International Journal of Science and Research (IJSR)
ISSN (Online): 2319-7064
Impact Factor (2012): 3.358

Effect of Maternal Education on Child Stimulations

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Abstract: ***Introduction-*** *Achieving such positive results for children across their entire lives is unlikely unless thoughtful attention to their circumstances begins early. Children are not able and motivated to learn on self. Informed efforts by parents and teachers to build on that desire play a valuable role in providing children the proper foundations for school and life success. Daily surroundings also have a great impact on children's development and ultimately dictate how well they can lay those needed foundations.* ***Objective:*** *To investigate the relationship between Maternal Education and Childhood Stimulations given to the children.* ***Setting and Participants-*** *100 Mothers were selected for the study who have a mothers between the age group of 22-35 years in which 50 literate mothers and 50 illiterate mothers belonging to urban and rural areas of the Lucknow district of Uttar Pradesh.* ***Methodology:*** *The time taken from the study was one year that is July2013 to may 2014. In the present study descriptive research design was used to obtain and analyze the data. For selection of the respondents' purposive random sampling technique was adopted. Self made questionnaire was used to investigate the relationship between maternal education and stimulations given to the children such as listen child quarries, provide proper games, and motivate the children.* ***Statistical Analysis:*** *SPSS 20.0 software was used for statistical processing. Show the relationship between respondent education and childhood stimulation were also calculated with the help of "t" test.* ***Results and Discussion:*** *The findings of t test revealed a highly significant difference between the maternal education and stimulations given to the children.* ***Conclusion:*** *From the study, it can be concluded that the education of the mothers were highly effected to provide the stimulating home environment to the children because children imitate their mothers and high effect of mothers personality on development of children.*

Keywords: Preschoolers, Maternal Education, Early childhood Stimulations

1. Introduction

Children are exposed to multiple risk factors in the early years of life including poor health, malnutrition and low levels of home stimulation. , poverty with low maternal education, teenage parenting, child under nutrition, low birth weight, high levels of maternal depression, unsafe neighborhoods and low levels of stimulation in the home) – and children exposed to multiple risk factors are at heightened risk for poor development. These children are likely to do poorly at school and to have limited economic opportunities in adulthood. This in turn perpetuates the cycle of poverty and contributes to the intergenerational transmission of poverty, poor health and development. Thus in addition to perpetuatiChild development is multi-dimensional and includes cognitive-language, sensory-motor, and social-emotional domains, all of which are interdependent. Although much early literature focused on the importance of early child cognition for later development, there is increasing recognition of the importance of non-cognitive domains in predicting children's academic attainment, productivity and social functioning in adulthood. Child development is also multi-determined being influenced by an interaction between Children's genetic inheritance, biological state (e.g. health and nutritional status) and the Quality of maternal-child interaction and distal (e.g. neighborhood characteristics Environment (Wachs 2000). During the first few years of life, rapid growth and development Occur in all domains forming a strong foundation for learning later skills (National Research Council Institute of Medicine 2000) social inequities, poor development has serious implications for national development. Early interventions thus increase the efficiency of later interventions and the best results are evident when effective early 3interventions followed by high quality interventions at later ages (Heckman 2006). Cunha and colleagues (2005) describe this phenomenon as the 'self-productivity' and 'complementarily' of the learning process leading to a 'skill multiplier' effect. 'Self-productivity' refers to the concept that skills learned at one stage of the learning process enhance learning at later stages. 'Complementarily' means that early investments are most effective when followed by later investments. These two concepts lead to the notion that "skill begets skill; learning begets learning" (Cunha et al. 2005) Educational interventions and mixed nutrition and educational interventions produced the greatest benefits to children's Interventions were effective both in the short and over the long term except for the health domain in which the effect sizes decreased over time Maulik & Darmstadt (2009) conducted a descriptive review of the evidence for the effectiveness of interventions targeting children in the birth to age six age range that used low cost stimulation interventions including play, reading, music and tactile stimulation (e.g. Kangaroo care for preterm babies). From their review they concluded that play-based stimulation that promoted most effective and feasible development in children.

2. Objectives

Keeping in view the significance of the problems, the present study was taken up to investigate the relationship between maternal education and stimulations given to the children.

Testing of hypothesis-

Ho1: There is no relationship between maternal education and given in childhood stimulation.

3. Materials and Methods

- **Sampling Techniques-** Purposive Random sampling
  A random sample of 100 were taken after giving due consideration to inclusive & exclusive criteria. The data was collected by General assessment form and general questionnaires. Self made questionnaire, was used to investigate the relationship between maternal education and stimulations given to the children such as listen child quarries, motivate the children etc.

- **Statistical Analysis-** This study used SPSS Statistic 20.0 for statistical processing. Descriptive statistics of mean and standard deviation and percentage to analyze general characteristics, the t-test was used. Statistical results were considered to be significant at 0.00 levels.

4. Results and Discussion

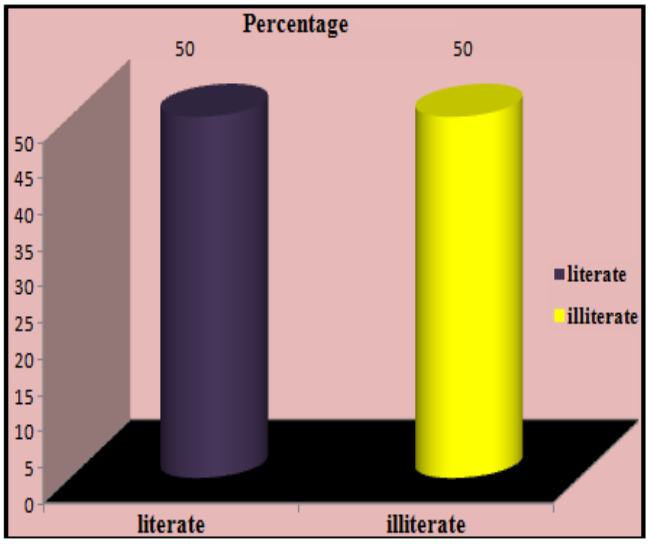

Figure 1: Distribution of Respondent according to education

Table 1: Distribution of maternal education basis on the given childhood stimulations-

Childhood stimulation	*Literate N=50*		*Illiterate N=50*		*Total N=100*	
Statements	*Mean*	*SD*	*Mean*	*SD*	*t-value*	*Sig.*
Listen child quarries	.96	.198	.62.96	.490	4.547**	.000
Healthy environment	.90	.303	.52	.505	4.565**	.000
Provide proper games and toys according to age	.82	.388	.24	.431	7.068*	.145
Proper space to play	.30	.80	.30	.463	5.754*	.023
Motivating for done daily activity	.98	.141	.14	.351	15.715**	.000

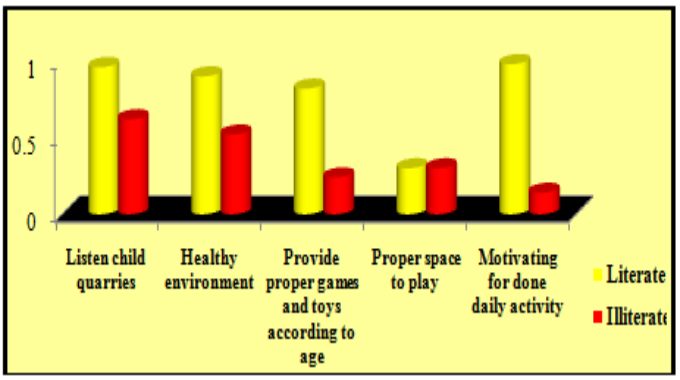

Figure 2: Distribution of maternal education basis on the given childhood stimulation

5. Discussion

**: Highly significant (significant at 0.01 level)
The impact of mother education on the giving childhood stimulation was tested and the same is presented in the table 1. Highly significant difference between were found in effect of mother education on giving childhood stimulation as null hypothesis is rejected.

The above table show that the majority of literate mother(μ=.96) was listen child quarries whereas illiterate mother(μ=.96) was listen child quarries , literate mother (μ=..90) was provide a healthy environment for children whereas illiterate mother (μ=.96) was provide a healthy environment for children to play ,literate mother (μ=.82) was provide proper games and toys according whereas illiterate mother (μ=.24) was provide games according to age.

Literate mother (μ=.30) was low to give proper space to play whereas illiterate mother (μ=.80) was high to give space for play, literate mother μ=. 98) was motivate child to done daily activity whereas illiterate mother(μ=. 14) was motivate for done daily activity. In this table literate respondents was listen child quarries, provide healthy environment and motivating for done daily activities more than illiterate respondents.

The results are at par with the findings of **Turan et al** wherein he pointed out that the stimulation have a significant relationship with children performance on all cognitive aspects .whereas mass media exposure did not have much effect on children performance .the greater family interaction with the children ,higher was their cognitive score.

6. Conclusion

The present study conducted on Effect of Maternal Education on to investigate the relationship between maternal education and stimulations given to the children revealed that majority of illiterate mothers were not provide proper stimulation to their children Accumulating evidence seems to indicate that some children who are slow learners and even who have borderline retardation may not have received proper intellectual stimulation in their early years. Children have not provide interesting books, and puzzles to stimulate their sensory apparatus and they were

not received daily training and guidance from adults this lack of stimulation inhibit the overall development of children.

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