

## **Impact of early child hood care and stimulation intervention package on socialisation -manners and care behaviour pattern of parents**

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### **ABSTRACT**

The purpose of the study was to assess the impact of early child hood care and stimulation practices on child's socialisation manner and behavior. This study was conducted on total 240 parents (*i.e.* 120 mothers and 120 fathers') and they were further divided into two groups *i.e.* having children in the age group 0-12 months and having children in the age group 13-36 months. The subjects were drawn from 15 randomly selected Anganwadicenters of Jaipur City, Rajasthan. Interview schedule and observation inventory on child stimulation for parents of under three children were used to assess and observe existing knowledge related to socialization manner and care behavior pattern of parents. Response style and observed behaviour of parents with lower mean scores at pre-testing indicated need and significance of the strategic planning and programme.

**Key Words :** Child hood care, Stimulation, Intervention. Socialisation, Parents-mother and father

### **INTRODUCTION**

Early child hood development accorded high priority in India, as the foundation of cumulative lifelong learning and human development. The early years are the most crucial period in life, because this is when the foundations are laid for motor, sensory, cognitive, language, social and personality development. Within the first eight years span, the first two years are particularly the most important, crucial and vulnerable ones. By the end of the second year of the life, most of the growth of the human brain is already complete and critical brain structures are in place. In this stage of rapid growth and development, the child learns to handle more complex level of moving, speaking, thinking and interacting with people and objects in the environment.

Stimulation at the early child hood stages means efforts to activate the child's early development. It is more than a series of exercise, it is a continuous dialogue between the

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child and those who care for her.

A stimulating environment is one that encourages and unfolds the development of the child's heredity potential. For the healthy development of child the care giver must create an environment which gives the child freedom, opportunities and incentives to move and to explore. Children form concepts through their sensory and motor experiences and hence they should be exposed to a variety of stimulation that will arouse their curiosity. Optimal stimulation is that which is appropriate, non-restricting, responsive and effective.

Proper stimulation provided during early child hood has more favourable impact on the child's brain, growth and development than at any other time in his life, it is imperative to maximize both the amount of stimulation and the kinds and quality of stimulation that child receives. This ensures a strong foundation for future learning. Child stimulation includes a consistent schedule of stimulating experience that fosters growth and learning. These experiences are maximized when provided through an "Interactive and Loving Relationship" between parents and child. Effective early intervention approaches are those that prevent or arrest problems early in child's life or at early stages in the development of problem situation. As Oberklaid notes "social ills such as crime, unemployment and illiteracy could be countered by early intervention therapies designed to root out before they flourish," (Szego and Nader, 2002).

Intervention is a process to enter into an ongoing system of relationship and to come between or among persons, group or objects for the purpose of helping them. The fact that environment can have both positive and negative effects on children's growth and development, is well established. Many children thrive in healthy environment while others who have some learning disability or deficits may need a bit of training or intervention to improve and remediate their weakness. Many intervention programmes have been started over the last few decades with an objective to expose children to stimulating activities that will encourage their development.

Mistry and Bakshi (1994) conducted a study developing and implementing an infant stimulation programme to train mothers through Anganwadi workers with 54 mother infant dyads (37 in experiment group and 17 in control group) from the urban block of Baroda City. It was observed that frequencies of supportive mother infant interactions of the experimental group had increased considerably after undergoing the intervention programme.

Boom (1995) found that intervention improved maternal stimulation and responsiveness. This also increased child's sociability and cognitive sophistication during exploration and in the quality of attachment.

### **Objectives:**

1. To assess the existing knowledge and practices of the parents of under three children (0-3 years) regarding socialisation, manners and behaviour pattern.
2. To assess the long term impact (follow-up) of intervention programme on parents of under three children (0-3 years) regarding socialisation, manners and behaviour pattern.

## **METHODOLOGY**

### **Sample:**

The total sample consisted of 240 parents (*i.e.* 120 mothers and 120 fathers) and further

they were divided into two groups *i.e.* having children in the age group of 0-12 months and 13-36 months by using purposive sampling technique. In order to have homogenous sample, all the parents with in the age range of 20-35 years were taken from Anganwadicentres.

**Tools:**

Interview schedule and observation inventory on child’s stimulation for parents of under three children was developed by the researcher to assess existing knowledge about socialisation, manners and care behaviour practices of the parents.

**Procedure:**

Rapport was established with parents, so that they could easily come out. With the help of interview schedule and observation inventory both the parents (mothers and fathers) were interviewed and observed during various given situations. To assess existing status and significance of package all the parents were pre-tested (phase-I) and then exposed to intervention package (Phase-II) to strengthen the knowledge and practices related to socialization, manners and care behavior pattern of parents. To assess the impact of intervention post testing (phase-III) and follow-up (Phase-IV) were conducted on all parents after the gap of 2 and 3 months respectively.

The present work was designed as a programme for enhancing conducive home environment by improving the knowledge related to socialization, manners and care behaviour pattern of both parents. The improvement in care behavior pattern is achieved through intervention package was analyzed by applying “Z” test.

**RESULTS AND DISCUSSION**

As shown in Table 1 and 2 that during the pre-test stages it was found that the existing mean scores of parents were not satisfactory. After exposure of intervention package there was significant improvement in parents’ knowledge and care behavior pattern related to child’s socialisation, manners and behavior pattern. Gain in mean scores on different aspects of interview schedule (13.51, 22.46, and 22.62) and observation inventory (4.72, 4.00, 6.41) were found high in post- test stages. Thus showing the significant impact of intervention package. As shown in Table 1 and 2 that the follow up testing also revealed considerable relation of the programme. So a focus on early intervention rather than on treatment after a problem has developed is both socially and economically more effective in the long term.

Table 1 : "Z" value for comparison between mean scores of (i) Pre and post test (ii) Pre and follow up of Interview Schedule (IS)						
Sr. No.	Dimensions of Interview schedule	Test stages	Mean	S.D.	Z	Significance
1.	Related to child's socialization manners and behaviour.	Pre-test	13.51	3.80	-27.36	* *
		Post - test	22.46	5.23		
		Follow up	22.62	5.17	-28.27	* *

\*\* Highly Significant (0.01)

<b>Table 2 : "Z" value for comparison between mean scores of (i) Pre and post test (ii) Pre and follow up of Observation Inventory (IS)</b>						
Sr. No.	Dimensions of Observation Inventory	Test stages	Mean	S.D.	Z	Significance
1.	Tactile and Kinesthetic stimulation	Pre-test	4.79	1.40	-21.14	* *
		Post - test	9.51	2.78		
		follow up	9.34	2.93	-18.78	* *
2.	Visual stimulation	Pre-test	2.76	1.53	-20.49	* *
		Post - test	6.76	2.84		
		follow up	6.38	2.87	-16.46	* *
3.	Verbal stimulation	Pre-test	7.96	1.66	-23.05	* *
		Post - test	14.37	3.07		
		follow up	14.03	3.40	-19.83	* *

\*\* Highly Significant (0.01)

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