



Original Research Article

Experimental Study to Evaluate the Effectiveness of Planned Teaching Program Regarding Behavioral Problems of Preschoolers in Terms of Attitude of Mothers in Selected Rural Areas

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ABSTRACT

Introduction: The children of today are the future of tomorrow; this powerful statement assumes special significance in the context as children (0-14 years) comprise one third of the total population in the country. All kids misbehave some times, and some may have temporary behavior problems due to stress. For example, the birth of a sibling, a divorce, or a death in the family may cause a child to act out. Behavior disorders are more serious. They involve a pattern of hostile, aggressive, or disruptive behaviors for more than 6 months. The behavior is also not appropriate for the child's age.

Objective: The objective of this study was to assess and evaluate the attitude of mothers regarding behavioral problems of preschoolers before and after the administration of planned teaching program.

Methods: Total sample of the study was 34 mothers. A 26 items & 5- point likert scale was developed after detailed literature search to focus on attitude of mothers regarding behavioral problems of preschoolers.

Results: The mean post-test attitude score (98.02) was higher than the mean pre-test attitude score (95.73). The 't' value, (2.86), at 0.05 level of significance indicated a significant difference between the pre-test attitude scores and post-test attitude scores was true difference and not by chance. Hence, it showed that the planned teaching program enables mothers for developing favorable attitude regarding behavioral problems of preschoolers. There was no significant association between gain in post-test attitude scores and the selected demographic variables. The study concludes that planned teaching programme was effective for developing favorable attitude regarding behavioral problems of preschoolers.

Conclusion: The results of the study show that planned teaching program regarding behavioral problems of preschoolers was effective method for developing favorable attitude regarding behavioral problems among preschoolers.

Key Words: Behavioral Problems, Preschoolers, Planned Teaching Programme, Children

INTRODUCTION

The children of today are the future of tomorrow; this powerful statement assumes special significance in the context

as children (0-14 years) comprise one third of the total population in the country. Every child, on provision of a conducive and an enabling environment, may blossom into an

ever fragrant flower, to shine in all spheres of life. This reminds us of the onerous responsibility that we have to mold and shape their present conditions in the best possible way. [1]

The journey in the life cycle of a child involves the critical components of child survival, child development and child protection. Child participation which envisages their active involvement and say in the entire process adds a new dimension. Child survival entails their basic right of being born in a safe and nondiscriminatory environment and grows through the formative years of life in a healthy and dignified way. [1]

All kids misbehave some times, and some may have temporary behavior problems due to stress. For example, the birth of a sibling, a divorce, or a death in the family may cause a child to act out. Behavior disorders are more serious. They involve a pattern of hostile, aggressive, or disruptive behaviors for more than 6 months. The behavior is also not appropriate for the child's age. [2]

Most children are healthy, physically and emotionally, yet one in every four to five child in the general population meet criteria for a lifetime mental disorder that is associated with severe role impairment and/or distress with mood disorders (11.2%), anxiety disorders (8.3%) and behavior disorders (9.6 %). A national and international literature review found that an average of 17 percent of children experience an emotional, mental, or behavioral disorder. [3]

Behavior problems are viewed as discrepancy between the child's behavior and demands placed on him by his parents, teachers and colleagues. [4]

The behavioral characteristics commonly observed during the toddler period include negativism, temper tantrums, ritualistic behavior, and ambivalence. Some of the common behavioral problems in

children are resistance to feed or impaired appetite, breath holding spell, temper tantrums, thumb sucking, nail biting, masturbation, unclear speech, stuttering, pica, sleep disturbances, enuresis, encopresis, etc. These problems can cause anxiety to the parents. [5]

Research suggests that parenting has an important role to play in helping children to become adjusted and that the first few months and years of a child's life are especially important in establishing patterns of emotional, cognitive and social functioning which will in turn influence the child's future development and in particular, their mental health. The finding of this review provides some support for the use of group-based parenting programs to improve the emotional and behavioral adjustment of children under the age of 3 years. Parenting programs may therefore have a role to play in improving the emotional and behavioral adjustment of infants and toddlers. [2]

MATERIALS AND METHODS

The present study was carried out in Budhyiovillage, Ambala, Haryana. An experimental research approach and Pre-experimental one group pre-test post-test design was used. Ethical clearance was taken from the ethical committee of Maharishi Markandeshwar University, Mullana, Ambala. Mothers having children with the age group of 3-5 years were the subjects. Total sample of the study was 34. Convenience sampling technique was used to select the sample. Each of them gave written consent for the study. A 26 items & 5- point likert scale was developed after detailed literature search. The items of this tool were grouped into four areas i.e. concept, types, causes and management regarding behavioral problems of preschoolers. A Performa was designed to collect the relevant sample characteristics data. The content validity has been established satisfactorily. The reliability of

attitude scale was determined by cronbach alpha and was found to be 0.70. Thus the tools were found to be reliable.

The pilot study was conducted to evaluate the effectiveness of planned teaching program and also to find out the feasibility of the study and to decide on the plan of statistical analysis. Ten mothers were selected by convenient sampling who was having children of the age group of 3-5 yrs. On first and second day, pretest of attitude was taken. On 3rd day planned teaching program was given. Then on 7th day the post test was taken. Findings of the pilot study revealed that it was feasible to conduct the study and criterion measure was found to be effective. The plan of statistical analysis too was determined.

After obtaining administrative approval, and permission from the village sarpanch the final study was conducted in Budhyiovillage district Ambala. Total 34 mothers were selected by convenience sampling who were having children of the age group of 3-5 yrs. From 1st to 5th day, pre-test of attitude of mothers regarding behavioral problems of preschoolers was done. From 6th to 8th day planned teaching program was given. The sample was divided into 3 groups and planned teaching program was given for 3 days separately to each group. Then from 22th to 24th day the post-

test of attitude of mothers regarding behavioral problems of preschoolers was taken. The data collected and analyzed as per the plan of analysis.

RESULTS

The results of the study shows that planned teaching program regarding behavioral problems of preschoolers was effective method for developing favorable attitude regarding behavioral problems among preschooler

Table 1: Frequency and percentage distribution of attitude scores in terms of range of attitude scores of mothers regarding behavioral problems of preschoolers. N =34

Range of scores	Pre -test		Post -test	
	f	%	f	%
Unfavorable (26- 68)	00	00	00	00
Moderately favorable (69-101)	19	55.8	16	47
Favorable (102-130)	15	44.2	18	53

Minimum score = 26

maximum score = 130

The data presented in table 1 showed that in the pre-test 55.8% of mothers had moderately favorable attitude and 44.2% had favorable attitude toward behavioral problems of preschoolers whereas in the post-test 47% of mothers had moderately favorable attitude and 53% had favorable attitude toward behavioral problems of preschoolers.

Table-2: Area wise mean actual gain, possible gain and modified gain of attitude scores obtained by mothers regarding behavioral problems of preschoolers. N =34

Area	Max. score	Pre-test			Post-test			Actual gain	Possible gain	Modified gain
		Mean	%	SD	Mean	%	SD			
Concept	55	43.17	78.40	7.03	44.23	80.41	6.38	1.06	11.83	0.08
Causes	30	22.52	75.06	3.17	22.88	76.27	3.32	0.36	07.48	0.04
Signs& symptoms	10	07.47	74.70	1.77	07.42	74.27	1.72	0.05	02.53	0.01
Management	35	22.56	64.20	3.29	22.70	64.87	3.26	0.20	12.50	0.01

Minimum score = 26

Maximum score = 130

The data presented in the table 2 revealed that the maximum gain had been in the area of concept of behavioral problems of preschoolers (0.08). The second highest gain had been in the area of causes (0.04) followed by signs and symptoms of

behavioral problems of preschoolers (0.01), and management (0.01). Thus, there is development of favorable attitude in all learning areas.

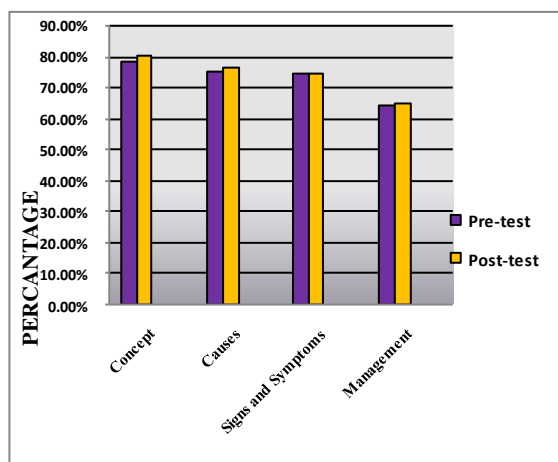


Figure 1: Bar graph comparing the mean percentage of pre-test and post-test Attitudescores in specific content areas obtained by mothers regarding behavioral problems of preschoolers

Table 3: Area wise mean difference, standard deviation of difference, standard error of mean difference and 't' value from pre- test to post -test attitude scores of mothers regarding behavioral problems of preschoolers N=34

Knowledge score	Mean _D	SD _D	SE _{MD}	't' value	p-value
Concept	1.05	2.63	2.40	2.33	0.025*
Causes	0.35	1.36	0.87	1.50	0.142 ^{NS}
Signs and symptoms	0.17	0.57	0.39	1.78	0.083 ^{NS}
Management	0.14	0.98	0.87	0.86	0.390 ^{NS}

Minimum score = 26

Maximum score =130

't' (33) = 2.03 at 0.05 level of significance

The data presented in the table 3 showed that the obtained 't' values in concept were significant at 0.05 level. It indicated that the difference between the mean pre-test and post-test scores of concept area was the true difference and not by chance. But the obtained 't' values of causes, signs and symptoms and management were not significant at 0.05 level. It indicated that the difference between the mean pre-test and post-test scores of these areas was the not a true difference but by chance.

Table 4: Mean, mean difference, standard deviation of difference, standard error of mean difference 't' value from pre- test to post -test attitude scores of mothers regarding behavioral problems of preschoolers N=34

Attitude score	Mean	Mean _D	SD _D	SE _{MD}	't' Value
Pre- test	95.73	2.29	4.12	5.82	2.86*
Post- test	98.02				

Minimum score = 26

Maximum score =130

The data presented in the Table 4 shows the t value of attitude of mothers

regarding behavioral problems of preschoolers. It must be noted that the difference between mean pre-test and post-test scores of mothers is true and not by chance. Hence planned teaching programme was effective for developing favorable attitude regarding behavioral problems of preschoolers.

Table 5: Correlation between knowledge scores and attitude scores obtained by mothers regarding behavioral problems among preschoolers

Test	Knowledge scores	Attitude score	R
	Mean±SD	Mean±SD	
Pre-test	11.23+ 2.774	95.73+11.8	0.004 ^{NS}
Post-test	16.64+ 2.130	98.02+11.6	0.16 ^{NS}

Minimum score = 26

Maximum score =130

Correlation coefficient table value at 5% df = 0.30

The findings in the table 5 showed that coefficient of correlation between pre-test knowledge score and attitude score is 0.004, suggesting that no correlation between pre-test knowledge score and attitude at 0.05 levels. Coefficient of correlation between post-test knowledge score and attitude score is 0.16, suggesting no correlation between post-test knowledge score and attitude score at 0.05 levels. Thus research hypothesis was rejected and null hypothesis was accepted.

DISCUSSION

The findings of the study show that the mothers having a moderately favorable attitude before the administration planned teaching program towards the behavioral problems of preschoolers. After the administration planned teaching program, the mothers developing a favorable attitude towards the behavioral problems of preschoolers. The findings of the study conducted by CfnNg, SnWong, in 2004 is inconsistent with the findings of the current study. They states that Overall, 77% of the parents would praise their children for achieving dry nights, means that they are having a positive attitude towards bed wetting, while 57% would punish their

children for wet nights, having negative attitude towards bedwetting. ^[6]

The study concludes that planned teaching programme was effective developing favorable attitude regarding behavioral problems of preschooler. The recommendations for the study are: The study can be replicated on a larger sample of mothers of selected from different communities for wider generalization of findings. A comparative study can be done to assess the attitude of mothers having children with behavioral problems without behavioral problems.

CONCLUSION

The results of the study show that planned teaching program regarding behavioral problems of preschoolers was effective method for developing favorable attitude regarding behavioral problems among preschoolers.

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