



Effect of video assisted teaching on knowledge regarding positive parenting among mothers of preschool children in selected urban community, Kolkata

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Abstract:

Background: Parenting is one of challenges faced by family. The presence of new environment aspect with Positive Parenting Program provided opportunities for mothers to experience learning process which in turn would influence their personal characteristics such as beliefs, knowledge, perceptual memory, and self-regulation.⁶

Parenting knowledge encompasses understanding how to care for children, how children develop, and the diverse roles parents play in children's lives.⁸

Materials and Methods: A quantitative pre-experimental study was conducted to assess the effect of Video Assisted Teaching Program on knowledge regarding positive parenting among mothers of preschool children in selected urban community, Kolkata. The conceptual framework of the study was based on King's Goal Attainment theory. The one group pre-test post-test design was adopted on 60 mothers of having children of age 3 to 6 years attending selected ICDS center, Kolkata,

Results: The study finding revealed that the mean pre-test knowledge scores were 13.55 ± 2.45 and the mean post-test knowledge score was 21.75 ± 1.34 . So, difference between post-test and pre- test knowledge score was found to be statistically significant as evident from corresponding 't' value ($t'_{(59)} = 22.85, p < 0.05$)

Conclusion: Video Assisted Teaching Program was effective

Key Word: Effect, Video assisted teaching, Mother of pre-school children, Positive parenting

I. Introduction

Children are the treasured possession of parents, future of mankind and asset of a nation. A healthy child is very essential for making a society blossomed. Childhood is a journey of passes through phases of physical, mental, and social development. They should get the chance to develop independence, trust, confidence, and self -respect.³

Early Childhood Development is the key to a full and productive life, is a powerful investment for socially and economically in the future. Investing in early childhood, is not only beneficial for children and their families, but also for the society and the entire global community, because they help to mitigate the impact of adverse early experiences. If children were not treated well at early years, it leads to poor health.⁸

Early parental intervention training, is an important preventive measure, that plays a vital role in improving the social, emotional, and behavioral development of children. Positive parenting behavior and a higher sense of productiveness could improve this social competence. Simultaneously, negative parenting styles are the risk factors that may create emotional and behavioral problems in children⁵

Family is the first initiator of personality and intellectual values which plays an important role in refereeing the destiny, style, and policy of the individual's future life. Childhood is one of the most significant and effective periods during human life.⁴

Parenting is a critical factor that affects the development of children.⁵

It is a fact that being a parent is one of the most challenging roles in the world. Research on various parenting styles to trying out different parenting hacks, we always go above and beyond to make sure that we raise happy and successful children. But no matter what ever parenting style we choose to use, at the end of the day, it boils down to the kind of relationship every parent has with their children. The stronger the parent-child relationship is having the better the upbringing.⁹

The child's relationship with parents develops and is shaped by both the parental and child's characteristics. Although the burden of responsibility is on the adult, the child, from birth, behaves in ways that will elicit care from the parent.¹⁰

Study indicates that the general state of knowledge that parents possess in these domains constitutes a vital frame of reference from which parents interpret their children's behaviors. Parenting knowledge affects parent's everyday decisions about their children's care and upbringing, 1–6 which in turn affects children's development. Positive Parenting Program (Triple-P) is an approved method of parent training for reducing child behavioral problems.⁹

II. Materials and methods

A quantitative pre-experimental study was carried out on ICDS Centre, Newtown under Bidhannagar municipality, Kolkata

Pre-experimental research approach

Study design: One group pre-test post-test design

Study Location: The study was conducted at ICDS center, Newtown under Bidhannagar municipality, Kolkata-700157.

Study Duration: 12th February, 2022 to 5th March, 2022

Variables under the study

Independent variables: Video assisted teaching on positive parenting

Dependent variables: Knowledge regarding positive parenting

Demographic variables: Age, marital status, educational status, occupation, economic status, family type and no of children.

Sample size: In this study, total sample was 60

Subjects and selection method: In this study sample selection was done by convenience sampling technique.

Inclusion criteria:

- Mothers who had at least one child in the age group of 3-6 years.
- Mothers who were agreeable to participate in the study.
- Mothers who were accessible at the time of data collection.
- Mothers who were mentally & physically fit to participate.
- Mothers who were able to read and write Bengali or English.

Exclusion criteria: Mothers who had chronic illness.

Procedure methodology:

- Permission for conducting study was firstly from state health department.
- Administrative permission was taken from The District Program Officer, ICDS Cell, North 24 Parganas, West Bengal
- Permission also taken from The Child Development Project Officer, ICDS cell, Rajarhat, Newtown, Kolkata
- The data collection was done from 12.02.2022 to 05.03.2022
- Register was analyzed.
- Mothers of preschool children were identified.
- Participants were selected based on inclusion and exclusion criteria by using convenience sampling technique.
- Self-introduction followed by explanation of the study objective was given to all participant.

- Informed consent was drawn from each participant.
- Assurance of maintaining confidentiality of their responses were made and separate code number was used for each participant.
- 60 (Sixty) participants were selected.
- Data was collected by using semi structured demographic proforma and structured knowledge questionnaire.
- Pretest was conducted on the 1st day of data collection.
- Each respondent took an average of 15minutes to 20 minutes to answer the questionnaire.
- Following pretest video assisted teaching was administered and took 20 minutes to show the video.
- Posttest was conducted on the 8th day of data collection.
- Termination of data collection was done by thanking the participants and administrative authority.

Statistical analysis: The obtained data were analyzed by SPSS version-20 using both descriptive and inferential statistics based on the objectives of the study. Data were organized, tabulated, analyzed, and interpreted. Analysis and interpretation of data were done in accordance with the objectives of the study using descriptive and inferential statistics.

Data were analyzed and interpreted in the following sequence-

Section I: Description of demographic characteristics of mothers of preschool children.

Section II: Findings related to validation of video assisted teaching on positive parenting.

Section IIIA. Findings related to pre-test & post-test knowledge score among mothers of preschool children in terms of mean, median and standard deviation.

Section IIIB. Findings related to frequency & percentage distribution of pre-test knowledge score among mothers of preschool children.

Section IIIC. Findings related to frequency & percentage distribution of post-test knowledge score among mothers of preschool children.

Section IIID. Findings related to the area wise comparison of pre-test & post-test knowledge score among mothers of preschool children in terms of mean, mean percentage.

Section IV: Findings related to effectiveness of video assisted teaching regarding positive parenting.

Section V: Findings related to the association of pre-test knowledge score with selected demographic variables.

III. Result

Section I: Description of demographic characteristics of mothers of preschool children.

Table 1 Frequency and percentage distribution of demographic characteristics of mothers of preschool children in terms of age, marital status, and occupational status.

n = 60		
Characteristics	Frequency	Percentage (%)
Age in years		
21-25	23	38.33
26-30	28	46.67
31-35	9	15.00
Marital status		
Married	55	91.67
Unmarried	Nil	Nil
Separated / divorce	3	5.00
Widow	2	3.33

Occupational status of mothers		
Homemaker	47	78.33
Self-employed	7	11.67
Govt. job	3	5.00
Private job	3	5.00

Data presented in Table 1 shows that maximum number of mothers of preschool children belonged to the age group 26 -30 Yrs (46.67%), 38.33% mothers of preschool children belonged to the age group 21-25 yrs. and 15% mothers of preschool children belonged to the age group 31-35 years.

Data also reveals that maximum number of mothers of preschool children were married (91.67%), 3.33% mothers were widowed and rest 5 % mothers were separated.

Data also presented that the maximum number of mothers of preschool children (78.33%) were homemaker, 11.67 % were self-employed, 5% were in private job and rest 5 % were govt.job

Table 2 Frequency and percentage distribution of demographic characteristics of mothers of preschool children in terms of age, marital status, occupational status, monthly family income, number of children and exposure to the ward positive parenting.

n = 60

Characteristics	Frequency	Percentage (%)
Monthly family income		
Less than Rs.10000	18	30.00
Rs.10001 - Rs.20000	31	51.67
Rs.20001 - Rs.30000	8	13.33
More than Rs.30000	3	5.00
Number of children		
1	39	65.00
2	16	26.67
3	5	8.33
Exposure to the word positive parenting		
Yes	11	18.33
No	49	81.67

Data presented in Table 2 shows that majority (51.67%) of mothers of preschool children's monthly family income was Rs.10001- Rs.20000, 30% mothers of preschool children's monthly family income was less than Rs.10000 and 13.33% mothers of preschool children's monthly income was Rs.20001 to Rs.30000 and rest 5% mothers of preschool children's monthly family income was more than Rs.30000.

Data also reveals that maximum number of mothers of preschool children (65%) had single child, 26.67% mothers had two children and rest 8.33 % mothers had three children.

Data also shows that majority (81.67%) of mothers of preschool children don't hear about positive parenting and only 18.33% mothers heard about positive parenting.

n=60

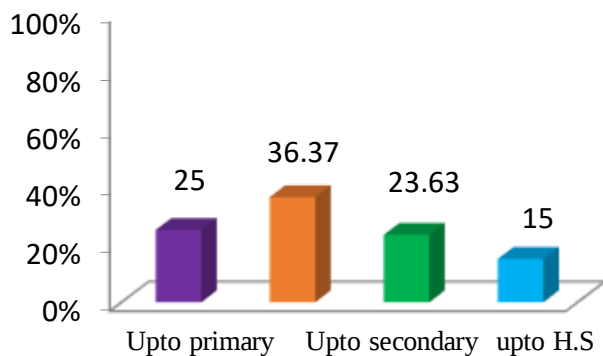


Figure 1: Bar diagram showing educational status of mothers of preschool children.

Data presented in figure 1 shows that the education level of majority (36.37%) of the mothers of preschool children were up to secondary, 25 % were up to primary level of education, 15 % of mothers were graduate and above and rest 23.33% were up to higher secondary.

n=60

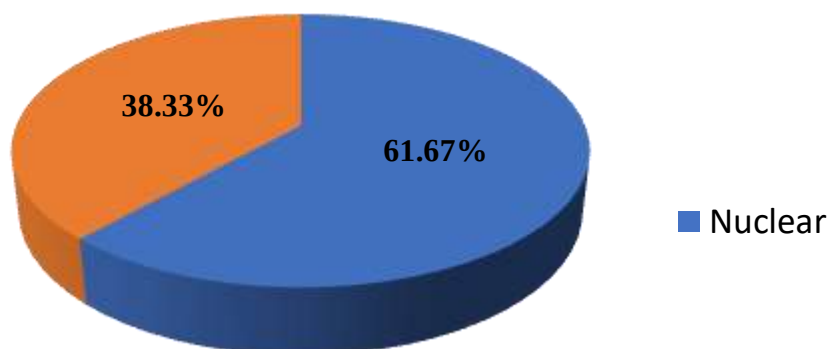


Figure 2: Pie diagram showing percentage distribution of type of family of mothers of preschool children

Data presented in Figure 2 reveals that 61.67% of mothers of preschooler belonged to the nuclear family and 38.33% belonged to the Joint family.

Section II Findings related to validation of video on positive parenting.
The researcher developed and validated a video on positive parenting

Table 3 Percentage of agreement of expert’s opinion regarding validity of the video on positive parenting
n=7

Criteria	Agree (%)	Partially agree (%)	Disagree (%)	Expert’s opinion
Video content		-	-	
Reflects the objectives	100			
Relevant to the objectives	100			
Provide an adequate information	100			
Organization of the Video clip			-	Arrange the content in systematic order
Logical sequence	86	14		
Continuity				
Integration	100			
Language used in the video	100			
Simple & easy to understand.	86	14		Simple & understandable language to be used so that each subject can understand easily.
Grammatically sound				
Comprehensive at the level of the participant.	100			
Feasibility or practicability	86	14		
Acceptability of the mother	100			
Adequate to hold the interest of the participants	100			
Overall organization		-	-	
Attractive	100			
Relevant	100			
Interesting	100			

Table 3 shows that in maximum areas (video content, organization of video clip, language used in the video, feasibility, practicability and over all organization) the experts had 100% agreement and in some areas like logical sequence and language simplicity and understandability of language the experts had 86% agreement. Modification done in terms of arranging the contents in systematic order and replacing medical terminologies in simple language.

Section IIIA. Findings related to pre-test & post-test knowledge score among mothers of preschool children in terms of mean, median and standard deviation.

Table 4 Mean, Median and Standard Deviation of mother's obtained pre-test and post-test knowledge score
n=60

Knowledge score	Mean	Median	Standard Deviation
Pre-test	13.55	13	2.45
Post-test	21.75	22	1.34

Maximum possible score = 26

Minimum possible score = 0

Data presented in Table 4 shows that mean pre-test knowledge score of mothers was 13.55 ± 2.45 , median was 13.

The data also reveals that mean post-test knowledge score was 21.75 ± 1.34 , median was 22.

Hence the mean post-test knowledge score (21.75) of mothers of preschool children was higher than the mean pre-test knowledge score (13.55) of mothers of preschool children regarding positive parenting.

Section IIIB: Findings related to frequency & percentage distribution of pre-test knowledge score among mothers of preschool children.

Table 5 Frequency and percentage distribution of pre-test knowledge score among mothers of preschool children regarding positive parenting.

n=60

Knowledge score	Frequency	Percentage(%)
At and above mean (≥ 13)	37	61.67
Below mean (< 13)	23	38.33

Maximum possible score = 26

Minimum possible score = 0

Data presented in table no 5 shows that in pre-test (61.67%) majority of mothers of pre-school children having scored at and above mean and (38.33%) rest of the participants scored below mean.

Section IIIC: Findings related to frequency & percentage distribution of post-test knowledge score among mothers of preschool children.

Table 6 Frequency and percentage distribution of post-test knowledge score among mothers of preschool children regarding positive parenting.

n=60

Knowledge score	Frequency	Percentage(%)
At and above mean (≥ 21)	49	81.67
Below mean (< 21)	11	18.33

Maximum possible score = 26

Minimum possible score = 0

Data presented in table no 6 shows that in post-test (81.67%) majority of mothers of pre-school children having scored at and above mean and (18.33%) rest of the participants scored below mean.

Section IIID: Findings related to the area wise comparison of pre-test & post-test knowledge score among mothers of preschool children in terms of mean, mean percentage.

Table 7 Area wise maximum possible score, mean, mean percentage and distribution of knowledge score of mothers of pre-schooler regarding positive parenting.

n = 60

Areas of knowledge	Maximum Possible score	Pre-test		Post-test		Mean gain %		Modified gain
		Mean score	Mean	Mean score	Mean	Actual gain	Possible gain	
		(%) score	(%) score	(%) score	(%) score			
Meaning of parenting	1	0.7	70	0.93	93.00	23.00	30	0.77
Concepts of positive parenting	2	1.3	65	1.75	87.50	22.50	35	0.64
Benefits of positive parenting	3	1.1	36.67	2.60	86.67	50.00	63.33	0.79
Principles of positive parenting	4	1.6	40	3.20	80.00	40.00	60	0.67
Developing positive relationship	5	2.5	50	4.00	80.00	30.00	50	0.60
Encouraging desirable behavior	2	1.6	80	1.78	89.00	9.00	20	0.45
Managing Misbehaviour (Challenging behaviours)	3	1.6	53.33	2.55	85.00	31.67	46.67	0.68
Best of positive parenting technique to follow	6	3.1	51.67	4.93	82.17	30.50	48.33	0.63

Data presented in table 7 depicts that the maximum modified gain were in the areas of Benefits of positive parenting (0.79) followed by meaning of parenting (0.77), Managing Misbehaviour (Challenging behaviours) (0.68), Principles of positive parenting (0.67), Concepts of positive parenting (0.64), Best of positive parenting technique to follow (0.63), Developing positive relationship (0.60) and Encouraging desirable behavior (0.45).

The data further shows that the mothers of preschool children were having maximum knowledge in pre-test in Encouraging desirable behavior (80%) whereas the mean post-test highest score (93%) were from meaning of parenting. Comparing the area wise knowledge score of pretest and post-test, it can be concluded that the mothers of preschool children have gained knowledge in all the areas in post-test after administration of video assisted teaching regarding positive parenting.

Section IV: Findings related to determine the effect of video assisted teaching regarding positive parenting in terms of change in pre-test & post-test knowledge score.

Hypothesis

H₁: The mean post-test knowledge score of mothers of pre-schoolers is significantly higher after receiving video assisted teaching programme regarding positive parenting than their mean pre-test knowledge score as measured by the structured knowledge questionnaire at 0.05 level of significance.

H₀₁: There is no significant difference between mean pre-test knowledge score and mean post-test knowledge score of mothers of pre-school children after receiving video assisted teaching programme regarding positive parenting as measured by the structured knowledge questionnaire at 0.5 level of significance.

Table 8 Mean, median, mean difference, standard deviation and 't' value of knowledge scores of mothers of preschool children.

n=60

Knowledge score	Mean	Mean difference	S.D.	't' value
Pre-test	13.55	8.20	2.45	22.85*
Post-test	21.75		1.34	

$t_{(59)} = 2.00$, $p < 0.05$, *significant

The data presented in table 8, indicate that mean post-test knowledge score (21.75) of mothers of preschool children was higher than their mean pre-test knowledge scores (13.55) with a mean difference 8.20 which was found to be statistically significant as evident from corresponding 't' value ($t_{(59)} = 22.85$, $p < 0.05$). This showed that the obtained mean difference was a true difference and not by chance. Hence null hypothesis was rejected and research hypothesis was accepted. The researcher concluded that the video assisted teaching was effective in improving the knowledge regarding positive parenting.

Section – V: Findings related to the association of pre-test knowledge score with selected demographic variable among mothers of preschool children attending selected ICDS centre, Kolkata.

Table 9 Chi square test showing association between pre-test knowledge score with age, marital status, exposure to the word positive parenting and educational status.

n=60		
Variables	Knowledge Score	
	≥Median	<Median
Age		
≥27 yrs	24	8
<27 yrs	13	15
Marital status		
Married	33	22
Others	4	1
Exposure to the word positive parenting		
No	27	22
Yes	10	1
Educational status		
Up to secondary	27	10
Above secondary	10	13

χ^2 (df 1) = 3.84, $p < 0.05$

This table depicts that the chi square values computed between pre-test knowledge score of mothers with marital status and exposure to the word positive parenting were not significant at 0.05 level of significance. So, it can be concluded that marital status and exposure to the word positive parenting were not significantly associated with pre-test knowledge score of mothers of preschool children.

This table also depicts that the chi square values computed between pre-test knowledge score of mothers with age and educational status were significant at 0.05 level of significance. Here the computed chi square value was greater than the table value (3.84) at 0.05 level of significance at df_{59} . So, there was association between educational status and age with pre-test knowledge score of mothers of preschool children.

IV. Discussion

Major findings of the study

Major findings of the study are summarized as below

- Majority of mothers of preschool children (46.67%) belonged to the age group of 26 -30 Years.
- In relation to marital status majority of mothers of preschool children (91.67%) were married.
- Maximum number of mothers of preschool children (78.33%) were homemaker.
- Majority of mothers' (51.67%) monthly family income was Rs.10001-Rs.20000.
- Among the mothers of preschool children majority (65%) had single child.
- Maximum number of mothers of preschool children (81.66%) don't heard about positive parenting previously.
- The education level of majority (36.37%) of the mothers of preschool children were upto secondary.

- Regarding type of family majority 61.67% of mothers of pre-school children belonged to the nuclear family.
- Maximum modified gain was more in knowledge in the areas of 'Benefits of positive parenting' (0.79) followed by 'Meaning of parenting' (0.77).
- Majority 37 (61.67%) of mothers had at and above average knowledge score in pre-test, and also in post test result showed that the maximum number of mothers 49 (81.67%) had at and above average knowledge score.
- The mean post-test knowledge score (21.75 ± 1.34) with a median 22 was higher than the mean pre-test knowledge score (13.55 ± 2.45) with a median 13.
- In order to find out significant difference, paired 't' test was applied between pre-test knowledge score and post-test knowledge score. The mean difference 8.20 which was found to be statistically significant as evident from corresponding 't' value
- ($t'_{(59)} = 22.85, p < 0.05$). This showed that the obtained mean difference was a true difference and not by chance. Hence null hypothesis was rejected and research hypothesis was accepted. Inferring that the video assisted teaching was effective in improving the knowledge regarding positive parenting.
- Chi square values computed to see the association between pre-test knowledge score of mothers with marital status and exposure to the word positive parenting which were found not to be statistically significant at 0.05 level of significance. So it can be concluded that pre-test knowledge score of mothers of preschool children was independent of their marital status and exposure to the word positive parenting.
- Chi square values computed to see the association between pre-test knowledge score of mothers with educational status and age of the mothers which were found to be statistically significant at 0.05 level of significance. So the researcher concluded that pre-test knowledge score of mothers of preschool children was dependent on their educational status and age of the mothers.

Discussion of major findings in relation to other studies are presented below-

Findings related to demographic characteristics of the mothers of preschool children

The findings of the present study revealed that majority of mothers (46.67%) belonged to the age group of 26 -30 Years, maximum number of mothers (78.33%) were homemaker and regarding type of family majority 61.67% of mothers of pre-school children belonged to the nuclear family.

Chetty J L. (2017) conducted a study on effectiveness of structured teaching programme on promotion of mental health in children among mothers of rural community. The findings revealed that 35% mother's age group were within age group of 26-30 years. The findings also revealed that 73.3% mothers were from nuclear family. The findings also revealed that 58.3% mothers were unemployed which are consistent with the present study findings.²¹

The findings were supported by another study done on 2021 by **Jena S R, Devi S K.** on effectiveness of structured teaching programme on knowledge regarding promotion of child mental health among mothers at selected area of Bhubneswar, Odisha. The findings revealed that 56.66% mother's age group were within age group of 20-30 years. The findings also revealed that 55.66% mothers were house wife, the findings also revealed that 68.33% mothers were from nuclear family.²²

Praharaj M. (2018) conducted a study on effectiveness of video assisted teaching module of mothers of school going children regarding management of behavioral disorders. The findings revealed that 52% mother's age group were within age group of 20-30 years. The findings also revealed that 76% mothers were from nuclear family which are consistent with the present study findings.¹⁸

Findings related to the effectiveness of video assisted teaching regarding positive parenting

The findings of the present study revealed that the mean pre-test knowledge score of mothers was 13.55 ± 2.45 and the mean post-test knowledge score was 21.75 ± 1.34 . The mean difference was 8.20 which was found to be statistically significant as evident from corresponding 't' value ($t'_{(59)} = 22.85, p < 0.05$). This showed that the obtained mean difference was a true difference and not by

chance. The researcher conclude that the video assisted teaching was effective in improving the knowledge regarding positive parenting.

Verma P, Minu SR. (2021) conducted a study on effectiveness of video assisted teaching programme on knowledge regarding seizer among mothers of under five children in selected community area, Uttar Pradesh. The assessments of knowledge level of mothers on seizer revealed that the mean pre-test knowledge scores was 11.4 with standard deviated 3.15 and mean post-test knowledge scores was 28.8 with standard deviation 2.51. There was significant difference between post-test and pre-test level of knowledge scores with “t”value of 20.3, significant at 0.05 level which showed that with the application of video assisted teaching program, knowledge level and understanding on seizer was improved among mothers which are consistent with the present study findings.²³

Chetty J L. (2017) conducted a study on effectiveness of structured teaching programme on promotion of mental health in children among mothers of rural community. The assessments of knowledge level of mothers on mental health promotion revealed that the mean pre-test knowledge scores was 10.81 with standard deviated 1.57 and mean post-test knowledge scores was 21.48 with standard deviation 1.76. There was significant difference between post-test and pre-test level of knowledge scores with “t”value of 41.9, significant at 0.05 P level which showed that with the application of teaching program, knowledge level and understanding on promoting mental health in children was improved in all mothers which are consistent with the present study findings.²¹

The findings were supported by another study done on 2021 by **Jena S R, Devi S K.** on effectiveness of structured teaching programme on knowledge regarding promotion of child mental health among mothers at selected area of Bhubneswar, Odisha. The study finding revealed that the pre test scores was 12.43 ± 2.98 , where as in post-test the mean score was 36.95 ± 0.8 . The study results also revealed that obtained [t] value was 63.07, which were found with statistically significant at 0.05 P level. Structured teaching programme was found to be an effective educative method for improving the knowledge of mothers regarding promotion of child mental health.²²

Limitations

- The study was restricted to mothers whose babies were in the age group of 3 to 6 years.
- The study had limited sample, so the scope of generalization of the findings was also limited.
- Researcher’s self-made tools were used due to unavailability of standard tools.
- Only knowledge of mothers were measured. So the practice of positive parenting technique by mothers could not be measured.
- The study was not conducted with a control group.

Recommendations

On the basis of findings of the present study, the following recommendations can be offered for future research-

The study can be replicated on large sample of mothers of preschool children at different settings to validate and generalize the study.

- A similar study can be shepherded among mothers of preschool children in the rural community and result can be compared.
- A comparative study can be conducted by using other teaching strategies
- A study can be done to assess the knowledge, attitude and practice of mothers of preschool children
- A follow up study can be conducted to evaluate the effectiveness of video assisted teaching in enhancing mother’s knowledge regarding positive parenting.

V. Conclusion

After conducting the final study, it can be concluded that the baseline knowledge of the mothers of preschool children were not adequate and proper as measured by the structured knowledge questionnaire and the video assisted teaching regarding positive parenting was effective to increase the knowledge among mothers of preschool children in terms of gain in knowledge score.

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