

# Effectiveness of Health Education Programme on Mother's Knowledge Regarding Behavioral Problems of Pre Scholars in a Rural Community.

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## Abstract

**Introduction:** Behavioral problems became the common problems in preschoolers and often cause disruption for the parents. Behavioral problems are the most common problems during childhood but sometimes children get rid of these problems. The common behavioral problems are tantrums, power struggle, whining, swearing etc. The behavior of preschooler children is reflected by parenting style by which they brought up their children. The structured teaching programme is much effective to improve the knowledge of mothers regarding behavioral problems of preschoolers. **Methods:** A Quasi-experimental study with pre/post-intervention phases using the quantitative method of data collection conducted among mothers in rural community, Lahore, to determine the effectiveness of health education regarding behavioral problems of preschoolers. The sample size was 60 by using convenient sampling technique. SPSS version 21 statistical software was used for data analysis and a 95% confidence interval was used in this study with a  $P \leq 0.05$  considered statistically significant. **Results:** Results showed that the total mean of knowledge before intervention was 13.06 but after intervention, the total mean of knowledge was 22.54. The structured teaching programme has increased the knowledge of mothers regarding behavioral problems of preschoolers. **Conclusions:** This study has demonstrated the structured teaching programme in community is much effective to improve the knowledge of mothers regarding behavioral problems of preschoolers. The mean knowledge score on behavioral problems increased significantly after the teaching sessions.

**Keywords-** Effectiveness, Structured teaching programme, Knowledge, Behavioral problems. Introduction

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## 1. Introduction

Behavioral problems became the common problems in preschoolers and often cause disruption for the parents (Masare, Bansode-Gokhe, & Shinde, 2017).

Behavioral problems are the most common problems during childhood but sometimes children get rid of these problems. Behavioral problem is sometimes associated with the adverse consequences but the interventions must be removed the risks which are exaggerated this problematic behavior. It is difficult to explain which children's difficulties get worse (Tichovolsky, Arnold, & Baker, 2013).

The common behavioral problems are tantrums, power struggle, whining, swearing etc. The behavior of preschooler children is reflected by parenting style by which they brought up their children.

It is strongly specified that the interventions like structured teaching programme improve the parent's behavior which reflect the children's behavior. The parent's changing behavior modifies the behavioral problems among children (Gach, Ip, Sameroff, & Olson, 2018).

There was significant association between the level of knowledge and socio demographic variables like age and previous knowledge regarding selected children's behavioral problems and its prevention and there was no significant association between level of knowledge and selected demographic variables namely gender, Religion, Educational Status of the father, educational status of mother, annual income of the family, source of information in both pre-test and post-test. Behavior is influenced by expectations, emotions and beliefs. Behavior can be affected by a number of social and environmental factors like parenting, gender, life events and interaction with friends (NAGANANDINI, 2016).

Children of this age or developmental stage make a clear distinction between, and appear to have different emotional responses to real life and aggression, with potentially different behavioral consequences cohere with recent research. It is suggest that aggressive behavior or tantrums results from a combination of inner and

environmental factors, where family and community have a key role in limiting the effect of aggression on behavior of children (Mitrofan, Paul, Weich, & Spencer, 2014).

Power struggles between parents and children have become more common in recent years. This is a direct result of the elevation of power we see all around us, on television, in music, in politics, and in the movies. In our culture, kids are taught from early on that power and brute force will get them what they want. As a result, we see a lot of kids who don't know how to solve social or functional problems constructively. If your child is trying to draw you into these kinds of defiant power struggles, realize that he needs to develop more appropriate problem solving skills as soon as possible. Kids who use this type of behavior to get their way are headed down a dangerous path that only leads to serious difficulties later in life (Melville, 2018).

It founded that excessive infant crying as perceived by their mothers, in term born babies, doubles the risk for children's overall problem behavior, conduct problems, hyperactivity, and mood problems at the age of 5–6. Maternal burden of care for her infant mediates for a small part the association between excessive crying and behavioral and mood problems. Mediation by maternal burden of care of the association of whining and hyperactivity is negligible. Evidence was found for partial mediation by maternal aggressive behavior as well (Smarius et al., 2017).

Mothers play an important role in children's growth by providing love, care and support. As they brought up their children, they know very well about them. So, they can easily find out the behavioral disorders in their children. Parents are the one to whom the children concerns earlier and demand for everything from them. Normal behavior developments in children require equal participation of parents (R.L Coley, 2014).

### **Literature Review**

Structured teaching plan was effective in improving the knowledge of children regarding selected behavioral problems and its prevention. There is a significant difference between the pre-test and post-test knowledge level. These scores were demonstrated by using paired -t test. The analysis of the mean and standard deviation of the knowledge score in pre-test and post-test revealed that the mean pre-test knowledge score was 14.40 whereas posttest score was 32.7. This high mean difference 18.3 shows the effectiveness of structured teaching plan. Overall findings revealed the effectiveness of structured teaching plan (Naganandini, 2016).

Excessive crying (Whining) is a prevalent problem and that mothers of crying babies at the age of 3 months reported more problem behaviors when their children reach 4 years of age than mothers of non-crying babies (I. S. Santos, Matijasevich, Capilheira, Anselmi, & Barros, 2015).

A study conducted by Daijiworld Mangalore (Garg, Pandya, & Ravindra, 2014) revealed that many behavioral disorders seen among children in the recent times is Attention Deficiency or Hyperactivity disorders. All the participants were given the health education regarding behavioral problems of children. After analysis, it was concluded that the post-test knowledge score is higher than the pre-test knowledge score. The study conducted by (Sandeep Garg1, Arpan Pandya2, Ravindra H.N, 2014), in which it is concluded that the health education program is effective tool to improve the knowledge regarding behavioral problems of children among mothers.

The results indicated that certain family types have children with significantly higher child internalizing and externalizing behavior problems. In particular, there was some evidence of significant interaction effects of both family change and family structure in relation to the development of child internalizing and externalizing behavior problems. There also appeared to be some evidence for the independent role that family change has with the development of child behavior problems. This finding is consistent with a variety previous articles published on the topic in which family structure and family change are important to consider conjointly, rather than separate, when establishing the family's relationship with child behavioral problems (Hamre, Hatfield, Pianta, & Jamil, 2014).

A study conducted by (Chaplain, 2017) which includes the article provides an overview of anti-social behavior legislation and the implications for children, schools and parents. It focuses upon the interconnectedness of families and schools with the intention to better inform educational leaders of the changes to roles and responsibilities under the legislation.

### **Methodology**

Quasi-experimental with pre and post-intervention phases using the quantitative method of data collection. Data was collected from 60 women using convenient sampling technique. A well adopted questionnaire was used, Participants were well informed. Data was analysed through SPSS 21. The study was 4-5 month (September 2018 to December 2018).

## Results

This section presents the outcomes of the study, Profile of the respondents and outcome of questionnaire regarding knowledge regarding behavioral problems and also represents the result of paired t-test comparison before and after intervention and results for objective of this study “To evaluate the effectiveness of structured teaching programme on mother’s knowledge regarding behavioral problems of preschoolers. According to this table total of 60 respondents participated in the study. It indicates that the majority of the participants were females (100%).The minimum age of respondents was 18 years and the maximum age 48 years. Most respondents were between the ages of 28 and 37 years (41.7%).

**Table 1:** Demographic Characteristic of participants.

Table No: 1 Demographic Characteristic				
S#	Demographic Characteristic	N		%
		60		100%
<b>1</b>		<b>GENDER</b>		
	Female	60		100%
	Male	0		0
<b>2</b>		<b>Qualification</b>		
	Non educated	6		10.0%
	Primary	16		26.7%
	Middle	18		30.0%
	Secondary	20		33.3%
<b>3</b>		<b>Age Group</b>		
	18-27year	20		33.3%
	28-37year	25		41.7%
	38-47year	15		25.0%

According to this table total of 60 respondents participated in the study. It indicates that the majority of the participants were females (100%).The minimum age of respondents was 18 years and the maximum age 48 years. Most respondents were between the ages of 28 and 37 years (41.7%). The study showed that nearly (8.3%) respondents had a short experience of working. While maximum years of experience are 6-10 Years having n=28(46.7%).

**Table 2:** Paired Samples Statistics.

Table No: 2 Paired Samples Statistics				
	Mean	N	SD	SE
Pre intervention	13.06	70	5.841	.698
Post intervention	22.54	70	3.847	.460

Following table and figure shows the mean, standard deviation, standard error of mean and mean percentages of pre-post score of knowledge and practice, illustrate that the knowledge and practice score mean improved in post intervention phase. That was 46.96% pre-test knowledge and improved at 86.63% level in post intervention phase, similarly the practice mean also improved from 36.06% to 82.11% in post test phase. **Table No. 3** Paired Samples Test

Table No: 3 Paired Samples Test								
	Paired Differences					t	DF	Sig.(2-tailed)
	Mean	SD	S.E	95% Confidence Interval				
				Lower	Upper			
Pre-Post	-9.48	3.28	.39	-10.26	-8.70	-24.17	69	.00

## Discussion

A structured interview schedule was used to collect the data. A quasi experimental one group pretest post-test design was used to evaluate the knowledge of 70 samples (mothers) regarding behavioral problems of preschoolers using purposive convenient sampling technique. The pre-test was followed by implementation of Structured Teaching Programme and post-test was conducted after 4 weeks using same structured interview schedule to find out the effectiveness.

The mean of pre-test knowledge 13.06 and the mean of post-test knowledge is 22.54. It is assessed that the structured teaching plan affects the mothers' knowledge regarding behavioral problems. The structured teaching plan enhanced the knowledge of mothers regarding behavioral problems of preschoolers.

A study conducted by Daijiworld Mangalore (Garg et al., 2014) revealed that many behavioral disorders seen among children in the recent times is Attention Deficiency or Hyperactivity disorders. All the participants were given the health education regarding behavioral problems of children. After analysis, it was concluded that the post-test knowledge score is higher than the pre-test knowledge score. The study includes mothers of preschoolers aged under 6 year children. It is observed that the behavioral problems among preschooler children is due to lack of knowledge among mothers. The children got behavioral problems due to the deficiency in their nurturing.

The results indicated that certain family types have children with significantly higher child internalizing and externalizing behavior problems. In particular, there was some evidence of significant interaction effects of both family change and family structure in relation to the development of child internalizing and externalizing behavior problems. There also appeared to be some evidence for the independent role that family change has with the development of child behavior problems. This finding is consistent with a variety previous articles published on the topic in which family structure and family change are important to consider conjointly, rather than separate, when establishing the family's relationship with child behavioral problems (Hamre et al., 2014) skills seriously. About 74 students strongly agreed to this statement, while 29 nursing students agreed to this statement and believed that communication skills cannot be learned seriously. Almost 36 students remained neutral. On the contrary, 40 students disagreed to this statement and considered that communication skills can be learned. Another 16 nursing students strongly disagreed. as compared by Matsudo V et al (2013) 43% participants are agree about nursing students who find it difficult to learn the communication skills seriously and 23% participants are strongly agree. 27% nurses are strongly disagree, 32% nurses are disagree, 9% nurses are neutral. The over result are about positive response of the participants.

## Conclusion

The study has concluded that educational intervention in community is much effective to improve the knowledge of mothers regarding behavioral problems of preschoolers. Educational interventions related to behavioral problems has a potential to make a great impact on the behavior of preschooler children. The knowledge of mothers regarding behavioral problems of preschoolers required for nurturing the preschool children. In the study, the structured teaching programme is effectively significant among mothers.

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