

International Multidisciplinary Research Journal

Golden Research Thoughts

Chief Editor
Dr.Tukaram Narayan Shinde

Publisher
Mrs.Laxmi Ashok Yakkaldevi

Associate Editor
Dr.Rajani Dalvi

Honorary
Mr.Ashok Yakkaldevi

Golden Research Thoughts Journal is a multidisciplinary research journal, published monthly in English, Hindi & Marathi Language. All research papers submitted to the journal will be double - blind peer reviewed referred by members of the editorial board. Readers will include investigator in universities, research institutes government and industry with research interest in the general subjects.

Regional Editor

Dr. T. Manichander

International Advisory Board

Kamani Perera
Regional Center For Strategic Studies, Sri Lanka

Mohammad Hailat
Dept. of Mathematical Sciences,
University of South Carolina Aiken

Hasan Baktir
English Language and Literature
Department, Kayseri

Janaki Sinnasamy
Librarian, University of Malaya

Abdullah Sabbagh
Engineering Studies, Sydney

Ghayoor Abbas Chotana
Dept of Chemistry, Lahore University of
Management Sciences[PK]

Romona Mihaila
Spiru Haret University, Romania

Ecaterina Patrascu
Spiru Haret University, Bucharest

Anna Maria Constantinovici
AL. I. Cuza University, Romania

Delia Serbescu
Spiru Haret University, Bucharest,
Romania

Loredana Bosca
Spiru Haret University, Romania

Ilie Pinteau,
Spiru Haret University, Romania

Anurag Misra
DBS College, Kanpur

Fabricio Moraes de Almeida
Federal University of Rondonia, Brazil

Xiaohua Yang
PhD, USA

Titus PopPhD, Partium Christian
University, Oradea, Romania

George - Calin SERITAN
Faculty of Philosophy and Socio-Political
Sciences Al. I. Cuza University, Iasi

.....More

Editorial Board

Pratap Vyamktrao Naikwade
ASP College Devrukh, Ratnagiri, MS India Ex - VC. Solapur University, Solapur

Iresh Swami

Rajendra Shendge
Director, B.C.U.D. Solapur University,
Solapur

R. R. Patil
Head Geology Department Solapur
University, Solapur

N.S. Dhaygude
Ex. Prin. Dayanand College, Solapur

R. R. Yaliker
Director Management Institute, Solapur

Rama Bhosale
Prin. and Jt. Director Higher Education,
Panvel

Narendra Kadu
Jt. Director Higher Education, Pune

Umesh Rajderkar
Head Humanities & Social Science
YCMOU, Nashik

Salve R. N.
Department of Sociology, Shivaji
University, Kolhapur

K. M. Bhandarkar
Praful Patel College of Education, Gondia

S. R. Pandya
Head Education Dept. Mumbai University,
Mumbai

Govind P. Shinde
Bharati Vidyapeeth School of Distance
Education Center, Navi Mumbai

G. P. Patankar
S. D. M. Degree College, Honavar, Karnataka

Alka Darshan Shrivastava
Shaskiya Snatkottar Mahavidyalaya, Dhar

Chakane Sanjay Dnyaneshwar
Arts, Science & Commerce College,
Indapur, Pune

Maj. S. Bakhtiar Choudhary
Director, Hyderabad AP India.

Rahul Shriram Sudke
Devi Ahilya Vishwavidyalaya, Indore

Awadhesh Kumar Shirotriya
Secretary, Play India Play, Meerut (U.P.)

S. Parvathi Devi
Ph.D.-University of Allahabad

S.KANNAN
Annamalai University, TN

Sonal Singh,
Vikram University, Ujjain

Satish Kumar Kalhotra
Maulana Azad National Urdu University



“EFFECTIVENESS OF STRUCTURED TEACHING PROGRAMME ON KNOWLEDGE AND SELF REPORTED PRACTICES OF MOTHERS ON MANAGING COMMON BEHAVIORAL PROBLEMS AMONG TODDLERS AT SELECTED DAY CARE CENTERS OF PUNE CITY.”



Jyoti Naikare¹, Dr. Kochu Thresiamma Thomas² and Dr.Rekha J.Ogale³.

¹Ph.D.Nursing, National University of medical Sciences, Jaipur, India.

²Nursing Research Expert, NIMS University, Jaipur.

³founder Principal cum Professor, Sinhgad College of Nursing, Pune, India.

ABSTRACT

In today's world human life has taken a drastic mode with technological bonding rather than human bonding due to fast and ambitious life. Simultaneously It is proved that every person needs psychological stability to achieve success in life, which they need from birth, as newborn understands mother touch to develop trust and if it fails it raises to the negative counterpart with the mistrust, so, children from birth learns and controls their own behavior. Toddlers (1 to 3 years old children) are the most psychologically vulnerable group, always prone to get disturb with their behavior, and commonly seen with the behavioral problems under pediatric group. Parents of the toddlers have to be more knowledgeable and needs skill for managing the common behavioral problems among the them. Purpose: To study effectiveness of structured teaching programme on knowledge and self reported practices of mothers on managing common behavioral problems among Toddlers. Objectives: 1) To assess the prevalence of common behavioral problem among the Toddler, 2) to assess the mothers

perception about toddler behavior 3) to assess the effect of structured Teaching programme on knowledge and self reported practices of the mothers on managing common behavioral problems among toddlers. Material and Methods: This was Quantitative pre-experimental one group pre-test and post-test research design. The sample size was 200 mothers; probability systematic sampling technique was used for the sample selection. The study was conducted for the mothers of the toddlers at registered day care centers of the city, total 134 day care centers of the city found registered, Data collection was done by using demographic data of the samples, objective and subjective questionnaires to assess the prevalence of common behavioral problems among toddlers and mothers perception related to toddler behavior. Structured questionnaire were used to assess



mothers knowledge and self reported checklist was used to assess the practices of mothers on managing common behavioral problems among toddlers. Result: prevalence had shown that majority of the toddlers had Interrupting, throwing the things and temper tantrum common behavioral problems, 44.5 % mothers had borderline perception about their toddler behavior. 35.5% toddler mothers shouts and beats the child frequently with misbehavior and only 5% mother guides and counsels the child regularly. Structured teaching programme revealed effective on Knowledge and self reported practices of the mothers on managing common behavioral problems among toddlers. Conclusion: structured teaching programme was effective to improve mother knowledge and self reported practices, simultaneously it's a challenge for today to up bring the mentally healthy children for future through regular teaching, guidance and counseling to the Parents related to managing and maintaining healthy minds of the children.

KEYWORDS:- *Structured teaching programme, self reported practices, common behavioral problems, Toddlers.*

1.INTRODUCTION :

Nation wealth is today's children health, and its necessary to upbringing them in such a way to create healthy and industrious personalities with fulfillment of all aspects of the health. Toddlers' health imposes equal importance on physical and psychological aspects for achieving their normal growth and development. Mother of the toddler carries important role in raring and bearing practices for the developing healthy toddlers. Toddler (from 1 year to 3 years age group) is the most vulnerable children for psychological disturbance and usually affect with common behavioral problems. Common behavioral problems seen to be very simple and mild but puts lifelong impact on children development if not diagnosed and treated at early stage. Mother of the toddler is the key person in toddler life for their psychological stability, as mother is most trusted and caring personality to the toddlers. Children always observe adults in the family and behave accordingly. Therefore it's necessary to make parent competent for managing toddlers common behavioral problems.

2. REVIEW OF LITERATURE

Proper education, guidance and counseling to the mothers on handling the toddlers for proper psychological development will help to achieve the future goal of nation to have the generation with healthy minds and dynamic personalities.

Literatures were reviewed on Common behavioral problems among the Toddlers and its management, Problems faced by the mothers/care taker on managing common behavioral problems among the toddlers, Knowledge and practices of mothers/ care taker on managing behavioral problems among the toddlers, and structured teaching programme.

Extensive search reveled that training of the parents is an essential for managing and maintaining healthy minds of the toddlers. The spectrum of the child behavioral problems ranges from mild to clinically problematic. Developing a close parent ship with the children is important. Its necessary to prevent the factor responsible for child behavioral problems rather than curing behavioral disorders in children (Berk E.L. 2012). Thus the study was carried out to assess the effectiveness of Structured Teaching Programme on knowledge and self reported practices of mothers on managing common behavioral problems.

3. RESEARCH METHODOLOGY

This study used quantitative research approach. A pre-experimental study with one group pre-test post-test research design, and found to be the best to assess effectiveness of structured teaching programme (independent variable) on knowledge and self reported practices of the mothers (dependent variable) on managing common behavioral problems among Toddlers.

3.1. Setting: selected registered day care centers of Pune city.

3.2. Population: Mothers of the Toddlers.

3.3. Sample size: 200.

3.4. Inclusive criteria:

- Mother of the Toddlers from selected registered day care centers.
- Mothers, who can read, write and understand English or Marathi.
- Mothers those who were willing to participate in the study.

3.5. Exclusion criteria:

- Toddlers’ mothers who had undergone with any kind of education related to toddlers behavioral problems.
- Mothers of physically/ mentally handicapped toddler.
- Mothers who consented but were absent for pre test/ intervention/ post test.

4. DESCRIPTION OF THE TOOL

Section I: A- Demographic Profile

Section was prepared to collect general information about the mothers of the toddlers about variables such as:

- Age of the toddler.
- Age of the mother.
- Qualification of the mother.
- Occupation of the mother.
- No. of children.

B-Prevalence of common behavioral problems among toddlers.

C-Modified Rating scale for mother perception in regard to their own toddler behavior to identify various level of toddler’s behavior.

Total 40 items were prepared with three grades 0 mark for never observed, 1 mark for sometime observed and 2 marks for always observed, therefore total score was 80 marks. Grading of Mothers perception was done as follows -

0-20	Normal.
21-50	Borderline.
51-80	Clinical behavior.

D- Open ended question for assessing regular practices of mothers on managing common behavioral problems among toddlers.

Section II: Tool to assess the Knowledge of the mothers on managing common behavioral problems among toddlers.

Structured questionnaires were formulated based common behavioral problems and its management among the Toddlers. Questionnaires were prepared on following aspects- meaning and definition of common behavioral problems, causes of behavioral problems, various types of common behavioral problems among toddlers and its management.

Knowledge tool consisted of thirty items; the scoring done was as follows: correct answer- 1 mark and wrong answer- 0 mark. Total score- 30 marks. Grading was done as follows-

0-10	Poor.
11-20	Average.
21-30	Good.

Section III: Tool to assess the self reported practices of Mothers on managing common behavioral problems among toddlers.

Modified Self reported checklist was prepared to assess practices of Mothers on managing common behavioral problems among toddlers. Checklist had 40 items, each right answer carry 1 mark and wrong answer carry 0 mark.

Grading for self reported practices was done as follows-

0-10	Poor
11-25	Average
26-40	Good

5. RESULT AND ANALYSIS

This part deals with the overall analysis of samples related to Knowledge and self reported practices of mothers of the toddlers at selected registered day care centers. In terms of frequency distribution, percentage, average, t-value and p-value.

Section I:- Table 1: Demographic description of variables by frequency distribution and percentage. N=200

Demographic Parameters	Frequency	%
Age of the Toddlers		
1-2 yrs.	126	63
Above 2-3yrs.	74	37
Total	200	100
Age of the Mothers		
20-25 yrs.	40	20
Above 25-30 yrs.	67	33.5
Above 30- 35 yrs.	87	43.5
35 yrs and above.	06	3
Total	200	100
Qualification		
12 th passed	19	9.5
Diploma	68	34
Graduate	65	32.5
Post-graduate	48	24
Total	200	100
Occupation		
Employed.	138	69
Own Business.	62	31
Total	200	100
Number of children		
01	108	54
02	78	39
03	14	7
Total	200	100

The sample distribution in table 1 shows that 63% of the toddlers were from 1 to 2 years. 43.5% mothers were from 30 to 35 yrs. age group. 32.5 % mothers were graduates, 69% mothers were employed and 54% mothers were having only 1 child.

Table 2 : Analysis of prevalence of toddlers’ behavioral problems.

SR. NO.	BEHAVIORAL PROBLEM	frequency	PERCENTAGE
1.	Aggression, hitting, and biting.	80	40%
2.	Temper tantrums.	133	66.5%
3.	Thumb sucking.	110	55%
4.	Interrupting.	156	78%
5.	Lying.	48	24%
6.	Pulling hairs.	32	16%
7.	Screaming.	123	61.5%
8.	Tattling.	43	21.5%
9.	Teasing.	21	10.5%
10.	Throwing things.	148	74%
11.	Whining.	72	36%

Analysis of prevalence of toddlers behavioral problems shows that 78% of toddlers shows Interrupting, 74% throwing things, 66.5% temper tantrum, and 61.5% shows screaming behavioral problem.

Table 3: frequency distribution and percentage showing mothers’ perceptions related to her toddler behavior.

	Perception score			Total
	Normal	Borderline	Clinical Behavior	
Frequency	56	89	55	200
%	28	44.5	27.5	100

Table 3 shows that 44.5% mothers perception about their toddler behavior is at borderline, 28% mother perception is normal and 27.5% mothers perception shows clinical behavior.

Table 4: frequency distribution and percentage showing common practices of mothers on managing common behavioral problems in toddlers.

Sr. No.	Common self reported practices of mothers	Frequency	%
1.	Calm approach with proper explanation	20	10
2.	Shouts and beats the child	71	35.5
3.	Keep the child alone in dark room	30	15
4.	Don’t talk and ignore the child	36	18
5.	Promotes rewards for good behavior	25	12.5
6.	Guides and counsel the child regularly	10	5
7.	Spends more time with child whenever at home	8	4
Total		200	100

Table 4 shows that 35.5 % mothers shouts and beats the child whenever misbehaves, and only 5% mother tackles the toddler behavioral problems by proper counseling and guidance.

Section II :- Table 5: Comparison of Pretest Posttest Scores of Questionnaires on knowledge of mothers regarding managing behavioral problems among Toddlers.

Description of scores	Pretest		Post Test	
	Frequency	%	Frequency	%
Good (20-30)	30	15	145	72.5
Average (10-20)	60	30	45	22.5
Poor (Below 10)	110	55	10	5
Total	200	100	200	100

Table 5 shows that structured teaching programme was effective as post test knowledge got 72.5% good score. t cal is greater than t table value at 0.01 probability level so rejected null hypothesis and H1 is accepted at highly significant level.

Section III:- Table 6: Comparison of Pretest Posttest Scores of checklist on self reported practices of mothers regarding managing behavioral problems among the toddlers.

Description of scores	Pretest		Post Test	
	Frequency	%	Frequency	%
Good (25-40)	18	9	159	79.5
Average (10-25)	52	26	31	15.5
Poor (Below 10)	130	65	10	5
Total	200	100	200	100

Table 6 shows that structured teaching programme was effective as post test self reported practices of mothers on managing toddlers common behavioral problems, got 79.5% as good score t cal is greater than t table value at 0.01 probability level so reject null hypothesis.H1 is accepted at highly significant level.

Section IV- A: Table 7: Comparison of chi square value calculated with Table value shows association of pre-test knowledge score with selected demographical data.

Sr. No	Parameters	Chi square value	df	Table value at		Inference
				P= 0.05	P= 0.01	
1.	Age of the Toddlers	6.487	2	5.991	9.210	Ho rejected
2.	Age of the Mothers	11.342	6	12.592	16.812	Ho rejected
3.	Qualification	7.596	6	12.592	16.812	Ho accepted
4.	Occupation	0.176	2	5.991	9.210	
5.	Number of children	5.331	4	9.488	13.277	

- There was a highly significant association between knowledge of mothers on managing common behavioral problems among Toddlers with Age of the Toddlers, Age of the Mothers, Qualification and Number of children. As chi square calculated was greater than P value at 0.01 confidence interval.
- There was no significant association between knowledge of mothers on managing common behavioral problems among Toddlers and Occupation of samples. As chi square calculated was smaller than P value at 0.05 confidence interval.

Section IV- B: Table 8: Association between self reported practices of mothers on managing common behavioral problems among Toddlers with selected demographic variables.

Sr. No.	Parameters	Chi square value calculated	df	Table value at		Inference
				P= 0.05	P= 0.01	
1.	Age of the Toddlers	6.487	2	5.991	9.210	Ho rejected
2.	Age of the Mothers	11.342	6	12.592	16.812	Ho rejected
3.	Qualification	7.596	6	12.592	16.812	Ho accepted
4.	Occupation	0.176	2	5.991	9.210	
5.	Number of children	5.331	4	9.488	13.277	

- Table 8 shows that there was a significant association between self reported practices of mothers on managing common behavioral problems among Toddlers and Age of the Toddlers, Age of the Mothers, As chi square calculated was greater than P value at 0.05 confidence interval.
- There was no significant association between self reported practices of mothers on managing common behavioral problems among Toddlers and Qualification, Number of children, Occupation of samples. As chi square calculated was smaller than P value at 0.05 confidence interval.

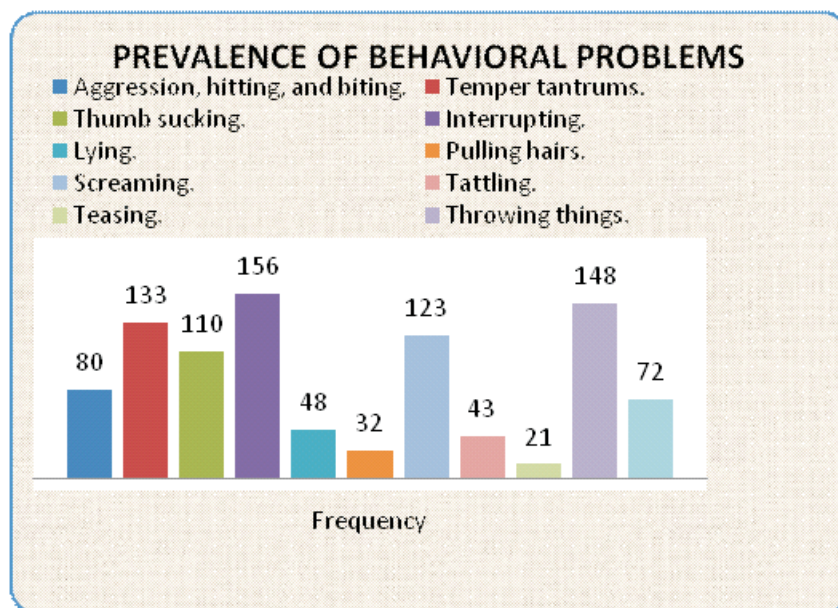


Fig.1. Prevalence Rate of common Behavioral problems among Toddlers

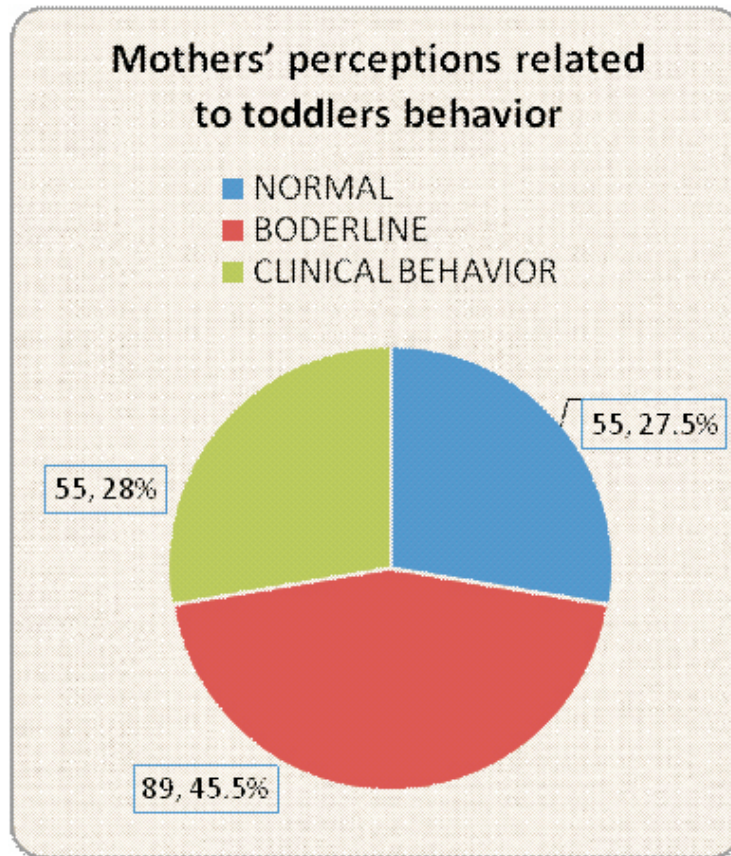


Fig.2 mothers perception towards their own toddler behavior

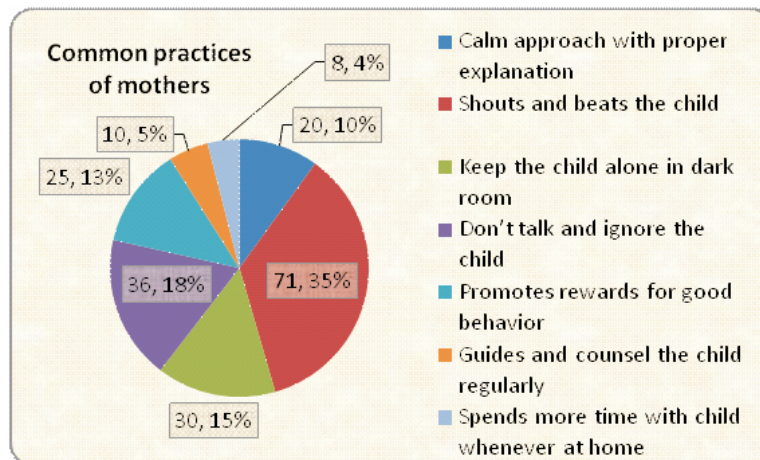


Fig. 3 common mothers practices in handling toddlers common behavioral problems.

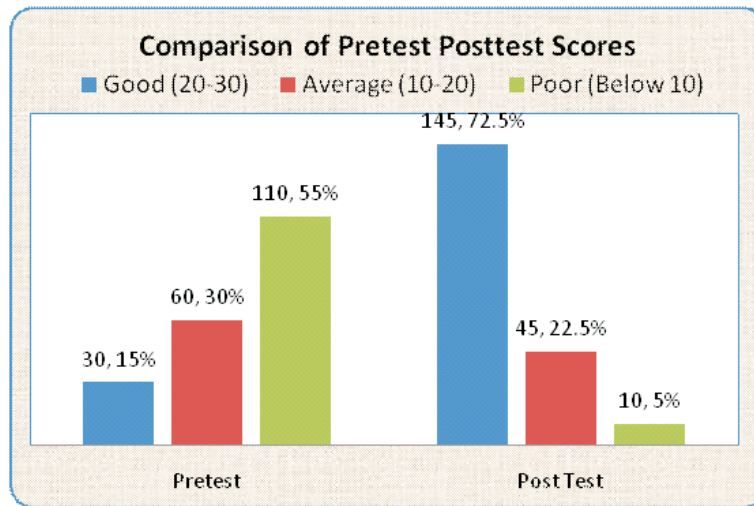


Fig.4 Comparison pre-test and post-test knowledge scores of toddlers mothers related to common behavioral problems among toddlers.

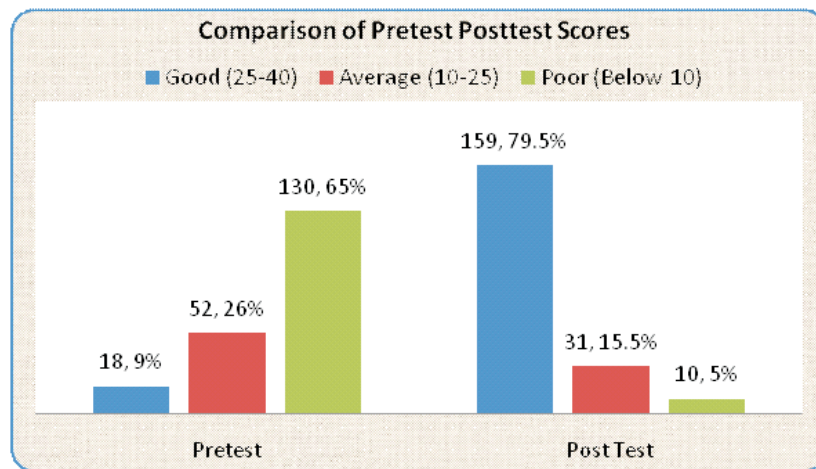


Fig.5 Comparison pre-test and post-test self reported practice scores of toddlers mothers related to common behavioral problems among toddlers.

6. DISCUSSION

Study concluded that most prevalent behavioral problems among toddlers are Temper tantrums; Screaming, Throwing things and least prevalent behavioral problems among toddlers are Teasing, Tattling, Pulling hairs, Lying, and Whining. Most of the Mothers’ have perceptions related to her toddler behavior as borderline behavior; most of the mother’s shouts and beats the child while managing common behavioral problems of their toddlers. There was a highly significant relationship between structured Teaching programme on knowledge and self reported practices of mothers on managing common behavioral problems among toddlers.

Statistically it has been proved that structured teaching programme had remarkably good effect on knowledge and self reported practices of mothers on managing common behavioral problems among toddlers. But it’s a huge need of today’s that each parent should be trained and competent to handle their toddlers in more reformative way rather than destructive way.

7. ACKNOWLEDGEMENT

The Author is thankful to administrative authority of NIMS University, Jaipur, registered day care centers of Pune city and each little toddler who allowed his/her mother to participate in this study.

REFERENCES

1. Marieke R Potijk, Andrea F de Winter, Support for Child emotional and behavioral disturbances *Social Psychiatry and Psychiatric Epidemiology*, June 2014, Volume 51, Issue 6, pp 817–826.
2. McMahon, Robert J., and Paul J. Frick. 2012. Evidence-Based Assessment of Conduct Problems in Children and Adolescents. *Journal of Clinical Child and Adolescent Psychology* 34: 477-505.
3. R. Sreevani, A Guide to mental health and psychiatric Nursing, Children Adjustment to life, Jaypee publication, 4th edition: 24-30.
4. *Journal of European Child & Adolescent Psychiatry*, Involvement of parents in child psychology, July 2011, Volume 20, Issue 7, pp 34.
5. Rutger C. M. E. Engels, *International journal of Behavioral development*, Parents role and responsibilities towards children behavioral problems, Volume 36, Issue 4, 2010,
6. Ann Buchanan, Eirini Flouri & Joann Ten Brinke, *Journal of Psychiatry*, interventions for child psychology, volume 21, issue 6, 2012, p 34-40
7. J. Barlow, J. Parsons and S. Stewart-Brown, “Preventing emotional and behavioral problems: the effectiveness of parenting programmes.” *Child: Care, Health and Development*. Volume 31, Issue 1, January 2011, p 33–42. etc....

Publish Research Article

International Level Multidisciplinary Research Journal For All Subjects

Dear Sir/Mam,

We invite unpublished Research Paper, Summary of Research Project, Theses, Books and Book Review for publication, you will be pleased to know that our journals are

Associated and Indexed, India

- ★ International Scientific Journal Consortium
- ★ OPEN J-GATE

Associated and Indexed, USA

- EBSCO
- Index Copernicus
- Publication Index
- Academic Journal Database
- Contemporary Research Index
- Academic Paper Database
- Digital Journals Database
- Current Index to Scholarly Journals
- Elite Scientific Journal Archive
- Directory Of Academic Resources
- Scholar Journal Index
- Recent Science Index
- Scientific Resources Database
- Directory Of Research Journal Indexing

Golden Research Thoughts
258/34 Raviwar Peth Solapur-413005, Maharashtra
Contact-9595359435
E-Mail-ayisrj@yahoo.in/ayisrj2011@gmail.com
Website : www.aygrt.isrj.org