

IMPACT OF HOME ENVIRONMENT ON EDUCATION**Dr. Sarita****Assistant Professor-II, Department of Education, M.D.U, Rohtak, Haryana****Rajni Dahiya****Research Scholar, Department of Education, M.D.U, Rohtak, Haryana****Abstract**

Education is the process of development, which consist of the passage of the human being from infancy to maturity and the process whereby he adapts himself gradually in various ways to his physical, social & home environment. Home environment is the most crucial input in the field of education. Home environment refers to the conditions where we live. The old saying "The most important work you do takes place within the walls of your home". Children and young adults learn a large portion of their knowledge at home. Some homes have many activities that stimulate children thinking as well as computer, books and puzzles. Parents have the greatest influence on the achievement of young people through supporting their learning in the home rather than supporting activities in school. Parents are a child's first educator. A child's family and home environment has a strong impact on the language and educational achievement. This impact is stronger during the child's early years but continues throughout their school years. This paper attempts to explore about home environment and reveals that healthy home environment makes learning more interesting, satisfying and effective.

Keywords:- Education, Home environment and Learning

Introduction

Education develops the individual like a flowers which distributes it fragrance over the environment. In this sense, education is that conducive process which drags a person from darkness. Education develops all his intellectual and emotional power. It also develops the social qualities of service, tolerance, co-operation, fellow feeling, inspiring the child to lay down all even his life for the glory & prosperity of his country. Education helps in more optimistic attitude in the students. Adolescence may be a time of heightened bickering and diminished closeness in the parent-child relationship. The home-environment primarily consists of the prevalent customs, codes & traditions of the community, it is at the same time made highly personal by the human interaction involved. Young children use all their senses, vision, touch, smell, hearing, etc. while interacting with and learning in a physical environment. This multi-sensory experience combined with the complexity of the home environment creates conceptual and practical problems in the analysis and categorization of homes as developmental settings. Therefore, in large-scale research, it becomes necessary that the most significant and relevant dimensions of a child's home environment need to be identified and used as proxies for actual child development indicators.

Home Environment

Home may be defined as a protected relationship between parents and children in an accepted social setting. A home is a place of residence and comfort. It is usually a place in which an individual or a family can rest and be able to store personal property. It provides appropriate climate for the child to develop good ideas, habits, mode of thinking and behavior. Family provides congenial and good

emotional atmosphere and economic conditions. The word 'Home' connotes warmth, safety and emotional dependence. The idea of home is of one place where the residence is shared by a group of persons. The home is the soil in which spring up those virtues of which 'sympathy' is the common characteristic. It is there that the warmest and the most intimate affection flourish. It is there that the child learns the difference between generosity and meanness, considerateness and selfishness, justice and injustice, truth and falsehood and industry and idleness. It is there that his habitual learning of the one or the other is first determined. Home environment refers to aspects of people domestic lives that contribute to their living conditions. Home-environment is designed to measure the psycho social climate of homes.

For most children, interior of the home and its immediate surroundings are the first environments they experience throughout their early years. Young children, spend the majority of their time in the home. Home environments have been shown to be a major factor that influences the overall development of children. Within the home, children also have their early interactions with the members of their family and quality of resources for learning and playing largely determine the nature of these interactions. Availability of stimulating objects, books and play materials within the home are critical indicators for the overall quality of the home environment.

Mothers who had established secure relationships and provided stimulating home environments had children with the highest language scores (Murray & Yingling, 2000)^[12]. Children who spent more time in front of the TV showed more behavioral problems, had smaller vocabularies and did less well on math problems. The same study also revealed that when home environments which were more stimulating and well organized, children had better vocabularies, advanced attention and memory skills and got along better with peers (NICHD, 2001)^[13]. Parents who have higher expectations of success for their children have their children scoring significantly higher on picture vocabulary, verbal analogies, letter-word identification and reading comprehension tests and also found that parental expectations and consistent reading to children at home are significantly related (Castro, et. al. 2002)^[3]. Children's self-perceived competence and the home environment stimulation were positively correlated, especially home were important variables that affected children's perceived competence in cognitive, social and physical domains (Lee, 2003)^[8]. The development of children after two-years of attendance and indicated that, factors in the home environment, not center-based care explained developmental risks two years later (Anme and Segal, 2003)^[1]. In Brazil, a study among 70 families of first-grade children showed that school achievement and social competence at school are mediated by family support and child resources in the home environment (Marturano, de Cássia Trivellato and D'Avila Bacarji, 2005)^[10]. Parents make the greatest difference to achievement through supporting their learning in the home rather than supporting activities in the school (Harris and Goodall, 2007). In the past, research on the physical environment of homes and communities primarily focused on environmental hazards, environmental stress and impacts of poverty. This body of research strongly indicated that physical aspects of the home such as cleanliness, water, noise and pollution influence the overall health and development of children. (Evans, 2003; Guo & Harris, 2000)^[5]. Recently, there has been increasing interest among researchers on the quality of home environments and their impact on child development (Ansell & van Blerk 2005; Evans, 2006; Flores, 2004; Leventhal, 2004; Rodrigues, Saraiva & Gabbard, 2005)^[2].

Elements of Home Environment

Healthy home environment for children is very important, as it is the first training a child gets before going in to the real world. For instance, a child starts learning from his/her home at the beginning stage.

Although this seems to be a difficult job which needs lots of patience, struggle and time to mold the entire system.



Fig.1 : Elements of Home Environment

Courtesy, manners and punctuality are some of the key aspects of **discipline**. The school that child attends has a massive impact on creating and molding these fundamental behavioral aspects. At home your child needs to be taught behavioral qualities and rude behavior needs to be thwarted out. **Patience** is an important and a successful element in maintaining a good environment at home. Sometimes it will be very difficult to keep your patience, at this point take some break, there is no need to be disheartened and try again later. It requires a lot of **concentration** and **persistence** to maintain a pleasant environment at home. When child stays at home all day, and you take on the dual role of teacher and parent, issues of discipline will arise. It is easy for the child to take on a negative attitude towards understanding discipline. Correct discipline needs to be adhered from the start of your homeschooling, to avoid potential difficulties later on in your child's development and learning. Discipline provides both yourself and your child with immense levels of freedom, and there will be an enticement to stretch this freedom. Certain rules and practices need to be implemented at the beginning stages of your child as it may be very difficult for you to change your child's habits at later stage. There should be a friendly and enabling environment at home. The members of the family should listen and have a great respect for one another. This is very important to maintain a good environment free from all misunderstandings and confusions among the family members. Parents' relations play a significant role in maintaining a better environment at home. Negative relations and disputes can spoil the atmosphere of a house. Instead of a better environment the entire house plunges into chaos which not only affects the psychology of children but also makes them suffer in various complexes. A good environment is in the hands of sensible parents who can build a child's career by playing and affective role so that their children should always feel at home a place where one wants to be relaxed putting aside tensions and worries of life.

Create a Good Environment for Studying at Home

In a school or home setting, a positive learning environment is crucial for a child. A positive learning environment not only consists of the physical setting, but it also encompasses how the child feels or responds to the setting. There are a number of ways families and educators can create an environment for children that is conducive to learning.

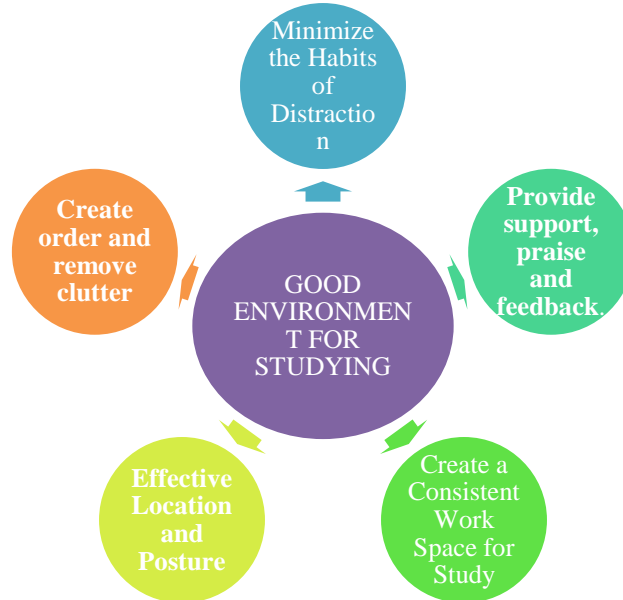


Fig.2 : Good Environment for Studying at Home

1) Minimize the Habits of Distraction

In the modern world, children are attached to smart phones, text messages and instant message. From early on, children have developed the habit of checking these sources several times hourly. Those habits break into a child's concentration during study, reminding him or her that it is time to check the phone or computer. To create a more effective work environment, create a distraction-free zone during work time. Remove instant messaging from the computer. Keep the smart phones and iPods out of arm's reach.

2) Provide support, praise and feedback.

Many parents are not aware of the importance they play in their child's education and have a limited understanding of their role in their children's learning. Parents have the greatest influence on the achievement of child through supporting their learning in the home rather than supporting activities in school. It is important for parents and educators to provide positive reinforcement and feedback to their young learners. This gives children motivation to learn, make mistakes and accomplish new things.

3) Create a Consistent Work Space for Study

The habits children create reach all the way down to the level of where they should look to find the tools they need to study. That means children's work space should be set up so that they do not need to search each day for pencils, erasers or calculators. Children who study at a desk should keep that desk set up the same way each day. Children who study at a communal table at home should have a nearby tray with supplies where they can regularly find what they need without having to spend a lot of time thinking about how to prepare for studying.

4) Find an Effective Location and Posture for Studying

Modern technology is so flexible that it does not place many constraints on where or how children study. It is common to see a child writing briefly at a desk, then working from a laptop computer on the floor. It is hard to maintain the same level of concentration when lying on the floor. The body's habit when lying down is to relax and sleep. It is not helpful for a child to have to fight that tendency when studying. In addition, lying down promotes passive reading. So students who are lying down are playing a less active role in their learning than those who are sitting up.

5) Create order and remove clutter

Children need to feel that there is orderliness in their environment so that they can learn. A room that is free of clutter will help them open their minds to new things. A cluttered or unorganized room can be distracting and impede learning. Furniture should be arranged in such a way that there is little traffic throughout the day and so that it appears organized.

Effects of Home Environment on Learning

Learning is the process of absorbing new information in a meaningful way and putting it to use. In the present era there are so many approaches of learning style. Students learn in many different ways. Some students are visual learners, while others are auditory or kinesthetic learners. Learning style's likes cognitive, affective and physiological behaviour is that serve as relatively stable indicators of how learners perceive, interact with and respond to the learning environment (Keefe, 1979)^[4]. Children and young adults learn a large portion of their knowledge at school. At school, previously unknown information is deliberately presented to students so they can use it both to pass tests and move on to other studies. This information is also used in myriad of practical life applications. A child's home environment has significant effects on learning and school performance.

Parents may be heavily invested in their children cognitive development and spend time with them on learning. Learning is complex; it begins at birth and continues throughout life. Parents are the first teachers and role models for their children, and therefore have a strong influence on their learning. Yet, studies continue to show that many parents are not aware of the importance they play in their child's education and have a limited understanding of their role in their children's learning (DCSF, 2007).

INFLUENCE OF HOME ENVIRONMENT ON STUDENTS

Home is the first and the most significant place for the child's inclusive growth and development. It provides not only the hereditary transmission of basic potentials for the development of the child, but also the favourable environment in terms of interpersonal relationship and cultural pattern. However, education like in school, at home must also strive to achieve the desired objectives in principles with constructive ways of perceiving and making self meaning. The importance of the home environment is something that has been acknowledged as vital to a student's learning and development. Student learn and grow through every day experiences. Parents are experts on their own children and every child needs to be treated as an individual. Student's intellectual development is most strongly influenced by the home environment during early childhood when they are under the direct influence of parents. As children mature, schools and peers also begin to play a role in their intellectual socialization. Students are motivated to work on activities and learn new information and skills when their home environments are rich in interesting activities that arouse their curiosity and offer moderate challenges. A stable and loving home environment helps children be happy and calm. Changes and certain events can create stress for

children. Stress can lead to worry, anxiety, unhappiness, and behavior problems. Research has shown that high levels of stress can worsen children's memory. Prolonged stress can have a negative effect on a child's physical and mental health. All families will face different types of life stressors at different times, such as busyness, financial stress, illness, changing residences, or conflict. If we have some of this type of stress in our family, we may need to do some things to reduce or cope with the stress. Our goal should be to provide a stable home environment. In these situations, family members will go through a normal grieving process. If your child is experiencing this type of stress, he will need time and support in order to reach a level of adjustment and for his behavior and emotions to improve. Parents should believe in your children and they will believe in themselves. See in them their potentials, not their failures. Avoid negative put downs or name calling. Use respectful and encouraging words to promote a feeling of security and trust. A positive, calm, nurturing and comfortable home environment enhances one's parenting vision. Create an atmosphere where your children come to you with a problem large or small. Communication, not coercion, is all-important. Each child is unique. Avoid comparing children.

A positive home environment is the foundation for healthy brain development. Student's surroundings have a huge impact on their well-being. A healthy, safe home is essential for a child to grow, learn and explore. A problematic home environment, by contrast, can have detrimental effects on a child's intellectual, social and emotional development. Research has shown that a negative home environment during the early years of life can lead to impaired development, including poor language skills, behavioral problems, deficits in school readiness.

Conclusion

Today, children's lives develop through a continuous and dynamic exchange between school and home. In this exchange teacher and parents are widely thought of as the most important agents of children's learning success. As was pointed out earlier, good education does not happen by chance. It is a product of effective teaching and learning coupled with the conscious effort of the teacher, the school, the students, parents and their various home environments. Therefore, a child for excellent academic performance requires in addition to other factors a good home environment. Children vary in their ability and attitude to learn, parents should therefore recognize this and attend to their children as an individual. They should also try to establish and maintain a good home environment where love, hardworking and excellence are encouraged in order to bring out the children's best academic performance. The role of the home in the child's development becomes clearer when we appreciate that formal institutions other than the family cannot provide the motivation for intellectual achievement and the continuous and close interaction among individual people that are important for full human development. Healthy home environment could improve the Learning process and as a result make learning more meaningful, significant and pleasant.

REFERENCES

- 1) Anme, T., & Segal, U. (2003). Center-Based Evening Child Care: Implications for Young Children's Development. *Early Childhood Education Journal*, 30(3), 137.
- 2) Ansell, N., & Van Blerk, L. (2005). "Where we stayed was very bad...": migrant children's perspectives on life in informal rented accommodation in two southern African cities. *Environment & Planning A*, 37(3), 423-440.

- 3) Castro, Dina C., Lubker, Bobbie B., Bryant, Donna M. and Skinner, M. (2002). Oral language and reading abilities of first-grade Peruvian children: Associations with child and family factors. *International Journal of Behavioral Development*, 26 (4), 334–344.
- 4) Dr. Karuna Shankar Misra (2012) Manual for learning style inventory (1-16).
- 5) Evans G.W. (2003) The built environment and mental health, *Journal of Urban Health Bulletin of the New York Academy of Medicine*. (4): 536-555.
- 6) Flores, R. (2004). The effect of poverty on young children's ability to organize everyday events. *Journal of Children & Poverty*, 10(2), 99-118.
- 7) Guo, G. & Harris K. M. (2000). The mechanisms mediating the effects of poverty on children's intellectual development. *Demography* 37 (4): 431-447.
- 8) Lee, J., Super, C. M., & Harkness, S. (2003). Self-perception of competence in Korean children: Age, sex and home influences. *Asian Journal of Social Psychology*, 6, 133-147.
- 9) Leventhal, T., Selner-O'hagan, M., Brooks-Gunn, J., Bingenheimer, J., & Earls, F. (2004). The Homelife Interview from the Project on Human Development in Chicago Neighborhoods: Assessment of Parenting and Home Environment for 3- to 15-Year-Olds. *Parenting: Science & Practice*, 4(2/3), 211-241.
- 10) Marturano, E. M., de Cássia Trivellato Ferreira, M. and D'Avila Bacarji, K. M. (2005). An Evaluation Scale of Family Environment for Identification of Children at Risk of School Failure. *Psychological Reports*, 96 (2), 307-321.
- 11) Mohite, P. (1987). Mother-child interaction and its effect on child's learning. Paper presented at the Biennial Meeting of the International Society for the Study of Behavioral Development. Tokyo, Japa
- 12) Murray, A. D., & Yingling, J. L. (2000). Competence in language at 24 months: Relations with attachment security and home stimulation. *The Journal of Genetic Psychology*, 16(2), 133-140.
- 13) NICHD (2001). The NICHD study of early child care and youth development. Available: <http://public.rti.org/secc/home.cfm>.
- 14) Rodrigues, L., Saraiva, L., & Gabbard, C. (2005). Development and Construct Validation of an Inventory for Assessing the Home Environment for Motor Development. *Research Quarterly for Exercise and Sport*, 76(2), 140-140.
- 15) Singh, M & Pandey, N (2015) Impact of home environment on educational aspiration of intermediate school students, *International journal of advanced engineering research and studies*, 365-366.