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Effect Of Electronic Gadget, Screen Time On Gross, Fine Motor Development & Intellegent Quotient 2-5 Year Pre School-Children

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ABSTRACT
Effect of electronic gadget, screen time in 2 – 5 years preschool children. this research is being conducted so that we can know that how electronic gadget and screen time are affecting gross, fine motor and intelligent quotient in these pre-school children this study is done on preschool children of NCR. 50 students are taken for this study by using THE WECHLER PRESCHOOL AND PRIMARY SCALE OF INTELLIGENCE (WPPSI). We found out through this that electronic gadget and screen time is not much affecting these children. In result we found out 72% children are having average intelligence.

KEYWORDS: FINE & GROSS MOTOR SKILL, ELECTRONIC GADGET, SCREEN TIME, PRE SCHOOL CHILDREN

INTRODUCTION

Children's heavy reliance on screen media has raised serious public health issues since it might harm their fine, gross motor development and their INTELLIGENT QUITIONT. This study examines the effects of electronic gadget screen time on many developmental domains and covers management and limitation techniques for kids' screen usage. Screen media has a wide range of cognitive consequences, with both beneficial and detrimental effects noted. electronic gadget, Screen time can improve education and learning; however, too much time spent in front of a screen and multitasking with other media has been related to worse executive functioning and academic performance[1].Screen time defined as the duration of the time that is spent with any screen such as PHONES, VEDIOGAME, TELEVISION, COMPUTERS, LAPTOPS, and TABLETS As screen time reduces the amount and quality of interactions between children and their caregivers, it can also have an impact on fine, gross motor development. & their intelligent quotient additionally, excessive screen usage has detrimental effects on social and emotional growth, including a rise in the likelihood of obesity, sleep disorders, and mental health conditions including depression and anxiety[1] It can obstruct the ability to interpret emotions, fuel aggressive conduct, and harm one's psychological health in general. Setting boundaries, utilizing parental controls, and demonstrating good screen behavior are all techniques that parents may use to manage children's screen usage. We can reduce the possible negative impacts of excessive screen time and promote children's healthy development and well-being by increasing knowledge and encouraging alternative activities that stimulate development[1].Need of study By studying on preschool children, we will get to know how electronic gadget, screen time affecting gross fine motor & Intelligent quotient in children

METHODS

This is one time study in which 50 students are asked some question by using the Wechsler preschool and primary scale of intelligence (WPPSI) .data source Play school kendriya vihar Noida sec 82 .The Inclusion criteria are Age between 2-5 yr pre-school children Preschool children using mobiles, electronic gadgets etc. Preschool going children and the exclusion criteria are language barrier, on medication, any musculoskeletal disorder.
For this research we have studied pre school children age 2-5 year both girls and boys who are able to perform activities which are given to them (eg ;- throwing ball, identifying objects , able to communicate) then further using the Wechsler preschool and primary scale of intelligence for intelligent quotient

RESULT

Shows that mean WPPSI (Wechsler Preschool and Primary Scale of Intelligence) score was 95 i.e. average intelligence and majority of 72% children had average intelligence; 14% children had low average intelligence; 12% children had high average intelligence and 2% children had superior intelligence in this study. Bar chart is showing intelligence distribution in numbers.

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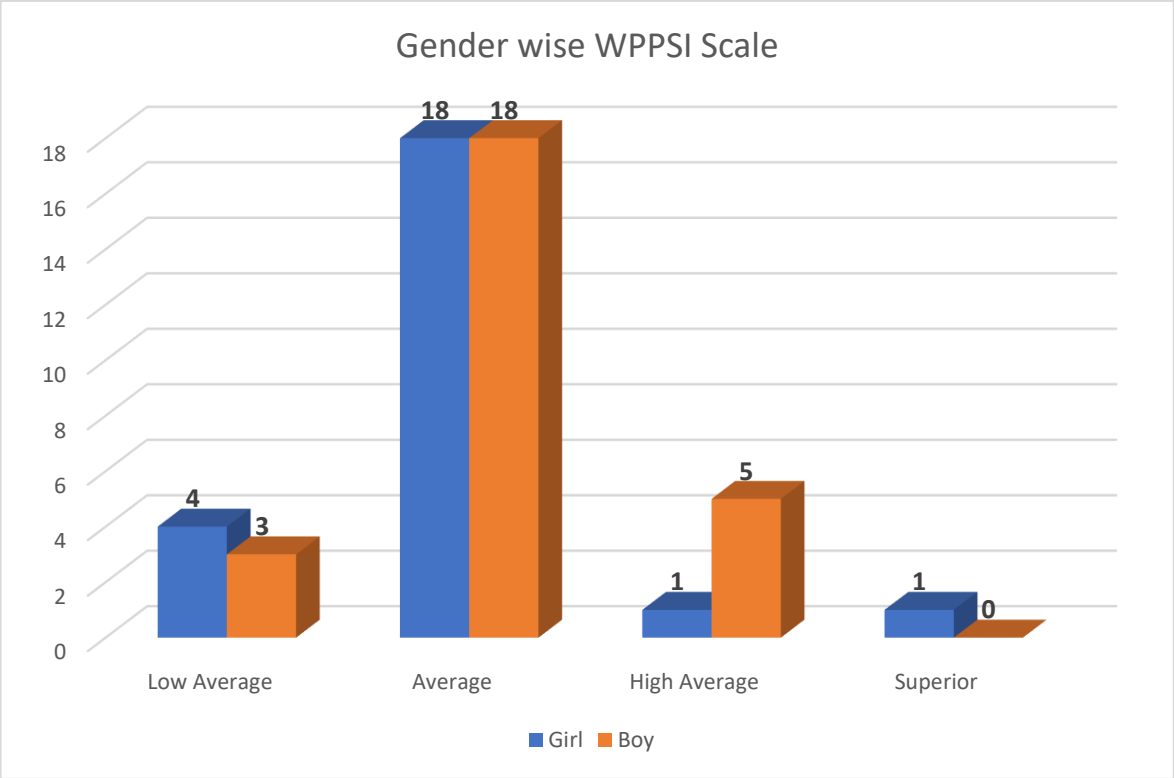

Fig 1- Gender wise WPPSI Scale

It Shows that mean WPPSI score in 2 years children was 91.76; mean WPPSI score in 3 years children was 96.36; mean WPPSI score in 4 years children was 96; and mean WPPSI score in 5 years children was 98.33 i.e. average intelligence in children. In 2 years', children, majority of 70.6% children had average intelligence, 23.5% children had low average intelligence, and 5.9% children had high average intelligence. In 3 years', children, majority of 72.7% children had average intelligence, 13.6% children had high average intelligence, 9.1% children had low average intelligence and 4.5% children had superior intelligence. In 4 years', children, majority of 60% children had average intelligence, 20% children had low as well as high average intelligence. In 5 years', children, majority of 83.3% children had average intelligence, 16.7% children had high average intelligence. There was no comparison in intelligence between age groups. Grouped bar chart is showing gender wise intelligence distribution in given below.

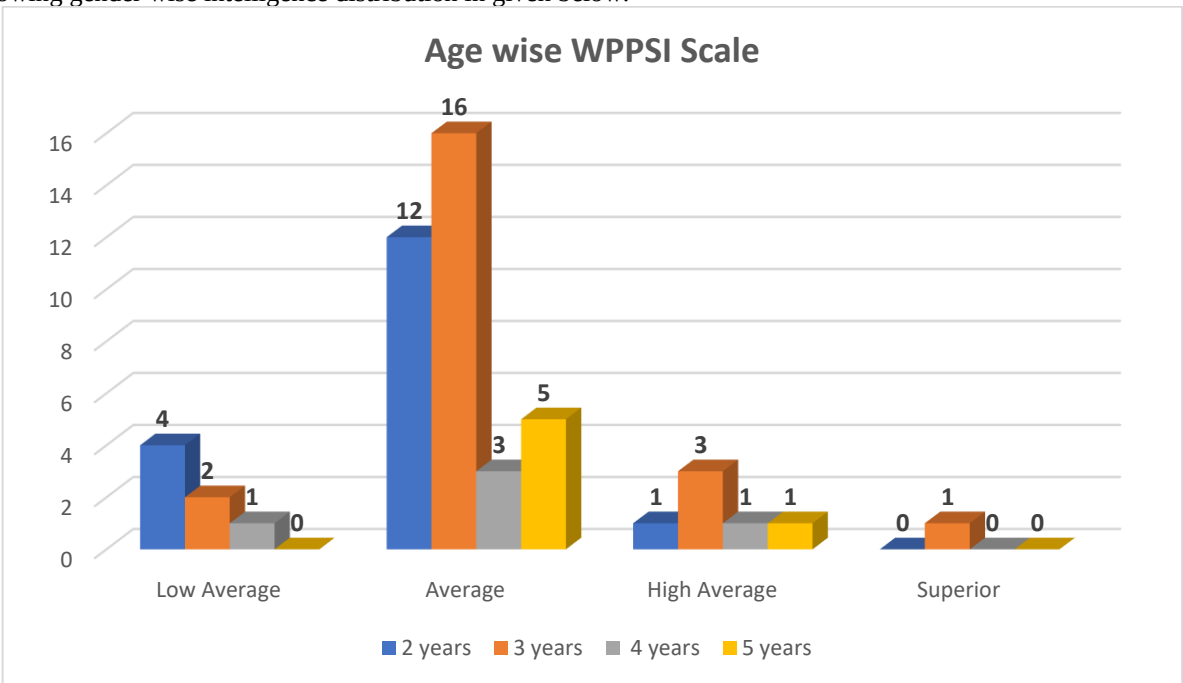

Fig 2- Age wise WPPSI Scale

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DISCUSSION

The present study was done to examine the effect of electronic gadget, screen time on fine, gross motor & IQ of preschool children. Both academic and everyday tasks require fine motor abilities to be completed. Without the capacity to carry out these regular duties, a child's self-esteem may suffer, their academic performance may suffer, and they may have very few play alternatives. Also, they are unable to acquire the necessary independence in daily skills (such dressing and eating oneself), which has social and peer interaction repercussions. Fine motor abilities are crucial for carrying both daily tasks and academic tasks[10] . Media form an integral part of children's environments and represent, amongst other domains, altered sensorimotor experiences. Fine motor skills (FMS) represent a fundamental prerequisite for learning and cognition and initial work has begun to show links with screen media usage – although work is scarce and the directionality is uncertain. Therefore, using a cross-lagged-panel design with 2 waves 1 year apart, we examined longitudinal links between media usage and FMS in 141 preschool children. Results show a negative cross-lagged path from media usage to FMS, which was also statistically significant when only newer media were examined, after controlling for parental educational attainment, immigrant status, device ownership, age of first use, working memory, and vocabulary. The study contributes to our understanding of links between media usage and FMS development[9]

Findings support the importance of understanding the impact of screen media use on health and wellbeing. Generating screen time guidelines and developing effective prevention/intervention strategies are critical to mitigating screen media overuse and its adverse outcomes in children and families[4]

CONCLUSION

In conclusion, the current study provides valuable insights into the effectiveness of electronic gadget & screen time on fine motor gross motor & intelligent quotient in preschool children in study we found that screen time and electronic gadget are not affecting too much on children's developmental age . all the children are showing normal milestones and other gross motor and fine motor development.

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