

The Effect of Pre-Learning Skills on Early Childhood Development: A Correlational Study Among Toddlers Aged 18–36 Months

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Abstract

This study explores how early Pre-learning skills influence early child development in toddlers aged 18 to 36 months. Pre-learning skills—such as joint attention, sustained attention, eye contact, eye gaze, sitting tolerance, and compliance—are considered foundational for later academic learning and social interaction. Recognizing the importance of these early abilities, the study aimed to understand how they relate to broader developmental milestones.

50 toddlers from Wakad, Pune, were assessed using two standardized tools. First, the *Pre-learning Behaviour Checklist* was used to calculate each child's Pre-learning Skills (PLS) score. Then, the *ComDEALL Child Development Checklist* (CDCC) was administered to evaluate various areas of development including gross and fine motor skills, language (receptive and expressive), cognitive abilities, emotional and social development, and daily living skills.

The results revealed a positive correlation ($r = 0.718$) between prelearning skills and overall child development. This suggests that children who exhibit stronger pre-learning behaviours are more likely to show advanced development across multiple areas. In simple terms, children who are better able to focus, follow instructions, and engage with their environment tend to thrive more broadly in their developmental journey.

The study highlights the crucial role that early pre-learning skills play in setting the stage for a child's future learning and growth. By identifying and nurturing these skills early on, caregivers, educators, and professionals can help children build a stronger foundation for lifelong development and success.

Keywords

Pre-learning Skills, Child Development.