



A STUDY ON THE IMPACT OF MOTOR, COGNITIVE, LANGUAGE AND SOCIO-EMOTIONAL DEVELOPMENT OF PRESCHOOL CHILDRENS

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Abstract

Preschool education is a vital aspect of child's learning and development. It helps to expand the range of children's learning experiences. Importance of preschool education in the fact that the students become more confident, enthusiastic and eager learners who later on become successful persons in life. The attitude and aptitude is developed in these years. So that the child can achieve success during the later period of his life. Preschool education develops the self esteem of the child. The children has a natural desire to learn, but often what is being done in the schools without the proper knowledge of early childhood education and care, ends up destroying not only the child's urge to learn more and more but also the child's self-confidence and self-worth, learning to poor academic performance and dropping out at a later stage. Investigator used by Quasi Experimental method and simple random technique are followed. The Sample of 200 primary students in Erode District from Tamil Nadu State. Descriptive and differential statistics are used this study.

Key words: *Preschool, motor, cognitive, language and socio-emotional*



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INTRODUCTION

The first six to eight years of a child's life are globally acknowledged to be the most critical years for the lifelong development since the pace of development in their years are extremely rapid. Recent research in the field of neuroscience, particularly on the brain has provided convincing evidence of the "critical periods" located within these early years for the formation of synaptic connections in the brain and for the full development of the brains potential. This stage in life is also personal habits, which are known to last a life time.

Preschool education is informal education of the child between the age group 3 – 6 years carried out in formal institutions before the child joins the formal classes. From the time of birth all the children are ready to learn. Years ago preschool were mostly viewed as a way to teach kids to socialize and have some fun. Which socialization and from are integral parts of preschool education, it is only a part of it. Introducing preprimary kids to numbers, letters and a variety of social skills gives then a firm, lasting advantage in life and prepares them for entry into primary school.

STATEMENT OF THE PROBLEM

With reference to the significance of preschool education in a child's life, the present study is a moderate attempt in the direction of assessing the impact of preschool education on motor, cognitive, language and socio-emotional domains of preschool children. The following problem has been formulated and studied by the investigator. **"A Study on the Impact of Motor, Cognitive, Language and Socio-Emotional Development of Preschool Children's"**.

OBJECTIVES OF THE STUDY

The objective of the present study:

- To study the development of children who are enrolled in the preschool programmes with regarding the following developmental variables are
 - Gross Motor development
 - Cognitive development
 - Language development
 - Socio – emotional development
- To study inter relationship between gross motor, Fine motor, cognitive, language, socio-emotional development of the children who are enrolled in the preschool programmes.

HYPOTHESES OF THE STUDY

Keeping in view of the above mentioned objectives of the following hypotheses are to be tested:

- There is no significant difference between the pre and post test scores of the following independent of developmental of preschool children with regards following developmental variables are
 - Gross Motor development
 - Fine Motor development
 - Cognitive development
 - Language development
 - Socio – emotional development
- There is no correlation between the following developmental variables of preschool children with regards following developmental variables are
 - Fine motor and gross motor
 - Cognitive and Language
 - Language and gross motor
 - Fine motor and cognitive
 - Fine motor and language
 - Fine motor and socio-emotional
 - Gross motor and socio-emotional

REVIEW OF RELATED LITERATURE

Seth, Kanta and Ahuja (1992), Kamerman, S. D. (1994), University of East London (2009), Kyle snow (2012) refers to the study indicates in the international overview of childcare policies and programmes that all European countries. **Gomby, D. et al., (1995), A. A. Taiwa, J. B. Tyol (2002), Alissa Goodman and Barbabara sianesi (2005), and Education International (2009)** refers to that study indicated pupils with preschool education experience sign outperformed their counter parts without such experience in all the three schools. **Alissa Goodman and Barbara Sianesi (2005)** refers to the study concluded that significance difference was found in the cognitive and social skill of children who attended early schooling when compared with those who did not have any formal shortly. **Belvi, V. K. (1974)** refers to the study describe the language ability got gradually integrated with other field of behavior by the ends of the

preschool stage. **Rajammal P. Devadas et al., (1985), Sahni, S. Agarwal (1986), Nagalakshmi, J. (1991), Acharya, P. K., Girija Shankar, K. C. (2006) and Gayathri menon (2009)** conducted a study on the cultural influence to diet intake and nutritional status of preschool children and mothers in urban slum. Investigator has reviewed twenty studies of which ten studies were conducted in India and the other ten are from Abroad.

METHODOLOGY

The present investigation was carried out in few selected preschools of Erode District. The total sample consist of 100 students that include the boys and girls studying in pre KG class, based on pre-test scores the experimental group was exposed to play was methodology. After the experimental treatment post test was administered to assess the effectiveness of the strategy on the achievement. The data were collected to analyze the effect of the strategy on achievement and also to assess the level of again in the scores.

TOOL AND SCORING PROCEDURE

Quasi experimental design is the blue print of procedures that enable the researcher to that hypothesis by relating independent and dependent variables. The researcher was used simple random sampling techniques and 100 samples of selected preschools in Erode District. The instrument for this research was the “PLAY WAY METHODOLOGY”. The independent variables of the study are the play way methodology and the dependent variable is behavioral change of the students after exposure to play way methodology. The Euro kids kaveri school was selected for the pilot study. The scoring procedure was based on 3 categories- Never, Sometimes and Always. For “Never category”- 1 mark was assigned. For “Some time category”- 2 marks were assigned and for “Always category”- 3 marks were assigned. After conducting the pilot study, the investigator has given the scores to each student as per scoring procedure. Finally 25 items were selected for the study. The reliability of 0.80 and face, content validity used for the study. Descriptive and differential analysis of the statistical techniques are used that study.

DELIMITATION OF THE STUDY

The area of the study is limited to the selected preschool in Erode District. The sample of the study includes only 100 children’s who are enrolled in those preschools. The study limited only to the urban children.

ANALYSIS OF DATA AND INTERPRETATION

TESTING THE HYPOTHESES

Hypothesis -1

➤ There is no significant difference between the pre and post test scores of the following independent of developmental of preschool children with regards following developmental variables are

- Gross Motor development
- Fine Motor development
- Cognitive development
- Language development
- Socio – emotional development

Table -1: MEAN SCORES OF PRE-TEST AND POST TEST OF THE DEVELOPMENTAL OF SCHOOL

S.No	Developmental variable	Test	N	Mean	S.D	Calculated “t” value	Table value	# Sig. of 0.05% level
1.	Gross motor	Pre test	100	49.41	8.17	14.64	1.96	Sig.
		Post test	100	63.85	59.95			
2.	Fine motor	Pre test	100	42.69	8.27	16.67	1.96	Sig.
		Post test	100	59.95	6.22			
3.	Cognitive	Pre test	100	41.95	7.16	16.55	1.96	Sig.
		Post test	100	58.32	6.72			
4.	Language	Pre test	100	42.10	7.26	7.33	1.96	Sig.
		Post test	100	49.30	6.61			
5.	Socio-emotional	Pre test	100	55.92	6.65	2.8	1.96	Sig.
		Post test	100	58.22	4.69			

Significance of 0.05% level

From the above table no: 1, it is found that the significant calculated t value of **14.64, 16.67, 16.55, 7.33, and 2.8**, which is greater from the table value **1.96** at **0.05%** level of significance.

Hence the null hypothesis is rejected. Therefore there is significant difference between pre and post test scores of the gross motor, fine motor, cognitive, language and socio-emotional developmental of preschools.

HYPOTHESIS -2

➤ There is no correlation between the following developmental variables of preschool children with regards following developmental variables are

- Fine motor and gross motor
- Cognitive and Language
- Language and gross motor
- Fine motor and cognitive
- Fine motor and language
- Fine motor and socio-emotional
- Gross motor and socio-emotional

Table-2: CORRELATION CO-EFFICIENT BETWEEN THE

Developmental Abstract	Correlation co-efficient	Remarks
Fine motor and Gross motor development	0.71	High correlation
Cognitive and Language development	0.60	Moderate correlation
Cognitive and Socio-emotional development	0.25	Low correlation
Language and Gross motor development	0.50	Moderate correlation
Fine motor and cognitive development	0.69	Moderate correlation
Fine motor and Language development	0.52	Moderate correlation
Fine motor and Socio-emotional development	0.33	Very low correlation
Gross motor and Socio-emotional development	0.16	Zero correlation

DEVELOPMENTAL OF SCHOOL

From the table no -2, it is found that the correlation between fine motor and gross motor development is 0.71. It denotes positive correlation. The correlation between the variables is high. The increase in one variable many result in the increase in the other variable also. The correlation coefficient reveals that the positive relationship between fine motor and gross motor development. Hence the null hypothesis is rejected.

From the table no-2, it is found that the correlation between Cognitive and Language development is 0.60, likewise Language and Gross motor development is 0.50, Fine motor and cognitive development is 0.69, and Fine motor and Language development is 0,52. It denotes positive correlation. The correlation between the variables is Moderate. The increase in one

variable many result in the other variable also. The correlation coefficient reveals that the moderate relationship between development abstract. Hence the null hypothesis is rejected.

From the table no-2, it is found that the correlation between Cognitive and Socio-emotional development is 0.25 and Fine motor and Socio-emotional development is 0.33. It is denotes negative correlation. The correlation between the variables is low and very low. The decreases in one variable many result in the decrease in the other variable also. The correlation coefficient reveals that the negative relationship between developmental abstract. Hence the null hypothesis is accepted.

MAJOR FINDINGS

- There is significant difference between the pre test and post test scores of gross motor development, fine motor development, cognitive development, language development and socio-emotional development of pre-school children.
- There is high correlation between fine motor and gross motor development of the preschool children.
- There is moderate correlation between the following cognitive and language development, language and gross motor development, fine motor development and cognitive development, fine motor and language development of the preschool children.
- There is a low correlation between cognitive and socio-emotional development and very low correlation between the fine motor and the socio-emotional development of the preschool children.
- There is no correlation between gross motor and socio-emotional development of the preschool children.

RECOMMENDATIONS FOR FUTURE RESEARCH

- A study may be planned to predict pupil is performance in the primary school on the basis of the preschool experiences.
- A comparative study may be undertaken to compare the effects of play way methodology and Montessori methodology.
- A study may be conducted to find out the awareness level of preschool education among parents.
- A study may be conducted to find out the techniques for attracting, holding and stimulating children to preschools.

- A study may be conducted to find out the relationship between preschool education and early intervention.
- A study may be conducted to find out the role of preschool in identifying the learning disabilities.
- A study may be conducted to find out the benefits of preschool in differently disabled children

SUGGESTION FOR THE FURTHER STUDY

- Preschool education is important in important in a child's life. Preschools act as a bridge between the informal environment hence and the formal environment school. Preschool education helps the children to develop positive approach towards schooling.
- Preschool education plays a significant role in optimizing the human potential and be sensitive to develop delays and early intervention.
- Play way methodology has the capacity to provide interesting, joyful learning environment and helps the children to achieve their potential. It helps the children to cope well in kindergarten and primary school.
- Thus the quality of education can be improved by sending children to preschool at the right age.

CONCLUSION

The present study has found that the usage of play was methodology was significant effective for the preschools and the developmental domains are interrelated to each other. The current research states that all developments – fine, gross, cognitive, language, socio-emotional and physical are independent and work together to promote a child's overall health and well being. Emotional health and socio-emotional competence provide a solid foundation for emerging cognitive abilities and together they are the bricks and motor that comprises the foundation of human development. This means that how we nurture a child's heart is just as important as how we nurture his mind and his body.

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