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A STUDY ON CONCEPT DEVELOPMENT OF TRIBAL AND URBAN PRE SCHOOL CHILDREN

NAYAK, V. S & PUJAR, L

Department of Human Development and Family studies, College of Rural Home Science
University of Agricultural Sciences, Dharwad, Karnataka, India

ABSTRACT

A study on concept development among preschool children was carried out in Ranebennur Taluk of Haveri district, Karnataka state. The sample for the study comprised of 80 preschool children, of whom 40 were from the tribal and 40 from urban areas of Ranebennur Taluk. For each area 20 boys and 20 girls in the age group of 3-5 years were selected randomly from 16 anganwadi centers. Bracken Basic Concept scale (2006) was used to assess conceptual skills of preschool of preschool children. The Socioeconomic status scale developed by Aggarwal, et *al* (2005) was employed to assess the SES of the family. Results revealed that majority of preschool children had an average level of concept development in tribal and urban group and results also found a significant relationship between parent's education and concept development of preschool children.

KEYWORDS: Children, Preschool, Conceptual Skills

INTRODUCTION

Preschool period is a crucial stage of life in terms of children's intellectual, emotional, physical, social development and ability to interact successfully with the world around them in early and later years of life. Cognitive abilities progress at a faster rate from birth to five years. During these period, children develop a wide range of cognitive abilities such as language development, number concept and basic concepts. The development of concepts is the linking together of ideas in a child's mind, so that they can process more complex lines of thought. The concepts provide an effective way of organizing experiences.

The child learns concepts from sense organs by touch, hear and observing. Sensation is the process of conscious reaction of the mind. This is a process through which human beings become aware of things in their environment, which stimulate their sense organs. The building of concept formation starts with the process of sensation. Sense organs operate independently and separately from one another. The process of giving meaning to sensation results in perceptual formation. Organization of sensory experiences about a particular object is known as a precept, it is an image of an object, which is immediately present to the senses, stored in the memory and recalled in future for concept formation. Basic concepts are the foundation of a child's education in order to perform tasks like following directions, participating in classroom routines and engaging in conversation.

Objectives of the Study

- To assess the concept development of tribal and urban preschool children.
- To assess the influence of parent education on the concept development of tribal and urban preschool children.

METHODOLOGY

A preliminary survey was carried out to collect information regarding the total number of anganwadi kendras in Ranebennur city. The list of anganwadi centers was obtained from the Child Development Project Officer, Ranebennur. The sample for the study comprised of 80 preschool children from tribal and urban area of Ranebennur Taluk of Haveri district, Karnataka. 20 boys and 20 girls from each area in the age group of 3-5 years were selected randomly from sixteen anganwadi centers. Basic concept scale developed by Bracken (2006) was used to assess the concept development of children. The Socioeconomic status scale developed by Aggarwal, et *al* (2005) was employed to assess the SES of the family.

RESULTS AND DISCUSSIONS

An examination of Table 1 gives the information regarding the frequency distribution of preschool children with regard to concept development. In tribal group, 60 per cent of children had an average level of concept development, followed by delayed (25%) and advanced concept development (15%). Among urban group, 60 percent had an average level of concept development and 40 per cent of children showed advanced level, none of them belongs to the delayed level of concept development. In the present study it was noticed that the majority of children had an average level of concept development in both groups. The study is in line with Pujar *et al.* (2012) who reported that the majority of children fell in medium level of conceptual development at pre-test. Manocha and Narang (2004) revealed that about half of the children from rural area fell under the category of average concept development.

A clear perusal of Table-2 highlights the information regarding distribution of dimensions of concept development among rural, tribal and urban children. The higher percentage of, children from the tribal group had an average level of concept development in the case of social awareness (87.5%), texture (65%), direction (65%) and time (60%). Preschool children had advanced level of concept in texture (32.5%), direction (35%), time (40%) and social awareness (10%). In case of school readiness among tribal groups, the higher percentage about 45per cent had delayed level concept development. In case of quantity concept, more than half of children (57.5%) showed advanced level, followed by 42.5 percent were in the average level of conceptual development. Children from the urban group had an average level of concept development in the case of social awareness (87.5%), direction (72.5%), school readiness (65%) and texture (55%), followed by the advanced level of concept development in texture (45%), direction (27.5%), school readiness (15%) and social awareness (12.5%). In case of quantity and time concept, majority (75% & 55%) of children showed advanced level, followed by (25% & 45%) were on the average level of conceptual development. None of the children belonged to the delayed level of concept development in the dimension of direction, social awareness, texture, quantity and time. The findings are in conformity with Mandler and McDonough (1993) who reported that children by three years have developed the concept of size, shape, animal and vehicle. Mandler and McDonough (2000) revealed that children studying in Kindergarten have developed basic concepts and differentiate the living animals with toy animals.

Table-3 depicts, among tribal groups, children whose fathers were illiterates, 66.7 per cent found to have average and 33.3 percent had delayed level concept development. Children whose fathers were literate, but no school, 100 percent of them had delayed concept development. Among children whose fathers attended school, but less than primary, 75 percent had average concept development and 25 per cent were found to have delayed concept development.

Children whose father's education was primary and less than 10th, 55.6 percent had average concept development and equal number (22.2%) had delayed and advanced concept development. An examination of children whose father's education was 10th class pass, but less than graduation, 56.4 per cent showed average level concept development, followed by delayed (22.2%) and advanced level of concept development (21.4%). Children whose fathers belonged to graduation level, 40 per cent each showed average and delayed concept development and 20 percent showed advanced level concept development. However, modified chi-square showed non-significant association and correlation coefficient found to be non-significant between fathers' education and concept development. With regard to urban group, children whose fathers were illiterate (66.7%) were found to have average and 33.3 percent showed advanced concept development. Children whose fathers attended school, but less than primary, (75%) had an average and 25 percent showed delayed concept development. When children whose father's education was primary and less than 10th class (63%) showed average and 36.4 percent in advanced level concept development. An examination of children whose father's education was 10th passes, but less than graduation 87.5 percent showed average and 12.5 percent hold advanced level concept development. Children whose fathers' education belongs to graduation level 60 per cent were found to be advanced in concept development and 40 per cent were in average concept development. Children whose fathers had post graduation, 75 percent children showed advanced concept development and 25 per cent children showed average level concept development. However, modified chi-square found to be non-significant, but correlation coefficient found to be significant at one per cent level and significant relationship fathers education and concept development.

Table 4 shows the association between mother's education and concept development of preschool children. Among tribal group children, mothers were illiterates (75%) whose children showed average concept development and 25 per cent children showed delayed level concept development. Among the literate but no-schooling mothers (66.7%) of the children had average and remaining 33.3 per cent had delayed concept development. Whereas mother's education with primary, but less 10th, 46.2 per cent showed average concept development followed by 30.8 per cent showed delayed and only 23 per cent showed advanced concept development. Children whose mother's education was 10th pass, but less than graduation, 83.3 percent were found to have average concept development and only 16.7 per cent were found to have delayed concept development. Children whose mothers' education belonged to graduation, equal number of children (40%) showed the advanced and delayed level concept development and only 20 per cent were found to have average level concept development. However modified chi-square revealed non-significant association, but correlation coefficient was found to be significant at the one percent level. When examined the urban children, mother's education who belonged to illiterate, just literate and primary, primary < 10th, 10th pass and graduation, graduation and post graduation showed average level concept development (66.7%, 80%, 63.6%, 70%, 37.5% and 33.3%) and advanced (33.3%, 20%, 36.4%, 30%, 62.5% and 66.7%) showed advanced level concept development. From table 3 and 4, it was found that there is a significant relationship between parent's education (father and mother) and concept development, but no association was observed.. The findings are in conformity with study of Aridila (2005) who revealed that children's verbal test scores and concept development test scores were significantly correlated with parents' education. Klenbeng *et al.* (2001) also reported that there is a relationship between parent's education and concept development.

CONCLUSIONS

The present study results indicate that a majority of preschool children had an average level of concept development In both the group and results also revealed a significant relationship between parent's education and concept

development of preschool children, but no association was observed. Urban group children had advanced level of concept development, whereas 25 percent of tribal group preschoolers belonged to the delayed level of concept development. This depicts the need for intervention program to tribal and rural children to make them understand different concepts during the preschool period.

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Table 1: Frequency Distribution of Concept Development of Children among Rural, Tribal and Urban

Concept Development	Tribal (N=40)	Urban (N=40)
	Frequency (%)	Frequency (%)
Delayed	10 (25)	-
Average	24 (60)	24 (60)
Advanced	6 (15)	16 (40)
Total	40 (100)	40 (100)

Table 2: Frequency Distribution of Dimensions of Concept Development among Rural, Tribal and Urban Children

Dimension of Concepts	Tribal (n=40)			Urban (n=40)		
	D	AVE	AD	D	AVE	AD
1. School readiness	18 (45)	17 (42.5)	5 (12.5)	8 (20)	26 (65)	6 (15)
2. Direction	-	26 (65)	14 (35)	-	29 (72.5)	11 (27.5)
3. Social awareness	1 (2.5)	35 (87.5)	4 (10)	-	35 (87.5)	5 (12.5)
4. Texture	1 (2.5)	26 (65)	13 (32.5)	-	22 (55)	18 (45)

Table 2: Contd.,						
5. Quantity	-	17 (42.5)	23 (57.5)	-	10 (25)	30 (75)
6. Time	-	24 (60)	16 (40)	-	18 (45)	22 (55)

Table 3: Association of Father's Education and Concept Development of Preschool Children

Fathers education	Tribal (n=40)				Urban (n=40)			
	DE	AVE	AD	Total	DE	AVE	AD	Total
Illiterate	1 (33.3)	2 (66.7)	-	3 (100)	-	2 (66.7)	1 (33.3)	3 (100)
Just literate, but no schooling	1 (100)	-	-	1 (100)	-	-	-	-
<Primary but schooling	2 (25)	6 (75)	-	8 (100)	-	3 (75)	1 (25)	4 (100)
Primary pass, but <10th	2 (22.2)	5 (55.6)	2 (22.2)	9 (100)	-	7 (63.6)	4 (36.4)	11 (100)
10th class pass, but < graduation	2 (22.2)	9 (56.4)	3 (21.4)	14 (100)	-	7 (87.5)	1 (12.5)	8 (100)
Graduation	2 (40)	2 (40)	1 (20)	5 (100)	-	4 (40)	6 (60)	10 (100)
Post graduation	-	-	-	-	-	1 (25)	3 (75)	4 (100)
Professional qualification with technical degrees	-	-	-	-	-	-	-	-
Modified χ^2	7.36^{NS}				6.72^{NS}			
'r' value	0.172^{NS}				0.432*			

Figures in the parenthesis indicate percentages

*Significant at 0.05 levels

D – Delayed, AVE – Average, AD-Advanced

NS-Non-significant

Table 4: Association of Mother's Education and Concept Development of Preschool Children

Mother's Education	Tribal (N=40)				Urban (N=40)			
	DE	AVE	AD	Total	DE	AVE	AD	Total
Illiterate	1 (25)	3 (75)	-	4 (100)	-	2 (66.7)	1 (33.3)	3 (100)
Just literate, but no schooling	1 (33.3)	2 (66.7)	-	3 (100)	-	4 (80)	1 (20)	5 (100)
<Primary but schooling	-	2 (66.7)	1 (33.3)	3 (100)	-	7 (63.6)	4 (36.4)	11 (100)
Primary pass, but <10th	4 (30.8)	6 (46.2)	3 (23.0)	13 (100)	-	7 (70)	3 (30)	10 (100)
10th class pass, but < graduation	2 (16.7)	10 (83.3)	-	10 (100)	-	3 (37.5)	5 (62.5)	8 (100)

Table 4: Contd.,								
Graduation	2 (40)	1 (20)	2 (40)	5 (100)	-	1 (33.3)	2 (66.7)	3 (100)
Post graduation	-	-	-	-	-	-	-	-
Professional qualification with technical degrees	-	-	-	-	-	-	-	-
Modified χ^2	8.29^{NS}				3.94^{NS}			
'r' value	0.161^{NS}				0.458*			