

Studies on the daily living skills of children in rural Himachal Pradesh

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ABSTRACT

Developmental deficiencies in boys and girls with reference to daily living skill were determined in a sample of 1000 children in the age group of 3-5 years were selected along with their mothers in each district. These children were subjected to age appropriate Winland Behaviour Scale for assessment of their skills. In order to select the children for intervention programme 20% of the low performing children were worked out in various villages. There were half male and half female in each age group. Comparison of mean of boys to that of girls over the different age groups of 3.0 to 4.0 years, 4.0 to 5.0 years. Overall mean of the children for daily living skills was 106.2 ± 10.05 . The mean of intervention sample was 54.22 ± 11.82 which was significantly lower ($Z = 25.59^{**}$) than total sample with an average decrease of 41.4% (Fig. 1). The highest percentage of decrease in the intervention sample was observed in the village Banuri (53.3%) in district Kullu followed by village Salooni in district Una (52.6%), while the lowest percentage of decrease was observed in the village Amb (32.1%) in district Una.

Key words : Skills, Children.

In recent years it has become increasingly clear that daily living and emotional skills underlie all other areas of development (Shonkoff and Phillips, 2000). In fact early daily living and emotional competence is associated with continued competence and may help reduce the risks for later problem behaviours. Attainment of positive daily living and emotional status has been shown to relate to important skills including daily living cooperation and emotional regulation (Schore, 2001). Routine caregiving interactions affect children's daily living and emotional capacity by actually influencing the structure and function of the brain.

The daily living abilities gradually emerge and develop during first two years of life. Cross-cultural evidence indicates that when children are looking photographs of different facial gestures, people around the world associate them with emotions in the same way. This movement taught us that children do not talk about objects of interest in isolation. They communicate in the context of daily living interactions often for daily living and emotionally driven reasons. This orientation underscored the importance of care-giver-child interactions for daily living development and broadened our awareness of the range of issues that need to be considered in intervention. Daily living and environmental factors have become so intricately related to health and diseases that often care must go beyond medical intervention.

Children need regular interactions with emotionally supportive adults in order to develop, learn and grow in healthy ways. In daily life, a young child may spend time with many different adults: parents, other caregivers, teachers, physicians, nurses and early interventionists and

family friends. Each person has the opportunity to positively influence the child's development. In order to be most effective, adults who spend time with young children must have the capacity for positive relationships along with sufficient knowledge of early childhood daily living and emotional development. Despite its importance, specific instruction in how to support daily living and emotional development is not always included in the training of those who work with young children. The intent of the competencies is to develop an early childhood workforce that understands and supports early daily living development. These home based activities can be used to improve practice, guide consistent training, identify resources and perhaps most importantly, to direct public policy.

Once initial concerns have been identified, early stage of child development children and families should be referred to early childhood mental health specialists for full assessment and treatment when needed (American Academy of Pediatrics, 2006). This study was conducted in order to assess the competencies for daily living development of children in rural areas, to find out the children with low competencies and the socio-ecological factors affecting socio-emotional development, to develop an intervention programme for mothers of the children with low competencies in rural areas and to study the impact of intervention programme.

METHODOLOGY

A total of 1000 children (half male and half females) in the age group of 3-5 years were selected along with

their mothers in 12 villages in different districts through Himachal Pradesh representing the whole state. These children were subjected to age appropriate Winland Behaviour Scale for assessment of their daily living skills (Sparrow *et al.*, 1984). These children assessed for their competence for development of daily living skills. The 20% low performing children were selected in each age group to study the impact of intervention. Half of this sample (10%) was treated as control and half was given intervention treatment. Treatment sample provided intervention through their mothers/ caregivers for a period of three months and after a interval of six months the impact of intervention was assessed. In order to select the children for intervention programme, 20% of the low performing children in daily living domain were worked out in each village. Out of this sample 10% were kept as control and other 10% were given intervention treatment for a period of three months. In order to compare the impact of intervention programme, the treated group was compared with the intervention group after a period of six months. Test of significance was determined with the help of t test.

RESULTS AND DISCUSSION.

From district Kangra two villages, namely, Patti and Banauri were selected for evaluation and imparting intervention programme. A total of 120 children with a mean value of 112.16 ± 17.17 were selected in village Patti district Kangra (Table 1). Out of this sample the 20% children (24) having the lowest mean (55.82 ± 15.31) were

selected for implementation of intervention programme (Fig. 1).

The intervention sample was significantly lower than the total sample ($Z = 8.87^{**}$) with the percentage of decrease of 50.2%. In another village *i.e.*, Banauri a total of 78 children were selected with a mean value of 90.54 ± 11.47 out of which 20% children (16) having lowest mean value (42.30 ± 9.80) were selected for intervention programme. The intervention sample was significantly lower than the total sample ($Z = 9.34^{**}$) with the percentage of decrease of 53.3%.

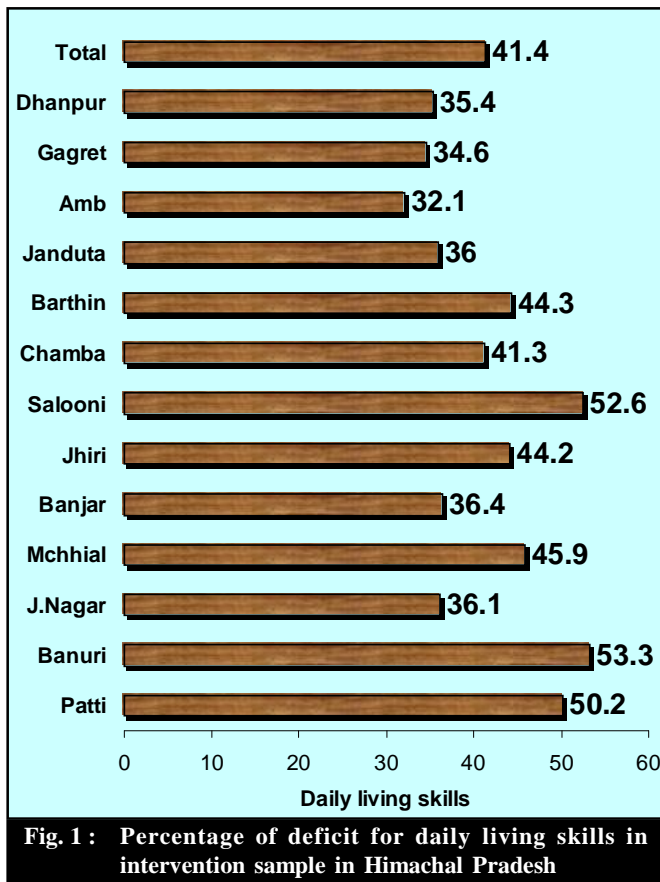
From district Mandi two villages, namely, Jogender Nagar and Machhial were selected for this purpose. In village Jogender Nagar a sample of 90 children had the mean value of 105.14 ± 12.70 for daily living skills domain, while in Machhial the mean value was 89.19 ± 15.99 . In village J. Nagar the lowest performing sample of 20% children (18) had a mean value of 67.20 ± 7.06 and in village Machhial children (16) having the lowest mean value of 48.23 ± 9.23 were selected for implementation of intervention. The decrease in the mean of intervention sample than total sample in J. Nagar and Machhial was 36.1% and 45.9%, respectively.

In district Kullu the number of children selected in village Banjar were 73 with mean value of (96.14 ± 11.11) and mean value of the 20% lowest sample (14) was 61.14 ± 13.51 with a significant decrease of 36.4%. Another village selected in district Kullu was Jhiri with a sample of 65 children. The mean value of total sample was 89.86 ± 12.19 . The 20% children (14) having the lowest mean

Table 1 : Selection of children for imparting intervention on the basis of their mean performance daily living skills in various villages of Himachal Pradesh

District	Village	Total No. of children	No. of children selected for intervention	Mean	Mean of lowest 20 th per-centile	% of decrease in lowest sample to total sample	Z test for mean of total sample vs lowest sample
Kangra	Patti	120	24	112.16±17.17	55.82± 15.31	50.2	8.87**
Kangra	Banuri	78	16	90.54±11.47	42.3±9.8	53.3	9.34**
Mandi	J.Nagar	90	18	105.14±12.70	67.20± 7.06	36.1	7.62**
Mandi	Mchhial	80	16	89.19±15.99	48.23± 9.23	45.9	6.13**
Kullu	Banjar	73	14	96.14±11.11	61.14± 13.51	36.4	6.05**
Kullu	Jhiri	65	14	89.86±12.19	50.16± 6.47	44.2	7.34**
Chamba	Salooni	40	8	95.32±11.21	45.22±13.01	52.6	6.53**
Chamba	Chamba	55	12	69.10±12.00	40.53±15.15	41.3	4.12**
Bilaspur	Barthin	80	16	94.40±10.60	52.6± 15.30	44.3	7.66**
Bilaspur	Janduta	80	16	107.12±20.15	68.56± 15.11	36.0	4.38**
Una	Amb	50	10	111.36±13.12	75.6± 15.26	32.1	4.46**
Una	Gagret	110	22	112.10±23.23	73.32± 14.00	34.6	4.65**
Hamirpur	Dhanpur	79	16	97.80±22.25	63.21± 12.0	35.4	3.75**
	Total	1000	202	106.2±10.05	54.22± 11.82	41.4	25.59**

** indicate significance of value at P=0.01



value from this sample had a mean value of 50.16 ± 6.47 with a significant ($Z=7.34^{**}$) decrease of 44.2%. In village Salooni of district Chamba the mean of total sample selected was 95.32 ± 11.21 , while the mean of intervention sample was 45.22 ± 13.01 with a significant ($Z=6.53^{**}$) decrease of 52.6%.

In district Bilaspur two villages, namely, Barthin and Janduta were selected for implementation of intervention programme. In village Barthin a total of 80 children were selected with a mean value of 94.4 ± 10.60 . The mean value of the 20% lowest sample (16) was 52.6 ± 15.30 with a significant ($Z= 7.66^{**}$) decrease of 44.3%. In Jandura the total number of children selected was 80 with a mean value of 107.12 ± 20.15 . Out of this sample 20% of the children (16) having lowest mean (68.56 ± 15.11) were selected for imparting intervention programme with a significant ($Z= 4.38^*$) decrease of 36.0%.

In village Amb district Una the mean of total (50) children was 111.36 ± 13.12 , while the mean of 20% low performing children (10) was 75.6 ± 15.26 with a decrease of 32.1%. From district Una in village Garget a total of

110 children were selected with a mean value of 112.10 ± 23.23 . The mean value of the lowest performing children (22) was 73.32 ± 14.0 with a decrease of 34.6% from total sample. The mean of intervention sample was significantly lower than the total sample ($Z= 4.65^{**}$). From village Dhanpur district Hamirpur a total of 79 children were selected with a mean value of 97.80 ± 22.25 . The mean of intervention sample was 63.21 ± 12.00 which was significantly below than the total mean value ($Z= 3.75^*$).

Conclusion:

Thus, overall mean of the children for daily living skills was 106.2 ± 10.05 . The mean of intervention sample was 54.22 ± 11.82 which was significantly lower ($Z= 25.59^{**}$) than total sample with an average decrease of 41.4% (Fig. 1). The highest percentage of decrease in the intervention sample was observed in the village Banuri (53.3%) in district Kangra followed by village Salooni in Chamba (52.6%), while the lowest percentage of decrease was observed in the village Amb (32.1%) in district Una.

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