



# Effect Of Intervention In Enhancing The Knowledge Levels Of Rural Mothers On Positive Parenting

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## Abstract

Positive parenting practices need to be practiced by mothers of young children for their positive developmental outcomes in all domains. 120 Rural mothers of young children ( birth to 3 years) were taken as sample where 60 were experimental group and sixty were control group. The experimental group mothers were educated on positive parenting using the standardized educational package developed for the study by the research team for a period of four months. pre-post knowledge assessments were done on both experimental and control group mothers to see the effectiveness of the intervention . Results indicated a significant difference in the knowledge gains of experimental group mothers indicating the effectiveness of intervention.

Key words : Rural mothers , positive parenting, knowledge , children.

## Introduction

Parenting is multidimensional. Parents must develop both depth and breadth of knowledge, ranging from being aware of developmental milestones and norms that help in raising children in a stimulatory and conducive environment.

Positive parenting is the continual relationship between parents and a child or children that includes caring, teaching, leading, communicating, and providing for the needs of a child consistently and unconditionally. (Seay et al. 2014). Positive parenting is developing a strong, deeply committed relationship between parent and child based on communication and mutual respect. Positive Parenting focuses on teaching children not just what but also why. Positive parenting means training children toward self-control.

Positive parenting is a philosophy that includes practicing mutual respect, nonviolent communication, discipline, and loving guidance free from fear or shame. It helps children feel safe and builds confidence, problem-solving skills and the ability to bounce back from tough situations. Parents acquire the knowledge and skills to perform this important role through their ethnic and cultural heritage, their kinship network, their friendships, their community and the resources that are available to them.

Studies indicate that parents need to acquire knowledge and skills related to child rearing practices which helps in positive developmental outcomes in children besides enhancing parent-child interactions in the family. Hence an intervention study on Positive Parenting was carried out to educate the parents on positive parenting skills, promoting positive wellbeing and to decrease the socio emotional, behavioural problems in children. The objectives of the present study are

1. To develop an educational package on positive parenting
2. To field test the developed package for standardization

## Methodology

The study conducted in Venigandla and Jonnalagadda villages of Guntur district. The study consists 60 mothers having children below three years of age.

Experimental design was adopted for the study. Thirty mothers from control group (Jonnalagadda village) and thirty mothers from experimental group (Venigandla village) were selected.

Purposive random sampling technique was adopted for selection of the parents. The data was collected on general information and knowledge levels of parents on positive parenting by using questionnaire developed by the Department of Human Development and Family studies. Experimental group parents were educated about positive parenting aspects by using the educational package developed for a period of three months. Weekly sessions were organized to impart the intervention by using charts, pictures, audio-visual aids, group discussion and interactive sessions. Post assessment of knowledge on positive parenting was done for both experimental and control group parents.

Details of the educational package and Implementation of intervention programme for the experimental group

S.No	Content	Duration	Material used/ aids
1	Milestones birth to 6 months	1 week	Video, group discussion
2	Milestones 7 to 12 months	2 week	Video, lecture method
3	Mile stones 1 to 2 years	3 week	Discussion/ video/ placards
4	Mile stones 2 to 3 years	4 week	Video / group discussion
5	Child Stimulation	5 week	Stimulation kit placards , charts lecture method
6	Developmental domains	6 week	Power point presentation ,charts and video
7	Parenting and types of parenting	7 week	Video , charts discussion

8	Importance of positive parenting	8 week	Group discussion
9	Positive Parenting practices	9 week	Power point presentation ,charts, discussion
10	Positive Parenting practices	10 week	Discussion , lecture method
11	Tips for positive parenting	11 week	Power point presentation / video/ discussion

## Results and Discussion

**Table 1. Distribution of sample according to age of the child**

Age		Experimental		Distribution of sample according to age of child Control	
		n =30	f (%)	n =30	f (%)
1	Birth to 2years	11	37	8	26
2	2 to 3 years	19	63	22	74
	<b>Total</b>	<b>30</b>	<b>100%</b>	<b>30</b>	<b>100%</b>

The above table 1. shows distribution of children based on their age. More than fifty percent of children belong to 2 to 3years age group in both experimental (63%) and control (74%) group and remaining children belong to birth to 2 years age group i.e 37 per cent in experimental group and 26 per cent in control group.

**Table 2. Distribution of sample according to gender of the child**

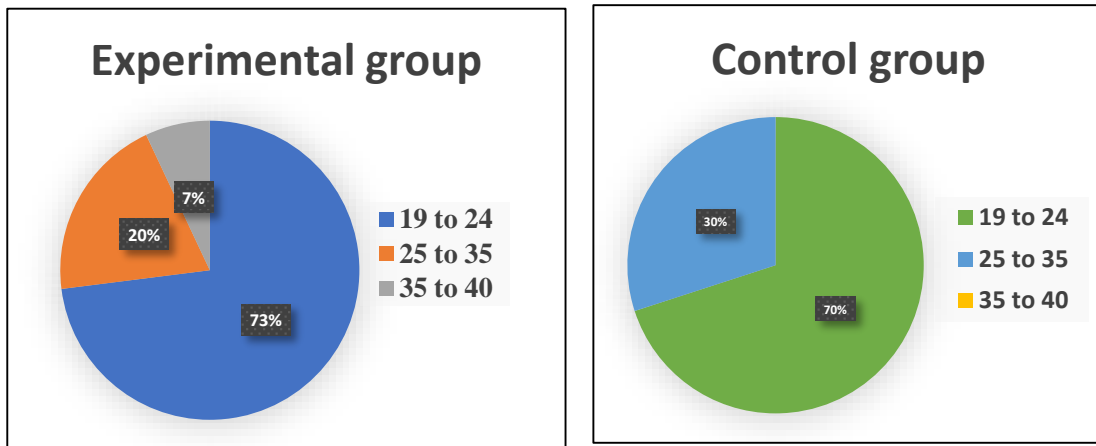
Gender		Experimental		Control	
		n =30	f (%)	n =30	f (%)
1	Boy	11	37	15	50
2	Girl	19	63	15	50
	<b>Total</b>	<b>30</b>	<b>100%</b>	<b>30</b>	<b>100%</b>

The above table 2 indicates the gender distribution of children. In experimental group 63 per cent were girls where as in control group both girls and boys were equally distributed (50%).

**Table 3. Distribution of sample according to mother's age**

1.mother age		Experimental		Control	
		n=30	f (%)	n=30	f (%)
1	19 to 24	22	73	21	70
2	25 to 35	6	20	9	30
3	35 to 40	2	7	0	0
	<b>Total</b>	<b>30</b>	<b>100%</b>	<b>30</b>	<b>100%</b>

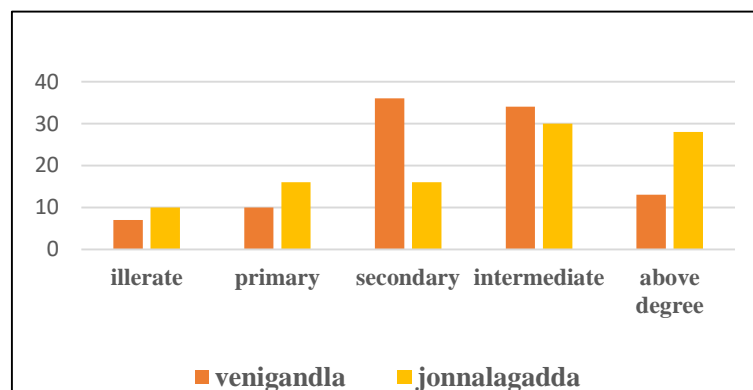
It was found that majority of mothers were in age group of 19 to 24 years followed by 25 to 35 years .very few mothers were in age above 35 years.



**Table 4. Distribution of sample according to Mother’s education**

Mother Education		Experimental		control	
		n =30	f (%)	n = 30	f (%)
1	Illiterate	2	7	3	10
2	Primary	3	10	5	16
3	secondary	11	36	5	16
4	intermediate	10	34	9	30
5	Above degree	4	13	8	28
<b>Total</b>		<b>30</b>	<b>100%</b>	<b>30</b>	<b>100%</b>

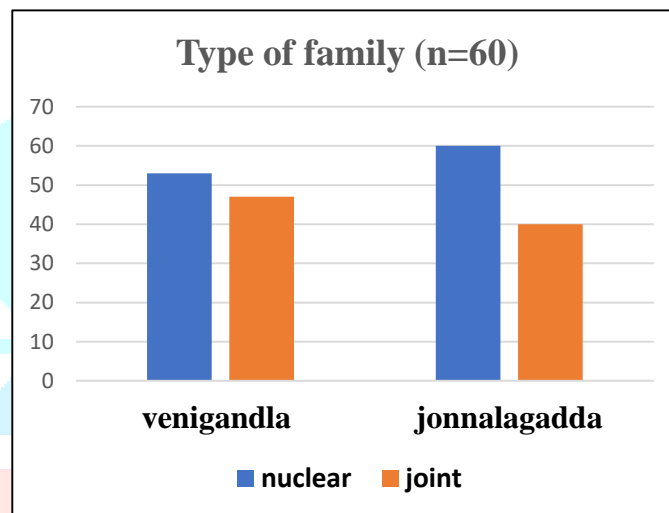
The table no 4 represents mother’s education where in experimental group 36 per cent of the mothers completed secondary education followed by intermediate (34%). In control group 30 per cent mothers completed intermediate education followed by graduation (28%). In experimental group only 13 per cent of mothers were degree holders followed by primary education (10%) and 7 per cent were illiterate where as in control group equal percent respondents were observed in primary and secondary education (16%) followed by illiterates (10%).



**Table 5. Distribution of sample according to type of family**

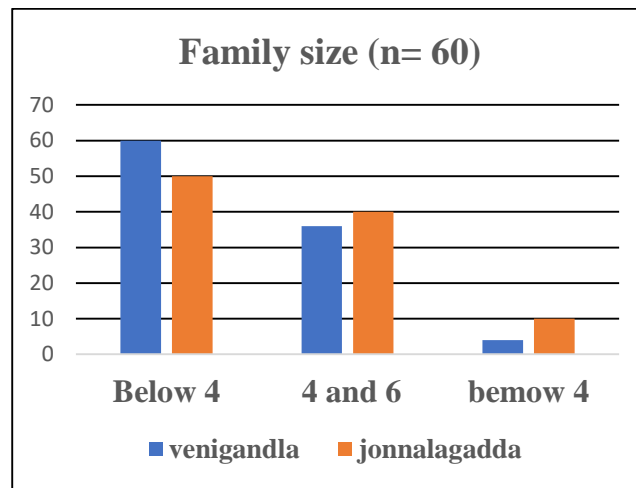
Type of family		Experimental		Control	
		n =30	f (%)	n =30	f (%)
1	Nuclear	16	53	18	60
2	Joint	14	47	12	40
<b>Total</b>		<b>30</b>	<b>100%</b>	<b>30</b>	<b>100%</b>

The above table represents the distribution of respondents based on type of family. More than fifty percent of the respondents belong to nuclear family in both control (60%) and experimental (53%) and followed by joint family.

**Table 6. Distribution of sample according to family size**

Family size		Experimental		Control	
		n =30	f (%)	n =30	f (%)
1	Below 4	18	60	15	50
2	4-6	11	36	12	40
3	7 & above	01	04	03	10
<b>Total</b>		<b>30</b>	<b>100%</b>	<b>30</b>	<b>100%</b>

The above table indicates the family size of the respondents. In case of experimental group 60 per cent of the sample belong to below 4 members followed by 4 to 6 members. Only few of them were belong to 7 and above family members (4%). With regard to control group 50 percent of the sample's family size was below 4 members followed by 4 to 6 and 7 and above members



**Table 7. Distribution of sample according to religion**

1.Religion		Experimental		Control	
		n =30	f (%)	n =30	f (%)
1	Hindu	20	66	20	67
2	Muslim	08	27	0	0
3	Christians	02	07	10	33
<b>Total</b>		<b>30</b>	<b>100%</b>	<b>30</b>	<b>100%</b>

The table no 7 represents the distribution of respondents based on the religion. More than half of the respondents belong to Hindu religion in both control (67%) and experimental (67%). In the whole sample 27 per cent respondents were Muslim in experimental group and 33 % of them were Christians in control group.

**Table 8. Distribution of sample according to mother's occupation**

1. Occupation		Experimental		Control	
		n =30	f (%)	n = 30	f (%)
1	Housewife	25	84	23	76
2	Private	4	13	7	24
3	Government	1	3	0	0
<b>Total</b>		<b>30</b>	<b>100%</b>	<b>30</b>	<b>100%</b>

The above table indicates the distribution of respondents based on mother's occupation. Majority of the respondents were house wives followed by private sectors. Only 3 per cent of government workers observed in experimental.

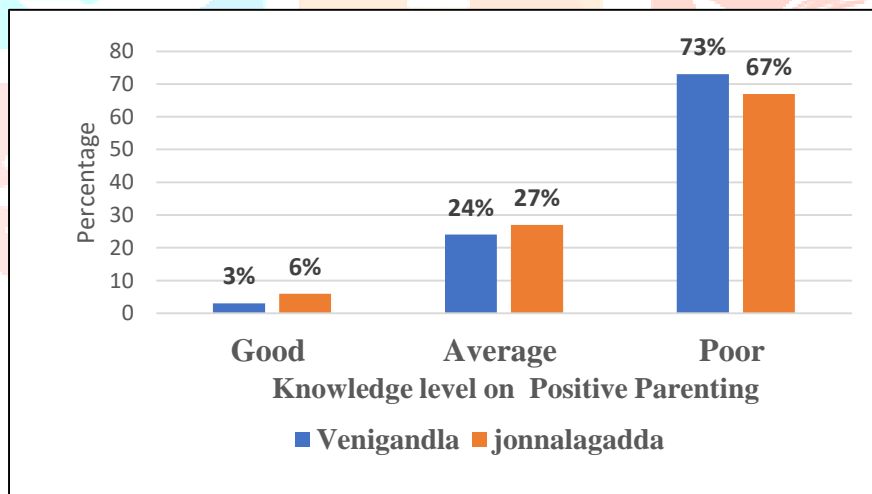
**Table 9. Levels of Positive Parenting of respondents (before -intervention)**

Positive parenting		Experimental		Control	
		n =30	f (%)	n =30	f (%)
	Good	1	03	2	06
	Average	7	24	8	27
	Poor	22	73	20	67
	<b>Total</b>	<b>30</b>	<b>100%</b>	<b>30</b>	<b>100%</b>

Table no 9 indicates that level of positive parenting of the respondents. With regard to experimental group more than two third of the parents were poor in parenting (73%) followed by average (24%) and very few parents had good level of parenting.

In case of control group the same trend was observed that is 67 per cent of the parents were poor in parenting followed by average (27%) and good (6%). This data indicates the lack of knowledge and skill in positive parenting among the parents in both experimental and control group.

As majority of the parents were from nuclear families and had high school to intermediate education they did not have sufficient knowledge on parenting practices. Majority of the rural mothers both in experimental and control group had average to low levels of knowledge on positive parenting. It was observed that majority of the mothers were following traditional and conservative parenting practices and lack knowledge on importance of stimulation and developmental outcomes of children. Usage of mobile phone for engaging infants and young children was observed.

**Table 10: Comparison of control and experimental group on levels of Positive Parenting (Before -intervention)**

Groups	n	Mean	SD	t-value
Control	30	75.23	$\pm 3.66$	<b>0.73<sup>NS</sup></b>
Experimental	30	71.10	$\pm 20.42$	

The above table shows the difference between control and experimental groups based on level of positive parenting before intervention. The mean score for positive parenting in control group was found to be 75.23 and 71.10 in experimental group. There was no significant difference observed between the

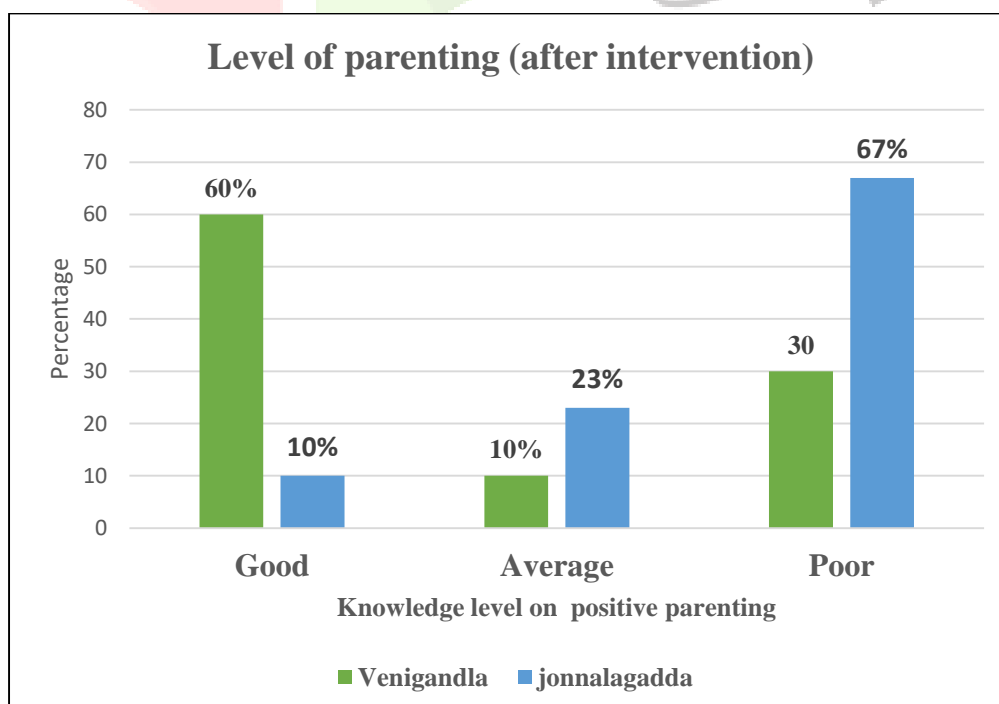
control and experimental group. This might be due to lack of awareness and the majority of mothers were young who did not have experience of parenting.

Most of the parents were perused secondary and intermediate education. The higher education among the parents especially among mother was less. Higher educated parents were found to have good knowledge about parenting practices. This also might be due to a greater number of nuclear families. Parents from nuclear families lack in awareness and skills related to good and positive parenting, importance of stimulation and parent child interaction

**Table 11. Levels of Positive Parenting of respondents (post -intervention)**

Positive Parenting	Experimental		Control	
	n =30	f (%)	n =30	f (%)
Good	18	60	03	10
Average	03	10	07	23
Poor	9	30	20	67
<b>Total</b>	<b>30</b>	<b>100%</b>	<b>30</b>	<b>100%</b>

The above table indicates the level of positive parenting of the respondents of both experimental and control groups after the implementation of intervention. The results found that majority of the parents from experimental group were in good level of parenting (60%) followed by poor (30%) and average (10%). Whereas, there was no much difference in the level of positive parenting in control group from pre intervention to post intervention. The major difference in experimental group was observed due to the implementation of intervention programme on positive parenting. The parents from experimental group were trained on the concepts developmental milestones, importance of parenting, parenting styles, stimulation, parenting practices, parenting tips domains development, role of parents in development and adoption of positive parenting in disciplinary practices.





**Table 12: Comparison of control and experimental group on levels of positive parenting (post - intervention)**

Groups	n	Mean	SD	t-value
Control	30	77.30	±20.45	<b>3.99*</b>
Experimental	30	106.03	+25.81	

\*significance at 1% level.

The above table shows the difference between control and experimental group based on level of positive parenting after the intervention. The mean score for parenting in control group was found to be 77.30 and 106.03 in experimental group. There was significant difference was observed between the experimental group and control group. The enhancement in the knowledge levels of experimental group mothers was due to the effect of education programme and training given by using developmental education package on positive parenting

**Table 13: Levels of positive parenting in control group mothers (pre and post – test)**

Control group	n	Mean	SD	t-value
Pre test	30	75.23	± 23.6	<b>0.36<sup>NS</sup></b>
Post test	30	77.30	± 20.5	

The above table shows no significance difference between the pre and post-test scores of control group mothers on level of positive parenting.

**Table 14 : Levels of positive parenting in experimental group mothers (pre and post –test)**

Experimental group	n	Mean	SD	t-value
Pre test	30	71.10	± 20.42	<b>12.52**</b>
Post test	30	123.53	± 10.42	

The above table shows the difference between pre and post-test of experimental group on level of parenting the mean score for pre-test was 71.30 and post-test was 123.03. There significant difference was observed between the pre and post-test. The difference was found due the implementation of intervention to the experimental group. Before intervention the knowledge level of parents on parenting was tested and most of them were unknown to scientific child rearing practices, children's developmental tasks, developmental domains, importance of stimulation and parent child interaction hence the parents were poor in positive parenting.

During the intervention parents were educated about positive parenting through the different methods of intervention. After intervention experimental group parents could gain knowledge to a significant level in the areas of positive parenting compared to control group.

Some of the studies which are in line with present results stated that offering educational support to parents enhances and strengthens the mutual communication between the parents and children (Ceka Ardita and Rabije Murati, 2016).

## Conclusion

The study concluded that Parents from joint family were better in parenting as compared to nuclear family. Majority of the parents had poor level of knowledge on positive parenting before the intervention. There was no significant difference between control & experimental group in the levels of positive parenting before intervention. Sixty per cent of parents of experimental group belong to good positive parenting compared to ten per cent in control group after intervention and there is a significant difference between two groups. Significant difference was observed in experimental group on levels of positive parenting from pre to post test which concludes that the developed educational package was good in improving the knowledge of mothers. The intervention on positive parenting helped the parents in enhancing parental competencies and promoted healthy parent- child interaction, wellbeing and positive developmental outcomes.



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