

Effect of After School Care on Psycho-social Development of Young Children

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ABSTRACT The present study 'Effect of after school care on psycho - social development of young children' was conducted on 160 children (80 boys , 80 girls) aged 3 to 6 years drawn from Ludhiana city. The sample was evenly distributed between purposely selected four settings namely mother care, grand parent care, domestic aid care and day care with 40 respondents in each setting. Early intervention developmental profile scale was used to gather the relevant information. Results of the study revealed that psycho-social development (perceptual, cognitive, social, speech and language) of children under mother care was the best followed by the grand parent care which was almost at par with care given in good quality day care setting. Of all the developments social development scored the maximum among the respondents in all the four after school care settings.

INTRODUCTION

Child Care has emerged in recent years as a major area of concern in India. Issues related to child care have not remained uniform over time because family setup, roles, relationships, work pressures and demands on the time of potential care givers in the family, have undergone marked changes. The increasing pressure on mothers to search for employment outside the home in the face of economic hardships has aggravated the problem of child care (NPPW 1988) . In recent years women have been availing new opportunities for career advancement. The availability of child care facilities and maternity benefits have made possible for a woman to pursue maternal and professional career simultaneously (Nanda, 2000).

The employment of mother has been popularly considered to provide less supervision to children and that may lead to behavior problems and delinquency. So to protect the children from becoming delinquent, number of 'after school care programs' have been observed. Different types of after school care programs available are 'Formal after school care programs' i.e. day care and 'Informal after school care programs' i.e. care by mother, care by grand parents and care by domestic aids. To study the effect of four different after school care settings on psycho-social development of children aged 3 to 6 years, the present investigation was planned.

MATERIAL AND METHODS

The Study Area: The present study was carried

out on 3 – 6 years old children of Ludhiana city in four different after school care settings i.e. Mother care setting, Grand Parent care setting, Domestic aid care and care in Day Care Centre. *Sample Size And Study Population:* A sample of 160 children between the age group of 3 – 6 years was drawn from different nursery schools, kindergartens and day care centres. 16 schools and 19 day care centres were personally visited for selection of children . Only those children were selected (i) whose mothers were atleast graduate (ii) who belonged to middle socio-economic status (iii) who attended similar type of schools . The sample was evenly distributed between four settings i.e. 40 in each setting . There were equal number of boys and girls i.e. 80 boys and 80 girls. *Data Collection:* Early intervention developmental profile scale by Schefer and Moersch (1996) was used to study the effect of different After school care settings on psycho-social development of children. The major four developments tested were: Perceptual / Fine Motor; Cognition; Speech and language and Social development. The information pertaining to different developments in terms of four different after school care settings was collected by the investigator.

Study Variables: This report deals with influence of different after school care settings on 4 developments of children. Age, Socio-economic status , mother's education and type of school were the variables controlled for the study.

Data Analysis: F-Test was used to find the significant relationship between four different settings and also used to find the differences in development due to age.

RESULTS AND DISCUSSION

Table 1 reveals percent mean scores for perceptual / fine motor development of children in four different after school care settings. It is evident from the table that average mean Percent scores of children of mother care setting were highest ($\bar{x} = 358.58$) as compared to children of other three settings (336.69 , 331.36 , 313.83).

The Children of this setting also scored higher at various age levels i.e. 73.47 percent at 3 - 3½ years, 52.27 percent at 4 - 4½ years, 72.00 percent at 5-5½ years and 62.5 percent at 5½ - 6 years. Children of day care setting scored higher

i.e. 50 percent at 4½ -5 Years and 69.45 percent at 3½-4 years in perceptual / fine motor development. Regarding age - wise differences results revealed that the children in the age group of 3 - 3½ years scored maximum in all Settings the results showed no significant differences in four different after school care settings in perceptual fine motor development ($F = 0.58$, $P < 0.05$) and calculated 'F' value ($F = 6.55$. $P < 0.05$) showed highly significant age differences. The reason for such results might be due to the fact that in mother care setting child remains with mother for maximum number of hours after coming from school. Mother provides various

Table 1: Percent mean scores for perceptual / fine motor development in different after school care settings

Age (years)	Mother care setting	Grandparent care setting	Domestic aid care setting	Day care setting	Total
3 - 3½	73.47 (59.02)	68.57 (55.92)	70.13 (56.85)	71.43 (57.67)	283.60
3½ - 4	58.34 (49.78)	66.67 (54.76)	66.67 (54.76)	69.45 (56.48)	261.13
4 - 4½	52.27 (46.32)	50.65 (45.40)	42.05 (40.46)	45.45 (42.42)	190.42
4½ - 5	40.00 (39.23)	45.71 (42.53)	40.00 (39.23)	50.00 (45.00)	175.71
5 - 5½	72.00 (58.05)	45.71 (42.53)	50.00 (45.00)	50.00 (45.00)	217.71
5½ - 6	62.50 (52.24)	59.38 (50.42)	62.50 (52.24)	37.50 (37.76)	221.88
Total	358.58	336.69	331.36	313.83	

Source	d.f.	S.S.	MSS	F ratio
Between Settings	3	38.40	12.80	0.58
Between ages	5	725.48	145.10	6.55*
Error	15	332.37	22.16	
Total	23	1096.25		

*Significant at 0.05 Level

Table 2: Percent mean scores for cognitive development in different after school care settings

Age (years)	Mother care setting	Grand parent care setting	Domestic aid care setting	Day care setting	Total
3 - 3½	73.47 (59.02)	74.28 (59.54)	71.43 (57.67)	69.52 (56.48)	88.70
3½ - 4	67.31 (55.12)	57.69 (49.43)	60.57 (51.12)	59.62 (50.53)	245.19
4 - 4½	75.00 (60.00)	71.43 (57.67)	81.25 (64.38)	66.67 (54.76)	294.35
4½ - 5	67.50 (55.24)	50.00 (45.00)	47.50 (43.57)	43.75 (41.44)	208.75
5 - 5½	70.00 (56.79)	50.00 (45.00)	45.83 (42.59)	41.67 (40.22)	207.50
5½ - 6	40.00 (39.23)	33.33 (35.24)	41.67 (40.22)	33.34 (33.34)	148.34
Total	393.28	336.73	348.25	314.57	

Source	d.f.	SS	MSS	F.Ratio
Between Settings	3	194.25	64.75	5.57*
Between Ages	5	1350.43	270.09	23.24*
Error	15	174.34	11.62	
Total	23	1719.02		

*Significant at 0.05 level

types of toys and games to child. As she is educated she knows the importance of providing opportunities which help in the perceptual development of child. More over the children in the age group 3 – 4 years have no burden of studies and have too much freedom to play and they spend most of their time in play. They also go to nursery school and indulge in various types of creative activities. That is why the perceptual development of younger children was better than the children of other age groups. Regarding the cognitive development, the results of table 2 revealed that the average scores of children of mother care setting were highest (x = 393.28) followed by domestic aid care setting (x = 348.25). The children of mother care setting also scored higher at various age levels i.e. 67.31 percent at 3½ - 4 years, 67.50 percent at 4½ - 5 years, 70 percent at 5 – 5½ years as compared to other age groups. So the the results revealed that the children of mother care setting were Better in cognition than the children of other settings. It was interesting to know that children at the age of 4 - 4½ years scored highest (x = 294.35) than other age group children. The calculated 'F' value (F=5.57, P<0.05) showed significant differences in four different care settings in cognitive development and also 'F' value (F=23.24, P<0.05) showed highly significant age differences in four different care settings in cognitive development. Bhoota (1963) reported that nothing nourishes child's mind than mother's love

and acceptance. Too much concern of love of mother toward children encourage the child for learning. On the contrary, day care centres being family care centres did not provide much toys and opportunities for cognitive development, that was the reason that children scored less. Children of grand parent setting and domestic care setting were at par in cognitive development. It was observed that the children of age group 3 - 4½ years scored maximum in this aspect because they ask numerous questions to their elders to satisfy their curiosity. Research studies also indicated that 80 percent of child's brain develops by age of 4 years. In the age group between 4½ - 6 years children get engaged in different activities and they are more involved in academic performance and could not perform as good as the younger children. It is evident from the table 3 that the average percent scores of children in speech and language development of grandparent care setting were highest (x = 365.37) followed by children of day care setting (x= 364.61). Scores of children of other two settings were in between. Children of mother care setting scored highest i.e. 76.00 Percent at 4½ - 5 years, 93.33 percent at age 5 - 5½ years. It is evident from the table that children in the age group 5 –5½ years scored highest in speech and language development in all the four settings. The calculated 'F' Value (F = 1.0, P< 0.05) showed no significant difference in four different settings in speech and language development. As children of grand parent care

Table 3: Percent mean scores for speech and language development in different after school care settings

Age (years)	Mother care setting	Grandparent care setting	Domestic Aid care setting	Day care setting	Total
3 – 3½	67.35 (55.18)	68.57 (55.92)	59.75 (50.65)	72.38 (58.31)	268.05
3½ - 4	50.00 (45.00)	66.67 (54.76)	55.00 (47.87)	56.67 (48.85)	228.34
4 – 4½	20.84 (27.13)	42.86 (40.92)	35.42 (35.42)	38.89 (38.89)	138.01
4½ - 5	76.00 (60.67)	54.29 (47.47)	68.00 (55.55)	55.00 (47.87)	253.29
5 – 5½	93.33 (75.00)	90.48 (72.05)	75.00 (60.00)	91.67 (73.26)	350.48
5½ - 6	42.00 (40.40)	42.50 (40.69)	30.00 (33.21)	50.00 (45.00)	164.50
Total	349.52	365.37	323.17	364.61	

Analysis of Variance

Source	d.f.	SS	MSS	F.Ratio
Between Settings	3	87.07	29.02	1.00
Between Ages	5	2966.73	593.35	20.35*
Error	15	437.39	29.16	
Total	23	3491.19		

*Significant at 0.05 level

setting scored highest, the reason for this might be that grandparents do not have much energy to play with child so they try to keep the child busy in talking or they narrate stories or poems to children and listen stories / poems from them. In the day care centre care givers recite poems, narrate stories and children come in contact with other children of same age which enhances their speech and language.

Table 4 reveals the result of social development . It is clear from that The children of mother care setting scored highest in social development at various age levels i.e. 91.42 percent at 3 - 3½ years, 72 .22 percent at 4- 4½ years, 70.00 percent at 4½ - 5 years, 77.50 percent at 5 –5½ years than other three settings. The results clearly indicate that the children of mother care setting had better social development as compared to children of other care settings. The results also reported that average percent scores of 3 to 4 years old children were highest in social development (x= 318.28 and x= 319.80) than the children of other age groups . The calculated 'F' value (F= 9.88, P < 0.05) significant age differences in four different settings in Social development which indicated age has an impact on social Development.

The children in the age group of 3 – 4 years start going to nursery school , there they learn to make friends, learn cooperation or make adjustments with peers. Modern parents are well educated and they are very conscious of their

children development , they take children for outings/excursions , for movies and to relatives place, it helps in developing social horizon of children. Children of grandparents care setting also scored very good scores in social development as grandparents have sufficient free time, they take their grand children in the parks where there is lot of interaction with other children. Thompson's study (1980) also strengthens the findings of present study who reported that early mother child interaction has positive effect on social, emotional and personality development of child .

Table 5 revealed that quality of day care setting had a positive effect on development of children . The calculated 't' value (t = 5.45, 6.36, 4, P < 0.05) showed highly significant differences in perceptual / fine Motor development, cognitive development and speech and language Development of children attending good and poor quality day care setting . Results of table 5 clearly indicate that good quality day care setting had a positive effect and poor quality day care setting had a negative effect on the development of children. To conclude it can be said that the mother care setting children were Better in all developments than children of other care settings. Mother Plays an important role in moulding the personality of Children. She is The first socializing agent . The results of the present study are in Conformity with the study conducted by NIPCCD (1978) who reported That mother

Table 4: Percent mean scores for social development in different after school care settings.

Age (years)	Mother care setting	Grandparent care setting	Domestic aid care setting	Day care setting	Total
3 – 3½	91.42 (72.95)	88.00 (69.73)	81.82 (64.75)	57.14 (49.08)	318.30
3½ - 4	81.25 (64.38)	87.50 (69.30)	78.13 (62.10)	72.92 (58.63)	319.80
4 – 4½	72.22 (58.18)	61.91 (61.88)	70.84 (57.29)	62.60 (52.48)	267.93
4½ - 5	70.00 (56.79)	50.00 (45.00)	40.00 (39.23)	54.17 (47.41)	214.17
5 – 5½	77.50 (61.68)	50.00 (45.00)	31.25 (33.96)	37.5 (37.76)	196.25
5½ - 6	42.00 (40.40)	43.75 (44.44)	50.00 (45.00)	25.00 (30.00)	160.75
Total	434.39	381.16	352.04	309.04	

Analysis of Variance

Source	d.f.	SS	MSS	F Ratio
Between Settings	3	518.12	172.71	4.01
Between Ages	5	2129.18	425.84	09.88*
Error	15	646.32	43.09	
Total	23	3293.62		

Significant at 0.05 level

Table 5: Quality of day care setting and psycho - social development of children

<i>Development</i>	<i>Good quality DCC (n = 11)</i>	<i>Poor quality DCC (n=29)</i>	<i>S.D.</i>	<i>'t'Value</i>
Perceptual/fine motor	0.72	0.60	0.20	5.45*
Cognitive	0.69	0.55	0.20	6.36*
Speech and language	0.74	0.62	0.27	4.00*
Social	0.63	0.57	0.23	0.03

• Significant at 0.05 level

has a definite role in moulding the personality and creating Conditions conducive to balanced development of the child particularly At the stage when he/she is going through a rapid change in child's physical, social and mental competence

. But all those children who are deprived of mother's care. her love and affection in the afternoons, should go to good quality day care, centres instead of getting aid care.

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