

Innovations

Effectiveness of planned teaching programme on knowledge regarding home care of mentally retarded children among care givers in selected special school

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Abstract

Mental retardation is a big threat not only to any nation but also to the entire human life. A mentally retarded child needs greater effort that demands extra attention and nurturing. Parents at home and caretakers in special schools are commonly involved in caring a mentally retarded Child. Caregiver's knowledge effects the nurturing of mentally retarded children. Quasi experimental, pretest – posttest control group research design with convenient sampling technique was selected for the study. 30 care givers of mentally retarded children divided 15 in each experimental and control group were assessed for the level of knowledge. Planned teaching program on home care of mentally retarded children for about 30 minutes was provided to the experimental group. After a week post-test was conducted using the same questionnaire for both the groups. The data were analyzed using descriptive and inferential statistics. The study finding showed that planned teaching programme was effective in enhancing the knowledge regarding home care of mentally retarded children among care givers.

Keywords: 1.Planned teaching program, 2.Knowledges, 3.Home care, 4.Mentally retarded children, 5.Caregivers

I. Introduction

Mental retardation, defined by the American Association on Mental Retardation (AAMR) as “significantly sub average intellectual functioning existing concurrently with related limitations in two or more of the following applicable adaptive skill areas: communication, self-care, home living, social skills, community use, self-direction, health and safety, functional academics, leisure and work,” with such limitations manifested before age 18. It is estimated that the overall prevalence of mental retardation is believed to be between 1% and 3% with the rate for moderate, severe and profound retardation being 3%. It is more common in developing countries because of the higher incidence of injuries and anoxia in the birth and early child hood. Mentally retarded children attain developmental milestone slower than normal children in general population. These children will have a difficult time in getting through life without assistance. Caregivers play a vital role in the lives of mentally retarded children. Knowledge of care givers is essential and need to be updated.

A quasi-experimental study was conducted at special schools in Maharashtra with 60 care givers of mentally retarded children, selected using simple random sampling technique. Pretest knowledge level was assessed using a self structured questionnaire and later structured teaching program was given to the samples. The results showed that majority of care givers were having poor knowledge score. There was an improvement in the knowledge of the care givers of the mentally retarded children after the intervention. The teaching programme helps the caregivers to enhance their knowledge on home based care of mentally retarded children.

Hence, it is important to educate them regarding home care of mental retarded child.

Statement of the problem

A study to assess the effectiveness of planned teaching program on knowledge regarding home care of mentally retarded children among care givers in selected special schools.

Objectives of the study

- To assess the level of knowledge regarding home care of mentally retarded children among care givers before and after the intervention.
- To evaluate the effectiveness of planned teaching programme on knowledge regarding home care of mentally retarded children among care givers.
- To find out the association between the knowledge regarding home care of mentally retarded children among care givers and their selected demographic variables.

Hypotheses

H₁: There will be a significant effectiveness of planned teaching programme on knowledge regarding home care of mentally retarded children among care givers.

H₂: There will be a significant association between posttest knowledge score with selected demographic variables.

Review of literature

The review of literature is divided into the following headings.

1. Studies related to knowledge on care of mentally retarded among care givers.
2. Studies related to caregiver's perception in caring mentally retarded children.
3. Studies related to teaching program on care of mentally retarded children.

II. Methodology

In this quantitative evaluative study 30 caregivers of mentally retarded children were selected to evaluate the knowledge regarding home care of mentally retarded children. The research design adopted was pretest – posttest control group design.

Inclusion criteria

The study include care givers who were

- mothers of the children
- willing to participate in the study.
- available during the time of data collection.
- able to read or understand Tamil.

Exclusion criteria

The study excludes care givers who were

- Not willing to participate in the study.
- Not available during the time of data collection.
- Not cooperative.

Data collection procedure

The study was conducted in February 2022. Informed written consent was obtained from the Head of the School prior to the collection of the data. 30 care givers were selected using non- probability convenient sampling method and were divided 15 in each experimental and control group. Informed written consent was obtained from the care givers who fulfilled the inclusion criteria. The demographic data were collected and Pretest level of knowledge was assessed using questionnaire from the care givers. Planned teaching program on home care of mentally retarded children for about 30 minutes was provided to the experimental group. After a week post-test was conducted using the same questionnaire for both the groups.

III. Findings

The following results were summarized after the analysis of data:

Section I: Frequency and percentage distribution of demographic variables of caregivers

Regarding the age in experimental group, 20% caregivers are in 21-30 years; 47% caregivers are in 31-40 years; and 33% are above 40 years whereas in control group 27% caregivers are in 21-30 years; 40% caregivers are in 31-40 years; and 33% are above 40 years

About the mother's educational qualification majority 67% were graduates, 20% belonged to secondary education, 13% belonged to primary education and none were illiterate in experimental group. In control group, majority 80% were graduates, 13% belonged to secondary education, 7% were illiterate and none belonged to primary education.

Regarding area of residence of care givers in experimental group, 27% were in rural, 13% in urban, 20 % in semi rural and 40% in semi urban areas whereas in control group, 20% were in rural, 20% in urban, 7 % in semi rural and 53% in semi urban areas.

Concerning socioeconomic status 13% belonged to upper class, 27% belonged to upper middle class, 53% belonged to lower middle class, 7% belonged to upper lower class and none belonged to lower class in experimental group. 20% belonged to upper class, 20% belonged to upper middle class, 53 % belonged to lower middle class, 7% belonged to lower class and none belonged to upper lower class in control group.

Regarding family history of mental retardation, in both experimental and control group majority 73% and 80% respectively did not have the history.

Section II: Frequency and percentage distribution of knowledge level of care givers in experimental and control group

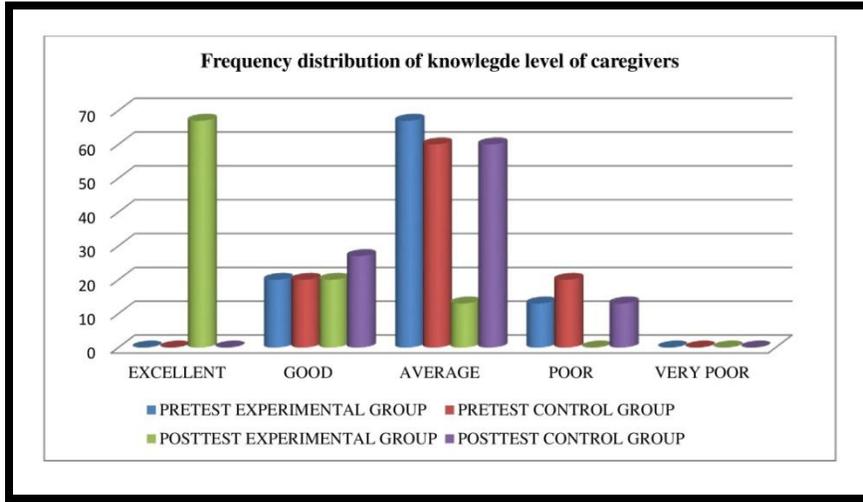


Fig. 1: Frequency distribution of knowledge level of care givers in experimental and control group

Section III: Effectiveness of planned teaching programme in experimental and control group

Group	Test	Mean	S.D	Mean difference	Paired 't' test value
Experimental group	Pretest	39.40	10.14	9.20	t=5.489 p=0.005, S**
	Post Test	48.60	8.26		
Control group	Pretest	36.40	13.45	5.40	t=0.744 p=0.005, NS
	Post Test	41.80	14.09		

Table 1 reveals that there was significant effectiveness in pretest and posttest knowledge scores of experimental group and no significant effectiveness in pretest and posttest knowledge scores of control group.

Test	Group	Mean	S.D	Mean Difference	Paired 't' test Value
Posttest	Experimental group	48.60	8.26	6.80	T=5.741 P=0.005, S**
	Control group	41.80	14.09		

Table 2 reveals that there was significant effectiveness in posttest knowledge scores of experimental and control group.

Hypothesis 1: H₁ was accepted.

Section IV: Association of posttest knowledge scores with selected demographic variables

There was no significant association found between the posttest knowledge scores with selected demographic variables of the care givers.

Hypothesis 2: H₂ was rejected for the selected demographic variables.

IV- Conclusion

Care givers of mentally retarded children face varying difficulties in handling their children. These children too need to be brought up in best way to face the challenges in the society. To support the care givers the present study throws light on the necessity of improving their knowledge regarding home care of the mentally retarded children.

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