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ORIGINAL CASE STUDY

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A STUDY ON OVERALL DEVELOPMENT OF PRE-SCHOOL CHILDREN IN ANGANWADIES

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ABSTRACT

Child development is the scientific study of the pattern of changes that happen in an individual from the pre-natal period to the early years of adolescence. The period of life from three to six years if age may be called pre-school or early childhood years. Early childhood period is an important period in the life of an individual. Significant changes occur in the child in all the areas of development namely physical, social, emotional and intellectual areas. Pre-school years are called as Foundation years because attitudes are formed and the pattern for future growth and development is determined. The main aim of the study to assess the children's Socio-Economic status, Anthropometric measurements such as height, weight, Diet survey, physical, Intellectual development and emotional development in rural schools. The study was conducted among 50 pre-school children in the age group of 4 to 6 years old were selected in rural schools. Results of the diet survey in the pre-school children 56% of children took non-vegetarian items and 44% of children took pure-vegetarian items. The selected samples 36% of children were interested in carom and 20% of children were interested in chess and then 44% of children were interested in videogame. Majority of the pre-school children were active and good had remembering capacity. The children observation was good.

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INTRODUCTION

Child development entails the biological, psychological and emotional changes that occur in human beings between birth and the end of adolescence, as the individual progresses from dependency to increasing autonomy. It is a continuous process with a predictable sequence yet having a unique course for every child. It does not progress at the same rate and each stage is affected by the preceding types of development. Development refers to those changes which are qualitative in nature. Growth means increment of body tissues, especially it refers to increase in height and weight. They develop, evolve and mature mastering ever more complex understandings of the people objects and challenges in their environments observation makes it possible to recognize the uniqueness of the individual to gain knowledge and insight into the dynamic process of development. The observational method allows teachers to judge a child achievement in many

areas. The preschool child is frequently testing her skills and likes to have a sense of mastery in eating quickly in running and jumping and in climbing to the top of the stairs. As the motor skills develop they enable greater control, co-ordination and balance, walking, running and jumping are basic skills that develop naturally during the early childhood years. Motor development consists of control of the movements of the muscle which at birth and shortly afterwards are random and meaningless. Every child must develop effective co-ordination of his muscular mechanism if he is to emerge from the state of helplessness that is characteristics of the first month of life. A Cognitive ability refers to the processes involving knowledge about the world, capacity to infer to think and to understand a phenomenon rightly. This emphasis on the ability to generalize and formulate idea to solve problems. Hence, cognition includes thinking, remembering problem solving, planning, imagining, judging and deciding cognitive changes at any period in the life span are affected to a certain extent by perceptual development. During the preschool years when the

development of the sense of initiative dominates life it seems more important to get things started than to finish them planning, undertaking, exploring, pushing out and attacking are all part of the essence of this period. Physical development refers to increase in bodily tissues. Physical development is an important aspect of development. A suriakanthi explained that growth means increase of body tissues specifically it refers to increase in height and weight. The emotions of early childhood are more common and more intense it is a time of imbalance when the child is out of focus in the sense that he is easily aroused to emotional outbursts. As a result he is difficult to lie with. This is true of the major part of early childhood. Thorndike referred that it as the power of good responses from the point of view of truth of fact the ability to undertake activities that are characterized by difficulty, complexity, abstruseness, and economy, adaptiveness to a goal, social value and emergence of originals and to maintain such as activities under conditions that demand a co centralism of energy and a resistance to emotional force up. Read referred that we need to understand people including ourselves if we are to be successful as parents or teachers or in whatever position. The child seeks to gain control over the environment and starts to learn to make social adjustment.

STATEMENT OF THE PROBLEM

A study on overall development of pre-school children in anganwadies

OBJECTIVES

The objectives of the study

- To study the children's physical and emotional development in rural schools.
- To guide children after identifying individual personality characters.
- To identify children with behavior problems and their solution
- To analyze the co-operation and sharing capacity of the respondents in the selected pre-schools.
- To analyze the academic performance and remembrance capacity of the children in rural schools.
- To identify the respondents behavioral constraints and suggest suitable measures to overcome them.

The area of the study

Intellectual Development

Kanneretal (2008) referred that many attempts have been made to define intelligence , it has been identified as the ability to learn, to profit from experience, to adapt to noval situations, to acquire new modes of responses to carry on abstract thinking.

Physical development

The term physical development applies to all aspects of growth of the human organism. Growth refers to the natural changes in size resulting from multiplication of cells or increase in intercellular substances. Generally it denotes height and weight changes, in body proportions, bone growth, muscular development and development of the nervous system (Hurlock, 1981).The term anthropometry refers to taking

measurements of weight and height, that is overall body size and taking measurements of specific body parts such as the head, chest and arm (Jelliffe, 1966).

Emotional development

In emotional development children has increasing ability to control emotions and learns acceptable ways of emotional expression. Emotions like fear, joy, sadness, loneliness to guilt are best viewed as names for combinations to specific external thoughts, events and changes in internal feeling due to physiological changes in the body and on impulse to act.

Social development

Waston (2000) discussed that even causal observes of children's play activities have probably observed some child rejection from play group because of his speed, strength, co-ordination or endurance in motor activities.

METHODOLOGY

Research approach: Quantitative research approach.

Research design: Descriptive research design.

Population: The preschool children in the age group 4-6 years old.

Sample: It comprises of Preschool children who are age group between 4-6 years were selected from St. Antony's Hr. Sec School and St. John's primary and Nursery School.

Sample size: 50 Preschool Children in the age group of 4 to 6 were selected.

Sampling technique: Simple Random Sampling technique.
Duration of study: 90 days.

Inclusion criteria

1. Preschool children between the age group of 4 to 6 years were selected.
2. Studying in rural schools.
3. Both boys and girls are included.

Exclusion criteria

1. Not willing to participate
2. Not understand Tamil

Research tools

The various tools used for collecting the data were

- ✓ Demographic variable
- ✓ Structured interview questionnaire
- ✓ Anthropometric measurements
- ✓ Dietary recall schedule
- ✓ Physical performance test

Tool I: Demographic variable such as age, educational qualification, socio-economic status and meal consumption pattern.

Tool II: Anthropometric measurements

Classification by Gomez's et al Normal >90% of standard weight for age Grade I 89%-75% of standard weight for age Grade II 74%-60% of standard weight for age Grade III <60% of standard weight for age	Classification by McLaren's Normal 93-105 % of height for age Short- 80% - 95% of height for age Dwarf- > 80%
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Table I. Intake of beverages food distribution of the respondents

S.NO	Food items	Frequency	Percentage
1	Soup	8	16
2	Juice	10	20
3	Coffee	10	20
4	Milk	15	30
5	Tea	7	14
		50	100

Assessment through height and weight

Anthropometric measurements (height and weight) were used for assessing nutritional status of the children. Children were examined in the Anganwadis where their heights and weights were taken. A complete assessment of nutritional status includes the collection of anthropometric data. A standard measuring tape was used to measure height. Weight for age and height for age were calculated and children were classified into different grades of malnutrition according to Gomez's and McLaren's classification.

Tool III: Dietary recall through oral questionnaire methods.

Tool IV: Physical performance

1. Social development
2. Emotional development
3. Intellectual development
4. Physical development

This study was approved on Oct 08.2015 by the Institutional Review Committee of Holy cross home science college Manonmaniam Sundaranar university for Ethical Issues.

RESULTS AND DISCUSSION

The present study was based on the overall development of the children during their pre-school years. It was studies of overall development in preschool children in anganwadies. 50 sample from rural school were selected. The different socio-economic status, diet survey, social development, emotional development and intellectual development were studied and the results were given. According occupational status of parents 58% had the father's occupation of coolie. Monthly income of the parents 50% had below Rs.2500 50% had above Rs.2500. According to age wise 44% samples to the age group 4 to 5 years and 56 % of preschool children age group 5-6 years. According to weight of respondents 32% were in the weight range of 13-14 kg, 28% in the range of 15-16kg respectively in rural area and 40% of children were in the range of 17-18kg. According family size 52% of respondents were in the family of less than 4 members and 36% of respondents were in the family of 4-8 members and then 12% of respondents were in the family of more than 8 members. According to intake of food distribution of the respondents 56% of children took non-vegetarian items and 44% of children took pure vegetarian items. Among the selected samples 56% of children liked snacks and took it. Snacks were

most attractive for the children 44% of children didn't took snacks or drinks. The selected samples 48% of children took food prepared at home and then 52% of children took the purchased food items. 16% of children took the soup items and 20% of children took juice items and 20% of children took coffee then 30% of children took milk and 14% of children took tea. The pre-school children in rural area were interested in indoor games like carom board 36% chess 20% and videogame 44%, Outdoor games like running 28% and cricket 48% and football 24%. 28% of children got angry easily and 72% of children did not express their anger. The pre-school children 40% of children expressed fear and 60% of children did not express their fear. 16% of children were jealous and then 84% of children were not jealous. All the children were curious. Among the pre-school children 52% of children were interested in drawing and 48% of children weren't interested in drawing. 28% children were interested in painting and 72 % of children were not interested in painting. 64% of children identified shape and 36% of children did not identify the shape. 56% of children identified size and 44% of children did not identify for size.

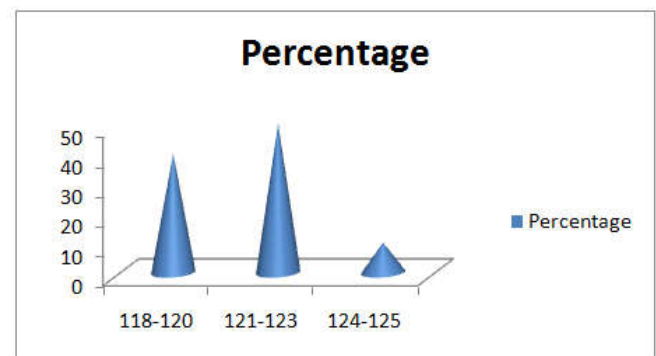


Fig. 1. Height wise distribution of the respondents

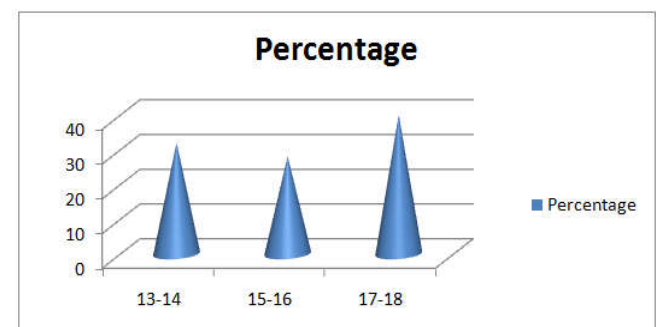


Fig. 2. Weight wise distribution of the respondents

Summary and conclusion

In this study an attempt had been made to find out the different developments of pre-school children studying in rural schools. Among the selected respondents 52% of children were male and 48% of children were female. The samples selected for the study were in the age group 4-6 years. Among them 44% were 4-5 years old 56% belong to the age group of 5-6 years. Height of the pre-school children varies from rural areas. Among the selected samples 40% of the respondents were in height from 118-120cm, 50% of the respondents were in height from 121-123cm and then 10% of the respondents were in height from 124-125cm. The body proportion of the children was normal. Majority of the children took milk the children were healthy and had normal growth. Most of children spend more time in videogames. Outdoor games play a vital role for the social development by which and individual acquire a balanced body proportion. Most of the children were interested in playing outdoor games. Among the selected samples 36% of children quarreled with others and 64% of children did not quarrel with others. Most of the children were co-operating, sharing and helping towards them. Among the selected samples most of the pre-school children were always happy and sometimes expressed anger, fear and jealousy. Among the selected samples all the pre-school children were curious. Majority of the pre-school children were active and good, had remembering capacity. The children were good in story telling, drawing, painting and identifying the shape and size. The children observation was good.

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