realize at school with what happens somewhere else. The parent's role becomes important in children learning by taking an interest in learning and behavior outside the school.

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Epstein's overlapping spheres of influence model shows the relation between these three important elements; school community and family (Epstein & Sheldon, 2006). She suggests in her model that when these three elements work in unit, the achievements of children in studies improve and their learning also increased. Base of her model is to clear the importance of role of the family and teachers regarding children achievements (Emerson, Fear et al., 2012). The environmental theory supports that parent's role, education role and community resources all these work in a unit boost children achievements having different backgrounds. Education is the combine responsibility of the institutions, societies, parents and whole family rather than only duty of the schools (Ryan, Fauth et al. (2006).

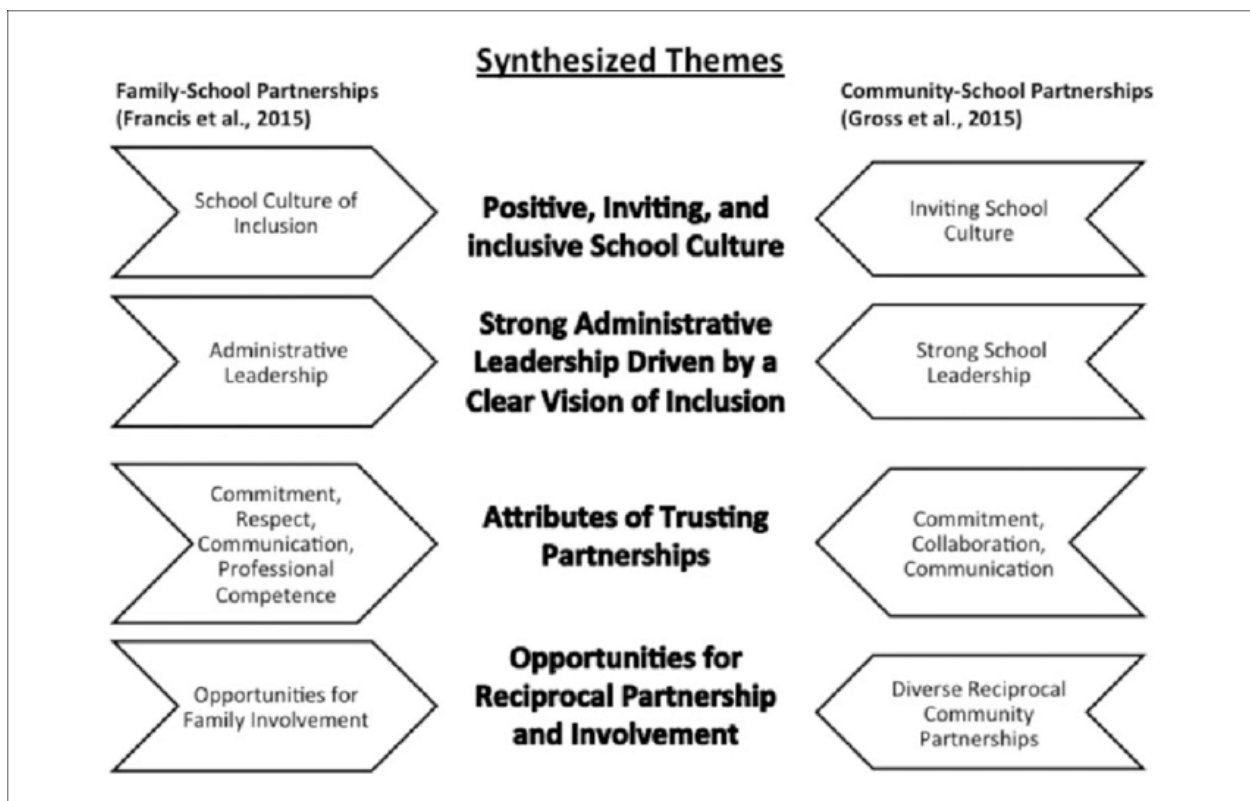


Figure: Synthesis of themes from original family and community knowledge development studies by Judith M. S. Gross

First and foremost important learning environment is family school partnership. A home in which have the different educational learning material, parents positive behavior toward education have positive effect on children societal and academics enhancement, have positive learning environment. According to Banerjee, Harrell et al., (2011) an ideal home learning environment is necessary for making learning enjoyable, for reaching those goals which children and parents have set to reach destination. This is the one of the most important factors which affects on the child community relationship and better educational results. Parents can provide favorable learning environment at home by providing facilities; providing the suitable place to do homework, giving them reading materials and help them in their homework.

According to Hill & Tyson, (2009) home learning environment includes the different activities like communication with children about things, areas and events which boost children knowledge. Parents can talk about libraries, different kinds of books, museum, galleries and important days of years and their importance. Pomerantz & Moorman et al., (2007) described that for the good achievements of children education, parent's role is very important. Parents can set goals for the children according to their interest and also according to their own expectations. They can help them in choosing subjects according to goals and guide them to attain these goals. Such interactions signify parenting style that is important for child educational improvement. Parent's positive attitude and behavior is necessary for children progress (Hoover-Dempsey, Walker et al., 2005).

Bakker, Denessen et al., (2007) described that parents can take interest in children school activities and books, contact with the staff for getting information regarding their children performance in study and behavior in school. Hence the role of home learning environment for better learning achievements does not depend on how they instruct their children, but how they assist support and give them confidence in study. It is not important for parents to give most of their time to children and get particular knowledge in order to help children in their study. Rather parent's active role and concern is important for their children achievements.

Parent's communication about learning and the facility of reading and learning material at home, children have extra knowledge and show better performance in class. It's also show that the importance of parents involvement and home learning environment. If the children get more support from their families they will get more success, learning, educational achievements and this will also motivate them to get higher education.

Current Research

The focus of this existing research study was to study the significance element of home learning environment on the behavioral and moral aspects of children. Parents were asked to give their opinion about the home learning environment and its effect on the behavioral, moral and educational development of the children. The main objectives of the study were (a) to study the importance of home environment for the behavioral and moral development of children, (b) to identify the factors which are the most important for the moral development of children, and (c) to suggest appropriate strategies to make the home environment conducive for inculcation of moral and behavioral development of the children. To achieve the research objectives following research questions were designed and formulated:

1. What is importance of home learning environment in children's moral development?
2. What are the basic factors which are the most important for the moral development of children?
3. What are the appropriate strategies to make the home learning environment comfortable for the development of children?

Research methodology

The study was descriptive in nature while survey method was used to collect data from the parents of children directly. 240 parents from district Rahim Yar Khan was selected based on convenience sampling technique whose children have given Punjab Examination Commission PEC exam in 2019 in District Rahim Yar Khan. The distribution of parents were selected whose children were studying in public sector and remaining 120 parents were selected whose children study in private sector having the equal distribution of area and gender of students. To observe the performance of students based on home learning environment, following were the distribution of parents:

Table 1

Sample distribution

Variables	Levels	<i>f</i>	%
Gender	Male	120	50.0%
	Female	120	50.0%
Area	Rural	120	50.0%
	Urban	120	50.0%
Marks Range	Above 70%	80	33.33%
	Between 50%-70%	80	33.33%
	Between 40%-50%	80	33.33%

Tool Development

The data from selected sample was collected by using various research tools as questionnaire and interview of parents. The validity of the research tool was ensured by peer review and expert opinion. After validation, some changes in the statements of the research instrument were made. The final draft of the questionnaire was applied to check the reliability of the tool.

Data analysis and Results

After the validation of the research tool, door to door survey was made to gather the relevant data from the parents of children who were studying in different public and private schools of district Rahim Yar Khan. After collecting data, spread sheet was prepared on SPSS version 22 and analyze the data by using the relevant statistical formulas simple mean, percentage and standard deviation were used to draw the results of the study. On the base of the analysis of the study following results of the study were drawn:

Table.2

Getting Ready for School (Behavior)

Sr. No	Category	Yes (f & %)		No (f & %)		Total	\bar{x}	σ
1	Toper	78	98%	2	2%	80	1.09	0.290
2	Average	74	93%	6	7%	80		
3	Below	64	80%	16	20%	80		

The above table represents responsible behavior of children to get ready and go for school. It showed that 98% mothers of topper students responded yes and 2% responded no of statement, while 93% mothers of average students responded yes and 7% responded no to the statement, whereas 80% mothers of below average students responded yes and 20% no to the statement. As whole majority 98% topper, 93% average and 80% below average students responded yes. Mean score 1.09 supported the statement.

Table.3

Eating/ Breakfast Habits (Behavior)

Sr. No	Category	Yes (f & %)		No (f & %)		Total	\bar{x}	σ
1	Toper	78	98%	2	2%	80	1.10	0.301
2	Average	74	93%	6	7%	80		
3	Below	64	80%	16	20%	80		

The above table represents eating habits of children and showed that 98% mothers of topper children responded that children took breakfast willingly and 2% children have to be forced, while 93% mothers of average students responded that children took breakfast willingly and 7% did not take breakfast willingly, whereas 80% mothers of below average students responded that children took breakfast willingly on their own and 20% did not take breakfast willingly and they have to be forced. As whole majority 98% topper, 93% average and 80% below average children were taken breakfast willingly. Mean score 1.10 supported the statement.

Table.4

Demand of Pocket Money (Behavior)

Sr. No	Category	Yes (f & %)		No (f & %)		Total	\bar{x}	σ
1	Toper	52	65	28	35	80	1.06	0.235
2	Average	54	68	26	32	80		
3	Below	58	73	22	27	80		

Table 4 represents that children ask for money before going to the school and showed that 65% mothers of topper students responded yes and 35% responded no, while 68% mothers of average students responded yes and 32% mothers responded no, whereas 73% mothers of below average

students responded yes and 27% responded no. As whole majority 65% mothers of topper students, 68% mothers of average students, and 73% mothers of below average students responded yes. Mean score 1.06 supported the statement.

Table.5 Parent and Teacher Meetings

Sr. No	Category	Never (f&%)		Sometime (f&%)		Mostly (f&%)		Regularly (f&%)		Total	\bar{x}	σ
1	Toper	24	30	4	5	2	2	50	63	80	2.54	1.443
2	Average	42	53	6	7	2	2	30	38	80		
3	Below	38	48	6	7	2	2	34	70	80		

Table 5 represents that mothers attend the parent teacher meeting or not. It showed that 63% mothers of topper students responded yes they attend meetings, 30% mothers don't attend these meetings at all, 5% said that sometimes, and 2% said they mostly attended meetings, while 38% mothers of average students responded yes, that they attend the parent teaching meeting regularly, 53% mothers said that they did not attend these meetings at all, 7% said that sometimes, and 2% said that they mostly attend the meetings, whereas 70% mothers of below average students said that they attend the parent teaching meeting regularly, 48% mothers said that they did not attend these meetings at all, 7% said that sometimes and 2% said that they mostly attended parent teacher meetings. As whole majority 63% mothers of topper students, 38% mothers of average students and 77% mothers of below average students attend meeting regularly. Mean score 2.54 supported the statement.

Table.6 Visit School for Childs' Problem

Sr. No	Category	Never (f&%)		Sometime (f&%)		Mostly (f&%)		Regularly (f&%)		Total	\bar{x}	σ
1	Toper	32	40	0	0	2	2	46	58	80	2.54	1.443
2	Average	22	28	6	8	2	2	50	62	80		
3	Below	22	27	6	8	0	0	52	65	80		

Table 6 describes that mothers consult school in case of any kind of problem and showed that 58% mothers of topper students responded yes, 58% mothers did not consult at all, 2% mothers mostly consulted with their teachers, while 62% mothers of average students did consult with teachers at school, 28% mothers did not consult at all, 8% mothers did consult sometimes and 2% mostly consulted with teachers, whereas 65% mothers of below average students did consult with teachers, 27% mothers didn't consult at all and 8% said sometimes. As whole majority 58% mothers of topper students, 62% mothers of average students and 65% mothers of below average students consulted with teachers regularly. Mean score 2.93 supported the statement.

Table 7

Parents Behavior for Childs' Learning and Moral Development

Sr. No	Category	Angry on him/her (f & %)		Guide them with love (f & %)		Total	\bar{x}	σ
1	Toper	8	10	72	90	80	1.85	.359
2	Average	12	15	68	85	80		
3	Below	16	20	64	80	80		

Table 7 represents that which type of parents' behavior is helpful for better study of their children. It showed that 90% mothers of topper students responded that soft behavior with child make him/her on the right path and 10% responded that strict behavior is necessary to teach the child a lesson, while 85% mothers of average students said that soft behavior with child make him/her on the right path and 15% responded that strict behavior is necessary to teach the child a lesson, whereas 80% mothers of below average students said that soft behavior with child make him/her on the right path, and 20% said that strict behavior is necessary to teach the child a lesson. As whole majority 90% mothers of topper students, 85% mothers of average students, and 80% mothers of below average students responded that they try to guide with love and care. Mean score 1.85 supported the statement.

Table.8

Assistance for Homework

Sr. No	Category	Himself/ Herself (f&%)		Tuition Centre (f&%)		Parents Help (f&%)		Siblings Help (f&%)		Total	\bar{x}	σ
1	Toper	58	73	6	7	6	7	10	13	80	1.91	1.130
2	Average	38	48	6	7	12	15	24	30	80		
3	Below	58	73	6	7	6	7	10	13	80		

Table 8 signifies that child does his/her homework and showed that 73% mothers of topper students responded that their children did home work by themselves, 7% at tuition center, 7% with the help of parents and 13% with help from siblings, while 48% mothers of average students responded that their children did home work by themselves, 7% at tuition center, 15% with the help of parents and 30% with help from siblings, whereas 40% mothers of below average students children did home work by themselves, 38% at tuition center, 20% with the help of parents and 2% with help from siblings. As whole majority 73% mothers of topper students, 48% mothers of average students and 40% mothers of below average students responded that their child do their homework by themselves. Mean score 1.91 supported the statement.

Table.9

Response																		\bar{x}	σ
Reading Place		Book Shelf		Library		Newspaper		Magazine		General Books		Videos		Others		Total			
f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	6.61	2.15
2	2	0	0	2	2	0	0	2	2	11	20	5	14	48	60	80	100		
2	2	0	0	10	12	0	0	0	0	10	12	8	10	50	64	80	100		
14	18	2	2	2	2	4	5	0	0	12	15	10	13	36	45	80	100		

Children Demand for Things

Note: 1. topper, 2. average, 3. below average, M: mean

Table 9 represents that children demand things and showed that 2% mothers of topper students opined that they asked for place of reading, 0% for book shelf, 2% for small library, 0% for newspapers, 2% for magazines, 20% for general books, 14% for videos and 60 % for others, while 2% mothers of average students responded that they asked for place of reading, 0% for book shelf, 12% for small library 0% for newspapers, 0% for magazines, 12% for general books, 10% for videos and 64 % for others, whereas 18% mothers of below average students responded that they asked for place of reading, 2% for book shelf, 2% for small library 5% for newspapers, 0% for magazines, 15% for general books, 13% for videos and 45 % for others. As whole majority 60% mothers of topper students, 64% mothers of average students, and 45% mothers of below average students responded the other things. Mean score 6.61 supported the statement.

Table.10

Child Personality

Sr. No	Category	Well Mannered (f&%)		Responsible (f&%)		Obedient (f&%)		Good Citizen (f&%)		Total	\bar{x}	σ
1	Toper	56	71	10	12	4	5	10	12	80		
2	Average	50	63	22	27	4	5	4	5	80		
3	Below	50	63	24	30	2	2	4	5	80		

Table 10 represents that which type of personality they want to see in their child. It showed that 71% mothers of topper students wanted children to be well mannered, 12% responsible, 5% obedient and 12% want good citizen, while 63% mothers of average students responded they wanted well mannered, 27% responsible, 5% obedient and 5% want good citizen, whereas 63%

mothers of below average students wanted to be well mannered, 30% responsible, 2% obedient and 5% wanted to be good citizen. As whole majority 71% mothers of topper students, 63% mothers of average students and 63% mothers of below average students responded well mannered. Mean score 1.54 supported the statement.

Table.11

Suggestions for Better Home Learning Environment

Category	Response											\bar{x}	σ	
	Peaceful		Learning		Disciplined		Parents Help		Requirement		Total			
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	<i>f</i>	%	<i>f</i>	%	<i>f</i>	<i>f</i>	%		
1	16	20	30	38	8	10	24	30	2	2	80	100	2.21	1.289
2	46	58	18	22	4	5	4	5	8	10	80	100		
3	30	37	28	35	6	8	10	12	6	8	80	100		

Note: 1: Topper, 2: Average, 3: Below Average, M: Mean

Table 11 represents suggestions about better learning environment for the children. It showed that 20% mothers of topper students responded to provided peaceful environment, 38% provide learning environment, 10% disciplined environment, 30% parent’s involvement and 2% fulfill educational requirements, while 58% mothers of average students responded to provided peaceful environment, 22% provide learning environment, 5% disciplined environment and 5% parent’s involvement and 10% fulfill educational requirements, whereas 37% mothers of below average students responded to provide peaceful environment, 35% provide learning environment, 8% disciplined environment, 12% parent’s involvement and 8% fulfill educational requirements. As whole majority 20% mothers of topper students, 58% mothers of average students and 37% mothers of below average students responded to provide peaceful environment. Mean score 2.21 supported the statement.

Conclusion and discussion

First research question of study was asked about the importance of home learning environment on behavioral and moral development of children. The review of related literature showed that children intellectual development must start in beginning age but it can't be refined by schools alone. As Banerjee, Harrell et al., (2011) discussed that an ideal home learning environment is necessary for making learning enjoyable, for reaching those goals which children and parents have set to reach destination. School and home cooperation provide better learning. Parent’s guidance is necessary for children best schooling. Parents know their kids than teachers hence they know better their kids' capacities. The connection between parents and children has a

wonderful result on children schooling. According to Pomerantz & Moorman et al., (2007) the good achievements of children education, parent's role is very important. Parents can set goals for the children according to their interest and also according to their own expectations. The interview protocol was used as an additional research tool to get opinion of children's parents to evaluate the impact of home learning environment in children performance. The questions of interview protocol was framed as; getting ready for school, eating/ breakfast habits, demand of pocket money, parent-teacher meetings and visits school for children problems, behavior of parents for children, assistance for home work, children demand for things, child personality, suggestions for better home learning environment. First objective of the study was framed to analyze the impact of home learning environment in children's learning at primary level. In light of the quantitative and qualitative data it was concluded that the review of related literature showed that parents' involvement, parents' education/qualification, economical status, parents' personal background, parents' expectations and communication between parents and school enhance children's performance. Previous research studies showed that for the good achievements of children education, parent's role is very important. Parents can set goals for the children according to their interest and also according to their own expectations. Bakker, Denessen et al., (2007) described that parents can take interest in children school activities and books, contact with the staff for getting information regarding their children performance in study and behavior in school. It was revealed that parent-child interaction is more important than other family variables. And some parent's attitude was not very serious regarding their children's studies so their children were not very good in studies and remained below average. It was concluded that children who got good positions in PEC exam have better home learning environment and their parents take more interest in their studies. So, it was concluded that the involvement of parents and learning environment at home contributed a lot in better learning of children. The difference between topper students, average and below average was mainly due to their home environment and parent's involvement which effect on their academic performance. It was cleared that parent-teacher meeting that was a source of communication between parents and teachers to judge the child's learning level, parents' behavior with children at home, parents' education, educational facilities at home provided by parents, children behavior, were some of the factors that affect better learning of children in a better environment.

Recommendations

The second objective and research question of study were framed to propose certain measures about favorable home learning environment for children. The study recommended that parents behavior should be polite and loving with children especially father's attitude should be generous. Parents' constructive and encouraging behavior will boost their children learning abilities and build confidence in their personality and moral development. Parents should help and facilitate their children in their homework and individually give attention to the children. Time table of activities at home should be made for children and give short time for watching TV. Specific time should be given for play because it is the healthy activity for children. The general knowledge books and other material should be provided to the children for reading and for activities to engage them in learning activities. Parents should be aware of techniques for better home learning environment. They should spend most of their time with children and teach them manners and keep friendly home environment for better learning.

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