



“A Study To Assess The Effectiveness Of Structured Teaching Program On Knowledge Regarding Behavioural Problems Of Preschoolers Among Mothers In Selected Anganwadi Centers Of The City”

Rubina Azam Shaikh ¹ and Mr. Divyam Nikam ²

¹M.Sc. Nursing student, MIMH, Pune, ²Asst. Professor, MIMH, Pune,

Abstract: Normal children are healthy, happy and well adjusted. This adjustment is developed by providing basic emotional needs along with physical and physiological needs for their mental well being. The emotional needs are considered as emotional food for healthy behavior. The children are dependent on their parents, so parents are responsible for fulfilment of the emotional needs. Every child should have tender loving care and sense of security about protection from parents and family members. They should have opportunity for development of independence, trust, confidence and self-respect. The aim of the study was to assess the effectiveness of structured teaching program on knowledge regarding behavioural problems of preschoolers among mothers in selected anganwadi centers of the city.

Methods : Pre-experimental one group pre-test post-test design was used to evaluate Effectiveness of structured teaching program on knowledge regarding behavioural problems of preschoolers among mothers in selected anganwadi centers of the city.. The structured questionnaire was prepared and tested for reliability and validity. The data collection was carried out in three phases and the data was analysed by using the descriptive and inferential statistics.

Result : The study result depicted that In pre test 16.67 % of the mothers had poor level of knowledge and 68.33 % of mothers had average level of knowledge score. In post test 23.33 % of the mothers had average level of knowledge and 76.67 % had good level of knowledge. The mean pre test knowledge score of mothers regarding Behavioural problems of preschoolers was 13.71 and mean percentages were 54.84. whereas in the mean post test knowledge score of mothers regarding Behavioural problems of preschoolers was 20.18 and mean percentages were 80.72. The knowledge score of the mothers regarding Behavioural problems of preschoolers shows marked improvement after giving Structured Teaching Programme.

Conclusion : The study was carried out to assess the effectiveness of structured teaching program on knowledge regarding behavioural problems of preschoolers among mothers in selected anganwadi centers of the city. mean pre test knowledge score of mothers regarding Behavioural problems of preschoolers was 13.71 and it was in the post test 20.18. The knowledge score of the mothers regarding Behavioural problems of preschoolers shows marked improvement after giving Structured Teaching Programme. This indicates that Structured Teaching Programme is effective in improving the knowledge of Mothers regarding Behavioural problems of preschoolers

Keywords: Knowledge, Structured teaching programme, behavioural problems, and preschoolers.

INTRODUCTION

Children are the inheritance from God. They are like clay in the potter's hand. Handled with love and care, they become something beautiful or else they will break. Children of today are the citizens of tomorrow. The prosperity of the nation depends upon the health of its future citizens. Children with sound mind in sound body are essential for the future development of the country.¹

Every child should have tender loving care and sense of security from parents. The mother is more responsible for the integrated development of a child. The investment on our children in terms of developing environment both physical and emotional is going to reap rich individuals in future. As said by Karl Augustus Menninger "What is done to the children, they will do to the society".²

It stresses that the mother's reaction plays an important role in molding the behaviour of the child. Different mothering styles may influence a child's behaviour and inadequate attention may result in abnormal behaviour in children. Sometimes such children show a wide variety of behaviour which may even create problems to parents, family members and society. It may be minor but produce anxiety to the parents, which may be due to failure in adjustment to external environment.²

Behaviour problem may occur due to over protection, rejection, or pampering over discipline and disturbed parents' child interaction because of broken family (single family, divorce). Parents should follow middle path in providing guidance and emotional support to their Children, unrealistic discipline modalities are likely to cause behaviour problems. Behaviour problems include many tension reducing activities that appear during childhood at various levels of development.²

The study of human behaviour is important because it is highly needed in the field of psychology, sociology and psychiatric. Children this age may be easily frustrated when faced with limits. They will cry, throw tantrums & even lash out parents, caregivers or friends. However, some scholars show even more extreme & difficult behaviours, often defying adults & deliberately hurting other people. These problems are mainly due to failure & adjustment to external environment & presence of internal conflict. Behavioural problems always need special attention. Identifying & helping these children is a vital task.³

Problem behaviour research has focused on home environment, social aspects, knowledge among teachers, single-dual parent families, and children with special needs or about parent perception on its causes and management, discipline practices and others. The recent investigations by psychologists, educationists, pediatricians and others stress the intra natal importance of early family experiences especially maternal care on the child's behaviour, attitudes and his future mental health.⁴

Behaviour problems among children are deviation from the accepted pattern of behaviour on the part of the children when they are exposed to an inconsistent social and cultural environment. But these are not to be equated with the presence of psychiatric illness in the child as these are only the symptoms or reactions to emotional and environmental stress.⁵

Preschool period is one of rapid change in developmental, social, emotional, cognitive and linguistic abilities. The child is progressively developing more autonomy. Preschool children with early emergent behaviour problems are likely to evince serious behaviour problems, social skill deficits and academic difficulties later in life.⁶

The preschool child (3-6 years of age) is more self-reliant. During this age children are socialized into the culture. In some cultures they become quite independent and are required to take on considerable responsibility, even to the extent of being responsible for the care younger siblings. In other cultures children are not encouraged to develop independence until much later. They remain totally dependent on adults for their care and feeding. Again, the culture the child is raised in determines in the timing and the kinds of skills acquired in relation to self-care, independence and the development of responsibility. While in many cultures in the MajorityWorld (the developing countries) children may be given the role of caretaker for younger siblings, children ages 3-6 also have needs of their own. They need: opportunities to develop fine motor skills: encouragement of language through talking reading, singing: activities that will develop a positive sense of mastery: opportunities to learn cooperation, helping, sharing: and experimentation with pre-writing and pre-reading skills.⁷

Childhood behaviour problems also predict involvement in anti-social behaviour in adulthood there is a need for increased research in low-income settings to increase understanding of child behaviour problems in order to explore feasible, acceptable, and effective ways of addressing such problems. So the researcher felt to conduct a study to assess the knowledge on behavioural problems of children's among mothers.⁸

Children are the valuable possession of parents and future nation makers. A healthy child contributes to a healthy and prosperous society. The behavioural problems of children these days undertake different dimension due to the changes of life style of human beings. Identification of behavioural problems and its early intervention will go a long way in improving quality of life of those children.⁹

Children below 15 years of age represent approximately one third of the world's population and approximately 5-15% of them are crippled with this socially handicapping behavioural disorders. According to Malhotra, 80% of world's children live in developing countries where mental health services are negligible.⁹

Behavioral problem is a negative attitude based on age. Child normal behavior depends on various natural and environmental circumstances. Parents are the first to whom a child makes and develops his concerns regarding his needs and wants. Behavioral studies pointed out lots of stimulants that work as catalyze to provoke problem behaviors in preschool children and a continuous practice of such attitude makes it an integral part of child's personality.¹⁰

Major behavioral problems are the significant deviations from socially accepted normal behaviors. These problems are mainly due to failure in adjustment to external environment and presence of internal conflict. Behavioral problems always require special attention.¹⁰

According to the WHO statistics, prevalence of disabling mental illnesses among children and adolescents ranges between 20-30% in urban areas and 13-18% in rural areas. Out of these children 3-4% is suffering from serious mental illnesses and requires treatment. Common behavioral problems of childhood are attention deficit hyperactivity disorder, conduct disorder, temper tantrum, breath holding spell, thumb sucking, nail biting, enuresis, pica, speech problems, sleep disorders, school phobia, shyness etc ¹¹

PROBLEM STATEMENT

“A study to assess the effectiveness of structured teaching program on knowledge regarding behavioural problems of preschoolers among mothers in selected anganwadi centers of the city”.

OBJECTIVES OF THE STUDY:

The objectives of the study were -

Primary Objective

1. To assess the effectiveness of structured teaching program on knowledge regarding behavioral problems of preschoolers among mothers in selected anganwadi centers of the city.

Other Objective

1. To assess the Pre-Test knowledge regarding behavioral problems of preschoolers among mothers in selected anganwadi centers of the city.
2. To assess the Post Test knowledge regarding behavioral problems of preschoolers among mothers in selected anganwadi centers of the city after implementation of structured teaching program.
3. To find the association between the study findings with selected demographic variables.

MATERIALS & METHODS

Researcher methodology defines what the activity of research is, how to proceed, how to measure progress and what constitutes success.

Research Design: Pre Experimental, one group pre-test post-test Research Design

Research Approach: Quantitative Research Approach

Sample: Mothers at a selected anganwadi centers of the city.

Sample Size: The sample size is 60 mothers of preschoolers were selected conveniently to suit the study.

Sampling Technique: Non Probability Convenience sampling.

Data collection tool: Self structured knowledge questionnaires was used for data collection.

Criteria for Sample selection:

a. Inclusion criteria:

- ✓ Study Subjects who are in the age group of 18-50 years old.
- ✓ Study subjects those have male or female child as preschooler.
- ✓ Study subjects who are primi mothers and multigravid mothers of preschoolers.
- ✓ Study subjects who can follow Marathi and English

b. Exclusion criteria:

- ✓ Study Subjects who had attended similar program.
- ✓ Study subjects those who are not available at the time of Data Collection.

Hypothesis

H0 : There is no any significant difference between the pre-test and post-test level of knowledge score regarding behavioral problems of preschoolers among mothers in selected anganwadi centers of the city.

H1 : There is significant difference between the pre-test and posttest level of knowledge score regarding behavioral problems of preschoolers among mothers in selected anganwadi centers of the city.

H2 : There is a significant association between the study findings selected demographic variables.

The researcher approached the subjects, informed regarding the objectives of the study and obtained informed consent after assuring the subjects about the confidentiality of the data. Purpose and important of research study explain before collection of data. The knowledge was assessed by Self structured knowledge questionnaires. Descriptive and inferential statistics was used for data analysis. The collected data was organized and tabulated by using descriptive statistics, i.e. frequency, percentage, mean and SD. The inferential statistics i.e., paired t test was used to assess effectiveness of structured teaching program on knowledge regarding behavioral problems of preschoolers among mothers in selected anganwadi centers of the city, and one way ANOVA test was used to find the association between knowledge score with their selected demographic variables. The data was planned and presented in the form of tables and figures.

RESULT

The data collected is entered in the master sheet for tabulation and statistical processing. In order to find out relationship, the data was tabulated, analyzed and interpreted using descriptive and inferential statistics.

Table 1 : Description of the mothers of selected anganwadi centres of the city according to their demographic Variables

n=60

Demographic variable	Frequency	Percentages
Age in years		
18-30 years	26	43.30
31-40 years	25	41.70
41-50 years	09	15.00
Educational Status		
Primary education	17	28.30
Secondary education	18	30.00
Higher secondary	15	25.00
Graduation	04	06.70
Post-graduation	06	10.00
Religion		
Hindu	34	56.70
Muslim	13	21.70
Christian	06	10.00
Others	07	11.60
Total Monthly Income		
Less than 5000/-	18	30.00
5001/- to 10000/-	30	50.00
10001/- to 20000/-	09	15.00
Above 20001/-	03	05.00
Type of Family		
Joint family	31	51.70
Nuclear family	26	43.30
Separated family	01	01.70
Extended family	02	03.30
Area of Living		
Urban	17	28.30
Rural	43	71.70

Marital Status		
Married	56	93.30
Unmarried	00	00
Separated	02	03.30
Widow	02	03.30

The above table 1 shows that the majority of the Mothers under study were between the age group of 18 - 40 years. Majority 28.80 % of Mothers completed their primary education and 30 % of the mothers were completed secondary education. Majority 56.70 % of Mothers belongs to Hindu religion. Highest percentage 30 % of Mothers belongs to less than 5000 monthly income. 50 % of the mothers belongs to 5001 – 10000 monthly income. Majority 51.70 % of the Mothers belongs to joint family and 43.30 % of Mothers belongs to nuclear family. Majority 71.70 % of the mothers were living in rural area and 28.30 % of the mothers were living in urban area. Mostly 93.30 % of the mothers were married and 3.30 % of the mother were separated.

**Table 2 : Level of knowledge score of mothers in pre test and post test
n=60**

Level of Knowledge Score	Pre test		Post test	
	Frequency	Percentages	Frequency	Percentages
Poor	10	16.67	00	00
Average	41	68.33	14	23.33
Good	09	15.00	46	76.67

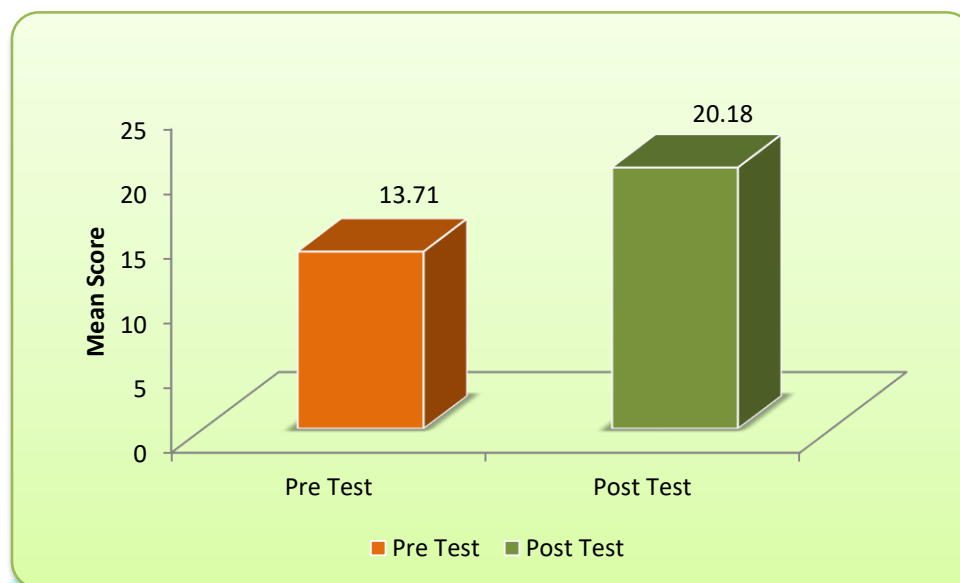
The above table 2 depicts that In pre test 16.67 % of the mothers had poor level of knowledge and 68.33 % of mothers had average level of knowledge score. In post test 23.33 % of the mothers had average level of knowledge and 76.67 % had good level of knowledge. Hence H_0 is rejected and H_1 is accepted.

Table 3 : Significance of knowledge score regarding Behavioural problems of preschoolers of Mothers before and after Structured Teaching Programme

n=60						
Overall	Maximum score	Mean	Standard deviation	Mean percentage	t-value	p-value
Pre Test	23	13.71	4.14	54.84	19.12	0.000
Post Test	24	20.18	2.32	80.72		S, p<0.05

The above table 3 depicts that in the pre test the mean of the knowledge score obtained by the mothers was 13.71 and in the post test it rise to 20.18. The knowledge score of the mothers regarding Behavioural problems of preschoolers shows marked improvement after giving Structured Teaching Programme. From the above table, it is evident that the calculated 't' value is greater than the table value of

't' (1.67) at 0.05 level. Hence it is statistically interpreted that the Structured Teaching Programme on knowledge regarding Behavioural problems of preschoolers among Mothers was effective. Thus the H_1 is accepted and H_0 is rejected.



DISCUSSION

Description of the Mothers according to their demographic Variables

In present study, Majority of the Mothers under study were between the age group of 18 - 40 years. Majority 28.80 % of Mothers completed their primary education and 30 % of the mothers were completed secondary education. Majority 56.70 % of Mothers belongs to Hindu religion. Highest percentage 30 % of Mothers belongs to less than 5000 monthly income. 50 % of the mothers belongs to 5001 – 10000 monthly income. Majority 51.70 % of the Mothers belongs to joint family and 43.30 % of Mothers belongs to nuclear family. Majority 71.70 % of the mothers were living in rural area and 28.30 % of the mothers were living in urban area. Mostly 93.30 % of the mothers were married and 3.30 % of the mother were separated.

A similar study conducted by Mrs. Shashi Kiran and Dr. Harvinder Kaur. to evaluate the effectiveness of Structured Teaching Program on knowledge and attitude regarding selected behavioral problems in children. Shows that, majority 9 (45%) of mothers were in the age group of 30-40 years, 8 (40%) in the age group of <30 years. The type of family was also in the range that 12 (60%) mothers came from nuclear families whereas 8 (40%) came from joint families. With respect to education of mother, 1 (5%) respondents were illiterate, 2 (10%) in the primary, 1 (5%) in the middle, 6 (30%) in the matriculate, 3 (15%) in the higher secondary, 4 (20%) in the graduate and 3 (15%) were in the category of post-graduates.¹²

Assessment of knowledge score of Mothers regarding Behavioural problems of preschoolers

In present study, The mean pre test knowledge score of mothers regarding Behavioural problems of preschoolers was 13.71 and mean percentages were 54.84. whereas in the mean post test knowledge score of mothers regarding Behavioural problems of preschoolers was 20.18 and mean percentages were 80.72.

A similar study conducted by Shalini on to evaluate the effectiveness of structured teaching program on knowledge regarding behavioral problems of children among primary school teachers. Result shows that

the mean pretest score of knowledge was 14, SD 3.6 and a post-test mean score of knowledge was 24.35 SD (2.89). This clearly shows that the structured teaching programme on knowledge regarding selected behavioral problems of primary school children among primary school teachers had significant improvement in their level of knowledge in the post test.¹³

Evaluate the effectiveness of Structured teaching programme regarding behavioral problems of preschoolers among mothers in selected anganwadi centers

In present study, The mean pre test knowledge score of mothers regarding Behavioural problems of preschoolers was 13.71 and mean percentages were 54.84. whereas in the mean post test knowledge score of mothers regarding Behavioural problems of preschoolers was 20.18 and mean percentages were 80.72. The knowledge score of the mothers regarding Behavioural problems of preschoolers shows marked improvement after giving Structured Teaching Programme. Hence H_0 is rejected and H_1 is accepted.

A similar study conducted by Ms. Humaira Qadir Lone and Mr. Sameer Ahmad Dar. to assess the effectiveness of structured teaching programme on knowledge of mothers regarding behavioural problems among pre-schoolers in Anganwadi centre. Result shows that, mean knowledge score 30.04 obtained by the subjects in post-test was higher than mean knowledge score 16.72 in the pre-test and with the improvement score of 13.22. which indicates that there is a significant difference between mean pre-test and post-test knowledge scores of respondents and showed that STP was effective in increasing the knowledge of study subjects regarding behavioral problems among preschooler's.¹⁴

A similar study by Anet Joy, Jismi Jigu, Leema Thomas and et.al. to assess the knowledge regarding behavioral problems of children among mothers, to evaluate the effectiveness of structured teaching program on knowledge regarding behavioural problems of children among mothers. Study shows that, the mean post test knowledge score value (16.32) is greater than the mean pre-test knowledge score value (8.34). The calculated 't' value (17.35) is higher than the table value (2) at $P < 0.05$ level of significance. Therefore, structured teaching program on knowledge regarding behavioural problems of children was effective in increasing the knowledge level among mothers..¹⁵

Level of knowledge score of mothers in pre and post test

In present study, In pre test 16.67 % of the mothers had poor level of knowledge and 68.33 % of mothers had average level of knowledge score. In post test 23.33 % of the mothers had average level of knowledge and 76.67 % had good level of knowledge.

A similar study conducted by Mrs. Shashi Kiran and Dr. Harvinder Kaur. to evaluate the effectiveness of Structured Teaching Program on knowledge and attitude regarding selected behavioral problems in children. Shows that, In pre-test 12 (60%) mothers had poor knowledge, 6 (30%) had average knowledge and 2 (10%) had good knowledge whereas in post-test 2 (10%) mother had poor knowledge, 11 (55%) average knowledge and 7 (35%) of mothers had good knowledge.¹⁶

Associate knowledge of Mothers with demographic variables

In present study, by applying one way ANOVA to pre test knowledge score with selected demographic variable, Result shows that, There was no significant difference found in pre test knowledge with selected demographic variables

CONCLUSION

The study was carried out to assess the effectiveness of structured teaching program on knowledge regarding behavioral problems of preschoolers among mothers in selected anganwadi centers of the city. mean pre test knowledge score of mothers regarding Behavioural problems of preschoolers was 13.71 and it was in the post test 20.18. The knowledge score of the mothers regarding Behavioural problems of preschoolers shows marked improvement after giving Structured Teaching Programme. This indicates that Structured Teaching Programme is effective in improving the knowledge of Mothers regarding Behavioural problems of preschoolers.

REFERENCES

1. Vijayalakshmi K, Kumar CV, Rajamanickam H, Cherian A. Child rearing practices and psychological problems in children. Nursing and Midwifery Research Journal 2007 Apr;3(2):49-51. DOI:[10.1177/0974150X20070201](https://doi.org/10.1177/0974150X20070201) Corpus ID: 229977874 <https://www.semanticscholar.org>
2. Datta P. Pediatric Nursing. 2nd edition. New Delhi: Jaypee Brothers Medical Publishers (P) Ltd; 2009.p.1, 186-192
3. Sreevani R. Textbook of psychology. 3rd ed. Delhi; 2014
4. Ganesha.& Venkatesan, S.(2012). Comparative profiles of problem behaviours in Richman, M., Stevenson, J. , & Graham,P.J. (1982). Preschool to school: A behavioural study. London: Academic Press. Reference ID=1046366
5. Coleman ER. Psychological problems of pre-school children in an urban area. British Journal of Psychology. 1977: 43, 623-630
6. Huaqing C, Kaiser, Ann P. Behavior problems of preschool children from low income families. Topics in Early Childhood Special Education 2003 Dec; 23(4):188-216
7. Piyush Gupta, "Essential pediatric nursing", 1st edition A.P Jain Publisher
8. Kessler RC, Amminger GP, Aguilar-Gaxiola S, Alonso J, Lee S, Ustün TB. Age of onset of mental disorders: a review of recent literature. Curropin Psychiatry. 2007;20(4):359 – 64
9. Bear, GG. Best practices in school discipline. UCLA centre for Mental health in schools/Los Angeles.2016.
10. K.P. Neeraja. (2006).Text book of growth and development for Nursing students (1st edition). Jaypee brothers Medical Publication. New Delhi.
11. Centers for Disease Control and Prevention (CDC). (2020). Childrens mental health. 2020. <https://www.cdc.gov/childrensmentalhealth/data>.
12. Mrs. Shashi Kiran and Dr. Harvinder Kaur. (2020); Effectiveness of Structured Teaching Program on Knowledge and Attitude Regarding Selected Behavioral Problems in Children among Mothers in Shimla City: A Pilot Study. Int Aca. J Adv Prct. Nurs. 1(1) 39- 45.

13. Shalini. “A study to assess the effectiveness of structured teaching programme on knowledge regarding behavioral problems of children among primary school teachers in selected schools in kalyanpur. Journal of Emerging Technologies and Innovative Research (JETIR). Volume 10, Issue 1. 2023.
14. Ms. Humaira Qadir Lone and Mr. Sameer Ahmad Dar. “A study to assess the effectiveness of structured teaching programme on knowledge of mothers regarding behavioural problems among pre- schoolers in Anganwadi centres of district Ganderbal, Kashmir.” International Journal of Creative Research Thoughts (IJCRT). Volume 9, Issue 8 August 2021.
15. Anet Joy, Jismi Jigu, Leema Thomas, Nithya Sara James, Sandhra Benni, Jyothilakshmi J. A Study to assess the effectiveness of Structured teaching program on knowledge regarding behavioural problems of children among mothers in selected areas at Kollam. Asian J. Nursing Education and Research. 2021; 11(3):365-8. doi: 365-368
16. Mrs. Shashi Kiran and Dr. Harvinder Kaur. (2020); Effectiveness of Structured Teaching Program on Knowledge and Attitude Regarding Selected Behavioral Problems in Children among Mothers in Shimla City: A Pilot Study. Int Aca. J Adv Prct. Nurs. 1(1) 39- 45.

