SUMMARY AND CONCLUSIONS

Childhood is made up of a succession of periods, each with its own peculiarities. The preschool child has a much richer, more complex and more highly differentiated personality than the infant. Early childhood years are extremely important in laying the foundation for healthy and wholesome development of personality. The twenty-first century has witnessed a tremendous increase in the number of nuclear families. The women of Kerala are seen breaking the social and psychological barriers and joining the work force. Moreover the parents are seen adopting family planning technique and hence the number of siblings the child has at home to play with is also inadequate.

Due to the rapid industrialisation and urbanisation residential flats have become popular. So the space available for children to play is limited. All these inadequacies have given rise to the concept of playschool, which has gained momentum in the modern era.

In the present century more and more parents are sending children to playschool. But the role of playschool with regard to the development of preschoolers is relatively an unexplored area. So through the present study, the investigator is making an attempt to find out the impact of playschool on selected areas of preschooler’s development.
6.1 The problem for investigation.

*The role of playschools with regard to the behavioural profile, creativity, problem solving ability and social cognition of preschoolers.*

6.2 Objectives

The present study has set up different objectives and the main objectives of the present investigation are as follows:

6.2.1 To compare the preschoolers who had attended and those who had not attended playschool in the areas of

(a) behavioural profile

(b) creativity

(c) problem solving ability

(d) social cognition

6.2.2 To study preschool boys and girls who had attended and those who had not attended playschool in order to compare their:

(a) behavioural profile

(b) creativity

(c) problem solving ability

(d) social cognition

6.2.3 To study the interrelationship among the study variables, namely, behavioural profile (its two categories), creativity, problem solving ability and social cognition.
6.3 Hypotheses

6.3.1 There will be significant difference with regard to
a. behavioural profile (nine dimension and two categories)
b. creativity (tested aspects)
c. problem solving ability (tested areas)
d. social cognition (tested aspects)
e. socio-economic status of
   i. preschoolers who had attended and those who had not attended playschool
   ii. preschool boys had attended and those who had not attended playschool
   iii. preschool girls had attended and those who had not attended playschool
   iv. preschool boys and girls in general

6.3.2 There will be significant relationship between the study variables.

6.4 Definition of concepts

6.4.1 Playschool

Playschool in the present study includes all informal and private schools enrolling children in the age group of two and a half to four years. Play is a major activity carried out in these schools and formal teaching is not undertaken in such schools.
6.4.2 *Behavioural profile*

It is the characteristic tempo, energy expenditure, mood and rhythmicity typifying the behaviour of the individual child (Thomas *et al* 1971 and 1977). In the present study, classification of behavioural profile into two categories, namely - reaction pattern and intensity of reaction (Indulekha 1977) is also made use of.

6.4.3 *Creativity*

Creativity as used in the present study is based on the theoretical constructs put forward by (Guilford 1969) and it involves the measure of traits, namely, fluency, flexibility and originality, using verbal and non-verbal tests.

6.4.4 *Problem solving ability*

Problem solving as per Helms and Turner (1989) and Kuppuswamy (1986) includes concept formation and generalisation. As noted by Fisher (1990) memory is important in all thinking and is involved in every stage of problem solving.

In the present study, problem solving ability is assessed using a series of tests, which included memory test, test to check children's physical concept of human body and test to measure the concept of shape.

6.4.5 *Social cognition*

As noted by McGurk (1978), social cognition includes three components - knowledge of self, of others and of relationship. Flavell
(1977) has stated that social concepts determine social cognition and the young child's social concepts are based on character attribution, as stated by Craig (1996).

Social cognition in the present investigation has been assessed by asking the children to describe their father, mother, and teacher and about themselves in the ways they want to.

6.4.6 Preschoolers

Preschoolers in this study include both boys and girls of four years age and who are attending lower kindergarten.

6.4.7 Socio-economic status

The socio-economic status is the sum of scores awarded for father's and mother's education, father's and mother's occupation and monthly income of parents.

6.5 Sample

Two-stage sampling procedure was used in the present study. In stage I, five nursery schools in Kochi Corporation were selected for the study using the technique of purposive sampling. In stage II, from the selected schools the required number of sample was chosen using random sampling using lottery method. A general questionnaire was distributed through the children to their parents to find out the number of children who had attended and those who had not attended playschool. The sample included a total of 300 preschoolers - 150 who had attended and the remaining 150 who had not attended playschool.
An equal number of boys and girls was selected (75 each from the two categories). Preschoolers who were in the lower kindergarten and who had completed four years of age were only considered while selecting the sample for the present study.

As the tests were time-consuming only those nursery schools which granted permission to conduct the tests were considered for sample selection.

6.6 Tools

The tools used to test the variables under study are:

6.6.1 To assess behavioural profile Thomas and Chess’s (1977) personality inventory “Parent Questionnaire” was used.

6.6.2 For studying creativity in children verbal and non-verbal tests of creativity which were developed by the investigator after scanning standardized creativity tests for preschoolers, namely, Guilford (1967) and Torrance (1962) and after a series of discussions with experts in this field were made use of.

*Verbal tests comprised*

a. uses of balls.

b. things that make noise.

c. things that move on wheels.

*Non-verbal tests included*

a. closed figures and

b. open figures for picture completion.
6.6.3 To measure problem solving ability, tests devised by the investigator included memory test, test to measure the physical concept of the human body, test to measure concept of shape using shape sorter and puzzle. These tests were developed after discussion with psychologists who are experts in this field.

6.6.4 The investigator developed tests for social cognition after drawing information from the available literature and after discussion with psychologists. Aspects of social cognition included in the tests developed for the present study were the children's concept of their father, mother, and teacher and of themselves.

6.6.5 A general questionnaire developed by the investigator to elicit information regarding whether the child had attended playschool or not, their socio-economic status, home environment and family background was also utilized for the present study.

6.6.6 Observation schedule constructed by the investigator was used for collecting information regarding the playschools.

6.7 Collection of data

The data collection was carried out in the lower kindergarten classes of the selected nursery schools by the investigator. A general questionnaire was first given to all the children in the lower kindergarten to identify children who had attended and those who had not attended playschool, their socio-economic status, their home environment and family background. Parent questionnaire of Thomas and Chess (1977) was distributed to the parents through the children who were selected applying the technique of random sampling. The nursery schools were again visited and as all the tests were individual tests it was decided to
conduct it in a room outside the classroom. After completion of administration of one type of tests for the entire sample selected, the next category of tests was administered until all the tests were completed for the entire sample. The playschool environment was assessed using the observation schedule developed by the investigator. The main study was completed in a time frame of nine months.

6.8 Treatment of data

The collected data were classified, tabulated and scores were assigned as per the scoring techniques decided upon earlier. ‘t’ value was computed to find out the difference shown by the preschoolers in general and preschool boys and girls in specific who had attended and those who had not attended playschool and also on preschool boys and girls in general on the selected variables and their subsections. Correlation was done to find out the interrelationship of the selected study variables. Multiple regression analysis was done to find out the pattern of influence of the different aspects of each study variable to the total score for each study variable.

6.9 Results

Results of the present study are given in four sections.

Section 6.9.1 : Comparative analysis of the data.

6.9.1 No significant difference is noticed (from table 4.1) on comparison of the socio-economic status of

a. preschoolers who had attended and those who had not attended playschool (‘t=0.68; P > 0.05 )
b. preschool boys who had attended and those who had not attended playschool ('t' =1.37; P >0.05).

c. preschool girls who had attended and those who had not attended playschool ('t' =0.34; P >0.05).

d. preschool boys and girls in general ('t' =1.30; P >0.05).

6.9.2 There is a significant difference in the scores obtained for preschoolers who had attended and those who had not attended playschool for their behavioural profile (table 4.2) with preschoolers who had attended playschool scoring higher on the eight dimensions of behavioural profile. For quality of mood the difference is nil and the 't' value obtained is ('t' = 0.0).

The 't' values obtained for the other dimensions are as follows:

a. rhythmicity ('t' =9.66; P < 0.001).

b. adaptability ('t' =23.43; P <0.001).

c. approach withdrawal ('t' =17.91; P < 0.001).

d. attention span and persistence ('t' =5.79; P < 0.001).

e. distractibility ('t' =66.40; P < 0.001).

f. activity level ('t' = 9.06; P < 0.001).

g. threshold of responsiveness ('t' =11.18; P < 0.001).

h. vigour of reaction ('t' =4.43; P < 0.001).

6.9.3 There is also a significant difference in the two categories (table 4.2) of behavioural profile, reaction pattern ('t' =41.20; P < 0.001) and intensity of reaction ('t' =12.92; P < 0.001). From the mean values it is seen that preschoolers who had attended playschools had better scores for both these categories of behavioural profile.
6.9.4 There is a significant difference between the preschool boys (table-4.3) who had attended and those who had not attended playschool in the nine dimensions of behavioural profile except quality of mood ('t' =0.71; P > 0.05).

The 't' values obtained for the other dimensions are

a. rhythmicity ('t'=10.68; P < 0.001).
b. adaptability ('t'=13.39; P < 0.001).
c. approach withdrawal ('t'=8.53; P < 0.001).
d. attention span and persistence ('t'=7.55; P < 0.001).
e. threshold of responsiveness ('t'=15.25; P < 0.001)
f. activity level ('t'=4.85; P <0.001).
g. distractibility ('t'=66.43; P <0.001).
h. vigour of reaction ('t'=3.51; P < 0.001)

Preschool boys who had attended playschool were having better scores on all the eight dimensions of behavioural profile; but no difference is noticed in the scores obtained for quality of mood

6.9.5 There is a significant difference in the two categories of behavioural profile, (table-4.3) reaction pattern ('t'=26.74; P <0.001) and intensity of reaction ('t'=8.92;P < 0.001) for preschool boys who had attended and those who had not attended playschool with preschool boys who had attended playschool scoring more.

6.9.6 Significant difference is seen in the nine dimensions of behavioural profile except quality of mood ('t'=0.61; P >0 .05) and attention span and persistence ('t'=1.50; P > 0.05) for preschool girls (table 4.4) who had attended and those who had not attended playschool.
The 't' values obtained for the other dimensions are as follows:

a. rhythmicity ('t' = 3.30; P < 0.001).

b. adaptability ('t' = 23.54; P < 0.001).

c. approach withdrawal ('t' = 26.24; P < 0.001).

d. distractibility ('t' = 55.48; P < 0.001).

e. activity level ('t' = 8.87; P < 0.001).

f. threshold of responsiveness ('t' = 3.29; P < 0.01).

g. vigour of reaction ('t' = 11.15; P < 0.001).

Preschool girls who had attended playschool were having higher scores for all the six dimensions of behavioural profile. For quality of mood and attention span and persistence no difference is noticed in the scores obtained.

6.9.7 For the two categories of behavioural profile (table-4.4) namely reaction pattern ('t' = 32.66; P < 0.001) and intensity of reaction ('t' = 11.37; P < 0.001) a significant difference is observed for preschool girls who had attended and those who had not attended playschool with preschool girls who had attended playschool scoring higher.

6.9.8 There is a significant difference in the performance of preschoolers (table-4.5) who had attended and those who had not attended playschool on tests of creativity (overall creativity) ('t' = 24.56; P < 0.001) and also on the different aspects of creativity tests used in the present study namely

- non-verbal fluency ('t' = 28.75; P < 0.001).

- non-verbal flexibility ('t' = 10.70; P < 0.001).

- non-verbal creativity ('t' = 24.11; P < 0.001).
d. verbal fluency ('t' =18.59; P < 0.001).
e. verbal flexibility ('t' =19.57; P < 0.001).
f. verbal creativity ('t' =19.88; P < 0.001).

Preschoolers who had attended playschool were better performers on all counts.

6.9.9 Preschool boys (table-4.6) who had attended and those who had not attended playschool showed significant difference on the tests of creativity (overall creativity) ('t' =16.90; P < 0.001) and also on the subsections of creativity tests used in the present study namely
a. non-verbal fluency ('t' =18.43; P < 0.001).
b. non-verbal flexibility ('t' =8.82; P < 0.001).
c. non-verbal creativity ('t' =16.33; P <0.001).
d. verbal fluency ('t' =13.59; P < 0.001).
e. verbal flexibility ('t' =14.58; P < 0.001).
f. verbal creativity ('t' =14.12; P <0.001).

Preschool boys who had attended playschool had significantly higher scores on all these aspects of creativity tests.

6.9.10 Preschool girls (table-4.7) who had attended and those who had not attended playschool revealed significant difference in all tests of creativity (overall creativity) ('t' =18.95; P < 0.001) and on the various subsections of creativity tests namely
a. non-verbal fluency ('t' =23.06; P < 0.001)
b. non-verbal flexibility ('t' =6.78; P <0.001)
c. non-verbal creativity ('t' =18.33; P < 0.001).
d. verbal fluency (‘t’ =15.14; P < 0.001).

e. verbal flexibility (‘t’ =13.65; P <0.001).

f. verbal creativity (‘t’ =15.51; P < 0.001).

Preschool girls who had attended playschool obtained significantly higher scores on all occasions.

6.9.11 Preschoolers who had attended and those who had not attended playschool (table-4.8) showed a significant difference in the overall problem solving ability (total for all tests) (‘t’ =17.00; P < 0.001) and for the different subsections of the problem solving tests used in the present study namely

a. memory test (‘t’ =7.05; P < 0.001)

b. test to check the physical concept of the human body (‘t’ =9.66; P < 0.001).

c. test to measure shape concept using shape sorter (‘t’ =15.26; P < 0.001).

d. test using puzzle (‘t’ =15.43; P < 0.001).

For all these tests better scores were obtained for preschoolers who had attended playschool.

6.9.12 A significant difference is observed in the scores obtained for preschool boys (table-4.9) who had attended and those who had not attended playschool for problem solving tests (total for all tests) (‘t’= 10.54; P <0.001) and for the different subsections of the problem solving tests used in the present study, namely:

a. memory test (‘t’ =4.57; P < 0.001)
b. test to measure the physical concept of the human body
\( (t' = 5.54; P < 0.001) \)

c. test to measure shape concept using shape sorter \( (t' = 7.68; P < 0.001) \)

d. test using puzzle \( (t' = 10.31; P < 0.001) \).

Significantly higher scores were obtained for preschool boys who had attended playschool.

6.9.13 Preschool girls (table-4.10) who had attended and those who had not attended playschool exhibited difference in the performance on problem solving tests (total for all tests) \( (t' = 15.47; P < 0.001) \) and also for the different subsections of the problem solving tests used in the present study, namely,

a. memory test \( (t' = 5.49; P < 0.001) \).

b. test to assess the physical concept of the human body \( (t' = 8.41; P < 0.001) \).

c. test for shape concept using shape sorter \( (t' = 16.57; P < 0.001) \).

d. test using puzzle \( (t' = 12.38; P < 0.001) \).

Preschool girls who had attended playschool had significantly higher scores for all these tests.

6.9.14 Significant difference is seen in the performance of preschoolers (table-4.11) who had attended and those who had not attended playschool on the tests of social cognition (total for all tests) \( (t' = 27.98; P < 0.001) \) and for the subtests, namely,

a. concept of their father \( (t' = 14.45; P < 0.001) \).

b. concept of their mother \( (t' = 17.52; P < 0.001) \).
Preschoolers who had attended playschool scored higher on all the tests of social cognition.

6.9.15 For preschool boys (table-4.12) who had attended and those who had not attended playschool significant difference is observed in the scores obtained for tests of social cognition (total for all tests) ('t' =19.04; P < 0.001) and for the subtests namely

a. concept of their father ('t' =10.19; P <0.001).
b. concept of their mother ('t' =11.87; P < 0.001).
c. concept of their teacher ('t' =18.15; P < 0.001).
d. concept of themselves ('t' =15.15; P < 0.001).

Significantly higher scores were obtained for preschool boys who had attended playschool on all occasions.

6.9.16 A significant difference is noticed in the scores obtained for preschool girls (table-4.13) who had attended and those who had not attended playschool for the tests of social cognition (total for all tests) ('t' =20.55; P <0.001) and for the subtests namely

a. concept of their father ('t' = 10.26; P < 0.001).
b. concept of their mother ('t' =12.93; P < 0.001).
c. concept of their teacher ('t' =25.24; P < 0.001).
d. concept of themselves ('t' =20.10; P <0.001).
Preschool girls who had attended playschool secured significantly higher scores for the tests of social cognition.

6.9.17 Table (4.14) shows the comparison of the influence of the playschool environment on the study variables based on the 't' values obtained. The descending order of the influence is as follows:

a. reaction pattern ('t'=41.20; \(P < 0.001\)).

b. social cognition ('t'=27.98; \(P < 0.001\)).

c. creativity ('t'=24.56; \(P < 0.001\)).

d. problem solving ability ('t'=17.00; \(P < 0.001\)).

e. intensity of reaction ('t'=12.92; \(P < 0.001\)).

6.9.18 There is a significant difference in the scores obtained for preschool boys and girls in general (table - 4.15) for the dimensions of behavioural profile, namely,

a. approach withdrawal ('t'=5.76; \(P < 0.001\)).

b. quality of mood ('t'=3.48; \(P < 0.01\)).

c. attention span and persistence ('t'=6.19; \(P < 0.001\)).

d. activity level ('t'=4.90; \(P < 0.001\)).

e. vigour of reaction ('t'=11.82; \(P < 0.001\)).

Preschool boys had higher scores for approach withdrawal, quality of mood, activity level and vigour of reaction. Preschool girls scored higher on attention span and persistence.

6.9.19 No significant difference is seen (table-4.15) in the scores obtained for preschool boys and girls in general for

a. rhythmicity ('t'=0.45; \(P > 0.05\)).
b. adaptability ('t' = 0.64; P > 0.05)
c. distractibility ('t' = 1.82; P > 0.05)
d. threshold of responsiveness ('t' = 1.42; P > 0.05).

6.9.20 For intensity of reaction ('t' = 6.37; P < 0.001) significant difference is noticed in the scores obtained for preschool boys and girls in general (table-4.15) with preschool boys scoring more.

6.9.21 No significant difference is observed in the scores obtained (table-4.15) for reaction pattern ('t' = 0.80; P > 0.05) for preschool boys and girls in general.

6.9.22 Significant difference is noticed in the scores obtained (table-4.16) for preschool boys and girls in general for creativity tests on the whole (overall creativity) ('t' = 2.51; P < 0.05) and for the subsections of creativity tests, namely,

a. non-verbal flexibility ('t' = 3.55; P < 0.01).

b. verbal fluency ('t' = 4.36; P < 0.001).
c. verbal flexibility ('t' = 2.31; P < 0.05).
d. verbal creativity ('t' = 3.60; P < 0.01).

Significantly higher scores were obtained for preschool boys on all these aspects of creativity tests.

6.9.23 No significant difference is noticed in the performance (table-4.16) of preschool boys and girls on the tests of non-verbal fluency ('t' = 1.24; P > 0.05) and for non-verbal creativity ('t' = 1.78; P > 0.05).

6.9.24 Significant difference is seen in the scores obtained for preschool boys and girls in general (table-4.17) for problem solving tests (total
for all tests) (‘t’ = 4.23; P < 0.01) and also for the different subsections of the problem solving tests, namely,

a. memory test (‘t’=2.66; P < 0.01)

b. test to measure the physical concept of the human body (‘t’=3.23; P < 0.01)

c. test to check shape concept using shape sorter (‘t’=4.25; P < 0.01).

d. test using puzzle (‘t’=3.43; P < 0.01); with preschool boys scoring higher on all the tests.

6.9.25 No significant difference is observed in the performance of preschool boys and girls in general (table-4.18) on the tests of social cognition (total for all tests) (‘t’ = 0.54; P > 0.05) and for the specific tests, namely,

a. concept of their father (‘t’ =0.95; P > 0.05).

b. concept of their mother (‘t’=0.58; P > 0.05).

c. concept of their teacher (‘t’ =0.45; P > 0.05).

d. concept of themselves (‘t’ =1.16; P > 0.05).

Section 6.9.2: Multiple regression analysis of the data

6.9.26 The pattern of fitted regression obtained for the study variables for preschoolers who had attended and for those who had not attended playschool, preschool boys and girls in general and for preschoolers on the whole is given in section 4.2 and their level of significance is illustrated in tables (4.19) to (4.48). It can be seen that the order of influence of each aspect to the total score of each study variable is not in the same order for all these study groups.
Section 6.9.3: Correlation analysis of the data

6.9.27 It is seen from table (4.49) that substantial to moderate relationship exists between the study variables and the extent of their relationship in the descending order is as follows:

a. reaction pattern and social cognition \( (r = 0.8209) \).
b. reaction pattern and creativity \( (r = 0.7969) \).
c. social cognition and creativity \( (r = 0.7762) \).
d. problem solving ability and reaction pattern \( (r = 0.7132) \).
e. creativity and problem solving ability \( (r = 0.68262) \).
f. problem solving ability and social cognition \( (r = 0.6538) \).
g. intensity of reaction and reaction pattern \( (r = 0.6512) \).
h. intensity of reaction and problem solving ability \( (r = 0.5914) \).
i. intensity of reaction and social cognition \( (r = 0.5311) \).
j. intensity of reaction and creativity \( (r = 0.5222) \).

6.9.28 From the tables (4.50), (4.51), (4.52), (4.53), (4.54) and (4.55) it is seen that the aspects within each study variable is having positive relationship among themselves.

Section 6.9.4: Descriptive analysis of the data

6.9.29 The result obtained from the questionnaire and interview schedule is analysed to compare the playschool environment and home environment of preschoolers. From the data available it is seen that playschools have in all cases facilities for healthy growth and development of preschoolers.
6.10 Conclusions

6.10.1 No significant difference is noticed in the socio-economic status of the preschoolers who were included in the present study.

6.10.2 Preschoolers in general and preschool boys and girls in specific who had attended playschool are found to have more positive and easy temperamental traits/dimensions of behavioural profile when compared with their counterparts.

6.10.3 The dimension quality of mood is found to be independent of whether the child attended playschool or not.

6.10.4 The dimension attention span and persistence of preschool girls who had attended and those who had not attended playschool is almost similar; but a difference was observed in the case of preschoolers (in general) and preschool boys who had attended and not attended playschool, favouring the former group.

6.10.5 Preschoolers in general and preschool boys and girls in specific who had attended playschool are found to have better creative ability.

6.10.6 Preschoolers in general and preschool boys and girls in specific who had attended playschool are seen to be better performers on all the tests of problem solving ability, namely - memory test, test to assess the physical concept of human body, test using shape sorter and puzzle.

6.10.7 Preschoolers in general and preschool boys and girls in specific who had attended playschool are found to be better in social cognition. Remarkable difference is noticed in the preschooler’s
concept of their father, mother, and teacher and of themselves favouring children who had attended playschool.

6.10.8 Comparison of the influence of playschool environment on the study variables based on the ‘t’ values obtained show that reaction pattern is the variable highly influenced by playschool environment followed by social cognition, creativity, problem solving ability. Intensity of reaction is the least influenced variable.

6.10.9 Preschool boys are seen to engage in more of active play when compared with preschool girls.

6.10.10 From the present study it is observed that preschool boys in general have more positive approach withdrawal pattern. They tend to show more pleasant, friendly behaviour with respect to the dimension quality of mood.

6.10.11 Preschool girls in general are seen to possess better attention span and persistence when compared with preschool boys.

6.10.12 The level of energy of children’s response whether it is positive or negative is found to be higher for preschool boys.

6.10.13 Gender is not a factor influencing the dimensions rhythmicity, adaptability, distractibility, reaction pattern and threshold of responsiveness.

6.10.14 Creativity in general (overall creativity), verbal creativity and its dimension fluency and flexibility and the dimension flexibility of non-verbal creativity show gender difference with superiority of preschool boys over preschool girls. However, it is found that
there is no significant gender difference in the non-verbal creativity and its dimension fluency.

6.10.15 Comparison of the influence of gender on problem solving ability reveals that preschool boys are better performers on all the tests of problem solving ability.

6.10.16 Gender is not a factor influencing social cognition.

6.10.17 The pattern of influence of different aspects within each study variable to the total score is different for the different study groups - those who had attended and those who had not attended playschool, preschool boys and girls and preschoolers on the whole.

6.10.18 A substantial positive relationship is seen between the variables - reaction pattern and social cognition; creativity and reaction pattern; creativity and social cognition; problem solving ability and reaction pattern and between creativity and problem solving ability.

6.10.19 A moderately strong positive relationship is seen between the variables - problem solving ability and social cognition and between intensity of reaction and reaction pattern.

6.10.20 A moderate relationship exists between the variables - intensity of reaction and social cognition, problem solving ability and intensity of reaction and between creativity and intensity of reaction.

6.10.21 There is a positive relationship between the different aspects within each study variable.
6.10.22 The playschools are found to have an environment that is appropriately created and contains play materials that occupy the child’s hands, interest his/her mind and give impulses to grow and learn. The environment of playschools was found to have a positive impact on the study variables.

6.11 Problems and limitations

Problems are of course difficult to get rid of in the field of human research. One of the major problems the investigator had to encounter was to get the permission from the nursery schools for conducting the study. As the tests were time consuming most of the schools approached were reluctant to grant permission for conducting the study. So the area of study had to be limited to Kochi Co-operation. As it was difficult to get permission to conduct the tests in nursery schools, it was not possible for the investigator to select samples from the different socio-economic strata. More areas of child’s development could not be studied as the data collection had to be completed within an academic year, as the study was aimed at finding the impact of playschools on preschoolers.

6.12 Suggestions for further research

The present study can be undertaken by selecting samples from a wider population (like including the whole of Kerala state) to find out the relevance of playschool in the modern society. Other crucial areas of child’s development like intelligence level, social development, emotional development can be considered for studying the impact of playschool. Comparative study of children who have attended anganwadis/
balwadies and playschools can be undertaken. A study can be done to find out the popularity of playschools in rural areas in comparison with urban areas. Children belonging to different socio-economic strata can be studied to know the influence of playschool on selected areas of their development.

6.13 Implications of the study

In the modern society the concept of 'playschool' has gained the acceptance of parents. The new millennium has witnessed a sharp rise in the number of playschools. More and more parents are sending their children to playschool before enrolling them in nursery school. But there has been no serious research work done in the area of the relevance of playschools. So the present investigation is an attempt to find out whether playschools have any role to play in the development of the child and the results of the present investigation reveal the need to send preschoolers to playschool in the modern environmental scenario.

The present study is undertaken with the intention of throwing some light upon the relevance of playschool with reference to the behavioural profile, creativity, problem solving ability and social cognition of preschoolers. All these aspects of development are highly significant in enabling the young child to compete successfully in the fast changing modern society.

As there is an increase in the number of children without siblings and also in the number of nuclear families; the study becomes highly relevant as it aims to find out whether the lack of peers at home to play with is compensated by the peers in playschool.
With the advent of the dual earner families in the modern society, parents have only limited time to spend on play activities with children and there is no supporting network to look after the children. Also the young child of the modern era spends more time watching the electronic media, they do not find time to play, the activity which the preschoolers should engage in for their all-round development. So this function is moved to an institution and playschools have mushroomed everywhere. Hence the investigator is pioneering to study the role of playschool on certain important areas of the development of the child.

The result of the study indicates that the more appropriately created the environment of the child, the more positive the child’s temperament, creativity, problem solving ability and social cognition.

So it will be a valuable message for parents who are in a dilemma whether children should be kept at home or sent to playschool before enrolling them in kindergarten and it will be equally important information for early childhood educators, child development experts, psychologists, counsellors and educationist. The result of the study also reveals the need for introducing play-way methods of learning in early childhood programmes.