



The effectiveness of structured teaching programme on knowledge regarding toilet training among the mother of under five children

Archa Biju

Nursing Officer, AIIMS, Bhubaneswar, Odisha, India

Corresponding Author: Archa Biju

DOI: <https://doi.org/10.33545/nursing.2023.v6.i2.C.357>

Abstract

Background: Children are the important asset of the nation. Parents play a key role in toilet training they need to provide their children with direction, motivation and reinforcement. Parents have an important role in the toilet training of the children.

Objectives: To assess knowledge regarding toilet training among mothers of under five before and after administration of structured teaching programme.

Methods: A Quantitative research approach with pre test post design was used. 60 mothers were selected as a sample in the study using consecutive sampling technique. Structured questionnaires was used. The structured teaching programme regarding toilet training was prepared by researcher which. The pre-test was conducted followed by Structured teaching programme was administered and the post assessment-I was assessed immediately after the completion of Structured teaching programme.

Results: Findings of the study indicate that structured teaching programme was effective in enhancing the knowledge as the findings indicate that the mean of the post-test knowledge score (19.16) was higher by pre-test knowledge score which was (7.35).

Conclusion: Structured teaching programme was effective in enhancing the knowledge of mothers regarding toilet training.

Keywords: Effectiveness, structured teaching programme, knowledge, mothers, toilet training

Introduction

Children are the important asset of the nation. Their well-being is inextricably linked to the well-being of their families, communities and society in which they live. The parents have a great role in rearing their children however child rearing is not an easy task. It presents challenges to both new parents. All the stages in human life are exposed to challenge difficulties and success as a gain. Any disturbance in this cycle, either from self or environment can hamper the achievement. One such stage in an individual's life is the toddler period. It is a difficult exciting and interesting period of life. It is the magical time of childhood encompassing the tumultuous two's and the terrific three fundamental learning process develop in the child as the child begins to seek autonomy and explores the world. It learns how things work begins to create limitation express desires and develops relationships however, the toddler's excitement and frustration make the period of incredible challenge for care givers and health care providers.

Parents play a key role in toilet training they need to provide their children with direction, motivation and reinforcement. Parents have an important role in the toilet training of the children. Toilet training is mainly the work of parents. They have many responsibilities in toilet training their child such as identifies the readiness of the toddler, provision of potty,

establishing a regular pattern of toilet training, reacting in a calm and quiet way if the child has an accident and finally should be knowledgeable about different steps of toilet training. Fathers and mothers are the primary care givers of the children. So they have an important role in toilet training. But studies reveal that they have only a little knowledge about the toilet training aspects of their children. A healthy bladder and bowel movement habit are important for healthy functioning of the body. Late toilet training may lead to dysfunctional elimination such as enuresis and encopresis.

Methodology

The study was conducted in a selected government hospital in Delhi with approval of ethical committee of the hospital. The research design was pre test-post test design. The study participants comprised of 60 mothers who were attending Paediatric OPD using consecutive sampling technique. Mothers who were willing to participate, who can read and write Hindi and English and present at the period of data collection were included in the study. Written informed consent was obtained from all the study participants before starting the study. The study was conducted from December 2020. Assessment tool used was structure questionnaire. Knowledge was assessed initially and immediately after the

completion of the structured teaching programme. The tool comprised of two sections including socio demographic variables and the structured questionnaire. The structured questionnaires consisted questions regarding assessment of knowledge of mothers regarding toilet training. The structured questionnaire had 24 questions. Each item in the part has 4 response choices and the respondents were asked to place a tick mark in the space provided against each preferred response for each question. The validated by 9 experts independently. Each correct response was given 1 mark and 0 mark for incorrect response.

Results and Discussion

A total 60 mothers were included in this study. Mostly (62%) of mothers were of age group 26-30 years old, Mostly 51%) of the mothers were primary pass. Majority (92%) of mothers were housewives. The family income was less than 100000 per annum in most cases (48%). Most of the mothers (71.6%) are having single child. Majorly (92%) of mothers were Hindu by religion. Majorly (81.6) they lived in a pucca house and majorly (96%) had a toilet in their house.

Table 1: Frequency and percentage of mothers in terms of level of knowledge scores of pre test and post test regarding structured teaching programme related to toilet training, N=60

Level of Knowledge	Range of scores	Pre test		Post test	
		F	%	f	%
Good	17-24	0	0	32	53.34
Fair	9-16	18	30	28	46.64
Poor	0-8	42	70	0	0

Maximum Score- 24
Minimum Score=00

The data presented in table 1 showed that in pre-test mostly all the mothers (70%) were having poor knowledge and 30% of mothers were having fair knowledge regarding toilet training. Whereas in post-test after administration of the structured teaching programme, majority of the mothers (53.34%) were having good knowledge regarding toilet training and 46.64% of mothers were having fair knowledge regarding toilet training.

Table 2: Range, Mean, Standard Deviation and median of knowledge score regarding structured teaching programme related to toilet training of the mothers, N=60

Knowledge Test	Range	Mean ± SD	Median
Pre Test	0-12	7.35±1.89	7
Post Test	14-24	19.16±3.72	19

Maximum Score- 24
Minimum Score=00

The data presented in table 2 showed the range of post test knowledge score (14-24) which is higher than the pre test knowledge score (0-12). The finding indicates that the mean of the post-test knowledge score (19.16±3.72) is higher than the mean of the pre-test knowledge score (7.35±1.89). The median of the post- test knowledge score was 19 where as the median of the pre-test score was 7.

Table 3: Mean, mean difference, standard deviation, standard error mean “t” value of pre-test and post-test knowledge score of, mothers regarding toilet training, N=60

Score	Mean	Mean D	SD	S. EMD	‘t’	p value
Pre test	7.35	11.81	1.89	1.83	18.69	0.01*
Post test	19.16		3.72			

t (59)=1.671 *significant (p≤0.05)

The data presented in table 3 depicted that mean difference between pre-test knowledge score was (11.81), the post test mean knowledge score was (19.16) and pre-test mean knowledge score was (7.35) and the computed t value was (1.671). The calculated t value (18.69) was found to be statistically significant at 0.05 level of significance and it indicated that there was a significant increase in the knowledge of mothers regarding toilet training.

Manish K. GOYAL (2017) [5]: Conducted study on effectiveness of structured teaching program on knowledge regarding toilet training among toddler mothers. The results revealed that findings from this study pre test that about 80% of participants were inadequate knowledge, 16% participants were in moderate knowledge and 4% participants were adequate knowledge of toilet training among the mother of toddlers. After the post test 6% participants were inadequate knowledge, 10% participants were moderate knowledge and 84% participants were adequate knowledge of toilet training among the (7) mother of toddlers.

Nisha P Nair (2017) [6]: conducted study on assess the knowledge of mothers regarding toilet training among toddlers. The result revealed that maximum number of mothers 34 (56.6%) have average knowledge 15 (25%) have good knowledge regarding the toilet training. Chi-square value as computed to find the association between the level of (8) knowledge and the selected personal variables.

The present study was consistent with Supriya where fewer 9% mothers having adequate knowledge and 34% had inadequate knowledge and majority 57% of mother had moderate knowledge regarding toilet training. In the present study, 0% mother was having good knowledge regarding toilet toilet training in pre test, 30% of mothers had fair knowledge and 70% percentage of mothers had poor knowledge in the pre test about toilet training.

The result of the present study had shown that post test knowledge score was 46.64% of mothers had fair knowledge and 53.34% percentage of mothers had good knowledge which is consistent with Nisha P Nair maximum number of mothers 34 (56.6%)have average knowledge 15 (25%)have good knowledge regarding the toilet training.

The present study is consistent with Manish K. Goyal where pre test that about 80% of participants were inadequate knowledge, 16% participants were in moderate knowledge and 4% participants were adequate knowledge of toilet training among the mother of toddlers. After the post test 6% participants were inadequate knowledge, 10% participants were moderate knowledge and 84% participants were adequate knowledge of toilet training among the mother of toddlers. In the present study 0% mother was having good knowledge regarding toilet toilet training in pre

test, 30% of mothers had fair knowledge and 70% percentage of mothers had poor knowledge in the pre test whereas 0% mother was having poor knowledge regarding toilet training in post test, 46.64% of mothers had fair knowledge and 53.34% percentage of mothers had good knowledge in post test.

Conclusion

The mean post-test knowledge was higher than the mean pre-test knowledge score. Thus, the structured teaching programme was effective in enhancing the knowledge of the mother regarding toilet training.

References

1. Wong's; Essential of Pediatric Nursing; 8th Edition; Mosby Elsevier; c2009. p. 417-420.
2. Dorothy R Marlow, Barbara A Redding. Textbook of Pediatric Nursing. 6th ed. Elsevier publishers; c2005. p. 721.
3. American Psychological Association; c2015. Available from: URL: <http://www.apa.org/pi/families/resources/parents-caregivers.aspx>.
4. Supriya. A study to assess the knowledge regarding readiness of toddler for toilet training among mothers in selected rural areas at Moradabad district, IJRS; c2019, 1003, 3232.
5. Manish K, Goyal. Conducted study on effectiveness of structured teaching program on knowledge regarding toilet training among mothers of toddler; c2017.
6. Nisha P, Nair. Conducted study on assess the knowledge of mothers regarding toilet training among toddlers; c2017.

How to Cite This Article

Biju A. The effectiveness of structured teaching programme on knowledge regarding toilet training among the mother of under five children. International Journal of Advance Research in Nursing. 2023;6(2):178-180.

Creative Commons (CC) License

This is an open access journal, and articles are distributed under the terms of the Creative Commons Attribution-Non Commercial-Share Alike 4.0 International (CC BY-NC-SA 4.0) License, which allows others to remix, tweak, and build upon the work non-commercially, as long as appropriate credit is given and the new creations are licensed under the identical terms.