Quality of family environment and psychomotor development in children of 3 years

Calidad del ambiente familiar y desarrollo psicomotor en niños de 3 años

ABSTRACT. Objectives: To determine the relationship between the quality of the family environment and the psychomotor development of 3-year-olds Human settlement of Los Olivos district in Lima-Peru, 2017. Methodology: Correlational, quantitative and cross-sectional descriptive study. The population consisted of 32 families, the TEPSI Test and the Home Inventory were used as instruments. Results: The quality of the family environment prevailing in the study population is inadequate (71.9%), whose children are delayed in psychomotor development (37.5%) or are at risk (34.4%). While in families with moderate quality (28.1%), children (18.8%) have normal psychomotor development. No family with adequate family environment quality was found. Through the Spearman statistical correlation test, \( pv = 0.000 \). Conclusions: There is a relationship between the quality of the family environment and the psychomotor development of 3-year-olds, and most mothers do not attend, nor take their children in time to the control of Growth and Development.

Keywords: Family Relations, family, Family Characteristics, Family Health, child, Child Development, Child, Preschool, Child Rearing.

RESUMEN. Objetivo: Determinar la relación entre calidad del ambiente familiar y el desarrollo psicomotor de los niños de 3 años de un Asentamiento humano del distrito de Los Olivos en Lima-Perú, 2017. Metodología: Estudio descriptivo correlacional, cuantitativo y de corte transversal. La población estuvo constituida por 32 familias, se usó como instrumentos el Test de TEPSI y el Inventario Home. Resultados: La calidad del ambiente familiar que prevalece en la población de estudio, es inadecuada (71.9%), cuyos hijos tienen retraso en el desarrollo psicomotor (37.5%) o están en riesgo (34.4%). Mientras que en las familias con calidad moderada (28.1%), los hijos (18.8%) presentan desarrollo psicomotor normal. No se encontró ninguna familia con calidad del ambiente familiar adecuado. Mediante la prueba estadística de correlación de Spearman se obtuvo \( pv = 0.000 \). Conclusiones: Existe relación entre la calidad del ambiente familiar y el desarrollo psicomotor de los niños de 3 años, así mismo la mayoría de madres no asisten, ni llevan a sus hijos a tiempo al control de Crecimiento y Desarrollo.

Palabras clave: relaciones familiares, familia, composición familiar, salud de la familia, niño, desarrollo infantil, preescolar, crianza del niño.
INTRODUCTION

Early childhood is the most intense period of brain development in a child’s life, so it is critical to provide adequate stimulation and nutrition during the first three years of life, where the child’s brain is most sensitive to outside influences. The more stimulating the early childhood environment, the greater the development and learning.1

Nevertheless, studies have shown that in family climates where constant guidance is not given to caregivers, the child’s cognitive development is lower.2 Consequently, variations in family life are capable of causing changes and emotional imbalances, decompensation of the state of health in all stages of the life cycle, with a greater influence in early childhood as the initiation stage of the person’s integral development.3

Globally, more than 200 million children under 5 years old do not reach their full cognitive and social potential every year; consequently, these children will have difficulty coping with complex situations and environments, as well as high levels of adversity and stress that can increase the risk of learning related problems.4

According to the first National Survey of Children and Adolescents (ENNA) in Ecuador, 50% of families are nuclear, 10% are single-parent, 35% are extended and 5% are composite households.5 While in Peru, in 2011, only 28% of children under 3 years old were up to date in their growth and development controls; despite the fact that today such coverage has increased. In the most precarious environments, where health care is not provided and non-attendance at growth and development services predominate, there is an even greater risk of delay.

According to a review of primary sources, studies carried out in Ecuador6,7 show that the quality of the family environment is poor in 68% of children who, in turn, are developmentally deficient (49% to 51%). Here the single-parent family represents 11% and the extended family, 18.2%. The researchers mention that psychomotor developmental delays are related to family risk factors. A similar situation is presented as a result of a study carried out in Peru8 on psychomotor development in children aged 3 and 4, where only 2.1% present an adequate family environment and 10.6% present development risk, added to the 8.5% that presents delay; being the language area where a third of the children present levels of risk and delay.

The household is important to the individual and depends on cultural patterns. The family is considered as the basic social cell, and in all societies, it is possible to identify this unit; therefore, the family is the best context for the upbringing and education of children, since they are the ones who can best promote their personal, social and intellectual development and protect them from diverse risk situations. Nevertheless, there are families that despite having a solid structure, they have an inadequate functioning, as well as there are families that have an incomplete structure, but that correctly fulfill the family functions.10-14

Therefore, there are diverse forms in which the members relate and coexist, what confers some characteristics to the family: rigid, overprotective, permissive, unstable and stable; as well as, based on the family functions the biological, psychological, and social areas are mentioned. Here, the child’s learning process takes place through the stimuli and experiences that are lived within the family environment, in which the child develops. Styles strengthen or deteriorate the family environment in which the child is developing; therefore, the family and the environment that surrounds the children during the first years of their lives will greatly mark their future and the relationship with the society in which they live.15-17

This represents the human family as a natural system, i.e. what happens in the family environment is influenced by what happens in nature.18 Likewise, bonding and reactivity make the functioning of family members interdependent.19 As a result, the family educates children directly through its educational interventions, but also indirectly, even more effectively, because of the environment parents provide for their children to grow up. The family environment, in fact, is a set of conditions that strongly influence the development of personality and the formation of attitudes with different results due to the different styles of family environment.20

In view of the above, the study was designed to determine the relationship between the quality of the family environment and the psychomotor development of 3-year-old children in an urban settlement in the district of Los Olivos in Lima-Peru, 2017.
MATERIALS AND METHOD

The study was descriptive, correlational, quantitative, and cross-sectional. The population consisted of 32 families including children under 3 years old. The technique used for data collection was the survey and observation, as instruments were used the inventory Home Observation for Measurement of the Environment (HOME), in the children’s version, HOME for Infants/Toddlers (IT HOME), and the psychomotor development test consisting of 52 items divided into three subtests: Coordination consisting of 16 items; Language, 24 items; and Motricity, 12 items. Both instruments have validity and reliability.

The analysis of results was carried out with the statistical package Spss version 24, in which, to establish the relationship between the quality of the family environment and the level of psychomotor development of the 3-year-old child, the Spearman correlation coefficient statistical significance test was used.

RESULTS

In the study, population of 32 families, none had an adequate family environment, with 71.9% of them having an inadequate environment.

On the other hand, the majority of 3-year-old children are at risk for growth and development (43.7%) according to the results of the evaluation. Only 18.8% of them have adequate state of growth and development.

Crossing both variables, it can be observed that all children with developmental delay belong to families with inadequate environments (37.5%), the same was also for children at risk of development, where the majority of them (34.4%) belong to families with inadequate environments. The situation varies for the 18.8% of children who present normal development, since they belong to families with quality of moderate environment.
DISCUSSION

The results of the study show that most households have inadequate quality of family environment. In contrast, Caparachín’s study found that the majority of families (63%) had a moderate quality family environment. The same situation occurs when comparing the results obtained in the evaluation of children’s development while in the present study, the majority of children are at risk. According to Caparachín, 80.9% of the children had a normal level of psychomotor development.

It is here that the role of nurse should enter, establishing strategies to increase the coverage of the Growth and Development Control program in Peru at the national level. It is also necessary to take into account the family climate in which children who attend the program, the nurse is called to guide and educate parents on some simple and very practical activities that will help promote the acquisition of certain skills and stimulate their children to promote their integral development in the physical, mental, emotional and social area especially in the first 5 years.

When applying Spearman’s Rho test, with a force of 0.718 and pv 0.000 (<0.05), it is determined that there is a significant relationship between the quality of the family environment and psychomotor development in 3-year-old children.

Therefore, it is recommended that training, follow-up and intervention programs be designed for parents, with the aim of strengthening knowledge and improving the activities that should be carried out with their children. Greater involvement of health centers is needed to support parents and thus ensure optimal quality of the family environment; considering that the psychomotor development of the child is part of the promotional preventive function; giving educational talks on early stimulation and emphasizing the psychomotor development of the child.

Finally, if you want to contribute to children’s development, you need to create favorable environments for children, since this factor defines the degree to which parents are actively involved in a child’s learning and provides stimulation for growing and mature behavior. Here it is recommended to pay attention to the 15.6% of children who do not receive appropriate stimuli, especially in the area of language.

It is necessary to reinforce the democratic or assertive parenting style, which focuses on children. Parents hear and negotiate with them, giving them rewards when they do a good job and when they present a positive behavior, generating that the children who were educated under this style agree on responsible people who assume the consequences of their actions, present a better social interaction, self-esteem, respect the rules, cooperate in group activities and the motivation they have in reaching their goals generates an optimal result.

It is concluded that there is a significant relationship between the quality of the family environment and psychomotor development in 3-year-old children.

CONFLICTS OF INTERESTS: The authors declare that there are no conflicts of interests.
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