



The Effect of the Home Learning Environment on Socioemotional Development in Early Childhood

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The Home Learning Environment (HLE)

- The Home Learning Environment is made up of several elements including materials, activities, parenting behaviours and interactions. Home activities change as child develops (Rodriguez & Tamis-LeMonda, et al., 2009; Son & Morrison, 2012).
- There are a wide range of factors that influence how parents' parent and care for their children (Luster & Okagaki, 2006).
- Activities parents engage in in the home add to many domains of child development (Baker, 2013).
- Children's socio-emotional skills are believed to come from the home environment. (Farver, Xu, Eppe & Lonigan, 2006).

Socioemotional Development, Family and HLE

- Fewer studies have examined the effects of the HLE on social and emotional outcomes (Niklas, 2016; Baker, 2013; Hartas, 2011).
- Parents have an important role in promoting healthy social emotional skills during early childhood (Baker, 2013).
- A language rich home with lots of talking and reading may positively affect the development of socio emotional skill in early childhood (Farver, Xu, Eppe & Lonigan, 2006).
- Educated mothers are generally “more aware” and provide more social and material stimulation (Bradley & Corwyn, 2005; Sun, Liu, Chen, Rao & Liu, 2016).

Aims of Study

- Examine Home Learning Environment and its impact on socioemotional development of 3-year and 5-year-old Irish children
- Controlling for family factors and maternal factors and their effect on socioemotional development

Measures: The Home Learning Environment

Activities age 3

1. Read to child
2. ABC's
3. Numbers or counting
4. Play games
5. Play active games
6. Songs and poems
7. Paint draw and colour

+ Number of books in the home

Activities age 5

1. Read to child
2. Listen to child read
3. Use computer
4. Play with child toy games puzzles
5. Sport/physical activities
6. Play computer games
7. Visit library
8. Go on educational visits

+ Number of books in the home

Scaled Measures: Socioemotional Development

Strengths and Difficulties Questionnaire (SDQ): (Goodman, 1997).

Behavioural screening questionnaire designed to assess emotional health and problem behaviours in children.

Measured Total SDQ, Internalising -Peer Problems, Empathy; Externalising- Conduct and Hyperactivity; Prosocial.

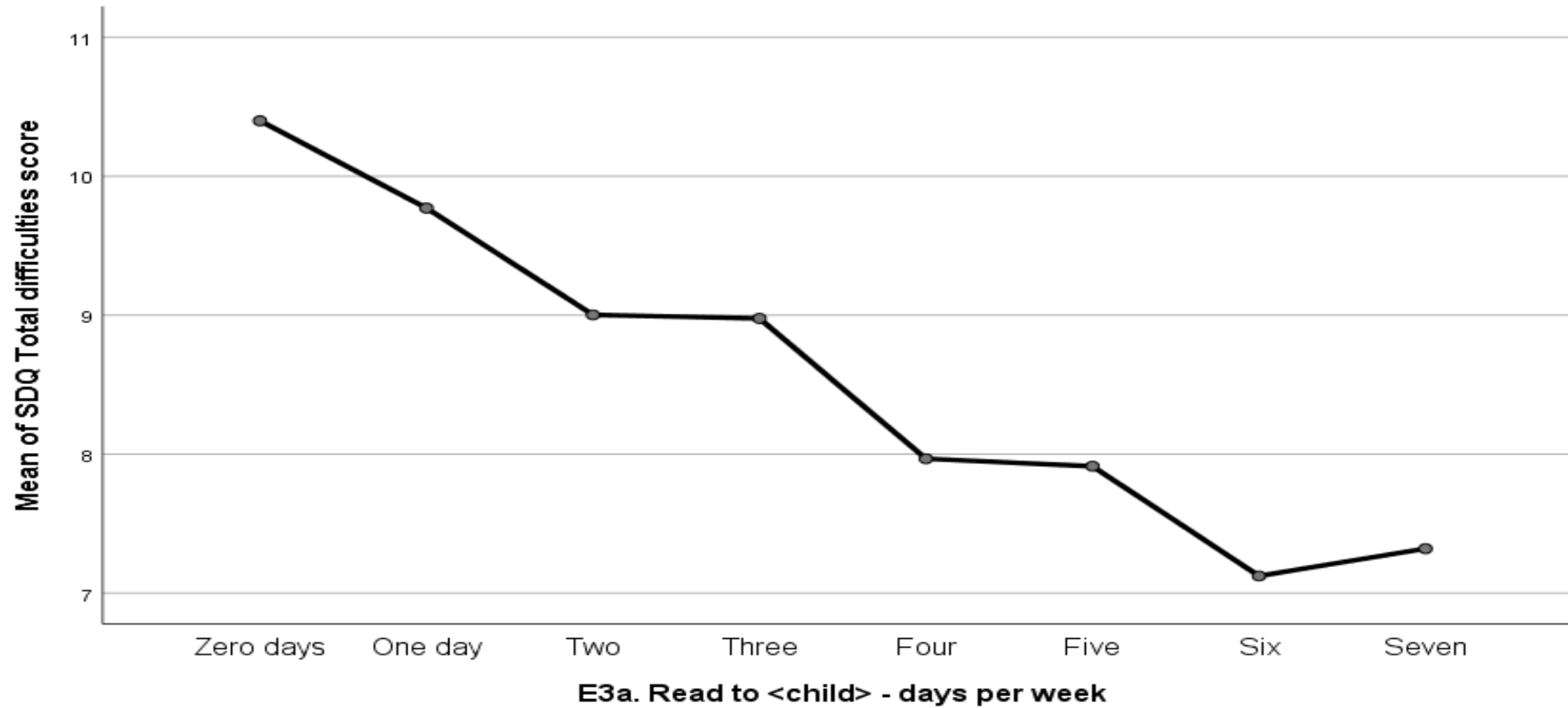
Social Skills Improvement System Rating Skills (SSIS_RS); (Gresham & Elliot, 2008).

A measure of the study child's social skills and abilities to interact positively with adults and peers.

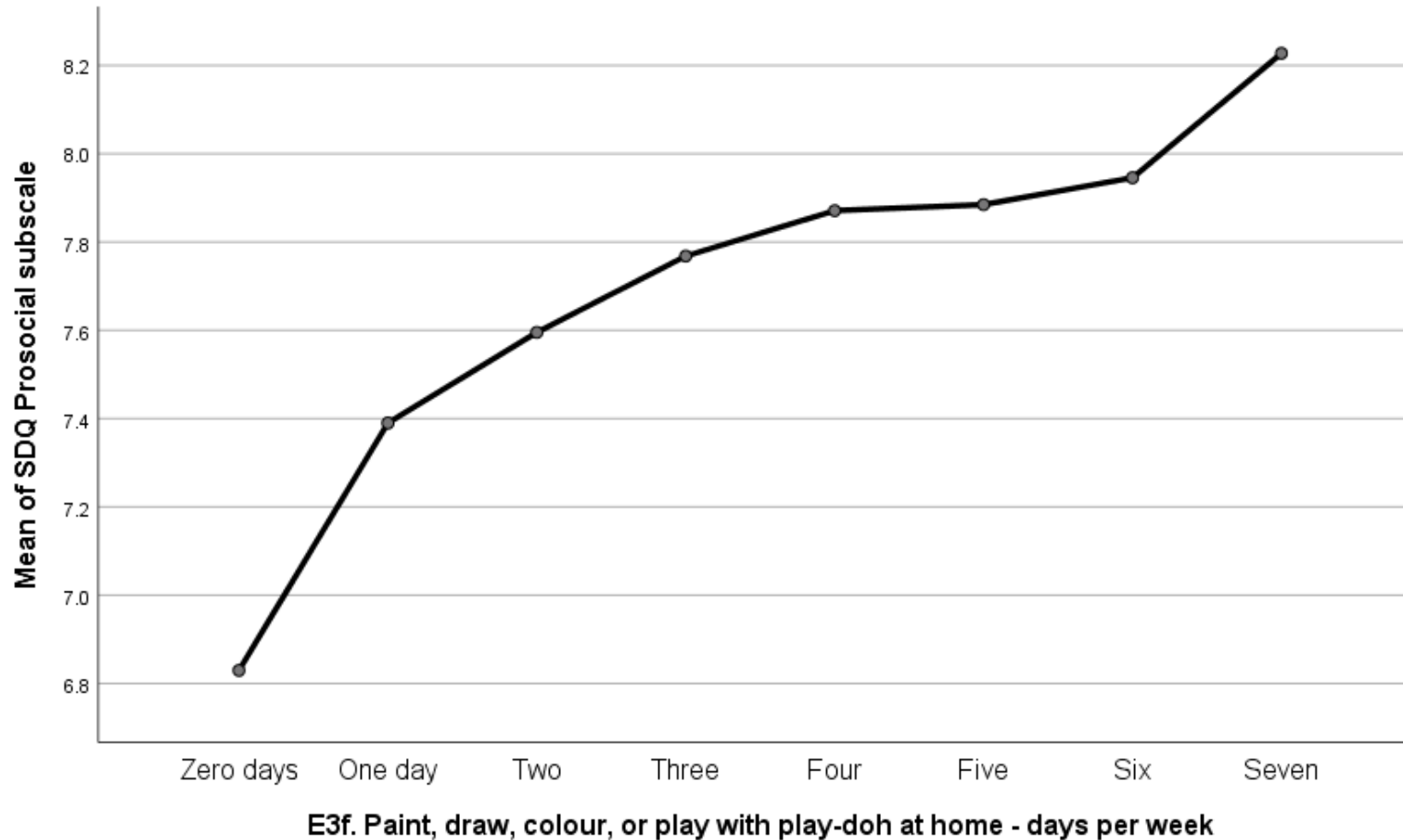
Measured Assertion, Responsibility, Empathy and Self-control

Age 3

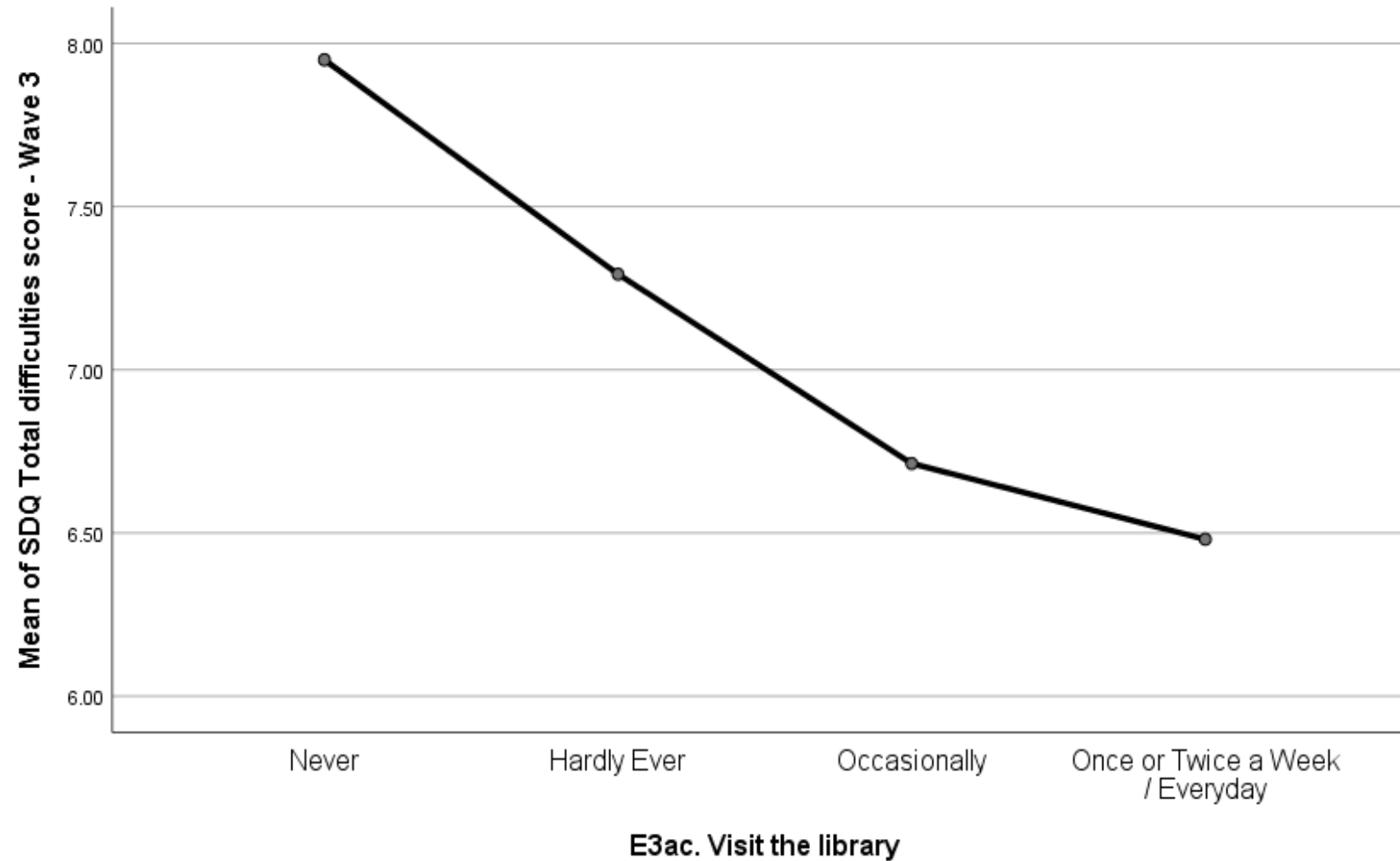
SDQ Total Difficulties and Reading



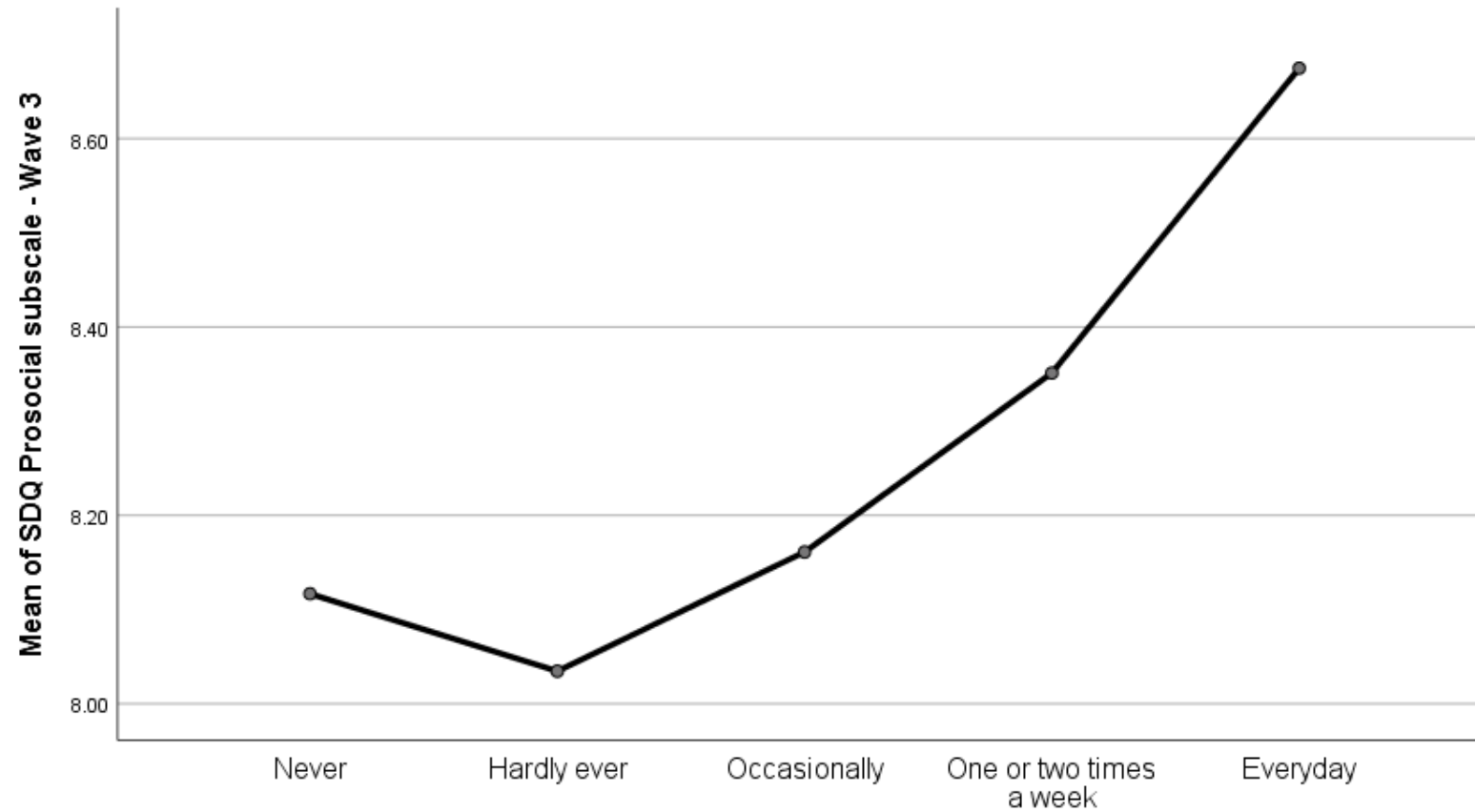
SDQ Prosocial and Painting and Drawing



SDQ Total difficulties and Visiting Library



SDQ Prosocial and Playing with Child



E3aa. Play with child using toys or games / puzzles

Analysis

Hierarchical multiple regression models looking at influence of HLE on Socioemotional development.

Controlling for Family factors and Maternal factors

1. Home Learning Environment

(Activities and number of books)

2. Family factors

(Siblings, Breastfed, Household class)

3. Maternal factors

(Education, Age, Warmth, Pianta +)

Results: Age 3

- The HLE made a significant contribution to all measures of the SDQ.
- At age 3, HLE having significant impact on Total SDQ (5.7%).
- When we look at this by individual subscales, it is having greatest impact on hyperactivity (4.9%) and prosocial (4.2%).

Results: Impact of HLE on SDQ Age 3 and 5

Age 3

	Conduct	Hyperactivity	Peer Problem	Emotional	TOTAL SDQ	Prosocial
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R²	2.3%	4.9%	2.3%	1.2%	5.7%	4.2%
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Age 5

	Conduct	Hyperactivity	Peer Problem	Emotional	TOTAL SDQ	Prosocial
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R²	1.7%	1.8%	1.8%	1%	3.2%	0.8%
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Results: Age 5

- The HLE continued to make a significant contribution to all measures of the SDQ.
- HLE having less impact at age 5 across the SDQ subscales.
- HLE contributing similar amount of variance to peer problems and hyperactivity (1.8%) and conduct (1.7%) .
- Similar findings across the SSIS-RS subscales
 - HLE contributing between .9% empathy and 2.5% to self- control.

Results: Impact of HLE on SSIS Age 5

	SSIS Assertion	SSIS Responsibility	SSIS Empathy	SSIS Self control
R²	1.2%	1.9%	0.9%	2.5%

Results: Summary of HLE Factors

- HLE made a significant contribution to all measures of Socioemotional development, (Total SDQ, Peer Problems, Empathy, Conduct and Hyperactivity, Prosocial, Assertion, Responsibility, Empathy and Self-control).
- At age 3 HLE contributing more to Total SDQ (5.7%), hyperactivity (4.9%) and prosocial (4.2%).
- At age 5 HLE contributing more to peer problems and hyperactivity (1.8%) and conduct (1.7%)
- However, HLE generally had less of an impact at age 5 than it did at age 3.

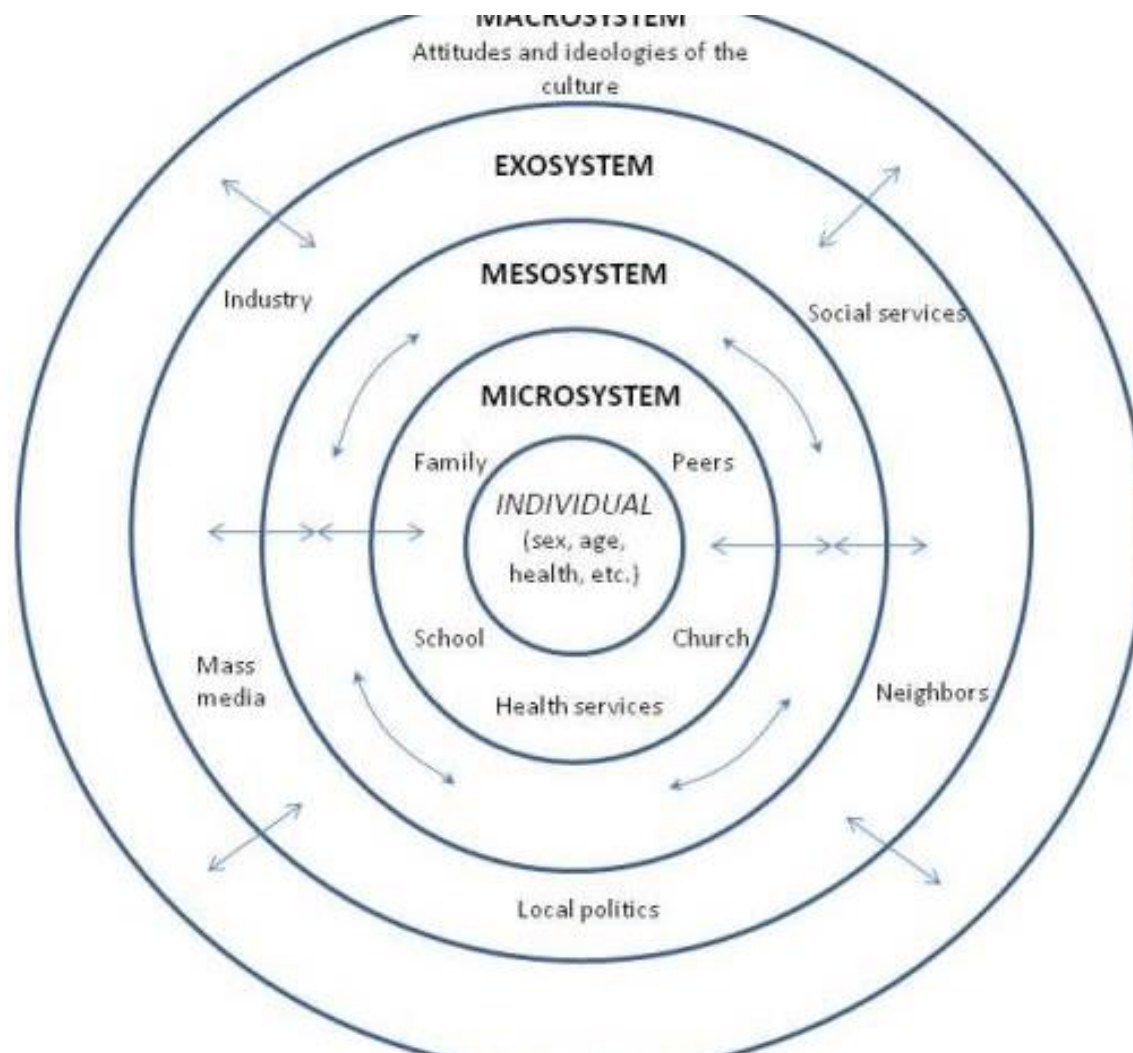
Results: Impact of all factors on SSIS Age 5

		SSIS Assertion	SSIS Responsibility	SSIS Empathy	SSIS Self control
HLE	R²	1.2%	1.9%	0.9%	2.5%
Family	R²	0.2%	0.1%	0.1%	0.6%
Maternal	R²	11.8%	13.7%	14.2%	8.9%

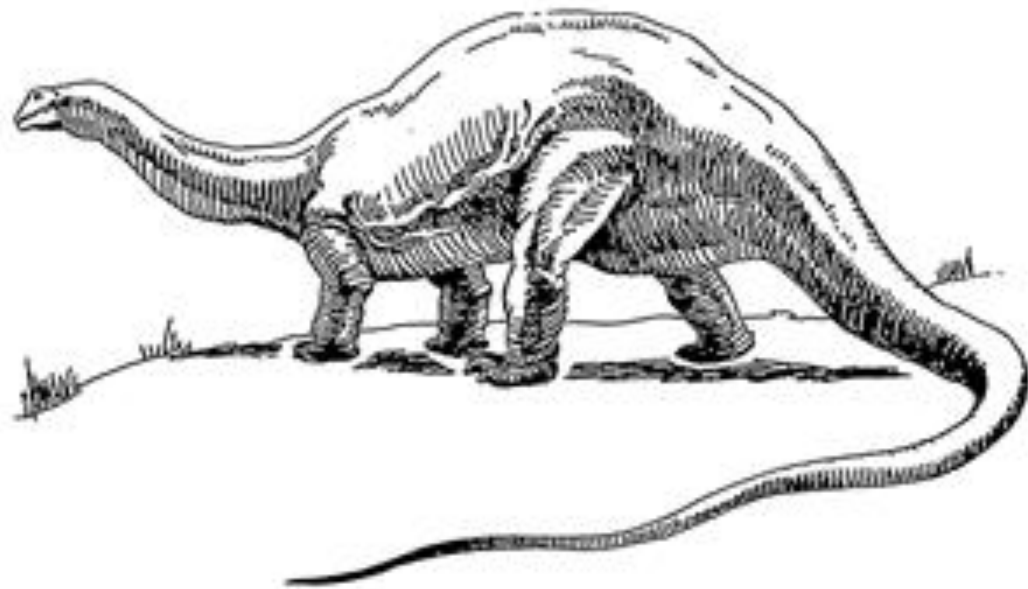
Results: Summary of Family and Maternal Factors

- Family factors, contributing very small amounts of variance overall.
- Maternal factors contributing greatest amounts of variance to each subscale of SSIS-RS
- Maternal factors also contributing to SDQ, contributing across subscales at age 3 and particularly at age 5.
- Both SSIS-RS and SDQ demonstrate that maternal factors very important across the different attributes of socioemotional development.

Bronfenbrenner and Ecological Systems Theory



Conclusion



- Educate family on role as first teachers and in developing socioemotional needs of child.
- Variety of activities in the home make positive contribution to socioemotional development.
- Relationship matters- Warmth, positive interactions are really important.
- First 5 – Government policy.

Thank you



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